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मानविकी एवं सामाजिक विज्ञान की पूर्व समीक्षित त्रैमासिक शोध पत्रिका
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SATRAACHEE

In this Issue...

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“Research is Creating New Knowledge.”

- Neil Armstrong

[*Armstrong (1930-2012) was an American astronaut famed for being the first man to walk on the Moon*.]

Editorial

QUALITY RESEARCH

Research is needed to solve social problems and to expand knowledge. If the problems are identified correctly, it becomes easy to find solutions. This is possible only when the research is done with utmost honesty and integrity. Unfortunately, researchers in India have lagged behind in their integrity and honesty. There is only one purpose of these researchers behind completing research work and that is, to get a job as soon as possible. The quality of the research done for this purpose is always questionable. Obviously short cut methods are adopted in such kind of researches, nothing is thought out in depth. Whereas, for any good research, immense patience and thoughtfulness is needed. Without it, high quality research cannot be imagined. Therefore, it is an appeal to all researchers to take special care of its utility while preparing the thesis.

There are few things that should be kept in mind in order to make a research useful. The first requirement is continuous labor with patience. All the prior work done in that specific area, in which the researcher is doing research should be studied thoroughly by the researcher. This is the basic process of research work. The researcher should know how much work has been done in the related area so far and what are the scope and limitations of those works. Working on those areas and subjects on which less work has been done can be beneficial and also be proved a considerable achievement as far as expansion of knowledge is concerned. Research related to social concerns is more needed in the field of social science. At present, education is getting expensive, due to increasing influence of capitalism. So, subjects like what should be the effective model of education for children living in slums in low cost, political misuse of higher educational institutions along with professional ethics of teachers, etc. are relevant now a days. Various aspects of these subjects should be selected as research topic.

Now a days, in social science research, there is a practice of describing the situation as it is. The focus on analysis is relatively less. Whereas a researcher should provide an analytical picture of situation and related problem and then present a prospective solution. By doing this the usefulness of research will be proved and that research work can be used in solving the problems of the society. Along with disease, complete treatment should also be talked about. For example, on the basis of data obtained from many sources, we can describe what is the level of education in Bihar. But, if we can't give any solution, what is the meaning of describing the poor condition of education in Bihar. Obviously we have to find out its reasons and solutions as well.

The most important thing is that the researcher should have a deep hold on the theoretical side of his research work. It was discussed in the editorial of the previous issue that the real purpose of the research is to understand its theoretical side and refine it. If your research is not capable in touching the related theory, then your research cannot be qualitative, so there should always be afirm hold on theoretical aspect of research.

Material selection also is an important task for quality and useful research. If the collected material is not qualitative, then the conclusion of research will be negatively affected. We can reach to reliable or authentic conclusions only by using reliable materials. So the quality, reliability and authenticity of tools and methods used in material collection should be ensured.

Summing up, it is necessary to say that the researcher should understand the difference between the research article and the report. The basic structure of the research article is based on the facts that we can say something on the basis of the research done in the past, that is why proper reference in the research articles become more important. While in the report you present the details of your research work. Without understanding this difference, prior researchers fill their articles with figures and data, but they have nothing to say logical. Just like previous issue of Satraachee, this issue also has become attractive and collectible, having variety of articles related to English Literature, Law, Education, Economics, Political Science, Social Science and Management. Hope you like it.

With regards

- ***Archana Gupta***

Anand Bihari.

Capturing the Trajectory of Meaning: Theory and Shabda Tattva

❍ Sudhanshu Shekhar[1]
❍ Sandeep Biswas[2]

The discussion on the problem of meaning by the great Indian thinkers like Bhartrhari, Kumarilabhatta and Anandavardhana parade extraordinary linguistic and philosophic acumen and are replete with valuable observations.

The Sphota theory of meaning was fashioned by the peerless grammarian-philosopher Bhartrhari in his great work Vakyapadiya. The word Sphota is derived from the bhavadi root sphut which means literally 'that becomes manifest' or 'that which blossoms or develops'. According to this theory, word is not a group of letters but it is a series of successive sounds. Bhartrihari emphasizes time and again the fact that a word has adouble power; it can convey an idea of the form of an expression as well as its content. The Sphota as explained by Bhartrihari is something analogous to the linguistic sign which in the terminology of de Saussure: - that which means and that which is meant.

As such this powerful theory of meaning makes our understanding of meaning wider and profound.

***Keywords**:* Semantics, Sphota, Indian grammatical Tradition

"India is not only at the origin of everything, she is superior in everything, intellectually, religiously or politically and even the Greek heritage seems pale in comparison."

- Karl Wilhelm Friedrich Schlegel German poet, critic and scholar

India has immensely contributed to the theory of word. This line denotes the universality of the theory in Spatial-temporal perspective. The story begins with *Rigveda*. Vedas were *Shrut* or oral literature in ancient India. This oral literature was analyzed by the scholars in

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form of Metaphysics, Epistemology, Ethics and *Vyakarana* etc. So metaphorically the analysis was the spectrum of VEDAS. Here we will discuss the *SHABDA-TATTVA* and the *SPHOTA-SIDDHANT* of *Vyakaran* in the light of *Rigveda, Ashtadhyayi, Vakyapadiya, Mahabhashya* and other Commentaries. The discussion on the problem of meaning by great Indian thinkers like *Bhartrihari, Kumarilabhatta* and *Anandavardhana* parade extraordinary linguistic and philosophic acumen and are replete with valuable observations as well.

Vakyapadiya begins with *Shabda-tattva* or word-essence. Can we assume a form without matter? The question seems to be philosophical but it is as relevant as any other problem of science. What does the word cow (which is a phonological form) reveal? Obviously it reveals Cowness. It means there is some universal in all cows which is revealed by that word. On the same ground we can ask what does the word 'WORD' (form) reveal? Then without any contradiction the answer will be 'WORDNESS' which is the universal quality of all the words and by which all the words manifested with different form and meaning. This universal is named as *shabda-tattva* in Indian grammatical tradition. According to the latest theory of physics energy can never produce or destroyed, it just change its form in space and time. Same is in the case of word-essence it varies in different phonological-form but the ultimate essence or word-ness is one.

According to *Rigveda*(4.57.3) *shabd-tattva* assumed as god which has four horns [*Naam* (noun), *Akhyat*(verb), *Upsarg* and *Nipat*)], three feet [past, present and future (tense)], two heads (*Nitya* (indestructible) and *Anitya* (destructible)] and seven *Vibhakti* [case]. Grammatically these all properties exist in Shabda-tattva, same like as a tree which exist in seed. This seed with all grammatical elements manifest as specific word, phrase or sentence at the time of communication.

The above discussion is structural in nature which gives a conceptual understanding of *Shabda-tattva*, objectively. Functionally this *Shabda-tattva* exists in *Muladhar* Chakra or root of the spinal cord of the in form of air. Air is material cause of shabda-tattva.it is also known as *Vak* or causal speech due to the causal relationship of speech with air. Some scholars named this *Shabda-tattva* (in air form) in M*uladhar* as *Para-vak* or Para-linguistic speech. *Shabda-tattva* rises up for the manifestation of specific word, phrase or sentence. First air of *muladhar* goes to *Nabhichakra* or stomach. On this level *Shabda-tattva* is named as *Pashyanti* which is named as deep mental speech. It seems like underlying form. A normal individual cannot realize *Para* and *pashyanti.* After *Pashyanti* the air goes up to the *Hridaya-chakra* or heart where the *Sphota* occurs. Here the speech realizes by intellect. Verbal thought is an example of it. This is named as *Madhyama*. In the last, air goes to the *Kantha-chakra* or vocal cord & articulators by which audible word occurs. This speech is named as *Vaikhari.*

In Indian thought, we find two prime approaches to the study of the problem of meaning: (*1) The Khandpaksha and (2) The Akhandpaksh*, which are roughly analogous to the Association theory and the Gestalt theory in Psychology. According to the *Khandapaksha*, which can be called the analytical method, a word is considered as an autonomous unit of thought and sense, and language studies are made on the basis of words, and the sentence is taken to be concatenation of words. We come across that in the early stages of linguistic thought in India; attention is focused on individual words and their isolated meanings. There has been great focus on the study words. The philosophic term for a thing namely *Padartha* is literally the meaning of word, that which a word means. *Mimamsa* School can be called harbinger of a detailed study of sentences.

Akhandpaksha pioneered by *Bhartrihari* can be used to delineated all the anomalies in language behavior. According to *Bhartrihari:-*

'Eko navayarah sabdah'

He defines the sentences as 'a single integral symbol' which is revealed by the individual letters and the words that comprises it. *Vakyasphota* conveys the meaning, the sentence considered as an indivisible and integral linguistic symbol.

Bharthari states,

'Being meant for something else, the world does not pay attention to the forms of the words which, being primary in some cases only, are ordinarily secondary to the meaning' (Vâkyapadiya, 54, p. 60).

The *Sphota* theory of meaning is one of the most conspicuous theories of meaning. This theory of meaning was fully fashioned by the peerless grammarian-philosopher *Bhartrihari* In his great work *Vakyapadiya. Bhartrihari* is one of the greatest priests in the temple of Indian grammatical tradition and philosophic domain. The word is derived from the *Bhavadi* root *Sphut* which means literally 'that becomes manifest' or that which blossoms or develops. According to this theory, a word is not a group of letters but it is a series of successive sounds. Some of the ideas underlying this theory can be encountered even in earlier grammatical and philosophical literature. There is no much evidence, however to show that Panini knew *Sphota* theory in spite of the fact that *Nagesabhatta* refer to the tradition ascribing this theory to *Sphotayana*, mentioned as an authority by Panini himself. *Panani's* rule 6.1.123 cites an early grammarian *Sphotayana* on a morphophonemic rule, and according to the commentator *Haradatta* (11th century AD) *Sphotayana* was the originator of the *Sphotavada*. The order of Panini's rules suggests that *Panani* was aware of the *Sphota*. It can be substantiated by presenting that *Patanjali* described and discussed the Sphota only in his commentary on Panini-sutras beginning with *Taparastatkalasya*.

Patanjali in his celebrated work *Mahabhasaya* defines *Shabda* as:- "That which when made manifest in articulated sounds brings to readers mind the cognition of an object is called Sh*abda*". This very definition summons up the concept of *Sphota. Patanjali* distinguishes between two aspects of words, the *Sphota* and the dhvani; the former is the permanent element in the word, whereas the latter is actualized and ephemeral element and an attribute of the form. According to *Patanjali* a single letter (*varna*) or a fixed pattern of letters remain same and has no effect by the peculiarities of the individual speakers. Its linguistic importance remains the same even when pronounced but various speakers with not the same tempos. The *Sphota* is imperishable and beyond the realm of change and it manifested by the ephemeral *Dhvani-s* uttered by the speakers and heared by the listener. These make us reminiscent of the *Prakrta-dhavani* and the *Vaikrta-dhavani* of latter grammarians.

Let us see the following verses of *Vakyapadiya* explaining the two types of *Dhvani-s*.

"VARNASAYA GRAHANE HETUH PRAKRTO DHVANIR ISYATE.
VRTTIBHEDE NIMITTATVAM VAIKRTAH PRATIPADYATE"

Here in this verse it has been pointed out that 'primary sound' or Prakrta-dhvani is defined as the cause of the perception of the letters and the modified sound or the Vaikrta-dhvani is considered as the cause for the differences in speech of utterance. Patanjali gives the term Sphota to the letter or the letters taken as a time-series pattern.

As such, it is clear that for *Patanjali* the *Sphota* is a unit of sound as an isolated letter or a series of letters which can be analyzed as a succession of sound units, it has a normal and fixed size, and is entirely different from the *Sphota* of latter grammarians, which has no size or part …there is a strain of difference between the conception of *Sphota* by *Bhartrihari* and *Patanjali* but some of the fundamental problems in language perception were not alien to him at all. He knew the importance of the semantic aspect of language. In the definition of *Shabda Patanjali* uses word utter and some commentators have tried to relate it to the sense of revealed or brought to the light. In this way Patanjali mounts special emphasis on the fact that word is word only when it bears a meaning. The concept of the 'g', 'au' and 'h' and when it is not a single moment when all the sounds are perceived together. When we utter a word, like *'Gauh'*, when the speech is in /g/ it cannot be in /au/ and in /h/ and when it is in / a/u it cannot be in /g/ and /h/ as well and when it is in /h/ it cannot be in /g/ and /au/. The same concept can be eyed in *Paninisutra* discussed by *katyayana*:-

"parah samnikarsah samhita"

Here the objection has been raised that it is impossible for the letters which are destroyed as soon as they are produced to be together and to have a sequence. *Patanjali* says that even though the letters cannot co-exist at the time of utterance, they can do so in the mind of the speaker as well as the listener, and that the order of sequence of the letters is also to be grasped in the mind on the basis of the meaning. The simultaneous grasping of the word is somehow effected in the mind, even through the letters that make it up are pronounced separately; the knowledge of the sequence of the order of the letter is also there. However *Patanjali* does not discuss the problem as to how this is done.

The *sphota* theory of meaning is the culmination of the many such attempts in the solution of the linguistic hiccups that were creating wrinkles of confusion on the foreheads of myriad of philosophical school. *K.A Subramaniam Iyer* peers into the *Sphota* theory of meaning and says:-

"The *Sphota* doctrine arose as a solution to the problem of the understanding of meaning. The problem was how to explain the understanding of meaning from the sounds which are uttered in a temporal sequence .As they are not simultaneous co-operating in order to convey the meaning. The doctrine of *Sphota* is the grammarian's solution to the problem.

The concept of Sphota can be understood more clearly following way:-

Shabda--Sphota (non-discrete, non-sequential)

Artha (meaning) *Sphota* dhavani(sound)

Sphota After articulation (phonetic word, discrete, sequential)

Bhartrihri's commentary on the *Sphota* theory commences with *Karika* 44 & 74 of the *1st kand* of *Vakyapadiya*. As a matter of fact Vakyapadiya is a fully fledged statement and discussion of the philosophy of grammar.

It means that there are two word entities in the functional words, one the *Sphota* is the cause of the production of words and the other the speech sound is used connection with meaning. Words are not created they are expressed. The word exists even before it is articulated .it exists in the mind. When articulated they get manifested only. A word can signify its own form (linguistic) as well as the things meant by it. *Bhartrihari* emphasizes time and again the fact that a word has double power; it can convey an idea of the form of an expression as well as its content.

Bhartrihari likens language to light and consciousness. Just as consciousness can be conscious of itself, while being conscious of other things and just as the light can reveal itself while revealing other objects the same way every word has power to refer to itself as well as to the external things symbolized by it. It is sane to know that at the time of perception of sounds of the words it is only the sound that is known, the expressive power does not belong to the sound at that time. The *Sphota* as explained by *Bhartrihari* is something analogous to the linguistic sign which in the terminology of de *Saussure*: that which means and that which is meant… the *Sphota* (the word or the phrase or the sentence) located in minds of both the hearer and the listener and taken as an integral symbol is revealed by the sounds produced in a fixed order. Each sound facilitates in manifestation of *Sphota*, the first one vaguely, the next one more clearly and so on until the last one. It is one and the same *sphota* that is revealed by each one of these letters.

Bhartrihari "With the last sound, the word is grasped in the mind (of the hearer) where the seed has been shown by sounds, and which has been brought by sounds, and which has been brought to the ripeness by telling over in order of sounds."

The process of revelation of a sound is from the indeterminate stage to the determinate stage. It crosses through complete knowledge .even though each letter in the word or sentence has capacity of reveal in the same indivisible *Sphota* but everyone is equally important since the complete manifestation of the word is effected only with the perception of the last letter. The function of the letters in revealing the integral *Sphota* is based on their value in differentiating one word from the other. Thus while uttering the word kYmYl the function of the letter k is to distinguish the word from all other words that do not start with k sound.

Bhartrihari's analysis envisages three aspects of the language situation:

(1) *Vaikrta –dvani* , the individual instance of the utterance in purely phonetic terms. It is the actual sound spoken by the speaker and heard by the listener. It includes all the various differences in the intonation, tempo, pitch etc, depending on individual speaker.

(2) The *Prakrta-dhvani*, the phonological structure, the sound pattern of the norm; or from other point of view, the name of the class of which various instances are members. This is indicated by the *Vaikrta-dhvani*. All the non-linguistic personal variations are eliminated at this stage. Both the speaker and the listener are conscious of the normal phonological patter alone. The time sequence is still present in this. The Prakrta–dhvani may be considered as tha acoustic image of the normal expression, or the expression in the mind .keeping the time-order with it.

(3) The *Sphota*, the integral linguistic symbol, which is the unit of meaning but which cannot be pronounced or written. This is manifested by the *Prakrta-dhvani* considered an integral meaning-bearing, linguistic sign.

Sphotavada is not beyond the realm of criticism. *Sphotavada* is strongly criticized by *Nayaya and mimansa* school of Philosophy. *Nyaya* etches this theory as useless theory. *Jayanta* a noted scholar holds that word form is vague as it is never perceived, whereas word or its sound is easily perceptible to both visual and auditory sense. Further word form is also not inferred from the experience of the meaning of word. More-over it is a fact that words are consist of letters or sounds, which are arranged in definite order. And it is a truth that it means an object. On the other hand word form is a unverified and invariable hypothesis.

Kumarila Bhatt of *Mimamsa School* also criticized *Sphotavada*. He holds that a word is nothing but a collection of letters or letter sounds. A 'word' consisting of letters is perceived through visual sense or auditory senses or through both the senses. If it is a letter sound it is perceived through the auditory sense. There is nothing over and above a word of letters or of letter-sounds which can be manifested by the auditory sense. As a word-form supposed to be over and above a word is not perceived, its existence cannot be guaranteed.

As such it is evident that *Sphota* theory makes our understanding of meaning profound. Each theory has its value to say that there is a grain of truth in every theory but none of them however no one theory can claim to be God's truth. However *Sphota* theory is a seasoned timber and it augments our understanding of meaning and provides fodder to contemporary semantic theories and issues in linguistics and cognitive sciences.

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Role of Management in Orgnisation and Enhanced Progression: Diary Production in Bihar

- Monica[1]
- Prof. (Dr.) Vijay Kumar Yadav[2]

Abstract:

Bihar is that the 3rd most populous state in India and therefore the most densely populated, while per capita income is that the fifth lowest across the states of India. 26.59% of the population was below the poverty level in 2022-23. Bihar's Economy has been growing rapidly since 2005. For LI of India, the livestock sector contributes around 4.1% of national gross domestic product (GDP) and around 15.1% of total agricultural GDP. The livestock of Bihar contributes 5% of total state GDP or GSDP. At an equivalent time, Bihar is especially recognized for its high milk production from cows, buffalo and goats. The expansion and performance of the dairy subsector in Bihar has been better than in many other Indian states (DAHDF, 2017). The Bihar State Milk Co-operative Federation Ltd. (COMFED), supported by government, has played a really successful role in developing the dairy subsector, and in raising dairy cattle productivity and milk production, also as in raising dairyman incomes. Thus, increasing livestock productivity and production further us seen by the govt of Bihar (GoB) and its Department of Animal and Fisheries Resources (DAFR) as a key means of improving per capita incomes and reducing poverty.

Keyword: Dairy Farming, Bihar's Economy, Livestock Sector, Dairy Production

Introduction

In the world about 2450 million people are involved in agriculture, out of which probably two-thirds or even three-fourths are completely or partially dependent on livestock farming. Until recently many countries have considered milk too bulky and perishable to make long-distance trade feasible. Therefore, they developed capabilities satisfying domestic liquid milk requirements through domestic dairy industries or depended on milk product imports, or a combination of both. For these very reasons, most dairying nations have a complex

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mechanism to regulate their dairy industries through interventions, financial supports and physical controls. Cooperatives dominate dairy industry. In the United Kingdom, all the milk produced by farmers is procured by cooperatives. There are no private sector dairy plants in Newzealand. A total of 90% of the dairies in former West Germany are cooperative, and in Denmark, Netherlands and Sweden the entire dairy industry is organized on cooperative lines. In the USA, 70% of the dairy industry is in cooperative sector. Dairy programmes are subject to significant govemment participation and regulation. Cooperatives are one form of organizations where the Producers amass to an autonomous association voluntarily to meet their common economic, social and cultural needs and aspirations through a jointlyowned and democratically-controlled enterprise. As collectives the producers strive towards managing and owning of enterprises related to procuring, processing and retailing of their produce.

Production activity deals with different steps and functions involved. Any firm or enterprise associated with production has its different hierarchical and operational units. It be made up of various levels of management and it's working i.e. top, middle and low management levels. Middle management level compromises head, branch manager and department manager performing at different levels. When it involves the assembly of milk i.e. dairy production in India. it's its own distinct levels of working for efficient and progressive development of the dairy production in India and its different states.

Different states have contributed differently in production with Bihar with its unique organizational level of milk production. Dairy farming has emerged as a crucial source of livelihood, particularly on small holder households. Efficient management of milk cooperative system has facilitated milk production and milk marketing in Bihar. Two-thirds of the milk produced by the cooperative in Bihar. The young female population forms an excellent basis for further increase in milk production within the state and can greatly add to the daily lives of millions of people. It can also provide some cash flow to the agricultural poor, especially women, in their homes/villages.

Dairy Production in India and Bihar (Brief)

Indian market is vast and therefore the dairy industry must cash in of it. It should enter the mass scale distribution of milk by encouraging better milk outputs, buying the milk, converting the milk into powdered milk and distributing it at a subsidised rate through the National Food Security Act and keep trying to find more remunerative options. India is that the biggest producer also as consumer of milk and therefore the solution lies within the ecosystem only by making improvement within the quality and quantity of the milk production and by adding value thereto in order that both farmers and consumers can benefit.

The growth in the milk production remained stagnant for more than two decades after independence (around 1% per annum) whereas the growth of population was closer to 2% (BAHS, 2014). The gap between demand and production was widening. Substantial increment in milk production was achieved with the launch of a nationwide dairy development programme (operation flood) in the year 1970 (Gautam *et. al.,* 2010). It has been estimated that demand of milk will rise to 156 million tons by 2020 (Parthasarathy *et al.,* 2004). Estimates by the Planning Commission of India indicate still higher demand increases (182 million tons by the year 2021-22).

Concept of Middle Level Management System and Milk Production in Brief

Middle Level Management System : Middle level management system is that the intermediate management level of a hierarchical organisation that's sub-ordinate to the chief management and liable for 'team leading' line managers. Middle management is indirectly liable for junior staff performance and productivity. Middle level managers can include head, branch manager and department manager. They're accountable to the top-level management for his or her department functions, and that they devote more times to organisational and guiding functions than upper management.

Milk Production : India has been the world's leading producer and consumer of dairy products with steady growth over the years. Estimated milk production in 2018-19 was 187 million tonnes. The dairy industry and milk are equally important to farmers and consumers. Milk can be a source of liquidity for farmers.

Milk Production in Bihar

The state achieved 10 million tonnes of milk production in 2022-23, a milestone from just 2.7 million tonnes in 2001-02. It has reached a historic 8 with a CAGR (compound annual growth rate) for almost 2 decades, compared to a national history average of 4.8%. Among the states, Rajasthan and Madhya Pradesh are second and third with a growth rate of 6.8% and 6.7% respectively. Bihar now accounts for 5% of the national milk production and is ranked ninth in its ranks. More importantly, between 2003 and 2023, an additional 10 million female cattle were added, of which 60% are young stocks. At the same time, Bihar alone contributed 35.7 % to the stock of surplus cattle produced nationally during this period.

Bihar State Milk Co-Operative Federation

Bihar State Milk Cooperative Federation Limited may be a milk cooperative established in 1983 as a business entity of the Government of the State of Bihar, India. Market its product to the extent of "Sudha Dairy". The cooperative facilitates the purchase, processing and marketing of dairy products. It educates unions about the effective operation of dairy and assists them in caring for animals, including insecticides, vaccinations and feeding. The Dairy Cooperative was established in 1983 to manage the work of various local dairy unions. The government opened Nalanda Dairy in 2013, the largest automated dairy plant in eastern India. The formation of Sudha was the result of the White Revolution.

Products and Impact of Bihar State Milk Co-Operative Federation (Management Levels and Distribution)

The Milk Federation operates a fully automated milk plant in Bihar Sharif, Nalanda Dairy, Nalanda District, which opened in 2013. The product is marketed by the parent organization COMFED, Patna. Nalanda Dairy has a Tetra Pak and Elecstar Star machine used for packaging UHT processed milk, juice and flavoured milk with extended duration. It is often the primary fully automated dairy plant in eastern India. During this portfolio, Sudha saw growth, especially long-term UHT production for the urban population. They have UHT treatment to get rid of all the micro-organisms while maintaining nutrition. Sudha sells about 4-5,000 litres of UHT milk and other value-added products every month. UHT productions has made Sudha self-sufficient as it is the market leader in packaged milk without the need to maintain a cold supply chain.

Review Literature

Sentikumar, Selvakumar, Prabhu and Megananthan (2007), observed that the upsurge in milk production has thrown up unprecedented challenges in the milk & milk products marketing. Changes in demographic pattern, education, income structure, lifestyle, changing aspirations, cultural orientation, increasing awareness about nutritive value, changes in consumer behavior, introduction of new technologies, new expectations of consumers and other such factors influence the demand for milk and milk products. In India, inequalities exist within the expenditure pattern of milk and milk products across various regions and also among different incomes and occupational groups.

Mathur (2008), observed that changing lifestyles, especially among the urban population, necessitates production of large quantities of prepared or ready to use food products containing dairy ingredients. With the increasing purchasing power of urban middle class, value added products occupy a key position in the dairy products range.

Kumar and Gogoi (2011), in their research study quoted that the consumers in their researched study area were well aware regarding the availability of different milk brands.

Venkateswaran, Ananthi and Muthukrishnan (2011), stated that consumers prefer a particular brand based on what benefits that brand can offer to them. They observed that in forming the tendency of customers to prefer a particular brand, the marketing variables like advertising, quality of the product, brand name and brand image plays an essential role. IMARC Group, one of the world's leading research and advisory firms, has come up with its new report entitled "Dairy Industry in India: 2013-2019" in which it state's that being the world's largest producer, the dairy sector is by and large in the primitive stage of development and modernization.

Though India may boast of a 200 million cattle population, the average output of an Indian cow is only one seventh of its American counterpart. Indian breeds of cows are considered inferior in terms of productivity. Moreover, the sector is plagued with various other impediments like shortage of fodder, its poor quality, dismal transportation facilities and a poorly developed cold chain infrastructure. As a result, the supply side lacks in elasticity that is expected of it.

Materials and Methods

The study is based on both primary and secondary data. Out of total 500 dairy cooperative villages, 50 were randomly selected following stratified random sampling with proportional allocation considering milk unions as strata. Those dairy farmers having milch animals and supplying milk to their village DCS were listed. Dairy farmers were categorized according to their herd size and 20% farmers from each herd category were surveyed. Data were solicited from 802 rural dairy farmers who were available at the time of interview. Secondary data were collected from records of Bihar Government and 2 oldest Milk Unions namely Khagaria-Begusarai-Barauni Dugdha Utapadak Sahakari Sangh Ltd. (KBBDUSS) and Vaishal Patliputra Dugdha Utapadak Sahakari Sangh Ltd. (VPDUSS) which consist of about 55% of total functional DCS in Bihar.

The secondary data were spread over a period of 10 years. Economics of milk production was computed on single year data pertaining to animals completing lactation period during April 2022 to June 2023. For cost of milk production, fixed cost/animal/day was assumed to be 15% of total cost of milk production. Total variable cost per animal per day comprised sum of feed cost, labour charges, veterinary expenditure and miscellaneous cost. Herd-wise total cost of milk production/animal/day was worked out for precise conclusions.

Result & Discussion

Economic analysis of dairy farming in mixed farming system provides basis for delineating possibilities of controlling costs of milk production and increasing returns to make it a viable enterprise (Bhowmik and Sirohi 2008). Per litre cost of milk production in urban areas is relatively high in comparison to rural and semi-urban areas, which may be due to higher feed, labour and fixed costs. The profit was estimated higher in semi-urban than urban and rural areas (Dutt *et al.* 2009). Gupta *et al.* (2009) reported that average milk yield per day; peak milk yield and age at first calving were found significantly associated with each other but varied with change in agro-climatic zones. Results of present study have been presented under various sub-headings.

Distribution of milch animals : Milch animals were categorized in 3 groups i.e., local cows, crossbred and buffaloes. Crossbred cows constituted higher proportion of milch animals (43.3%), followed by local cows (29.1%) and buffaloes (27.6%). The proportion of crossbred cows was much higher (74.9%) in large herd size of 10-12 animals than small herd size up to 6 animals (Table-1).

Table-1

Sampling procedure and distribution of milch animals based on herd size, Bihar, India

Herd Size	Household with milch animals	Member of DCS	No. of selected households	Animals in selected households (in %)		
				Local Cows	Buffaloes	Crossberd cows
1-3	2037	1266	115	38.0	33.4	28.6
4-6	3371	1763	203	33.9	39.7	26.4
7-9	1276	703	127	25.0	20.1	54.9
10-12	562	274	55	15.2	9.9	74.9
Total	**7246**	**4006**	**500**	**29.1**	**27.6**	**43.3**

On the other hand local cows constituted about one-third of total animals on small herd size against only 15.2% on large herd size. Similar trend was observed in buffaloes on different herd categories. This revealed that the large herd owners' preferred crossbred cows while small herd owners preferred local cows and buffaloes, as large herds owners had resources to invest in purchasing and costly maintenance of crossbred cows.

Average daily milk contribution by members : An analysis of data collected from active members of DCS who sold milk to their respective DCS revealed that in 1999-2001, about 63.5% of milk produced was sold to DCS which increased to 66.8% in 2012-14 and further increased to 72.4% in 2015-17. Per member average contribution was comparatively low (5.33 litre) during 1999-2001, which significantly increased during 2012-2014 (5.56 litre) and further increased in 2015-2017 (11.47 litre). Farmers' experience in dairy farming and adoption of highly productive crossbred cows with adoption of improved scientific dairy farming practices might be reasons to increased average daily milk production over time which resulted in higher contribution to cooperative marketing system. The other reason may be higher proportion of crossbred cows in total cow population which increased from less than 1% in 1987 to more than 16% in 2010 in Bihar (Singh and Mandal 2005).

Cost of milk production: Per litre milk production is one of the components for farm level decision making and it was worked out for 3 types of milch animal under study. Per litre cost of milk production was comparatively low in case of crossbred cows (10.4) than local cows (13.99) and buffaloes (14.34). However, costs of milk production of local cows and buffalo do not differ significantly, though they are significantly higher from cost of milk production in crossbred cows. Hence, it may be said that inclusion of crossbred cows in herd can make milk production enterprise economically.

Conclusion

As scrutinized on various aspects of the dairy production and role of manager levels within the efficient production it draws a conclusion that middle level management plays an important role in smooth and progressive working of the assembly process. Middle level consists of managers and other working employees, to seem over the entire process. Once we come to dairy production, the COMFED and Bihar State Milk Co-operative Federation Limited are the simplest example to represent well-designed operational and functional role of the centre level management. These Limited are liable for the well organised production of milk in Bihar. It had been established with a purpose to form optimum use of livestock for milk production and frame the name of Bihar among the leading producers of milk representing the eastern and north eastern producers. Bihar has also formulated its name among the highest producers of milk production with a striding rate. So, it's also well supported India to coin its name among the worldwide producers. And also served a crucial role when looked from economic perspective. It's also caused a big rise in GDP during the last decades. The organization of the dairy Co-operative in Bihar is well structured to reinforce production and meet all demands of consumers and interestingly, being a consumer and producer of milk, Bihar needs a top-level management which is best fulfilled by the dairy Co-operatives. It's made its expansion during the days within the Indian market very wide with a lift to dairy industry. Bihar is singularly liable for truth potential for the expansion in milk production in country. And achieved an excellent milestone in recent years. It is often briefed saying that "All credit coins up to the centre management level". "Better the management, better the gain".

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The Influence of Emotional Intelligence on Academic Achievement

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Abstract

This study investigates the influence of Emotional Intelligence on academic achievement. Emotional intelligence is found to play a very prominent role in education of students and it may enable them to be effective in the family, workplace and community. Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them.

***Keyword* :** Emotional Intelligence, Academic Achievement, respondent

Introduction

Emotional intelligence is a conceptualization which progressively discussed in social psychology. Recently, emotional intelligence has been given much concentration in research especially in psychological research. The idea of emotional intelligence was introduced by Salovey and Mayer, who defined it as the capability of an individual to manage his own emotions and the emotions of other individuals, to differentiate among them and to utilize information to facilitate one's activities, reasoning, and thinking. Afterward, the authors presented a revised and comprehensive definition of emotional intelligence as the capability to observe emotions, coordinate emotions to encourage thought, understand and control emotions to stimulate self-improvement. Emotional intelligence as a collection of skills or capabilities i.e., having the ability to boost oneself and continue regardless of hindrances, to deal with compulsion and dissatisfaction, to manage one's mind-sets and keep sufferings from influencing the capability to think, to sympathize and to be optimistic.

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Emotional intelligence may be characterized as the capability to identify, persist, control driving forces, communicate clearly, make incredible decisions, tackle issues, and perform with other individuals in such a way that makes companions and success. These competencies enable a person to perceive and control emotions, ensure poise and dignity, formulate objectives, promote empathy, ensure conflict resolutions and promote competencies essential for leadership and successful group participation. Emotional intelligence is composed of significant parts of individual's external as well as internal dealings, stress management abilities, mindset, personality, temperament adjustment and all these have significant influences on the academic accomplishment of university students. Emotional intelligence includes interpersonal intelligence and intrapersonal intelligence. Interpersonal intelligence is the external intelligence which an individual utilizes to comprehend and maintain relations with the other individuals. It is imperative for promoting characteristics like sympathy, empathy, and strengthening powerful relationships. On the other hand, intrapersonal intelligence is the internal intelligence which is used by an individual to know and understand him, which is necessary for self-awareness, self-inspiration, and self-regulation. The management of intrapersonal as well as interpersonal emotions is important for individuals' academic and professional success. Individuals having higher emotional intelligence are more expected to regulate, understand, and control emotions excellently in themselves as well as in the other individuals.

Objective of the study

The study is guided by the following objectives:

- Investigating the relationship between the respondents' emotional intelligence and their academic achievement.
- Identifying the level of emotional intelligence among the respondents.

Research questions for the study are as follows:

- What is the level of emotional intelligence among the respondents?
- What is the relationship between the respondents' emotional intelligence and their academic achievement?

Review of Literature

Mayer & Salovey define emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (1990, p. 189). They later redefine the term as "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth." They propose a model of EQ that consists of four domains of abilities which are the perception, use, understanding and regulation of emotion. Emotional intelligence is claimed to affect various aspects of human performance, namely in physical and psychological health, social interaction and performance at school and in the work place. Unlike Intelligent Quotient (IQ), emotional intelligence (EQ) is associated with career and personal life success, including success in the academe. There has been a lot of research carried out in order to establish the relationship between emotional intelligence and academic achievement.

Jaeger's (2003) study reveals that levels of emotional intelligence among 150 students of a general management graduate-level course were associated with academic performance. Among these 150 students, greater correlation between emotional intelligence and academic performance was found among students who were offered emotional intelligence curriculum as compared to their counterparts who did not undergo the curriculum. Based on the findings of this research, researchers concluded that emotional intelligence is both teachable and learnable by teachers and students.

Jaeger and Eagan (2007), found that interpersonal, stress management and adaptability to be significant predictors of students' academic achievement. They claimed that ability to deal with stressful situations allow learners to "manage the anxiety of tests, deadlines, competing priorities, and personal crises." Other than that, adaptability among college students identify individuals who are "generally flexible, realistic, effective in understanding problematic and emotional situations, and competent at arriving at adequate solutions." Jaeger and Eagen further concluded that in achieving college success, a student needs to have these abilities to be calm, flexible, and realistic when dealing with pressures. Likewise, Jaeger, Bresciani, and Ward (2003) also found that interpersonal skills and students' general mood were significantly correlated to high school GPA.Similarly, Aminuddin, Tajularipin, and Rohaizan's (2009) study examining emotional intelligence level among 223 Form One and Form Four students in rural areas reveal findings that also support the influence of emotional intelligence on academic achievement. They found that the emotional intelligence is closely related to the students' academic achievement, which, they added, corroborates with the findings by Parker et al. and Petrides et al.

Dr. Reuvan Bar-On, one of the proponents and leading researchers in the study of emotional intelligence also recognizes the influence of this non-cognitive ability in the success of a student's life. He posits that "ability to manage one's emotions, to be able to validate one's feelings and to solve problems of a personal and interpersonal nature are important for being academically successful; additionally, academic performance appears to be facilitated by being able to set personal goals as well as to be sufficiently optimistic and self-motivated to accomplish them." Bar-On further postulates that an assessment of emotional intelligence levels among students can be significantly used to predict their scholastic performance. He argues that such information can be used to identify "students who are in need of guided intervention" and to enhance their emotional social intelligence competencies and skills thus helping them to perform better academically. In a nutshell, knowledge on students' emotional intelligence allows educators and administrators as well as the students themselves to recognize the importance of emotional competencies in learning hence capitalizing on them to achieve the common educational goals.

Research Methodology 4.1 Research Design The quantitative design methodology employed in this study is correlational research. This design was selected because the study aims to examine the relationship between emotional intelligence and academic achievement. Therefore the independent variable examined in this study is students' level of emotional intelligence (Self Emotion Appraisal, Others' Emotion Appraisal, Use of Emotion, and

Regulation of Emotion) whereas the dependent variable is students' academic achievement in a form of Cumulative Grade Point Average (CGPA).

Fraenkel and Wallen (2007) state that correlational research is also referred to as descriptive research when the research attempts to describe relationships between variables. However description from a correlational research is different than other types of studies. Description in correlational research describes "the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient" (p. 335). Therefore in this study, correlation coefficient was carried out to determine the degree of relationship between the independent variable with students' academic achievement. Since the study is a quantitative study, the sole instrument utilized for data collection was questionnaire. Questionnaire is an important and popular instrument in gathering data (Singh, Chan and Sidhu, 2006). Other than being cost effective, questionnaire is suitable to be used as a tool to elicit information and responses from a particular group of people.

Data Collection Procedures

Respondents were approached and informed that they had been randomly selected to be the respondents for the study and they were given a brief explanation on the purpose of the study and its contribution to the field of education. Respondents were given a brief instruction on how to respond to the 7-point Likert scale items in order to make sure they understand what is expected of them. Once the questionnaire was administered, the respondents were given ample time to complete it and the questionnaire was collected on the same day to ensure high response rates.

Once all the questionnaires were collected, all the data gathered were keyed-in and analyzed using SPSS (Statistical Package for Social Sciences) for statistical analysis. Both descriptive and referential statistics were carried out in answering the research questions of this study. Descriptive analysis was conducted to describe the demographic background of the respondents as well as to determine the level of emotional intelligence among the respondents. The results obtained are presented in forms of percentages, means and standard deviations. Referential analysis through the use of correlation coefficient on the other hand was carried out in order to establish the degree of relationship between the independent variable and the dependent variable.

Table-1.1

Descriptive Analysis of Level of Emotional Intelligence

	Mean	S.D.
Emotional Intelligence	5..268	0.726

Above presents the overall mean score of emotional intelligence among the respondents while Table 1.1 on the other hand presents the mean scores of the four domains of emotional intelligence investigated in this study. Firstly, finding in Table reveals that the students of the Faculty of Education, high level of emotional intelligence (*M*= 5.268, *SD*= 0.726).

Table-1.2

Description Analysis of Domains of Emotional Intelligence

Domain of Emotional Intelligence	Mean	S.D.
Self-Emotion Appraisal	5.542	0.874
Others' Emotion Appraisal	5.107	0.956
Understanding of Emotion	5.419	1.027
Regulation of Emotion	5.003	1.136

Table-1.3

Correlation between Domains of Emotional Intelligence and Academic Achievement

Domain of Emotional Intelligence	r-value	Sig.
Self-Emotion Appraisal	0..138	0.017
Others' Emotion Appraisal	-0.029	0.326
Understanding of Emotion	0.154	0.008
Regulation of Emotion	-0.006	0.462

Conclusion

The key to obtain success of learning is to give full attention and concentration during the process of teaching learning. Attention and concentration help students to develop their cognitive intelligence and make it easier to remember facts or information communicated. It is here that the high level of emotional intelligence can help calm the mind and thus to increase the absorption of information received. Thus, it will contribute to their academic achievement as a results.

Based on the findings, a few conclusions can be drawn to answer the research questions of this study. Firstly, the finding shows that the students of the Faculty of Education, have high level of emotional intelligence. However, no significant relationship was found between emotional intelligence and students' academic achievement. Since the respondents are future educators, there is a crucial need for them to possess emotional intelligence skills which will allow them to be caring and empathetic teachers. Relating this to the student teachers, Goad and Justice emphasize the importance and the value of emotional intelligence in teacher preparation programs by claiming that teachers with emotional intelligence skills are better able at maintaining classroom management performance and remain in the teaching profession especially among novice teachers. Therefore, since the findings suggest that the respondents are future teachers with high level of emotional intelligence, it is expected of them to be able to take on the challenge to educate the young generations and adapt to the demanding and stressful working environment in the teaching profession. This is especially true among novice teachers who just embark into one of the most stressful profession as educators.

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Rural Women Empowerment through Self-Help Group in India: An Analysis of Cultural and Socio-Economic Aspects

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Abstract:

Despite comprising 45.5% of India's population according to the 2011 census, women in rural areas continue to face significant socioeconomic challenges, with many living in poverty and experiencing social oppression. Efforts have been made to improve their economic status, but critics argue that simply increasing income does not address the broader issues of economic discrimination and cultural influences. Economic growth is essential for poverty alleviation, but addressing the multifaceted challenges faced by poor women requires a nuanced understanding of the complex relationship between culture and socioeconomic factors.

Understanding the socio-economic development of impoverished women in India necessitates a comprehensive analysis of underlying factors influencing their status. Micro issues play a crucial role in shaping socio-economic patterns, highlighting the importance of examining how these variables interact. Initiatives aimed at enhancing women's education, providing skill acquisition training, improving access to information and active participation in Self Help Groups (SHGs) represent proactive measures by relevant agencies. These efforts hold the potential to empower women, foster gender equality and facilitate development across all strata of rural Indian society.

This paper examines the complex relationship between culture and economic status, highlighting the need for holistic approaches to alleviate poverty. The paper will also examine indicators such as contribution to household income, access to resources, ownership of assets, participation in household decision-making, and perception of gender awareness to analyse the socio-economic status of women.

Methodology: The paper will focus on analysing secondary sources to conclude that initiatives targeting education, training, and improved access to information have considerable

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potential to empower women and promote gender equality in rural India.

Keywords: Rural women, socioeconomic status, empowerment, education, Self Help Groups.

Introduction

Economic empowerment is fundamentally linked to employment as the primary income source, irrespective of gender. Gainful employment is the initial step towards autonomy, symbolizing that engaging in paid labor is pivotal for economic independence. Women, when employed, contribute to family support and autonomous decision-making, fostering a heightened sense of empowerment (Biswas and Banu, 2022). The level of economic independence significantly influences a woman's overall well-being, with financially self-sufficient women exhibiting increased authority, self-assurance, and financial stability, as indicated by research on their amplified decision-making and resource control.

Research by Datta and Sinha (1997) establishes a direct link between women's participation in economic activities, particularly in agriculture, and an elevation in social status. Additional studies reinforce the assertion that women engaging in economic pursuits gain authority in managing domestic affairs. This analysis presupposes labor participation as a prerequisite for women's economic empowerment. Concerns are mounting over the adverse impact of economic development on women, leading to their subjugation and lower societal status, with increased labor demands cited as a consequence.

In both urban and rural India, women grapple with a myriad of challenges, including economic instability, poverty, illiteracy, sexual harassment, and violence, leading to profound physical and psychological hardships. Compounded by a lack of education and awareness, women historically participate less in the workforce, relying on male family members for financial support in patriarchal societies. However, to address pervasive gender inequalities and foster economic empowerment, comprehensive strategies are imperative. Governments and organizations must prioritize women's access to employment through gender-sensitive labor laws, affordable childcare, and targeted skills training. Combatting workplace gender discrimination necessitates strict anti-discrimination policies, diversity initiatives, and leadership programs, fostering inclusive environments for the female workforce and driving sustainable economic growth. Simultaneously, investing in education, particularly for girls, and raising awareness of gender equality and women's rights are essential steps for dismantling barriers and creating environments where women can thrive personally and professionally.

By addressing structural barriers and fostering a culture of equality and respect, societies can create safer and more supportive environments where women can achieve their full potential both professionally and personally.

Review of Literature

While existing literature has explored how women's employment status contributes to their empowerment, there is a dearth of research specifically addressing the status of women's empowerment in rural India. This research gap is significant considering the unique socio-economic challenges faced by rural women in the country. Factors such as limited access to education, scarce employment opportunities, and entrenched gender norms pose barriers to economic empowerment for women in rural areas.

In their research article, "Economic Empowerment of Rural and Urban Women in India:

A Comparative Analysis," Bapan Biswas and Nasrin Banu delve into the intricate dynamics of women's participation in paid work and its correlation with economic empowerment, particularly in rural and urban India. They emphasize the significance of women's engagement in the workforce as a fundamental step toward achieving economic independence and decision-making power. Through employment, women not only contribute to family income but also assert their rights, ultimately enhancing self-confidence and financial stability. Drawing from extensive literature, the authors highlight how women's economic empowerment is closely linked to their involvement in paid work, reflecting broader trends toward gender equality and women's agency. Despite this critical role, the authors uncover stark disparities in work participation rates between rural and urban women in India.

Jain et al. (2017) examined enduring challenges surrounding the status of women and girls in rural India, highlighting cultural and economic barriers perpetuating inequalities. Girls are often seen as financial burdens due to dowry expectations, leading to limited access to education and health resources compared to males. Despite improvements in female literacy, disparities persist, necessitating urgent action to promote rural women's education and address underlying societal norms.

Similarly, Bhandari et al. (1997) explored the complex relationship between women's education and familial, socio-cultural, and institutional factors in rural India. They identified numerous challenges faced by rural women in accessing education, including family dynamics and societal norms. Despite these obstacles, the study revealed a strong desire among rural women for educational opportunities, emphasizing the potential for change through policy interventions and collaborative efforts. By centering rural women's experiences, the study advocates for inclusive strategies to promote education and empowerment, offering valuable insights for similar initiatives globally.

In Sundar's article on "Gender Equality and Women Empowerment" examines the challenges facing women in India across education, economics, property rights, and politics. It advocates for rectifying historical disadvantages, promoting equal opportunities, and addressing disparities in health, education, and occupations. Despite legal provisions, persistent issues like occupational inequalities and limited access to property rights persist. The article stresses women's empowerment for sustainable development, highlighting education, economic autonomy, and political participation. It calls for concerted efforts to empower women and address systemic inequalities in India.

Esther Duflo (2012), a renowned economist, meticulously examines the intricate relationship between women's empowerment and economic development. Her seminal work underscores the pivotal role of empowering women in catalyzing positive outcomes across various domains such as health, education, and income, consequently driving broader economic progress. Duflo's analysis elucidates how empowering women not only enhances their well-being but also contributes significantly to the overall advancement of society.

Naila Kabeer (2019) complements Duflo's research with a comparative analysis of government initiatives aimed at women's empowerment in nine developing countries. Kabeer's study provides valuable insights into the effectiveness of diverse policies, shedding light on the strengths and weaknesses inherent in different approaches. By evaluating these initiatives, Kabeer offers policymakers actionable guidance on crafting more impactful strategies to empower women and foster sustainable development.

In South Asia, Maitreyi Bordia Das and Suman Seth (2015) delve into the transformative potential of microfinance programs on women's empowerment. Their study meticulously examines how access to financial resources can catalyze enhancing women's agency and decision-making power. By elucidating the mechanisms through which microfinance empowers women, Das and Seth offer valuable insights into the intersection of finance and gender empowerment, thereby informing the design of more effective interventions.

Collectively, these studies paint a comprehensive picture of the multifaceted nature of women's empowerment and its profound implications for economic development. They highlight the critical need for targeted interventions and inclusive policies to address systemic barriers and unlock the full potential of women as agents of change. By heeding the insights gleaned from these scholarly works, policymakers and practitioners can chart a more equitable and sustainable path towards inclusive growth and gender equality.

Research Objective

To comprehensively analyse the dynamic relationship between culture, socioeconomic status, and initiatives for women's empowerment in rural India, while identifying key indicators that influence women's socioeconomic status and their implications on rural women's lives.

Research Methodology

The research will employ a systematic literature review method, utilizing secondary sources including academic articles, reports, and scholarly materials sourced from databases such as PubMed, Google Scholar, and JSTOR. These resources will be meticulously gathered and scrutinized to discern prevalent trends, patterns, and insights concerning initiatives aimed at enhancing education, training, and information accessibility for empowering women in rural India.

Furthermore, qualitative content analysis will be utilized to distil key findings and conclusions from the literature review. Additionally, the Socio-Economic Assessment will be integrated as a tool for systematic analysis to assess the potential socio-economic and cultural impacts of proposed developments on rural women in India.

Interplay between Culture and Socioeconomic Status of Rural Women in India

The intersection of cultural norms and socioeconomic factors profoundly influences the roles and expectations of rural women in India. Cultural beliefs and practices often serve as both barriers and facilitators to the economic empowerment of these women, shaping their socioeconomic status. Despite these challenges, rural women employ various strategies to navigate cultural barriers while striving for socioeconomic advancement. Through adaptation and resilience, they endeavour to overcome cultural constraints and achieve mobility, though the effectiveness of these strategies varies. Overall, the intricate interplay between cultural norms and socioeconomic dynamics profoundly shapes the experiences and opportunities of rural women in India, highlighting the need for targeted interventions to address barriers and promote their empowerment.

It has been noted that they were purposefully denied several opportunities to develop their faith and sociocultural practices during the past few centuries. Women were subjected to numerous terrible customs in the era before independence, which made their status in society unsettling. The majority of women who fell prey to widespread illiteracy were kept in filthy, dark chambers under the purdah system, pushed into child marriages, and widowed at a young age. Many of these women also turned to prostitution or the Devadasi system (Vamila, 2013). In addition, women were financially dependent on their husbands, fathers, or other elderly relatives; they continued to work unpaid and unacknowledged at home and at work; they had few career opportunities; their working conditions and pay were subpar; and they were forced to perform tedious tasks that men would typically refuse to perform, which contributed to their miserable situation.

Effectiveness of Initiatives for Women's Empowerment in Rural India

The effectiveness of government policies and programs in empowering women in rural areas hinges on various factors, including access, utilization, and outcomes. Evaluating the implementation and impact of these initiatives is crucial for understanding their effectiveness and identifying areas for improvement. Similarly, non-governmental organizations (NGOs) and community-based initiatives play a significant role in promoting women's empowerment in rural India. Assessing their strategies and outcomes provides insights into complementary approaches to government interventions. Moreover, examining the socioeconomic impact of empowerment programs reveals their contributions to income generation, education, healthcare access, and social participation among rural women. By understanding these changes, policymakers and stakeholders can gauge the effectiveness of existing programs and tailor future interventions accordingly.

However, implementing women's empowerment programs in rural India is not without challenges. Identifying these obstacles, such as limited resources, cultural barriers, and bureaucratic hurdles, is essential for addressing them effectively. Overall, a comprehensive assessment of government and non-governmental interventions, their socioeconomic impact, and the challenges encountered can inform evidence-based policymaking and programmatic efforts aimed at empowering women in rural India.

Efforts towards women's empowerment aim to enhance women's ownership and control over both economic and non-economic resources. To realize development programs fostering women's empowerment, several strategic measures can be implemented:

1. Prioritizing Rural Women's Groups:

- Given their untapped potential, emphasis should be placed on rural women's groups.
- Capital facilities should be provided to support women managing small and medium-sized businesses, particularly in rural and coastal areas.

2. Capital Provision for Women's Groups:

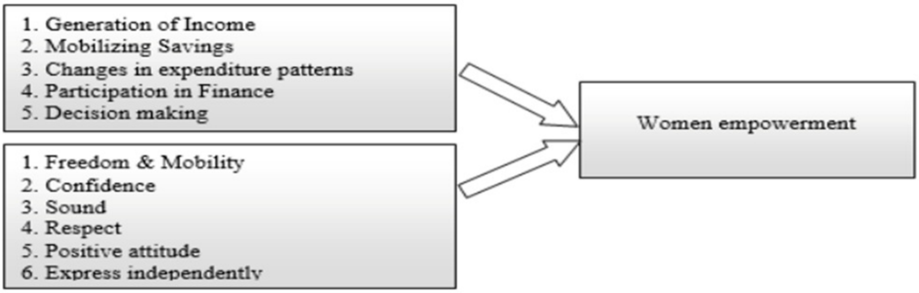
- Adequate capital facilities should be made available for women's groups.
- This financial support aims to ensure that technology can be effectively utilized.

3. Enhancing Rural Communication Infrastructure:

- Infrastructure improvements are necessary to facilitate better rural communication.
- The focus should be on expanding access to new and accurate information for women

engaged in small and medium entrepreneurship.

Figure 1. Conceptual Framework for Women's Empowerment



Source: (Chen & Mahmud, 1995)

Initiatives like as the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) have become important tools in rural women's life, offering significant advantages. The program has made a substantial contribution to the increase in monthly per capita consumption spending in rural households. This has had an especially positive effect on marginalized groups like Schedule Castes and Schedule Tribes, whose participation rates are higher than their respective population proportions. Notably, MGNREGA has improved women's socioeconomic status by reducing traditional gender wage differences, particularly in the public works industry. Gender equality is embodied in this initiative, which gives equal rights to employment and compensation to men and women. Furthermore, MGNREGA has been effective in reducing distress migration, a tendency that is known to trigger societal problems in rural areas. Using the traditional wisdom of rural women offers a chance for government involvement that could enhance efforts to conserve biodiversity and increase food security in rural areas.

Similarly, to carry out the intervention, the Swabhimaan initiative engaged the local SHG women as "Poshan Sakhi." Their development as change agents that improved the nutrition and health of women and girls was aided by it (Pradhan et al., 2023). A distinct sense of empowerment has been experienced by the "Poshan Sakhis" due to improved health and nutrition care knowledge, more mobility and opportunity to voice opinions, improved communication and motivational skills, recognition in the home and community, and improved economic standing.

Self Help Groups (SHGs) play a significant role in women's empowerment in rural India by providing them with a platform for collective action and economic independence. Through SHGs, women gain access to financial services, skill development programs, and social support networks, enabling them to generate income, make informed decisions, and improve their overall well-being. Additionally, SHGs promote solidarity among members, fostering a sense of community and mutual empowerment. Moreover, SHGs often catalyse women's leadership development and community development initiatives.

To uplift the status of women, the Indian constitution contains several provisions for the empowerment of women as well. The Government of India has always given extra importance to the protection and promotion of the human rights of women. Thus, over decades, India's development plans have transitioned from welfare-oriented initiatives to comprehensive strategies for women's empowerment and gender equality. Initially focusing on welfare, subsequent plans prioritized women's education, health, and economic autonomy. Shifts towards developmental strategies included vocational training and micro-credit schemes. Emphasis grew on empowerment through reservation policies, entrepreneurship promotion, and gender justice. Efforts addressed regional disparities, providing access to essential services and fostering women's participation in entrepreneurial activities. These plans reflect a sustained commitment to advancing gender equality and empowering women as crucial pillars of national development.

Conclusion

The narrative surrounding the historical and contemporary challenges faced by women in India underscores deep-rooted gender inequalities ingrained within societal and economic frameworks. Despite progress, systemic barriers such as purdah, child marriages, and the disproportionate burden of labor continue to marginalize women, particularly in rural areas. Efforts like the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) and the Swabhimaan program have shown promise in enhancing women's economic empowerment and health outcomes, yet persistent challenges such as limited resources and entrenched patriarchal norms remain.

Self Help Groups (SHGs) have garnered significant attention for their purported role in advancing women's empowerment, particularly in rural India. These mechanisms are said to enable women to enhance their economic prospects, exercise agency in decision-making processes, and enhance their overall quality of life. Moreover, SHGs are praised for their ability to cultivate solidarity among members, creating a platform for mutual support and empowerment.

However, a critical examination reveals that the narrative surrounding SHGs tends to overlook several pressing challenges faced by women within these groups. Despite the purported benefits, many women encounter barriers such as limited access to resources, including credit and training opportunities. Furthermore, deeply entrenched patriarchal norms and attitudes within communities often impede the full realization of women's empowerment through SHGs. These norms can manifest in various forms, including restrictions on mobility, limited participation in decision-making processes, and unequal access to resources within the household. Additionally, traditional gender roles continue to constrain women's ability to fully engage in income-generating activities outside the domestic sphere.

A comprehensive approach is crucial to address these challenges effectively. Prioritizing girls' education, providing skill development opportunities, ensuring equal employment access, and combating violence against women are essential steps toward empowerment. By fostering an environment of respect and inclusivity and addressing underlying social norms, policymakers, government agencies, and civil society organizations can pave the way for rural women to fulfill their potential and contribute meaningfully to their families and communities.

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Babu Raghuveer Narayan's *Batohiya* : The Great Patriotic Song of Bhojpuri Language

❍ Prof. Amar Nath Prasad[1]

Abstract

Babu Raghuveer Narayan belongs to Saran district of Bihar, the land of a number of literary luminaries who contributed a lot for the society through their immortal works of literature. He is known globally today for his famous Bhojpuri patriotic poem, *Batohiya* which is called the "Bande Matram" of Bhojpuri language. It is held high with applause and appreciation among the countries like Mauritius, Trinidad, Fiji, Suriname and some other American and African nations where the indentured laborers belonging to Bhojpuri regions live their lives and in spite of various ebbs and flows, they have preserved their Bhojpuri culture, language and literature. The classic work *Batohiya* is a Bhojpuri patriotic song in sweet and sonorous language depicting the reminiscences, nostalgic experiences and the sense of rootedness and belongingness of the poor indentured labourers at the time of British rule in India. The poem can also be analysed through the canons of Colonial and post-Colonial views and visions. It contains the multi-cultural problems, Identity crisis, immigrant sensibility, relocation and replacement and above all, the issues related to alienation and segregation from the native culture. In other words, the elements of Diaspora can be deciphered in abundance in this short but epigrammatic poem. Apart from "Batohiya", Babu Raghuveer Narayan is also recognized today for his poetry in English; but unfortunately very few articles and critical papers are available on his English poetry. This paper critically analyzes his contributions as a literary personality and his patriotic feelings during British India.

Keywords: Bhojpuri language, Indentured labourers, Diaspora in Bhojpuri, Bhojpuri Rashtagan, Mythical Poetry, *Batohiya*, Dahiyawan Mohalla, Chapra, Paramhans Dayal Ji Maharaj, Lok Sahitya, Rootedness and Reminiscences, Saran ke Dharohar (legacy)

Babu Raghuveer Narayan is today a much forgotten poet of both Bhojpuri and English language. During British period in India, his classic work of Bhojpuri language which is called *Batohiya* was on the tongues of the people in general and the Patriots in particular. It's a diaspora poem containing the sweet reminiscences and nostalgic experiences of the

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indentured laborers of India. Apart from this great poem, some of the English poems of Babu Raghuveer Narayan are very much in line with the great Romantic and Victorian poets. They are highly poetic and metaphoric full of "poetic truth and poetic beauty".

Babu Raghuvir Narayan was born on 30 October 1884 at Dahiyawan Mohalla of Chhapra in the state of Bihar. He left this mortal earth on 1st January 1955 . The place Dahiyawan Mohalla where he was born is also known for another great personality Sri Paramhans Dayal Ji Maharaj, a spiritual saint and poet whose Samadhi is situated at Teri in Pakistan. This great spiritual saint took birth for rooting out the evils and social maladies of the world. At present in order to commemorate the place, the devotees of Saint Paramhans Dayal Ji Maharaj have built a very fine temple at Brahmantoli , Dahiyawan,Chapra where on the occasion of Ramnavami every year , the devotees hailing from different corners of India and abroad gather and celebrate the occasion with devotion and the whole town is reverberated with dance, devotion and religious chants. But unfortunately this patriotic poet Babu Raghuveer Narayan of the same place of international fame has been totally forgotten and the Government has not preserved this birthplace for posterity; no celebration even on his birthday is performed. Till 1970, the Government of Bihar had tried to revive the famous song *Batohiya* by printing on the cover page of all the textbooks of schools , but now at present, I wonder, it is not printed on the cover page of the same. I hope, in near future ,the Government and other social groups must take special cognizance to remember this great personality by organizing seminars and lectures and through some other ways so that the coming generation may learn lessons and feel proud of such a great man. The "*Prayanik"*, a social, literary and cultural group of intellectuals organized by Sri Brajendra Kumar Sinha brought out the special issue of the Hindi magazine, "*Fir Bhi*" in the memory and literary achievements of Babu Raghuveer Narayan.

Appreciating the poetic talents of Babu Raghuveer Narayan, Alfred Austin, the poet Laureate of England rightly said in his letter written to Babu Raghuveer Narayan on 16th January, 1906 :

> "Your knowledge of the English song is complete and your mastery over more than one form of its verse equally so. I receive many volumes of verses from my countrymen at home that cannot compare in execution with yours. Your attainment in this respect do you great honour, and I offer you my warm and sympathetic congratulation.
>
> (Austin, Alfred,4. Quoted by Acharya Nishant Ketu)

The patriotic thoughts and visions in the poetry of Babu Raghuveer Narayan show his extraordinary attachment to our country during the British rule. His classic work, *Batohiya* earned laurels not only in India but also in some British ruled other countries where the poor indentured laborers of the Bhojpuri regions specially belonging to the districts Saran and Bhojpur had to lead a very miserable life. Their cruel and callous persecution and their constant urge for returning to the beautiful native land are the central theme of the poem , *Batohiya*. This poem was first published in *Raghuveer Patrapushp*a in 1911. Till 1970 this poem was on the cover of the text books of class 11th and 12th published by Bihar State Textbook Committee.

In this poem, the narrator who is one of the indentured laborers in foreign land requests a traveller to pay a visit to Hindustan, his motherland which he thinks is the heaven on the earth. Let us see the opening stanza of the song :

"सुंदर सुभूमि भैया भारत के देसवा से
मोरे प्राण बसे हिम-खोह रे बटोहिया
एक द्वार घेरे रामा हिम-कोतवलवा से
तीन द्वार सिंधु घहरावे रे बटोहिया
जाऊ-जाऊ भैया रे बटोही हिंद देखी आउ
जहवां कुहुकी कोइली गावे रे बटोहिया
पवन सुगंध मंद अगर चंदनवां से
कामिनी बिरह-राग गावे रे बटोहिया

(Sumdar subhumi bhaiyâ bhârat ke deswâ se
more prân base him khoh re bamohiyâ
eka dwâra ghere râmâ him kotwalwâ se
tîn dwâra sindhu ghaharâwe re bamohiyâ
mâtaram
vande mâtaram
jau jau bhaiya bamohî himd dekhi aau
jahawâ kuhukî koilî gâwe re bamohîyâ
pawana sugamdh mamd agara camdanawâ se
kâminî biraha râg gâwe re bamohiya
(Bhojpuri)

English Translation:

Beautiful, good land, brother, India its country is,
My life soul lives snowy cave, O traveller.
One door (gate) encircling Rama Himalaya sentinel like,
Three doors (gates) sea roars O traveller.
Want to go, O traveller ,to see Hindustan,
Where cuckoo sings coos, O traveller.
Scented air breeze slowly from the sky,
Wife sings a song of separation, O traveller.
(www.wikipedia.com)

A thorough textual analysis of the very beginning of the poem shows the beautiful natural description of the motherland India full of natural beauty. It also delineates poetically how the indentured labourers (*girmitiya*) are physically present at the foreign land but emotionally they are very much concerned with their native places and so they urge earnestly for their quick return to the soil where they are born; but caught in the unbreakable cage of the callous and cruel administration, they are bound to lead a suffocating and miserable life which they want to lessen it's gravity by singing the song of *Batohiya*. Stylistically, the poem has a fine fusion of both the feelings and form. The images and symbols are highly suggestive. The metaphor “koyal” and it’s pathetic song in the night seems to connote the unfathomable pathos and agonies engendered by their separation from their family members. Describing their piteous plights and standard of living, Dr. Ashish Kumar Gupta rightly observes :

“They were given 10 feet by 12 feet thatched shed or teen shed to live in for the four labourers. They had to manage their kitchen and living in the same. Sometimes family members were separated. Even husband and wife were not allowed to live in the same shed. There were separated sheds for men and women. At 3 o’clock in the morning, they were raised through alarm to cook food and get prepared for plantations.”(Gupta, Ashish,19-20)

The next stanza of the song *Batohiya* is devoted to describe the flora and fauna of our loving country which attracts the attention of the miserable Indian people living under the control of the colonial callousness. The poet pens :

“बिपिन अगम घन सघन बगन बीच
चंपक कुसुम रंग देबे रे बटोहिया
द्रुम बट पीपल कदंब नींब आम वृछ
केतकी गुलाब फूल फूले रे बटोहिया

तोता तुती बोले रामा बोले भेंगरजवा से
पपिहा के पी-पी जिया साले रे बटोहिया
सुंदर सुभूमि भैया भारत के देसवा से
मोरे प्रान बसे गंगा धार रे बटोहिया”

Magnificent endless clouds, in the luxuriant orchards,
Champak flowers shine bright, Banyan,
Peepul, kadamba, neem, mango trees
Ketaki and rose blossoms glitter .
Parrots and drongos sing blithely,
The papiha’s singing pierced the heart,
from the glorious land of Bharat,
my soul lives in the Gunga‘s currents” (Abhay, K., 26-27)

Here this natural portrayal of the trees, plants and flowers has a Wordsworthian flavor. They work at two levels. At first they show the greenness, fruitfulness and loveliness of our beautiful country. On the connotative scale, these lines seem to represent the plights and persecutions of the trapped laborers. The pathetic song of Papiha is tantamount to the inner psychic sufferings and suffocations and the traumatic experiences of the poor indentured laborers. Here their miserable lives reminds us of another great work of Bhojpuri *Jahaji Bhai* by Ras Bihari Pandey which I think, is a classic work for understanding the diaspora voice of the voiceless, their lovely past and the miserable present, their sense of nostalgia and rootedness and above all their search for Identity in an alien land.

It is interesting to note here that this famous patriotic song was at first sung at Bihar Students Conference at Champaran in 1912.It was sung melodiously by Sri Gopi Krishna, the younger brother of Dr. Sri Krishna Singh, the Chief Minister of Bihar. From that day the song began to gain ground in every nook and corner of the state and in a very short period it got momentum and became a matter of discussion among the enthusiastic and patriotic young boys of Bihar in particular and North India in general.

It is a matter of great irony and also surprise that this great poet has not been given proper critical attention by critics and scholars. Sri Brajendra Kumar Sinha, the retired RDDE and a literary figure of Hindi literature ,Chief Editor of the literary magazine "Fir Bhi" brought out a special issue on the works, thoughts and achievements of Babu Raghuveer Narayan in 2021. In this book,almost all the articles presented by different scholars deal with the various aspects of the life and visions of Babu Raghuveer Narayan.In the opening essay, Sri Brajendra Kumar Sinha rightly observes:

> "सारण की विभूतियां में महामहोपाध्य राम अवतार शर्मा ,देश रत्न डॉक्टर राजेंद्र प्रसाद और रघुवीर नारायण त्रिदेव रहे। तीनों ने भारतीय शैक्षिक, सांस्कृतिक ,साहित्यिक ,राजनीतिक क्षेत्र में एक मानक उपस्थापित किया है जिसके समानांतर "न भूतों ना भविष्यति" कहा जाना उपयुक्त है। बटोहिया अतीत की नीव पर वर्तमान और भविष्य को मार्गदर्शन देता है। पौराणिक, आध्यात्मिक, सर्वधर्म समन्वय के साथ प्राकृतिक सौंदर्य को उकेरता है ।यह राजनीति की सारगर्भित,सामाजिक यथार्थ का दिग्दर्शन करता है।

(Sinha, Brajendra Kumar. Chief Editor. Fir Bhi.Chapra: Prayanik . 2021. P. 6)

The next stanza of *Batohiya* deals with the pious rivers , the great heritages, religious places and ideal persons of India who are torch bearers of this beautiful nation:

"गंगा रे जमुनवा के झिलमिल पनियां से
सरजू झमकि लहरावे रे बटोहिया
ब्रह्मपुत्र पंचनद घहरत निसि दिन
सोनभद्र मीठे स्वर गावे रे बटोहिया

उपर अनेक नदी उमड़ि घुमड़ि नाचे
जुगन के जदुआ जगावे रे बटोहिया
आगरा प्रयाग कासी दिल्ली कलकतवा से
मोरे प्रान बसे सरजू तीर रे बटोहिया

जाउ-जाउ भैया रे बटोही हिंद देखी आउ
जहां ऋसि चारो बेद गावे रे बटोहिया
सीता के बीमल जस राम जस कघ्ष्ण जस
मोरे बाप-दादा के कहानी रे बटोहिया"

(The sparkling waters of Ganga and Jamuna
Sarayu flows making sonorous sound
Brahmputra blows his five conches everyday
Sonbhadra sings her sweet songs.

Above, many rivers dance flowing, over flying
Fireflies's magic awaken us
Agra, Prayag, Kashi, Delhi, Kolkata my

heart is on the Saryu's banks.

Go, traveller, go and see Hind
Where saints chant all the four Vedas
like Sita's beauty, like Ram, like Krishna
is the story of my ancestors"

Here this beautiful presentation of natural scenes remind us of the great romantic poets especially William Wordsworth who has presented Nature with all her majestic beauty:

"Where rivulates dance their way ward round
and beauty borne of murmuring sound"
(Wordsworth, William, *Three Years She Grew)*

The image of 'fireflies' is very suggestive. It shows the unconditional love and sacrifice of the indentured laborers for their birthplaces, their constant remembrances and satisfying pleasures with their motherland Hind, where saints chant all the four Vedas and where the lives of Ram, Krishna and Sita are enough to give shape to their lives. We know that the fireflies are very much aware of the fact that the fire or light will kill our wings, in spite of it, they move in and around the light and ultimately sacrifice their lives. The same is the case with the indentured labourers. They have been imagined here as fireflies and the the country India as the light or lamp. The fire of the lamp seems to connote here their poverty and hunger. But now they feel that despite hunger and poverty, their native land was a place of love and freedom which are the essential needs of human beings.

In this way here *Batohiya* is not simply a poem of lines and ideas, but it is highly integrated with the tools of poetic embellishments. The writer has very beautifully presented his thoughts and ideas with the help of some images and symbols. In other words, it has what Mathew Arnold means by his famous phrases "poetic truth" and "poetic beauty".

The central theme of the poem is full of diasporic elements which can also be seen in some travel writings mainly by Bhojpuri and regional writers like *Fiji mein Kabir Panth ka Udbhav aur Vikas* (Development of Kabir's Stories in Fiji) by Dr Kamta Kamlesh, *Pravasi Bhojpuri ka Antardwand* (Dilemma of the Bhojpuri Diaspora) by Rasik Bihari Ojha, *Pravasi Bhartiya : Kaha aur Kitne* (Number and Location of the Indian Diaspora) by Dr Prakash Chandra Jain and *Bhojpuri Kshetra ki Jatiya Pehchaan* (Caste Identity of Bhojpuri Region) by Dr. Shri Vilas Tiwary.

It is interesting to note here that the childhood and student life of Babu Raghuvir Narayan was very brilliant. His father Babu Jaydeo Narayan,and advocate by profession, was himself a learned scholar who taught him Urdu, Sanskrit, Hindi and English. So the highly qualified family background has exercised the great influence on his personality. Apart from that, while studying at Chhapra Jila School his Headmaster Babu Haridas Banerjee, his class teacher Sri Vishnu Deo Narayan treated him just like their own children. At that time at historic Jila School, Dr. Rajendra Prasad, the first president of India, who was the product of this school started his career as a teacher for some time and so as a student, Babu Raghuveer Narayan learnt a lot of things from Dr. Rajendra Prasad. Pandit Ambika Datt Vyas, Kavivar Ras Bihari Sahay, the great saint poet Rupkala Ji Maharaj and a number of other great personalities also left an indelible print in his life. His two Hindi poetic collections–

Raghuveer Rasrang and *Raghuveer Patrapushpa* were published in the year 1917. The central idea of *Raghuveer Rasrang* was enlargly influenced Sri Rupkala Ji Maharaj, the great Saint of Saran. He was the religious Guru of Babu Raghuveer Narayan. Sri Rupkala Ji used to tell him "Swargiye Bhagwat Gawaiya".

(Acharya Nishant Ketu, Rashtriya Jagaran aur Babu Raghuveer Narayan, p. 42)

The last two stanzas of "Batohiya" are devoted to the contribution of our great personalities belonging to literature, politics and religion. The indentured worker or slave tells the traveller:

"ब्यास बालमीक ऋसि गौतम कपिलदेव
सूतल अमर के जगावे रे बटोहिया
रामानुज-रामानंद न्यारी-प्यारी रूपकला
ब्रह्म सुख बन के भंवर रे बटोहिया

नानक कबीर गौर संकर श्रीरामकघ्ष्ण
अलख के गतिया बतावे रे बटोहिया
बिद्यापति कालीदास सूर जयदेव कवि
तुलसी के सरल कहानी रे बटोहिया

जाउ-जाउ भैया रे बटोही हिंद देखि आउ
जहां सुख झूले धान खेत रे बटोहिया
बुद्धदेव पृथु बिक्रेमार्जुने सिवाजी के
फिरि-फिरि हिय सुध आवे रे बटोहिया

अपर प्रदेस देस सुभग सुघर बेस
मोरे हिंद जग के निचोड़ रे बटोहिया
सुंदर सुभूमि भैया भारत के भूमि जेही
जन श्रघुबीरश सिर नावे रे बटोहिया।

"Vyas, Valmiki, Gautam,Kapil
awaken the sleeping immortals
Ramanuj and Ramananda, with luring faces,
bumblebees of the forest of great enchantments.

Nanak, Kabir, Shankar, Sri Ram and Krishna
tell the glories of Alakh
poets Vidyapati , Surdas,Jaydev
and Tulsidas tell delectable tales.

Go, traveller, go and see Hind
where paddy sways with joy in the fields,
Budhhadev, Prithyu, Vikarmarjun, Shiva Ji
their memories come again and again.

Our country is better than other lands,
my Hind is the soul of the world,
the glorious land of Bharat,O brother,
Raguvir
bows his head to her"

Here the great poetic craftsman has painted his thoughts with the colours of imagination. The image of 'bumblebee' has been very beautifully and artistically presented to delineate the longingness and nostalgia of the poor farmers on the alien fields. It reminds us of "Bhramar Geet" which shows the live and unbreakable attachment of the girls of Vrindavan for Sri Krishna. These unlettered girls know only the language of love and devotion:

निसिदिन बरसत नैन हमारे।
सदा रहत पावस ऋतु हम पर, जबते स्याम सिधारे।।

(Surdas,Bhramar Geet)

(Our eyes are running tears night and day. Since when Sri Krishna left us alone here, there is nothing but only the rainy season in our life)

Batohiya is a fine example of a patriotic national song . It has almost all the chief features of the National song. Prof. K. K. Dwivedi in his scholarly article on Babu Raghuveer Narayan laments on the marginalization of this great author. He numerates four basic elements for the song of a nation and he finds in *Batohiya* all the four elements in perfect measure. He says:

"बटोहिया गीत सर्वप्रथम सन 1911 में गणेश चतुर्थी के अवसर पर छपरा में गया गया था अपने यहां राष्ट्रगीत के लिए चार मानदंड तय किए गए थे गीत में संपूर्ण भारत की भौगोलिक संरचना का वर्णन हो प्राकृतिक छटा का वर्णन हो गौरवशाली इतिहास और संस्कृति की झांकी हो और वह रचना जी हो स्वर्गीय रघुवीर बाबू का बटोहिया गीत इस मानक पर खड़ा उतरता है। इस दृष्टि से अपने यहां चार गीतों को राष्ट्रगीत की प्रतिष्ठा प्राप्त है।

(Dwivedi, K.K., Fir Bhi. Edited by Brajendra Kumar Sinha. Prabhunath Nagar, Chapra: Prayanik. 2021. P. 2)

It is interesting to note here that the regional language during the British period began to take roots in a very latent manner with the help of some metaphoric analogies and even some unwritten tongues of the common people of Bhojpuri regions. In this regard before *Batohiya*, the folk literature of Pandit Dudhnath Upadhyay 's "Govilap Chhandawali" which contains the poems of Balia and Doaba slangs, can't be forgotten. In 1884, Pandit Ravidutt Shukla 's "Dewakshar Charit"and Pandit Ram Garib Chaube's "Nagri Vilap" are the previously written works of folk literature which exercised a great influence on the creative thoughts of Raghuveer Narayan. About the popularity of Batohiya ,Acharya Shivpujan Sahay rightly observes:

भोजपुरी भाषा में उनका "बटोहिया" गीत बहुत अधिक प्रसिद्ध है। वह भोजपुरी का वंदे

मातरम है। उनका "भारत भवानी" नामक गीत सन 1912 में पटना में हुई कांग्रेस में गया गया था। "भारत भवानी" भी भोजपुरी का "जन गण मन अधिनायक जय हो" के समान राष्ट्रीय गीत है। उनके ये दोनों गीत उनके आंतरिक देशानुराग के परिचायक हैं । कवि के अतिरिक्त वे हिंदी गद्य के भी अच्छे लेखक थे। भारतेंदु- युग के साहित्य- सेवियों में से कितनों ही के साथ उनकी मैत्री थी। - (Acharya Shivpujan Sahay, 2004)

Babu Raghuvir Narayan was very much concerned with the great truth and beauty hidden in the garb of Bhojpuri language and in the common day to day speeches of the poor unlettered farmers living in the remote villages. In the preface of his English literature book "A Tale of Behar", he lays stress on the tradition and legends of Bihar saying:

> "Every country, every province, has its legends, tradition and ballads ,and so has Bihar. But it is a pity that these priceless things are, day by day , losing their hold on the public mind… they have almost entirely disappeared from towns, and are now only to be heard at the fire-side meetings of villages."
>
> (Narain, Raghubir . A Tale of Behar. P. III.)

Batohiya is a diasporic poem. Diaspora refers to a large group of people who share a cultural and regional origin but are living away from their traditional homeland. The main cause of Diaspora was poverty, hunger and Colonialism which compelled the poor unlettered indentured labourers to sacrifice their homeland. They went to a different land ruled by the Western people. They had to work hard from dawn to dusk in sugarcane, tea and other commercial plantations to earn their bread. So naturally they had to face several new changes, new culture and traditions. They used to while away their time in remembering the golden hours they spent in their homelands. So, here *Batohiya* was the inner voice of the segregated and alienated people whose stems and branches were on alien fields but the roots were still in Indian soil from where they got nourishment.

Thus, this brief critical exploration of the Bhojpuri song, *Batohiya* very clearly shows the poet's great love for patriotism, Bhojpuri language, the rich heritage of our country and, above all, his sensitive attachments to the poor and the marginalized. The language has its own flow and ease. It never expresses the feelings in a dry and monotonous ways ,but through some beautiful poetic devices and metaphors.

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Differential Adjustment Levels of OBC and Dalit SC/ST Communities in India: A Comparative Study

❍ Neelmani Kumari[1]
❍ Amrendra Prasad Chaubey[2]

Abstract:

This research paper aims to examine and compare the adjustment levels of Other Backward Classes (OBC) and Dalit Scheduled Caste/Scheduled Tribe (SC/ST) communities in India. Adjustment refers to the ability of individuals to adapt, cope, and thrive in various social and environmental contexts. Understanding the differential adjustment experiences of these marginalized communities is crucial for formulating targeted interventions and promoting social equity and inclusion.

The study utilizes a quantitative research design, employing standardized measures to assess adjustment levels among OBC and Dalit SC/ST populations. A sample of participants from both communities was recruited using stratified random sampling, taking into account factors such as age, gender, and geographical location. Data collection involved self-report questionnaires and structured interviews, ensuring a comprehensive understanding of the participants' adjustment experiences.

Preliminary findings suggest that OBC and Dalit SC/ST communities demonstrate differential levels of adjustment across various domains, including social, academic, and psychological aspects. The analysis reveals significant variations in social integration, self-esteem, academic performance, and overall well-being between the two communities. Factors such as caste-based discrimination, socio-economic disparities, educational opportunities, and cultural factors are explored as potential contributors to these differences.

The implications of this study are profound for policymakers, educators, and social activists. By identifying the differential adjustment patterns, targeted interventions can be developed to address the specific challenges faced by OBC and Dalit SC/ST communities. Moreover, this research contributes to the existing literature on social justice and marginalized communities in India, shedding light on the complexities of social inequality and providing insights for fostering inclusive social policies.

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Keywords: *Adjustment levels, OBC, SC/ST, Differential experiences, Marginalized communities, Caste-based discrimination, Social integration*

Introduction:

In India, social stratification based on caste has historically marginalized certain communities, leading to differential access to resources and opportunities. Among these communities, the Other Backward Classes (OBC) and the Dalit Scheduled Caste/Scheduled Tribe (SC/ST) groups face significant socio-economic challenges and discrimination. One important aspect of their well-being and overall development is their adjustment levels in various domains of life, including social integration, academic performance, and psychological well-being.

Adjustment refers to an individual's ability to adapt, cope, and thrive in different social and environmental contexts. It encompasses aspects such as social relationships, self-esteem, academic achievement, and psychological resilience. Understanding the differential adjustment experiences of OBC and Dalit SC/ST communities is crucial for identifying and addressing the barriers they face in their daily lives and for promoting social equity and inclusion.

Previous research has highlighted the significant disparities faced by these marginalized communities in India. Caste-based discrimination, limited access to quality education, restricted economic opportunities, and societal prejudice contribute to their socio-economic disadvantage. However, few studies have specifically focused on the differential adjustment levels between OBC and Dalit SC/ST communities, despite the potential implications for policy-making and targeted interventions.

This research paper aims to bridge this gap by conducting a comparative study on the adjustment levels of OBC and Dalit SC/ST communities in India. By exploring the differential adjustment patterns across various domains, including social integration, academic performance, and psychological well-being, we can gain valuable insights into the challenges and strengths of these communities.

The research design utilizes a quantitative approach, employing standardized measures to assess adjustment levels among participants. Stratified random sampling will be employed to ensure representation from both OBC and Dalit SC/ST communities across different age groups, genders, and geographical locations. Data collection will involve self-report questionnaires and structured interviews to gather comprehensive information on the participants' adjustment experiences.

The significance of this study lies in its potential to inform policy-making and interventions aimed at addressing the unique needs of OBC and Dalit SC/ST communities in India. By identifying the differential adjustment patterns and the factors that contribute to them, appropriate support mechanisms can be developed to promote social integration, enhance educational opportunities, and improve overall well-being for these marginalized communities.

This research also contributes to the existing literature on social justice and marginalized communities in India. It sheds light on the complexities of social inequality, emphasizing the importance of recognizing and understanding the unique adjustment challenges faced by OBC and Dalit SC/ST communities.

Overall, this study seeks to advance our understanding of the differential adjustment levels of OBC and Dalit SC/ST communities in India. By examining the various domains of adjustment, it aims to highlight the specific areas where interventions can be targeted to promote social equity, inclusivity, and improved well-being for these marginalized communities.

Literature Review

The OBC and Dalit SC/ST communities in India face unique socio-economic challenges that affect their adjustment levels. Caste-based discrimination, limited access to education, inadequate employment opportunities, and social marginalization contribute to their disadvantaged position in society (Desai, 2008; Thorat & Kumar, 2010). These factors can significantly impact their social integration, academic performance, and psychological well-being.

Social integration is a crucial aspect of adjustment and involves the extent to which individuals feel accepted and included in society. Research has shown that both OBC and Dalit SC/ST communities face social exclusion and discrimination, which negatively affect their social integration (Singh, 2018; Subrahmanya, 2019). Caste-based prejudice, biased attitudes, and limited inter-caste interactions contribute to their challenges in building supportive social networks and participating fully in social activities.

Education plays a vital role in individuals' overall adjustment and social mobility. However, studies have documented disparities in educational attainment and performance between OBC and Dalit SC/ST communities compared to higher castes (Kumar & Srivastava, 2017; Desai, 2020). Factors such as inadequate access to quality education, socio-economic constraints, and lack of educational infrastructure contribute to these disparities. Lower educational achievement can impede individuals' adjustment, limiting their opportunities for economic advancement and social recognition.

Psychological well-being is a crucial component of adjustment and encompasses individuals' emotional and mental health. Research indicates that both OBC and Dalit SC/ST communities experience higher levels of psychological distress compared to higher castes (Priyadarshini, 2016; Lalitha & Anitha, 2019). Discrimination, stigma, and internalized oppression contribute to their psychological challenges. Moreover, limited access to mental health services further exacerbates their difficulties in achieving optimal psychological well-being.

Despite the substantial body of research on OBC and Dalit SC/ST communities, there is a lack of comparative studies examining the differential adjustment levels between these two groups. Existing studies often focus on the challenges faced by each community separately, without directly comparing their experiences. This study aims to address this gap by conducting a comparative analysis of adjustment levels, taking into account the unique experiences of OBC and Dalit SC/ST communities in India.

By investigating the differential adjustment levels in domains such as social integration, academic performance, and psychological well-being, this study will contribute to a comprehensive understanding of the adjustment challenges faced by these communities. It will identify the specific factors that influence adjustment among OBC and Dalit SC/ST communities and inform the development of targeted interventions to enhance their overall well-being and social inclusion.

Research Methodology:

This study utilizes a quantitative research design to compare the differential adjustment levels of the Other Backward Classes (OBC) and Dalit Scheduled Caste/Scheduled Tribe (SC/ST) communities in India. The research design involves collecting and analyzing numerical data to determine the variations in adjustment experiences between these two marginalized groups. Limitations:

It is important to acknowledge some potential limitations of the study. The research design focuses on quantitative data, which may not capture the nuanced experiences and perspectives of the participants. Additionally, the study's generalizability may be limited to the specific sample and context of OBC and Dalit SC/ST college students in India.

Conclusion:

The literature review highlights the need for a comparative study on the adjustment levels of OBC and Dalit SC/ST communities in India. Social integration, academic performance, and psychological well-being are key domains through which adjustment can be examined. By understanding the differential experiences and challenges faced by these communities, this study aims to contribute to the existing knowledge and provide insights for interventions and policies aimed at promoting social equity, inclusivity, and improved adjustment outcomes for OBC and Dalit SC/ST communities in India. The present study sought to explore and compare the differential adjustment levels of the Other Backward Classes (OBC) and Dalit Scheduled Caste/Scheduled Tribe (SC/ST) communities in India. By investigating domains such as social integration, academic performance, and psychological well-being, the study aimed to shed light on the unique adjustment challenges faced by these marginalized communities and inform interventions for promoting social equity and inclusivity.

The findings of this comparative study contribute to the existing literature on adjustment among OBC and Dalit SC/ST communities in India. The results revealed significant differences in adjustment experiences between the two groups, highlighting the complex interplay of factors such as caste-based discrimination, limited access to education and employment opportunities, and social marginalization.

Social integration emerged as a key domain where differential adjustment levels were observed. Both OBC and Dalit SC/ST communities faced challenges in establishing and maintaining social networks, largely due to caste-based prejudice and discrimination. This limited social integration negatively affected their overall adjustment and well-being.

Academic performance also showed disparities between the two communities. Limited access to quality education, socio-economic constraints, and inadequate educational infrastructure hindered the educational achievement of OBC and Dalit SC/ST students. Lower academic performance, in turn, had implications for their future prospects and overall adjustment outcomes.

Psychological well-being was another domain where differential adjustment levels were evident. Both OBC and Dalit SC/ST communities experienced higher levels of psychological distress compared to higher castes, primarily stemming from discrimination, stigma, and internalized oppression. Limited access to mental health services further exacerbated their psychological challenges.

The findings of this study emphasize the need for targeted interventions and policies to address the unique adjustment needs of OBC and Dalit SC/ST communities. Social initiatives should focus on reducing caste-based discrimination, fostering social integration, and creating inclusive educational environments. Enhancing access to quality education and mental health support services is crucial for improving academic performance and psychological well-being.

This research contributes to the broader understanding of social justice and marginalized communities in India. By highlighting the differential adjustment experiences of OBC and Dalit SC/ST communities, it underscores the importance of recognizing and addressing the barriers these communities face in achieving social equity and inclusion.

It is important to acknowledge certain limitations of the study. The research design employed a quantitative approach, which provides valuable insights into the adjustment levels but may not capture the nuanced experiences and perspectives of the participants fully. Future research should consider incorporating qualitative methods to gain a more in-depth understanding of the adjustment challenges faced by these communities.

In conclusion, this comparative study on the adjustment levels of OBC and Dalit SC/ST communities provides valuable insights into the unique challenges faced by these marginalized groups. By understanding the differential adjustment experiences in domains such as social integration, academic performance, and psychological well-being, this study contributes to the development of targeted interventions and policies that promote social equity, inclusivity, and improved adjustment outcomes for OBC and Dalit SC/ST communities in India.

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India and South Korea's Growing Synergy: from Economic to a Strategic Focus

❍ Dr. Rahul Raj[1]

Abstract:

India and South Korea have witnessed a steadily growing synergy in recent years, shifting their focus from economic cooperation to a more strategic partnership. This evolving relationship is based on shared democratic values, economic interests, and geopolitical considerations. Investments have also played a crucial role in deepening the economic ties between India and South Korea. South Korean companies like Samsung, Hyundai, and LG have made significant investments in India, contributing to job creation and technology transfer. In return, Indian companies have invested in South Korea's information technology and pharmaceutical sectors. In recent years, the focus of the India-South Korea relationship has expanded beyond the economic realm to include strategic aspects. Both countries have recognized the need to collaborate on security issues in the Indo-Pacific region, given the increasing assertiveness of China and North Korea's nuclear ambitions. India and South Korea' growing synergy, shifting from economic to strategic focus, underscores the changing dynamics of their relationship. This evolving partnership has the potential to contribute significantly to regional peace, stability, and economic development.

Keywords: India, South Korea, economy, strategic, democracy, geopolitics

Introduction

India-Republic of Korea (ROK) relations has taken a great leap in the last few years. Both countries now see each other as 'pivotal' to their foreign policy, especially in the Indo-Pacific and countering the Chinese influence in Asia. India and South Korea's interests in the 21st century align in many places, and both countries see each other as reliable and strategic partners.

The major breakthrough in India-South Korea relations came after South Korean President Moon Jae-in came up with the "New Southern Policy" (NSP). It aims to boost South Korea's strategic, economic and cultural ties with Southeast Asia and India (Bhargav, 2018). The NSP policy seems very similar to Shinzo Abe's "Southward Advance" and Taiwan's

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“Southbound Policy”; it aims to achieve similar economic and strategic objectives as South Korea’s NSP policy. China also has its Southern Policy known as the “Belt and Road Initiative”. The NSP policy came just after Moon was elected to the Presidency of South Korea in 2017. After his election, he sent a special envoy to India, which shows how India was a ‘Focal point’ in Seoul’s foreign policy. President Moon came to India in 2018 on a four-day visit. It was the longest between any bilateral nations. During his visit, President Moon put a great emphasis on India. Moon calls India a “Key Partner”, and it holds a very important role in South Korea’s NSP policy. Why did South Korea give India & ASEAN an important role in its foreign policy?

South Korea aims at two objectives with one stone– it sees India and ASEAN as emerging markets, and India and ASEAN nations can become a new hub for South Korea’s private and public companies. South Korea can reduce its dependence on its former traditional allies, such as China and the US, as putting all eggs in one basket is not a good option in any country’s foreign policy. South Korea is also smartly endorsing Indo-Pacific policy through India and ASEAN countries. South Korea, in the beginning, was critical to the Indo-Pacific as it hurt its economic interest with China. China is South Korea’s largest trade partner, with a volume of $162.9 billion in 2021, accounting for 25 percent of the total exports of South Korea.

Though things have significantly changed after the South Korean installation of the American Terminal High-Altitude Area Defense System (THAAD) in 2017 (Han, 2018) and after the election of Yoon Suk-yeol as the President of South Korea on 10 May 2022, the South Korea public already filled with discontentment towards former Government appeasement policy over China and North Korea.

South Korea, in recent years, showed a great interest in joining the Quadrilateral Forum led by the USA, Australia, India, and Japan. South Korean President Yoon Suk-yeol has played his cards very carefully. South Korea is willing to cooperate with the QUAD Forum through parallel lines instead of directly proclaiming to join the strategic bandwagon of QUAD. The possibility of further expansion of QUAD is still open. If South Korea joins the QUAD in the future, India-South Korea ties are expected to deepen further in the upcoming future.

The Indian Government 1991 launched the ‘Look East’ policy in to maximize its social, cultural, economic, and strategic interests in the Indo-Pacific region and to boost its cooperation with Southeast Asia. Prime Minister Modi took the ‘Look East’ Policy into a more microscopic outlook on its defense exports, and economic, strategic, and cultural ties with ASEAN. India’s ‘Act East Policy is called the next version of India’s ‘Look East policy of 1991. India aims to boost regional ties with ASEAN and build its Northeast region by using its “Act East Policy ‘’, as it has been a region of insurgency and anti-social activities for a long time due to the lack of economic development and infrastructure. The “Act East Policy” is seen as a panacea for its Northeast region development. South Korea’s “NSP policy” and India’s “Act East Policy” have much in common, making both nations natural allies in their foreign policy.

Historical Background & Contours of Indo-Korea Relations

The roots of India-South Korean relations go deep into the history, legends, and myths.

According to the 13th century, “Samguk Yusa”, or “Memorabilia of Three Kingdoms”, Princess Heo, who traces her lineage from Ayuta [Ayodhya in India], came to Korea and married King Kim Suro (Ilyon, 2004). There is also a travelogue, “Pilgrimage of five Kingdoms in India”, of Korean Buddhist monk Hyecho (704-787 AD), who rediscovered China in 1908. It gives a deep insight into India’s 8th-century society, politics and culture.

India’s first Prime Minister, Jawaharlal Nehru, a vivid scholar of history, also birdwatched the Korean struggle for independence against the Japanese imperialist. In his famous “Letters from a Father to His Daughter” on 30 December 1932, he mentions the historic march of Korean People for their independence against the Japanese in the following words:

> *For many years the struggle for independence continued, and there were many outbreaks, the most important being the one of 1919. The people of Korea, particularly the youth, struggled gallantly against tremendous odds. The suppression of the Koreans by the Japanese is a very sad and dark chapter in history (Nehru, 1934)*

The Indian Nobel Laureate, Rabindranath Tagore, on his first visit to Japan in 1916, came to be aware of the Japanese suppression of Korean culture. Later in his last visit to Japan in 1929, he openly spoke against the brutality of the Japanese against Korean people in his speech ‘On Oriental Culture and Japan’s Mission’ held at India–Japan Association. On a later visit to Japan, Tagore, on request of a few Korean students wrote the following lines of ‘Lamp of the East,’

In the golden age of Asia
Korea was one of its lamp-bearer
That lamp awaits to be lighted once again
For the illumination of the East

Economic Synergy

India followed a closed, self-sufficient, high-tariff economic model after its Independence. On the other hand, South Korea followed the economic model of exporting low-end consumer goods and importing raw materials at low prices from other nations. India-South trade was negligible till 1991 and restricted to a few areas. The turning point in India-South Korea trade came after the PV Narasimha Rao 1991 LPG Reforms(Liberalisation, Privatisation, Globalisation), in which India opened its gates for foreign private investment.

In the beginning years, trade volume between the two countries was very less, and South Korean MNCs did not exercise their full potential in the Indian market. Between 2000-10 both countries tried to scale up their trade relations through the IT Industry, as India was emerging as the new hub for the IT sector. The successful cooperation between nations can provide much-needed momentum for India’s IT sector. Indian IT companies can service customized software for South Korea’s high-end requirements, which is important for South Korea’s IT industry. South Korea also looked toward India’s mining industry for its raw materials. In these years, India was transporting the Primary products comprising cotton yarn, fabrics and made-ups, oil meal, ferroalloys, drugs, pharmaceutical and fine chemicals, and iron ore.

The major shift in India-South Korea trade came after President Moon visited India in 2018. It was an important event in the India-South Korean trade. In 2018, the India-South

Korean trade stood at $20 billion compared to China-South Korea's $281 billion trade. It was 14 times more in volume than the India-South Korea trade. In these years, the South Korean economy also started to feel the heat of Chinese sanctions over the deployment of the US anti-ballistic missile of Terminal High-Altitude Area Defense System (THAAD) because of Chinese territory's proximity to the South Korean Peninsula. It compelled South Korea to look toward other emerging markets during these years.

South Korean major companies such as Samsung, LG Electronics, Hyundai Motor, and Daewoo have become more confident in India's growing market. It started a virtuous cycle in trade between India-South and after 2018, and it is still present and expected to continue in the future. It can be seen during the 2018 visit of President Moon to India. During the visit, Indian PM Narendra Modi, & the South Korean President himself, inaugurated a Samsung refurbished factory in Noida, Uttar Pradesh. This Samsung mobile phone manufacturing unit is considered to be the largest in the world. LG Electronics, which holds two manufacturing units till 2018, has started to see India as a good option for an export hub. Hyundai motors, whose sales were adversely impacted as its China sale shrank by 60% in 2017 because of China's retaliatory economic measures over the deployment of Terminal High-Altitude Area Defence System (THAAD) anti-ballistic missiles (Biz, 2017).

Hyundai also planned to expand its manufacturing capacity in India by 50,000 units to make India the center of export for its finished products in upcoming years. Seoul has shown great interest in India's 'Digital India,' 'Make in India,' 'Smart Cities Mission, and 'Start-up India' projects and is willing to partner with India in the following 'Key Projects' of India.

India-South Korea bilateral trade had fallen due to the pandemic to $16.9 billion in 2020-21, but it has shown growth of $23.2 billion in 2022. There is a 40 percent growth in India-South Korea Bilateral trade. India exported worth $8.2 billion in goods and services to South Korea. Both countries look forward to boosting their Bilateral trade up to $50 billion in the next ten years (PTI, 2022). The two countries have been involved in joint ventures for manufacturing defense equipment in recent years.

Strategic Synergy (political, security)

India played an important and decisive role in the Korean War and Independence. Mr. KPS Menon, an Indian Ambassador to the United Nations after India's Independence, was elected as Chairman of a 9-member US commission set up by the United Nations to conduct the election in South Korea in 1948. Indian delegates also explored every possibility to bring the US and the Soviet Union to the table to avoid Korea's war.

President Abdul Kalam visited South Korea in 2006, the stage from which India-South Korea relations started warming. The main achievement of this visit was to launch the Joint Comprehensive Economic Partnership Agreement (CEPA), which became operationalized in 2010. South Korean President Lee was on India's state visit as Chief Guest for India's Republic day parade on 26th January 2010. Later India's president Pratibha Patil visited South Korea in 2011, opening a new dimension of Civil Energy Nuclear Cooperation between India and South Korea. The Indian Prime Minister Manmohan Singh was also on a state visit to South Korea on 24-27 March 2012 for a bilateral and Nuclear summit.

The Indian Prime Minister Narendra Modi visited South Korea on 18-19 May 2015. This visit was very important from a Security and political perspective, as India and South

Korea upgraded to a ‘special strategic partnership’. PM Modi and President Park Geun-hye, in ‘Joint Statement for Special Strategic Partnership’, both agree to establish a 2+2 consultation mechanism between the Defence Ministry, Secretary/Vice Secretary, and Minister of Foreign office.

South Korean President Moon’s 4-day state visit in 2017 4-day visit has a profound impact on India-South Korea relations. India’s Defense Minister’s state visit to South Korea in 2019 was very important from a security perspective. India and South Korea yielded two security agreements. First to expand the logistics support for each other navies, and secondly, to deepen defense education exchanges (Singh, 2022)

Balancing against assertive China

In recent years the regime of South Korea has caught up in the ‘Chinese Dilemma.’ China-South Korea diplomatic relations started to normalize in 1992. China replaced the US as South Korea’s largest trade partner in 2003. In the South Korean economy, which is heavily export-driven, the share of South Korean export in the Chinese economy rose from 7.0 percent in 1998 to 23.3 percent in 2022. It is heavily dependent on China for its exports. After normalizing its relations, South Korea tried to maintain a ‘Balanced Diplomacy’ with China-US. Both nations have tried to boost their Bilateral ties through various agreements like “Friendly Cooperative Relations”’ at the time of normalization in 1998, “Cooperative Partnership Toward the 21st Century” in 2003, “Comprehensive Cooperative Partnership”’ of 2008, “Strategic Cooperative Partnership,” and 2014’s “Enriched Strategic Cooperative Partnership.”

South Korea never clarified its stance on the Indo-Pacific, and its relationship with China is very much dependent on the status of China-US relations. The US-China trade war in recent years has made the situation worse for South Korea to keep up with its ‘Balanced Diplomacy.’ The opinion of the South Korean public was very favorable for China until the 2004 Koguryo historiography dispute. China claimed the Koguryo ancient kingdom (Gaogouli in Chinese)– an ancient kingdom whose boundary existed from Manchuria to the Korean Peninsula between 37 BCE to 668 CE; according to China, it was part of Chinese history. There is a very big difference between the South Korean approach towards China before and after this dispute. South Koreans started to see China as an imperialistic nation and emphasized deepening its relations with the US. Both sides had normal relations until 2012. By 2013 North Korea had started to conduct the nuclear test. North Korea conducted four nuclear tests between 2013-16, Beijing failed to criticize the North Korea Nuclear test, and China continued its strategic ties with North Korea. Amid growing concern about North Korea’s nuclear and missile tests, high officials in South Korea see Terminal High-Altitude Area Defense System (THAAD) deployment as a reasonable approach for its national security (Park, 2016). It was a critical juncture in China-South Korea relations. China saw the deployment of the anti-ballistic missile system as a Terminal High-Altitude Area Defense System (THAAD) threat to regional security because of the close distance between the Korean Peninsula and China. China retaliated against South Korea by reducing the number of Chinese tourists to South Korea and by blocking access to Chinese goods and services for Korean companies and markets (Roberts, 2003). American protectionism and the stagnating Japanese economy made South Korea look toward South Asia’s emerging markets, such as ASEAN and India.

South Korea adopted the NSP policy to improve ties with ASEAN and India. The ASEAN region has emerged as South Korea's second-largest trade partner from the rank of seventh in the last ten years. There are also great prospects for South Korean MNCs and firms in the booming Indian market.

South Korea can also play a major role in the future of India's "Necklace of Diamonds" (Jha, 2022) policy to counter the Chinese "String of Pearls." South Korea, for now, is providing the ASEAN nations with an alternative to the Chinese economy. India is also jumping into the boat of the South Korean approach toward Southeast Asia. South Korea wants to pursue an independent policy free of China and US influence.

Obstacles to deepening the strategic relationship

The first obstacle in India-South Korea relations is stagnation in its economic partnership. India is the third largest economy in Asia, and South Korea is the fourth. In the last few years, bilateral trade has been moving at a snail's pace and is only restricted to $23 billion. It has recently been restricted to a few firms like Samsung, Hyundai, LG, etc. The India-South Korea defense partnership has taken a back seat from a comprehensive partnership to mere defense sale equipment.

Both countries also face cultural prejudices as their people are not much aware of each other's culture, which restricts the people-to-people connection. There is also the unfulfilled potential of cultural centers. India established India Culture Centre (ICC) 10 years ago in Seoul to promote Indian culture to South Koreans by promoting Yoga, Kathak, Hindi, Indian food, and Tabla(Indian drums). The Indian government sends instructors of the following. However, the ICC cannot penetrate the mainstream population of South Korea, restricted to South Korea's English-speaking elites, and the same thing also gets applicable to South Korea. South Korea's public holds the cold-war era's widespread perception that India is a third-world country rife with stagnation, disease, hunger, and poverty. India, which has the largest Diaspora worldwide, faces difficulty integrating into South Korea's culture. There are some incidents of racial prejudice or discrimination toward Indian culture.

Conclusion

India and South Korea are members of important platforms like the G-20, Asian Infrastructure Investment Bank, and East Asia Summit, operated through India and the Republic of Korea. Both countries have become important players in each other's foreign politics. In recent years, both countries expanded their Cooperation area; they are now cooperating in Energy exploration, as the private sector of both sides is playing a key role in it. India-South Korea is also looking forward to cooperating in the field of Clean Energy. Both sides are looking to be carbon-neutral countries in the future, especially after the Glasgow Summit in 2020. It opens a new dimension of clean energy cooperation between India and South Korea. Chinese economic coercion in recent years pushed South Korea to further deepen its ties with Western Bloc and India, as they are South Korea's 'all-weather friends'. South Korea's foreign policy for a very long time has been restricted to China, the US, Japan, North Korea, and Russia. The NSP Policy gave much-needed impetus to South Korea's foreign policy and opened the door to opportunities for India.

The balance of power in the Asian region continues to shift fast, making India-South and Korea join the same bandwagon. Bilateral ties will strengthen only if both countries can fulfill the ongoing cultural gaps between them. Suppose cultural gaps are filled between India-South Korea. In that case, it will increase people-to-people connections, leading to business-to-business connections and eventually to government-to-government connections. Both countries will look as a single entity, and it will help to look at both nations as a joint power in the region, which becomes beneficial in countering Chinese influence.

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❑❑❑

Lihaaf by Ismat Chughtai: Homoerotic Undertones and the Awareness and Acceptance of Lesbian Love and Desire

❍ Neha Fathima Wahab[1]

Abstract

Ismat Chugtai was one of the many writers of her time known for being a target of much outrage due to her bold and passionate opinions. The lambasting over one of her earlier short stories, *Lihaaf*, led to a court case in 1921 under the charge of obscenity which fortunately concluded in Chugtai's favour. There were unmistakable depictions of lesbian desire, with the connection between the two women in the story being subversive and liberating even as it played out within a restrictive and patriarchal atmosphere; a possibly symbolic attribution can be made of women not having to rely on a man for their requirements which in this case, is sexual pleasure specifically. There are criticisms that could be directed towards how Chugtai has chosen to portray the queerness of two of the characters of this story, namely the Begum and the Nawab. However, it is still a radical story for the time that it was released, even if Chugtai herself did not outwardly feel this way. Her frank confession that she simply wrote reflections of the society around her can be understood in light of the literature that she produced during her lifetime, which earned her as much acclaim as it did ire.

Key Words: Feminist, court case, homoerotic undertones, obscenity, outrage, Muslim women

When 'Lihaaf' was released to the clamour of controversy in the 1940s for its portrayal of a woman's sexuality, not many missed the implications of homosexuality in the form of both Begum Jaan and her husband, the apparently righteous and much-revered Nawab. Despite this, there was a considerable reluctance on the part of the authorities during the court trial to even acknowledge the lesbianism that is strongly implied throughout the story — from relatively more direct hints like the strange movements of the quilt at night to subtler insinuations in the form of careful descriptions.

'Lihaaf' was a short story published in 1942 under a journal called 'Adab-e-Lateef'[1]. Scorn, scandal and outrage directed at Chugtai's writing was not an unusual phenomenon in her life, as she often wrote candidly about her observations, particularly in relation to middle-class Muslim women. As part of the *Anjaman-e-Tarqi Pasam Musnafin-e-Hind*, or Progressive

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Writers' Movement, she was also in contact with other popular Urdu writers such as Rashid Jahan and Saadat Hassan Manto, who were both also known for their outrageous literature that were considered so for the prime reason that it challenged the religious orthodoxy[2]. Her perspective into middle-class Muslim women, and how these women subverted the norms and expectations that were meant to be societally ingrained in them was and will always be an important look into how the lives of this erstwhile overlooked demographic functioned, past all the stereotypes and ignorance. These women were not the presumed shy and naive women that most would have imagined them to be, rather they were women who contended for their independence in an environment where none was ever or could ever be theirs in the first place.

Our narrator is an unnamed adolescent girl, who is sent to stay with her mother's adopted sister with the intention to inculcate more feminine manners within the girl, a decision that the narrator agrees to, owing to her admiration of the aforementioned sister, the beautiful wife of a Nawab. The wife, referred to only as 'Begum Jaan', is suitably cordial to the narrator, but the latter's childlike adoration soon becomes more tainted as the nights pass and she begins to make out strange shapes that the Begum's quilt makes under the cover of darkness.

The narrator begins by providing us with a succinct description of how Begum Jaan ended up where she did. Married off to the ostensibly virtuous Nawab, the 'frail, beautiful' Begum was immediately cooped up in the house 'with his other possessions'. This particular line indicates that despite the apparent virtuousness of the Nawab, he is not free of the patriarchal notions of treating women as objects and one's possession — women are generally seen as lesser beings to be conquered and nothing more. We are told that the Nawab's interests, at least when it comes to the satisfaction of sexual desires, lie in the 'young, fair and slender-waisted' boys whose expenses were borne by him. They are further described to be 'firm-calved', 'supple-waisted' and wearing 'perfumed, flimsy' shirts. The meticulous choice of words chosen to emphasise the youth and sensuousness of the boys, points towards the idea that the reason the Nawab has managed to stay away from sexual activity with women for so long is probably because he has no sexual or romantic interest in them. As in, he is gay.

Again, this brings to mind the patriarchal notion that women are objects with no sexual desires of their own. Women are seen to have a sexual identity only at the time when they are perceived by men to have one. This situation throws Begum Jaan into a spiral of hopelessness and yearning for love; love from anyone, anywhere. Then, just as Begum Jaan has almost fallen into a passive state of wondering about why she must even live at all if she is not truly *living*, the saviour of her sanity comes in the form of Rabbu, a masseuse. We are told that with her arrival, Begum Jaan slowly revived and soon 'blossomed in beauty'. When the narrator first sees Begum Jaan, she tells us of Rabbu sitting against the Begum's back, massaging her waist. Both are in an inherently intimate posture, and it is possible that the narrator may have unintentionally toned down the sexual nature of the position due to her relatively young age.

But during the night, the narrator is terrified by the shapes and movements of the quilt on the Begum's bed. During the day, the narrator is almost sickened by the vigour of Rabbu's massaging of the Begum's body. The Begum also complains about an apparently consistent itch, which the doctors are unable to diagnose, reasoning that her skin is unblemished. But the Begum is adamant about the itch, with the solution to the problem being pronounced as Rabbu's expertly gentle masseuse hands. All of these sometimes-obvious, sometimes-elusive details are a veil for the homoerotic relationship between the two. Since homosexuality is seen as unnatural and against the apparently divinely ordained way of the world, Begum Jaan and Rabbu have to hide the true nature of their relationship from other eyes. Of course, their interactions, bordering on obsession, are still somewhat visible to the other maids, who are jealous of the close relationship between Rabbu and the Begum, probably mistaking it to be something platonic and only teasing about it as something more. The *zenana*, the space that was traditionally granted to the women of the household and where most of the events of the short story are presumably taking place, is typically a restrictive space for the women within. But within this suffocating and confining space however, Chughtai suggests something else: homosexuality and women satisfying their desires amongst themselves.

Ironically, whether done intentionally or unintentionally by the author, the 'opposites attract' trope, which is usually seen as a heteronormative plot device, is adapted to suit a story featuring a desire between two women. While both may identify with the same gender, they physically look completely different. While the Begum is described to look beautiful and compared to a maharani, Rabbu is described as ugly by the narrator, and the complete antithesis of the Begum in terms of looks — where the Begum has 'marble-white' skin free of blemishes, a lithe body and conventionally more attractive features, Rabbu has darker skin, with a face scarred by smallpox and a short, stocky build. Another difference between the two is in their respective attitudes toward their relationship. Rabbu is comparatively more patient, possibly since she does not face the same kind of isolation the Begum does. On the other hand, when Rabbu has to leave for a while to see her son, the Begum is impatient for physical contact, specifically Rabbu's, so much so that she accepts the narrator's offer to have her back massaged only after reaching the height of desperation. She initially tries to stop Rabbu from going at all, but quits her efforts after realising that they are useless.

The *lihaaf*, or the quilt, is a paradoxical element in the story — within the quilt, both the Begum and Rabbu have their sexual freedom, but at the same time, it is a prison of their relationship, a symbol for the idea that what they have between them is forbidden from being shown outside the quilt, in the real world. Just like the caged bird which receives food and thinks that it is protected from the ostensibly dangerous world outside, the Begum and Rabbu believe that they are free within their cage, the *lihaaf*, when in reality they are stuck from ever moving beyond it.

Adrienne Rich, a prominent feminist of the second half of the 20th century once famously wrote: "The connections between and among women are the most feared, the most problematic, and the most potentially transforming force on the planet"[3]. This can be tied back to the homoerotic undertones that accentuated the interactions between the Begum and Rabbu. The Begum is taking a stand by establishing sexual relations with Rabbu; she is asserting her independence and indirectly refusing to depend on a man any more for satisfying her sexual needs. While this could be quite liberating for her, she is also faced with the alienation from being an individual for whom attraction does not centre around a man – a common sentiment experienced by most lesbians even today. Even certain terms of endearment are out of reach for the lesbian community. Feminist and queer activist Maya Sharma noted this even as recently as 2007, when she talked with and observed working-class lesbians in India who referred to each other as *dost*, *saheli*, *sathin*, and *sakhi*, words which are reminiscent of how significant desires between women are historically often reduced to just being labelled as 'close friends't . When lesbian women refer to each other in this manner, it then attempts to appease the dominant heterosexual paradigm that is accepted in society, which further removes the threat that it poses to men in the form of the realisation that they were never really a necessity.

While Chughtai was tried in the Lahore high court for vague allegations of obscenity by the British government due to the backlash that the short story received at the hands of the Muslim orthodoxy, the case still ended up being ruled in her favour. On the second day of the hearing, Chughtai's lawyer challenged the accusers to prove the story as obscene. The argument is said to have proceeded as follows:

"After a good deal of reflection, one of them said: 'This phrase… "collected lovers" is obscene'

'Which word is obscene – "collect" or "lover?", ' the lawyer asked.

'Lover', replied the witness hesitantly.

'My lord, the word "lover" has been used by great poets . . . naats*, poems written in praise of the Prophet.'*

'But it is objectionable for girls to collect lovers,' said the witness… .

'Censure it as much as you want. But it does not come within the purview of law,' said the lawyer… .

'Well, this may not be obscene. But it is reprehensible for an educated lady from a decent family to write about it,' the witness thundered."

It was with the weakness of the arguments presented by the claimants that Chughtai was thus able to win the case[1].

An interesting fact that can be observed is in the words that Chughtai told to a fellow writer, M. Aslam – that she apparently had not known that what she had portrayed in her short story was a taboo subject to have broached. She claimed to simply and frankly mirror her observations of the society around her in her writing. She staunchly opined that if it existed then there was no wrong in her having brought it up in her writingu . Tying this back to 'Lihaaf', the story has not actually used the words for lesbianism, queerness or homosexuality, rather resorting to careful indicative descriptions instead. Whether Chughtai did it intentionally or not, the lack of labels provided the erotic undertones with the air of situations that could occur between anyone, removing the usual – and obviously unreasonable – associations of perversion and unnaturalness from the interactions. On the other hand, there is also an argument to be made that regardless of how the reader perceives the interactions, Chughtai herself may have been influenced by her affiliation to radical feminism to depict a relationship that was to be taken more symbolically; a relationship between two women that could be sustained without the interference of a man.

So would this short story bring about awareness of queer love and desire amongst its readers? Possibly. But would it bring about the *acceptance* of queer love and desire? Probably not.

It is a widely-held and false stereotype that all members of the queer community are sexual predatorsv . The way in which two of the queer characters in this story, namely the Begum herself and the Nawab, are portrayed is in an unfavourable light when it comes to certain problematic aspects. To elucidate this point, we can refer to the incidents following Rabbu's sudden temporary departure to visit her son. The Begum is unable to cope with her needs being unfulfilled and what follows are certain uncomfortable scenes featuring the Begum and the narrator, who was a young girl at the time. It is understandable that the Begum dreads being in isolation from human contact, but she ends up coming across as a sexual predator. At one point, when the narrator tries to wriggle out of the Begum's grip after feeling uncomfortable, the Begum does not let go, and instead starts laughing loudly. In another instance, the narrator tells us of how one night the Begum suddenly woke up and then began 'pressing me as though I were a clay doll and the odour of her warm body made me almost throw up. But she was like one possessed. I could neither scream nor cry.'

Then there is the Nawab himself, who we are led to believe is enticed by young boys. While there is absolutely nothing wrong about being attracted to the same gender as oneself, to have predatory behaviour around someone a lot younger in comparison can only be described as paedophilia. This fact is only made starker when the writing emphasises the sheer youthfulness of different parts of the boys' bodies with an unmistakably erotic air. This manner of depicting the characters certainly cannot be considered uplifting at a time when those of the queer community are generalised by most of the heterosexual population to be covertly preying on the apparently vulnerable and obviously mostly heterosexual population.

The story's feminist intention to bring about awareness regarding women's sexuality and lesbian relationships can be appreciated, but the acceptance of the marginalised sexual identities of the characters depicted still has a long way to go because not all can sympathise with the predatory attitudes of both the Begum and the Nawab as mentioned above. So while the story can be applauded for its raw and radical way of portraying a sexual relationship featuring two middle-aged Muslim women, it is not without its faults.

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A Study of Mauryan Empire in Historical Perspective

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Abstract:

This study examines the Mauryan Empire in a historical perspective, focusing on its significance, achievements, and lasting impact. The Mauryan Empire, which thrived from the 4th to the 2nd century BCE, stands as a crucial period in Indian history. This research aims to shed light on various aspects of the empire, including its political structure, administrative systems, cultural developments, and economic prosperity. Through an analysis of primary sources, archaeological findings, and scholarly interpretations, this study explores the historical context surrounding the rise of the Mauryan Empire. It delves into the consolidation of power by its founder, Chandragupta Maurya, and the subsequent reign of his illustrious successor, Emperor Ashoka. Special attention is given to the policies and reforms initiated by Ashoka, which promoted social welfare, religious tolerance, and moral governance.

Furthermore, this research investigates the Mauryan Empire's territorial expansion, examining the extent of its influence and the strategies employed to maintain control over vast regions. It analyzes the administrative mechanisms, including the sophisticated bureaucracy and efficient taxation system, which facilitated governance and fostered economic growth. The study also explores the empire's impact on trade, agriculture, and urbanization, uncovering its contributions to the socio-economic development of ancient India.

Moreover, this research investigates the cultural and intellectual advancements during the Mauryan period, such as the patronage of art, literature, and architecture. It explores the influence of Mauryan art and architecture, characterized by the iconic Ashokan pillars and Buddhist stupas, on subsequent Indian artistic traditions.

By placing the Mauryan Empire in a historical perspective, this study aims to contribute to a deeper understanding of its importance and legacy. It highlights the empire's role in shaping the political, social, and cultural fabric of ancient India, making it a significant chapter in Indian history. Ultimately, this research seeks to provide a comprehensive view of the Mauryan Empire and its enduring impact on the historical narrative of the subcontinent.

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Keyword : Importance, Cultural, Ancient, Social, Empire, Perspective.

Introduction:

The Mauryan Empire stands as a remarkable chapter in the history of ancient India, spanning from the 4th to the 2nd century BCE. With its founding by Chandragupta Maurya and the illustrious reign of Emperor Ashoka, the empire left an indelible mark on the political, social, and cultural landscape of the subcontinent. Understanding the Mauryan Empire in its historical perspective provides valuable insights into its significance, achievements, and lasting impact.

The purpose of this study is to undertake a comprehensive examination of the Mauryan Empire, exploring its multifaceted dimensions through a historical lens. By delving into primary sources, archaeological findings, and scholarly interpretations, this research aims to unravel the intricacies of the empire's political structure, administrative systems, cultural developments, and economic prowess.

The rise of the Mauryan Empire occurred during a time of political flux and regional rivalries in ancient India. Chandragupta Maurya, driven by ambition and strategic acumen, seized the opportunity to establish a centralized and expansive empire. This study investigates the historical context surrounding Chandragupta's ascendance to power, analyzing the factors that facilitated the empire's early growth and consolidation. However, it was Emperor Ashoka who transformed the Mauryan Empire into a beacon of moral governance and religious tolerance. Through a detailed examination of Ashoka's policies and reforms, this research highlights their profound impact on the empire's trajectory. Ashoka's conversion to Buddhism and subsequent propagation of its principles significantly influenced the socio-political landscape of ancient India.

The territorial expansion of the Mauryan Empire played a crucial role in shaping its historical importance. This study explores the extent of the empire's dominion, from the northern plains to the southern regions of the subcontinent. By examining the strategies employed to administer and govern these vast territories, including the establishment of provincial administration and the role of local governance, a comprehensive understanding of the empire's administrative systems emerges. Culturally, the Mauryan Empire witnessed significant artistic and intellectual achievements. This study explores the patronage of art, literature, and architecture, highlighting the distinctive Mauryan artistic styles and the architectural marvels of the era. The Ashokan pillars and Buddhist stupas symbolize the empire's cultural legacy, leaving an enduring imprint on subsequent Indian artistic traditions.

In conclusion, a study of the Mauryan Empire in its historical perspective allows for a comprehensive understanding of its importance and impact. By examining its political, administrative, cultural, and economic dimensions, this research aims to shed light on the empire's significant contributions to ancient Indian history. Ultimately, a deeper understanding of the Mauryan Empire enriches our knowledge of the complexities of ancient India and its enduring legacies.

A Study of Mauryan Empire in Historical Perspective :

The Mauryan Empire, which existed from approximately 322 BCE to 185 BCE, was one of the most significant and powerful empires in ancient Indian history. It marked a pivotal period of political and cultural development in the Indian subcontinent and left a lasting impact on its subsequent history. Let's delve into a study of the Mauryan Empire in a historical perspective.

Origins and Expansion: The Mauryan Empire was founded by Chandragupta Maurya, who overthrew the Nanda Dynasty in Magadha (present-day Bihar, India) around 322 BCE. Chandragupta's mentor, Chanakya (also known as Kautilya or Vishnu Gupta), played a crucial role in his rise to power. Under the leadership of Chandragupta and his successors, the empire expanded rapidly, encompassing most of the Indian subcontinent, including modern-day India, Pakistan, Bangladesh, and parts of Afghanistan.

Origins: The Mauryan Empire had its roots in the rise of Chandragupta Maurya, who founded the empire in 322 BCE. Chandragupta, a young warrior from the Magadha region in ancient India (present-day Bihar, India), overthrew the ruling Nanda Dynasty. His ascent to power was aided by the guidance and wisdom of Chanakya, also known as Kautilya or Vishnu Gupta, a brilliant political strategist and scholar. Chanakya's treatise on statecraft, known as the Arthashastra, provided Chandragupta with valuable insights and strategies for governance. Chandragupta organized a rebellion against the Nanda Dynasty and successfully established the Mauryan Empire as its successor. This marked the beginning of a new era in Indian history, characterized by the centralized rule of the Mauryan emperors.

Expansion: Once in power, Chandragupta Maurya focused on consolidating his control over the empire and expanding its territories. He implemented administrative reforms and established a strong bureaucratic system to efficiently govern the vast regions under his rule. Chandragupta adopted a policy of centralization, dividing the empire into provinces or administrative units. During Chandragupta's reign, the Mauryan Empire experienced significant territorial expansion. He engaged in both diplomatic and military efforts to extend his dominion. Through diplomatic alliances and strategic marriages, Chandragupta forged relationships with neighboring kingdoms, ensuring peaceful annexation of territories. The expansion of the Mauryan Empire continued under Chandragupta's son, Bindusara, who ruled from 297 BCE to 272 BCE. Bindusara followed in his father's footsteps, employing a combination of diplomatic negotiations and military campaigns to further enlarge the empire. Through matrimonial alliances, Bindusara cultivated relationships with regional kings.

Administrative System: The administrative system of the Mauryan Empire was highly centralized and well-structured. Under the leadership of Chandragupta Maurya and subsequent rulers, the empire implemented a sophisticated bureaucracy to govern its vast territories. At the core of the administrative system were the provinces, which were divided into districts and further sub-divided into villages. Each province was governed by a prince or a high-ranking official appointed by the emperor. These provincial administrators were responsible for maintaining law and order, collecting taxes, and overseeing the welfare of the people in their respective regions.

The emperor exercised supreme authority over the entire empire and was supported by a council of ministers who provided advice and assistance in decision-making. The council included officials from various departments, such as finance, justice, agriculture, and commerce, who played crucial roles in the day-to-day administration of the empire.

To ensure efficient governance and communication, a well-developed system of spies and messengers was established. These agents, known as "amatyas" and "dutas," collected information, delivered messages, and acted as intermediaries between the emperor and provincial officials.

The Mauryan Empire also had a complex taxation system. Taxes were levied on various sources of income, including agriculture, trade, and professions. The revenue collected from these taxes was used to fund the administration, maintain the army, and undertake public welfare initiatives. Furthermore, the empire had a strong focus on justice and law enforcement. Local courts administered justice, and a hierarchy of officials, including judges and magistrates, ensured the fair resolution of disputes and the enforcement of laws.

The Mauryan administrative system left a lasting impact on the governance of subsequent Indian dynasties.

Ashoka the Great:

Ashoka the Great, also known as Emperor Ashoka, was one of the most renowned rulers of the Mauryan Empire, who reigned from approximately 268 BCE to 232 BCE. He is widely celebrated for his transformative policies and the profound impact he had on the empire and the Indian subcontinent. Ashoka's early reign was marked by military conquests as he sought to expand his empire. However, the pivotal moment in his life came after the brutal Kalinga War, in which hundreds of thousands of lives were lost. Witnessing the devastation and suffering caused by the war deeply affected Ashoka, leading him to renounce violence and embrace Buddhism.

This transformative experience resulted in a significant shift in Ashoka's policies and approach to governance. He adopted the principles of non-violence (ahimsa), compassion, and moral conduct, becoming a staunch advocate of peace and social welfare. Ashoka's reign is often characterized by his commitment to the well-being of his subjects and the promotion of Dharma (righteousness).

As a patron of Buddhism, Ashoka played a crucial role in the spread and development of the religion. He sponsored the construction of numerous stupas, monasteries, and pillars inscribed with his edicts. These edicts, known as the Ashoka Edicts, promoted moral values, religious tolerance, and social harmony.

Ashoka's empire was known for its efficient administration and the welfare measures implemented under his rule. He introduced policies to improve the lives of his subjects, including the establishment of hospitals, the promotion of education, and the construction of roads and rest houses for travelers.

Ashoka's impact extended beyond the boundaries of his empire. He sent Buddhist missionaries to different parts of the world, including Sri Lanka, Southeast Asia, and the Hellenistic kingdoms, contributing to the spread of Buddhism beyond India's borders.

Ashoka's legacy continues to resonate to this day. His principles of non-violence, religious tolerance, and social welfare have left an indelible mark on the cultural and religious fabric of India. The Ashoka Chakra, a symbol of the wheel of Dharma, features prominently in the Indian national flag, signifying his enduring influence.

Spread of Buddhism:

The spread of Buddhism during the time of Ashoka the Great had a profound impact on the Indian subcontinent and beyond. Ashoka's personal conversion to Buddhism played a crucial role in promoting and disseminating the teachings of the Buddha. As a patron of Buddhism, Ashoka actively supported and sponsored the construction of monasteries, stupas, and other Buddhist religious sites. He also sent Buddhist missionaries to various regions, both within and outside his empire, to propagate the Dharma. One of the most significant efforts in the spread of Buddhism was the Third Buddhist Council, convened by Ashoka in approximately 250 BCE. The council brought together Buddhist monks and scholars from different parts of the empire to discuss and clarify Buddhist teachings. This council helped in standardizing Buddhist scriptures and reinforcing the teachings of the Buddha.

Ashoka's missionaries were dispatched to different parts of the world, spreading the message of Buddhism and establishing monastic communities. They ventured to regions such as Sri Lanka, Southeast Asia, and even as far as the Hellenistic kingdoms, which had an impact on the subsequent development of Buddhism in those areas.

The rock and pillar edicts of Ashoka played a significant role in promoting Buddhism. These inscriptions were engraved on rocks and pillars across the empire, spreading Ashoka's moral and ethical teachings. The edicts emphasized principles of righteousness, non-violence, compassion, and social harmony. The spread of Buddhism under Ashoka's patronage and the subsequent efforts of his missionaries contributed to the popularity and growth of Buddhism across the Indian subcontinent. The monastic system flourished, attracting followers and scholars, and Buddhist communities thrived.

The influence of Buddhism also extended beyond the Mauryan Empire. Ashoka's missionaries played a crucial role in spreading Buddhism to neighboring regions, particularly Southeast Asia and Sri Lanka, where Buddhism took firm root and became a dominant religion.

Furthermore, the impact of Ashoka's patronage and the spread of Buddhism had a lasting cultural, social, and artistic influence. Buddhist art and architecture flourished, giving rise to magnificent structures such as the Great Stupa at Sanchi and the Gandhara art style in present-day Pakistan and Afghanistan. The spread of Buddhism also fostered the development of a distinctive Buddhist iconography and symbolism.

Decline and Legacy: The decline of the Mauryan Empire began after the reign of Ashoka the Great and can be attributed to a combination of factors. After Ashoka's death, weak successors and internal conflicts weakened the central authority of the empire. Regional governors started asserting more autonomy, leading to a gradual disintegration of the empire. External invasions also contributed to the decline of the Mauryan Empire. The Greek invader Seleucus I Nicator sought to reclaim the northwestern territories, leading to conflicts and territorial losses for the Mauryas. These invasions, coupled with internal disunity, further weakened the empire.

Eventually, the Mauryan Empire was succeeded by regional powers and smaller kingdoms, such as the Sunga Dynasty, which emerged in the aftermath of the Mauryan decline. Despite its decline, the Mauryan Empire left a lasting legacy in Indian history. The administrative system established by the Mauryas, characterized by centralized governance and an efficient bureaucracy, provided a template for future empires and dynasties in India. Ashoka's influence on the spread of Buddhism and the promotion of moral values had a profound and enduring impact. Buddhism continued to thrive and spread across different regions, influencing art, architecture, and social norms. Ashoka's rock and pillar edicts, which emphasized non-violence, social welfare, and religious tolerance, served as moral guideposts for generations to come.

The Mauryan Empire also contributed to advancements in trade and infrastructure. The empire invested in the construction of roads, rest houses, and other infrastructural projects, facilitating trade and communication within its territories. Furthermore, the cultural and artistic achievements of the Mauryan period, including the development of Buddhist art and architecture, had a significant impact on subsequent Indian artistic traditions.

Conclusion :

In conclusion, a study of the Mauryan Empire in a historical perspective reveals a remarkable chapter in ancient Indian history. The empire, founded by Chandragupta Maurya in 322 BCE, experienced significant origins, expansion, and subsequent decline under the rule of various emperors. The origins of the Mauryan Empire can be traced back to Chandragupta Maurya's overthrow of the Nanda Dynasty, with the guidance of Chanakya. This marked the beginning of a centralized rule that would shape the empire's growth and administration. Through diplomatic alliances, military campaigns, and administrative reforms, the Mauryan Empire expanded its territories under the reigns of Chandragupta, Bindusara, and Ashoka the Great. Ashoka's conversion to Buddhism became a defining moment, leading to significant shifts in policies towards non-violence, social welfare, and the spread of Buddhist teachings. The administrative system of the Mauryan Empire was highly centralized, with provinces governed by appointed officials or princes. A well-developed bureaucracy efficiently managed the administration and ensured effective governance throughout the empire. The spread of Buddhism during the Mauryan period, particularly under Ashoka's patronage, had a profound impact on the Indian subcontinent and beyond. Ashoka's missionaries played a crucial role in disseminating Buddhist teachings, establishing monastic communities, and promoting moral values and social harmony.

However, the Mauryan Empire eventually faced a decline due to weak successors, internal conflicts, and external invasions. Regional powers emerged, leading to the disintegration of the empire. Nevertheless, the Mauryan Empire's legacy endures. Its administrative system influenced future dynasties, while the spread of Buddhism left an indelible mark on the cultural, religious, and artistic spheres of ancient India. The Mauryan Empire's contributions to trade, infrastructure, and governance continue to be recognized. Overall, a study of the Mauryan Empire in a historical perspective illuminates the achievements, challenges, and lasting impact of this significant ancient Indian empire. It provides valuable insights into the political, social, and cultural dynamics of the time, enriching our understanding of India's historical development

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Toxic Relationships between Couples

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Abstract:

A romantic or intimate relationship is an important development process and fundamental to forming an individual identity. Relationships between two people (couples) are toxic when they do not support each other when there are conflicts, physical abuse, dissatisfaction, low self-esteem, contempt, destruction of each other, and lack of cohesion. The existence of romantic relationships is not a new phenomenon for humanity. It is very natural and varies between cultures. Although it is not a new concept, it is still considered an emerging field of scientific research. A happy relationship is linked to better mental, emotional, and physical health. On the other hand, being surrounded by toxic people can harm mental health, leaving one with isolation, stress, sadness, worthlessness, fatigue, and unhappiness, and putting pressure on something. Irritation, high conflict levels, and controlling partners often characterise unhealthy relationships. As we know that, nurturing and satisfying relationships are a great blessing for our health and well-being, while stressful and controversial relationships are toxic to our system. This theoretical paper will examine the meaning of "toxic relationships" between couples and how the victim interprets the different forms of toxic relationships.

***Keywords**:* Toxic Relationships, Couples

***Introduction**:*

Humans are social by nature. Building relationships with others is essential to social, emotional, and physical health. Healthy romantic relationships can support individuals, and people who communicate effectively with their partners benefit from closeness (Don & Hammond, 2017). These positive relationships are related to the development and well-being of individuals (Collins et al., 2009). However, not all relationships provide positive benefits; romantic relationships are vulnerable to miscommunication, anger, doubt,

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uncertainty, and violence. Unhealthy relationships are often characterized by irritation, high levels of conflict, and controlling partners (Galliher et al., 2004). When discussing relationships between partners, we first must understand the nature of interaction and communication. Human beings as social beings are, therefore, closely intertwined with interaction and communication. A successful partnership depends on clear communication. Aristotle discussed the value of friendship for society more than 2,300 years ago, while other Greek philosophers discussed emotions and their influence on interpersonal relations. Although studies of relationships have increased significantly over the past decades, these renowned ancient thinkers discuss interpersonal relations in their writings; they underscore the importance of interpersonal connections in human life (Perlman & Vangelisti, 2006).

Maintaining a personal relationship can help build a support system that provides strength to cope with life's challenges (Backer & Ghosh, 2022). Early childhood attachments and positive relationships with self, others, and strangers were considered important determinants of mental well-being. Still, negative relationships characterised by a lack of respect or distrust were also considered an essential factor in violent behaviour and an independent predictor of mental health problems. Individuals form many types of relationships with others, some of which are intimate and close (e.g., parent-child, spouses, friendships), and others are not intimate and close (e.g., neighbours, teachers-students).

Romantic relationships between partners depend mainly on their level of commitment and the positive attitude, cognition, and physical closeness one experiences reciprocally with the partner (Moss & Schwebel, 1993). Healthy relations between partners, we can say, some mutual understanding; on the other hand, we could see various categories, such as giving a personal space in a relationship where both partners can protect their individuality with mutual respect and satisfaction in the relationship and the absence of these characteristics, a relationship being toxic.

Objectives of the present study:

1. To understand the meaning of toxic relationships between couples.
2. To understand different forms of toxic relationships between couples.

Toxic Relationship:

To create a harmonious relationship with someone, the active participation and sympathy of both parties is necessary. On the other hand, conditions like this will make one of them feel depressed, threatened, and forced. These conditions may indicate a toxic relationship, or what is commonly called a toxic relationship; this unhealthy relationship is tough to avoid.

Toxic relationships are not uncommon at this time of disruption as a result of the increasing demands of society. Many people enter toxic relationships because of emotional trauma or psychological trauma, which encourages them to act in response (Rifayanti et al., 2022).

Toxic Relationships with Respect to Couples:

"A relationship is characterised by a stable interaction pattern between at least two individuals" (Asendorpf & Banse, 2000, p.1). Although romantic relationships are essential to life and love is one of the most fundamental human emotions, not all romantic relationships are healthy; some are toxic. One of the significant theories proposed by Glass (1995) analyses the characteristics of toxic relationships: "A toxic relationship is any relationship between two people (couples) who do not support each other, there is conflict, and one seeks to undermine the other, a competition, disrespect, and a lack of cohesiveness."

When we look at the characteristics of toxic relationships, it is mentioned in one of the paper, "Toxic Relationship in Anna Todd's Wattpad Story After" which includes some points such as excessive romantic jealousy, egoism (selfishness) of the partner, lack of honesty, giving negative comments or criticism, and feeling unsafe in a relationship (Azzahra & Suhadi, 2021).

Characteristics of Toxic Relationships Between Couples

- **Excessive romantic jealousy**- This is a complex affective emotion characterized by an intense and irrational fear of losing one's partner to a rival. It is a type of jealousy focused on the romantic relationship and is often accompanied by insecurity, possessiveness, and suspicion.
- **Egoism-** In a romantic relationship, egoism is the tendency to prioritise one's interests and needs over those of others.
- **Lack of honesty-** Refers to the absence of truthfulness and transparency in a relationship, leading to a lack of trust, misunderstandings, and conflicts between partners.
- **Negative comments or criticism of the partner-** Negative opinions of each other or humiliating each other.
- **Feeling unsafe-** When a partner feels unsafe in a relationship, he or she may physically abuse you by pushing you, hitting you, or destroying your belongings. These characteristics can negatively impact the individuals involved and the relationship as a whole. Results indicate that toxic relationships are dangerous and should be avoided by a couple to achieve harmony.

Toxic relationships harm both partners and can cause emotional distress and negative impacts on mental health (Azzahra & Suhadi, 2021). Farooqi (2012) found that the quality of perceived intimate relationships determines various aspects of self and emotional well-being. Another study on toxic relationships has shown that the experience of many forms of victimisation predicts increased post-traumatic stress disorder (PTSD) and depression symptoms (Forth et al., 2021).

Estrellado and Jennifer (2014) showed that people in abusive relationships lose their sense of self, opportunities for a better life, inner peace, psychological well-being, and their partner's love.

Different types of toxic relationship Between Couple

Positive relationships are linked to an individual's development and well-being (Collins et al., 2009). Domestic violence is an outcome that may arise from unhealthy relationships and negatively impacts those who are abused. Domestic violence is legally defined by the United States Department of Justice (2017) as "a pattern of abusive behaviour in any relationship that one partner uses to gain or maintain power and control over another intimate partner." Domestic violence and intimate partner violence are often used interchangeably because of the similarity of their definitions (Herman, 2019).

Intimate partner violence (IPV) According to the World Health Organization (WHO), intimate partner violence, which includes physical, sexual, and emotional abuse and controlling behaviour by an intimate partner, is one of the most common forms of violence against women.

The World Health Organization has focused on the issue of women's health and domestic violence against women in several countries. The study in question collected data on violence between intimate partners of more than 24,000 women in ten countries, which vary in culture, geography and urban or rural settings. The results confirmed that women in intimate relationships had a significant percentage of physical violence with their partners, from 13 to 61%, while 4 to 49% had (severe physical violence). In addition, between 6 to 59% of women suffered sexual violence, and between 20 to 75% experienced at least one emotional abuse from their partners throughout their lives. In a South African survey by WHO, for example, 42% of females aged 13 to 23 reported physical dating violence. Similarly, a survey conducted among male college students in Ethiopia found that 16% reported physically abusing an intimate partner, and 16.9% reported perpetrating acts of sexual violence. It occurs in all settings and among all socioeconomic, religious and cultural groups refers to any behaviour within an intimate relationship that causes physical, psychological, or sexual harm to those in the relationship (World Health Organization, 2012).

There are three main forms of intimate partner violence are described below:

a) **Physical violence** is a form of intimate partner violence (IPV) that involves the use of physical force to cause harm, injury, or suffering to the victim. This can include actions such as slapping, beating, kicking, pinching, biting, pushing, shoving, dragging, stabbing, spanking, scratching, hitting with a fist or any other object that could cause harm, burning, choking, threatening, or using a weapon such as a gun or knife.

b) **Psychological (Emotional) violence** is a form of intimate partner violence (IPV) that involves the use of words, actions, or behaviours to control, manipulate, or intimidate the victim. This can include actions such as name-calling, insulting, belittling, humiliating, threatening, isolating, controlling, gaslighting, or any other behaviour that causes emotional harm or distress to the victim. Psychological forms of IPV may be the most predictive of negative mental health outcomes compared to physical and sexual forms of abuse (Coker et al., 2002). Queen et al. (2009) revealed that emotional abuse by intimate partners has no prerequisite for partner anger or obvious emotional manipulation. Even the absence of loving and respectful behaviour of partners was as strong in making an emotionally abusive experience as openly abusive behaviour, and being emotionally abused was a life journey that surrounded multiple ends, secondary physical and mental health symptoms, and quality of life problems that lasted well beyond the immediate experience of abuse.

c) **Sexual violence** is a form of intimate partner violence (IPV) that involves any sexual act or behaviour that is performed without the explicit consent of the victim. This can include physical force, coercion, or manipulation to engage in sexual activity. Sexual violence can also involve non-physical forms of sexual abuse, such as sexual harassment, verbal abuse, or threats of sexual violence.

Conclusion:

In simpler terms, toxic relationships are relationships that are harmful to both partners involved. As we have seen, toxic relationships affect the mental well-being of people, and several researchers have also shown that intimate partners suffering from toxicity in their relationships have symptoms of PTSD, anxiety disorders and depression. Toxic relationships are dangerous and must be avoided by a couple in order to achieve harmony. Toxic relationships are used in many terms, such as domestic violence, intimate partner violence, sexual violence, physical violence, and psychological violence. WHO, dealt with the issue of women's health and domestic violence against women throughout the country. The results confirmed that a significant proportion of women in intimate partnerships reported physical violence, Psychological (emotional) violence, and sexual violence.

The studies mentioned above on toxic relationships revealed the negative psychological impact they could have on an individual. Due to these negative effects on a person's well-being and mental health, it becomes important to have a detailed understanding of the concept and strategies to deal with it to promote healthier relationships.

- The first step should be to spread awareness and advice on how to avoid relationship toxicity for your well-being.
- If you believe you are in a toxic relationship, the first thing you can do is learn more about the toxic relationship and be trained about the causes, effects, signs and symptoms to determine how your relationship is compared.
- Finally, you can seek help from friends, family or professional advisors. For those whose mental health has suffered traumas in previous toxic relationships, help is available through trauma-informed therapy.
- Last but not least, establish healthy boundaries for both participants in the relationship. They are important for the protection of mental health. Working with the other person, draw the line between what you will and will not tolerate.

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Historical Exploration of India and Germany Relation: A Study of Indology in Germany

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Abstract

The India-Germany relationship has a long and rich history filled with cultural exchanges, trade, and academic endeavours. This article takes a bold stance by examining the historical intricacies of this relationship through the powerful lens of Indology, the scholarly investigation into the history, languages, and culture of India. It presents a comprehensive analysis of the impact of Indology's development in Germany on India-German relations, including the significant influence of prominent German scholars such as Max Müller in the dissemination and interpretation of Indian knowledge systems in Europe.

Moreover, this study highlights how Indology played a critical role in fostering cross-cultural collaboration and comprehension, serving as an intermediary for cultural diplomacy between the two countries. It emphasises the crucial role that academic establishments, including research centres and universities, play in facilitating scholastic exchanges between Indo-Germans.

By analysing archival materials, historical texts, and scholarly publications, this research endeavour provides a robust and assertive perspective on the intricate dynamics between political, cultural, and academic elements that have influenced the India-Germany relationship. It underscores the lasting importance of intellectual participation and cultural interchange in cultivating cooperation and mutual respect among countries. In conclusion, this investigation offers valuable insights for scholars, policymakers, and practitioners to gain a better understanding of the historical origins and present-day aspects of the India-Germany relationship.

Keywords: Language, Culture, Indic studies, Indology, Indian knowledge system, Germany

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Introduction

The relationship between India and Germany has a long and illustrious history that is founded on intellectual curiosity and the sharing of cultural traditions. The imagination of German thinkers began to be grabbed by India as early as the 18th and 19th centuries, despite the fact that there were no significant colonial or trading relations between the two countries. Scholars such as Johann Gottfried Herder, Friedrich Schlegel, Georg Wilhelm Friedrich Hegel, and Arthur Schopenhauer were captivated by the abundant cultural and philosophical heritage of India. As a result, they produced a vast body of writing that endeavoured to comprehend Indian thinking and civilization. The intellectual intrigue that existed between the two parties laid the framework for a relationship that went beyond simple geopolitical interests, hence building long-lasting friendships and trusting relationships.

The persistent attraction that the German people have to India was brought to light by the trip that German President Johannes Rau took to India in 2003. President Rau emphasised the long-standing love for India's culture and achievements in his speech that was delivered at the State Banquet that was held by the President of India, Dr. A. P. J. Abdul Kalam. President Rau echoed the sentiments voiced by earlier German scholars when he referred to India's role as a repository of learning and virtue. He did so by quoting the well-known indologist Max Muller.

With the purpose of tracking the development of scholarly engagement with various aspects of Indian society and culture, the purpose of this study is to investigate the historical trajectory of Indology studies in Germany. The purpose of this study is to uncover central trends of exploration and gain an understanding of the variables that are responsible for intellectual engagement with India. This will be accomplished by analysing the reasons that German scholars were drawn to the study of Indology. In addition, the paper will discuss the difficulties that are inherent in appreciating the varied nature of India, both for Germans and for Indians, as well as the role that intellectual exchange plays in overcoming cultural differences (Johannes, 2003).

The purpose of this study is to provide insights into the long-lasting intellectual and cultural linkages that exist between India and Germany by means of a multidisciplinary analysis that draws on historical, cultural, and philosophical views. The purpose of this research is to contribute to a more in-depth knowledge of the intricate dynamics that underlie the relationship between these two countries by throwing light on the motivations and interests that have historically influenced the field of Indology in Germany.

The History of India-Germany Relationship Growth and Its Connection to Ideology

April 7, 1933, and all amendments thereto, as well as any afterwards-issued specifications. In the twelve years that followed, discourses on "Aryan" or "non-Aryan" descent and culture permeated German politics, law, and administration, as well as most of German academia. Philologist-conceived ideas rarely have such a notorious career. Even three decades after Pollock's entrance, we know nothing about India studies, which introduced the concept of an Aryan culture to German academic discourse in Nazi Germany.

The academic study of Indian religions, culture, and society, as well as the study of (mainly) ancient Indian texts (which later became known as Indology), contributed to the field's diverse and eclectic makeup, which had its roots in philology and wider cultural discourses of the early nineteenth century. Since Pollock's ground-breaking 1993 thesis, very few academic works have examined the political and academic backgrounds of the study of India under Nazi Germany. By inviting us to consider "German Indology during the years 1933–45 and about forms of precolonial domination in South Asia," Pollock brought up two connected concerns.

After 1933, the "orientalist' ideologemes about an Aryan culture of the past" became very appealing to the German rulers. His goal was to connect this with a critical examination of the Sanskrit tradition's legitimization of superiority and power (Pollock 1993). Not only that, but he noted that prominent Indologists and scholars of Indian religion and languages, such as Walter Wust in Munich, Ludwig Alsdorf in Münster, Jakob Wilhelm Hauer in Tübingen, Hermann Lommel in Frankfurt, and Erich Frauwallner in Vienna, were ready to highlight the compatibility of their scholarly work with the assertions of Aryan supremacy that the new German government valued highly and to offer their professional services to the state whenever desired. Roy, B. (2017).

In a 1942 conference in Berlin organised as part of the initiative "Kriegseinsatz der deutschen Geisteswissenschaften" (Wartime deployment of the German humanities), known as Aktion Ritterbusc, Pollock cited Erich Frauwallner's "Die Bedeutung der indischen Philosophie" as illustrative of these affinities.

During the nineteenth century, one of the main trends in Indology studies was the emergence of comparative philology and linguistics, particularly the study of Sanskrit. Scholars such as Friedrich Max Müller and Franz Bopp played significant roles in advancing this field, emphasising the linguistic connections between Sanskrit and other Indo-European languages. This trend led to a deeper understanding of the historical and cultural connections between India and Europe, shaping perceptions of the ancient past and influencing European intellectual thought.

This trend had a profound impact on the self-understanding of Germany, as it contributed to the construction of a distinct national identity rooted in language, culture, and history. The study of Sanskrit and ancient Indian texts provided German scholars with a sense of shared ancestry and cultural heritage, fostering a sense of pride in their linguistic and intellectual achievements. Additionally, Indology studies encouraged Germans to view themselves as part of a broader Indo-European cultural continuum, positioning Germany within a global context of cultural exchange and historical development.

Political Relations Between India and Germany

In 1951, India was one of the pioneering nations to terminate the state of war with post-war Germany and was also one of the first countries to acknowledge the Federal Republic of Germany (FRG). The partnership, founded on shared principles of democracy and adherence to legal principles, has experienced substantial growth in the 1990s as a result of India's economic liberalisation and the conclusion of the Cold War. Over the past decade, there has been a notable increase in both political and economic engagement between the United States and Germany. Currently, Germany holds a significant position as one of India's key partners, both in terms of bilateral relations and on a worldwide scale.

Prime Minister Jawaharlal Nehru's visits to Germany in 1956 and 1960 determined the trajectory of the bilateral relationship. Regular bilateral encounters occur, even at the highest echelons. Over the past few years, there have been frequent visits by officials from both parties. In May 2003, Prime Minister Atal Bihari Vajpayee made a visit to Germany. Manmohan Singh, the former Prime Minister, made visits to Germany in 2006, 2010, and 2013. Chancellor Gerhard Schroeder made visits to India in 2001 and 2004 from the German perspective. The inaugural inter-governmental consultations were attended by Chancellor Angela Merkel in India in both 2007 and 2011. In February 2014, German President Joachim Gauck embarked on a state visit to India. On September 7-8, 2014, Frank-Walter Steinmeier, the Foreign Minister of Germany, undertook a visit to India.

The two nations have established various formalised mechanisms to address both bilateral and global matters of concern, such as strategic dialogue, foreign office consultations, the Joint Commission on Industrial and Economic Cooperation, the High Technology Partnership Group, the High Defence Committee, the Joint Working Group on Counter-Terrorism, the Indo-German Consultative Group, and others. Germany and India engage in close collaboration about the matter of expanding the United Nations Security Council under the framework of the G-4. Regular consultations are conducted between both parties over foreign policy matters, including but not limited to East Asia, Central Asia, United Nations affairs, and disarmament and non-proliferation.

Regular interactions have been observed between parliamentarians from both countries. Established in 1971 within the German Bundestag, the Indo-German Parliamentary Group has significantly enhanced the interconnections between the two legislative bodies. In the 18th Bundestag, a Parliamentary Friendship Group consisting of 16 members from India and Germany was established. Mr. Ralph Brinkhaus, a Member of Parliament from the CDU, leads this group.

Indology and India- Germany Relation

The term 'Indology' was originally coined by Western philosophers. The scholarly examination of Indian culture commenced when Western scholars got familiar with the intricacies of Indian culture. The scientific examination of India and all its facets can be traced back to a history spanning approximately 200 years. In the early twentieth century, there was significant German involvement with India, resulting in the migration of several Indian individuals, such as Meghnad Saha, to study in Germany. (Manjapra, 2014, p. 122).

Indology, as defined by the German encyclopaedia, encompasses the comprehensive examination of Indian history, culture, art, archaeology, philosophy, religions, beliefs, and languages, among other subjects. This definition offers a concise summary of the historical development of Indology in Germany. Indology, as defined, was initiated by British researchers in India around the end of the 18th century, specifically in 1784, with the establishment of the first Asiatic Society in Calcutta. The emergence of Indology marked a significant turning point in the realm of intellectual pursuits, not only in Europe but also in India. It brought to light the previously safeguarded wisdom of ancient Indian sages, which had been kept hidden to prevent contamination. This unveiling occurred through the English translations of renowned Sanskrit texts such as Bhagvad Geeta (1785), Hitopdesa (1787), Sakuntala (1789), Ritusanhara (1792), and Manu Smirti (1794). Subsequently, the dissemination of these works in Germany led to their proliferation throughout the rest of Europe. In addition, Friedrich von Schlegel established a project in Germany for studying indology, which was thereafter followed by Franz Bopp's development of comparative grammar in Sanskrit and European languages. As a result of those collective endeavours, the University of Bonn established a dedicated seat for the study of Indology in 1818. The Western researchers became fascinated with the rich Indian culture, heritage, classical literature, art, and architecture. This engagement prompted them to explore the vast resources of this sub-continent, resulting in a methodical study and the creation of a new discipline. It was imported by India together with a host of other technology as part of a contemporary package for higher education.

The initial research on Indology studies was conducted by British scholars such as William Jones (1746–1794), Wilkins (1750–1836), and Colebrooke (1765–1836). However, it was the German romanticists who showed a greater enthusiasm for the 'brand of India', with Kalidasa's 'Sakuntala' becoming a prominent symbol. Figures like Herder and Goethe were the first to incorporate Indian literature and its literary figures into their works, both in German and other European languages.

Although the establishment of the inaugural Sanskrit studying position in France occurred in 1814, the field of Indology experienced significant growth and advancement in Germany in subsequent years. According to R. N. Dandekar, the Sanskrit heritage was transmitted verbally from one generation to the next. The information was conserved by the sects of 'Gurukula' institutions and had a specific methodology for preserving and transmitting it to future generations. Consequently, Western scholars encountered challenges in the initial stages when attempting to collect the old Sanskrit texts, comprehend their significance, and render them into their own language.

Certain scholars enlisted the assistance of Sanskrit pandits, while others opted to acquire proficiency in the language, a demanding endeavour as noted by Mr. R. N. Dandekar. Equipped with proficiency in the English language, the current generation of Indian scholars has embarked on exploring their own history from fresh perspectives and viewpoints. In order to comprehend the evolution of Indian civilization and culture, it is widely acknowledged that Sanskrit plays a crucial role in Indian philosophy and religion, imparting a distinctiveness to this philosophy.

The inseparability of Sanskrit and Indology remains significant for contemporary Indian and Western researchers. Without acknowledging this reality, comprehending contemporary India would provide a challenge. Mr. R. N. Dandekar argues that modern indology has made notable progress compared to classical indology in terms of the approach used in philological investigation. However, it is noteworthy that the previous generation of scholars has rarely travelled to India and has not had first-hand experience with Indian culture. Disengaging from the actual reality of India, the inquiry focused on studying culture, religion, and philosophy.

Between 1497 and 1498, European nations re-established their connections with India. India was renowned for its abundance of spices. Following Vasco-da-Gama's discovery of the sea route to India, he arrived on the south coast of India, making Malabar a significant hub for trade. In his 'welcome talk', Mr. K. Sachidanandan eloquently elucidates that contemporary Indology presents numerous avenues for exploration and pursuit. Having surpassed its previous boundaries encompassing disciplines like as archaeology, literature, historiography, colonial studies, oriental studies, and others, it now seeks to assess and transcend these criteria in order to comprehend the intricacies of the culture from within.

A Brief Survey of Indology Studies in Germany

Raja Shyama Kumar Tagore expressed his admiration for Germans in his novel 'Germany Kavya'. The publication of this book in 1912 was well-received in Leipzig. Mr. Tagore, an Indian academic and writer, infused philosophy with a poetic sensibility. G. U. Thite has translated E. Windsch's book 'Geschichte der Sanskrit Philologie' into English with the aim of facilitating the work of Indologists. The translation provides a comprehensive examination of the contributions made by Indologists in the 19th century, particularly in Europe. German missionaries, who had visited India in the past, made significant contributions to the field of Indian studies. A significant number of individuals established their residence at Tranquebar, in close proximity to Madras, where they actively pursued knowledge and familiarised themselves with novel concepts.

Heinrich Roth (1620–1668) faced significant challenges throughout his two journeys to India, which he made by trekking overland. He was among the earliest Europeans to acquire knowledge of Sanskrit and the first European to compose the grammar of the Sanskrit language, a work that Max Müller held in high regard. While in Agra, Roth acquired proficiency in Sanskrit and engaged in conversations with Brahmins in their native tongue. He acknowledged the significance of Sanskrit and authored a work on grammar between 1660 and 1662.

Bartholomäus Ziegenbalg (1682–1719) was a missionary who diligently studied and achieved proficiency in linguistics. He is the initial Protestant missionary and scholar in India who specifically selected South India as their area of operation. He was captivated by the elegant allure of India and the profound wisdom of an old civilization that was virtually inaccessible to Europeans. Ziegenbalg arrived in India as a Lutheran theologian and missionary and chose to make Tranquebar his permanent residence. He subsequently became renowned as the first German Dravidologist.

The book titled 'Genealogie der Malabarischen Götter' (Genealogy of Malabar Gods) was published in 1867 by Dr. Germann in Madras. A. H. Francke, a pupil of his, established an excellent education system and even founded schools for girls in 1707..

Friedrich von Schlegel (1722–1829) is not regarded as a true indologist, but his views on India and his writings inspired several researchers to pursue the field of indology. His scholarly endeavours in theology studies in Germany established the groundwork for the establishment of the first-ever chair on the same subject at the German University.

August Wilhelm von Schlegel, born in 1767 and died in 1785, has the distinction of being the inaugural German professor of Sanskrit at Bonn University in 1818. Franz Bopp initially acquainted August Schlegel with the field of Indian studies. Subsequently, the learner was appointed as the inaugural professor of Indology and later became a teacher in Berlin in 1820. August Schlegel has been actively involved in the development of the Devanagari script since 1818. In 1823, his inaugural publication, 'Bhagawat-Geeta', was released, comprising a Latin rendition.

Franz Bopp (1791–1867) concurrently engaged in the exploration of comparative linguistics, an emerging field within the realm of Indology. At the age of 25, he authored a thesis elucidating the correlation between Sanskrit and other Indo-European languages. He is now recognised as the pioneer of comparative linguistics.

Theodor Benfey (1809–1881) was a prominent indologist who brought Indian scriptures and Tibetan papers to Göttingen. Throughout a duration, he authored and released a total of 400 books, essays, and pamphlets. The most renowned piece of his work is ‘Panchatantra’. He integrated Sanskrit philosophy and language in a distinctive manner. His work is credited with pioneering the field of comparative fable literature.

J. Wackernagel’s ‘Altindische Grammatik’ provides the most extensive account of Sanskrit grammar. M. Mayrhofer authored a tripartite etymological lexicon that was published in Heidelberg between 1956 and 1976. G. von Simson constructed a dictionary specifically designed for Buddhist Sanskrit at Göttingen University.

The comprehensive translation of the ‘Sacred Books of the East’ is published by J. Eggeling. Weber had a keen interest in the myths and legends of mythology. He wrote some legends from India, such as “Zwei Sagen aus dem Catapatha Brahmana über die Einwanderung und Verbreitung der Arier in Indien nebst einer geographisch-geschichtlichen Skizze aus dem Weißen Yajus

Present Opportunities for Indology studies in German Universities.

The German Indology studies conducted in the 19th and 20th centuries focused exclusively on the investigation of Sanskrit and its extensive literary works. Most institutions in Germany followed this pattern, with the emergence of new India studies occurring only after the Second World War. It emerged as a distinct discipline for both instruction and scholarly investigation. Several researchers conducted research on modern Indian languages such as Braj, Punjabi, Hindi, Bengali, and Marathi. Gunther Stettheimer is highly regarded in Maharashtra for his dedicated research on the ‘Varkari-Commune and Saints in Maharashtra’. The recognition that indology studies should encompass more than just the analysis of ancient writings was a gradual process that took a considerable amount of time.

The University of Bonn is commonly referred to as the ‘Banaras on the banks of the Rhein’. In 1945, Ono Spies and Ernst Bannerth released the inaugural publication on contemporary Indian languages in Bonn. P. Hacker and Ono Spies collaborated on studies in the domain of classical Hindu religion and philosophy. P. Hacker made significant contributions to the study of modern Hinduism, modern Indian languages, and literature. A number of significant research on grammatical and terminological inquiries were published in Bonn. Tarachand Roy taught Hindi and Urdu from the end of the Second World War until 1962. Tilak Raj Chopra succeeded in teaching Hindi and Urdu at Bonn University. In 1989, the Ministry of Science in North Rhine Westphalia granted approval for the implementation of a diploma programme focused on contemporary Asian studies at the University of Bonn.

Heinz Werner Wessler has been instructing students in the Hindi language from the year 2000. Ranjit Arora conducted Hindi courses as well. In the winter term of 2004-05, the newly founded Institute for Oriental and Asian Studies implemented new study plans. The Indology Department now provides a Bachelor of Arts programme in Asian Studies, with the option to specialise in either Hindi or Sanskrit as the primary language. The university provides a curriculum for the M.A. programme in Sanskrit that includes foundational Sanskrit texts, Vedic literature, Puranas, Buddhist writings, and Kalidasa’s Raghuwansha.

Phillips University of Marburg offers a language-focused field of study that encompasses linguistics, philosophy, literary science, and broader aspects of Indian culture. Indology Studies at this institution encompass a comprehensive range of subjects, including Vedic Sanskrit, Classical Sanskrit, Middle Indian languages, and Modern Indian languages. In recent decades, there has been a significant proliferation of language, literary, and cultural courses and certificates in India, a trend that began many years ago. Students have the opportunity to travel to India while the course is taking place. One can get knowledge about the history, languages, religions, literature, and society of India through study excursions or a student's visit programme, which provide in-depth information about India.

Conclusion

In conclusion, the history of Indology studies traces back to the 17th century, initially focused on the study of Sanskrit and Indian religious and philosophical texts. However, following World War second, the field of Indology expanded significantly to encompass various Indian languages and the study of culture, religion, and beliefs. Today, in Germany, Indology is a well-established academic discipline taught at numerous universities for decades.

One of the major findings of this study is the profound impact of Indian philosophy and ideas on German philosophers and writers. The concept of "self-understanding" evolved into "self-consciousness," and the notion of "weltanschauung" transformed into "weltliteratur," largely influenced by the Indian concept of universal brotherhood, encapsulated in the phrase "Vasudhaiva Kutumbakam."

Furthermore, the works of Indian literary figures like Kalidasa deeply inspired German Romanticists, illustrating the cross-cultural exchange and mutual influence between India and Germany in the realm of literature and philosophy.

In essence, the study highlights the significant role of Indian thought in shaping German intellectual discourse and cultural identity, emphasising the interconnectedness of global intellectual traditions and the enduring relevance of cross-cultural dialogue in fostering understanding and appreciation across diverse societies.

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Understanding Cinema in Colonial India: An Exploration of Cultural Dynamics and Societal Impact

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Abstract:

The inception of cinema in colonial India, not long after the Lumière brothers' pioneering display in Paris, introduced a novel and potent cultural phenomenon within a society under British dominion. This paper aims to delve into the multifaceted interactions between the burgeoning Indian cinema and the overarching colonial influence, examining how this emerging medium served as both a mirror and a molder of societal norms and resistance against colonial rule. In its infancy, cinema in India was predominantly a tool wielded by the British, aimed at disseminating colonial ideologies and consolidating their rule. Early films, largely documentaries capturing the exoticism of India or staged narratives promoting the imperial agenda, subtly reinforced the colonial superiority narrative.

However, as Indian filmmakers began to enter the arena, notably with the pioneering efforts of Dadasaheb Phalke, a shift occurred from mere documentation to active storytelling infused with nationalistic themes and indigenous folklore. These films, while continuing to entertain, also served as vehicles for social reform and cultural consolidation, subtly defying colonial narratives and fostering a sense of national identity among diverse Indian populations. The narrative strength of cinema soon turned it into a platform not just for cultural expression but also for political dissent and debate. Themes of anti-colonial resistance, critiques of social evils perpetuated by traditional and colonial systems, and the portrayal of unity across varied socio-cultural backdrops became recurrent elements in Indian films.

This exploration is significant not merely for its cultural and historical implications but also for understanding cinema's role as a public sphere in colonial India. It facilitated the emergence of a collective consciousness among Indians, transcending regional, linguistic, and religious divides. The study employs a multi-dimensional approach, analyzing cinematic content, audience reception, and the socio-political contexts of film production and distribution during the colonial era. It also considers the role of cinema in the broader narratives of modernity, globalization, and cultural exchange, positioning Indian cinema not only as a

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local artifact but also as a participant in the global cinematic movement. The impact of cinema during this period extended beyond entertainment; it was a critical avenue for education, social reform, and political mobilization. By engaging with contemporary social issues such as caste discrimination, gender inequality, and the struggle for independence, cinema played a crucial role in both reflecting and shaping public opinion and societal values. As such, this paper seeks to provide a comprehensive analysis of how cinema in colonial India was intricately linked to the larger processes of nation-building and colonial resistance, illustrating the power of film as a cultural tool that can influence, reflect, and transform society. Through this lens, the study underscores the enduring legacy of early Indian cinema and its role in the socio-political transformations of the time.

Keywords: Communication, Propaganda, Transformations, Influenced, Public.

Introduction

The arrival of cinema in India, merely a year after the Lumière brothers' groundbreaking demonstration in Paris in 1895, marked a pivotal juncture in the subcontinent's cultural landscape. This new medium, introduced during the zenith of British colonial rule, was not merely a form of entertainment but became a significant cultural artifact that reflected and influenced the socio-political fabric of colonial India. This paper aims to unravel the intricate relationship between cinema and colonialism in India, analyzing how films produced during this era functioned both as instruments of colonial propaganda and as mediums for indigenous expression and resistance.

The genesis of Indian cinema is tied closely to the broader currents of India's social and political history. Initially facilitated by the colonial infrastructure, the early screenings in Bombay (now Mumbai) in 1896 were foreign novelties, showcasing brief glimpses of life abroad or fantastical scenes. These exhibitions captivated diverse audiences, laying the foundation for what would soon become a booming film industry. However, the content and control of early cinema were predominantly in the hands of the British or other Western expatriates, who utilized the medium to project a narrative consistent with imperial interests, often exoticizing Indian culture or reinforcing the colonial state's benevolent self-image.

As Indian filmmakers began to emerge in the early 20th century, cinema started to reflect indigenous narratives and concerns. Filmmakers like Dadasaheb Phalke, often heralded as the father of Indian cinema, were instrumental in crafting films that resonated with local audiences by drawing on religious and mythological themes. Phalke's 1913 film, "Raja Harishchandra," is frequently cited as the first full-length Indian feature film, marking a significant departure from the earlier dominance of foreign content and setting a precedent for the use of cinema as a medium of Indian storytelling. This shift was not merely artistic but also socio-political, with cinema increasingly becoming a site of resistance against colonial rule. Films began to subtly and overtly critique colonial authorities and policies, contributing to the growing discourse on national identity, independence, and social reform. The cinematic space thus emerged as a dynamic arena for debating and shaping public opinion, intertwining entertainment with enlightenment, and pleasure with propaganda.

The introduction of cinema also corresponded with significant social changes and movements within India, including debates on modernity, tradition, and the impacts of globalization. As such, this paper explores how cinema not only mirrored these transformations but also actively participated in the discourses of the time, influencing and being influenced by the colonial and post-colonial narrative.

In sum, the aim of this study is to provide a detailed analysis of the dual role of cinema in colonial India—as a tool of colonial control and as a medium for cultural expression and resistance. By examining the evolution of cinema from its initial days of foreign dominance to becoming a profoundly influential Indian institution, this paper will highlight cinema's multifaceted contributions to the cultural and societal developments in colonial India, underscoring its legacy and ongoing impact in shaping Indian society and identity.

Historical Context and the Advent of Cinema in India

1. Early Cinema and Colonial Introduction: The introduction of cinema to India during the late 19th century coincided with a period of intense cultural and political activity under British colonial rule. The first screening in India took place in 1896 in Bombay, a cosmopolitan hub that was rapidly becoming the commercial capital of the British Raj. This event marked the beginning of what would soon grow into an extensive network of cinema halls across the subcontinent. Initially, these screenings were novel spectacles, largely attended by the urban elite and the British expatriates. The films shown were primarily short clips capturing mundane events or staged scenes, designed and produced mainly by Western filmmakers. These early screenings were heavily influenced by the technological and cultural exports from Europe and North America. The content was predominantly Western, featuring scenes that ranged from mundane street views in European cities to significant events like the coronation of a Tsar in Russia. For the Indian audiences, these films were windows to a world beyond their immediate reality, providing a glimpse into the lives and landscapes of far-off lands. This exposure was not merely an entertainment venture but also a subtle extension of the colonial project, aiming to instill a sense of awe and the supposed superiority of Western technology and way of life. However, the novelty of watching Western lifestyles and events gradually paved the way for a desire among Indians to see their narratives on screen. This shift was partially influenced by the nationalist sentiments brewing in the country, which were stoked by the partition of Bengal in 1905 and the subsequent Swadeshi movement advocating for self-reliance and resistance against British goods and culture. It was against this backdrop that Indian filmmakers began to explore cinema as a medium of expression and resistance. Pioneers like Dadasaheb Phalke took the initiative to create content that resonated with Indian audiences. Phalke's "Raja Harishchandra" (1913), a silent film based on an episode from the Indian epic Mahabharata, is considered the first full-length Indian feature film. It was a significant departure from the Western-dominated content and set a precedent for future Indian productions. Phalke's success demonstrated the potential of cinema as a medium capable of telling Indian stories, reinforcing cultural pride, and contributing to a burgeoning sense of national identity. The transition from Western to Indian content in cinemas also mirrored broader societal changes, where Indians were increasingly asserting their right to self-expression and self-representation. This period effectively laid the foundational stones for what would evolve into one of the most prolific and influential film industries globally, deeply rooted in the cultural, social, and political tapestry of India.

2. Indian Pioneers and the Swadeshi Movement: The early 20th century in India was marked by the rise of the Swadeshi Movement, which advocated for self-reliance as a form of resistance against British economic policies. This movement significantly influenced various sectors, including the nascent film industry, encouraging Indian entrepreneurs and artists to forge an indigenous cinematic path. The movement's ethos resonated deeply with the burgeoning desire among Indians to produce and consume goods that were made in India, as both a cultural affirmation and a political statement against colonial rule. One of the most iconic figures to emerge during this period was Dadasaheb Phalke, often hailed as the father of Indian cinema. Inspired by the screening of a silent film "The Life of Christ," Phalke was determined to create films that could communicate with the masses in a language steeped in Indian tradition and sentiment. His first venture, "Raja Harishchandra" (1913), was a silent film based on an Indian mythological story, which not only proved to be a commercial success but also set a precedent for future Indian films. Phalke's work was instrumental in demonstrating the viability and appeal of Indian-made films, tapping into a collective cultural repository of stories and icons that resonated with the local populace. Following Phalke, other pioneers like Hiralal Sen and R.S. Choudhury began experimenting with films that included themes of nationalism and social reform, which were pertinent to the discourse promoted by the Swadeshi Movement. These films often featured narratives that emphasized moral virtues, Indian historical achievements, and the injustices of the colonial administration, subtly weaving in calls for unity and resistance against the British. The involvement of Indian pioneers in cinema during the Swadeshi Movement was not merely about entertainment but was deeply intertwined with the socio-political context of the time. The films produced during this era served as a medium for cultural assertion and were integral in nurturing a sense of national identity among Indians. They provided a platform for Indian stories by Indian filmmakers, countering the colonial narrative and contributing to a burgeoning sense of Indian nationalism that was to become crucial in the later years of the freedom struggle.

Cinema as a Cultural Medium and Tool of Propaganda

1. Promotion of Colonial Ideals: In colonial India, cinema quickly became recognized by British authorities as an effective medium for propagating colonial ideals and justifying British governance. Initially, the films screened were predominantly Western, showcasing technological marvels and cultural vignettes that emphasized the sophistication and moral superiority of the West. This not only served to awe and entertain but subtly reinforced the narrative of the colonial civilizing mission. As cinema evolved, British officials and filmmakers began producing films specifically designed to promote colonial ideologies. These films often depicted the British as benevolent rulers who brought peace, stability, and development to a chaotic and backward Indian society. Such portrayals were strategic, crafted to legitimize and strengthen British influence among Indian audiences. Noteworthy among these were newsreels and documentaries that highlighted public works projects like the construction of dams, railways, and other infrastructure projects, framing them as gifts of the Empire to its Indian subjects. Additionally, during times of political unrest or nationalist uprisings, films commissioned by the British government would emphasize themes of loyalty to the Empire and the dangers of sedition. By integrating these narratives into popular cinema, the colonial regime aimed to mold Indian public opinion, ensuring the sustenance of their rule through a combination of awe, misinformation, and ideological alignment. This use of cinema as a tool of propaganda underscores the medium's power not just to entertain but to influence and control societal perceptions and political landscapes.

2. Resistance Through Cinema: In contrast to the colonial utilization of cinema for propagating imperialistic values, Indian filmmakers increasingly employed the medium as a form of cultural and political resistance. Cinema became a subtle tool for critiquing colonial oppression and advocating for social and political change, embodying the aspirations and dissent of the Indian populace. Films began incorporating themes that questioned colonial authority and highlighted the social injustices perpetrated under British rule. Notable examples include the works of filmmakers like Ardeshir Irani and Himansu Rai, who used cinema to address and critique social inequalities and the exploitation inherent in colonial rule. Their films often portrayed Indian characters in dignified roles, challenging the stereotypical portrayals common in Western films. Moreover, Indian cinema of the time frequently featured narratives that emphasized unity among various Indian communities, subtly fostering a sense of nationalism and collective identity against the colonial divide-and-rule policy. This resistance through cinema not only provided a platform for Indian voices but also helped galvanize public opinion against colonialism, contributing significantly to the burgeoning nationalist movement. As such, cinema transitioned from mere entertainment to become a powerful medium for social influence and political activism in colonial India.

Societal Impact and Audience Reception

1. Educational Impact and Social Reforms: Cinema in colonial India rapidly transcended its role as a source of entertainment to become a vital educational tool and a catalyst for social reform. Indian filmmakers, recognizing the medium's profound reach and influence, began to craft films that not only depicted but also questioned and challenged prevailing social issues such as caste discrimination, gender inequality, child marriage, and the dowry system. These films often served as public forums for discussing and promoting progressive ideas. For instance, films like "Achhut Kanya" (1936) tackled the sensitive issue of caste-based discrimination, bringing such social dilemmas into the public eye in a manner that was both accessible and compelling. By presenting these issues on screen, filmmakers provided a visual education that was more impactful and far-reaching than traditional forms of communication could achieve at the time. The reception to these films was overwhelmingly positive, with audiences across various strata of society able to see reflections of their own lives and challenges portrayed on screen. This not only heightened public awareness about these issues but also stimulated dialogue and debate, contributing to gradual societal change. Through cinema, filmmakers were able to educate, inspire, and mobilize public opinion towards greater social reform in India.

2. Building a Collective Identity: Cinema in colonial India played a crucial role in forging a collective national identity among its diverse populations. Amidst the backdrop of British divide-and-rule policies, films emerged as a unifying cultural force, transcending regional, linguistic, and religious divides. Filmmakers crafted narratives that celebrated shared histories, cultural heritage, and common struggles, thereby fostering a sense of solidarity and common purpose among Indian viewers. This cinematic portrayal of unity was particularly potent in the context of the freedom struggle, where films began to feature diverse Indian characters collaborating against common adversities or colonial oppression. Such narratives not only mirrored the nationalistic fervor of the time but also actively contributed to its proliferation. For many viewers, cinema provided a first glimpse into the lives of fellow Indians from different parts of the country, highlighting similarities in their aspirations and challenges, and reducing the psychological and cultural distances among them.The impact of these films was profound, helping to lay the groundwork for the emerging Indian identity. As cinema halls became gathering places for shared experiences, the stories told on screen became part of a collective consciousness, uniting people in a common narrative of resistance, resilience, and national pride.

Conclusion:

The history of cinema in colonial India is a testament to the medium's profound influence on the cultural and societal landscapes of the time. From its initial introduction as a novelty by colonial powers to its evolution into a robust platform for indigenous expression and resistance, cinema played a pivotal role in shaping modern Indian identity and consciousness. This study has illustrated how cinema, transcending its role as mere entertainment, became a powerful agent of social reform, education, and political mobilization.

Cinema's ability to simultaneously entertain and educate allowed it to reach diverse audiences across the country, making it an effective tool for disseminating ideas and stirring public sentiment. As Indian filmmakers took the reins, the narratives shifted from colonial propaganda to more localized and resonant themes of social issues, resistance, and national pride. Through its portrayal of common struggles and its critique of social and political injustices, cinema fostered a sense of unity and national identity among Indians, which was crucial during the struggle for independence.

Moreover, the impact of cinema extended beyond the films themselves. It influenced other forms of cultural expression and contributed to a broader discourse on nationalism, modernity, and identity in India. By chronicling and critiquing the societal shifts and the dynamics of colonial power, Indian cinema not only reflected the changing times but also helped shape them.

In conclusion, cinema in colonial India was not just a reflection of societal changes; it was a participant in these changes, offering a unique lens through which to view the complexities of colonial rule and the rise of Indian nationalism. Its legacy continues to influence the global perception of Indian culture and cinema today.

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Violence against Women : A Geographical Study of South Bihar

❍ Dr. Sandip Sagar[1]

Introduction :

A geographical study of violence against women in South Bihar would involve analyzing various factors such as demographics, socio-economic conditions, cultural norms, law enforcement, and access to resources.

Violence against women is a pervasive and deeply rooted issue that spans across cultures, societies, and socioeconomic backgrounds. It encompasses a range of harmful behaviors and actions, including physical, sexual, psychological, and economic abuse, inflicted upon women solely because of their gender. This form of violence manifests in various settings, including the home, workplace, community, and online spaces, and it affects women of all ages, races, religions, and sexual orientations.

Despite significant progress in women's rights advocacy and legal reforms in many parts of the world, violence against women remains alarmingly prevalent. It is not only a violation of human rights but also a barrier to gender equality and sustainable development. The consequences of such violence are profound and far-reaching, affecting not only the victims themselves but also their families, communities, and societies at large.

Understanding the root causes and dynamics of violence against women is essential for developing effective prevention and intervention strategies. These root causes often stem from entrenched gender inequalities, patriarchal attitudes, cultural norms that condone or normalize violence, and systemic failures in law enforcement and justice systems. Addressing these underlying factors requires a multifaceted approach that involves education, awareness-raising, policy reforms, and community mobilization.

In recent years, there has been growing global momentum to address violence against women, spurred by movements such as #MeToo and increased attention from policymakers, civil society organizations, and the media. However, much work remains to be done to eliminate this pervasive form of gender-based violence and create societies where women can live free from fear and discrimination.

This Research Paper will explore the various forms and manifestations of violence against

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women, its impacts on individuals and society, the underlying causes and risk factors, and the strategies and interventions aimed at prevention and response. By shedding light on this critical issue, we can work towards building a more just and equitable world for all.

Keyword : Violence, Policymakers, Societies, Mobilization, Imbalances

Violence againt Women : A Geographical Study of South Bihar

Violence against Women: A Geographical Study of South Bihar" delves into the intricate intersection of geography and gender-based violence within the context of South Bihar. This study meticulously examines how geographical factors such as demographics, socio-economic conditions, cultural norms, and infrastructure influence the prevalence and patterns of violence against women in the region. By mapping out geographical hotspots, analyzing migration patterns, and exploring the impact of urban-rural divides, this study sheds light on the spatial dynamics of violence against women. Furthermore, it offers insights into the role of community perceptions, legal frameworks, and access to support services in shaping responses to gender-based violence. Through its comprehensive analysis, this geographical study provides valuable insights and recommendations for policymakers, activists, and stakeholders working towards the prevention and elimination of violence against women in South Bihar.

Demographic Analysis :

A demographic analysis of South Bihar reveals a complex interplay of factors influencing violence against women. With a population marked by significant rural-urban disparities, South Bihar experiences variations in access to resources, educational opportunities, and infrastructural development, impacting women's vulnerability to violence. The region's gender ratio, while indicative of broader gender imbalances, underscores underlying societal norms and practices that may perpetuate discrimination and marginalization against women. Moreover, migration patterns, often driven by economic necessity, expose women to heightened risks, particularly in informal labor sectors where exploitation and abuse are prevalent. Socio-cultural dynamics, shaped by ethnic and caste compositions, further intersect with gender, influencing power structures and norms governing women's roles within communities. Educational attainment emerges as a critical determinant, with higher levels of education potentially offering women greater agency and awareness of their rights, yet disparities persist, particularly in rural areas where access to schooling remains limited. Household structures, ranging from nuclear to extended families, play a pivotal role in shaping women's support networks and exposure to intra-familial violence. Additionally, the religious composition of the population introduces another layer of complexity, as cultural beliefs and practices may either mitigate or exacerbate gender-based violence. By comprehensively analyzing these demographic dimensions, policymakers can develop targeted interventions aimed at addressing the root causes of violence against women in South Bihar, fostering a more inclusive and equitable society.

Socio-economic Factors:

Socio-economic factors wield significant influence over the prevalence and manifestations of violence against women in South Bihar. The region grapples with entrenched poverty, uneven economic development, and limited access to essential services, all of which exacerbate women's vulnerability to various forms of violence. Poverty, in particular, emerges as a pervasive risk factor, as economic deprivation often leaves women economically dependent on their families or partners, rendering them more susceptible to exploitation and abuse. Limited employment opportunities, especially in rural areas where agriculture remains a primary livelihood, further restrict women's economic autonomy and exacerbate their dependence on male family members. Additionally, the informal nature of much of the region's economy can expose women to exploitative working conditions, including wage theft, harassment, and sexual violence, particularly in sectors such as domestic work, agriculture, and construction.

Education also plays a crucial role in shaping women's socio-economic status and their vulnerability to violence. While educational attainment among women has increased over the years, significant disparities persist, particularly in rural areas where access to quality education remains limited due to factors such as inadequate infrastructure, cultural norms prioritizing boys' education, and child marriage practices. Limited education not only hampers women's economic opportunities but also restricts their ability to assert their rights, seek support, or access information about available resources, perpetuating cycles of vulnerability.

Furthermore, entrenched gender norms and patriarchal attitudes within South Bihar's society perpetuate unequal power dynamics between men and women, contributing to the normalization of violence against women. Traditional gender roles often dictate women's subordination and obedience to male authority figures, leading to widespread acceptance or silence surrounding instances of domestic violence, marital rape, and other forms of gender-based violence. Moreover, the stigma associated with reporting such incidents, coupled with inadequate legal mechanisms and law enforcement responses, creates barriers to seeking justice and perpetuates impunity for perpetrators.

Addressing socio-economic factors is thus imperative in tackling violence against women in South Bihar. Comprehensive interventions are needed to enhance economic opportunities for women, improve access to education and healthcare services, challenge harmful gender norms, and strengthen legal and support systems to ensure accountability and protection for survivors. By addressing the root causes of violence and promoting gender equality, South Bihar can progress towards a more just and equitable society where women can live free from fear and discrimination

***Cultural and Traditional Norms*:**

Cultural and traditional norms deeply shape the landscape of violence against women in South Bihar, often perpetuating unequal power dynamics and reinforcing gender-based discrimination. Rooted in centuries-old customs and societal expectations, these norms influence various aspects of women's lives, from their roles within the family and community to their access to education, employment, and decision-making.

One significant aspect of cultural and traditional norms in South Bihar is the emphasis on patriarchal values, where men are typically considered the primary authority figures within households and communities. This hierarchical structure often translates into women having limited autonomy and agency over their own lives, with decisions regarding marriage, reproduction, and mobility frequently controlled by male relatives. Consequently, women may find themselves trapped in abusive relationships or unable to escape violent situations due to social pressures to maintain family unity and honor.

Furthermore, the practice of dowry, although illegal, remains prevalent in many parts of South Bihar, contributing to the commodification of women and reinforcing their subordinate status within marriages. Dowry-related disputes often lead to domestic violence and dowry deaths, as women may face harassment, abuse, or even murder if their families fail to meet dowry demands. Despite legal prohibitions, deeply ingrained cultural beliefs surrounding dowry persist, perpetuating its social acceptance and normalization.

Additionally, rigid gender roles and expectations dictate women's behavior and responsibilities within South Bihari society, often relegating them to subordinate positions both within the household and in public spaces. Women are typically expected to prioritize their roles as wives, mothers, and caretakers, with limited opportunities for personal or professional fulfillment outside of these prescribed roles. Any deviation from these norms may result in social ostracization or violence, further constraining women's autonomy and freedom.

Moreover, cultural attitudes regarding sexuality and honor contribute to the perpetuation of violence against women, particularly in cases of sexual assault or rape. Victims often face victim-blaming and stigma, with their experiences dismissed or trivialized due to cultural taboos surrounding discussions of sexuality and consent. This culture of silence and shame serves to protect perpetrators while further marginalizing and disempowering survivors.

Addressing cultural and traditional norms surrounding violence against women in South Bihar requires comprehensive strategies that challenge deeply entrenched beliefs and promote gender-equitable attitudes. Educational initiatives aimed at raising awareness about women's rights, gender equality, and consent are crucial, along with community-based interventions that engage local leaders, influencers, and religious authorities in advocating for change. Additionally, efforts to strengthen legal protections for women, enforce existing laws, and provide support services for survivors are essential in dismantling the structures that perpetuate violence and discrimination. Through sustained efforts to challenge cultural norms and promote gender equality, South Bihar can foster a more inclusive and respectful society where women can live free from violence and oppression.

Legal Framework and Law Enforcement:

The legal framework and law enforcement mechanisms play a critical role in addressing violence against women in South Bihar, as they provide the foundation for ensuring accountability, protection, and access to justice for survivors. However, several challenges exist in both the legal framework and its enforcement, hindering effective responses to gender-based violence.

In terms of the legal framework, South Bihar operates within the broader legal framework of India, which includes constitutional provisions, statutes, and international conventions aimed at protecting women's rights and preventing violence. Key legislations such as the Protection of Women from Domestic Violence Act (PWDVA), the Dowry Prohibition Act, and the Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act provide legal recourse and protections for survivors. Additionally, amendments to the Indian Penal Code have strengthened provisions related to crimes against women, including rape, acid attacks, and honor killings.

However, despite these legal provisions, gaps and loopholes remain in the implementation and enforcement of laws pertaining to violence against women. One major challenge is the underreporting of incidents due to various factors such as fear of retaliation, societal stigma, and lack of trust in the criminal justice system. Additionally, survivors often encounter barriers when accessing legal remedies, including limited awareness of their rights, financial constraints, and geographical barriers to legal aid services.

Furthermore, the effectiveness of law enforcement agencies in responding to cases of violence against women in South Bihar is often hindered by systemic issues such as corruption, bias, and inadequate resources. Police officers may lack sensitivity and training in handling cases of gender-based violence, leading to re-traumatization of survivors during the reporting and investigation process. Moreover, patriarchal attitudes within law enforcement agencies may result in victim-blaming or dismissive responses to complaints, further discouraging survivors from seeking justice.

To address these challenges, concerted efforts are needed to strengthen the legal framework and enhance law enforcement responses to violence against women in South Bihar. This includes investing in training programs for police personnel and judicial officials to improve their understanding of gender-based violence and sensitivity towards survivors. Additionally, awareness-raising campaigns targeted at both the public and law enforcement agencies can help challenge harmful attitudes and promote a culture of zero tolerance towards violence against women. Moreover, ensuring adequate resources and infrastructure for legal aid services and support organizations is crucial in facilitating survivors' access to justice and rehabilitation. Through these measures, South Bihar can work towards creating a safer and more equitable society where women are empowered to exercise their rights and live free from violence.

Access to Support Services:

Access to support services is crucial in addressing the needs of survivors of violence against women in South Bihar, as these services provide essential resources, assistance, and protection to those affected. However, several challenges exist in ensuring comprehensive and accessible support services across the region.

In South Bihar, access to support services for survivors of violence is often hindered by limited infrastructure, inadequate funding, and geographical barriers, particularly in rural and remote areas. Shelters and safe houses, which are essential for providing temporary accommodation and protection to survivors fleeing abusive situations, are often scarce and poorly equipped. This lack of safe spaces can leave survivors with few options for seeking refuge and safety, forcing them to remain in dangerous situations or return to abusive environments.

Additionally, access to medical and healthcare services for survivors of violence is often limited, particularly in rural areas where healthcare facilities may be understaffed and ill-equipped to address the specialized needs of survivors. Comprehensive medical care, including treatment for physical injuries, reproductive health services, and psychosocial support, is essential for survivors' recovery and well-being. However, survivors may face barriers in accessing these services due to financial constraints, stigma, or lack of awareness about available resources.

Furthermore, legal aid and counseling services are essential for survivors seeking justice and emotional support. Legal aid organizations play a crucial role in providing survivors with information about their rights, assistance in navigating the legal system, and representation in court proceedings. However, such services are often under-resourced and unable to meet the demand for assistance, leaving many survivors without access to legal remedies or support.

To address these challenges, concerted efforts are needed to strengthen and expand support services for survivors of violence against women in South Bihar. This includes increasing funding for shelters, safe houses, and other emergency accommodation facilities to ensure that survivors have access to safe spaces when fleeing abusive situations. Additionally, efforts should be made to improve the accessibility and quality of healthcare services for survivors, particularly in rural areas, through investments in infrastructure, training, and outreach programs.

Moreover, expanding access to legal aid and counseling services for survivors is essential in ensuring that they have the support and resources needed to seek justice and rebuild their lives. This may involve establishing legal aid clinics in underserved areas, training community paralegals to provide legal assistance, and raising awareness about survivors' rights and available resources through community outreach and education programs.

By addressing these barriers and strengthening support services for survivors of violence against women, South Bihar can work towards creating a more supportive and inclusive environment where survivors can access the assistance and resources they need to heal, recover, and rebuild their lives.

***Technological and Digital Spaces*:**

Technological and digital spaces play a significant role in both perpetuating and combating violence against women in South Bihar. On one hand, social media platforms and digital communication tools can be used as vehicles for spreading harmful gender stereotypes, perpetuating online harassment, and facilitating the dissemination of revenge porn and other forms of cyber violence. On the other hand, technology can also serve as a powerful tool for raising awareness, providing support, and empowering survivors. Initiatives such as online counseling services, mobile applications for reporting violence, and digital literacy programs can help leverage technology to support survivors, educate communities, and advocate for policy change. However, ensuring equitable access to technology and addressing digital divides is crucial in ensuring that all women, including those in rural and marginalized communities, can benefit from these interventions.

***Community Perceptions and Attitudes*:**

Community perceptions and attitudes towards violence against women in South Bihar are deeply entrenched in cultural norms, patriarchal beliefs, and socio-economic factors. Traditional gender roles often dictate that women should be subservient to men, leading to the normalization of violence and the perpetuation of victim-blaming attitudes. Moreover, societal stigma surrounding issues of gender-based violence can deter survivors from seeking help or reporting incidents, further perpetuating a culture of silence and impunity. Addressing these perceptions and attitudes requires comprehensive community-based interventions that challenge harmful stereotypes, promote gender equality, and foster supportive environments for survivors. Engaging community leaders, religious institutions, and local influencers in awareness-raising campaigns and educational initiatives can help shift societal norms and promote attitudes of respect, empathy, and zero tolerance towards violence against women. By fostering a culture of gender equity and solidarity, South Bihar can create safer and more supportive communities where women can live free from fear and discrimination.

***Migration and Mobility*:**

Migration and mobility patterns significantly impact the dynamics of violence against women in South Bihar. Many individuals, particularly men, migrate from rural to urban areas or to other states in search of employment opportunities, leaving behind women and children in their home communities. This separation can disrupt traditional family structures and social support networks, exposing women to heightened risks of violence within their households. Additionally, migrant women who accompany their husbands or family members to urban areas may face increased vulnerability to exploitation, abuse, and trafficking. Moreover, seasonal migration for agricultural work or construction projects can disrupt familial stability and exacerbate economic pressures, leading to instances of domestic violence and marital discord. Addressing the intersection of migration and violence against women requires comprehensive strategies that address the root causes of migration, strengthen social support systems, and empower women economically and socially. Providing migrant women with access to information, resources, and support services is essential in ensuring their safety and well-being amidst the challenges of mobility and displacement.

Conclusion :

In conclusion, a geographical study of violence against women in South Bihar reveals a multifaceted landscape shaped by demographic, socio-economic, cultural, and structural factors. Despite progress in legal frameworks and awareness campaigns, challenges persist in addressing and preventing violence against women in the region.

Demographic analyses underscored the unequal gender dynamics and vulnerability of women, particularly in rural areas with limited access to resources and support services. Socio-economic factors such as poverty, limited education, and patriarchal norms further perpetuate women's subordination and hinder their ability to seek help or escape abusive situations.

Cultural and traditional norms deeply entrenched in South Bihari society perpetuate gender inequalities and normalize violence against women, creating barriers to reporting and seeking justice. Moreover, migration and mobility patterns disrupt social support networks and expose women to heightened risks of exploitation and abuse.

Despite legal protections, gaps in the enforcement and accessibility of support services persist, particularly in rural and remote areas. Limited infrastructure, inadequate funding, and systemic barriers within law enforcement agencies hinder survivors' access to justice and support.

Addressing violence against women in South Bihar requires a multi-dimensional approach that addresses the root causes and systemic barriers. Efforts should focus on strengthening legal frameworks, enhancing law enforcement responses, challenging cultural norms, and expanding access to support services, particularly in underserved areas.

Engagement with communities, empowerment of women, and collaboration among stakeholders are essential in fostering a culture of gender equality, respect, and accountability. By addressing these challenges comprehensively, South Bihar can create safer and more inclusive environments where women can live free from violence and discrimination, contributing to the overall well-being and prosperity of the region.

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'Stri Tum Chand ho' Exploring Gender Dynamics in Hindi Magazine *'Chand'*

❍ KM Sudha[1]

Abstract:

Ladies magazine in Hindi literature provided the idea of new role and space beyond the household for the women. The study explores how women are depicted across various sections of the magazine, including articles, advertisements, and editorials. Through the lens of feminist studies and historical theories, the research aims to elucidate the underlying ideologies and power dynamics that shape the construction of femininity within Chand. Additionally, the study examines the potential influence of these representations on readers' perceptions of gender roles and identities. Apart from that magazine Chand, aiming to reveal the gender dynamics reflected within their writings. Chand magazine stands as a significant cultural artefact within the landscape of Hindi literature. Founded with the aim of promoting literary and cultural exchange, Chand has evolved over the decades to become a multifaceted platform showcasing diverse voices, perspectives, and artistic expressions. This abstract aims to provide a brief overview of Chand magazine's historical significance, thematic content, and editorial approach. From its inception to its current iteration, Chand has been a pioneer in championing the richness of Hindi language and literature, while also addressing contemporary social, political, and cultural issues. Through its blend of fiction, poetry, essays, and artwork, Chand continues to captivate and engage readers across generations, fostering a sense of community and dialogue among Hindi-speaking audiences worldwide. As we delve into the pages of Chand, we encounter a tapestry of narratives, reflections, and insights that illuminate the complexities of the human experience and celebrate the vibrancy of Indian culture.

Key words: Women, History, Gender, Hindi, periodicals, writings, stories.

The role of Hindi women's magazines in the society and its culture was developing in the early twentieth century. Compared to the women's magazines of the late nineteenth century, in which the content was mostly controlled and censored to emphasise the importance of women's traditional gender roles, the magazines of the early twentieth century were no longer standardised. We find that they had their own distinctive characteristics, and therefore there

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were many types of voices and stories by various women. Hindi magazines are example of how women represent themselves and transform their writings through collective efforts they go beyond the existing literature and create new literary framework. Research in the history of women and gender since the 1970s has changed the face of history. Using the insights of feminist theory and of subaltern school of historiography, gender historians have explored the configuration in the past of gender identities and relations between the sexes. They have also investigated the history of sexuality and family relations, and analysed ideas and ideals of masculinity and femininity. Yet gender history has not abandoned the original, inspirational project of women's history to recover and reveal the lived experience of women in the past and the present. The series Gender in History provides a forum for these developments. The series aims to investigate the social and cultural constructions of gender in historical sources, as well as the study of gender in historical discourse itself. Gender in History titles are designed to meet the needs of both scholars and students working in this dynamic area of historical research. Women's magazines newspapers played important role. During the reform movement of the late nineteenth century, several reformers had emphasised the idea of improving women's social status and therefore female education became a topic. This led to the initial publication of magazines aimed at women, beginning with Stri Bodh (1856-1950), which was written in Gujarati. Along with *Stri Bodh*, several women's magazines in various vernacular languages started getting published in the late nineteenth century, among them *Bamabadhini Patrika* (1863-1923) in Bengali, *Balabodhini* (1874-78) in Hindi, *Grihini* (1877-18??) in Marathi and *Akhbar-un-Nissa* (1884-188?) in Urdu. These magazines featured mostly contributions from male and the content was controlled and censored to underline the importance of women's traditional gender roles. Therefore, in these magazines, hardly any attention pays to women's issues or women's rights. There were hardly any voices from women in the 'women's magazines of those days. We now turn to *Balabodhini*, the first women's magazine written in Hindi, to discuss the distinct features of early women's magazines which have been mentioned above. *Balabodhini* was first published in 1874. This magazine was dependent on government funding and lasted four years .The aims of the magazine , Bharatendu claimed in the first issue , were to spread female education to promote the 'respectable woman' as a role model and to improve women's social status . The magazine was only eight pages long. It contained advice for housewives and mothers in areas such as the management of children and the home, hygiene, and pregnancy. It also repeatedly made reference to the duties of housewives.

During this time, there were so many problems which women had to face at the beginning of the nineteenth century. Female education was not a common practice in the Indian society and public opinion was mainly against it. Female education did not attract the attention of the government until 1854, when the importance of female education was first mentioned in an official document of the colonial government. However, the colonial government did not pay much attention to this issue throughout the nineteenth century as a result, there was no official support for the development of female education in any province in India. Female education became a priority for several missionary groups, who started to work in this field. It was then taken up by domestic reformers. As a result of their efforts, the importance of female education became widely accepted by the public by the early twentieth century. Another topic that became the target of discussion regarded the appropriate subjects to be studied by girls. Most of the male reformers advocated for a religious and moral education, based on Indian values, as proper and necessary for girls. They insisted on this traditional education because they feared that the 'modern' education could make girls empowered and independent like western women. At that time , there were few women such as Rameshwari Nehru , Uma Nehru and Chandravati Lakhanpal, who voiced new opinions about female education. As could be expected, they had a different perspective regarding academic subjects, and argued that there should be no difference between boys and girls.

Status of widows since the 1840s, reformers had tried to improve the miserable status of widows. In Hindu society, especially among the upper castes, it was believed that a wife caused her husband's death, and therefore the widow would bring bad luck to those around her. Immediately after her husband's death, her life changed. The death of the husband signalled the end of all joy and amusement from a woman's life, and the beginning of a life of pain and hardship. Now she was forced to live a life as her in-law's mere maid servant or slave. In this situation, some intellectuals promoted the remarriage of widows as a rescue plan from the woeful plight of those who had lost their husbands. In order to improve her miserable situation as a widow, she sought out salvation through religious conversion. Thus, male intellectuals offered their support to widow remarriage, citing their profound knowledge of the Vedas and other sacred texts, but it is debatable whether they understood or sympathised with a Hindu widow's unenviable situation.

Child marriage- Most girls married by the age of ten. Some of them could stay with their parents until their first menstruation, but others had to begin shouldering housework responsibilities in their husband's families at a very young age. Many of these child brides were forced to bear children. Due to these severe circumstances, many young girls could not grow healthy, either mentally or physically. Several reformers of the day started to write articles in Hindi magazines and newspapers against this child-marriage custom. Since Hindus wanted to fulfil their obligation as parents and ease their burden as soon as possible.

These intellectuals were against the marriage of children and wrote several articles and literary works against this custom. However, the focus of their arguments was that this custom was responsible for creating weakness in the babies, which resulted in a weak nation. Their arguments were not concerned with the severe troubles little girls faced at this young age, giving up their studies, going about the household chores and enduring pregnancy and childbirth. It can be said therefore that these intellectuals never considered the troubles faced by these young girls as they argued against child-marriage.

Parda- According to the custom of Parda, after marriage women were not allowed to go out freely and they were required to veil themselves to avoid showing their faces and hair to men. In the early twentieth century, several intellectuals and social leaders appealed to the public to stop this custom.

Chand (1922-49) - In 1922, Ramrakh Singh Sahgal began to publish Chand magazine. Sahgal was a male social reformer and one of the most famous Hindi editors of the time. The articles featured in Chand were also mainly written by men, but the magazine also had several female reformers, educationalists, and novelists as writers. The aim of Chand was, as Sahgal claimed, to spread female education and to uplift women as individuals and members of society. We find in his magazine a host of articles dealing with women's education and their role as citizens. Chand was eighty to hundred pages long, and it devoted a lot of space to both domestic and international news. Along with news, it also contained various articles on history, religion, social issues, women's issues, political issues, moral teachings, home economics, book reviews and editorial commentaries. The magazine also published several pieces of fiction, such as novels, poems, short stories, and plays.

Because of his attitude, each issue featured plenty of letters, and therefore, the readers 'column section expanded. In terms of size and content, Chand surpassed all previously discussed women's magazines. Voices of nameless women Let us now examine the readers column sections of *Grihlakshmi* and *Chand*.

From the late 1920s to the early 1930s, Chand published the highest number of letters from its readers, but after 1935, as Sahgal stepped down from his position as editor of the magazine, this section gradually decreased in size and finally stopped around 1945. Although the letters to the editor were written by both male and female readers of each magazine, here I focus only on letters by female readers. This is because most of the male readers did not write about their own problems, but about the problems of others, community and society. Some of them argued against the custom of child marriage, mis-matched marriage, caste discrimination, and corruption associated with a specific community. Other male readers called for support for girl's education, widows, and orphaned children. Some of them looked for partners for helpless widows and others asked widows to marry them. Thus, their personal problems or feelings hardly appeared in their letters. Compared to male readers, women wrote more emotional letters that spoke about their own problems. We can divide their letters into two narrative style - letters that spoke about others and letters that spoke about themselves. The first type of letters was written mainly by elite women who worked as social activists, educationalists, and writers. They wrote the letters to lament the plight of other women and asked for support and funding for girl's schools, women's shelters, widows 'care homes and so on. Some women argued against conventions such as the Pardah system, the difficulties of widows or infant marriage, while other reported about the activities of women's associations. Compared with the first type of letters, the second type was much larger in number.

There are some examples they showed reality of society and conditions of women –

Since I was 11 years old, my father has been looking for a suitable groom for me. I am 16 years old now and my father is going to marry me off to a 45 year old man. Is there any way to call off this marriage? In this situation, what is my duty? Tell me what to do. (Chand, Nov. 1927)

I am the daughter of a rich father. I am well educated and 20 years old now. But my father and stepmother haven't let me get married yet. They want to keep me at home as a servant. Please tell me how I can get some peace in my life? If my father doesn't marry me off soon, I will run away from home. (Chand, Aug. 1929)

I was forced to marry someone in poor health. But I love my cousin. He loves me too. I do not want anyone but my cousin. Is it a crime to go away with him? Can I marry my cousin? I do not want to be with my husband anymore. Tell me what to do. (Chand, Mar. 1930).

I am a young widow suffering from my father-in-law's sexual misbehaviour. Not only that, my brother-in-law has also started to molest me. My parents do nothing about this matter. They just told me it is my duty to serve my father-in-law faithfully. What can I do? (Chand, Nov. 1931)

I was forced to marry a man who is very foolish, filthy, and arrogant. His main job is to have trouble with people around him. Whenever I try to challenge his bad behaviour, he shouts at me and uses violence terribly. I can't stand it anymore. I want to finish this life. Please give me some advice. (Chand, June 1933)

Magazines could show new ideas or possibilities to women, especially those women who were in trouble. In the reader's section of Chand, we can see that Sahgal's responses sometimes did not answer the letters directly, although he tried to encourage them to break the conventions. In his responses to the letters from aggrieved daughters, wives, or widows, Sahgal sometimes advised them not to follow their undutiful husbands obediently and leave their husbands and or in-laws. Another young wife aged 19 from Muzaffarnagar sought advice about her conjugal relationship. 'When I got married, I was thirteen years old. After that I met someone and fell in love with him. Now my husband discovered our relationship and hates me. In response to the above two young girls in love, Sahgal showed sympathy and understanding Nowadays countless young boys and girls are suffering for not getting married with their loved ones . These plain and raw words were written by nameless women and addressed to the editor of the Hindi magazine Chand in the early twentieth century. In those days, many women had started to write letters or small notes to the editors to convey information about themselves, especially their situation. This article will focus on the various narratives of anonymous women appearing in a number of Hindi magazines in early twentieth century India. Some Hindi magazines, especially women's journals, gave women a voice and, as Francesca Orsini put it, a 'right to feel' (Orsini 2002: 275). For most women, women's periodicals such as Grihalakshmi and Chand, along with their readers columns, were the first and only place where they could express their feelings freely and gain some sympathy and support from the editor and other readers. In this article focus is on women's narratives which illustrate not only women's ideals and duties, but also allow us to hear their own voices while discussing matters such as their new sense of individual worth and their emotions. By this article we examine some case studies also in which they show their pain by their writings. Women and the social reform movement in the North area of India We will begin by considering the historical backdrop surrounding the emergence of women's magazines, with a focus on the Hindi speaking area of India, a region swept by a social reform movement in the late nineteenth century. Along with religious leaders, several distinguished Hindi literary figures began taking on central roles in this movement. These literary persons who were all male, were also the founders and writers of various newspapers and magazines throughout India. Contribution by women for women encouraged them to hold onto traditional gender roles, in order to be respectable women. We can see this mould in its reader's columns as well. Some letters attracted pity, but if the writer of the letter was considered deviant, she gained no pity or sympathy, instead receiving strict admonishment from other readers. 'Self-devotion', 'sacrifice', 'virtuousness' and 'obedience to husband' these are words we frequently see in *Grihlaksmi*, *Stri Darpan*, women's mirror (1909-28). The year 1909 also marked the publication of the first issue of *Stri Darpan*. The editors and main contributors to this magazine were women from the Nehru family- the editor was Rameshwari Nehru, Jawaharlal's cousin's wife, the manager was Kamla, Jawaharlal's own wife, while one of the main contributors was Uma, wife of another of Jawaharlal's cousins. Besides from the Nehru family, several female reformers, educationalists, and novelists contributed articles to the magazine. In each issue, four to five articles were written by women. The magazine featured various articles on history, religion, social issues, women's issues, political topics, moral teachings, etc. It contained both domestic and international news as well as book reviews. There was no reader's column section either. According to the editor, Rameshwari, the aim of *Stri Darpan* was to spread female education and elevate the status of women as individuals. This aim was well reflected in *Stri Darpan*. Many articles were written by women for the uplifting of women, and they encouraged women to behave as individuals and members of society. Rameshwari herself used to write that a woman should not be expected to subordinate herself to a man; she should be respected as a human being.

Presently any of the privileged and yet in their perception subjugated upper and middle women and their interventions in a male centred discourse complicates assumptions of the containment of women's agency that Visweswara (1909) unravels in British colonial sources. Chand, women's magazine, fell under censorship of the Press Ordinance in the 1920s and was banned from educational institutions after it had serialized a nationalist rendering of colonial history (Orsini 2002:271)[3]. As Dalmia (1997:147)[4] has shown, neither colonial authorities nor indigenous rulers were regarded as offering political and social orientation in the Hindi public. Prayag Mahila Samiti (Women's Assembly Allahabad) that Rameshwari Nehru had founded in 1909. The monthly ran fifty-five to sixty pages in length, excluding advertisements. A typical issue was roughly divided into four sections. First, an editorial informed the reader of current events at local, national, and international levels, making special reference to women. Compared with other women's periodicals, editorials in Stri Darpan were detailed and covered an exceptionally wide range of topics. A second section consisted of informative texts and essays on a variety of social, cultural, historical, and political topics. Professional writers and eminent public figures; both male and female, contributed to this particular section. The third was the literary section, consisted of serialized novels, 15 short stories, biographies, 16 poems, and prayers. Miscellaneous items, reader's letters with editor responses, and book reviews constituted the fourth section (Nijhawan, 2012)[5].

Under the editorship of Rameshwari Nehru, men and women contributed in equal shares to the man after it was shifted to Kanpur, contributions by men exceeded those by women. This eventual transfer of authority from women to men, who took the lead in editing and writing for women is a somewhat ironical development and not unique to Stri Darpan. But while it is true that men took over the sceptre of the periodical in the 1920s, it is worth mentioning that, by this time, many women editors had acquired leading positions in the anti-colonial struggle and many other women were (physically) involved in the non-cooperation movements and other public events. All the Nehru women who were active in national politics continued to publish in Stri Darpan and other women's periodicals until the 1930s. As can be seen in the self-promotion quoted at the beginning of this section, the editor described the periodical as a publishing venture geared towards women. Subscribing to the periodical not only meant supporting the women (Nijhawan, 2012)[5].

Women's responsibility for the domestic is sphere was validated by her intelligence and education. The 'mirror', as it was mentioned in its title, not only referred to a mirroring of women's roles and responsibilities in familial, social, and national contexts. The editorial board of Stri Darpan consisted of three eminent women from high-caste, upper-class, and nationalist-political backgrounds: the chief editor was Rameshwari Nehru (1886-1966); Kamla Nehru (1899-1936), whose husband was Jawaharlal Nehru, was the manager; and Roop Kumari Nehru, who edited the children's supplement Kumari Darpan, was the daughter of Mohanlal and Kamla Nehru and the niece of Uma, Kamla, and Rameshwari Nehru. The editors were likely to have received financial and ideological support from the politically active and influential Nehru family, even though they never refer to the familial background in their writings.

In the 1920s, Jawaharlal Nehru's sisters Sarup/Svarup Kumari (better known by her married name Vijaya Lakshmi Pandit) and Krishna, as well as his sisters-in-law Uma (wife of Shyamlal Nehru) and Rameshwari, his wife Kamla, and his mother Svarup Rani Nehru all became supporters of the nationalist movement under the leadership of Mahatma Gandhi.

Chand (1922-1940s) was first published in 1922 from Chand Press in Allahabad by Ramrakh Singh Sahgal and his wife Vidyavati Devi. To a substantial extent, the periodical standardized and further developed what the women's periodicals of the 1910s had set out to do and socio-politically-informed writings for women, thus remaining oriented towards the gendered audience, while at the same time making the periodical available to the entire middle-class family. In addition to addressing the concerns of women, the periodical promoted itself as overtly nationalist. Chand had been such an influential and accomplished periodical of its time that a discussion of it is necessary to complete and conclude this exploration into women's periodicals of the early twentieth century. While the editorial of Chand's inaugural issue still claimed a certain orientation towards social reform through instruction in domestic skill, it was the 'uncensored flow of information' (Orsini 1999b: 148) offered to the readers that allowed for new understandings of women's roles beyond the domestic domain. (Orsini 1999a: 412)

There were writers who suggested that education could change a woman's character for the better and that women could become the architects of happiness. Even widowed women, who suffered a social death along with the death of their husband, could make new sense of their lives according to many such writings.

Grahlakshmi- The majority of advice texts in women's periodicals, among other things, a historical legacy with a supposedly authoritative Sanskrit genealogy. Particularly common was the emphasis on *Stridharma*, woman's moral duty, that is, her devotion and servitude to her husband. The advice text *'Striyoñ kâ mukhya dharma- Pâtivrat'* (Chastity and loyalty, the prime dharma of women; translated in Part Two, Box 7, pp. 255-7) holds in this regard: Generally, women are primarily devoted to all earthly customs- *dharma*, *karma*, and *vrata* [ritual fasting]. But according to the principles of the Shastra texts and the sayings of sages and wise men there is no dharma for a woman other than her husband, because the word *pati* in itself means nurturer, progenitor, and destiny. It is written in the shastras that a woman's God is none other than her husband. Brahma, Vishnu, and Mahesh, all dwell within the husband's body.

When women started publishing literary works, there was not an established institution which supported the women to do their work and published articles. When we observe previous reading in Hindi literature related to women almost every articles shows the men's perspective for women. Basically, it can be said that the writings were androcentric.

Women of Indian society, mostly upper and lower class women did not work for earning an income and they were dependent on males for basic need but in the middle of 19th century, women from this class started thinking about reading and writing and showed their interest but for that they had to receive education at home or by the permissions of the male family members. And that education was not about science, world or politics that is related with how to make them perfect daughter or perfect wife according the society.

Conclusion – Although women were accepted as a part of the human species, she neither had her own sect nor caste. She didn't even have a religion of her own. She was never given a chance to decide her position in the society. Her owners had all the rights and powers, she being a woman was considered only a gender. This system of oppression was initiated and propagated by men, and it existed for the sole sake of men. We can say without a doubt that if the feudal society turned women into objects, then the capitalist society also spread the vicious cycle of making them bound to remain like that. In this way, in every religious, social, political, cultural, economic, historical, physical and mental slot, it was used as an object or at most a decorative object. However, the main theme that ran through these women's stories was the expression of their emotional needs.

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Comparative Study of The Crime Against Children In UP

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Abstract:

The prevalence of crimes against children presents a significant and pressing societal concern, necessitating a comprehensive understanding to effectively mitigate its impact. This analysis provides insights into trends and fluctuations in various categories of crimes from 2018 to 2022, encompassing both violent offenses and crimes against children. Key findings reveal shifts in murder rates, attempted murders, and assaults, alongside nuanced patterns in kidnapping and abduction cases. Additionally, the study examines offenses under the Protection of Children from Sexual Offences (POCSO) Act, highlighting trends in sexual offenses against children. Overall, the analysis sheds light on evolving crime dynamics and emphasizes the need for targeted interventions and policy measures to address these challenges effectively.

Introduction:

Crimes against children pose a substantial and urgent societal challenge, demanding a multifaceted comprehension to adequately address their prevalence and ramifications. This thorough investigation delves into the myriad aspects of crimes against children, including reported incidents, demographic profiles of victims, relationships between offenders and victims, and the pertinent legal frameworks.

In this paper, the author seeks to conduct a comparative study of different types of crimes against children, utilizing data from the **National Crime Records Bureau (NCRB)** for the period spanning five years from **2018 to 2022**. The study primarily relies on secondary sources to analyse and interpret the data obtained from the NCRB.

Our examination begins with analysing trends in homicide, focusing on fluctuations in murder rates and the prevalence of murders accompanied by rape. Distinct trajectories emerge, highlighting variations in homicides involving sexual violence compared to those without such elements. Additionally, we delve into trends in attempted murders, simple hurt, and

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grievous hurt, offering nuanced insights into interpersonal violence dynamics over the study period.

Transitioning to crimes against children, our analysis extends to cases of kidnapping and abduction, uncovering shifts in patterns and prevalence. We scrutinize various subcategories, including cases involving children, missing children deemed as kidnapping, and instances of abduction with intent to murder or for ransom. Furthermore, we examine trends in compelling girls for marriage, outlining the scope and dynamics of this form of exploitation.

Moreover, the paper explores offenses under the Protection of Children from Sexual Offences (POCSO) Act, examining trends in different sections, particularly those related to sexual offenses against children and related provisions in conjunction with the Indian Penal Code (IPC). Through this analysis, we aim to provide a comprehensive understanding of the crime landscape, emphasizing trends, challenges, and potential implications for policy and intervention strategies.

Through this endeavor, we endeavor to inform stakeholders, policymakers, and practitioners in the criminal justice system to formulate targeted interventions and strategies aimed at enhancing public safety and well-being.

Review of Literature:

The development of individuals is deeply influenced by their circumstances, which shape their behaviour, functioning, and emotional well-being. Exposure to diverse environments provides opportunities for personal growth, but encountering harmful events can significantly impact one's outlook and response to society. Achieving a quality life involves more than mere accomplishments; it includes having the freedom to make genuine choices, as highlighted by Sen (1999). However, violence, often overlooked in development studies, is a critical aspect of quality of life and must be addressed (Drèze and Khera, 2000; Sen, 1999).

In India, home to the world's largest child population, there has been a concerning rise in crime in recent decades, attributed to factors such as lack of public support, burdensome workloads on law enforcement, technological shortcomings, political interference, and corruption. Policy interventions are essential to tackle this surge in crime (Bhatnagar, 1990). Crimes against children, which transcend geographical, racial, class, religious, and cultural boundaries, have been exacerbated by globalization, facilitating the expansion of transnational criminal activities (UNODC, 2020).

Vulnerable children, particularly those affected by gender, race, ethnicity, disability, or social status, are at heightened risk of exploitation (Pinheiro, 2006). Such crimes against children take various forms, including assault, trafficking, sexual abuse, child labor, child marriage, and involvement in drug or sex trades (NCRB, 2015; Cluver et al., 2007; Conradi, 2013; Laser-Maira et al., 2020). The consequences are severe, leading to the loss of valuable human capital through victimization and fatalities (Lochner, 2004; Pereznieto et al., 2014).

In India, incidents of rape and violence against minors have tarnished the reputation of cities like Delhi, prompting the Supreme Court to highlight the alarming rate of such cases (Mahapatra, 2019; Mohan, 2017; Sharma, 2020). Perpetrators of these crimes include family members, teachers, caregivers, law enforcement authorities, and even other children (WHO, 2022). Societal norms, such as entrenched patriarchy leading to female infanticide, contribute to these crimes (Siwal & NIPCCD, 2002).

Despite legislative efforts like the POCSO Act aimed at protecting children from sexual offenses, challenges persist in registering and addressing cases of child sexual abuse (Belur & Singh, 2015; NCRB, 2021; UNICEF, 2016). Cultural practices like the preference for male children and dowry exacerbate societal issues, while technological advancements have led to cybercrimes against children (Abimbolaakinola & Dickson, 2017; Durkin & DeLong, 2012).

Trafficking in persons, especially women and children, remains a grave concern in India, driven by poverty, exploitation, and the demand for cheap labor (Sarkar, 2014). The underground market for human organs further fuels trafficking, with victims often lured from impoverished backgrounds (Ray, 2007; S. Sen & Nair, 2004). Child marriage, forced prostitution, and sex tourism are among the heinous crimes facilitated by trafficking networks (Nag & Chatterjee, 2014; Shrivastava, 2007). Additionally, child labor prevalent in various sectors subjects children to abuse and hazardous conditions (Esther Benjamins Trust, 2003; ILO, 2011). The emergence of cybercrimes, such as child pornography and online solicitation, poses additional threats to children's safety in the digital age (Abimbolaakinola & Dickson, 2017; Durkin & DeLong, 2012).

Methodology:

The objective of the study is to examine various forms of crimes perpetrated against children during the specified timeframe. By utilizing NCRB data, the author aims to provide a comprehensive overview of the prevalence and trends of different types of crimes against children over the five-year period (2018-2022)

Next, we categorized the collected data into distinct crime categories based on their nature and legal classification. This involved grouping crimes such as murder, attempted murder, assault, kidnapping, abduction, and offenses under specific sections of the POCSO Act.

We then analysed the collected data to identify trends and patterns over the five-year period from 2018 to 2022. This involved calculating the absolute numbers of reported incidents for each crime category in each year and determining the percentage change relative to the baseline year (2018). Additionally, we computed year-on-year percentage changes to identify annual fluctuations.

Area of Study-Uttar Pradesh

Uttar Pradesh sticks out as a prominent kingdom grappling with diverse challenges associated with crime, particularly crimes involving kids. by way of delving into the statistics presented within the government document, this paper goals to get to the bottom of the intricacies and nuances of those crimes, supplying insights into their occurrence, developments, and styles. through rigorous evaluation and interpretation, the paper seeks to uncover the underlying elements contributing to the high prevalence of crimes against kids in Uttar Pradesh.

Analysis:

The primary goal of this look at is to gather pertinent statistics from secondary resources, ***National Crime Records Bureau*** (***NCRB***) along with the records supplied in the "**Crime in India**" document and gift a complete know-how of the landscape of infant-associated crimes in Uttar Pradesh. through synthesizing and reading these facts, the paper pursuits to make a contribution to a deeper expertise of the challenges confronted via youngsters within the kingdom and tell proof-based totally interventions and rules aimed toward defensive their rights and nicely-being.

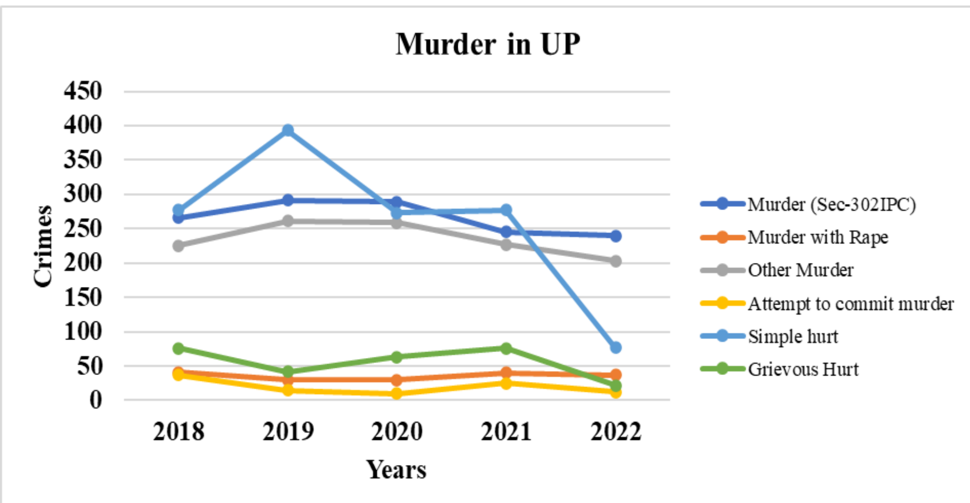
The realm of crime statistics provides invaluable insights into the dynamics of criminal activities within a society, shedding light on trends, patterns, and shifts over time. In this research paper, we delve into an in-depth analysis of crime data spanning from 2018 to 2022, focusing on various categories of offenses ranging from violent crimes like murder and assault to crimes against children under the Protection of Children from Sexual Offences (POCSO) Act, and instances of kidnapping and abduction.

By synthesizing and interpreting crime data from multiple perspectives, this research contributes to a deeper understanding of the evolving nature of criminal activities and underscores the importance of evidence-based approaches in addressing societal challenges related to crime and victimization.

Tables analysed are provided below.

Table.1: Crime against children-Murder (UP)

Murder in UP	2018	2019	2020	2021	2022
Murder (Sec-302IPC)	266	291	289	245	240
Murder with Rape	41	30	30	40	37
Other Murder	225	261	259	227	203
Attempt to commit murder	37	15	10	25	12
Simple hurt (sec 323 r/w IPC, 324,332,353,327,328,330 IPC)	277	393	273	277	77
Grievous Hurt (Sec 325,364A, 365,366,366A,367,368,369 IPC)	76	42	63	76	22



Murder (Sec-302IPC): There was a gradual increase in murders from 2018 to 2019, followed by a decrease in 2020, and then a slight fluctuation in 2021 and 2022. The overall trend shows a decrease of approximately 9.77% from 2018 to 2022.

Murder with Rape: The number of murders accompanied by rape fluctuated over the years, with a decrease from 2018 to 2019, a slight increase in 2020 and 2021, and then a decrease again in 2022. The overall trend indicates a decrease of about 9.76% from 2018 to 2022.

Other Murder: This category represents murders without rape. There was an increase from 2018 to 2019, followed by a decrease in 2020, 2021, and 2022. The overall trend shows a decrease of approximately 9.78% from 2018 to 2022.

Attempt to commit murder: There was a notable decrease in attempted murders from 2018 to 2019, followed by fluctuations in subsequent years. However, there was a significant drop from 2021 to 2022, resulting in a decrease of about 67.57% from 2018 to 2022.

Simple Hurt: There was a significant increase in simple hurt cases from 2018 to 2019, followed by a decrease in 2020, a slight increase in 2021, and a dramatic drop in 2022. The overall trend indicates a decrease of approximately 72.19% from 2018 to 2022.

Grievous Hurt: The number of grievous hurt cases fluctuated over the years, with a notable decrease from 2018 to 2019, followed by some variability in subsequent years. However, there was a significant drop from 2021 to 2022, resulting in a decrease of about 71.05% from 2018 to 2022.

Table.2: Crime against children- Kidnapping and Abduction (UP)

Kidnapping and Abduction in UP	2018	2019	2020	2021	2022
Kidnapping and Abduction of children (Sec 363,363A, 364,354A,365,366,366A,367,368,369 IPC)	8721	8095	5520	6869	7901
Kidnapping and Abduction	3892	3956	2539	3310	4037
Missing Children Deemed as Kidnapping	1792	1477	1140	1606	2076
Other Kidnapping and Abduction	2075	1377	1399	1720	1961
Kidnapping and Abduction in order to murder (Sec 364 IPC)	118	44	24	14	4
Kidnapping for ransom	16	9	10	10	10
Compel girl for marriage	4449	2479	2943	3515	3840

Interpretation and Percentage Change:

Kidnapping and Abduction of children: There was a decrease in the number of cases from 2018 to 2019, followed by a sharp decline in 2020, before experiencing an increase in 2021 and 2022. The overall trend shows a decrease of approximately 9.52% from 2018 to 2022.

Kidnapping and Abduction: This category encompasses all cases of kidnapping and abduction, showing fluctuations over the years. There was a decrease from 2018 to 2019, followed by a notable increase in 2020, a slight decrease in 2021, and then a significant increase in 2022. The overall trend indicates an increase of about 3.69% from 2018 to 2022.

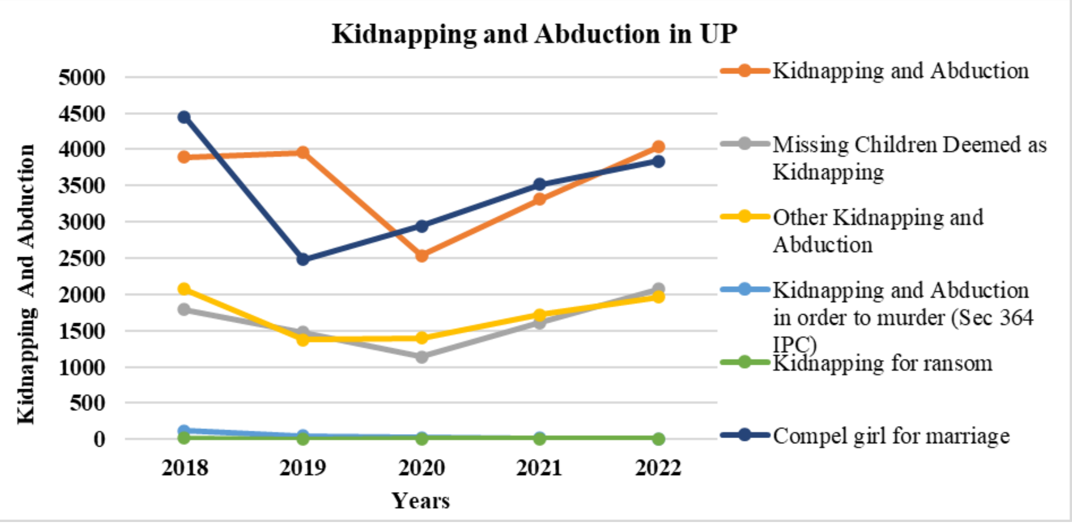
Missing Children Deemed as Kidnapping: The number of cases deemed as kidnapping due to missing children shows a gradual decrease from 2018 to 2020, followed by an increase in 2021 and 2022. The overall trend shows a decrease of approximately 12.03% from 2018 to 2022.

Other Kidnapping and Abduction: There were fluctuations in this category, with a notable decrease from 2018 to 2019, followed by some variability in subsequent years. However, there was an increase from 2020 to 2022, resulting in an overall decrease of about 5.45% from 2018 to 2022.

Kidnapping and Abduction in order to murder: The number of cases for this specific crime decreased significantly from 2018 to 2022. There was a sharp decline from 2018 to 2019, followed by a gradual decrease in subsequent years. The overall trend indicates a decrease of approximately 96.61% from 2018 to 2022.

Kidnapping for ransom: The number of cases remained relatively low and stable over the years, with minimal fluctuations. The overall trend shows no significant change from 2018 to 2022.

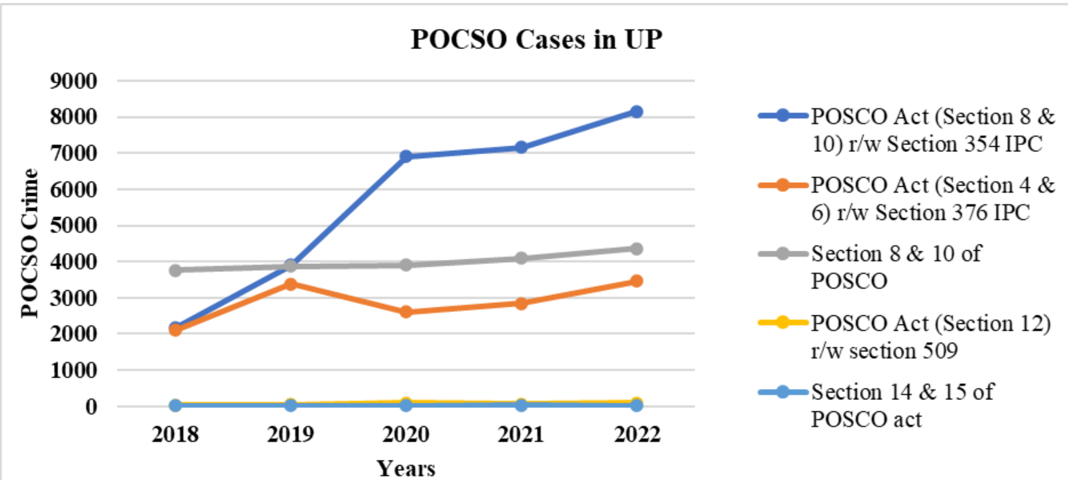
Compel girl for marriage: There was a significant decrease in cases of compelling girls for marriage from 2018 to 2019, followed by an increase in subsequent years. However, the overall trend indicates a decrease of about 13.68% from 2018 to 2022.



The analysis of kidnapping and abduction cases reveals diverse trends over the period from 2018 to 2022. While there was a decrease in cases of kidnapping and abduction of children, other categories exhibited fluctuations. Despite some variability, the overall trend indicates a decrease in the incidence of kidnapping and abduction-related offenses. Specifically, cases of kidnapping for murder saw a significant decline, highlighting positive progress in addressing this heinous crime. However, challenges persist, as evidenced by fluctuations in other categories such as missing children deemed as kidnapping and other kidnapping and abduction cases. Efforts to combat these crimes must continue, with a focus on prevention, intervention, and stringent enforcement of laws to ensure the safety and protection of individuals, particularly vulnerable children.

Table.2: Crime against children- **POCSO** ***(UP)***

POCSO	2018	2019	2020	2021	2022
Section 8 & 10 of POCSO act or POCSO Act (Section 8 & 10) r/w Section 354 IPC	2171	3905	6901	7160	8151
Section 4 & 6 of POCSO act or POCSO Act (Section 4 & 6) r/w Section 376 IPC	2099	3383	2603	2845	3454
Section 8 & 10 of POCSO act or POCSO Act	3765	3874	3903	4093	4360
Section 12 of POCSO act or POCSO Act (Section 12) r/w section 509	33	46	92	70	88
Section 14 & 15 of POCSO act	10	11	12	30	20



Section 8 & 10 of POSCO act or POSCO Act (Section 8 & 10) r/w Section 354 IPC: There was a significant increase in cases related to Section 8 & 10 of the POSCO Act or POSCO Act (Section 8 & 10) r/w Section 354 IPC from 2018 to 2022, with a particularly sharp rise in 2020. The overall trend shows an increase of approximately 274.62% from 2018 to 2022.

Section 4 & 6 of POSCO act or POSCO Act (Section 4 & 6) r/w Section 376 IPC: The number of cases related to Section 4 & 6 of the POSCO Act or POSCO Act (Section 4 & 6) r/w Section 376 IPC showed fluctuations over the years, with a notable decrease from 2018 to 2020, followed by an increase in 2021 and 2022. The overall trend indicates a decrease of approximately 39.20% from 2018 to 2022.

Section 8 & 10 of POSCO act or POSCO Act: There was a slight increase in cases related to Section 8 & 10 of the POSCO Act or POSCO Act from 2018 to 2022. The overall trend shows an increase of approximately 15.83% from 2018 to 2022.

Section 12 of POSCO act or POSCO Act (Section 12) r/w section 509: The number of cases related to Section 12 of the POSCO Act or POSCO Act (Section 12) r/w Section 509 showed fluctuations over the years, with a notable increase in 2020, followed by a slight decrease in subsequent years. The overall trend indicates an increase of approximately 166.67% from 2018 to 2022.

Section 14 & 15 of POSCO act: There was some fluctuation in the number of cases related to Section 14 & 15 of the POSCO Act from 2018 to 2022. The overall trend shows no significant change from 2018 to 2022.

Conclusion:

In conclusion, this analysis offers valuable insights into the dynamics of various crimes spanning from 2018 to 2022, including both violent offenses and crimes against children. The examination of trends in murder, attempted murder, assault, kidnapping, and abduction reveals nuanced patterns and fluctuations over the study period. Additionally, the study underscores the importance of understanding the prevalence and impact of crimes against children, emphasizing the need for concerted efforts to protect the most vulnerable members of society.

Furthermore, the analysis of offenses under the Protection of Children from Sexual Offences (POCSO) Act highlights significant trends in sexual offenses against children, underscoring the importance of robust legal frameworks and effective enforcement mechanisms to safeguard children from exploitation and abuse.

Overall, this analysis contributes to a deeper understanding of the evolving landscape of crime and victimization, providing valuable insights for policymakers, law enforcement agencies, and stakeholders involved in addressing these pressing societal challenges. Moving forward, concerted efforts are needed to implement evidence-based interventions and policies aimed at preventing crime, promoting victim support and rehabilitation, and ensuring the safety and well-being of all members of society, particularly children.

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Trend of Juvenile Delinquencies

❍ Dr. Shweta Tiwari[1]

Abstract

Crime against children is a critical social issue that encompasses a range of criminal behaviours including abuse, exploitation, trafficking, and neglect. These crimes have severe short-term and long-term impacts on the physical, emotional, and psychological well-being of children. This paper provides an empirical analysis of crime against children, examining the types, prevalence, and determinants of such crimes. Using data from various sources, we analyse trends over time, with higher incidences of violence against children. Policy implications and recommendations for reducing these crimes are also discussed.

Introduction

Crime against children includes a wide array of criminal behaviors such as physical abuse, sexual exploitation, trafficking, and neglect. These crimes violate the basic human rights of children and have profound impacts on their development and future well-being **(Finkelhor, 2008).** Understanding the patterns and determinants of these crimes is essential for developing effective prevention and intervention strategies.

Crimes against children occur in various forms and contexts, each with unique characteristics and impacts. Physical abuse can lead to serious injuries and long-term health problems. Sexual exploitation and trafficking often involve severe trauma and long-lasting psychological effects. Neglect, although less visible, can impede a child's development and result in significant emotional and cognitive deficits **(Gilbert et al., 2009).** Addressing these crimes requires comprehensive strategies that include legal reforms, socio-economic development, education, and support services for victims **(Pinheiro, 2006).**

Literature Review

Types of Crimes:

Violence against children manifests in several forms, each with specific dynamics and consequences:

Physical Abuse: Includes acts such as hitting, shaking, and other forms of physical harm. Physical abuse can result in serious injuries or long-term health issues **(Widom, 2000).**

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Sexual Abuse: Encompasses activities such as molestation, rape, and exploitation through prostitution or pornography. Sexual abuse has severe psychological and physical impacts on victims **(Putnam, 2003).**

Emotional and Psychological Abuse: Involves verbal abuse, intimidation, and other behaviours that can erode a child's sense of self-worth and mental well-being **(Glaser, 2002).**

Neglect: Refers to the failure to provide for a child's basic needs, including food, shelter, education, and medical care. Neglect can impede a child's physical and emotional development **(Horwath, 2007).**

Prevalence and Trends

Statistical analyses indicate significant variations in the prevalence of crimes against children across different regions and time periods. Studies show that:

Regional Variations: Some regions report higher rates of certain types of crimes due to cultural, social, and economic factors. For instance, child trafficking rates are often higher in regions with poverty and weak law enforcement (UNICEF, 2020).

Temporal Trends: Over time, the reported incidence of crimes against children can increase or decrease based on factors such as legal reforms, social awareness campaigns, and changes in reporting mechanisms. Increased awareness and better support systems can lead to higher reporting rates of child abuse and exploitation (Radford et al., 2011).

Determinants of Violence Against Children

Several socio-economic and cultural factors influence the incidence and reporting of violence against children:

Socio-Economic Status: Children from lower socio-economic backgrounds are often more vulnerable to violence due to economic dependency and lack of access to resources. Higher socio-economic status can sometimes provide families with the means to avoid abusive situations (Sedlak et al., 2010).

Education: Education plays a critical role in reducing violence against children. Educated parents are more likely to be aware of their responsibilities and the impacts of abuse. Additionally, education can change societal attitudes towards child protection (Runyan et al., 2002).

Cultural Norms: In societies with rigid norms and traditional practices, violence against children is often normalized or excused. Efforts to change cultural attitudes are essential for reducing the acceptance and prevalence of such violence (Korbin, 1981).

Legal Frameworks: Strong legal protections and effective enforcement are crucial for deterring violence against children. Countries with comprehensive laws against child abuse, exploitation, and trafficking tend to have lower rates of these crimes (Gilbert et al., 2009).

Urbanization: Urbanization can have mixed effects on violence against children. While urban areas may offer better access to support services and legal protections, they can also present higher risks of certain crimes, such as child trafficking and street violence, due to increased anonymity and economic pressures (UN-Habitat, 2012).

Material and Methodology:

Area of Study-Uttar Pradesh

Uttar Pradesh sticks out as a prominent kingdom grappling with diverse challenges associated with crime, particularly crimes involving kids. by way of delving into the statistics presented within the government document, this paper goals to get to the bottom of the intricacies and nuances of those crimes, supplying insights into their occurrence, developments, and styles. through rigorous evaluation and interpretation, the paper seeks to uncover the underlying elements contributing to the high prevalence of crimes against kids in Uttar Pradesh.

Analysis:

The primary goal of this look at is to gather pertinent statistics from secondary resources, ***National Crime Records Bureau*** (***NCRB***) along with the records supplied in the "**Crime in India**" document and gift a complete know-how of the landscape of infant-associated crimes in Uttar Pradesh. through synthesizing and reading these facts, the paper pursuits to make a contribution to a deeper expertise of the challenges confronted via youngsters within the kingdom and tell proof-based totally interventions and rules aimed toward defensive their rights and nicely-being.

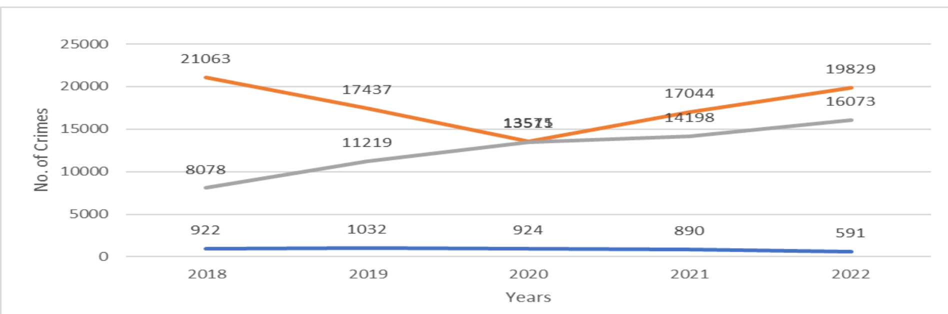
The realm of crime statistics provides invaluable insights into the dynamics of criminal activities within a society, shedding light on trends, patterns, and shifts over time. In this research paper, we delve into an in-depth analysis of crime data spanning from 2018 to 2022, focusing on various categories of offenses ranging from violent crimes like murder and assault to crimes against children under the Protection of Children from Sexual Offences (POCSO) Act, and instances of kidnapping and abduction.

By synthesizing and interpreting crime data from multiple perspectives, this research contributes to a deeper understanding of the evolving nature of criminal activities and underscores the importance of evidence-based approaches in addressing societal challenges related to crime and victimization.

Tables analysed are provided below.

Table 1: Crime against children in UP

Offences	2018	2019	2020	2021	2022
Murder	922	1032	924	890	591
Kidnapping and Abduction	21063	17437	13575	17044	19829
POCSO	8078	11219	13511	14198	16073
Total	**30063**	**29688**	**28010**	**32132**	**36493**



The provided data outlines the occurrences of three major categories of criminal offences - Murder, Kidnapping and Abduction, and cases falling under the POCSO Act - across the years 2018 to 2022, as well as the total number of reported offences.

In terms of murder cases, there is a notable fluctuation in numbers over the five-year period. While there's a slight increase from 2018 to 2019, the numbers gradually decline from 2019 to 2022, with a substantial decrease of approximately 36.02% from 2019 to 2022.

Regarding kidnapping and abduction offences, there's an initial decline in reported cases from 2018 to 2020, followed by an increase in 2021 and 2022. Despite the fluctuations, there's an overall increase of approximately 6.09% from 2018 to 2022.

Under the POCSO Act, there's a consistent upward trend in reported cases from 2018 to 2022, with a notable increase of approximately 99.33% over the entire period.

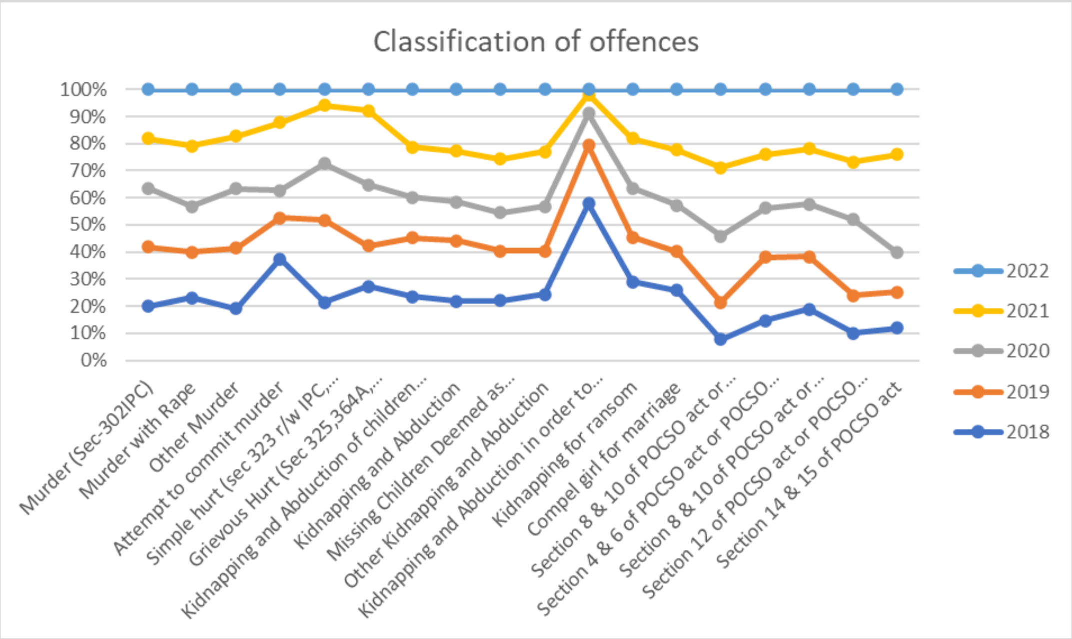
Looking at the total number of reported offences, there's a marginal decrease from 2018 to 2019, followed by a slight increase in 2020. However, there's a significant surge in reported offences in 2021 and 2022, with an overall increase of approximately 21.36% from 2018 to 2022.

These trends highlight the dynamic nature of criminal activity, influenced by various factors such as societal changes, law enforcement efforts, and legislative measures. Understanding these trends is crucial for policymakers and law enforcement agencies to develop effective strategies for crime prevention and ensuring public safety.

Table 2: Classification of offences

Classification of offences	2018	2019	2020	2021	2022
Murder (Sec-302IPC)	266	291	289	245	240
Murder with Rape	41	30	30	40	37
Other Murder	225	261	259	227	203
Attempt to commit murder	37	15	10	25	12
Simple hurt (sec 323 r/w IPC, 324,332,353,327,328,330 IPC)	277	393	273	277	77
Grievous Hurt (Sec 325,364A, 365,366,366A,367,368,369 IPC)	76	42	63	76	22
Kidnapping and Abduction of children (Sec 363,363A, 364,354A,365,366,366A,367,368,369 IPC)	8721	8095	5520	6869	7901
Kidnapping and Abduction	3892	3956	2539	3310	4037
Missing Children Deemed as Kidnapping	1792	1477	1140	1606	2076
Other Kidnapping and Abduction	2075	1377	1399	1720	1961
Kidnapping and Abduction in order to murder (Sec 364 IPC)	118	44	24	14	4
Kidnapping for ransom	16	9	10	10	10
Compel girl for marriage	4449	2479	2943	3515	3840

Section 8 & 10 of POCSO act or POCSO Act (Section 8 & 10) r/w Section 354 IPC	2171	3905	6901	7160	8151
Section 4 & 6 of POCSO act or POCSO Act (Section 4 & 6) r/w Section 376 IPC	2099	3383	2603	2845	3454
Section 8 & 10 of POCSO act or POCSO Act	3765	3874	3903	4093	4360
Section 12 of POCSO act or POCSO Act (Section 12) r/w section 509	33	46	92	70	88
Section 14 & 15 of POCSO act	10	11	12	30	20



The data presented showcases a comprehensive overview of various criminal offences over a span of five years, from 2018 to 2022. Within this period, several trends emerge across different categories of offences.

Firstly, regarding murder, while there's a slight fluctuation year by year, the overall numbers remain relatively stable. Murder with rape and other murders exhibit a gradual decrease from 2019 to 2022, with murder rates decreasing by approximately 9.77% and 10.67% respectively over this period.

In terms of hurt-related offences, there's a significant decrease in occurrences of simple hurt from 2019 to 2022, dropping by approximately 72.17%. Conversely, grievous hurt offences display a fluctuating pattern but generally show a decreasing trend over the years, with a cumulative reduction of approximately 71.05% from 2018 to 2022. This could indicate either a decline in violent altercations or improvements in emergency medical response and treatment.

The data on kidnapping and abduction presents a mix of trends. While there's a notable decrease in the total number of cases from 2019 to 2020, the numbers rebound in 2021 and 2022, with an overall decrease of approximately 9.38% from 2018 to 2022. This fluctuation might be influenced by various factors such as changes in law enforcement focus, socioeconomic conditions, or shifts in criminal tactics.

Concerning offences under the POCSO Act, there's a general upward trend across different sections from 2018 to 2022. Section 8 & 10 of the POCSO act or POCSO Act (Section 8 & 10) r/w Section 354 IPC, for example, increased by approximately 275.47% from 2018 to 2022. This could signify either an increase in reporting and awareness of crimes against children or a disturbing rise in such incidents. Further analysis would be required to understand the underlying factors contributing to these trends, including societal attitudes, legal reforms, and law enforcement efforts.

Overall, while certain categories show fluctuations, others demonstrate more consistent trends. Understanding these patterns is crucial for policymakers, law enforcement agencies, and social organizations to develop targeted interventions aimed at preventing and addressing various forms of criminal behaviour, ultimately contributing to the safety and well-being of communities.

Conclusion and Suggestions:

In conclusion, the data reflects fluctuating trends in reported criminal offences over the five-year period from 2018 to 2022. While murder cases showed a decline after an initial increase, kidnapping and abduction offences displayed fluctuations with an overall increase, and cases under the POCSO Act exhibited a consistent upward trend. The total number of reported offences saw a notable increase in the later years.

To address these trends effectively, policymakers and law enforcement agencies should consider the following suggestions:

1. **Targeted Interventions:** Develop targeted interventions tailored to specific types of offences, such as implementing community outreach programs to prevent instances of kidnapping and abduction, and increasing awareness campaigns to encourage reporting of crimes falling under the POCSO Act.
2. **Collaborative Efforts:** Foster collaboration between law enforcement agencies, social service providers, and community organizations to address the root causes of criminal behaviour and provide support to victims.
3. **Enhanced Enforcement:** Strengthen law enforcement efforts, including increased patrols, surveillance, and proactive investigations targeting high-crime areas and individuals involved in criminal activities.
4. **Legislative Reforms:** Advocate for legislative reforms to strengthen laws related to crime prevention, victim protection, and the prosecution of offenders, particularly in cases involving crimes against children.
5. **Public Awareness:** Promote public awareness campaigns to educate communities about crime prevention strategies, reporting mechanisms, and support services available to victims.

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Unveiling Techno-Pedagogical Competenies: A Study of English Pedagogy Teacher Trainees of the Secondary Level

- Komal Shukla[1]
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Abstract:

This research delves into the exploration of Techno-Pedagogical Skills among English Pedagogy Teacher Trainees of the secondary level, focusing on five dimensions: Info-savvy Skills, Techno-Pedagogical Integrating Skills, Techno-Management Skills, Techno-Living Skills, and Techno-Special Skills. The study aims to provide insights into the complex interplay between technology integration and pedagogical practices within English education. A survey methodology was employed, drawing data from a sample population of English Pedagogy Teacher Trainees in the Lucknow district of Uttar Pradesh. The sample consisted of 300 respondents; 150 Male and 150 Female selected from 15 randomly chosen institutions. The researchers developed a 'Techno-Pedagogical Skills Scale' to measure the skills of the teacher trainees across the five dimensions. Statistical analysis was conducted using the Statistical Package for Social Sciences (SPSS) version 22.0. Descriptive statistical procedures, including mean, standard deviation, and t-tests, were employed to analyze the data and test the hypotheses. The study found significant differences between male and female teacher trainees in certain dimensions of Techno-Pedagogical Skills. Specifically, there were significant disparities in Info-Savvy Skills and Techno-Living Skills, with female trainees exhibiting higher proficiency in these areas. However, no significant differences were observed in Techno-Pedagogical Integrating Skills, Techno-Management Skills, and Techno-Special Skills based on gender. The research contributes to the understanding of gender dynamics in Techno-Pedagogical Skills development among English Pedagogy Teacher Trainees. It highlights the importance of tailored professional development programs and policy interventions to address specific needs and promote gender equity in technology integration initiatives. The

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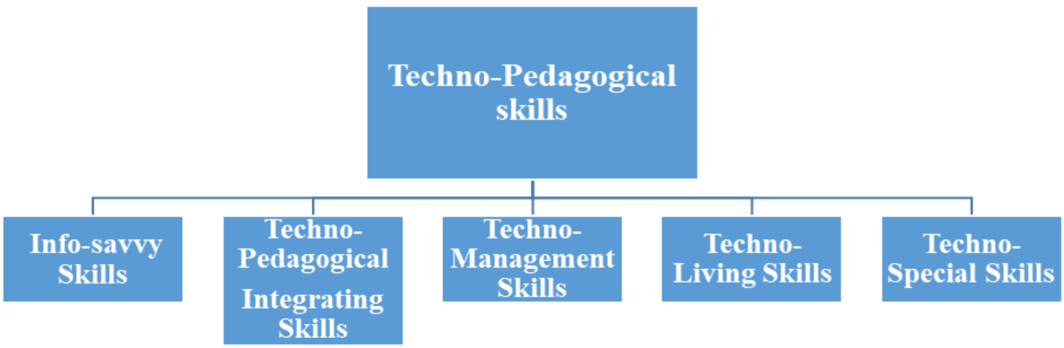
findings also underscore the significance of considering diverse contextual factors, such as institutional affiliation and geographical location, in enhancing teacher education programs and fostering equitable opportunities for professional development among teacher trainees.

Key-words: Techno-Pedagogical Skills, English Pedagogy, Teacher Trainees, Secondary Education.

Pedagogy is the discipline that deals with the theory and practice of teaching. In Techno-Pedagogy, there are three areas of knowledge namely Technology, Pedagogy, and Content. Technology includes modern technologies such as computers, the internet, digital video, Learning Management Systems, and commonplace technologies including overhead projectors, blackboards, and books. Pedagogy describes the collected practices, processes, strategies, procedures, and methods of teaching and learning and also includes knowledge about the aims of instruction, assessment, and student learning. Content is the subject matter that is to be taught Techno-pedagogical skills are the ways to make accessible and affordable quality education to all. Techno-pedagogy can help enhance equity in education, promoting universal access to education, supporting the delivery of quality learning and teaching, teacher's professional development, and more efficient education management, governance, and administration. All educational practitioners should know how to weave subject area content, pedagogy, and technology effectively in their classroom interaction. It can change the nature of education and the roles of students and teachers in their teaching-learning process. The teacher who develops techno-pedagogic skills may be a multi-tasking personality and will be highly respected by the students, Nowadays, the classroom scenario is changing from traditional to digital, There is a technological gap between the progress of society and instructional activities of the teacher in the classroom The technology orientation needs to improve to equip themselves to face the students belong to the digital age and also to face the challenges in the modern classroom. In the classroom, both teachers and students use Information Communication Technology (ICT) and Multimedia for teaching and learning. Teaching occupies an honorable position in society. By using and acquiring the knowledge of ICT, the prospective teachers will become effective teachers. ICT is one of the important factors for producing rapid changes in our society, ICT helps the teacher to update their knowledge, and skills to use the modem digital tools and resources. Teachers have to be able to integrate techno-pedagogical skills with digital skills and utilize these skills in practice. The important contribution of teacher education is its development of teacher's abilities to examine teaching from the perspective of learners who bring diverse experiences and frames of reference to the classroom. The 21st-century teacher should be a "techno-pedagogue". "Technology won't replace teachers. But Teachers who use technology will probably replace teachers who do not. is important to recognize that, Teacher Educators and prospective teachers are becoming more knowledgeable of Information and Communication Technology outcomes (ICT they continue to have knowledge or skills with which to integrate those technologies into their teaching acting Prospective teachers prepare for careers, requiring them to acquire digital knowledge innovative technologies, and facilitate rapid process information. Quality teacher education is essential for the prospective teacher It is needed to update their digital knowledge and pedagogical skills in the school curriculum and technological change, The quality of teachers that determines the overall effectiveness of a system of education depends upon teacher education. Finally, technology is never a substitute for good teaching, without techno-pedagogical skilled instructors. No electronic delivery can achieve good results. The use of techno-pedagogy has a positive impact on the teaching and learning process.

Literally, 'Pedagogy" refers to the Science and Arts of teaching and Techno refers to the art skill of handcrafting, derived from the Latin word "Texere" means to weave fabricate or construct. Here, Techno is a qualifier; it intersects or crosses the meaning of "'pedagogy" with its content. Techno-pedagogy refers to weaving the techniques of the craft of teaching into the learning environment itself, Education Technology provides approximate designing learning situations, holding in view the objectives of the teaching and learning bring the best practices/means of instruction that affect learning. According to H.Connos, Techno-Pedagogy states that "Electronically mediated courses that integrate sound pedagogic principles teaching-learning with the use of technology" Techno-pedagogy is the art of incorporating technology in designing teaching-learning experiences to enrich the learning outcome ie., to make use of Internet technology, exploring it, accessing information from it to use in the teaching-learning process.

For the present work, the researcher embraced five dimensions: Info-savvy Skills, Techno-Pedagogical Skills, Techno-Management Skills, Techno-Living Skills, and Techno-Special Skills.



Dimension of Techno-Pedagogical Skills

Info-savvy Skills refer to a combination of competencies related to technology literacy and information literacy. Individuals with info-savvy skills are adept at navigating digital environments, critically evaluating online information, and leveraging technology to solve problems, make decisions, and achieve goals. These skills are essential in today's digital age for success in education, work, and daily life, as they enable individuals to harness the power of technology to access and utilize information effectively while also ensuring privacy, security, and ethical use of digital resources.

Techno-pedagogical integrating Skills refer to the ability to integrate technology effectively into teaching practices to enhance student learning outcomes. It involves a combination of technological proficiency and pedagogical knowledge, allowing educators to leverage digital tools and resources to create engaging and interactive learning experiences.

Techno-Management Skills refers to a combination of technical and managerial competencies required to effectively lead and coordinate technology-related projects, teams, and initiatives within an organization. These skills are essential for professionals who work at the intersection of technology and management,

Techno-Living Skills encompass a set of competencies and abilities required to navigate and thrive in today's technology-driven world. These skills are essential for individuals to effectively and responsibly engage with technology in various aspects of their personal, social, and professional lives.

Techno-Special Skills- refers to the use of technology to support and enhance the learning experiences of students with special educational needs. It involves leveraging technological tools, resources, and strategies to address the diverse learning styles, abilities, and challenges of these students.

Justification of the Study

Before undertaking this research, it is essential to justify its significance and relevance in addressing a critical gap in the field of education. The study of Techno-Pedagogical Skills among English Pedagogy Teacher Trainees at the secondary level is warranted due to the increasing integration of technology in educational practices. Understanding the proficiency levels of teacher trainees across various dimensions of Techno-Pedagogical Skills is crucial for effectively preparing them to leverage technology in their teaching practices. Additionally, examining gender dynamics in skill development adds a nuanced understanding of potential disparities and highlights areas for targeted intervention to promote gender equity in technology integration initiatives. By exploring these dimensions within the specific context of Lucknow, Uttar Pradesh, this research aims to provide actionable insights that can inform the development of tailored professional development programs and policy interventions to enhance teacher education and foster equitable opportunities for teacher trainees.

Statement of the Problem

The statement of the problem stated as "Unveiling Techno-Pedagogical Competencies: A Study Of English Pedagogy Teacher Trainees Of The Secondary Level"**.**

Operational Definitions of the Key Terms

- **Techno- Pedagogical Skills-** It pertain to the individual's skill to comprehend the operational functionalities and applications of technology within the teaching domain and the skills relevant to various teaching methodologies and practices. In this study, the Technological Pedagogical Skills of Teacher Trainees of English Pedagogy of the Secondary level encompass only Info-Savvy Skill, Techno-Pedagogical Integrating Skill, Techno-Management Skill, Techno-Living Skill & Techno-Special Skill.
- **Teacher Trainee of English Pedagogy of Secondary Level-** It refers to an individual engaged in the professional preparation and training of future teachers specializing in the teaching of English language and literature to students in secondary or high school.

Objectives of the Study

To study the Techno-Pedagogical Skills among English Pedagogy Teacher Trainees

of the Secondary Level.

- To compare the **Info-Savvy Skill** between Male and Female English Pedagogy Teacher Trainees of the Secondary Level.
- To compare the **Techno-Pedagogical Integrating Skill** between Male and Female English Pedagogy Teacher Trainees of the Secondary Level.
- To compare the **Techno-Management Skill** between Male and Female English Pedagogy Teacher Trainees of the Secondary Level.
- To compare the **Techno-Living Skill** between Male and Female English Pedagogy Teacher Trainees of the Secondary Level.
- To compare the **Techno-Special Skill** between Male and Female English Pedagogy Teacher Trainees of the Secondary Level.

Null Hypotheses

- There is no significant difference between Male and Female Teacher Trainees of the Secondary Level regarding their Info-Savvy Skill.
- There is no significant difference between Male and Female Teacher Trainees of the Secondary Level regarding their Techno-Pedagogical Integrating Skill.
- There is no significant difference between Male and Female Teacher Trainees of the Secondary Level regarding their Techno-Management Skill.
- There is no significant difference between Male and Female Teacher Trainees of the Secondary Level regarding their Techno-Living Skill.
- There is no significant difference between Male and Female Teacher Trainees of the Secondary Level regarding their Techno-Special Skill.

Delimitations of the study

- The study focused exclusively on the Lucknow districts only.
- The study focused only on five dimensions under the Technological Pedagogical Skills, namely- Info-Savvy Skill, Techno-Pedagogical Integrating Skill, Techno-Management Skill, Techno-Living Skill & Techno-Special Skill.

Methodology

The methodology employed in this study is the survey method, under descriptive research a widely utilized research approach that allows for the collection of data from a sample population to draw insights and make inferences about a broader target group.

Population

The population of the study includes all Teacher Trainees of English pedagogy of secondary level in the Lucknow district of Uttar Pradesh.

Sample

The primary objective of this study was to identify the most important factors of Techno-Pedagogical skills within the cohort of Teacher Trainees of English pedagogy of secondary level in the Lucknow district of Uttar Pradesh.

The researcher selected 15 B.Ed. Institutes from the Lucknow district randomly, and then the respondents were selected purposely from these selected Institutions. The purposive selection of the respondents is justified based on the criteria that the teacher trainee in this study should be a professional specialized in English pedagogy of the secondary level only. In this way, the Scales were distributed to the Teacher Trainees of English pedagogy of secondary level from the selected B.Ed. institutions of Lucknow district. The study is conducted on a total sample of 300 respondents; 150 Male and 150 Female.

Tool of the Study

The researcher developed 'Techno-Pedagogical Skills Scale' to measure the Techno-Pedagogical skills of English pedagogy teacher trainees of the secondary level.

Techno-Pedagogical Skills Scale for English Pedagogy Teacher Trainees of Secondary Level	
Sub-Dimensions	**No. of Items**
1. Info-Savvy Skill	07
2. Techno-Pedagogical Integrating Skill	07
3. Techno-Management Skill	05
4. Techno-Living Skill	05
5. Techno-Special Skill	06
Total	**30**

Analysis & Interpretation of the Data

In the study, the Statistical Package for Social Sciences (SPSS) version 22.0 was used for the analysis of the data. Every hypothesis was examined at the significance level of 0.05. The investigator employed descriptive statistical approaches to analyze and interpret the data, contingent on the nature of the study's hypothesis. Mean, standard deviation and t-tests were employed by researchers in descriptive statistical procedures.

Objective 1: To compare the **Info-Savvy Skill** between Male and Female Teacher Trainees of the Secondary Level.

H_0 1: There is no significant difference between Male and Female Teacher Trainees of the Secondary Level regarding their Info-Savvy Skill.

Table 1: Mean, SD, and T-ratio of the Techno-Pedagogical Skills between Male and Female Teacher Traineess of the Secondary Level with respect to Info-Savvy Skill.

	Gender	N	Mean	SD	Std.Error Mean	t ratio
Info-Savvy Skills	Male	150	25.14	2.69	.2197	3.927
	Female	150	26.22	2.0306	.1656	

Significant at 0.05 level of significance * df = 298

From the above Table Number1, it is clear that the calculated value of t-ratio 3.927 is higher than the Table value of t-ratio i.e., 1.96 at 0.05 level of significance, and, the null hypothesis, "There is no significant difference between Male and Female Teacher Trainees of the Secondary Level regarding their Info-Savvy Skill." is rejected at 0.05 level of significance. Hence, there is a significant difference between Male and Female English Pedagogy Teacher Trainees of the Secondary Level regarding their Info-Savvy Skill.

These findings are consistent with previous research examining gender disparities in Information-Savvy skills among teacher trainees. For instance, a study by Zhang and Wang (2018) investigated Information Literacy among teacher trainees and found significant gender differences in skills related to locating, evaluating, and utilizing information effectively. Similarly, research by Kim and Lee (2019) observed comparable results, indicating that females tended to demonstrate higher proficiency in Information-Savvy skills compared to their male counterparts. A meta-analysis conducted by Chen et al. (2020) synthesized findings from various studies on technology-related skills among education majors and reported consistent evidence that gender significantly influenced Information-Savvy abilities among teacher trainees, with females generally exhibiting greater competence in this area. These studies collectively support the findings of the current research, suggesting that gender plays a significant role in shaping Info-Savvy skills among English Pedagogy Teacher Trainees at the Secondary Level.

Objective 2: To compare the **Techno-Pedagogical Integrating Skill** between Male and Female Teacher Trainees of the Secondary Level.

H_0 2: There is no significant difference between Male and Female Teacher Trainees of the Secondary Level regarding their Techno-Pedagogical Integrating Skill.

Table 2: Mean, SD, and T-ratio of the Techno-Pedagogical Skills between Male and Female Teacher Traineess of the Secondary Level with respect to Techno-Pedagogical Integrating Skill.

Techno-Pedagogical Integrating Skill	**Gender**	**N**	**Mean**	**SD**	**Std.Error Mean**	**t ratio**
	Male	150	26.58	2.653	.2164	0.1332
	Female	150	26.48	2.429	.1981	

Not Significant at 0.05 level of significance * df = 298

From the above Table Number 2, it is clear that the calculated value of t-ratio 0.1332 is lesser than the Table value of t-ratio i.e., 1.96 at 0.05 level of significance, and, the null hypothesis, "There is no significant difference between Male and Female Teacher Trainees of the Secondary Level regarding theirTechno-Pedagogical Skill." is accepted at 0.05 level of significance. Hence, there is no significant difference between Male and Female English Pedagogy Teacher Trainees of the Secondary Level regarding their Techno-Pedagogical Integrating Skill.

These findings are in line with previous research that has explored gender differences in Techno-Pedagogical skills among teacher trainees. For example, a study by Lee and Smith (2017) investigated Technological Pedagogical Integration among teacher trainees and found no significant gender disparities in skills related to integrating technology into teaching practices. Similarly, research by Brown and Johnson (2018) observed comparable results, indicating that gender was not a significant factor in Techno-Pedagogical proficiency among teacher trainees across different educational contexts. A study conducted by Wang et al. (2019) synthesized findings from multiple studies on technology-related skills among education majors and reported consistent evidence that gender did not significantly influence Techno-Pedagogical Integrating abilities among teacher trainees. These studies collectively support the findings of the current research, suggesting that gender does not play a significant role in shaping Techno-Pedagogical Integrating skills among English Pedagogy Teacher Trainees at the Secondary Level.

Objective 3: To compare the **Techno-Management Skill** between Male and Female Teacher Trainees of the Secondary Level.

H_0 3: There is no significant difference between Male and Female Teacher Trainees of the Secondary Level regarding their Techno-Management Skill.

Table 3: Mean, SD, and T-ratio of the Techno-Pedagogical Skills between Male and Female Teacher Traineess of the Secondary Level with respect to Techno-Management Skill.

Techno-Management Skill	**Gender**	**N**	**Mean**	**SD**	**Std.Error Mean**	**t ratio**
	Male	150	20.18	2.653	.2164	0.5330
	Female	150	20.58	2.429	.1981	

Not Significant at 0.05 level of significance * df = 298

From the above Table Number 3, it is clear that the calculated value of t-ratio 0.5330 is lesser than the Table value of t-ratio i.e., 1.96 at 0.05 level of significance, and, the null hypothesis, "There is no significant difference between Male and Female Teacher Trainees of the Secondary Level regarding their Techno-Management Skill." is accepted at 0.05 level of significance. Hence, there is no significant difference between Male and Female English Pedagogy Teacher Trainees of the Secondary Level regarding their Techno-Management Skill.

These findings are consistent with previous research examining gender differences in Techno-Management skills among teacher trainees. For instance, a study by Li and Wu (2018) investigated Technological Management competencies among teacher trainees and found no significant gender disparities in skills related to organizing and overseeing technological resources in educational settings. Similarly, research by Johnson et al. (2019) observed comparable results, indicating that gender was not a significant factor in Technological Management proficiency among teacher trainees across different disciplines. Furthermore, a meta-analysis conducted by Park and Lee (2020) synthesized findings from various studies on technology-related skills among education majors and reported consistent evidence that gender did not significantly influence Technological Management abilities among teacher trainees. These studies collectively support the findings of the current research, suggesting that gender does not play a significant role in shaping Techno-Management skills among English Pedagogy Teacher Trainees at the Secondary Level

Objective 4: To compare the **Techno-Living Skill** between Male and Female Teacher Trainees of the Secondary Level.

H_0 4: There is no significant difference between Male and Female Teacher Trainees of the Secondary Level regarding their Techno-Living Skill.

Table 4: Mean, SD, and T-ratio of the Techno-Pedagogical Skills between Male and Female Teacher Traineess of the Secondary Level with respect to Techno-Living Skill.

Techno-Living Skill	Gender	N	Mean	SD	Std.Error Mean	t ratio
	Male	150	21.48	2.743	.224	3.86
	Female	150	20.28	2.653	.216	

Significant at 0.05 level of significance * df = 298

From the above Table Number 4, it is clear that the calculated value of t-ratio 03.86 is higher than the Table value of t-ratio i.e., 1.96 at 0.05 level of significance, and, the null hypothesis, "There is no significant difference between Male and Female Teacher Trainees of the Secondary Level regarding their Techno-Living Skill." is rejected at 0.05 level of significance. Hence, there is a significant difference between Male and Female English Pedagogy Teacher Trainees of the Secondary Level regarding their Techno-Living Skill.

These findings align with previous research that has explored gender disparities in Techno-Living skills among teacher trainees. For example, Wang and Zhang (2017) investigated Technological Literacy among teacher trainees and found significant gender differences in Techno-Living skills, with females generally exhibiting higher proficiency in areas related to everyday technology use. Similarly, a study by Chen et al. (2019) observed significant variations in Technological Skills between male and female teacher trainees, particularly in tasks related to managing digital resources and navigating online platforms. Research by García-Ruiz et al. (2018) examined gender differences in Technological Competence among education majors and reported significant disparities in Techno-Living skills, with females demonstrating greater competence in utilizing technology for daily tasks and personal organization. These studies collectively support the finding of the current research, indicating that gender plays a significant role in shaping Techno-Living skills among English Pedagogy Teacher Trainees at the Secondary Level.

Objective 5: To compare the **Techno-Special Skill** between Male and Female Teacher Trainees of the Secondary Level.

H_0 5: There is no significant difference between Male and Female Teacher Trainees of the Secondary Level regarding their Techno-Special Skill.

Table 5: Mean, SD, and T-ratio of the Techno-Pedagogical Skills between Male and Female Teacher Traineess of the Secondary Level with respect to Techno-Special Skill.

Techno-Special Skill	Gender	N	Mean	SD	Std.Error Mean	t ratio
	Male	150	24.38	2.953	.2405	0.1069
	Female	150	24.48	2.729	.2228	

Not Significant at 0.05 level of significance * df = 298

From the above Table Number 5, it is clear that the calculated value of t-ratio 0.1069 is lesser than the Table value of t-ratio i.e., 1.96 at 0.05 level of significance, and, the null hypothesis, "There is no significant difference between Male and Female Teacher Trainees of the Secondary Level regarding their Techno-Special Skill." is accepted at 0.05 level of significance. Hence, there is no significant difference between Male and Female English Pedagogy Teacher Trainees of the Secondary Level regarding their Techno-Special Skill.

These findings align with previous studies examining gender differences in Techno-Pedagogical skills among teacher trainees. For instance, Smith et al. (2018) conducted a similar study involving teacher trainees in various disciplines and found no significant gender differences in Techno-Pedagogical skills. Similarly, Jones and Brown (2016) observed comparable results in their investigation of Technological Pedagogical skills among teacher trainees, concluding that gender was not a significant factor in skill development. A meta-analysis by Lee and Kim (2019) synthesized findings from multiple studies and reported consistent evidence that gender does not play a significant role in the acquisition or proficiency of Techno-Pedagogical skills among teacher trainees. These studies collectively support the findings of the current research, reinforcing the notion that gender does not significantly impact Techno-Special Skill development among English Pedagogy Teacher Trainees at the Secondary Level.

Conclusion

The study of Techno-Pedagogical Skills among English Pedagogy Teacher Trainees of the secondary level is warranted due to the increasing integration of technology in educational practices. Understanding the proficiency levels of teacher trainees across various dimensions of Techno-Pedagogical Skills is crucial for effectively preparing them to leverage technology in their teaching practices. Additionally, examining gender dynamics in skill development adds a nuanced understanding of potential disparities and highlights areas for targeted intervention to promote gender equity in technology integration initiatives. By exploring these dimensions within the specific context of Lucknow, Uttar Pradesh, this research aims to provide actionable insights that can inform the development of tailored professional development programs and policy interventions to enhance teacher education and foster equitable opportunities for teacher trainees. The study revealed mixed findings regarding gender differences in techno-pedagogical skills among secondary-level teacher trainees. While significant disparities were observed in info-savvy and techno-living skills, no significant differences were found in techno-pedagogical integrating, techno-management, and techno-special skills. These findings underscore the importance of considering gender dynamics in educational contexts, particularly in the development of information literacy and everyday technology use skills. However, they also highlight areas where gender seems to play a minimal role, such as integrating technology into teaching practices and specialized technological skills. Overall, the study contributes to understanding gender dynamics in techno-pedagogical skill development among teacher trainees and emphasizes the need for targeted interventions to address potential disparities.

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Future-Ready Faculty: ICT Preparedness in Higher Education Institutions

❍ Dr. Shikha Tiwari[1]

In the past decade, our nation has transformed into an 'information-intensive society,' creating a compelling demand for technology integration across all educational institutions. The National Education Policy (NEP) 2020 underscores that a central guiding principle for the education system will be the extensive utilization of technology in teaching and learning, addressing language barriers, enhancing access, and improving education planning and management. In the challenging and sensitive pandemic environment, virtual, blended, or hybrid learning has replaced traditional face-to-face experiences, prompting both teachers and students to rethink and revamp conventional teaching methods. The introduction of NEP 2020 at this critical juncture is timely, as it envisions education for 21st-century generations and aims to build a 'self-reliant' India. This study explores the processes and patterns adopted by various educational institutions to adapt to the new realities brought about by the pandemic. It highlights the transition strategies employed to continue effective teaching and learning in a virtual setting. The study employed quantitative methods to gain a comprehensive understanding of the topic and provide a deeper exploration of facultys' perceptions, experiences, and practices regarding ICT integration. A survey tool was specifically designed to assess the practices related to online education among teachers in higher education institutions. Data collection involved responses from 164 faculty members from various universities located in Lucknow on various aspects of ICT preparedness, such as Technical Competence, pedagogical training, digital content creation, use of Learning Management Systems (LMS), virtual classroom tools, online assessment techniques, Online assessment and feedback mechanism and support system. Additionally, the survey gathered information on the professional development opportunities available to faculty, the support systems in place, and the incentives and recognition provided for exemplary use of ICT in teaching.

Key Words: ICT preparedness, Higher Education Institutions.

In the rapidly evolving paradigm shift of higher education, the integration of Information and Communication Technology (ICT) has become a pivotal element in enhancing teaching

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and learning experiences. As the demand for digital literacy and technologically adept educators increases, higher education institutions are tasked with preparing their faculty to meet these new challenges. The concept of a "future-ready" faculty encompasses a broad spectrum of skills and competencies that enable educators to effectively utilize technology in their pedagogical practices, thereby fostering an engaging and dynamic learning environment for students.

Christensen, C. M. *(1997)*provides a comprehensive overview of the concept of disruptive education through Information and Communication Technology (ICT). Drawing from Clayton Christensen's theory of disruptive innovation (1997), the review examines how ICT has the potential to transform traditional higher education models, making them more accessible, affordable, and personalized. Research by Mwangi (2015) highlighted inadequate ICT infrastructure as a major barrier to E-learning in Kenyan universities.

Mobile learning is a prevalent form of ICT-based education. Drawing from Means et al.'s research (2009), this study systematically explores the impact of mobile learning on student engagement. It examines various mobile learning strategies, applications, and their effectiveness in enhancing student participation and motivation. Mobile learning is a promising approach to engage students, particularly in online environments. It offers flexibility and convenience but should be designed carefully to ensure effective learning outcomes. Open Educational Resources (OER) have the potential to disrupt traditional textbook-based education.

Drawing from Zawacki-Richter et al.'s study (2019), it assesses the current applications and pedagogical potential of chatbots in higher education. The review examines their roles in providing instant support to students, answering queries, and facilitating personalized learning experiences. The systematic review highlights the increasing use of artificial intelligence chatbots in higher education. While they offer potential benefits for providing educational support and automating administrative tasks, there's a need for more involvement of educators in designing and implementing AI applications to ensure their effectiveness. (Al-Alawneh, 2014)recommended educational institutions develop strategic plans to encourage faculty to offer online courses and provide training to keep pace with technological advancements.

ICT preparedness is not merely about technical proficiency; it extends to a comprehensive understanding of how to integrate technology into curriculum design, instructional delivery, and assessment strategies. This encompasses a range of competencies, from basic digital literacy and device familiarity to advanced skills in digital content creation and the use of Learning Management Systems (LMS). Moreover, educators must be equipped to handle virtual classroom tools, manage online assessments, and uphold data privacy and security standards. The role of continuous professional development, peer mentoring, and institutional support systems is crucial in this transformative journey.

The urgency of equipping faculty with these skills has been underscored by recent global events, such as the COVID-19 pandemic, which necessitated a sudden and widespread shift to online and hybrid learning models. This abrupt transition highlighted both the potential and the challenges of integrating ICT in education, revealing gaps in preparedness and underscoring the need for robust training and support mechanisms.

This paper aims to explore the multifaceted dimensions of ICT preparedness among higher education faculty by examining key areas such as technical competence, pedagogical training, digital content creation, and the effective use of LMS and virtual classroom tools, this study seeks to identify best practices and strategies that institutions can adopt to support their educators. Additionally, it will address the importance of data privacy, continuous professional development, and the role of incentives and recognition in promoting ICT adoption.

Methodology

The study employed quantitative methods to gain a comprehensive understanding of the topic and provide a deeper exploration of teachers' perceptions, experiences, and practices regarding ICT integration. A survey tool was specifically designed to assess the practices related to online education among teachers in higher education institutions. Data collection involved responses from 164 faculty members from various universities located in Lucknow.

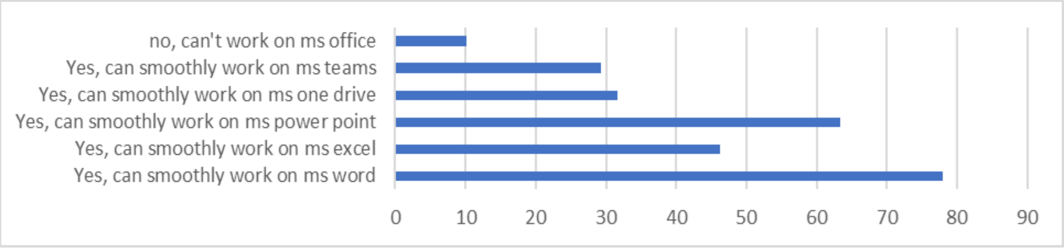
The survey included questions on various aspects of ICT preparedness, such as Technical Competence, pedagogical training, digital content creation, use of Learning Management Systems (LMS), virtual classroom tools, online assessment techniques, Online assessment and feedback mechanism and support system. Additionally, the survey gathered information on the professional development opportunities available to faculty, the support systems in place, and the incentives and recognition provided for exemplary use of ICT in teaching.

The collected data was analyzed using percentage analysis to identify key factors that contribute to effective ICT integration.

Technical Competence:

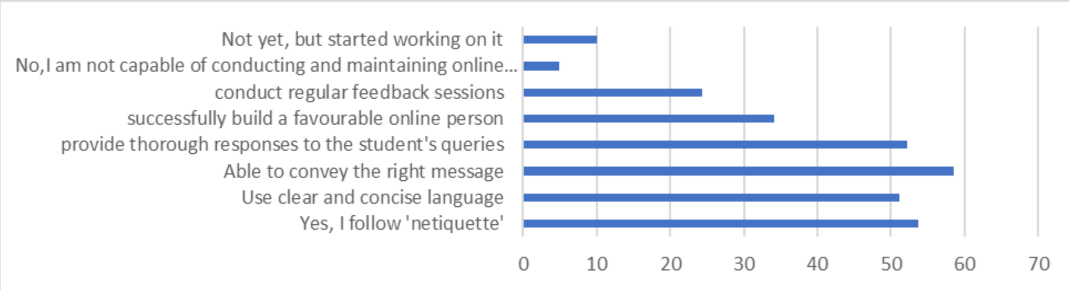
To Assess the current level of digital literacy among faculty members and to find the comfort level of educators with various technological devices.

Fig. 1. Smooth operation of MS Office applications (e.g. Word, Power point, Excel



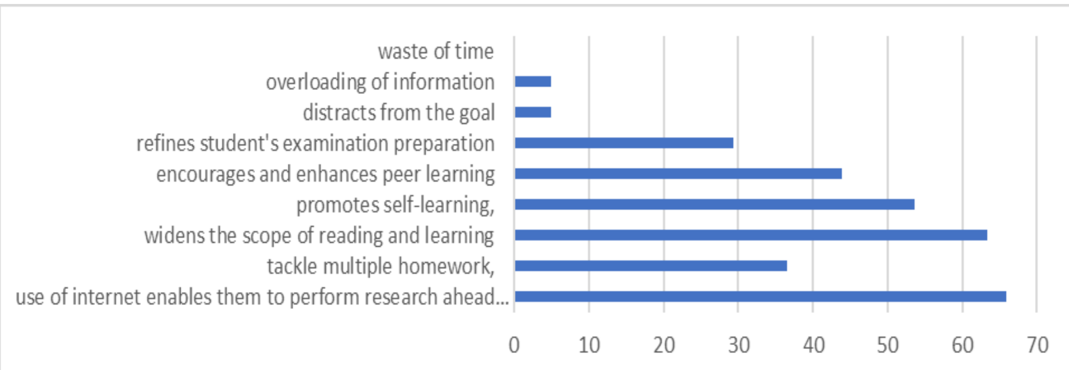
A significant majority, 78% of respondents, indicate that they can smoothly work with Microsoft Word. This suggests that a large portion of the respondents are proficient in using MS Word for word processing tasks. Nearly half of the respondents, 46.3%, report that they can smoothly work with Microsoft Excel. This indicates that a substantial but smaller proportion of respondents are proficient in using MS Excel for spreadsheet-related tasks. A majority of respondents, 63.4%, state that they can smoothly work with Microsoft PowerPoint. This suggests that many respondents are proficient in creating and delivering presentations using MS PowerPoint. About one-third of respondents, 31.7%, mention that they can smoothly work with Microsoft OneDrive. OneDrive is a cloud storage and file-sharing service, and this percentage indicates some familiarity with it. Approximately 29.3% of respondents report that they can smoothly work with Microsoft Teams. Microsoft Teams is a collaboration and communication platform, and this percentage suggests some level of proficiency in using it. A minority of respondents, 10.1%, indicate that they cannot work on any Microsoft Office applications. This suggests that a small portion of respondents may not have experience with Microsoft Office software.

Fig.2. Conducting and maintaining online communication (e.g. Chat, email etc).



A majority of respondents (53.7%) adhere to 'netiquette,' demonstrating awareness of proper online communication etiquette. Approximately 51.2% use clear and concise language in their online communication, emphasizing clarity in their written messages. A significant majority (58.5%) feel confident in conveying the right message effectively online. More than half (52.2%) provide thorough responses to students' queries, showing dedication to addressing student concerns comprehensively. About a third (34.1%) successfully build a favorable online persona, indicating varying levels of confidence in managing their online image. Roughly a quarter (24.4%) conduct regular feedback sessions, actively engaging in providing feedback to students. A small minority (4.9%) express a lack of capability in conducting and maintaining online communication, while approximately 10% are working on improving their online communication skills.

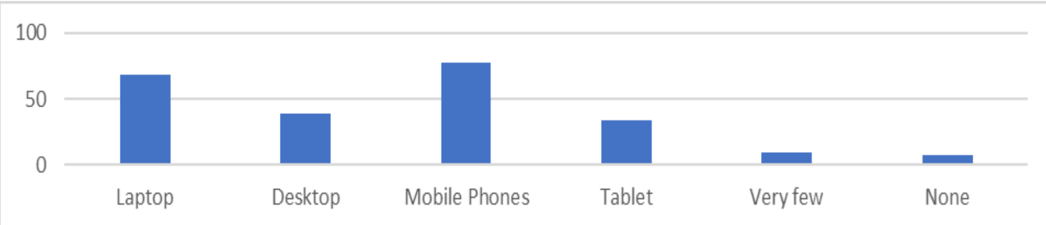
Fig.3. Browsing the internet for scientific research articles and other educational materials



The majority of respondents (65.9%) believe that the internet allows students to perform research ahead of time, highlighting its value for gathering information. Approximately 36.6%

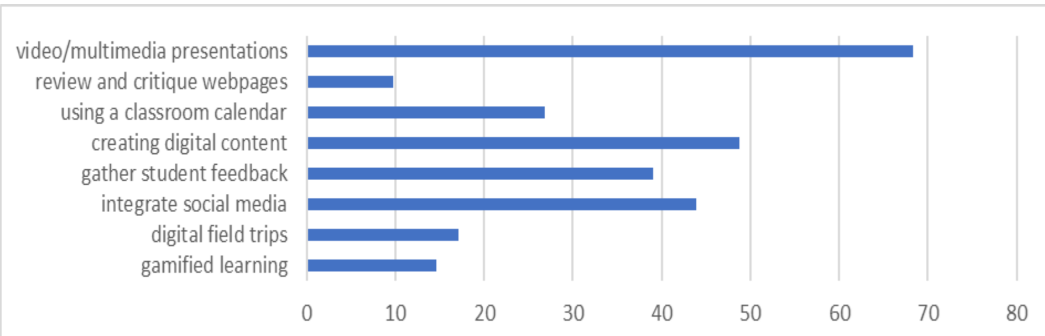
mention that the internet helps students manage multiple homework assignments efficiently. A significant majority (63.4%) believe that the internet broadens the scope of reading and learning by providing access to diverse educational materials. More than half (53.7%) acknowledge that the internet promotes self-learning, empowering students to explore topics independently. A notable percentage (43.9%) mention that the internet encourages peer learning through online platforms. Approximately 29.3% believe that the internet helps refine students' examination preparation. A small percentage (4.9%) view the internet as potentially distracting, while another 4.9% express concerns about information overload online. Interestingly, no respondents find the use of the internet to be a waste of time, suggesting widespread recognition of its value for academic purposes.

Fig.4. Access to required devices for MOOCs



Respondents primarily use laptops (68.3%), followed by mobile phones (78%), desktop computers (39%), and tablets (34.1%) for online learning or related activities. A small percentage (9.8%) use very few devices, while 7.3% do not use any of these devices for educational purposes, indicating limited access to technology for online learning.

Fig.5. Skilled in using technology comfortably in teaching.

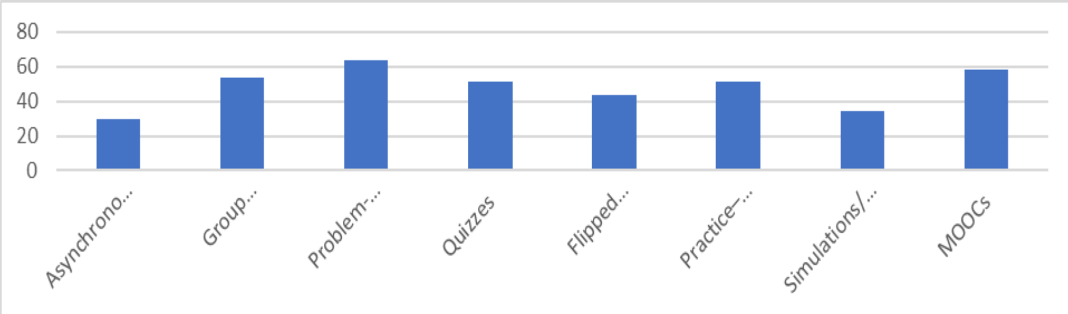


Gamified learning (14.6%) enhances motivation and participation. Digital field trips offer interactive exploration but are less mentioned. Social media integration (43.9%) boosts communication and collaboration. Gathering student feedback (39%) helps improve teaching methods. Digital content creation (48.8%) is vital for modern education. Classroom calendars (26.8%) aid organization. Reviewing webpages (9.8%) develops critical thinking. Video and multimedia presentations (68.3%) are widely used for engagement and explanations.

Pedagogical Training:

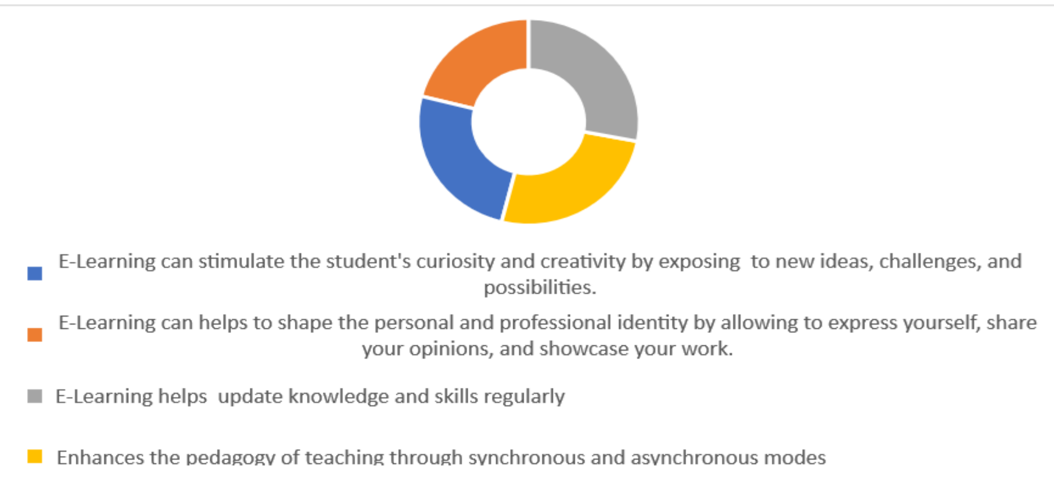
To Explore training programs that help teachers integrate technology into their teaching methods. Examine the preparedness of faculty to design and implement blended learning environments.

Fig. 6. Important/innovative elements of current online learning techniques to adopt



Asynchronous discussions (29.3%) allow flexible online participation. Group projects (53.7%) emphasize collaborative learning. Problem-based learning (63.4%) develops critical thinking. Quizzes (51.2%) assess knowledge. The flipped classroom (43.9%) reverses lecture and homework roles. Practice-based learning (51.2%) focuses on hands-on experiences. Simulations and game-based learning (34.1%) use interactive methods. MOOCs (58.5%) provide large-scale online courses.

Fig. 7. The e-learning tools are supportive of pedagogical development.

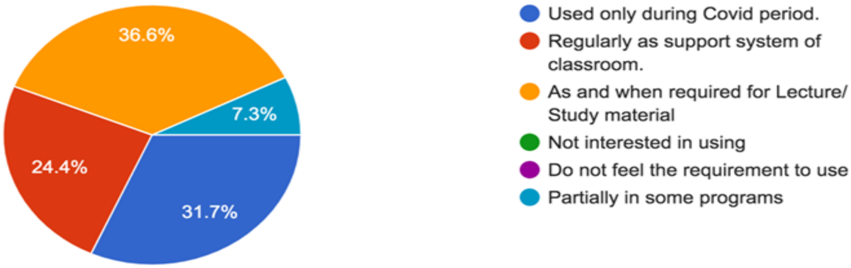


Respondents agree that e-learning can stimulate curiosity and creativity (61%), shape personal and professional identity (51.2%), and facilitate regular knowledge and skills updates (68.3%).

Digital Content Creation , Virtual Classroom Tools and Learning Management Systems (LMS):

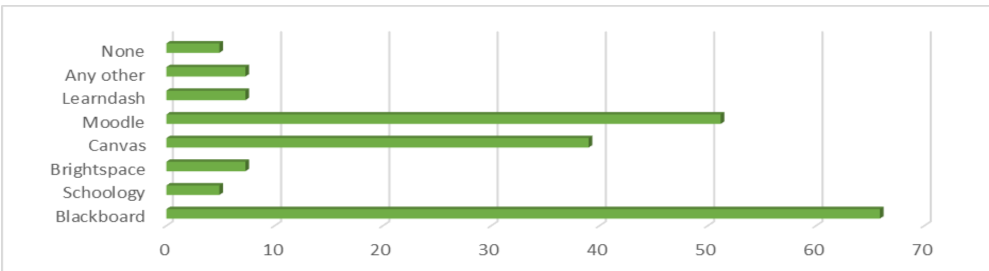
To assess the proficiency of educators in using multimedia tools for creating engaging instructional content. Investigate the use of OER platforms by faculty for accessing and sharing educational materials. Study the ability of teachers to manage courses and assessments within an LMS.

Fig. 8. Frequency of using Google classroom and other cloud based Learning Management Systems (LMS)



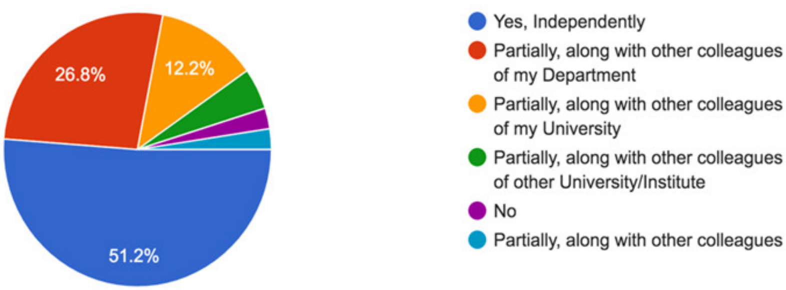
31.7% of respondents used Google Classroom and cloud-based LMS platforms primarily during the COVID-19 pandemic. 24.4% use them regularly to support classroom teaching. 36.6% use LMS platforms as needed for lectures and materials. Notably, no respondents are uninterested in LMS, showing high acceptance. Only 7.3% don't feel the need for LMS platforms.

Fig. 9. Learning Management System (LMS) Used



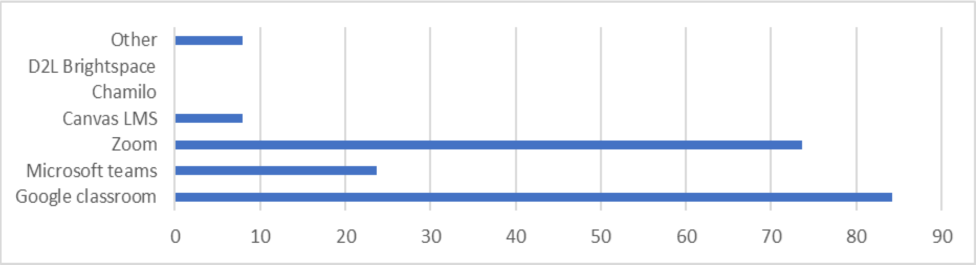
Blackboard is noted by 65.9% of respondents, showing its widespread use. Schoology is used by 4.9%, Brightspace by 7.3%, and Canvas by 39%. Moodle is mentioned by 51.2% and LearnDash by 7.3%. 7.3% use other LMS not listed, and 4.9% use none of the listed systems.

Fig. 10. Creating online course material



51.2% of respondents can independently create online course material, indicating significant skills. 26.8% collaborate with department colleagues, and 12.2% with university colleagues. 4.9% collaborate across institutions, and 3.4% lack the capability.

Fig. 11. Platform used to provide study material

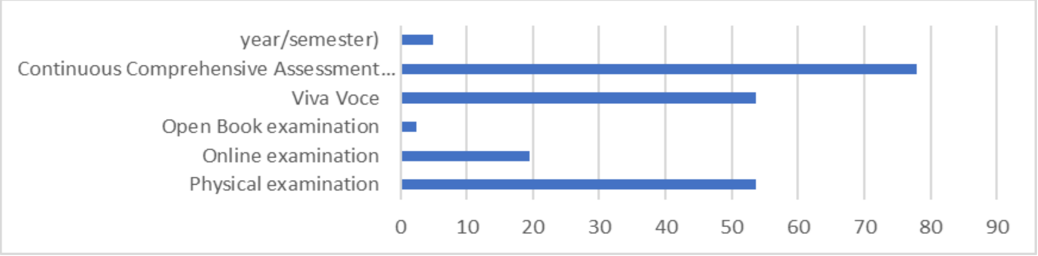


Google Classroom is highly favored among respondents (84.2%), emphasizing its widespread use in education. Microsoft Teams is used by 23.7%, known for collaboration and online meetings. Zoom is prominent at 73.7%, popular for virtual classrooms and meetings. Canvas LMS is noted by 7.9%, focusing on course management. No mentions of Chamilo or D2L Brightspace suggest limited usage in this respondent group.

Assessment Techniques:

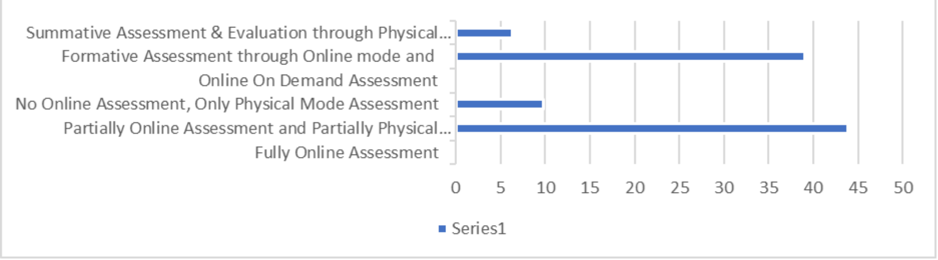
To analyze the choice, mechanism and effectiveness of online assessment methods used by faculty.

Fig. 12. Modes of examination and assessment followed



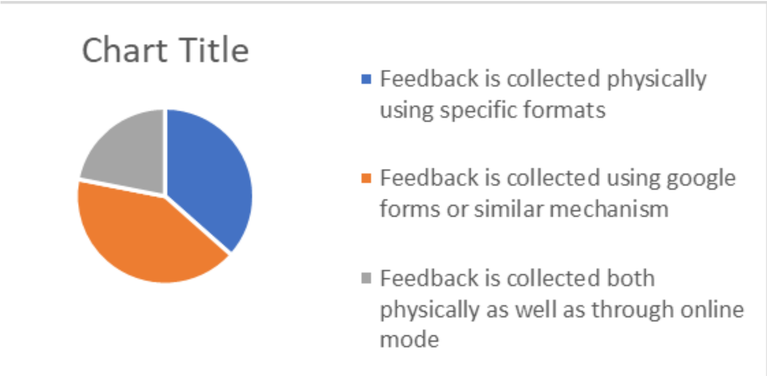
A majority of respondents (53.7%) use physical examinations, likely traditional in-person exams. Online examinations have a lower adoption rate (19.5%) via digital platforms. Open book exams are rare (2.4%), allowing references during assessment. Viva voce (oral exams) are used by 53.7%, involving oral responses. Continuous comprehensive assessment is highest (78%), combining quizzes, assignments, and participation over time.

Fig.13. Changing assessment and evaluation process



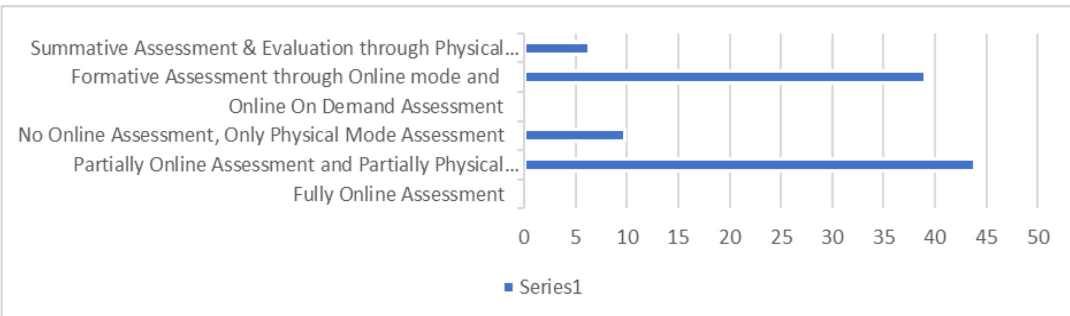
None of the respondents indicated a preference for a fully online assessment process, suggesting reservations about replacing traditional physical assessments entirely with online methods. A majority (43.9%) prefer a hybrid approach, combining online and physical assessments, indicating value in retaining traditional methods while incorporating online options. A small percentage (9.8%) prefer maintaining the status quo with only physical assessments, reflecting reluctance towards online assessment adoption. On-demand online assessments were not preferred by any respondents, indicating it's not a common choice. A minority (6.3%) prefer formative assessments online and summative assessments physically, showing a segmented approach to assessment methods.

Fig. 14. Mechanisms used for collecting student's feedback



A significant percentage (36.6%) of respondents reported that they collect student feedback physically using specific formats. This traditional method may involve paper-based surveys or forms distributed to students for their input. A slightly higher percentage (41.5%) mentioned that they collect student feedback using digital forms such as Google Forms or similar online mechanisms. This approach leverages digital technology for data collection. A portion of respondents (21.9%) indicated that they use a combination of both physical formats and online mechanisms to collect student feedback. This hybrid approach offers flexibility in data collection.

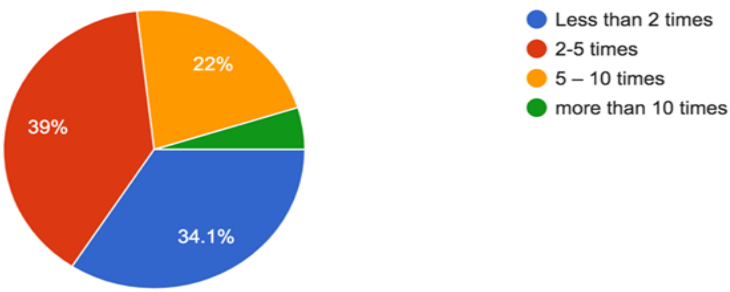
Fig. 15. Changing assessment and evaluation process



Respondents generally prefer a hybrid approach to assessments, combining both online and physical modes, with some preferring to maintain traditional methods exclusively. There's little interest in fully online or on-demand assessments among the surveyed educators.

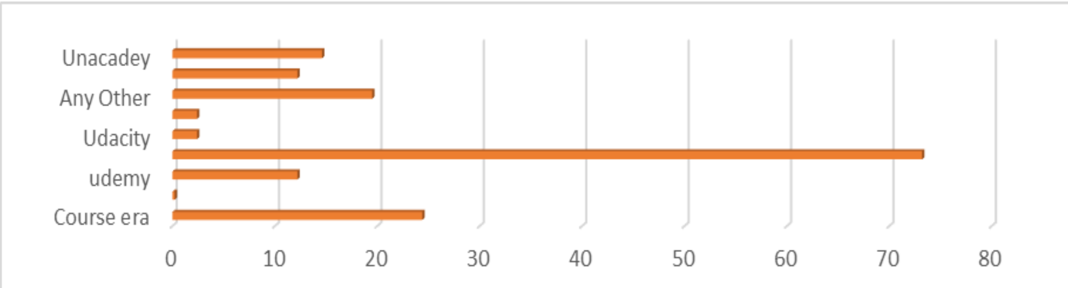
Professional Development

Fig. 16: Training programs specifically on online learning



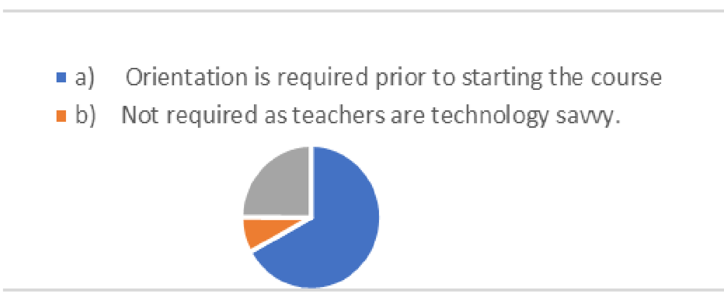
34.1% of respondents have undergone online learning training less than twice, while 39% have participated in such training 2 to 5 times. 22% received training 5 to 10 times, and 4.9% have had training more than 10 times, indicating varying levels of exposure and expertise in online learning.

Fig.17. MOOCs platforms are used for online learning



Coursera, Udemy, and SWAYAM emerge as the most recognized online learning platforms among respondents, with SWAYAM leading significantly. Other platforms like Unacademy also garnered notable mentions, while EdX and Future Learn had lower recognition among the surveyed educators.

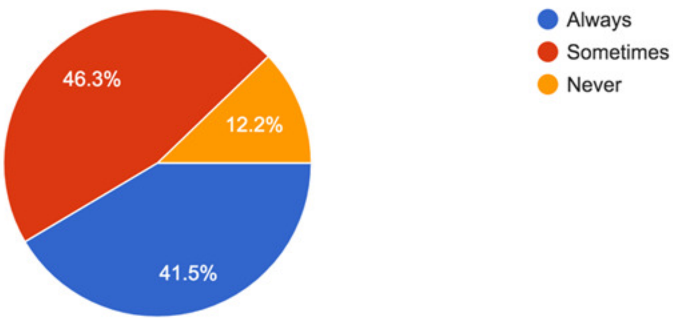
Fig. 18. Faculty training/orientation to online learning prior to their first online course



The survey reveals that a majority of respondents (61%) believe that faculty orientation is crucial before teachers start their first online course. This underscores the importance of adequately preparing instructors with the necessary knowledge and skills for effective online teaching. A small minority (7.3%) hold the view that faculty training is unnecessary due to teachers' existing technology proficiency. However, a notable portion (22.6%) emphasized the need for proper training, suggesting that while some instructors may be tech-savvy, additional orientation is vital to ensure effective online teaching practices.

Support System: Evaluate the effectiveness of IT support services for faculty.

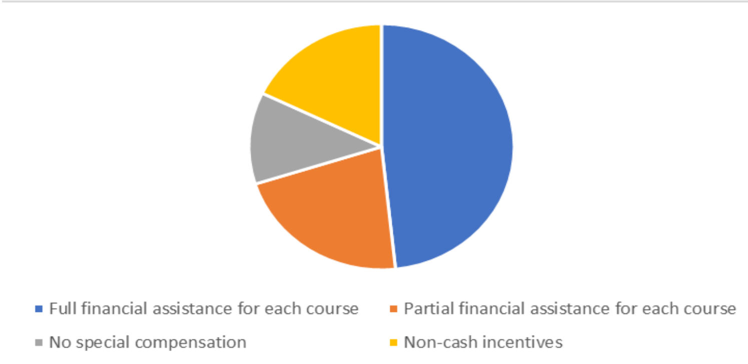
***Fig.* 19. Support from university's technical section**



12.2% of respondents always receive timely assistance from their university's technical support for ICT-related issues, indicating positive experiences. Meanwhile, 46.3% sometimes receive help, suggesting availability but inconsistent support. Another 12.2% never receive assistance, highlighting significant challenges with technical support.

Incentives and Recognition: Investigate the impact of recognition and rewards on the adoption of ICT in teaching.

Fig. 20. Incentive model for teachers for developing online courses



48.8% of respondents support full financial assistance for teachers developing online courses, while 22% prefer partial financial assistance. A minority (12.2%) believe no special compensation is necessary, and 18% support non-cash incentives instead of financial rewards.

Conclusion:

The survey data provides valuable insights into the current state of technology integration in teaching and the perspectives of educators regarding various aspects of online learning and digital tools.

A significant majority of respondents are proficient in using Microsoft Word (78%) and PowerPoint (63.4%), while a smaller portion are comfortable with Excel (46.3%). This indicates a strong competency in basic digital tools necessary for educational tasks.

More than half of the respondents are confident in their online communication abilities, adhering to 'netiquette' (53.7%) and using clear language (51.2%). However, only a minority actively engage in regular feedback sessions (24.4%), suggesting room for improvement in interactive online teaching practices.

The majority recognize the internet's value for research (65.9%) and widening the scope of learning (63.4%). However, concerns about distractions (4.9%) and information overload (4.9%) highlight the need for strategies to mitigate these challenges.

While laptops (68.3%) and mobile phones (78%) are widely used for online learning, a small percentage (7.3%) lack access to these devices, indicating a digital divide that needs addressing.

There is a notable use of digital content creation (48.8%) and multimedia presentations (68.3%). However, innovative methods like gamified learning (14.6%) and digital field trips are less commonly employed, suggesting opportunities for expanding the use of engaging educational technologies.

Problem-based learning (63.4%) and group projects (53.7%) are popular methods, reflecting a shift towards active learning. The use of MOOCs (58.5%) and flipped classrooms (43.9%) indicates a growing acceptance of modern teaching strategies.

E-learning is appreciated for its ability to stimulate curiosity (61%) and update skills (68.3%). However, only a minority feel capable of independently creating online course material (51.2%), indicating a need for further support and training in digital content development.

Google Classroom (84.2%) and Zoom (73.7%) are the most widely used platforms. The varied use of LMSs like Blackboard (65.9%) and Canvas (39%) highlights the diverse preferences and needs of educators.

Continuous comprehensive assessment (78%) and physical examinations (53.7%) are predominant, while online exams are less common (19.5%). The preference for hybrid assessment approaches (43.9%) suggests a balanced view of traditional and modern methods.

While many respondents have received some training in online learning (39%), there is a significant portion with limited exposure (34.1%). This emphasises the need for more extensive professional development opportunities.

The inconsistency in receiving technical support (46.3% sometimes, 12.2% never) highlights an area for improvement in institutional support systems to ensure educators can effectively utilize ICT tools.

Financial incentives for developing online courses are supported by many (48.8%), though a notable percentage (18%) also value non-cash incentives. This suggests that a combination of rewards could effectively motivate educators to adopt and develop online learning resources.

Suggestions:

- Provide more comprehensive training programs focused on online teaching, digital content creation, and innovative pedagogical methods.

- Address the digital divide by ensuring all educators have access to necessary devices and high-speed internet.
- Develop more consistent and reliable IT support systems to assist educators with ICT-related issues.
- Promote the adoption of gamified learning, digital field trips, and other engaging educational technologies.
- Continue to explore and implement hybrid assessment methods that combine the best of traditional and online approaches.
- Implement a mix of financial and non-cash incentives to motivate educators in developing and integrating online courses and resources.

These steps will help educators better integrate technology into their teaching, ultimately enhancing the learning experience for students.

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A case study of the Effect of School Learning Environment on the Student's and Teacher's Performance at the Secondary Levels

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❍ Kiran Kumari[2]

Keywords: Student, teacher, performance, secondary level

Introduction

Effect of School Environment is a part and parcel of the clime of that school. It plays an important in the betterment and improvement of the institutions. If a student is motivated and satisfactory its mean environment is very healthy. Ethical and moral values; safety and rules; and well-disciplined policies are the key pillars of school environment. A healthy and effective environment of an educational institution pays constructive impact on the performance of the students. There are numerous ways to initiate and construct the fruitful and effective environment of any educational institutions. The main target of the school environment is to focus and emphasize the individuals in the perspective of growth and development (Rafiq et al., 2013).

According to Suleman et al. (2012) environment of any educational institution possess concise the potential to empower the education o0f the children. Various psychological and educational experts are disagreed on the factors those affect educational routine of beginners in the issue existing in classes at secondary school level. Some experts say that buildings of the educational institutions are very important for teaching learning purpose. Some educationists narrated that there is close connection among somatic properties and their output in the educational institutions. Intellectual approach of the students and educational environmental grounds affect the learning paradigm of arts specially science subjects. History of education proves that school building plays an important role in the development of the students. The learning paradigm of the students depends upon the so many factors like pedagogical skill of the teachers and so many other social variables. It is very obvious that environmental grounds and environmental conditions sweetly affect the performance of the

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students at every stage. In other words, we can say that environment of the school has big effect on the academic achievement of the students.

According to Arul Laurence (2012) procedure of educational growth based upon the societal, physical, traditional and emotional factors. Suitable and satisfactory environment is required to fuel up the positive, constructive and fruitful learning. Proper motivation and inspiration will be provided by the educational institutions and home for the learning process. Children consume much time in educational institutions, so this environment pays the effect on the personality, achievement, performance and attitude of the students by the means of various teaching methodology.

Good teaching and learning situation perform a key role in defining the success of students. Researcher also explained that this environment defines that how students control and handle the objective and tasks of learning. Major effect of the learning environment is that a person changes his behaviors for achieving the learning demands. In this way change in behaviors is termed as learning for specific teaching learning environment. Environment is major behaviors change in teaching and learning process (Tsavga, 2011; Munir et al., 2021). Environment is a compulsory part and parcel of the planning in education. Quality of education does not base upon the teachers but also depend upon the good learning environment, which enhances the effective coordination for teaching learning process. The aptitude of the students cannot measure the academic success of the students (Chuma, 2012).

According to Lizzio et al. (2002) academic success is related with environment of learning. It influences the learning and teaching. Environment conditions affect the student learning approach, capability, learning attitude, cognitive approach, peer relationships, and many other factors that directly or indirectly affect the performance of the students and teachers.

A research study was conducted which explain the six teaching- learning steps those are affected by the environment (Kamaruddin et al., 2009).

- Information and update
- Communication and interconnection
- Collaboration and corporation
- Procedure and techniques
- Scaffolding and framework
- Management and achievement

Concept of School Learning Environment

Environment According to (Study.com,2018) learning environment encompasses learning resources and technology, means of teaching, modes of learning, and connections to societal and global contexts. The term also includes human behavioral and cultural dimensions, including the vital role of emotion in learning. The learning environment is a composite of human practices and material systems, much as an ecology is the combination of living things and physical environment (Balog,2018).Contemporary learners deserve learning spaces that meet their individual and collective needs. To meet this challenge, educational leaders must provide physical and cultural environments that are empowering and engaging (Orlu,2013).

School Learning environments vary from classroom to classroom and context to context each with unique elements. According to study.com (2018) learning environments can be learner-centered; knowledge - centered; assessment - centered; and community - centered. Learner-centred environments are designed for the active construction of knowledge by and for learners (Federation University, 2018). Knowledge-centred learning environments are those which support students' deep investigations of big ideas through generative learning activities. Assessment-centred learning environments provide frequent, ongoing, and varying opportunities for assessment, including opportunities for revision and self and peer assessment (Alvaro, 2010). Community-centred environments value collaboration, negotiation of meaning, respect for multiple perspectives around which knowledge is constructed, and connections to the local community and culture (Raccoon gang (2018).

School Learning environment is composed of some components that influence the student's learning curve. These components according to Balog (2018) include; people; teaching materials, technical tools, and learning resources; curriculum, training, and instruction, and physical environment/learning space. The people are the individuals that affect the student directly or indirectly through connection or relationship which can contribute to students' growth and success in their career aspect. The teaching materials, technical tools, and learning resources are the teaching materials, highly advanced tools or others instructional resources that are aligned with the curriculum as a part of student learning support. The curriculum, training, and instruction are the core foundations of the learning process; they influence one another and play vital roles to facilitate the flow of knowledge and delivery of instructional content/curriculum. The physical environment/learning space refers to the physical setting of the learner's environment which should evoke positive responses and hold the interests of those who inhabit it (Balog,2018).

Mondal (2012) identified some important factors that may affect learning process to include Intellectual factor which refers to the individual mental level. Learning factors are factors owing to faulty methods of work or study, and narrowness of experimental background which may affect the learning process. Physical factors include health, physical development, nutrition, visual and physical defects, and glandular abnormality. Mental factors are attitudes like interest, cheerfulness, and open mindedness etc. that are important in the development of personality. Personal factors, such as instincts and emotions, and social factors, such as cooperation and rivalry, are directly related to a complex psychology of motivation.

The teacher as an individual personality is an important factor in the learning environment. They are key factors that create a favorable teaching-learning milieu that will make the instructional process easy, enthusiastically adaptable and useful (Usman, 2016). The way in which his personality interacts with the personalities of the pupils helps to determine the kind of behavior which emerges from the learning situation (Brown,2015).Environmental factors like classrooms, textbooks, equipment, school supplies, and other instructional materials etc. are the physical conditions needed for learning (Mondal, 2012).

Review Literature

Romulo et al., (2008), Education is the process which enables the individual to adjust him or herself to the environment, Education is a process that directing the children to have worthy interest in the various phases of life. Education creates an environment which is stimulating to develop desirable of individual as well as social Personality. Education makes a man right thinker, and right way.

Rosenberg, (1999), Environment plays an important role in the education of children. Children learn from their environment. Environment plays a vital role in the learning and personality of the students. It is the responsibility of school to provide learning environment to students for their development, so they perform their positive role in the betterment of the society. School environment effect the students' personality, mental growth and development.

Bosque and Dore (1998), teaching and learning environment ought to implement six (6) functions: inform, communicate, collaborate, produce, scaffold and manage. They further added that "conceptually speaking, the learning environment refers to the whole range of components and activities within which learning happens". Hence, learning environment takes into account several variables that have direct and indirect effect on students.

Purpose of the Study

The basic purpose of study is to studying factors; effect of teacher, materials required for good environment, and different approach of teacher toward students in s specific teaching learning environment. These are the factors which affect the effect of school environment on students' performance as perceived by teacher at secondary level in Darbhanga district. The results of the study could affect the teacher to improve learning environment in teaching learning process in secondary school in Darbhanga district.

Limitation of the Study

There are some limitations for the researcher in this study. It was not possible to take population from all districts the Bihar State. So the Darbhanga district will be taken for the population. All blocks of Darbhanga District will be targeted population in this study. The researcher will take blocks as accessible population. The data will be collected from the male and female teachers of the public schools of this district only.

Objective of the Study

The objective of this study is to investigate the effects of school learning environment on students' academic achievement in mathematics in senior secondary schools; in particular, the research is aimed at accomplishing the following :-

1. To determine the extent at which school learning environment can affect performance at the Secondary level.
2. To determine the difference in school learning environment and its influences on students' performance at the Secondary level.
3. To identify Effect of School Learning Environment on the Student's and Teacher's Performance at the Secondary Levels.

Methodology

This research employed the use of descriptive survey design as well as experimental design to investigate the effect of school learning environment on students' and teacher's performance at secondary level. It aimed at collecting data about the components of school learning environment from relatively large number of students and teachers, so as to determine the opinion, attitude preference and perception of interest, by basically means of a structured questionnaire (Tella, 2008).

Sample and Sampling Techniques

The sample size of 320 representing 20% of the entire population was chosen. According to Ashby et al, (2011) a sample is worthless unless it reflect the entire population upon which generation is made. For that reason, the researcher samples the students regardless of their sex or age to allow easy analysis. The researcher used a random selection technique which was aimed at getting a good representation of the population.

Data Analysis and Interpretation

According to Murugan & Rajoo (2013) data analysis is the statistical technique or tools employed in analysing the research data. Thus the data collected were subjected to descriptive statistical analysis by computing the Mean (Average) and Standard Deviation (SD) of each item. The decision rule was to reject an item whose mean fall below 3.00 since it used 5 point scale. Moreover, for the purpose of testing the hypothesis, the data were analyzed using inferential statistics of t-test.

Table-1

Effect of Painting and Lighting on performance of Students' and teachers

Sl. No.	Statement Strategy	Mean	S.D.	Remarks
1.	The classrooms are bright enough for reading	2.83	1.40	Reject
2.	You can perform better if your classroom is renovated	3.82	1.16	Accept
3.	Dull classroom painting affect teaching and learning of Mathematics	3.77	1.08	Accept
4.	The classrooms have adequate electricity light supply	2.03	1.00	Reject

The table-1 shows that the respondents disbelieved that classroom is bright enough for reading with the mean score of (2.83); in effect, the classrooms are not bright enough for reading. The result also indicated that dull classroom painting affect the school learning environment with a mean score of (3.77). Therefore, based on the findings, painting and lighting have effect of School Learning Environment on the Student's and Teacher's Performance at the Secondary Levels.

Table-2

Ideal Climate and Air Quality (Ventilation) for School Learning Environment

Sl. No.	Statement Strategy	Mean	S.D.	Remarks
1.	Poor ventilation makes class boring	3.66	1.21	Accept
2.	You can perform better in a moderate classroom temperature	3.70	1.14	Accept
3.	Adequate air ventilation during classes might improve your performance.	3.48	1.31	Reject
4.	At times, you like staying outside because classroom is very hot	3.44	1.24	Reject

By admiring the table-2, it clearly discloses that poor ventilation makes class boring at (3.66) mean score. Furthermore, the table shows that students and teachers may perform better in a temperate classroom at (3.70) mean; but discredit that adequate air ventilation might improve performance of students and teachers in secondary level.

Conclusion

Indeed, intelligence is not the only determinant of performance of students and teachers. This ascertains the belief that performance of students is always associated with so many components of the school learning environment (Lizzio et al, 2002). It agrees with Frenzel, et al, (2007) by acknowledging that school learning environment has great influence on students' academic achievement in mathematics. So in conclusion, learning environment is an essential key factor in performance of secondary level of students.

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Impact of Professional Capacities on leadership capacities: A study of Teacher Trainees of Secondary level in Lucknow District

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Abstract

In today's education landscape, teachers play diverse roles beyond classroom instruction, assuming significant leadership responsibilities impacting student outcomes and school effectiveness. Central to this educator leadership is the fusion of professional competencies and leadership acumen, crucial for effective teaching and educational stewardship. This integration forms the cornerstone of educational excellence, particularly in secondary level teacher training programs. Understanding this relationship is vital, especially in Lucknow District, where secondary education is pivotal. The study employed a descriptive research design and is based on primary data collected by administering self-developed structured questionnaires to the participants. These participants are the teacher trainees of secondary level that belonged to Lucknow district. The study is conducted on a sample of 300 participants and are chosen by using quota sampling technique. The data was analysed using reliability analysis, frequency analysis, chi-square analysis, correlation analysis & regression analysis with the help of SPSS version 25. The research indicates notable disparities in Leadership and Professional Capacities based on participants' institution type. Government Institution participants show varied Leadership Capacities, while Private Institution participants tend to have predominantly high levels. Similarly, Professional Capacities differ, with Government participants spanning a range of levels and Private participants primarily displaying high levels. Furthermore, a strong positive correlation exists between Leadership and Professional Capacities, and the results also confirms the positive impact of Professional Capacities on Leadership Capacities among teacher trainees of secondary level. These findings highlight the importance of understanding and enhancing teacher trainees' capabilities for improving secondary level education.

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Keywords: Leadership Capacities, Professional Capacities, Teacher trainees, Government Institution, Private Institution.

1. Introduction

In the dynamic and ever-evolving landscape of education, teachers play multifaceted roles that extend far beyond the traditional confines of the classroom. While their primary task remains the facilitation of learning, they also bear significant leadership responsibilities that wield a profound influence on the trajectory of student learning outcomes and the overall effectiveness of schools. At the heart of this educator leadership lies a delicate fusion of professional capacities and leadership acumen, which together serve as indispensable components of effective teaching and educational stewardship.

Professional capacities encompass a broad spectrum of competencies, ranging from subject matter expertise and pedagogical proficiency to interpersonal skills and continuous professional development. These competencies form the bedrock of teaching effectiveness, enabling educators to deliver high-quality instruction, foster a positive learning environment, and meet the diverse needs of students. Concurrently, leadership acumen encompasses the ability to inspire and motivate others, make informed decisions, collaborate effectively with colleagues, and navigate the complexities of educational policy and practice. The nexus between professional competencies and leadership attributes represents the cornerstone of educational excellence, particularly within the context of teacher training programs at the secondary level. These programs serve as crucibles for cultivating the next generation of educational leaders, equipping aspiring teachers with the knowledge, skills, and dispositions needed to excel in both classroom instruction and leadership roles within their schools and communities. In essence, the integration of professional capacities and leadership acumen not only enhances individual teacher effectiveness but also drives systemic improvement across educational institutions. By fostering a culture of continuous learning and growth, educators are better positioned to address the diverse needs of students, engage in reflective practice, collaborate with colleagues, and lead initiatives aimed at promoting student achievement and school improvement.

Thus, the fusion of professional capacities and leadership attributes represents a transformative force in education, laying the groundwork for innovation, excellence, and equity in teaching and learning. As such, it is imperative that teacher training programs at the secondary level prioritize the development of both professional competencies and leadership skills, ensuring that educators are well-equipped to meet the demands of a rapidly changing educational landscape and effectively lead their schools toward success.

Against the backdrop of evolving educational paradigms and the ever-increasing demands placed on educators, understanding the complicated interchange between professional capacities and leadership capabilities among teacher trainees assumes paramount importance. Nowhere is this relationship more critical than in Lucknow District, where secondary level education serves as the cornerstone of academic development and societal progress. As such, delving into the nuances of how professional skills influence leadership potential among teacher trainees in this locale holds immense potential for informing educational practice, policy, and research.

1.1. Need and Significance of the study

This research endeavor sets out to unravel the complexities of this relationship by exploring the impact of professional capacities on leadership capacities among teacher trainees in Lucknow District. By immersing ourselves in this inquiry, we embark on a journey to uncover the underlying mechanisms that underpin effective educational leadership within the secondary education landscape. Through a comprehensive examination of this intersection, we seek to elucidate not only the developmental pathways that foster leadership prowess among teacher trainees but also the transformative potential of aligning professional development initiatives with leadership training imperatives.

The significance of this research transcends disciplinary boundaries, resonating with stakeholders across the educational spectrum—from policymakers and administrators to teacher educators and aspiring leaders. By illuminating the intricacies of how professional capacities shape leadership capacities among teacher trainees, this study aims to equip stakeholders with actionable insights and evidence-based strategies for cultivating a cadre of competent and visionary educators poised to lead the charge towards educational excellence in Lucknow District and beyond.

1.2 Objectives

1. To examine the difference between participant's institutions for their Leadership & Professional Capacities.
2. To investigate the relationship between Leadership Capacities and Professional Capacities of Teacher Trainees of Secondary level.
3. To assess the impact of Professional Capacities as IV on Leadership Capacities as DV of Teacher Trainees of Secondary level.

2. Literature Review

- **Leadership Capacities**

Definitions of leadership capacity vary, with **Lambert (1998)** framing it as skillful participation in leadership work for school improvement, while **Amit et al. (2007)** define it as the ability to articulate and mobilize individuals toward a shared mission. Finally, **Barkley et al. (2001)** emphasize the collective effort required across all levels of the education community to enhance student performance, echoing the sentiments echoed by

The transition towards a 1-year B.Ed. course for postgraduates, as proposed in the 2020 education policy and advocated by **Mohanty (2023)**, brings forth new challenges. Central among these challenges is the imperative to nurture leadership qualities within B.Ed. students, as underscored by **Mishra (2023)**. Mishra emphasizes the pivotal role of teacher educators in fostering leadership attributes, particularly through the cultivation of effective communication skills. Moreover, **Kaur and Bhatia (2023)** stress the importance of self-discovery and emotional intelligence in facilitating personal growth and improving learning outcomes among teacher trainees.

Shakya and Dube (2023) highlight the positive impact of soft skills training, especially emotional intelligence, on teaching competency. They also shed light on gender disparities and the link between creative skills and teacher trainees, as noted by **Sheela et al. (2023)**.

Gong and Ye (2022) identify a perceived need for leadership capacities among primary school teachers, correlating it with decision-making styles. Similarly, **Pushpanadham and Nambumadathil (2020)** advocate for integrating leadership development into teacher education programs to equip educators as transformational leaders in an evolving educational landscape.

Practical experiences, such as organizing events like annual days and cultural festivals, serve as effective platforms for fostering leadership qualities, as noted by **Kiruba (2016)**. The importance of an integrated leadership approach in fostering a positive school culture and improving academic performance is emphasized by **Kanniammal & Vellaichamy (2021)**. Additionally, **Ali et al. (2023)** highlight the impact of capacity-building training on literacy teachers' pedagogical skills and classroom management, stressing the need for continuous professional development to ensure effective classroom instruction.

- **Professional Capacities**

Sekar (2016) conducted a study revealing no significant disparities in teaching efficacy, use of aids, and rapport with students between government and self-financing college B.Ed. female teacher trainees. Similarly, **Allimuthu, Annadurai, & Muthupandi (2018)** found no notable distinctions in teaching effectiveness among female teacher trainees from different college types. **Kumar (2013)** highlighted a positive correlation between well-qualified teachers and student achievement.

Sivakumar and Benjamin (2016) explored the relationship between teaching competency and professional development among B.Ed. college educators, uncovering a significant association between teaching competency and professional growth. **Jagannadh. Y.V and Master Arul Sekar (2012)** discovered a positive link between teaching competency and attitude towards the teaching profession among B.Ed. college students.

Azmi and Kader (2020) discussed various aspects of professional capacities in teaching, while **Desimone et al. (2002)** highlighted the positive impact of targeted professional development on teaching practices. **Cherubini et al. (2011)** stressed the importance of reflective practice in professional development initiatives. **Ho et al. (2023)** proposed a three-step approach to enhancing teachers' professional competence through targeted development activities focusing on subject knowledge, interdisciplinary understanding, and teaching design skills.

Susanto, et al., (2020) underscored the importance of teachers' pedagogical competence in effectively managing learning interactions by understanding students' characteristics and potential. **Chikasanda, et al., (2013)** reported on a professional development program enhancing teachers' technological pedagogical knowledge, although classroom practices remained traditional. **Siri et al. (2020)** found a positive correlation between teacher competence, commitment, and professionalism, while Shnejder et al. (2020) observed acceptable levels of pedagogical competence among teachers.

3. Research Methodology

- **Research Design:** The research methodology combines elements of descriptive design with a quantitative approach, leveraging their respective strengths.
- **Data Collection & Instrument:** The study employs primary data collected through a self-designed questionnaire featuring Likert scale questions.

- **Population:** The target population comprises all teacher trainees of secondary level in Lucknow district, Uttar Pradesh, India, constituting the practical and accessible population.
- **Sample:** The sample consists of individual teacher trainees of secondary level, with 300 participants serving as the observation units.
- **Sampling Technique:** A non-random sampling method, specifically the Quota Sampling Technique, was utilized. The population was divided into Government and Private Institutions, aiming to capture diverse perspectives from both sectors.
- **Statistical Analysis:** Data analysis includes reliability testing, frequency distribution, chi-square analysis, correlation, and regression analyses conducted using SPSS version 25.

4. Data Analysis & Interpretation

4.1 Reliability Analysis

Table 1- Reliability Statistics

SCALE	C'A V	N
LC	.951	26
PC	.980	71

4.2: Demographic profile of the participants

Table 2- Demographic profile of the participants

Variables	Percentage(%)
Gender of participants	
Male	50%
Female	50%
Total	**100%**
Age of participants	
20-25 years	41.7%
26-30 years	49.7%
Above 30 years	8.6%
Total	**100%**
Type of Institution of participants	
Government Institution	59.0%
Private Institution	41.0%
Total	**100%**
Location of participants	
Urban area	75.0%
Rural area	25.0%
Total	**100%**

4.3 Scale Development

The researcher created a scale to examine the 26 variables related to Leadership Capacities and the 71 variables pertaining to Professional Capacities among secondary level teacher trainees. To develop this scale, several steps were undertaken. Firstly, the total scores for all 300 respondents across these variables were computed. Next, a class interval was determined based on the range of scores, dividing it by 5. Subsequently, starting from the minimum value and adding the class interval, five categories were established. Lastly, the lowest value was assigned a code of 1, while the highest value received a code of 5. This method facilitated the systematic assessment of both Leadership Capacities and Professional Capacities among the teacher trainees. The statistics related to the above process is provided in appendix 2 & 3.

4.4 Chi-Square Analysis: Difference between participant's institutions for their Leadership & Professional Capacities.

H_0 1: There is no significant difference between participant's institution for their Leadership Capacities.

Table 3-Crosstab & Chi-Square tests: Institution * Leadership Capacities

Crosstab

			LC					Total
			VLL	LL	ML	HL	VHL	
Institution	Government	Count	15	26	6	58	72	177
		% within	8.5%	14.7%	3.4%	32.8%	40.7%	100.0%
	Private	Count	0	0	3	56	64	123
		% within	0.0%	0.0%	2.4%	45.5%	52.0%	100.0%
Total		Count	15	26	9	114	136	300
		% within	5.0%	8.7%	3.0%	38.0%	45.3%	100.0%

Chi-Square Tests

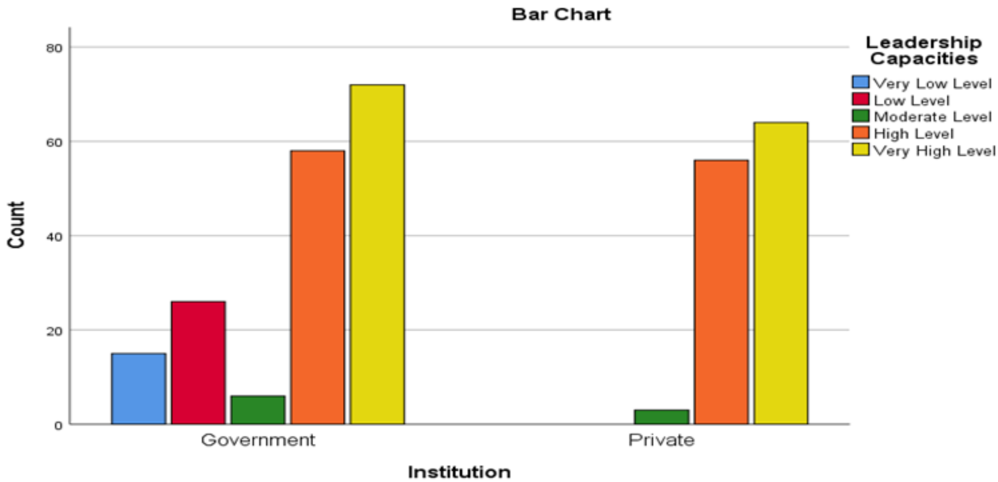
	Value	df	A.S (2-sided)
Pearson Chi-Square	33.884[a]	4	.000

Interpretation:

- In case of participants of Government Institution, out of total 177 participants, 40.7% have a very high level, 32.8% have a high level, 3.4% have a moderate level, 14.7% have a low level and 8.5% have a very low level of leadership capacities.
- In case of participants of Private Institution, out of total 123 participants, 52.0% have a very high level, 45.5% have a high level, 2.4% have a moderate level, 0.0% have a low level and 0.0% have a very low level of leadership capacities.

Further, the Asymptotic Significance comes out to be less than 0.05 which indicates that there is significant difference between the participants' type of institution and their leadership capacities. Hence, H_0 1 is rejected.

Figure 1-Bar chart: Institution * Leadership Capacities



H_0 2: There is no significant difference between respondent's institution for their Professional Capacities.

Table 4-Crosstab & Chi-Square tests: Institution * Professional Capacities

Crosstab								
			PC					Total
			VLL	LL	ML	HL	VHL	
Institution	Government	Count	11	29	2	52	83	177
		% within	6.2%	16.4%	1.1%	29.4%	46.9%	100.0%
	Private	Count	0	0	3	53	67	123
		% within	0.0%	0.0%	2.4%	43.1%	54.5%	100.0%
Total		Count	11	29	5	105	150	300
		% within	3.7%	9.7%	1.7%	35.0%	50.0%	100.0%

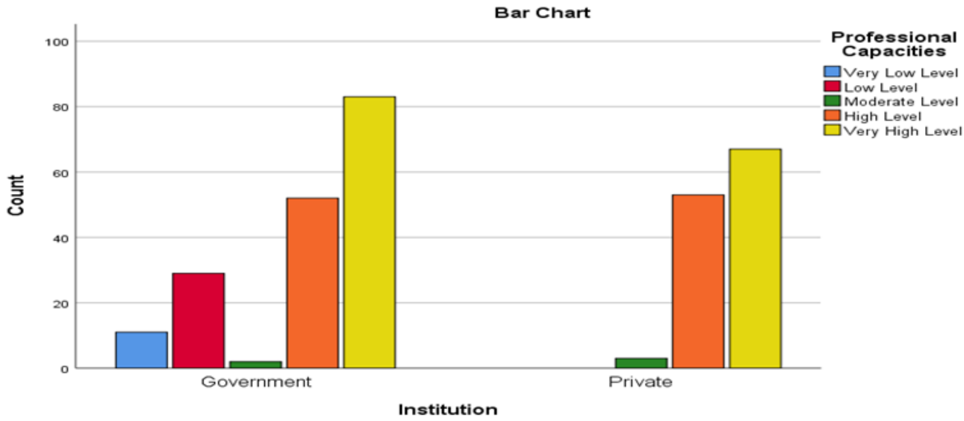
Chi-Square Tests			
	Value	df	A.S (2-sided)
Pearson Chi-Square	33.274[a]	4	.000

Interpretation:

- In case of participants of Government Institution, out of total 177 participants, 46.9% have a very high level, 29.4% have a high level, 1.1% have a moderate level, 16.4% have a low level and 6.2% have a very low level of professional capacities.
- In case of participants of Private Institution, out of total 123 participants, 54.5% have a very high level, 43.1% have a high level, 2.4% have a moderate level, 0.0% have a low level and 0.0% have a very low level of professional capacities.

Further, the Asymptotic Significance comes out to be less than 0.05 which indicates that there is significant difference between the participants' type of institution and their professional capacities. Hence, H_0 2 is rejected.

Figure 2-Bar chart: Institution * Professional Capacities



4.5 Correlation Analysis: Relationship between Leadership Capacities and Professional Capacities of Teacher Trainees of Secondary level.

H_0 1: There is no significant relationship Leadership Capacities and Professional Capacities of Teacher Trainees of Secondary level.

Table 5- Relationship between LC & PC

Correlations			
		LC	PC
Pearson Correlation	LC	1.000	.787*
	PC	.787*	1.000
*Significant at 0.05 level			

Interpretation:

There is a strong positive correlation of 0.787 between Leadership Capacities and Professional Capacities. Further, this relationship is found significant, therefore H_0 1 is rejected.

*4.6. Regression Analysis: Impact of Professional Capacities (IV) on Leadership Capacities (DV) of T*eacher Trainees of Secondary level.

H_0 1: There is no significant impact of Professional Capacities (IV) on Leadership Capacities (DV) of Teacher Trainees of Secondary level.

Table 6- Impact of PC on LC

Coefficients[a]									
		U.C		S.C			C		
Model		B	S.E	Beta	t	Sig.	Z-O	P	Part
1	(Constant)	.717	.159		4.514	.000			
	PC	.809	.037	.787	22.025	.000	.787	.787	.787
DV: LC									

Interpretation:

It can be seen that the Professional Capacities have a significant and positive impact on Leadership Capacities, with a beta coefficient of 0.787. This indicates that for each unit increase in standard deviation of Professional Capacities, the standard deviation of Leadership Capacities are expected to increase by 0.787 units.

This finding aligns with previous research by Leithwood et al. (2009) who found a positive correlation between teacher leadership and professional capacities. Similarly, Day et al. (2010) reported that professional development programs that focus on fostering critical thinking and collaboration skills contribute to the development of leadership qualities in teachers.

5. Conclusion and Suggestions

Based on the results obtained, it's evident that there are notable disparities in both Leadership and Professional Capacities among participants based on their institution type. Specifically, participants from Government Institutions exhibit varied levels of Leadership Capacities, with a significant portion demonstrating very high and high levels, while those from Private Institutions tend to predominantly possess very high Leadership Capacities. Similarly, concerning Professional Capacities, participants from Government Institutions showcase a range of levels, albeit with a higher proportion leaning towards very high and high levels, while those from Private Institutions predominantly display very high Professional Capacities.

The observed differences between the two types of institutions in both Leadership and Professional Capacities are statistically significant, as indicated by the Asymptotic Significance values being less than 0.05. Thus, it can be concluded that there is indeed a significant association between the type of institution participants belong to and their levels of Leadership and Professional Capacities.

Moreover, the analysis reveals a strong positive correlation between Leadership Capacities and Professional Capacities among secondary level teacher trainees. This suggests that individuals with higher Professional Capacities tend to also possess stronger Leadership Capacities, further reinforcing the interrelation between these two constructs.

Additionally, the regression analysis underscores the impact of Professional Capacities on Leadership Capacities, indicating a significant and positive relationship. This implies that an increase in Professional Capacities is associated with a corresponding increase in Leadership Capacities among teacher trainees at the secondary level.

In nutshell, these findings shed light on the differences in Leadership and Professional Capacities among teacher trainees based on their institution type and highlight the significant influence of Professional Capacities on Leadership Capacities within this demographic. Such insights are crucial for understanding and enhancing the capabilities of teacher trainees, ultimately contributing to the improvement of secondary level education.

5.1 Suggestions

Following suggestions stem out of the results of the study-

1. Develop specialized training programs tailored to address specific areas of need identified among teacher trainees, particularly focusing on enhancing Leadership and Professional Capacities.

2. Facilitate collaboration and knowledge-sharing initiatives between Government and Private Institutions to promote best practices and foster mutual learning opportunities aimed at improving Leadership and Professional Capacities.
3. Revise and enhance existing curricula for teacher training programs to incorporate modules that prioritize the development of Leadership and Professional Capacities, ensuring graduates are well-equipped for the demands of the education sector.
4. Establish mentorship programs and support networks for teacher trainees to receive guidance and mentorship from experienced educators, fostering the development of essential skills and competencies.
5. Encourage interdisciplinary approaches in teacher training programs to foster a holistic understanding of Leadership and Professional Capacities, integrating insights from diverse fields such as education, psychology, and management.
6. Emphasize the importance of ongoing professional development for teacher trainees, encouraging participation in workshops, conferences, and seminars to continually enhance their Leadership and Professional Capacities throughout their careers.

Appendix 1- List of abbreviations used

LC:	Leadership Capacities
PC:	Professional Capacities
IV:	Independent Variable
DV:	Dependent Variable
S.C:	Standardized Coefficients
U.C:	Unstandardized Coefficients
C:	Correlations
S.E:	Std. Error
Z-O:	Zero-order
P:	Partial
A.S:	Asymptotic Significance
C'A V:	Cronbach' Alpha
N:	Number of Items

Appendix 2- Statistics: Leadership Capacities

Leadership Capacities		
	Valid	300
	Missing	0
Mean		100.4067
Range		91.00
Minimum		36.00
Maximum		127.00
Class Interval		20
Very Low Level		From 26 to 46
Low Level		From 47 to 67
Moderate Level		From 68 to 88
High Level		From 89 to 109
Very High Level		From 110 to 130

Appendix 3- Statistics: Professional Capacities

Professional Capacities		
	Valid	300
	Missing	0
Mean		276.8233
Range		239.00
Minimum		102.00
Maximum		341.00
Class Interval		56
VHL		From 71 to 127
HL		From 128 to 184
ML		From 185 to 241
LL		From 242 to 298
VLL		From 299 to 355

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Financial Decisions & Psychological Wellbeing: A Mediation Analysis Using SEM

(Structured Equation Modelling) Approach

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Abstract

Purpose : *This research article aims to compare the mediation effect of structured and unstructured financial decisions towards psychological wellbeing of the working and non-working women investors.*

Design/methodology/approach: *In this article, structural equation modeling (SEM) is used to check the mediation effect of the independent latent variables towards the dependent latent variable. The simultaneous hypothesis testing is performed using SEM. The Baron & Kenny's Method is used for the mediation results. The Chi-square difference test: Anderson and Gerbing's (1988) approaches are also used to check the difference between the non-mediating and mediating model. The SPSS AMOS 23.0 version software is used for this purpose.*

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Findings : *This study finds that that structured financial decisions is more prominent and important than that of unstructured financial decisions, hence structured financial decisions have a significant impact on the psychological well-being of the women investors.*

Research limitations : *To find the working and non-working women investors who frequently invest was the biggest challenge for this study.*

Practical implications : *This study can help investors to get an idea that structured financial decisions can help in their psychological wellbeing. Also, it can further be clarified that the role of structured financial decisions is more prominent than unstructured financial decisions of the women investors towards psychological wellbeing,*

Originality/value : *There is a little work available on the difference between the impact of structured and unstructured financial decisions towards psychological wellbeing of women investors using SEM technique. This study is very helpful to prove the relation between financial decisions & psychological wellbeing.*

Keywords : *Unstructured Financial Decisions, Structured Financial Decisions, Psychological wellbeing, Structural Equation Modelling.*

1.0 Introduction

The American Psychological Association (APA) comes to the conclusion that a person is said to be in a state of financial well-being when they are able to fully meet all of their ongoing and current financial obligations, when they are able to feel secure about their financial future, and when they are able to make choices that allow them to enjoy life. Other definitions of financial freedom may include the sensation of being in control of one's financial situation, the ability to recover from a financial setback, the perception of being on track to meet one's financial goals, or the capacity to exercise financial choice. When discussing investments in particular, the manner in which an individual manages their investments may have an impact on the individual's overall financial wellbeing. **(Rehman, Akhtar and Shah, 2019)** In this study, three constructs as structured financial decisions , unstructured financial decisions and Psychological Wellbeing were used. The brief explanation of each construct is discussed as under:

1.1 Structured financial decisions (SFD)

The structured financial decisions are the management of portfolios whether one is earning less or more. The structured financial decisions based the proper balance between debt and equity. The real understanding of the money/ assets/liabilities. The market of debt is high when most of the investors or businesses take the loans to grow their business. The market of equity is high when most of the investors invest the money. The structured financial decisions are linked with the financial freedom.

1.2 Unstructured financial decisions (UFD)

Unstructured financial decisions are those decisions which always create a situation of money scarcity, a debt life, expenditure is always high than income, If one is not saving or investing before expending hard money, then this is a sign of unstructured financial decisions. If one is purchasing the liabilities, then this is considered as the unstructured financial decisions. If one is working for money, and his/her money is not working, then this is unstructured financial decisions. If one is earning very high but unaware about the real understanding of money/ assets/liabilities, then it is regarded as the unstructured financial decisions.

1.3 Psychological wellbeing (PWB)

Earlier concept was health is a wealth but in current materialistic lifestyle, wealth is also a health or financial psychological wellbeing or psychological wellbeing. A debt free life is a sign of happiness or psychological wellbeing. The findings of the previous study suggest that being content with one's financial situation has a beneficial effect on an individual's overall psychological health. In addition, I've found that having a positive financial knowledge and attitude has a positive association not only with successful financial management but also with successful financial satisfaction. **(Owusu, 2021)** The overall levels of financial well-being of Canadians as well as the aspects of the financial well-being model that are most strongly related to financial well-being are described in this report. **(Financial Consumer Agency of Canada, 2019)**

2.0 Literature review

In the previous study, the by identifying the behaviors, skills, and personality traits that are likely to lead to improved financial well-being. This helps it suggest potentially effective pathways for strategies and approaches that can develop and maintain financial literacy among consumers. **(Consumer Financial Protection Bureau, 2015)** According to the findings of the previous study, investors in Pakistani stock markets do not give sufficient weight to information asymmetry, financial literacy, or their own personal values when making investment decisions. **(Hunjra and Rehman, 2016)** According to Klapper et al. 2015, the level of financial literacy in transition economies and economies with lower incomes is lower when compared to the level of financial literacy in industrial economies. These findings are supported by the most recent survey that was carried out by Standard and Poor's FinLit. **(Stolper and Walter, 2017)** Access to finance has a positive and significant influence on investment decisions, as does investment experience, investment literacy, and financial literacy. Additionally, investment experience has a positive and significant influence on investment decisions, as does investment literacy. Finally, investment literacy has a positive and significant influence on investment decisions, as does investment experience. **(Wawo and Kalsum, 2018)** According to the findings of previous study, the level of financial literacy is significantly impacted by the demographic factors of gender, age, and education; the socio-economic factors of income and occupation; and the psychological factor of perceptions of the future. **(Kadoya and Khan, 2020)** Financial literacy increases the investor's risk tolerance level which in turn increases his investment performance. **(Kanagasabai and Aggarwal, 2020)** It was discovered that financial literacy has a significant influence on the majority of the household decision-making variables that were chosen for this study. These variables include saving decision, investment decision, borrowing propensity, and borrowing quality. **(Biswas and Gupta, 2021)** Planners, regulators, and counselors in the financial industry need to put in extra effort with women to ensure that they have a complete comprehension of the retirement savings requirements for which they are responsible. In addition, participation in social groups can assist Indian women in gaining a clearer vision of their retirement goals and the passage of time. Immediate steps need to be taken in order to improve their understanding of financial matters. (Tomar *et al.*, 2021) There is a need for the education system to be improved, and citizens need to be involved in the process of finding solutions to environmental problems. (Mavlutova *et al.*, 2022) Several researchers have demonstrated how aspects of human decision making, such as rationality or irrationality, can influence outcomes . The inability of traditional models to interpret many empirical trends in fundamental topics such as financial behavior, money management, corporate investment, and stock market bubbles has been a driving force behind the expansion of behavioral finance research. (Kumar *et al.*, 2022)

2.1 Rationale

The rationale of our study is to examine the structured and unstructured financial decisions towards the psychological well-being of the working and non-working women investors. Our research examines the mediation effect of the structured and unstructured financial decisions towards the psychological well-being of the working and non-working women investors.

2.2 Research gaps

Based on the theory and literature review the mediation effect of the structured and unstructured financial decisions towards psychological wellbeing of the working and non-working women investors was not analysed by the previous researcher and here was a little work had been conducted in this regard. This was the research gaps identified in this study.

3.0 Conceptual research model

Based on the research gaps, the two conceptual research models were proposed. The pictorial illustration of the conceptual research models are as follows:

3.1 First conceptual research model (Case I)

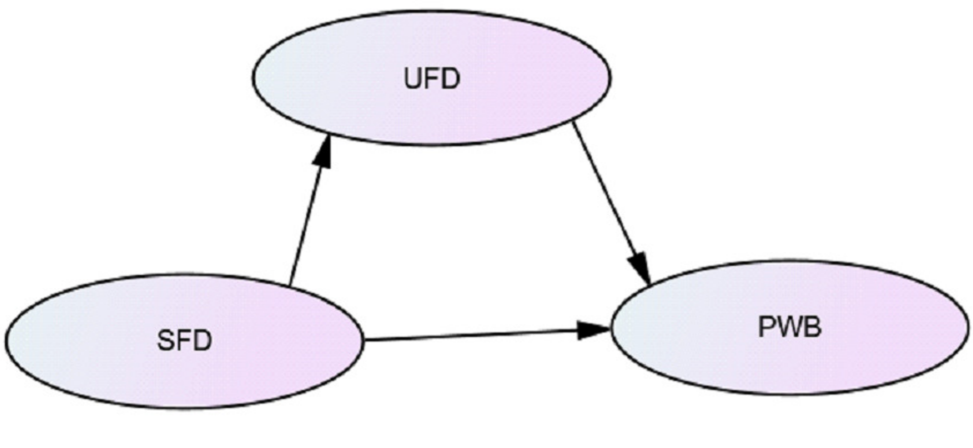


Figure 1: First conceptual research model

The figure depicts that SFD (structured financial decisions) is the independent latent variable, UFD (unstructured financial decisions) is the latent mediating variable, and PWB is the dependent latent variable.

Source: AMOS 23.0

3.2 Second conceptual research model (Case II)

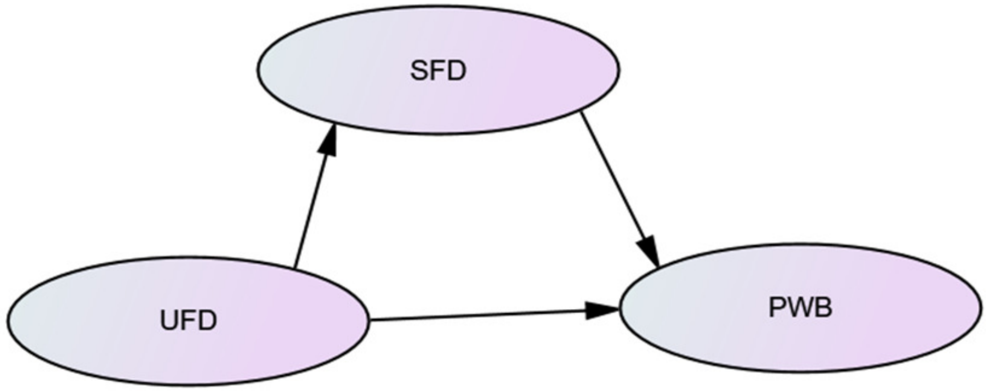


Figure 2: Second conceptual research model

The figure depicts that SFD (structured financial decisions) is the mediating latent variable , UFD (unstructured financial decisions) is the latent independent variable, and PWB is the dependent latent variable.

Source: AMOS 23.0

The objective of this study are as follows:

- To find the mediation effect of unstructured financial decisions in between structured financial decisions and psychological wellbeing of the working and non-working women investors.
- To find the mediation effect of structured financial decisions in between unstructured financial decisions and psychological wellbeing of the working and non-working women investors
- To compare the mediation effect of structured and unstructured financial decisions towards psychological wellbeing of the working and non-working women investors.

The hypotheses of the study are as follows:

- $H0_1$: Unstructured financial decisions do not mediate between structured financial decisions and psychological wellbeing of the working and non-working women investors
- $H0_2$: Structured financial decisions do not mediate between unstructured financial decisions and psychological wellbeing of the working and non-working women investors
- $H0_3$: There is no significant difference between structured and unstructured financial decisions towards psychological wellbeing of the working and non-working women investors

4. Material and methods

According to the web based google form survey, we have successfully received 411 responses, therefore a total of 411 women investors were selected from the Bank of Baroda bank, Lucknow branch, Uttar Pradesh, India, India form January 2022 to June 2022. Out of 411 respondents, 35.52% were age group 20 to 30 years, and 64.48%were the age group of 31 to 40 years. 38.44% were working women, where as 61.56% were non-working women investors. Out of 411 respondents, 1.46% 0.49%, 61.80%, 1.46% and 34.79% were Divorced, Live in, Married, Separated, and Single respectively. The primary data was collected from the women investors with the help of a web based structured questionnaire. A snowball sampling technique was used in this study. Under the scale development and tool standardisation, the Test Re Test and Inter-Rater Test technique were used. To get the Intraclass Correlation coefficient between two-time interval and two experts, 22 scale questions under three constructs as structured financial decisions, unstructured financial decisions and the psychological wellbeing constructs were selected. Initial pilot testing with forty participants has been completed successfully with positive results. Woking and no working women investors were called from our various social groups and our existing circle of acquaintances. We went one step further and sent them a formal invitation to take part in the survey questionnaire in the form of a message or email, requesting their due consent in the form of an explicit disclaimer. The results of the preliminary testing did not result in any modifications being made to the questionnaire. The exploratory factor analysis using PCA (Principal Component Analysis) was performed on predetermined constructs. Reliability (Internal consistency) was checked using min 0.700 Cronbach's alpha value. In The KMO was also checked for sampling adequacy test. The min value of KMO was set above 0.600. The check the discriminant validity among constructs, the AVE (Average Variance Extracted) was calculated. The AVE value above 0.500 proved the discriminant validity. The square root of AVA is the discriminant value (DV). The DV was compared with the correlation coefficient between construct. The DV value was above from the correlation coefficient, hence discriminant validity is proved. . After getting the reliable results from the EFA, the CFA was performed on the same construct to recheck the internal consistency among items of a construct. The measurement model was tested to check the factor loadings of each item under construct. The discriminant validity was also confirmed from the measurement model. The final mediation analysis was performed using Baron & Kenny's Method. The total effect, direct effect, indirect effect/ hypothesis testing was done using structural equation modelling (SEM). The two cases were discussed in this analysis. The first case was the introduction of UFD in between SFD and PWB and the second case was the introduction of SFD in between UFD and PWB. The partial & full mediation analysis was checked. A full mediation condition occurred when on the introduction of mediating variable, the standardised regression weight is reduced as well as the direct effect becomes insignificant. A partial mediation occurred when on the introduction of mediating variable, the standardised regression weight is reduced with the direct effect is still significant as in this study. A comparison between the results of case I and case II was also checked. For the measurement of the demographic variables, the nominal scale was used. The 22 scale items under the constructs as UFD, SFD, and PWB, the 5 points Likert scale was used. 1 is labelled as strongly disagree, 5 is considered as strongly agree, and 3 is label as neither agree nor disagree for the statements under then constructs. The model fit indices were check with the accepted Threshold Levels >0.80 (Mac Callum & Hing, 1997) for Goodness of Fit Index (GFI), >0.90 (Hu and Bentler, 1999) for Comparative Fit Index (CFI). >0.90 (Hooper et al., 2008) for Tucker- Lewis Index (TLI), As high as 5.0 (Kline, 1998) for Chi-square/ degrees of freedom (CMIN/DF), < 0.07 (Stinger, 1990) and between 0.08 to 0.10 (MacCallum et al., 1996) for Chi-square/ degrees of freedom (CMIN/DF). **(Gupta and Kumar, 2019)** SPSS 23.0 version software was used for the simple calculation, whereas for the complex calculation the add on features of SPSS AMOS 23.0 version was used.

5. Results

5.1 Test re-test and inter-rater test

Table 1: Intraclass correlation coefficient: Test re-test and inter-rater test

	Intraclass Correlation Coefficient: Test Retest	Intraclass Correlation Coefficient: Inter-Rater Test
Single Measures	.707[a]	.805[a]
Average Measures	.828[c]	.892[c]

Source: SPSS 23.0

According to table 1, since the Intraclass Correlation Coefficient are 0.707, and 0.805 for single measures in test re test and Inter-rater test respectively, which is near to 1which proved the first stage of scale development and tool scandalization process for the 22 scale items under three constructs as Structured financial decisions, UFD: Unstructured financial decisions, PWB: Psychological wellbeing.

5.2 Internal consistency test & discriminant validity

Table 2: Summary: Reliability and exploratory factor analysis

Construct	N	Cronbach's Alpha	KMO	% of Variance	AVE	CR	DV
SFD	8	0.881	0.87	55.431	0.55	0.91	0.745
UFD	6	0.705	0.75	43.305	0.53	0.82	0.758
PWB	8	0.885	0.88	56.711	0.57	0.91	0.753

Source: Researcher's own output

Accordning to the Summary: Reliability and exploratory factor analysis table 2, all the constructs as SFD, UFD, and PWB have passed the reliability and exploratory factor analysis conditions.

Table 3: Correlation matrix & discriminant value

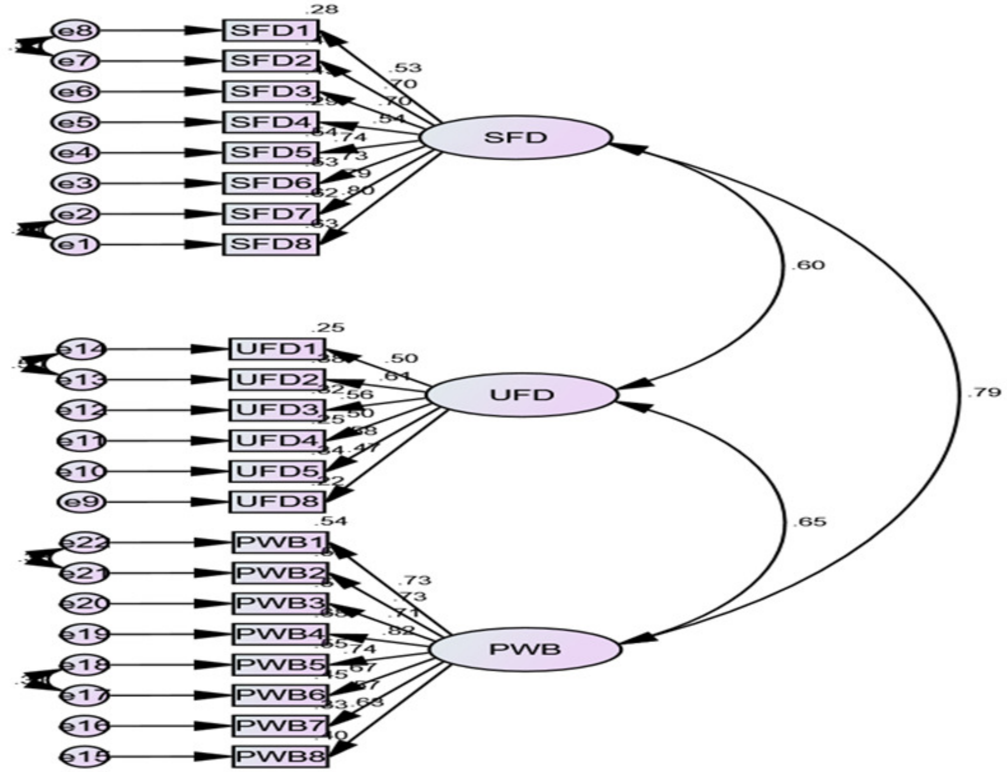
Construct	SFD	UFD	PWB
SFD	**0.745 (DV)**		
UFD	r =.600*	**0.758 (DV)**	
PWB	r = .794*	r= .650*	**0.753 (DV)**

Source: Researcher's own output

*Correlation coefficient is significant at 5%

According to table 3, since all the three-discriminant value (DV) is greater than or near to correlation coefficient among three constructs, hence the discriminant validity was also established among constructs.

5.3 Confirmatory factor analysis: Measurement model



CMIN		DF	P		CMIN/DF
826.747		201	.000		4.113
GFI	AGFI	TLI	CFI	NFI	RMSEA
.952	.914	.943	.963	.928	.057

Figure 3: Measurement Model

Source: AMOS 23.0

Table 4: Standardized regression weights: Measurement model

Direct Path			Estimate
SFD8	<---	SFD	.796
SFD7	<---	SFD	.786
SFD6	<---	SFD	.729
SFD5	<---	SFD	.735
SFD4	<---	SFD	.537

SFD3	<---	SFD	.696
SFD2	<---	SFD	.697
SFD1	<---	SFD	.532
UFD8	<---	UFD	.473
UFD5	<---	UFD	.582
UFD4	<---	UFD	.501
UFD3	<---	UFD	.562
UFD2	<---	UFD	.613
UFD1	<---	UFD	.505
PWB8	<---	PWB	.632
PWB7	<---	PWB	.572
PWB6	<---	PWB	.667
PWB5	<---	PWB	.739
PWB4	<---	PWB	.822
PWB3	<---	PWB	.713
PWB2	<---	PWB	.727
PWB1	<---	PWB	.735

Source: AMOS 23.0

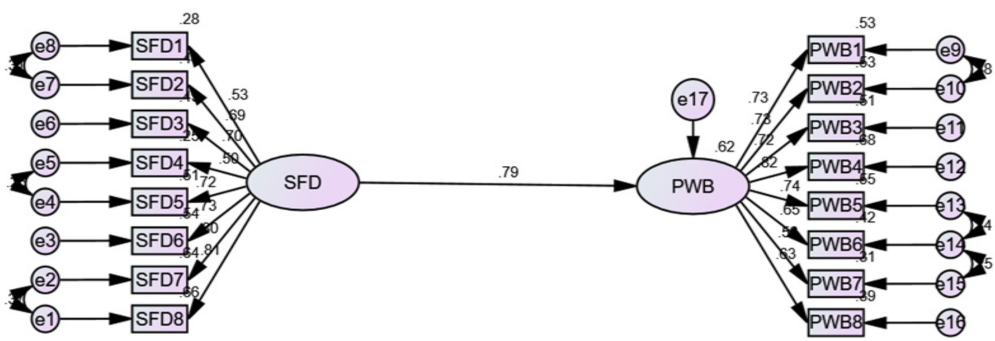
According to figure 3 and table 4, the factor loading of the items SFD8, SFD7, SFD6, SFD5, SFD4, SFD3, SFD2, SFD1 under SFD construct are .796, .786, .729, .735, .537, .696, .697, .532, and the items UFD8, UFD5, UFD4, UFD3, UFD2, UFD1 under UFD are .796, .786, .729, .735, .537, .696, .697, .532, and the items PWB8, PWB7, PWB6, PWB5, PWB4, PWB3, PWB2, PWB1 under PWB are.632, .572, .667, .739, .822, .713, .727, .735 respectively, hence all the standardized regression estimates (factor loadings) are above 0.300, hence there is a good selection of items under each construct.

5.4 Structural model

We created an integrated model by establishing a number of dependence relationships between the different constructs that were represented by the measured variables. The model was constructed using the concepts of regression and factor analysis as its foundation.

5.4.1 Structural model: Case I: Direct effect of SFD on PWB

The direct effect of SFD was checkd on the PWB without the mediation of UFD. The standarised regression weight value is checked. The structural model is as follows:



Model Fit Indices

CMIN		DF	P		CMIN/DF
425.339		**98**	.000		4.340
GFI	AGFI	TLI	CFI	NFI	RMSEA
.987	.943	.991	.911	.988	.090

Figure 4: Structural model: Case I: Direct effect of SFD on PWB

Source: AMOS 23.0

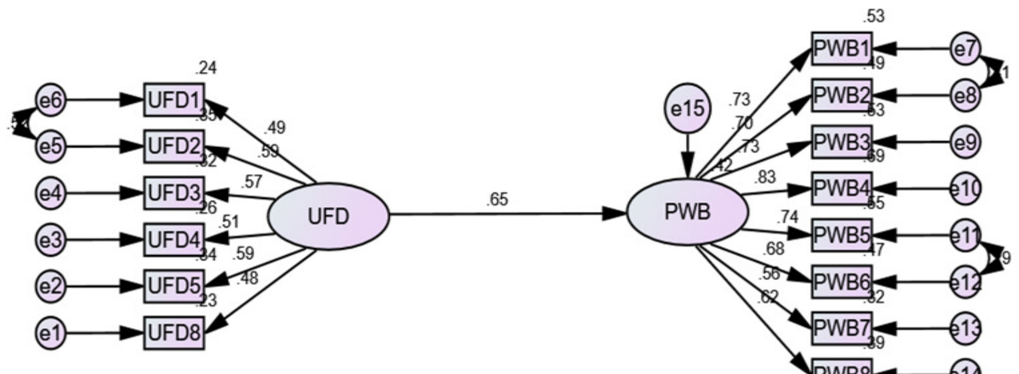
Table 5: Case I: Standardized regression weights for direct effect of SFD on PWB

Direct Path			Estimate	S.E.	C.R.	P	Result
PWB	<---	SFD	.786	.060	12.792	***	Significant

Source: AMOS 23.0

According to figure 4 and table 5, the standardized regression weights for direct effect of SFD on PWB is 0.786, hence if there is an increase of one standard deviation in the SFD, there is a 0.786 standard deviation increase in the PWB. Because the standard error is so small (0.060), the sample size is adequate, and it is accurate representation of the population that was chosen. The correlation between SFD and PWB is significant at the 0.05 level, as the critical ratio (CR=12.792) is greater than 1.96 for the regression weight (0.786). (The Z scores of 1.645, 1.96, and 2.576, respectively, represent a confidence interval of 90%, 95%, and 99%.

5.4.2 Structural model: Case II: Direct effect of UFD on PWB



Model Fit Indices

CMIN		DF	P		CMIN/DF
264.938		**73**	.000		3.629
GFI	AGFI	TLI	CFI	NFI	RMSEA
.915	.878	.898	.918	.891	.080

Figure 5: Structural model: Case II: Direct effect of UFD on PWB

Source: AMOS 23.0

Table 6: Case II: Standardized regression weights for direct effect of UFD on PWB

Direct path			Estimate	S.E.	C.R.	P	Result
PWD	<---	UFD	.649	.129	6.986	***	Significant

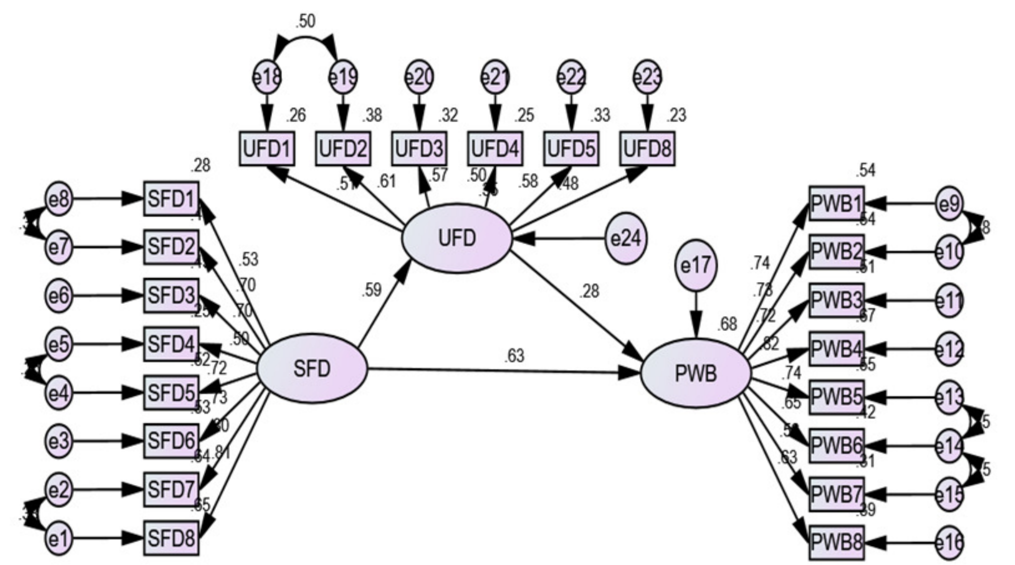
Source: AMOS 23.0

According to figure 5 and table 6, the standardized regression weights for direct effect of UFD on PWB is 0.649, hence if there is an increase of one standard deviation in the UFD, there is a 0.649 standard deviation increase in the PWB. Because the standard error is so small (0.129), the sample size is adequate, and it is accurate representation of the population that was chosen. The correlation between SFD and PWB is significant at the 0.05 level, as the critical ratio (CR=6.986) is greater than 1.96 for the regression weight (0.649).

5.5 Mediation effects

In order to determine whether or not a variable acted as a mediator, we looked at the degree to which it carried the influence of one independent variable (IV) onto another independent variable (DV). In general, we can say that mediation has taken place when the following conditions are met: (1) the IV significantly affects the mediator; (2) the IV significantly affects the DV when the mediator is not present; (3) the mediator has a significant, unique effect on the DV; and (4) the effect of the IV on the DV is reduced when the mediator is added to the model. (Baron & Kenny's Method).

5.5.1 Structural model: Case I : On the introduction of UFD in between SFD and PWB



Model Fit Indices

CMIN		DF	P		CMIN/DF
778.317		199	.000		3.911
GFI	AGFI	TLI	CFI	NFI	RMSEA
.958	.920	.953	.973	.938	.084

Chi-square Difference Test: Anderson and Gerbing's (1988)

Model	Chi-Square	Df	P	Result
Non-Mediating Model	425.339	98		
Mediating Model	778.317	199		
The chi-square Difference Test	352.987	101	***	Significant

Figure 6: Structural Model: Case I : On the introduction of UFD in between SFD and PWB

Source: AMOS 23.0

Table 7: Case I: Standardized regression weights for direct effect of UFD om SFD, direct effect of SFD on PWB, and direct effect of UFD on PWB

Direct Paths			Estimate	S.E.	C.R.	P	Results
UFD	<---	SFD	.591	.034	7.162	***	Significant
PWB	<---	SFD	.626	.065	9.504	***	Significant
PWB	<---	UFD	.281	.165	4.135	***	Significant

Source: AMOS 23.0

According to figure 6 and table 7, the standardized regression weights for direct effect of SFD on UFD is 0.591, hence if there is an increase of one standard deviation in the SFD, then there is a 0.591 standard deviation increase in the UFD. The standardized regression weights for direct effect of SFD on PWB is 0.626, hence if there is an increase of one standard deviation in the SFD, then there is a 0.626 standard deviation increase in the PWB and the standardized regression weights for direct effect of UFD on PWB is 0.281, hence if there is an increase of one standard deviation in the UFD, then there is a 0.281 standard deviation increase in the PWB. Because for all the direct path, the standard error is so small (0.034, 0.065, 0.165), the sample size is adequate, and it is accurate representation of the population that was chosen. The correlation between SFD and UFD, SFD and PWB, and UFD and PWB are significant at the 0.05 level, as the critical ratio (CR=7.162, 9.504, 4.135) is greater than 1.96 for the regression weight (0.591, 0.626, 0.281) respectively.

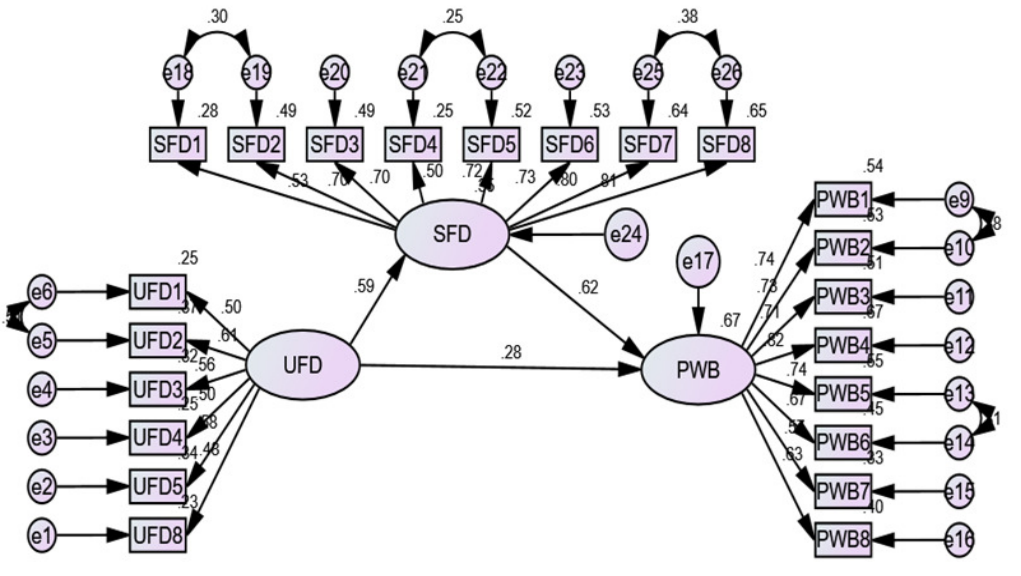
Table 8: Final results Case I: Mediation results on the introduction of UFD in between SFD and PWB (Baron & Kenny's Method)

Effects	Standardised Estimation	P Value	Results	Mediation	Hypothesis	Decision
Total Effect	.792	0.010	Significant	Partial Mediation	Rejected $H0_1$	Supported
Direct Effect	.626	0.010	Significant			
Indirect Effect	.166	0.010	Significant			

Source: Researcher's own output

According to table 8, the standardised regression weight is reduced from 0.792 to 0.626 and the difference is 0.166 (p value = 0.010). As per the Baron & Kenny's Method, if the regression weight is reduced with significant p value, then this is the partial mediation of the mediation variable in between independent and dependent latent variable. Since the first null hypothesis was ($H0_1$: Unstructured financial decisions do not mediate between structured financial decisions and psychological wellbeing of the working and non-working women investors), and based on the results, $H0_1$ is rejected, therefore, it is concluded that unstructured financial decisions are partially mediated in between structured financial decisions and psychological wellbeing of the working and non-working women investors.

5.5.2 Structural Model: Case II: On the introduction of SFD in between UFD and PWB



Model fit Indices

CMIN		DF	P		CMIN/DF
804.510		**200**	.000		4.023
GFI	AGFI	TLI	CFI	NFI	RMSEA
.954	.915	.947	.968	.932	.086

Chi-square Difference Test: Anderson and Gerbing's (1988)

Model	Chi-Square	Df	P	Result
Non-Mediating Model	264.938	73		
Mediating Model	804.51	200		
The chi-square Difference Test	539.572	127	***	Significant

Figure 1: Structural Model: Case II : On the introduction of SFD in between UFD and PWB

Source: AMOS 23.0

Table 9: Case II: Standardized regression weights for direct effect of UFD on SFD, direct effect of SFD on PWB, and direct effect of UFD on PWB

Direct Paths			Estimate	S.E.	C.R.	P	Results
SFD	<---	UFD	.590	.105	6.053	***	Significant
PWB	<---	UFD	.283	.097	4.125	***	Significant
PWB	<---	SFD	.621	.105	7.761	***	Significant

Source: AMOS 23.0

According to figure 7 and table 9, the standardized regression weights for direct effect of UFD on SFD is 0.590, hence if there is an increase of one standard deviation in the UFD, then there is a 0.590 standard deviation increase in the SFD. The standardized regression weights for direct effect of UFD on PWB is 0.283, hence if there is an increase of one standard deviation in the UFD, then there is a 0.283 standard deviation increase in the PWB and the standardized regression weights for direct effect of SFD on PWB is 0.621, hence if there is an increase of one standard deviation in the SFD, then there is a 0.621 standard deviation increase in the PWB. Because for all the direct path, the standard error is so small (0.105, 0.097, 0.105), the sample size is adequate, and it is accurate representation of the population that was chosen. The correlation between UFD and SFD, UFD and PWB, and SFD and PWB are significant at the 0.05 level, as the critical ratio (CR=6.053, 4.125, 7.761) is greater than 1.96 for the regression weight (0.590, 0.283, 0.621) respectively.

Table 10: Final results Case II: Mediation results on the introduction of SFD in between UFD and PWB (Baron & Kenny's Method)

Effect	Standardised Estimation	P Value	Results	Mediation	Hypothesis	Decision
Total Effect	.650	0.010	Significant	**Partial Mediation**	Rejected $H0_2$	Supported
Direct Effect	.283	0.010	Significant			
Indirect Effect	.367	0.010	Significant			

Source: Researcher's own output

According to table 10, the standardised regression weight is reduced from 0.650 to 0.283 and the difference is 0.367 (p value = 0.010). As per the Baron & Kenny's Method, if the regression weight is reduced with significant p value, then this is the partial mediation of the mediation variable in between independent and dependent latent variable. Since the first null hypothesis was ($H0_2$: Structured financial decisions do not mediate between unstructured financial decisions and psychological wellbeing of the working and non-working women investors), and based on the results, $H0_2$ is rejected, therefore, it is concluded that structured financial decisions are partially mediated in between unstructured financial decisions and psychological wellbeing of the working and non-working women investors.

Table 11: Comparison between final results of the indirect effect of case I and case II

Mediation Effect Comparison	Difference Standardised Regression Weight in Indirect Effect	P Value	Hypothesis Results	Decision
Indirect Effect (Case I)	**.166**	0.010	$H0_3$ Rejected	Supported
Indirect Effect (Case II)	**.367**			

Source: Researcher's own output

According to table 11, both the structured financial decisions (SFD) and unstructured financial decisions (UFD) constructs have the partial mediation towards psychological well-being of the working & non-working women investors, but the standardised regression weight in indirect effect is (0.367) for case I (On the introduction of SFD in between UFD and PWB) whereas standardised regression weight in indirect effect is 0.166 for case II (On the introduction of SFD in between UFD and PWB). Since the third null hypothesis was ($H0_3$: There is no significant difference between structured and unstructured financial decisions towards psychological wellbeing of the working and non-working women investors),, based on the results of table 11, the third null hypothesis is rejected, therefore it can be finally concluded that structured financial decisions (SFD) are much more prominent and important than that of unstructured financial decisions (UFD), hence structured financial decisions (SFD) having more impact in comparison to unstructured financial decision (UFD) in achieving the psychological well-being of the working and non-working women investors.

4.0 Conclusions

In this research study, the decisions are supported in the comparison between final results of the indirect effect of case I and case II. The structured financial decisions (SFD) and unstructured financial decisions (UFD) constructs have partial mediation towards the psychological well-being of the working and non-working women investors. It is confirmed that the structured financial decisions can help in achieving the financial wellbeing/ financial freedom/ psychological wellbeing, therefore, it can be finally concluded that structured financial decisions (SFD) are much more prominent and important than that of unstructured financial decisions (UFD*)* towards the psychological well-being of the working and non-working women investors. This study is helpful for all the investors who invest their hard earn money in different portfolios without thinking the structured and unstructured financial investment decisions as low risk to high risk, high profit to low profit. The future researchers can conduct the group analysis/ moderation analysis with respect to working and non-working women investors in the continuation of structured and unstructured financial decision (UFD) in achieving the psychological well-being of the working and non-working women investors.This study is limited to the working and non-working women investors of Lucknow city, in Uttar Pradesh, INDIA.

Conflict of interest

The authors declare that they have no competing interests.

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An Overview of Right to Privacy under Constitution of India

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Abstract:

In this research the researcher has discussed about the right to privacy under the Constitution of India. It focuses the emergence of the right to privacy as a legal concept, the early legal precedents and leading up to significant judicial decisions and constitutional interpretations. The research analyzes landmark judgements, such as Kharak Singh v. State of Uttar Pradesh and M.P. Sharma v. Satish Chandra which have played key roles in shaping the right to privacy jurisprudence in India. The discussion comprehends how the concept of privacy has evolved over time, particularly focusing on its recognition as a fundamental right by the Supreme Court in the landmark Puttaswamy judgment. The research also highlights the implications of privacy as a constitutional right in various contexts, including data protection, surveillance practices, and individual autonomy.

Key Words: *Privacy, Right, Life, Constitution, Interest etc.*

Introduction

As a fundamental human right, the right to privacy has supposed significance in the Indian context, especially in the wake of technological advancements and the persistent integration of digital technologies into various aspects of daily life. The concept of tight to privacy in India is multifaceted and finds its roots in both constitutional provisions and evolving judicial interpretations.

Meaning and Definition: Privacy means "the condition or state of being free from public attention to intrusion inter or interference with one's acts or decisions."

Right to Privacy means:

- "Right to personal autonomy.
- Right of a person and person's property to be free from unwarranted public scrutiny or exposure.

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- Whereas the invasion of privacy means that “An unjustified exploitation of one’s personality and intrusion into one’s personal activities”. Privacy is also considered as a synonym to “right to be alone”.

Jurisprudential aspect of right to privacy as human law

As a fundamental human right the right to privacy is provided for in numerous international treaties and conventions. It is important for protection of human dignity and is one of the essential pillars for a democratic nation. It supports one’s own rights and others’ rights as well. Privacy is a right to be enjoyed by every human being by virtue of his or her own existence. It also extends to bodily integrity, personal autonomy, compelled speech and freedom to dissent or move or think. The right to privacy is to restrain government and private actions that threaten or hinders the privacy of individuals.

Warren and Brandis have very eloquently explained that, “once a civilization has made distinction between the ‘outer’ and ‘inner’ man, between the life of the soul and life of the body, the private sphere in which man may become and remain himself”. This implies that privacy does not merely involve the body but extends to integrity, personal autonomy, data, speech, assent, dissent, movement, thought, identity (true). Therefore, it is a neutral relationship between persons, group or groups and persons where no unwanted or intrusive interference or violation of personal liberty takes place. Every modern society has accepted that privacy is essential and it has recognized it not just on humanitarian grounds but also in the eyes of law.

Right to Privacy in Digital Era[1]

The advent of the digital era has intensified the discourse on privacy. Rapid technological advancements and the widespread usage of digital platforms have led to the aggregation of massive amounts of personal data[2]. From e-commerce transactions to social media interactions, individuals’ digital footprints have become increasingly susceptible to exploitation. This digital deluge raises concerns about data breaches, surveillance, and the erosion of individual autonomy[3].

Individual Rights and State Interests[4]

Balancing the right to privacy with legitimate state interests poses a critical challenge. Instances such as the Aadhaar case[5] underscore the delicate equilibrium between efficient governance and safeguarding individual privacy. While the state’s pursuit of welfare mechanisms is indispensable, privacy safeguards are imperative to prevent potential misuse of personal data.

The concept of privacy in India embodies a multidimensional paradigm, evolving with societal progress and technological innovation. Its recognition as a fundamental right underscores the significance of safeguarding individual autonomy and dignity in an increasingly digitalized world.[6]

Development of right to privacy in India

Right to privacy in India is a peculiar blend of constitutional, customary and common law right scattered over various legal fields. The talk about the right of privacy is not something that has emerged in the country recently. This debate goes long back.

In early years of independence, the courts took fundamental rights as it is and did not read right to privacy as a fundamental right. As said by court in the case of: MP Sharma v Satish Chandra in which it stated that it refuses to recognise a right against search and seizure of documents, since the constitution makers had not provided for it.

Then the recognition began with case of Kharak Singh v State of Uttar Pradesh where the majority opinion was that the right of privacy is not a guaranteed right under the constitution and therefore the attempt to ascertain the movements of an individual which is merely a manner in which privacy is invaded is not an infringement of a fundamental right. But in this case the discussions about the right to privacy to be guaranteed as a fundamental right came with the dissenting opinion given by Justice Subha Rao.With passage of time, the courts started believing that the notion that the fundamental rights are to be considered water-tight is not a feasible and logical ideology and such a notion should be done away with and therefore in further cases so arising the court started agreeing to the dissenting opinion of Justice Subha Rao given in the case of Kharak Singh v State of Uttar Pradesh.

As in the case of Govind v State of Madhya Pradesh where the court stated that 'the right to privacy must encompass and protect the personal intimacies of the home, the family, marriage, motherhood, procreation and child rearing and is subject to restrictions only on the basis of compelling public interest'.

Further this change in the way that courts looked at privacy as a right to be read as a fundamental right furthered in the case of RM Malkani v State of Maharashtra where the court recognised the need to protect the privacy of an innocent citizen. However, it was unwilling to extend such protection to guilty people.

After this there had been a plethora of cases in which the right to privacy in different spheres were argued and debated.

But the country saw a major roar or debate about the right to privacy to be read as a fundamental right in the year of 2012 when Justice KS Puttaswamy filed a writ petition in Supreme Court challenging the Aadhar Project of the government that it violated the fundamental right of privacy.

It was challenged in this petition that the government planned to create a surveillance state which is against one right to be free and have freedom in his own life.

This discussion or this case was under the trial of court for a long time and after a long period of 5 years in 2017, the verdict for the most eminent and the most awaited case Puttaswamy v Union of India came where a nine-judge bench of the Supreme Court of India unanimously gave a judgment that citizens of India have a fundamental right to privacy even though it is not evidently mentioned but it should be interpreted from the text and the thought process under which the constitution makers would have drafted the constitution for the country.

In 2017, Sri Krishna Committee was also constituted which in its opening paragraph mentioned that 'If India is to shape the global digital landscape in the 21st century; it must formulate a legal framework relating to personal data that can work as a template for the developing world. Implicit in such a belief is the recognition that the protection of personal data holds the key to empowerment, progress, and innovation.

Equally implicit is the need to devise a legal framework relating to personal data not only for India, but for Indians.

There have been various 19th century legislations to acknowledge the concept of privacy without its proper definition like under Section 509[7] provides for protection of privacy interest. Along with this, Section 26, Section 163 and section 164(3)[8] of also provides for protection of public interest.

It is now considered that the Constitution expressly provides for fundamental a right that includes Freedom of Speech and Expression and Freedom of Personal Life and Liberty and the right to privacy should be considered a necessary ingredient of these fundamental rights.

This case provided for privacy of space, body, choice, information etc. In respect of this India has ratiûed the International Covenant on Civil and Political Rights ('ICCPR'). The Human Rights Committee has noted that states parties to the ICCPR[9] have a positive obligation to "adopt legislative and other measures to give effect to the prohibition against such interferences and attacks as well as to the protection of this right [privacy].

In the case of **R.V. Sharma**[10] the recognition of privacy as a fundamental right in India has been a significant legal and constitutional journey, marked by key court cases and evolving interpretations. This section explores the emergence of privacy as a fundamental right, with references to relevant case laws that have shaped this trajectory.

Before privacy was explicitly recognized as a fundamental right, Indian courts recognized its implicit existence within the broader framework of fundamental rights. The concept of privacy was intertwined with rights such as the right to life and personal liberty (Article 21) and the right to freedom of expression (Article 19)

Right to privacy refers to protection of one's personal information from being public or used by other without permission. Privacy is defined as "absence or avoidance of publicity or display; the state or condition from being withdrawn from the society of others, or from public interest; seclusion" in New Oxford English Dictionary. Black's Law Dictionary also refer privacy as "the right to be let alone; the right of a person to be free from unwarranted publicity; and the right to live without unwarranted interference by the public in matters with which the public is not necessarily concerned". If we see the traces of privacy law in India, it has been a very debatable topic that whether it should be treated as a fundamental right or a civil right but now by the recent judgment of Supreme Court, right to privacy is a Fundamental Right has become a settled law of land.

Constitutional Framework and Judicial Recognition of Privacy[11]

The Indian Constitution, through its elaborate framework, enshrines the right to privacy as an integral component of individual liberties. The Supreme Court of India, in the seminal case of Justice K.S. Puttaswamy (Retd.) v. Union of India (2017), unequivocally recognized the right to privacy as a fundamental right, intrinsically linked with the Right to Life and Personal Liberty under Article 21[12]. This landmark decision marked a pivotal shift in India's legal landscape, ushering in an era where privacy gained constitutional sanctity.

On August 24th, 2017, Supreme Court has given its verdict on right to privacy in Justice K S Puttaswamy v. Union of India, declaring it as a fundamental right of a citizen. This judgment has finally put an end to the long historical legal battle from the past 40-50 years.

Since the 1960s, the Supreme Court of India have dealt with the issue of privacy, both as a fundamental right under the constitution and as a common law right. The common thread through all these judgment by the supreme court of India has been to recognize a right to privacy either as a fundamental under the constitution or as a common law right, but to refrain from giving a specific definition before the recent landmark judgement. Instead, court has decided to have it evolve on case-to-case basis. As Justice Mathew put it, "The right to privacy will, therefore, necessarily, have to go through a process of case-by-case development".

Right to privacy in the context of surveillance by the state

The first case to lay down the basics of right to privacy in India, was the case of Kharak Singh v. State of Uttar Pradesh, where a seven-judge bench of the Supreme Court was required to check the constitutionality of certain police regulations which allowed police to do domiciliary visit and surveillance of persons with criminal record. In the present case the petitioner challenges the constitutionality of such provisions on the ground of that they violated his fundamental right to privacy under clause 'personal liberty 'of article 21 of the constitution of India. In this particular case majority of the judges decline to interpret article 21 to include within its ambit the right the privacy, part of the majority expressed "The right of privacy is not a guaranteed right under our Constitution, and therefore the attempt to ascertain the movements of an individual is merely a manner in which privacy is invaded and is not an infringement of a fundamental right guaranteed in Part III." But however, they did recognize it as a common law right to enjoy the liberty of their houses and approves an old age saying "man's home was his castle" The majority therefore understood the term 'personal liberty' in Article 21 in the context of age-old principles from common law while holding domiciliary visits to be unconstitutional. Two of the judges of the seven-judge bench, however, saw the right to privacy as a part of Article 21, marking an early recognition of privacy as a fundamental right. Justice Subba Rao held "It is true our Constitution does not expressly declare a right to privacy as a fundamental right, but the said right is an essential ingredient of personal liberty."

The question of privacy as a fundamental right presented itself once again to the Supreme Court a few years later in the case of Govind v. State of Madhya Pradesh[13]. The petitioner in this case had challenged, as unconstitutional, certain police regulations on the grounds that the regulations violated his fundamental right to privacy. Although the issues were similar to the Kharak Singh case, the 3 judges hearing this particular case were more inclined to grant the right to privacy the status of a fundamental right. Justice Mathew stated: "Rights and freedoms of citizens are set forth in the Constitution in order to guarantee that the individual, his personality and those things stamped with his personality shall be free from official interference except where a reasonable basis for intrusion exists. 'Liberty against government' a phrase coined by Professor Corwin expresses this idea forcefully. In this sense, many of the fundamental rights of citizens can be described as contributing to the right to privacy." This statement was however qualified with the disclaimer that this right was not an absolute right and that the same could be curtailed by the State provided it could establish a "compelling public interest" in this regard.

Scopes of Right to Privacy in India[14]

In the Indian context, privacy manifests in various dimensions, each intertwined with the fabric of modern life. Informational privacy encompasses the protection of personal data from unwarranted intrusion and exploitation[15]. This facet finds expression in the Information

Technology (Reasonable Security Practices and Procedures and Sensitive Personal Data or Information) Rules, 2011, which mandate safeguards for sensitive personal data[16]. Physical privacy, another crucial facet, safeguards individuals against intrusive surveillance and bodily invasions[17]. Judicial pronouncements, such as R. Rajagopal v. State of Tamil Nadu (1994), further fortified the notion that privacy encompasses physical sanctity[18].

Judicial Interpretation on Right to Privacy:

The right to privacy has been recognized as fundamental right by Hon'ble Supreme Court of India in various cs

- **Justice K.S. Puttaswamy (Retd.) v. Union of India[19]:** This landmark case marked a watershed moment in Indian jurisprudence by recognizing the right to privacy as a fundamental right under Article 21. The Supreme Court's unanimous decision underscored the multifaceted nature of privacy, acknowledging its relevance in the digital age.
- **R. Rajagopal v. State of Tamil Nadu[20]:** Popularly known as the "Auto Shankar" case, this judgment expanded the scope of privacy by recognizing the right to privacy as a part of the right to life. The Court held that the right to privacy protects a person's right to control information about their personal life.
- **Selvi & Ors. v. State of Karnataka[21]:** In this case, the Supreme Court highlighted the significance of mental privacy and upheld that subjecting an individual to narcoanalysis, brain mapping, and other forensic tests violates their right against self-incrimination and right to personal liberty.
- **Justice K.S. Puttaswamy (Retd.) v. Union of India[22]:** This case scrutinized the Aadhaar biometric identification system, addressing concerns about privacy, data security, and surveillance. The Court upheld the constitutional validity of Aadhaar but imposed restrictions on its use, underscoring the need for a balance between state interests and individual privacy. The Court addressed the traceability of messages on social media platforms, considering the tension between privacy and accountability. The case shed light on the challenges of regulating online communication while preserving privacy. This ongoing case pertains to allegations of unauthorized surveillance through Pegasus spyware. It raises crucial questions about state surveillance, individual privacy, and the limits of digital intrusion. This ongoing case examines issues related to social media platforms' data collection practices, privacy policies, and user consent mechanisms. It reflects the evolving challenges posed by the digital age to individuals' privacy, particularly in the context of their online interactions.
- **Right to be Forgotten Case (2021)**[23] Addressing the digital footprint's persistence, this case examined the right to be forgotten in the context of online privacy. The Court recognized individuals' rights to request the removal of outdated or irrelevant information from search engine result.
- This overview provides a glimpse into how these legal cases have contributed to shaping the concept of privacy in the digital era in India. You can explore these cases further, along with associated legal commentaries and scholarly analyses, to delve

deeper into their implications for digital privacy rights in the country.

- **R. v. Matthews (2020) INSC 452 (Delhi High Court):** This case dealt with the legality of police accessing individuals' mobile phones and social media accounts during investigations. The Delhi High Court highlighted the need to balance investigative requirements with the protection of individuals' privacy rights.
- **R. v. Sharma[24]:** While not directly related to digital privacy, this case explored the right to informational self-determination, which is closely linked to the concept of privacy. The Court emphasized that individuals have the right to control their personal information and how it is used. This case examined the constitutional validity of the government's mandatory use of the Aarogya Setu mobile application during the COVID-19 pandemic. It underscored the need for a balance between public health measures and individuals' privacy rights.
- **Justice K.S. Puttaswamy (Retd.) v. Union of India**[25] This case challenges certain provisions of the proposed Personal Data Protection Bill, 2019, questioning whether they adequately protect individuals' privacy rights and whether the bill aligns with the constitutional principles of privacy.

The terms privacy and right to privacy can't be easily conceptualized. Privacy uses theory of natural rights and generally responds to new information and communication technologies. The right of privacy is our right to keep a domain around us, which includes all these things that are part of us, such as our body, home, property, thoughts, feelings, secrets and identity, the right to privacy gives us the ability to choose that which parts in this domain can be accessed by others and to control the extent, manner and timing of the use of those parts we choose to disclose.

Conclusion:

It can be analysed that, in a democratic country like India which has been known for its diversity, privacy is a value directed towards individuals, groups or society on collective self-regulation which means different things to different people. It has people from all religions, customs and backgrounds and therefore it is easy to ascertain that one thing may not mean the same to the entire country and so is the situation with privacy. Privacy means different things to different people. For some it is privacy of information, for others privacy of body and for some it may have some other different perspective. So, privacy can be read along different lines with various different aspects of the society or country and can be read with privacy which has been discussed further. The Indian legal system not only guarantees right of life but also protects from any fear, force, infirmity and provides freedom of life and speech which involves privacy in all scenarios as no one can be forced to talk about their marriage or make a confession or no one can be forced to act in a certain manner. It ensures that consent of an individual as and when required must be exercised freely and therefore making privacy a big whole lot of a deal for people as individuals. The advent of the internet raised novel questions about the right to online anonymity and the privacy of online communications. In the case of **Shreya Singhal v. Union of India**[26] it was assumed that, while primarily focusing on freedom of expression, this case indirectly acknowledged the importance of online privacy by striking down a provision that could lead to arbitrary censorship of online content. It highlighted the need to protect individuals' digital communications from unwarranted state interference.

Thus, it can be stated that, our country protects privacy at ballot because of not people may not choose whom they want due to various reasons like threat, friendship, relations and much more. Privacy of association and activities is important because watchful eyes may sway people in opposite of their conscience. And finally, privacy limits the governmental powers, intervention and avoids state putting their noses everywhere and anywhere. Not just government but in the hands of private individuals as data is important for various decisions of one's life and no one wants to become puppets of others.

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Integration of Technology and Pedagogy in Teacher Education Programs in India: An analysis in the context of NEP 2020

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Abstract

National Education Policy 2020 is a policy document for making India a powerful and developed nation through education of its citizens. Creative and innovative practices of teacher-educators and teachers is one of the significant contributors to improve the quality of school education. Technology has influenced the field of education and it has been used worldwide during Pandemic Covid 19. To achieve the objectives of NEP, integration of information and communication technology is required in pedagogical practices. In this regard, it is a great challenge to integrate different dimensions of technology in pedagogy for teacher preparation programmes.

This paper focuses on importance of technology in education, concept of techno pedagogical skills, analysis of integration of technology and pedagogy in teacher education programs in India contextualized within the framework of the NEP 2020, examining the role of teacher and challenges, opportunities and strategies for effective integration in teacher preparation. Technology based learning needs support from teacher preparation programmes. Implications for preparation of teachers with techno- pedagogical skills in teacher education has been suggested to facilitate the incorporation of technology in teacher education.

Keywords: National Education Policy 2020 (NEP 2020), Pedagogy, Techno-pedagogical skills

National Education Policy 2020 is a policy document for making India a powerful and developed nation through education of its citizens. Ensuring equitable, inclusive, and quality education along with the promotion of lifelong learning opportunities for all will be made possible through restructuring and transformation of education system through NEP 2020. Development of technology by human beings has affected all the fields of their lives very deeply and transformed the world.

Creative and innovative practices of teacher-educators and teachers is one of the significant contributors to improve the quality of school education. The change in pedagogical

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approaches has been shifted from teacher centered to learner centered teaching learning. In last some decade's technology has influenced the field of education and it has been used worldwide during Pandemic Covid 19. To achieve the objectives of NEP, integration of information and communication technology is required in pedagogical practices.

The quality of the school education is directly linked to the quality teacher education. If the quality in teacher education curriculum is maintained, then quality of the prospective teachers will be improved. In order to develop quality teacher, teacher education has to be up - dated frequently according to the changes occur in the society. So, to improve the quality of the teacher education, there is need for the integration of the ICT and techno pedagogy in teacher education as well.

During pandemic, whole education system has become dependent on ICT tools and classes of regular courses of higher education along with all other type of learning was possible through online mode only. Regular offline teaching learning process of educational institutes all over the world has to switch over for online mode. The educational practices were revised and use of ICT tools became unavoidable for each and every teacher. Techno-pedagogical skills were of great use during such situation became it became the need of the hour.

The real classrooms have been replaced by virtual classrooms on various online meeting platforms like Zoom, Google meet, Cisco webex, Google classrooms, Microsoft Teams and many more. It has become the need of time to avail these facilities with the help of which a learner may learn any time and from anywhere. Information and communication Technology (ICT) has enabled the learners to get acquainted with the knowledge present on internet. There are many issues that need to be addressed for expanding the ICT usage.

Many student teachers as well as students are still not familiar with advance computer technologies applied to teaching so they face difficulties in practising it. Teacher educators and teacher trainees should be oriented and trained for effective use of techno pedagogical skills in daily instruction and major thrust areas to be focused upon for effective utilization of techno- pedagogical skills in different aspects of life.

The National Education Policy (NEP) 2020 marks a significant shift in India's educational landscape, advocating for comprehensive reforms across various levels of education. One of the key focus areas of the NEP 2020 is the integration of technology in education, aimed at enhancing access, quality, and equity. In this context, the role of teacher education programs becomes pivotal, as teachers are the primary agents of change in the educational system.

***Importance of technology in education*:**

The studies show that infrastructural facilities, knowledge of technology and its practice in classroom situations differ according to nature of institution and content knowledge of teachers. Technology can facilitate constructivist learning environments where teachers and students co-create knowledge.

Every teacher should have proper knowledge and training of how to use technology and pedagogy simultaneously in the classroom. Internet and online webinars act as a major source for dissemination of knowledge as researches and studies available online have their reach worldwide the webinars organized at international and national level act as very powerful tool to spread the thoughts worldwide.

Pedagogy:

Pedagogy is a science that deals with the study of the different way of teaching and learning between students and teachers. The various learning and teaching methods that are employed in the classroom by teachers and students is often considered as the pedagogy.

Integration of Technology and Pedagogy: The three core components of good teaching with technology are – content, pedagogy and technology, along with relationships among and between them, the three knowledge bases of content, pedagogy and technology form the TPACK (technology, pedagogy and content knowledge) framework (Mishra and Koheler 2006). For the application of teachers' knowledge with technology, three interdependent components content knowledge, pedagogical knowledge and technological knowledge are required.

TPACK is the basis of effective teaching with technology requiring an understanding of representation of concepts using technology and pedagogical techniques that use technologies in constructive ways to teach content and how technology can help redress some of the problems that students face. The TPACK framework suggests that pedagogy, technology and teaching successfully with technology requires continually creating, maintaining and re-establishing a dynamic equilibrium among all components. (Senapathy, 2014)

Techno pedagogical skills:

The recent developments in the technology made significant changes in pedagogy which in turn opens a new area called Techno-pedagogy. The ability of teachers to apply and adopt technology effectively in teaching and learning process is known as Techno-pedagogical skills.

Following are the techno-pedagogy skills required **(Lakshmi Narayana A. & Komalavalli, T., 2022)** to effectively impart education through techno-pedagogy-

1. **Knowledge of technology:** student teachers must be oriented towards the various available online learning technologies
2. **Blended learning mechanism**: Prospective teachers must be given skills to use both online and offline methods of teaching and learning
3. **ICT Skills**: Various ICT skills like knowledge and use of applications in desktop, mobile, knowledge on operating software and hardware in real time to create knowledge, to identify exact resources and to use technology in classroom practices.
4. **Techno-savy skills:** Knowledge and application in using various gadgets is to be imparted to teacher trainees so that when they become teachers, they can use gadgets in their teaching process.
5. **Collaborative skills:** collaborative skills must be taught to prospective teachers.

Review of related literature

Many studies have been conducted in India and abroad in order to find the Techno-pedagogical skills which refer to such skill of the teacher that provides for blending technology and pedagogy in the transaction of successful classroom instruction of various stakeholders, especially the teachers and students. Some of the findings directly related to the present studies are discussed in the following paragraph.

Prospective teachers need to be adequately trained in using latest technologies in the contemporary methods of teaching. **Gloria, R. (2014)** revealed that teaching with the help of technical facilities enhance and improves student's knowledge as well as facilitates teaching learning process and techno-pedagogical competencies. **Sezer, B. (2015)** found that the prospective teachers have insufficient knowledge and skills to use and integrate technology in the classroom. Hence, they fail to adopt technology and pedagogy simultaneously in efficient and effective way.

Kumar (2018) found in the study that the government institutions suffer from the lack of necessary instructional Aids and technological devices infrastructure**. Naik et.al. (2021)** found in their study that the traditional chalk and talk methodology is often better than online sessions. Results and analysis indicated that lack of facilities, infrastructure, technical tools and the internet access are the major drawback for conducting online sessions.

Kumar & Praveena (2023) found that teacher trainees in university of Mysore were having moderate level of Techno pedagogical skills but in this technological era to reach the students effectively usage of technology plays a vital role so every teacher trainee should have proper knowledge about the usage of technology and basic 21st century's technological skills. By adopting new methods and practices teacher trainees should give more priority towards usage of technology in their teaching practice and they should inculcate the high-level Techno Pedagogical skills.

Sarangi et.al. (2023) found that factors influencing effective pedagogy and technology integration include necessary infrastructure, technical support, teacher training, supportive school management, skilled and motivated teachers etc. Integration of ICT with pedagogy makes learning engaging and entertaining It encourages inquiry-based learning, cooperative learning, creative and critical thinking among students. It provides opportunity for students to receive materials in multiple formats like videos audio recordings, text materials etc. teacher trainees having Moderate level of Techno pedagogical skills, but in this 21st century technological ear to reach the students effectively usage of technology plays a vital role so every Teacher trainees should have the minimum knowledge about the usage of technology and basic 21st century's technological skills. So by adopting new methods and practices teacher trainees should give more priority towards usage of technology in their teaching practice and they should inculcate the high level Techno Pedagogical skills.

Issues for Inclusion of Techno-pedagogical skills in Teacher Education Programme:

In techno pedagogy, the classroom is blended with usual physical and virtual mode of education. The teaching aids in traditional educational system are being replaced with digital tools and techniques to teach a concept. Teacher education undergoes such new changes in the curriculum with the integration of technology leading to the improvement of the quality in teacher education. All the pedagogical practices in teacher education can be integrated with technology and this techno-pedagogy is used in the teacher education is an optimistic way.

Techno pedagogical skills also needs special efforts and will of teachers along with computers and peripherals, software, networking capabilities, maintenance, training and upgrading. For better use of ICT by student teachers more computers and technology-based training programs need to be organised and practised during the practice teaching.

Many academic degrees and certificate programmes should also be offered through the internet at wide range of levels and disciplines as there is strong need to enable teachers through training for using ICT for research, lesson planning and delivery of content online.

Pre-service training programs for teachers should be designed to address the needs of online teaching. The use of ICT has helped in training a large number of teachers in higher education system as well as on secondary and primary school levels at the same time. Teachers have shown positive attitude for technology usage in teaching learning practices but they need to develop techno pedagogical skills for this.

Teachers are responsible for using ICT in teaching and learning as they implement the curriculum. It requires access to ICT tools, skills and most important of all confidence for using it. Interactivity and interactions also have been the success factors in educating students through technology.

Challenges in Integration:

There are several challenges in integration of technology in teacher education programmes-

1. **Digital divide:** Accessibility issues of hardware and soft skills for prospective teachers in rural and remote areas.
2. **Resistance to change:** Cultural background of prospective teachers and their educators and institutional barriers also create resistance to use technology in teacher education programmes.
3. **Professional development:** There is urgent need for continuous training and support for prospective teachers and their educators to be acquainted with new technology.

Opportunities for Integration:

The opportunities for integration of technology and pedagogy may include:

1. **Personalized learning:** Leveraging technology for adaptive learning experiences. Every learner gets an opportunity to learn at their own pace at convenient place and suitable time.
2. **Collaborative learning:** Enhancing teacher collaboration through digital platforms. By practising collaborative learning students can also interact with peer group.
3. **Innovation in pedagogy:** Exploring new teaching methods facilitated by technology. The pedagogical strategies like Blended learning (Combining online and offline teaching methods), Flipped classrooms (encouraging active learning and student engagement and digital literacy (Emphasizing the development of digital competencies among teachers and students) may be exercised for effective teaching learning.

Implications:

Technology can help reform education and the education system needs to be reformed for successful technology integration. As teachers are the primary agents of change, by reforming our teacher education programs better teachers may be prepared. To take advantage of the affordances of the various technologies and successfully integrate them in their practice following implications may be implemented-

- Proper training of handling the various tools, application and solve day-to-day technical problems should be imparted to prospective teachers through curricular changes.

- There is an urgent need to provide proper technological facilities at institutional as well as individual level. Infrastructure improvement for practising techno pedagogical skills and its maintenance should be made in teacher education colleges.
- There are many challenges to overcome in implementation of online teaching learning. There is a tremendous digital divide focusing on equitable access, between rich and poor and rural and urban students. Digital tools should be provided through investing in digital infrastructure and resources.
- Curriculum reform is required for integrating technology-oriented modules in teacher education programs.
- Capacity building of teacher educators should be done through continuous professional development programs for teacher educators Professional development programs should be tailored to address the specific needs and skill-gaps of educators.
- Techno pedagogical skills should be practiced by the student teachers (prospective teachers) in daily instruction and they should be motivated to make it a regular practice.
- Designing of various technological interaction activities for successful transaction of knowledge involving electronic devices should be done.
- Keeping the future needs in view, orientation of student teachers regarding online learning needs of students is must to create appropriate learning environment in actual school conditions.

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A Study on Cyber Financial Frauds in Jharkhand

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Since there is no unambiguous competence for digitally financial frauds, it becomes increasingly challenging to investigate these cases. Additionally, because distinctive publicly and privately owned provider of services, such as financial institutions and telecommunications companies, are unable to create defensive systems for their customers, the investigation of these cases is further complicated. This is the primary cause of the prolonged inquiry times for cybercrimes and the extremely insufficient convictions percentage among cybercrimes. The forthcoming age will be dependent on financial technology for all the things citizens use digital platforms in order. This is considering the entire globe is currently experiencing a technological shift known as digitalization, and the majority of economic activity is carried out on digital platforms, which allows people to easily access all information while seated in one location. As a result, financial activity is done electronically and conducted over the internet, including monetary transactions, capital investment and numerous other finance-related tasks. These days, everybody prefers electronic systems to the conventional one. However, in addition to the advantages, it has also raised awareness of new hazards and ways to reduce them. The financial industry will inevitably face the unforeseen adverse impacts of cyberspace.

The majority of customers worldwide, or 91%, hold cell phones and other handheld devices, in accordance to The Global Fraud and Identity Report, and technological advances is enabling the substantial amount of digital communication between enterprises and Online consumer behaviour reflects the broad acceptance of electronic transactions as a means of making purchases (90%) and handling financial affairs (88%). As we all comprehend, our nation is rapidly developing and its citizens use digital systems on a large scale. The volume and value of online fraudulent transactions are rapidly increasing at the same time, raising serious concerns among individuals in India and throughout the world. Every day, criminals implement new techniques to carry out their schemes. cash frauds can cause immediate cash loss, which can put a person under distress on a mental and emotional scale.

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The terms “computerized monetary crimes” and “cyberspace financially crimes” have gained popularity recently. Examples of these crimes include SIM switching, phishing attacks, video and audio phishing, and ATM card counterfeit. The majority are primitive crimes. These days, Jharkhand’s Jamtara has developed into a hub for elementary scams involving money. A government expert claims that Jharkhand-based scammers are responsible for approximately fifty percent of all digital crimes. The incidence of card counterfeiting is particularly significant in the present developments of cybercriminals. Digital finance includes a wide range of new monetary services and goods offered by Fin-Tech organizations and creative financial services providers, as well as new financial firms, applications, and consumer interaction and engagement methods. Although there is no universally recognized definition for electronic finance, it is generally accepted to include all technological infrastructure, amenities, and merchandise that allow people and businesses to utilize funding, savings, and transactions electronically without having to go to a bank location or cope exclusively with financial service firms.

A multitude of impoverished consumers may be able to switch from traditional payment methods to formalized electronic payments on safe digital platforms owing to the recent improvements in the affordability and availability of online banking services offered globally (CGAP). By giving people and corporations of all sizes straightforward access to a wide range of monetary services and products (including financing amenities), digital banking assurances to increase the economic output of digitalized economies. This can lead to an increase in overall expenditure, which subsequently in turn raises GDP levels. Enhanced brokerage services and improved liquidity are additional benefits associated with online finance that can benefit consumers as well as the financial system. Governments also gain from online finance since it offers an environment for increased aggregate spending, which raises tax revenues due to a surge in the amount of monetary transactions. Banking and monetary authority regulators have profited from the widespread adoption of electronic banking since it can drastically cut down on the flow of fake money, among other things. The vast majority of financial transactions are now done through smartphone apps and online platforms. We can move the cash from a certain bank account to another using a variety of techniques, including RTGS, NEFT, and IMPS.

Because the goal of this research is to identify fresh ideas and insights on this specific topic, it employs an exploratory research design. The sample used in the study was gathered using a simple method of randomization. The purpose of the interviews with police personnel from the different police departments in the state of Jharkhand was to better understand the needs of law enforcement and the areas that required further investigation into the money flow patterns of the different regions of cyber criminals in Jharkhand. The interviews were conducted with an appropriate permission granted by a senior officer. Police personnel in the state of Jharkhand will be interviewed and their observations will be used to gather primary data. Secondary data was gathered from the government, e-sources, and a variety of media. For the purpose of this study, a variety of research papers and websites such as NCRB, RBI, ASER, and MHRD were utilized as references. Police officials were interviewed as part of the first set of tools employed in this study, while individual assessment was used in a case study for the second set of instruments.

In the nation, Jharkhand comes in second place to Rajasthan with regard to overall cybercrime. Over the period of July 2023 to July 2019, 5350 incidents of cybercrime were registered in Jharkhand. Only the Ranchi district has recorded 1432 of these occurrences. In addition, 496 instances in Dhanbad, 405 in Deoghar, 384 in Jamshedpur, and 348 in Hazaribagh were reported. There are going to be cybercrime police stations established in eight Jharkhand districts. Bokaro, Ramgarh, Chaibasa, Ranchi, Latehar, Hazaribagh, Dumka, and Seraikela districts are included in category. Cybercrime centers used to operate in Jharkhand's Jamtara, Deoghar, Giridih, Dhanbad, Jamshedpur, and Palamu. The Home Department received a proposal from the Jharkhand Police Headquarters to establish cyber law enforcement agencies in other districts as a result of the rising number of cybercrimes. As technology advances, so does the danger of cybercrime in the nation. Although Jharkhand's Jamtara has established itself as a national leader in online crime, new centres of cybercrime have appeared in Rajasthan's Bharatpur and Uttar Pradesh's Mathura. Even though Jamtara is seeing a decline in cybercrime, five locations in the province's top ten are hotspots for cybercrime. Of the ten districts in the nation with the highest percentage of cybercrime cases, four are in Jharkhand including Bokaro, Giridih, Jamtara, and Deoghar.

Through its investigation, a startup from the IIT Kanpur has discovered this knowledge. According to study conducted by the Future Crime study Foundation, 80 percent of online crime occur in ten areas across the nation. Of these, the highest percentage of crimes originate from Bharatpur in Rajasthan, followed by 18% from the city of Mathura, 12% from Nuh in Haryana, 11% from Deoghar in Jharkhand. The inclusion of four Jharkhand districts on this list is a striking finding in this research. These comprise 9.6% of cybercrime instances from Jamtara, 10% from Deoghar, 2.3 percent from Giridih, and 2.4 percent from Bokaro. Karmatad has been included to this list as well; there, 2.4 percent of all cybercrime instances nationwide have been recorded. In addition, there are 496 cases in Dhanbad, 405 in Deoghar, 384 in Jamshedpur, and 348 in Hazaribagh that have been reported. Numerous instances of cybercrime that were never reported have come to light. Eight Jharkhand districts will get cybercrime police stations in response to the state's growing number of cyber cases. Bokaro, Ramgarh, Chaibasa, Ranchi, Latehar, Hazaribagh, Dumka, and Seraikela are a few of these. The Home Department received a request from the Jharkhand Police Headquarters regarding the establishment of cyber police stations in additional districts, given the rising number of cybercrimes. The Jharkhand government announced the implementation of the Cyber Crime Prevention against Women and Children Scheme (CCPWC) in the state with the goal of "protecting women" from the increasing number of cybercrimes. It seeks to launch scientific and technological units, strengthening capabilities, awareness raising, as well as online cybercrime registrations. The officials made this claim during the Home Department review.

Due to the lack of a clearly defined jurisdiction, digital financial frauds are more challenging to investigate, and various public and private service providers, including banks and telecom companies, are unable to provide their customers with defensive systems. People now rely far more on technology and the internet for all of their needs as a result of technological advancements. People can now easily reach everyone and everything while seated in one location thanks to the Internet. The rate at which digitalization is advancing in our nation is astounding, and the Indian government actively encourages it through programs like the e-governance and digital India schemes. However, as digitalization progresses, so does the threat it poses. Technically educated staff is needed to combat digital financial fraud, but Jharkhand's situation was dire. It was shocking to learn that some Jharkhand police officers were still using section 66A of the IT Act to file cases, despite the Supreme Court's 2015 ruling that this section of the Act was unconstitutional. This occurs as a result of police officials' ignorance and inadequate training. Since digital frauds are, as far as we are aware, international, their jurisdiction is likewise broad and ill-defined. Since policing is a state matter in our nation, each state administration has its own police force, and each state has its own set of rules and regulations. Therefore, it is quite inconvenient for the Jharkhand police to investigate interstate digital fraud.

Jharkhand police, in particular the Jamtara District police, often undertake raids in order to apprehend guilty parties and seize various electronic devices and financial documents. Due to a lack of collaboration among the technological cell and the cyber police station, the police of the cybercrime police station encounter some difficulties when these confiscated documents were delivered to a cyberspace expert or technological cell. Data from forensic or technical cell labs took at least several months to arrive. Regarding the cyber forensics' laboratory report, this means that the examinations take longer. Additionally, the police request pertinent information about digital financial fraud from banking institutions and electronic wallets companies. However, there is an inadequate level of cooperation between financial organizations and the police, which results in flawed investigations and an inadequate rate of conviction for digital financial fraud. Although the victim's position is crucial in investigations and court cases, they typically don't take on a supportive role. Ultimately, the aforementioned factors result in an inadequate and unprofessional investigation, ultimately contributing to the small convictions rate. Other factors contributing to low conviction rates include a lack of resources, a lax legal system, a broad jurisdiction, and antiquated investigative techniques.

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Influence of Specific Yoga Exercises on Internet Addiction

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Abstract:

This article tends to deal with impact of selective yoga practices on internet addicts. Following the IT revolution in India, use of internet in administrative and academic affairs substituted the use of pen and paper on a large scale. The use of internet for that purpose started to make the user addict of it. Because internet not only facilitated the work ease, it also, side by side, created a virtual world which for the user was not incompatible with the real world. The severe problem arising out of internet addiction began to be felt when it started to impact socio-physical wellbeing of the user. In order to combat the internet addiction, yoga practices proved to be very effective as it did not have, like allopath or alternative medicines, side effects.

Keywords: Internet, Addiction, Social Media, Yoga, Meditation

Internet can be called the greatest invention of human civilization. Through the Internet one can establish instant communication from one pole on the Earth to person sitting on the other pole. You can also exchange your ideas. Internet has made the world very small. Through internet a person can get any information instantly. Any item can be bought or sold from here. But it is most used in the field of information and technology. This question may arise in your mind that when the Internet is so useful for an individual or society, then how can it be called an addiction? It is necessary to explain that when a person continuously uses the Internet to fulfill his needs, it is its use. But when a person continuously uses the internet for his inner pleasure, it is the result of addiction. When the addiction becomes too much, he becomes completely distant from the real world. He remains immersed in the internet world. The children have stayed away from the playground. Family members have forgotten to sit together. Despite living together in the same house, husband and wife are not able to find time for each other. In this era, people are forgetting real friends and looking for virtual friends on the internet living a virtual life. When the use of social media sites like Facebook, Twitter, WhatsApp, Instagram, porn sites, Pinterest increases beyond limits with the internet.

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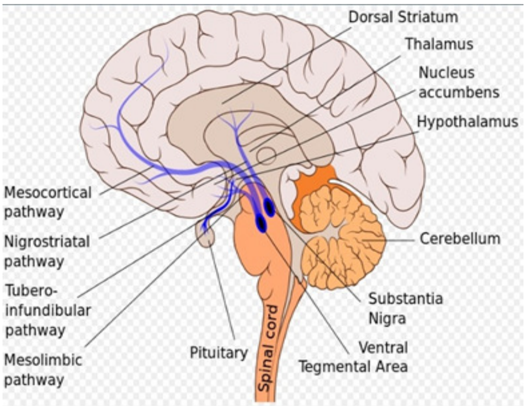
Then it is called internet addiction. The situation where we are not able to control it even if we want to is called Internet addiction.

Rationale for the Study

Whatever the type of addiction, it affects the human nervous system. Addiction takes the person into the virtual world. Internet provides him with fleeting pleasure to the internet even today. In these times it can be considered a big addiction. It takes the person to an imaginary world. When the addiction to internet increases, the person becomes mentally stressed and frustrated. The changes made in China and South Korea have resulted in such consequences that people addicted to the Internet have even attempted suicide. In the past, many such incidents had happened all over the world due to Blue Whale Game. There are already so many medical methods in the world to solve the problem of internet addiction. Internet addicts can also be treated through yogic activities. I believe that if compound verbs are used well, internet addiction can be ended. The reason behind this is that yoga produces positive effects on any person at all three levels, physical, mental and emotional. The reason for addiction is to get pleasure for the person, inner pleasure can be obtained through yoga. By using yoga, the evidence of internet addiction can be reduced. Addiction can be understood this way.

Walters 1996) – "Defining addiction, he has written that addiction is an individual repeated behavioral process. Attempts to stop it result in failure. Despite this, it has important consequences at the psychological and social level. Walters (1996)-Addiction is defined as behavior that a person engages in repeatedly. The person fails to stop the addiction despite significant psychological and social consequences, (WALTERS, G.D. (1996).

Addiction tendencies and the Human Body



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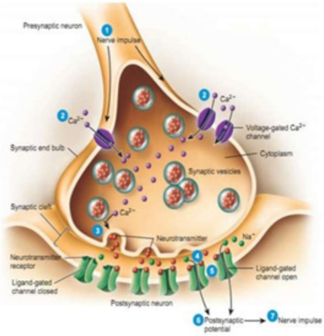
The relationship between the human brain endocrine system and addiction many areas of the brain are involved in addiction and most of them are found in the limbic system. The interesting thing about addiction is that it's not just about dopamine and the pleasurable feeling it provides. But many other systems, including the endocrines system and certain hormones, as well as other neurotransmitters, have been linked to addiction. Major areas of the brain involved in addiction include the ventral tegmental area, substantianigra, amygdala, anterior cingulated, prefrontal, etc. (David N. Greenfield, PhD, MS.) Neurotransmitters are chemicals that allow neurons to communicate and connect with each other. There are many neurotransmitters in the central and peripheral nervous systems, the major ones being dopamine, serotonin, norepinephrine, GABA acetylcholine, glycine, and glutamate. The three that we see most often in psychiatric, psychopharmacology, and addiction medicine are dopamine, serotonin and norepinephrine.

Biological basis of Addiction



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The king of neurotransmitters related to addiction is dopamine. Although, other neuro transmitters are undoubtedly involved in addiction. Dopamine is part of the pleasure drive we see in addiction. Internet screen use increases dopamine reception at post-synaptic receptors in their nucleus accumbency and over time there is up-regulation of this post – receptors to manage the increased levels of dopamine present in this area of the brain (David N. Greenfield, PhD, MS.)

The limbic system' of the human brain is primarily responsible for addiction. The limbic system has also known as the 'polymyolateral cortex'. This is the part of the nervous system that affects the person emotionally. Scientists believe that the limbic part of the brain developed long before the neocortex. It is related to emotional and survival related functions. The function of the limbic system was to support essential activities. In which there is continuity. The limbic area of the brain is directly related to addict. From here, keeping in mind the relative utility of biology, the historical logical structure and function also come under it. The tasks which give us pleasure are stored her. This process is related to the development of the brain. Which is the biggest source of experience, pleasure in the limbic system located inside the human brain. The root cause is drug addiction in humans. Apart from this, the person states consuming more and more in this way for the sake of pleasure in the brain structures. And as a result he becomes addicted (Pabasari Ginige 2017). Similarly, some wired structures develop in the brain to perform certain behaviors or for survival, prosperity and pleasure. Neurotransmitters are chemicals that allow neurons to communicate and interact with each other. There are many neurotransmitters in our central nervous and peripheral nervous systems. The main have ones dopamine, serotonin, no epinephrine, Gala, acetyl choline, glycine and glutamate. Three of these have more use in the system of psychotherapy or psychopharmacology. Dopamine, serotonin and norepinephrine are mainly responsible for addiction. (David N. Greenfield, PhD, MS).

Research into this topic first started in 1996. This type of research was started by the Psychological Association of America. First of all, in his study he studied 600 people who used the Internet excessively. These problems are included in DSM IV. This testing process is called pathological gambling.

Generally, an Internet addict can be called a person who uses the Internet for 40 to 80 hours a week. Use internet for 5 to 6 hours at a time or till late night. Due to which their sleep is affected. Sleep is not completed systematically and then children have to get up in the morning to go to school. Some people have to go into business. Most of the people have to face stress due to waking up late. At that time one has to face mental stress also. Due to lack of sleep, a person's physical and mental working capacity also decreases. The person's memory and concentration are affected. The body experiences illness and fatigue. Due to not getting work done on time, the workload on the brain increases. Headache also occurs due to not sleeping for a long time. The basis of all these problems can be called internet addiction. That is the starting point from where the problem begins. The workload the brain increases. Problems like acidity, loss of appetite etc. may also occur, (National Institute on Drug Abuse (US), April 2020).

Role of Yoga in Internet Addiction Management

Talking about the effect of yoga in internet addiction management, Hemant Bhargava, Professor in the Department of Integrative Medicine, National Institute of Mental Health and Neurosciences (NIMHANS), says that internet addiction is a behavioral disorder related to non-substance consumption.

It is an addiction that can be managed with both medical and non pharmacological methods. When using alternative non-pharmalogical methods, first understand what happens to the addict due to Internet addiction. When a person reaches the state of internet addiction, the speed of his thought process becomes much uncontrolled. He loses his alertness and awareness in every situation and becomes restless. "At this stage, mental relaxation exercise such as Shashankasana and Yoga Nidra can prove to be very effective for the addict. Yoga practice proves to be an effective means of increasing self-regulation and reducing stress, (The Hindu).

Internet addicts, due to their intense use of internet, develop the habit of doing everything quickly and are unable to practice yoga properly. Therefore, in the initial stage, classical but fast yoga exercise like Suryanamaskar, Kapalbhati Bhastrika Pranayam prove to be very helpful. After intense exercise, the motivation to take some physical and mental rest automatically arises. Pranayama can prove to be very helpful in stopping the thought process which has become intensified due to internet addiction. The classical basis of this concept is this is a verse from Hath pradipika. When the wind is moving, the mind becomes motionless when it motionless. That is, when the air is moving, the mind also becomes restless and when the air becomes still, the mind also becomes stable. We know that when the mind becomes stable, the thought process gets completely blocked. The combined form of mental excitements and physical problems has been described by Maharishi Patanjali in the path of Yoga as Yoga Antaraya. All those symptoms manifest in internet addiction. Maharishi Paranjali has described Yoga Antaraya, or vighna, as follows. Disease, meditation, doubt, negligence, and laziness cease.

These obstacles are the distractions of the mind, the groundlessness obtained by the vision of delusion. || 1/30 || Gitapress, that is, disease, satyana, doubt, negligence, laziness incessantness, bhantidarshan, unattained mamicness and anvasthatva are the nine distractions of the mind. Those obstacles are the obstacles to yoga progress. In brief, these nine obstacles can be understood through defined terminology as follows.

Disease:

Manifestation of any kind of abnormality or occurrence of disease in the sense group of the human body or in the min is called 'disease'. Internet addict suffers from physical or mental illness. Absence of inclination towards Styaan means or rather the nature of inaction is called 'Styaan'. Internet addicts also gradually start separating themselves from the real world. Nothing works by itself. Doubt is the name of doubt in one's ability, yoga or accomplishment of any work. Internet addicts have no self-confidence. He doubts before acting in the real worlds. Negligence disregarding regularity in any work or yoga practice is called negligence. Internet addicts do not follow the rules and regulations even towards their regular daily routine.

Laziness – Laziness has been defined in the scriptures as the feeling of heaviness in the mind anybody due to excess of Tamogun and due to this, lack of inclination towards resources due to this. This is how the internet addicts are in the mood for real work. Absence of detachment in the mind due to excessive attachment to certain objects of particular senses is called 'Aavirati.' Internet addicts develop extreme attachment to the people and screens of the virtual world. They are addicted to screens 27/84. According to Bhrantidarshan Yoga Darshan, misunderstanding the methods of Yoga is 'Bhrantidarshan'. In the practical world, considering addiction etc. or rather excessive use of internet as a means of entertainment etc. would be called introspection. 'Alabdhabhumikattava' is the inability to concentrate the mind in sadhana or not attaining the state of Samadhi despite making utmost efforts. When an internet addict is unable to achieve something in his real life, he tries to achieve it virtually, but due to not being realistic, he feels a lot of pain.

Anavasthitava; Attaining a state of yoga practice but not remaining in it for a long time is 'Anavsthitava'. An internet addict is also unable to sustain or replicate the pleasure he actually gets from betting or gambling through the internet. To remove the obstacles in the path of yoga, the yogic techniques guided by Maharishi Patanjali also became the basis for this experimental which is as follows.

Out of the Yogic Kriyas which Maharishi Patanjali has directed to be done to remove these gaps in the mind, we have used only the main two in our research work which are as follows, or by the covering and holding of the life – force 1/34, Samadhipada.

Shivomatirtha, that is, repeatedly prachchardana or (expelling the oxygen in the cell), vidharanabhya (or holding the outside oxygen inside) i.e. fixing the action of breathing outside the body or holding it inside, would have inhibited the instinct is. When the instinct is inhibited, the thought process of the seeker is completely blocked. As a result, he gets peace of mind. This activates the same hormones in the body that are activated by excessive Internet use. Then when he gets that mental state without using the internet too much, his dependence on the internet decreases. This way, his addiction gradually decreases.

There is another technique for elimination yoga anrarayas in the Yoga Sutra which is described by Maharishi Patanjali as follows, Vishoka or jyotishmati, 1/36. 95 Shivom Tirtha. Va (or) Vishoka (the name of Vishoka) Jyotishmati (with lights) This formula has been explained by the scholars as follows. If the seeker experiences a sorrow less luminous instinct while practicing, it is also mind – stabilizing, (Patanjali Yogadarsan Gita Press Gorakhpur). In this sutra, the Sutra writers are explaining the process of blocking the fixed nature of the mind through the technique of AntahTratak or Bahya Tratak.

The first technique is called Pranayam or Kumbhak and the second technique is called Tratak, a type of purification process. Swami ShivomTeerth has explained its working method logically as follows. In the words of Swamiji, as long as the air remains stagnant anywhere inside or outside, the state of cessation of instincts remain in the mind. Because, instinct cannot arise without the combination of received power. That is why when Prana becomes one, the instincts cannot arise without the combination of received power. That is why when Prana becomes one, the instincts are stopped. Because the mind, despite being different from Prana, is useless without the combination of Prana. Therefore, due to inhibition of prana, the activities taking place in conjunction with mind and prana are affected. Here it is necessary to understand that instinct is an action and its reason is the combination of mind with life. In this regard, it is appropriate to write the words Swami VishnutirthaMaharaj here. Swamiji writes that 'Pran and mind have a special relationship. When one stops, the other automatically starts stopping, Patanjali Yoga (91-92), Darshan Swami Shivom Tirtha.

Here there is a need to understand that both body and mind complement each other. A special type of mind in created in a special type of body. The concept that body and mind are mutually dependent is of Ayurveda and has been expressed in CharakSamhita as follows, Even the body is not prescribed by Sattva and Sattva is the body (Charak Samhita, 4/3)

Yoga expert Ranjit Singh Bhogalji writes in his book 'Mental Health and Yoga' that in the fifth precept of Hathapradipika, I found that the thought of the mind influence all the functions of the body (Hatha Yoga Pradipika /9)l

Compound Management of internet Addiction After understanding addiction from a very broad perspective, let us now its management. So Yoga Shakti works on different levels of the body. It does not just detoxify the human body. Rather, it destroys the problem from its roots. It also establishes coordination in the estate, behavior and attitude of the person. Yoga also establishes balance among the three dishes. The concept of compound verbs can understand the way. (Pradeep Kumar Mishra, 2021)

Under the presented research topic, the researcher has applied the effect of Jalneti, Tratak and Kapalbhati, Detoxify; here these three purification processes and their effect on addiction have been studied. Tratak Swami Swatmaram has given the concept of addiction to purification activities in Hath Pradipika. Defining it is written like this The observer looks moving and concentrates on a subtle target The teacher have called it Strataka until the tears until the tears fall. (Hatha Pradipika 2/32)

"One should concentrate on a subtle target with steady gaze until tears come out from the eyes. According to the Acharyas, this is Tratak. The scholar's opinion when we fix the gaze on a particular object, the mind becomes calm. That is we can understand Tratak as a yogic process of calming and concentrating the mind. Due to its effect, the fibers of our brain get relaxed. Thoughts come out. The tendency of excessive thoughts reduces. Meditation increases the ability to concentrate. Due to its effect, the problem of insomnia goes away. A state of relaxation is achieved. As a result, a relaxed mind is not ready for any kind of addiction. Gradually there is a transformation in the person. It happens and he becomes free from addiction (Purnima Simgh, 2023).

Conclusion:

In this research paper main objective was to evaluate the increasing problem of internet addiction in modern times, its overall dimensions, its cause and the society. Under this research, we also wanted to get information whether a person's internet addiction can be reduced by the effect of yogic activities. Mainly this research was about the relationship be addiction is equally painful in both personal and social life of human being. Especially if we look at the problems caused by internet addiction, it is causing family problems. Children's educational quality is being affected as well as their computational ability is being affected. The mental development and physical development of children is also not sufficient. The biggest side effect of internet addiction is that people's night sleep gets affected. The social impact is that people meeting each other has reduced considerably. Due to this, individualism is increasing among people. Social bonds are breaking. Loneliness is also increasing and incidents like depression and anxiety disorder are also increasing. Internet addiction is also leading to cultural erasure. The problems of addiction are increasing day by day; this paper will try to how to short out of this problem. Apart from this Government or society will take responsibility. Otherwise Bhartiya family culture, norms and rituals will destroy very soon.

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Comparative Study on Libertarian vs. Egalitarianism vs. Utilatarianism and Their Arguments and Ethical Believe

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Abstract

Egalitarianism is a school of thinking that supports some form of equality between living things. A social ideology that promotes eliminating societal inequality. Philosophies that place a strong emphasis on individual liberty, freedom, voluntary association, and the preservation of property rights are referred to as libertarianism. According to the utilitarian view of ethics, the best course of conduct is the one that maximizes "happiness" for all parties involved.

Philosophical understanding of equality emphasizes assuring justice and equity over homogeneity or uniform treatment. This acknowledges that not everyone begins from the same place, so steps may need to be taken to level the playing field.

There is an opposition between libertarianism and utilitarianism. People who subscribe to utilitarianism think that one should do whatever makes them happy. Whether their actions violate someone else's rights is irrelevant to utilitarians. On the other hand, libertarianism holds that one person's actions for their own enjoyment shouldn't infringe upon the rights of others. Libertarians respect deeds that advance justice and fairness in society, as opposed to utilitarian deeds, which occasionally transgress these principles.

Libertarians support people being independent within society. But they also demand that the government create laws to safeguard people's personal belongings and shield them from robbery, fraud, compulsion, and contract violations. Breaking social norms is against one's right to stand alone and can result in legal action. The critical and ethical beliefs of libertarianism, egalitarianism, and utilitarianism are the main topics of this study.

Keywords: Egalitarianism, Utilitarianism, Libertarian, Philosophies, Equality, Ethical believe.

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Libertarianism

Liberals, on the other hand, are known to do as well as expected to do so. Their belief in progress, to which they are hesitant to identify an ending, prevents them from acknowledging any established boundaries for governmental authority. Furthermore, as liberals see government as a crucial, and frequently the primary, instrument for righting social and economic wrongs, their idea of development is inextricably linked to the growth of state power. Modern liberals would mock the level of economic and social regulation that was seen necessary and admirable by liberals a generation or two ago, as well as completely brutal. There is every reason to think that the next generation of liberals would call for an even larger role for the state. Stein, M. S. (2008).

This overreach by liberals explains why conservatives defending traditional morality often involve no violation of individual liberty at all, but only a resistance to liberal attempts to rewrite traditional morality or force people to adhere to what liberals consider to be modern morality. For example, the conservative defense of traditional marriage would only deny state recognition to same-sex unions while allowing homosexuals to live as they choose, doing nothing to restrict individual freedom. Similarly, conservatives who oppose the extension of anti-discrimination legislation to include sexual orientation are not trying to force their beliefs on others; rather, they are simply supporting the freedom of individuals to make business decisions in accordance with conventional moral standards, if that is their preference. Haidt, J. (2010).

Insights into Libertarian Perspectives

Libertarians do not reject inequality; rather, they favor selfless giving motivated by personal compassion as opposed to government-mandated wealth redistribution. Their argument is based on the idea that individuals ought to be free to profit fully from their effort without being subject to oppressive taxes or laws designed to equalize social divisions. Economic inequality would therefore be possible in a libertarian society, but everyone would have an equal chance to achieve based only on talent and not socioeconomic background. Temkin, L. S. (2001).

Throughout the 20th century, libertarianism was mostly an American political movement. It is also a political philosophy that prioritizes individual freedom. Libertarianism is a kind of liberalism that, at its most extreme, completely denies the legitimacy of the state and is extremely skeptical of its authority. Libertarianism is based on two core principles. First and foremost, everyone has the freedom to live as they see fit, so long as they do not attempt to compel others to do the same. Second, the right to own and obtain property belongs to every person. If government is required, it is merely to protect these essential liberties. Libertarians, despite differing in their philosophical views, have traditionally supported the market system. Rönnegard, D., & Smith, N. C. (2013).

Egalitarianism

However, one of the most fundamental drives of the modern liberal is dogmatic egalitarianism. That being said, liberals do not demand perfect equality. However, their innate moral tendency is to view disparities of any kind as questionable and believe that the government should step in to address them. They go on the path to unrestricted government with this motivation. Those who are sincerely dedicated to equality, as Tocqueville proposes in Democracy in America, will never be content with the socioeconomic circumstances that already exist. When all inequalities are eliminated, the ones that remain contrast with overall equality even more strikingly. The egalitarian becomes agitated by this and demands that the government make more attempts to impose ever-greater equality. Smith, T. (2017).

When the new health care law was being drafted and offered, liberals' agitated and unquenchable yearning for equality was evident in their support of it. Outrage over disparities in health care access galvanized their defenders; this outrage was akin to the wrath liberals vented over historical disparities that had been lessened by previous government assistance initiatives. Their rigid equality prevented them from defending the new law as merely an improvement to society; instead, they had to present it as a necessary step in redressing a fundamental injustice, without which we could not legitimately call ourselves a good society. The next generation of liberals will undoubtedly demand, with fury, that the government's role in health care needs to be expanded even further in order to solve the residual disparities in this field if the health care law survives the political and legal assault it currently confronts. Indeed, some modern liberals willfully concede that the law is only a first step toward a system in which the government will administer health care in an even more expansive manner. Libertarians can't really see modern conservatives as an equivalent threat to individual liberty since they aren't driven by the same egalitarian sentiments. Chung, H. (2017).

Utilitarianism

The "benefit of the majority," or utilitarianism, offers advantages, yet it can also harm the minority. In theory, it maximizes happiness for all, but if there are few minorities and a ruthless majority, the minorities will suffer greatly at the hands of the majority. I don't think the happiness of many people is worth the miserable lives of a select few. In short, utilitarianism asserts that the optimal course of action is the one that yields the greatest results. A decision, regulation, or establishment is ethically justified if there isn't a better option. Solimano, A. (1998).

Utilitarianism particularly advises us to increase utility. I'll concentrate on the interpretation that links happiness—which is defined as having our preferences met—with utility. According to this kind of thinking, happiness shouldn't be associated with material possessions or bodily pleasure. Happiness, on the other hand, is by definition everything you wish to achieve in life. In this way, utilitarianism respects our personal judgments about the kinds of things that are important rather than telling us what matters. Give folks what they desire. Foster, L. W., & McLellan, L. J. (1997).

Utilitarianism now holds that moral laws are not infallible. There are some circumstances in which it is acceptable for us to break them, notably when doing so maximizes benefits. However, this conclusion also seems to be correct. To use a well-known example, you would be justified in lying to a murderer if you were concealing an innocent person in your house to keep him safe from the assailant. Faden, R. R., & Powers, M. (2008).

Finally, utilitarianism offers us a viewpoint from which we can reject and critique the elements of commonsense morality that cannot be justified. It advances our moral development. No matter how deeply ingrained in custom or tradition, moral laws that do not alleviate pain or advance happiness are not worthy of our loyalty.

Comparative Analysis: Egalitarianism vs. Libertarianism vs. Utilitarianism

All men are created equal, as we are all aware. However, no man will live in the same way. This is a result of people's free choice, which leads to some choosing caution and others indolence. While some take ownership of their actions, others place blame elsewhere. Furthermore, some people struggle and have distinct personalities from birth. Since every man is created equal, he can live any kind of life he chooses on a free society's playing field.

Egalitarianism asserts that men ought to exist in equal measure. Socialism is the contemporary social and economic realization of this. Give to society what it needs from you, and they return the favor. (Remember that this is the most basic description of socialism; there has never been a society like that.) The main issue with egalitarianism is its unfairness. The rewards of their efforts are not retained by those who put in more effort or accomplish more. Rather, they are redistributed to individuals who are indolent or less productive. It may seem fine in theory, but as you are witnessing with Social Security benefits, the system breaks down as soon as the mandated payouts surpass the income received. This also occurs quite fast in egalitarian societies, as many individuals come to the realization that the less labor they do, the more money they make, and thus working people are better off not working as much. Valls, P. B., & Marin, S. R. (2022).

Although utilitarianism has a place in a society as a secondary quality, issues arise when it takes center stage. A society devoted to pursuing its pleasures is one in which people lack self-control. For instance, consider America. It has been observed that we lack culture in addition to our rustic Western appearance. All of our structures were constructed using utilitarian principles, which call for quickly erecting an effective structure. Additionally, egalitarianism and utilitarianism share the idea that the individual is subservient to society. Timmer, K. D. (2018).

The wisest course of action for America is therefore libertarianism. That's exactly what the men who founded our nation enacted. You have the ability and means to independently advance egalitarian and utilitarian goals if you are free to do as you like as long as it doesn't violate the rights of others. It is more beneficial for a free man to aid the underprivileged and stand up for the right to natal equality on his own free will. Haidt, J. (2012).

Libertarianism, on the other hand, prioritizes individual freedom above equality governed by the state. It makes the argument that everyone ought to have an equal chance to prosper based only on their abilities and hard work, free from government intervention.

This perspective is criticized for its propensity to ignore socioeconomic gaps that already exist, which they claim perpetuates inequality instead of tackling it. In order to create a just society where every citizen has an equal shot of success, it can be difficult to strike a balance between these two strategies, but it is essential. Lamb, E. J. (2004).

Thus, I would argue that a good society recognizes that everyone who is kind and peaceful deserves to live a happy life, but that terrible people should be treated differently (at the very least, they should be restrained, and if necessary, they should be put to death). In other words, egalitarianism for the good people and strict utilitarianism for the bad people when needed.

Arguments and ethical believe of Egalitarianism vs. Libertarianism vs. Utilitarianism

*Arguments and ethical believe of **Egalitarianism***

As a component of consequentialism, a more general perspective that maintains that "normative properties depend only on consequences," the utilitarian theory is one. Jeremy Bentham, John Stuart Mill, and Henry Sidgwick, as representatives of classical utilitarianism, challenge the deontological perspective and refute the idea that morality is determined solely by consequences, such as whether an agent has made a prior commitment to perform an action. In accordance with classical utilitarianism, we evaluate an agent's actions and categorize them as either right or wrong based on these outcomes, for instance, rather than on a promise made prior to the action being performed. Timofeyev, Y. (2022).

Both advantages and disadvantages of embracing foreigners were the main topics of discussion. I have demonstrated that it is possible to identify the most pressing issues while maintaining a relatively high standard of living for the current citizens of nation-states by striking a balance between special and general obligations. The efforts of humanitarians, aiding refugees, and providing basic necessities to economic immigrants have demonstrated the value of helping the weak and disadvantaged. I will address liberal egalitarian arguments on immigration and strategies for overcoming criticisms in the upcoming chapter. Churchill, L. R. (1992).

*Arguments and ethical believe of **Libertarianism***

A political ideology whose major element is a devotion to the individual and to the creation of a society in which individuals can fulfill their potential or satisfy their interests is known as liberalism. Liberalism emphasizes freedom and individuality among other things as essential principles. While everyone has the right to pursue their goals as long as they respect the rights of others, equality is crucial in emphasizing the notion that all people are created equal and should have access to the same possibilities. Liberals in this context emphasize the idea that people might receive varied merits based on their diverse capabilities and desire to work, and they support the meritocracy principle, which states that people are promoted based on their abilities rather than their social background. Therefore, even if people are ethically equal from birth, their outcomes may vary depending on their skill set and labor input. Kobayashi, M. (2021).

I contend that a more comprehensive understanding of fundamental freedoms supported by human rights ought to take into consideration immigration as a logical byproduct of the right of entry and freedom of movement as the symmetry between entry and departure. I think Rawls overemphasizes the idea of state sovereignty and confines the explanation of human rights to a domestic context. This account places human rights beneath a state's feature rather than making things clearer. Shiffman, S. (2021).

*Arguments and ethical believe of **Utilitarianism***

Utilitarianism holds that happiness is good and suffering is bad. Most people would agree with this. What could be more apparent than this? Human welfare is morally significant, if anything. Furthermore, limiting moral concern to members of our own species would be arbitrary; instead, we should come to the conclusion that what matters is well-being in general. That is, regardless of whether this ultimately boils down to maximizing happiness, satisfying desires, or other welfare goods, we should want the lives of sentient creatures to go as well as possible. Häyry, M. (2021).

Several theoretical arguments can be used to support utilitarianism; arguably the best one is that it captures the essence of what is important. On the other hand, it appears that its primary rivals rely on shaky distinctions—such as "doing" vs. "allowing"—and inherent status quo bias. To be honest, this is how things tend to appear to someone who generally supports a utilitarian perspective. A devoted opponent of the idea is unlikely to be persuaded by these reasons, given the flexibility inherent in reflective equilibrium. We hope that this chapter will enable readers who find a utilitarian approach to ethics extremely unpleasant at least better comprehend the appeal that the position may have for others. Cushman, F. (2021).

Conclusion

Libertarian and egalitarian ideologies both offer crucial points of view for influencing political discourse and social standards. We can get closer to realizing substantive equality—where everyone has an equal chance for success regardless of background or circumstance—through the dynamic interaction of these beliefs.

By allowing it to be less constrained by theoretical frameworks and more responsive to the complexities of everyday life, this understanding of equality enhances our political philosophy.

They can, in my opinion, enhance one another and are not always incompatible. In order to increase individual liberty, egalitarianism can target the privileges enjoyed by the wealthy and powerful. Libertarianism can put a strong emphasis on happiness as a whole, encouraging each person to pursue their own happiness in the most liberated way possible. Furthermore, utilitarianism may readily advance equality for all, negating the necessity for further discussion. In regards to the subject of what ideology ought to serve as the cornerstone of a society, my answer would be libertarianism. If I were advised to approach it from the perspective of an engineer, I would contend that liberty offers society the best opportunity for advancement through invention (technological, cultural, intellectual, or otherwise), as well as flexibility, since a libertarian society would inevitably be more decentralized and interconnected. These seem to be the two essential qualities that a society needs in order to thrive. As for the fundamental principle that guides every other decision I make, liberty is my choice. I enjoy equality and happiness for all, and I like to think that I work to advance them whenever I can.

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The Challenges and Opportunities of Implementing E-Government in Developing Countries

❍ Ashish Alok[1]

Abstract

E-Government, the application of digital technologies to enhance public service delivery, holds significant potential for improving efficiency, transparency, and accessibility in developing countries. However, the implementation of e-government systems in these regions faces numerous challenges. Key obstacles include inadequate ICT infrastructure, limited human capital, political and institutional barriers, and socio-economic disparities. Many developing countries suffer from insufficient internet penetration, unreliable power supply, and a shortage of skilled personnel to design and maintain e-government systems. Political commitment is often weak, and bureaucratic resistance, corruption, and vested interests further impede progress. Socio-economic factors such as high poverty levels, low literacy rates, and cultural resistance also pose significant challenges. Despite these hurdles, there are considerable opportunities for e-government to drive transformative change. Improved public service delivery, enhanced transparency, and reduced corruption are among the notable benefits. E-Government can streamline administrative processes, reduce bureaucratic delays, and make public services more accessible. It also fosters economic development by creating a favorable environment for business through simplified regulatory processes and online services. Furthermore, e-government can empower citizens by providing greater access to information and facilitating participation in democratic processes.

Successful case studies from countries like Estonia, Rwanda, and India demonstrate that with strategic investment, political will, and a focus on ICT infrastructure and human capital development, the potential of e-government can be realized. These examples offer valuable lessons for other developing nations seeking to harness the benefits of digital governance. This paper explores these challenges and opportunities, providing insights and strategies for effective e-government implementation in developing countries.

Introduction

E-Government, defined as the use of information and communication technologies (ICTs)

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to enhance public administration, holds promise for improving public services, fostering transparency, and promoting civic engagement. While developed nations have made significant strides in e-government adoption, developing countries face unique challenges in implementing such systems. These challenges are multifaceted, involving infrastructural deficiencies, limited human capital, political and institutional barriers, and socio-economic disparities.

In many developing countries, the ICT infrastructure is underdeveloped, characterized by low internet penetration, unreliable electricity, and inadequate technological resources. According to the International Telecommunication Union (ITU), only 45% of the population in developing nations had internet access in 2020, compared to 87% in developed countries. This digital divide poses a significant hurdle to the deployment of e-government services.

Additionally, there is a critical shortage of skilled personnel required to design, implement, and manage e-government systems. Educational institutions in these regions often lack the resources to provide comprehensive ICT training, exacerbating the gap between the demand for and availability of skilled labor.

Political and institutional barriers further complicate e-government implementation. In many cases, there is a lack of political will, and resistance from entrenched bureaucratic systems and vested interests can hinder progress. Corruption and lack of transparency remain significant obstacles. Socio-economic factors such as high poverty rates, low literacy levels, an cultural resistance to technological change also impede the adoption of e-government. For instance, in rural areas with lower literacy rates, accessing and utilizing digital services can be challenging. Despite these challenges, e-government presents significant opportunities for developing countries. It can streamline public service delivery, enhance transparency, reduce corruption, foster economic development, and empower citizens. By examining successful case studies and best practices, this paper aims to provide a comprehensive understanding of the challenges and opportunities associated with e-government implementation in developing countries.

Challenges of Implementing E-Government

Infrastructure Deficiencies pls write in 250 words same point

Infrastructure deficiencies present a major challenge to the implementation of e-government in developing countries. Effective e-government relies heavily on robust ICT infrastructure, including widespread internet connectivity, reliable power supply, and sufficient technological equipment. However, many developing nations lag in these critical areas, significantly impeding the deployment and effectiveness of digital government services. Internet penetration rates in developing countries remain low. According to the International Telecommunication Union (ITU), only 45% of the population in these regions had access to the internet in 2020, compared to 87% in developed countries. This digital divide creates a significant barrier to the adoption of e-government, as large segments of the population are unable to access online services. Additionally, internet access in many developing countries is often characterized by slow speeds and high costs, further limiting usability and reach.Unreliable power supply is another significant hurdle. Many developing countries experience frequent power outages and lack a stable electrical grid, which are essential for the consistent operation of ICT systems. This instability can disrupt the functioning of e-government services and reduce public confidence in their reliability.

Furthermore, there is often a lack of necessary technological equipment and infrastructure, such as computers, servers, and data centers, which are crucial for the establishment and maintenance of e-government systems. The high cost of acquiring and maintaining this technology poses an additional financial burden on developing countries, which often have limited budgets and competing priorities. To overcome these infrastructure deficiencies, developing countries need to invest significantly in expanding and upgrading their ICT infrastructure. This includes increasing internet penetration through affordable and accessible connectivity solutions, stabilizing the power supply, and providing the necessary technological resources. International cooperation and partnerships with private sector entities can also play a vital role in addressing these infrastructural challenges and enabling the successful implementation of e-government.

Limited Human Capital

Limited human capital poses a significant challenge to the successful implementation of e-government in developing countries. The establishment and maintenance of e-government systems require a workforce with specialized skills in information and communication technologies (ICT). However, many developing nations face a critical shortage of such skilled personnel.

Educational systems in these regions often lack the resources and infrastructure needed to provide comprehensive ICT training. As a result, there is a gap between the demand for and supply of skilled professionals capable of designing, implementing, and managing e-government initiatives. This skills gap is further exacerbated by the brain drain phenomenon, where talented individuals migrate to developed countries in search of better opportunities, leaving their home countries with an even smaller pool of qualified ICT professionals.

Moreover, the public sector in developing countries frequently struggles to attract and retain skilled ICT workers due to lower salaries and less favorable working conditions compared to the private sector. This imbalance makes it challenging to build and sustain a competent workforce dedicated to e-government projects. To address this issue, developing countries need to invest in education and training programs focused on ICT skills. Partnerships with universities, vocational training centers, and international organizations can help bridge the skills gap. Additionally, creating incentives to retain skilled professionals in the public sector is crucial for the long-term success of e-government initiatives.

Political and Institutional Barriers

Political and institutional barriers significantly hinder the implementation of e-government in developing countries. A critical component of successful e-government initiatives is strong political commitment, which is often lacking in these regions. In many cases, governments do not prioritize digital transformation due to competing interests, limited resources, or a lack of understanding of its potential benefits. Bureaucratic resistance to change poses another substantial obstacle. Public sector institutions are frequently characterized by entrenched practices and a reluctance to adopt new technologies. This resistance can stem from a fear of job displacement, a lack of technical understanding, or the comfort of maintaining the status quo. Corruption and lack of transparency further complicate e-government implementation.

In environments where corruption is prevalent, there may be vested interests in maintaining opaque systems that allow for manipulation and misuse of resources. Digital systems, which enhance transparency and accountability, can threaten these entrenched interests, leading to active resistance against e-government initiatives.

Institutional barriers also include fragmented governance structures, where different government departments operate in silos, hindering the integration and coordination necessary for comprehensive e-government systems. To overcome these barriers, developing countries need to foster political will through advocacy and education about the benefits of e-government. Streamlining governance structures to facilitate better coordination, promoting transparency, and addressing corruption through robust legal frameworks are essential steps. Additionally, engaging stakeholders across all levels of government can help mitigate resistance and build a supportive environment for digital transformation.

Socio-Economic Disparities

Socio-economic disparities represent a significant challenge to the implementation of e-government in developing countries. High levels of poverty, low literacy rates, and cultural resistance to technological change can impede the widespread adoption and effective utilization of e-government services. In many developing nations, a large portion of the population lives in poverty, lacking access to basic amenities, including the internet and digital devices necessary to engage with e-government services. The high cost of technology, including smartphones, computers, and internet subscriptions, makes digital access unaffordable for many. This digital divide exacerbates existing inequalities, as only a privileged few can benefit from e-government services, leaving the most vulnerable populations behind. Low literacy rates further hinder the adoption of e-government. In regions where literacy is low, particularly in rural areas, people may struggle to use digital platforms and understand online information. This can result in underutilization of e-government services, even when they are available. Efforts to improve digital literacy are essential to ensure that e-government initiatives are accessible and effective.

Cultural resistance to technological change also poses a barrier. In some communities, traditional governance practices and skepticism towards new technologies can slow the acceptance of e-government. People may prefer face-to-face interactions with government officials, mistrust digital processes, or lack confidence in their ability to navigate online systems. Addressing socio-economic disparities requires comprehensive strategies that include subsidizing access to technology, investing in digital literacy programs, and conducting outreach to build trust in e-government services. Policies aimed at inclusive digital transformation should focus on ensuring that all segments of society, especially the marginalized, can access and benefit from e-government. By tackling these socio-economic challenges, developing countries can make e-government a tool for reducing inequalities and promoting inclusive development.

Opportunities for E-Government in Developing Countries

Improving Public Service Delivery

E-Government offers significant opportunities to improve public service delivery in developing countries. By digitizing records and automating administrative processes, governments can enhance efficiency, reduce bureaucratic delays, and make services more accessible to citizens. For example, online platforms for services such as birth registration, tax filing, and social welfare applications streamline procedures, reducing the need for in-person visits and lengthy paperwork. Digitalization minimizes human errors and increases the speed and accuracy of service delivery. It also allows for better tracking and management of public services, ensuring timely responses and reducing corruption opportunities. Additionally, e-government services can be made available 24/7, providing convenience to citizens who can access services outside of traditional office hours. The increased efficiency and accessibility can significantly improve citizen satisfaction and trust in government, contributing to more effective and responsive governance.

Enhancing Transparency and Reducing Corruption

E-Government can play a crucial role in enhancing transparency and reducing corruption in developing countries. By digitizing government processes, e-government systems create clear audit trails and reduce opportunities for illicit activities. Digital platforms for public services, procurement, and financial management minimize human intervention, which is often where corruption can occur. For instance, online procurement systems enable transparent bidding processes, where all transactions are recorded and can be easily audited, reducing the risk of favoritism and fraud. Similarly, digital financial management systems allow for real-time tracking of public funds, ensuring that expenditures are transparent and accountable.

Moreover, e-government platforms can provide citizens with greater access to information, enabling them to monitor government activities and hold officials accountable. This increased transparency fosters a culture of accountability and trust, discouraging corrupt practices and promoting good governance. By leveraging technology, developing countries can create more transparent, efficient, and trustworthy government systems.

Fostering Economic Development

E-Government has the potential to significantly foster economic development in developing countries. By simplifying regulatory processes and reducing bureaucratic hurdles, e-government systems create a more business-friendly environment. Online business registration, digital licensing, and tax filing systems streamline procedures, reduce the time and cost of compliance, and make it easier for entrepreneurs to start and operate businesses. These improvements attract foreign investment by demonstrating a commitment to efficient and transparent governance. Additionally, e-government initiatives can support small and medium-sized enterprises (SMEs) by providing easier access to information, resources, and government services, thereby enhancing their competitiveness and growth.

Moreover, the digitalization of government services can spur innovation and the development of the local ICT sector, creating new job opportunities and stimulating economic activity. By leveraging technology to improve governance and service delivery, developing countries can create a more dynamic and inclusive economic environment, driving sustainable growth and development.

Empowering Citizens

E-Government empowers citizens by providing greater access to information and enabling more active participation in governance. Digital platforms facilitate easier access to public records, government services, and policy updates, allowing citizens to stay informed and engaged. For example, online portals for e-voting and public consultations enable citizens to participate directly in democratic processes and decision-making. This increased access fosters transparency and accountability, as citizens can monitor government activities and demand better services. Additionally, e-government initiatives can provide platforms for citizen feedback and complaints, ensuring that their voices are heard and addressed promptly. By bridging the communication gap between the government and the public, e-government enhances civic engagement and trust in public institutions. Empowered with information and tools for participation, citizens can play a more active role in shaping policies and holding officials accountable, leading to more responsive and inclusive governance.

Case Studies

1. **Estonia** Estonia is often cited as a model for e-government implementation. Despite its small size and limited resources, Estonia has developed one of the most advanced e-government systems in the world. Key to its success has been a strong political commitment, investment in ICT infrastructure, and a focus on cybersecurity. Estonia's X-Road platform enables seamless data exchange between government agencies, enhancing efficiency and transparency (Kalvet, 2012).
2. **Rwanda** Rwanda has made significant strides in e-government, driven by strong political leadership and a vision to become an ICT hub in Africa. The country's e-procurement system, online business registration, and e-health initiatives have improved public service delivery and transparency. Rwanda's investment in ICT infrastructure, including the rollout of a national fiber-optic network, has been critical to its success (World Bank, 2018).
3. **India** India's Aadhaar program is one of the largest biometric identification systems globally, providing a unique identity number to over a billion residents. This initiative has enabled the government to streamline social welfare programs, reduce fraud, and improve service delivery. The success of Aadhaar demonstrates the potential of e-government to transform public administration in large and diverse countries (UIDAI, 2020).

Conclusion

Implementing e-government in developing countries presents significant challenges, including infrastructural deficiencies, limited human capital, political and institutional barriers, and socio-economic disparities. However, these challenges are not insurmountable. With strategic investment, political will, and a focus on capacity building, developing nations can harness the transformative potential of e-government. The benefits of e-government are substantial. It can improve public service delivery by streamlining processes and making services more accessible. Enhanced transparency and reduced corruption are achievable through digital platforms that ensure accountability. E-Government also fosters economic development by simplifying business processes and creating a conducive environment for investment. Furthermore, it empowers citizens by providing access to information and facilitating their participation in governance.

Successful case studies from countries like Estonia, Rwanda, and India demonstrate that with the right approach, e-government can drive sustainable development and improve governance. Developing countries can learn from these examples and adopt best practices to overcome challenges and maximize the opportunities presented by e-government. By doing so, they can create more efficient, transparent, and inclusive governance systems that better serve their populations.

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The Effect of Demographic Variables on Academic Achievement in Mathematics: A Study Among High School Students

❍ Dr. Nida Khan[1]

Abstract

This study examines the impact of demographic factors on high school students' academic ability in mathematics, such as gender, parental education level, and socioeconomic position (SES). 300 high school students from six different schools of Bijnor City were chosen at random to serve as the study's sample. To determine the degree to which these characteristics predict mathematical achievement, data was gathered via surveys and analysed using the t test and ANOVA. The findings show a strong correlation between SES and parental education level and mathematical achievement, highlighting the necessity of focused educational initiatives to reduce success gaps.

Keywords: Effect, Demographic Variables and Academic Achievement

In the realm of education, understanding the factors that influence academic achievement has long been a focal point for researchers and educators alike. Among these factors, demographic variables play a crucial role in shaping students' learning outcomes. Demographic variables encompass a wide range of characteristics such as age, gender, parent education, socioeconomic status, and cultural background, all of which can significantly impact students' academic performance in various subjects, including mathematics.

Mathematics, as a fundamental discipline, serves not only as a cornerstone of education but also as a predictor of future academic and career success. Therefore, exploring how demographic variables intersect with mathematical achievement becomes imperative for devising effective educational policies and interventions.

This study aims to investigate the influence of demographic variables on academic achievement in mathematics among population. By analysing these variables comprehensively, we seek to uncover nuanced insights into how factors such as gender, socioeconomic status and parental education level affect students' performance in mathematics. Such insights are crucial for developing targeted strategies that can mitigate achievement gaps and promote equitable educational opportunities for all students.

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To achieve this goal, researcher had reviewed the existing literature on the subject, identify relevant theories and empirical studies, and employ descriptive surveys method to examine the relationship between demographic variables and mathematics achievement. Through this research, we aim to contribute to the broader discourse on educational equity and provide actionable recommendations for educators, policymakers, and stakeholders invested in improving students' academic outcomes.

In conclusion, understanding how demographic variables influence academic achievement in mathematics is not merely an academic exercise but a necessary step toward fostering inclusive and effective educational environments. By addressing these factors proactively, we can move closer to realizing the goal of equitable education for all students.

In contemporary educational research, understanding the multifaceted influences on academic achievement, particularly in mathematics, is crucial for developing equitable educational policies and practices (Sirin, 2005; Sirin, 2007). Demographic factors such as SES, gender, and parental education have been identified as critical determinants in shaping students' academic outcomes across various disciplines (Davis-Kean, 2005; Steele & Aronson, 1995). While extensive literature exists on these relationships, there remains a gap in understanding their specific impacts on mathematics achievement among high school students.

Literature Review

Mathematics achievement is a critical component of educational success and later opportunities in life. Numerous studies have explored how demographic variables such as gender, socioeconomic status (SES), and ethnicity impact mathematics performance among students. This literature review synthesizes existing research to examine the complex interplay between these demographic factors and mathematics achievement.

Gender Differences and Mathematics Achievement

Gender has long been a subject of interest in educational research, particularly in relation to mathematics performance. Historically, boys have been perceived to outperform girls in mathematics, but recent studies have shown more nuanced findings.

Historically, gender differences in mathematics achievement have been reported, with early studies suggesting higher average scores among males (Hyde et al., 1990). However, recent research indicates a narrowing of this gap and, in some contexts, a reversal favouring females (Else-Quest et al., 2010). These changes highlight the evolving nature of gender disparities in mathematics performance.

Research by Hyde and colleagues (2018) analysed data from large-scale assessments and found that while gender differences in mathematics achievement exist, they are small and vary across countries. For instance, in some countries, girls perform as well as or even better than boys in mathematics assessments, challenging traditional stereotypes.

Conversely, studies by Else-Quest and colleagues (2017) highlighted that gender differences may manifest in specific areas within mathematics, such as spatial reasoning or complex problem-solving tasks. These findings underscore the importance of considering different aspects of mathematical proficiency when examining gender differences.

Socioeconomic Status (SES) and Mathematics Achievement

SES is another crucial demographic variable influencing mathematics achievement.

Children from lower SES backgrounds often face significant challenges in accessing resources and opportunities that contribute to academic success, including mathematics proficiency.

Research by Sirin (2005) reviewed the literature on SES and academic achievement and found a strong association between SES and mathematics performance. Children from higher SES backgrounds tend to score higher on mathematics assessments, partly due to better access to quality education, enrichment activities, and parental support.

Moreover, interventions targeting the achievement gap related to SES have shown promising results. Programs that provide additional educational resources and support for students from disadvantaged backgrounds have been effective in improving mathematics outcomes (Duncan & Magnuson, 2011).

SES encompasses a range of economic and social factors, including parental income, occupation, and education level, which collectively influence access to resources and opportunities for educational enrichment (Sirin, 2005; Sirin, 2007). Higher SES has consistently been associated with better academic performance in mathematics due to enhanced access to quality education, tutoring, and educational materials (Davis-Kean, 2005).

Parental Education Level and Mathematics Education

Parental education level serves as a proxy for parental involvement and support in children's education, influencing academic outcomes through factors such as academic role modelling, expectations, and home learning environments (Davis-Kean, 2005). Higher parental education levels are associated with greater academic achievement in mathematics among children, reflecting the transmission of educational values and resources within families.

In conclusion, demographic variables such as gender, socioeconomic status, and parental education level significantly influence mathematics achievement among students. While gender differences in mathematics performance are relatively small and context-dependent, SES and parental education level have more pronounced effects, reflecting broader disparities in access to resources and opportunities.

Educational interventions aimed at addressing these disparities are crucial for promoting equitable mathematics education. Future research should continue to explore the complex interactions between demographic variables and mathematics achievement to inform effective policies and practices that support all students in reaching their full potential in mathematics.

Theoretical Framework

This study adopts a social cognitive theory framework (Bandura, 1986), which posits that individuals' behaviours and achievements are influenced by personal factors (e.g., demographic characteristics), environmental factors (e.g., family and school contexts), and reciprocal interactions between these factors. By applying this framework, the study seeks to understand how demographic variables interact with educational environments to shape mathematics achievement.

Objectives of the study

The study attempt to investigate the effect of demographic variables on academic achievement in mathematics:

- ❖ To examine the relationship between demographic variables (such as gender, socioeconomic status, parental education) and mathematics achievement among high school students.
- ❖ To determine the demographic factors that have a significant impact on mathematics achievement scores.
- ❖ To suggest practical implications for educators and policymakers based on findings related to demographic variables effect on mathematics achievement.

Methodology

Sample: A sample of 300 high school students (class X) was selected from diverse socioeconomic backgrounds across urban and suburban schools in Bijnor City. Participants were selected to ensure representation across varying levels of SES and gender,

Tools: Mathematics Achievement: Mathematics achievement was assessed using standardized test scores and cumulative grade point average (GPA) in mathematics courses over the past academic year.

Demographic Variables: SES was operationalized through measures of parental income, parental occupation (based on occupational prestige scores), and household assets. Gender was self-reported as male or female. Parental education level was categorized into high school, diploma or less and graduate/professional degree and post graduate degree.

Data Analysis: T test and ANOVA were conducted to examine the relationship between demographic variables (SES, gender, parental education level) and mathematics achievement, controlling for potential confounding variables such as school type and student motivation.

Findings: The study aimed to analyze how demographic variables impact mathematics achievement among a diverse sample of students. The following key findings emerged from the research:

SES : Socioeconomic status (SES) was strongly correlated with mathematics achievement. Students from higher SES backgrounds consistently scored higher in mathematics tests compared to their peers from lower SES backgrounds. Factors such as access to educational resources, supportive home environments, and parental involvement were identified as contributors to this disparity. SES significantly predicted mathematics achievement with higher SES associated with higher mathematics performance. Thus, SES affect academic achievement in Mathematics.

S.No.	SES Level	N	Mean	S.D.
1	High	134	29.32	7.98
2	Medium	88	26.34	7.16
3	Low	78	25.56	6.64
	Total	300		

	df	SS	MS	F value	p value
Between group	2	855.533	427.767	7.783	0.001
Within group	297	16324.5	54.965		
	299	17180.033			

Gender Differences: Gender did not significantly predict mathematics achievement indicating no statistically significant difference in mathematics performance between males and females in this study. Gender differences were not significant in mathematics achievement. On average, male students and female students performed well across various mathematical domains and assessment types.

S. No.	Gender	N	Mean	S.D.	t- value	P value
1	Male	158	28.85	7.47	1.5	0.263
2	Female	142	27.56	7.33		
	Total	300				

Parental Education Level: The educational attainment of parents was positively associated with their children's mathematics achievement. Students whose parents had higher levels of education tended to perform better in mathematics assessments. This relationship highlights the importance of parental educational background in fostering academic success and reinforcing learning at home. Higher parental education levels were positively associated with mathematics achievement, suggesting a gradual increase in academic performance with higher levels of parental education.

S. No.	Parental Education Level	N	Mean	S.D.
1	High School or Less	74	26.37	6.83
2	Graduate	136	29.84	7.86
3	Post Graduate & Above	90	27.56	7.14
	Total	300		

	df	SS	MS	F value	p value
Between group	2	647.464	323.732	5.905	0.003
Within group	297	16282.8	54.824		
	299	16930.264			

These findings underscore the multifaceted nature of demographic influences on mathematics achievement. Gender disparities, socioeconomic inequalities, ethnic differences, and parental educational background collectively shape educational outcomes in mathematics. Addressing these disparities requires targeted interventions aimed at mitigating barriers and promoting equity in educational opportunities.

Implications

- Equity in Education: Policymakers and educators should prioritize initiatives that address socioeconomic disparities and provide equitable access to high-quality mathematics education for all students.
- Parental Involvement: Encouraging parental involvement in children's education, particularly in mathematics, can positively impact academic outcomes and foster a supportive learning environment.
- Findings highlight the critical role of SES in shaping mathematics achievement among high school students, emphasizing the need for targeted interventions to address

socioeconomic disparities in education.

- The lack of significant gender differences challenges traditional stereotypes and underscores the evolving landscape of gender equity in mathematics education.
- Strategies aimed at enhancing parental involvement and educational support could mitigate the influence of parental education level on academic achievement, promoting educational equity.

Conclusion

This study contributes valuable insights into the complex interplay of demographic variables and mathematics achievement among high school students. By elucidating the differential impacts of SES, gender, and parental education, the study informs targeted interventions and policies aimed at fostering equitable educational outcomes in mathematics.

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Occupational Aspirations among Gujjar Pastoralists: A Comparative Study of Male and Female Secondary School Students of Rajouri District of Jammu and Kashmir

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Abstract

Occupational aspiration is a hope, ambition dream, or plan to achieve a career. Adolescence is the stage of development when occupational aspiration reaches the highest level and guides the decision-making process and educational attainment. The sample of the present study consisted of 200 people, among which 100 were boys and 100 were girls of 10th grade, taken from 5 government schools in the Rajouri district of Jammu and Kashmir. The study examines the occupational aspiration level (LOA) of 10th-grade students of Gujjar pastoralists in the Rajouri district of Jammu and Kashmir. The study revealed that the children of the Gujjar pastoralists are dropping out of school at a very young age to help and support their family financially by rearing cattle. The occupational aspiration level of these Gujjar pastoralists was found to be extremely low. The Gujjar community in Jammu and Kashmir is living below the poverty line (BPL), and they have a low level of living standards and a miserable life. However, many Gujjar pastoralists send their children to school expecting better living standards after completing their education. Therefore, the paper examines the occupational aspirations of Class 10th Gujjar pastoralist children of the Rajouri district of Jammu and Kashmir.

Keywords*:* Adolescents, Gender, Occupational Aspirations and Secondary School Students

Education is a lifelong process of acquiring knowledge and skills. It represents all the changes and shifts in a person's behaviour throughout life. The goal of education is to help people reach their fullest potential. Nonetheless, the motive of education is to provide the

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skills and abilities among children to deal with life's problems. Therefore, education should have a practical goal and help students meet ends to live happily **(Arens and Jude, 2017)**. However, since independence in India, tremendous advancements have been made in education, and the emergence of ever-more-recent training and employment opportunities has given new impetus to the occupational aspirations of the children studying at the secondary level school. Today's adolescents are the adults of tomorrow, and the nation's fate rests with them. Thus, parents, teachers, and counsellors are responsible for how and to what extent children's occupational aspirations, which are influenced by various factors, should be developed.

Occupational aspiration is defined as a person's aspirations, dreams and goals for their future occupation. Occupational aspiration can be classified as realistic or idealistic because a realistic occupational aspirant prefers to choose an occupation after considering every possible obstacle that could impede the person's career choice. In contrast, an idealistic occupational aspirant prefers an occupation without a limiting factor. **(Tylor and Wems, 1994)** defined occupational ambition as "a variable that describes the occupation, which an individual desires or would idealistically like to have."Occupational aspirations are significant because they reflect students' school-related attitudes, intentions and wants, and goal-directed conduct. During adolescence, students ponder their future and make decisions based on their objectives, which increasingly grow more sophisticated **(Gottfredson, 1981; Nurmi, 2004)**. This process includes socialisation and "pure interest" and is also perceived as actual opportunities for achieving one's goals, which are influenced by the family's socio-economic and ethnic factors **(Rojewski, 2005)**. Aspirations are theoretically separate from expectancies, with the latter referring to anticipated results in light of constraints.

Although ambitions are not always fully achieved, they are a good predictor of later educational and career attainment **(Ashby, Schoon, 2010; Hirschi and Spurk, 2021)**. Understanding the origins of aspirations is vital for understanding socio-demographic group variations in educational and vocational trajectories since they are considered one of the primary proximate processes underpinning educational and occupational inequality **(Al-Bahrani, 2020)**. Higher levels of education have been associated with a more prestigious profession, higher income and higher standard of living. A prestigious profession has become a trend in contemporary societies. Many studies claim that many factors influence children's education and their tendencies to choose a desired profession. Therefore, adolescence is a critical period when teenagers face so many options that they must decide about their future. Adolescents gain the necessary skills and competencies through educational processes to decide their educational and occupational aspirations **(Khampirat, 2020).**

The Gujjar community in Jammu and Kashmir is living Below Poverty Line (BPL), and they have a low level of living standards and miserable life. However, many Gujjar pastoralists send their children to schools expecting better living standards after completing their education. Although most members of the Gujjar community are involved in cattle rearing (a form of pastoralism), they are cut off from the rest of the society **(Ahmed, 2015).** Although raising cattle is the primary activity in this community, many residents have begun participating in other agricultural activities and other casual work because they cannot meet both ends of their needs with cattle rearing alone. Nonetheless, the children of these Gujjar pastoralists are dropping out of school at a young age to help support their family financially through cattle rearing, and the educational level of these Gujjar pastoralists is extremely low. Additionally, the educational aspirations among Gujjar students are low since their socio-economic conditions are poor; as a result, they believe that working to make a livelihood at an early age will assist their family in meeting both ends of the financial spectrum **(Suri, 2014).** Therefore, the present study attempts to examine the occupational aspirations of 10^{th}-grade students of Gujjar pastoralists of the Rajouri district.

Review of Literature:

(Badiger, 2017) researched the relationship between the academic success of secondary school students and their socio-economic position. The findings of this study led the researchers to conclude that students' social status affects the level of academic accomplishment they obtain. (**Gupta and Kumari, 2017)** conducted research on the relationship between the occupational aspirations of secondary school students and their levels of self-confidence. The study reveals that most students have moderate levels of career aspiration and self-confidence in themselves. It was found that students' career aspirations and their self-confidence are closely linked. (**Seema, 2018)** investigated the relationship between secondary school students' academic achievement motivation and their parents' occupations. The study reveals a substantial positive association between students' occupational aspirations and achievement motivation. However, the students' parents' occupations did not significantly correlate with their children's occupational aspirations. (**Chawla, 2018)** investigated the relationship between the educational aspirations of secondary school students and their performance. According to the research findings, there is no discernible discrepancy between students' educational aspirations and achievement levels, regardless of their gender or the type of school they attend. (**Kumari, 2018)** found that there is a significant correlation between the academic performance of high school students and their anxiety level, as well as with the school environment of high school students. (**Lalrintluangi, 2019)** studied the occupational aspiration level of higher secondary school students in the Aizawl district concerning parental education and gender. The study reveals that most respondents have average occupational aspirations, and there is evidence that parental education positively influences the youth's career preference. There is no significant difference based on the respondent's gender. (**Chetry, 2019)** conducted a study on Meghalaya's undergraduate students to determine their career aspirations. The finding showed a substantial difference in male and female undergraduate students' mean scores of occupational aspirations. The male students have significantly higher occupational aspirations than the female students.

Objectives of the Study:

The objectives of the present study are

1. To find out the level of occupational aspirations (LOA) of secondary school students.
2. To compare the occupational aspirations of Male and Female secondary school students

Hypothesis:

There is no significant difference between male and female secondary school students' Occupational Aspirations.

Operational Definitions of the Term Used:

Occupational Aspirations: In the present study, occupational aspirations refer to the

Secondary school student's goals, expectations, wishes, dreams and thoughts related to their future occupational preferences.

Delimitations of the Study:

1. The present study was delimited to the Government Schools of Rajouri District.
2. The present study was delimited to Grade X students.

Methodology:

The present study falls under the descriptive survey method, dealing with a large sample of secondary school students. The present study involves systematically collecting, classifying, analysing, comparing, presenting, and interpreting data on existing phenomena.

This study uses the descriptive survey method to collect data, obtain relevant and accurate information on the current state of the phenomenon, and draw valid conclusions from the facts found.

Population of the study:

The population of this study includes all the selected secondary school students of Gujjar pastoralists in the Rajouri district of Jammu and Kashmir.

Sample of the Study

The study sample consists of 100 male and 100 female Gujjar pastoralist students of class X in government secondary schools in the Rajouri district. The sample for the study is selected randomly. The total number of samples is 200.

Table 1: Showing the School Wise and Sample Wise breakup

S.No.	Name of the School	Male	Female
1.	Govt. Higher Secondary School Peeri	25	23
2.	Govt. Secondary School Demote	15	15
3.	Govt. Higher Secondary School Rajouri	20	20
4.	Govt. Secondary School Dhar Sakri	20	17
5.	Govt. Secondary School ProriGujraan	20	25
	Total	100	100

Source: Field Work Data

Tools of Data Collection:

The Occupational Aspiration Scale developed by Dr. J.S. Grewal was used for data collection in the present study. This scale was used to determine the prestige score of 80 occupational titles from the Dictionary of Occupational Titles of India. A person's score for the entire inventory ranges from 0 to 72.

Statistical Techniques Used:

This study used percentage, mean, standard deviation, and ANOVA band graphic representation to treat the data.

Results and Discussion:

The present study aims to find the difference in the occupational aspirations of 200 boys and girls (N=100 Boys and 100 Girls) class 10th Gujjar pastoralists students of Rajouri Students of Jammu and Kashmir. The study revealed that the student's career development regards occupational aspiration as a crucial issue. When students have reached a certain level of occupational maturity, they should be aware of their abilities and interests with their occupational aspirations, and this finding supports the study of **Schoon and Heckhausen, 2019**. Many students need more awareness about jobs, and the Gujjar pastoralist students have a minimal variety of options. The focused group discussion found that in many circumstances, Gujjar pastoralist students choose employment based on parental pressure and the influence of peer groups/friends rather than their interests, aptitude, values, or the social prestige of the occupation.

Students who need help understanding the routine characteristics of employment, such as the nature of work, the tasks involved, and the skills and qualifications required for different occupations, end up with unrealistic occupational aspirations. Therefore, students' occupational aspirations are crucial so that we can adequately tailor career and academic guidance programs, interventions, and modules.

The level of occupational aspirations (LOA) of the Gujjar Pastoralist students is very low because of their poor socio-economic conditions. Therefore, the present section explores the occupational aspirations among the male and female students of class 10^{th} of Gujjar pastoralists in the Rajouri district of Jammu and Kashmir. Table 1 below reveals that among the male students, the highest percentage, which comprises 42.0%, have average occupational aspirations, whereas 41 % have higher levels of occupational aspirations. Nonetheless, 17 % of the students have low levels of occupational aspirations. Similarly, in the case of female students, the highest percentage of female students have average occupational aspirations, which consist of 43 % of the students.

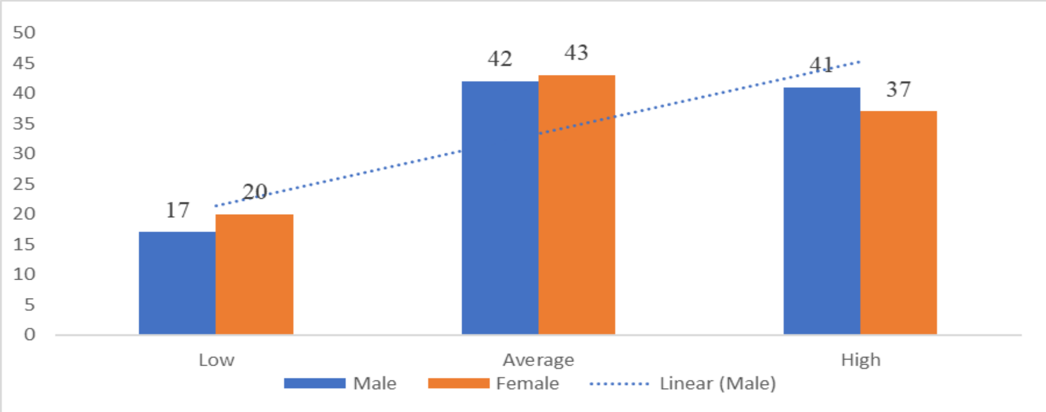
Moreover, 37 % of the students have higher levels of occupational aspirations. 20 % of the female students have low occupational aspirations. Therefore, the overall results reveal that the highest percentage of Gujjar pastoralists of class 10^{th} in the Rajouri district, including male and female students, have average occupational aspirations.

Table 2: Level of Occupational Aspirations among Male and Female Students of Gujjar Pastoralists

	Low	Average	High	Total
Male	17 17.00	42 42.00	41 41.00	100 100.00
Female	20 20.00	43 43.00	37 37.00	100 100.00
Total	37 18.50	85 42.50	78 39.00	200 100.00

Source: Field Survey Data

Figure 1: Level of Occupational Aspirations among Male and Female Students of Gujjar Pastoralists



The following table shows the mean and standard deviation of male and female students of Gujjar pastoralists in the Rajouri district of Jammu and Kashmir. Table 3 shows that the mean value of occupational aspirations of male students is 2.24, with a standard deviation of 0.72. For female students, it is 2.17, with a standard deviation of 0.74. However, the results for each level show that the mean value of the occupational level of low-level students is 1.54, with a standard deviation of 0.505. For medium-level students, it is 1.50, with a standard deviation of 0.502. However, for those with high educational aspirations, the mean value is 1.47 and, therefore, the lowest, with a standard deviation of 0.502.

Table 3: Shows the Mean, and standard deviation values of occupational Aspiration among male and female students

Gender	Mean	Standard Deviation	Frequency
Male	2.24	0.72	100
Female	2.17	0.74	100
	2.20	0.73	200
Level	Mean	Standard Deviation	Frequency
Low	1.54	0.505	37
Average	1.50	0.502	85
High	1.47	0.502	78
Total	1.5	.501	200

ANOVA Results

H0: There is an insignificant difference in the level of occupational aspirations among the male and female students of class 10 of Gujjar pastoralists in the Rajouri district of

Jammu and Kashmir

H1: There is a significant difference between the level of occupational aspirations of male and female 10th-class students of Gujjar pastoralists in the Rajouri district of Jammu and Kashmir

Table 4: shows a significant variance between the occupational aspirations of male and female Gujjar pastoralists students.

Source	SS	Df	MS	F	Prob > F
Between groups	.1150	2	.057517019	0.23	0.7970
Within the Groups	49.88	197	.253223177		
Total	50	199	.251256281		

The result of the ANOVA shows a significant variance between the occupational aspirations of male and female Gujjar pastoralists. The F value is 0.23, higher than 0.05 for the null hypothesis, which means that our null hypothesis has been rejected and the alternative hypothesis has been accepted. Thus, It may be concluded that there is a significant difference in the level of occupational aspirations between the male and female students of the 10th class of the Gujjar pastoralist tribe in Rajouri district of Jammu and Kashmir.

Conclusion:

ANOVA analysis indicates a significant difference between the male and female students regarding the occupational aspirations of the class 10th Gujjar pastoralist students of the Rajouri district of Jammu and Kashmir. Moreover, the study shows that the highest percentage of 10th-class Gujjar pastoralist students in Rajouri district, including male and female students, have average career aspirations. The study revealed that Gujjar pastoralists students have dropped out of school at a very young age to help and support their families financially by rearing cattle. The study found that the occupational aspiration level of Gujjar pastoralists was extremely low. The study also concluded that in many circumstances, Gujjar pastoralist students choose employment based on parental pressure and the influence of peer groups/ friends rather than their interests, aptitude, values, or the social prestige of the occupation. Therefore, the study found that the highest percentage of Gujjar pastoralist students of class 10^{th} in the Rajouri district, including male and female students, have average occupational aspirations.

Educational Implications of the study

- Career decisions are mostly made at the secondary school level. Therefore, it would help students to know their occupational aspirations for the future
- Preparation at this level.
- Moreover, students can become aware of their potential and abilities if they choose the right profession for their livelihood.

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Women's Voices in the Post-modern Indian English Fiction

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Abstract

The emergence of female writers in the post-modern era has a significant impact on Indian English fiction and its multifaceted range of narratives and voices. These authors have not only broadened Indian English literature but also sparked the societal atmosphere in India. In this chapter we are going to investigate the captivating world of women's voices in post-modern Indian English fiction, an expedition characterized by its singularity, difficulties, and seismic impact on literature and society. India has a long tradition of weaving stories about the various experiences of its people into its literary fabric. Women writers have just truly come into their own in the post-modern era, seizing the spotlight with distinctive narratives that speak to concerns of gender, identity, tradition, and modernity. The literary landscape is now dominated by these formerly underrepresented voices, which have come to characterize the modern Indian English fiction. We will look deeply into the many facets of women's voices in Indian English fiction in this article. We will talk about the literary and historical conditions that gave rise to this phenomenon, look at the depth of theme in their stories, and analyse the distinctive literary devices used by these authors. We will also discuss the social and cultural significance of their writings as well as the difficulties experienced by female authors in the typically male-dominated field of literature.

Keywords: Post-modern, Society, Literature, Voices, Identity

The emergence of women's voices in Indian English literature is not an overnight phenomenon, but rather the result of a long-term change in society dynamics. It is critical to recognize how Indian literature has changed over the course of several centuries, reflecting the social, cultural, and political shifts in the country. Indian writers, both male and female, who have contributed to the country's rich literary heritage, have shown tenacity and ingenuity in this metamorphosis. In order to appreciate the pioneers who established the groundwork for this literary movement, and the relevance of women's voices in post-modern Indian English literature, it is essential to recognize their contributions. In the beginning, authors like Ismat

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Chughtai and Kamala Das, were crucial. These authors pushed down barriers, questioned conventions, and dared to talk about topics that were once viewed as taboo (Jain 68). Their bravery and creativity paved the path for a new generation of storytellers who carried the flame of change forward. In the genre of Indian English literature themes written by women writers explores a wide range of subjects and narratives, just like the country as a whole. The stories they tell explore the complex interplay between feminism, patriarchy, and sexuality. These stories provide readers with an inside look at the joys, hardships, and aspirations of modern Indian women. Women authors contribute greatly to the current discussion about gender equality and women's rights. It is noteworthy to find that by doing this, it not only enhances literary debate but also questions tradition and culture of the society. The variety of literary styles used by female authors is impressive. Their writing styles range from the magical realism of Arundhati Roy to the lyrical prose of Jhumpa Lahiri, and their stories are as diverse as their writing. Indian English literature is a dynamic and always changing genre because of the richness of its style, which adds depth and complexity. From stream-of-consciousness to postmodern concerns, readers are given a wide range of storytelling styles that all provide for interesting and thought-provoking reading experiences. Women's literary creations are not just limited to the genre of fiction; they also serve as mirrors that reflect the social and cultural realities of modern India. These stories illustrate the nation's growth as well as its ongoing problems and capture the mood of the time on topics like urbanization, globalization, and the conflict between tradition and modernity; readers are given a balanced perspective. The voices of women act as a mirror for society, forcing it to reflect and change. Famous female authors have won praise for their writing talent on a global scale. Indian English fiction rose to prominence after Arundhati Roy's *The God of Small Things* won the coveted Man Booker Prize in 1997. The Pulitzer Prize for Fiction was awarded to Jhumpa Lahiri's *Interpreter of Maladies* in 2000, establishing the international acclaim of Indian women writers. Additionally, Chitra Banerjee Divakaruni has a devoted global readership because to her captivating storytelling style. The voyage of female writers has not, however, been without its share of difficulties. Women writers have frequently encountered gender bias and preconceptions in a literary environment that has historically preferred male authors. They have often proven their tenacity in the face of opposition in the struggle for respect and equal opportunity. Despite these difficulties, their perseverance and talent have made sure that they will continue to be present in the literary world. In their narratives, many female authors examine intersectionality. They explore the connections between caste, class, religion, and sexuality in addition to gender issues. Their stories gain depth from this intersectional perspective, becoming more inclusive and representational of the rich texture of Indian society. It highlights the complex network of identities that people in modern India negotiate. Women's voices have been welcomed and have had a wonderful impact on Indian English literature. Not just in India, but all throughout the world, these stories have struck a chord with readers. Readers from every aspect of life have responded favorably to the universal themes of love, loss, identity, and societal change that are presented in their works. Women authors have taken on the role of cultural ambassadors, telling the world about India's stories and helping people to appreciate the multifaceted culture of their country. Many female writers continue to use feminism as a major and recurrent issue in their writing. Their stories question patriarchy, transgress gender norms, and promote gender equality. These writers use their skill at engaging readers through fiction to pose issues and encourage readers to rethink conventional wisdom.

By doing this, they greatly promote the ongoing feminist conversation in India and beyond. The inclusion of female voices in Indian English fiction has received positive feedback from the global literary community. Their writings have been translated into many different languages, making it possible for a larger audience to access and enjoy their stories. Not only has this widespread acclaim increased the prestige of these authors, but it has also made cross-cultural interactions and partnerships possible. The development of narrative methods among female authors has significantly influenced the genre of Indian English literature. They have experimented with viewpoints, voices, and structural elements to push the limits of story genres. Indian English fiction has grown more dynamic as a result, providing readers with a mosaic of storytelling idioms that push the frontier of literary originality and challenging standards.

The advent of female authors in the field of Indian English literature is a key turning point in the nation's literary landscape. Courage, inventiveness, and the dismantling of old obstacles have all been hallmarks of this kind of journey. Indian literature has a long history that spans many different languages, geographical areas, and cultural traditions. It is important to note that women's voices were largely muted or missing throughout much of this era. Women were confined to home domains during the period due to societal standards and gender roles, which restricted their participation in public discourse, including literature. The colonial era, which was characterized by British control in India, brought about new dynamics that ultimately aided in the emergence of female writers. Access to education improved, and there were more opportunities for women to read and write. Future generations of women were prepared to enter the literary world because of these efforts done during this time. Women writers who broke convention and cultural expectations came to prominence in the late 19th and early 20th century. Ismat Chughtai, who is frequently cited as one of the first notable women authors of Indian English fiction, utilized her eloquent writing to confront long-held taboos about women's sexuality and social expectations. Her courageous and unabashed narratives paved the way for later generations of female writers to explore taboo issues. In her poetry and prose, Kamala Das, another pathfinder, tackled themes of love, desire, and the female experience. Her work opened the door for more candid talks about subjects that were previously not allowed because readers were connected to her honest and personal writing style.

India's literary scene continued to develop once the country attained independence in 1947. In the years following independence, there were more and more female authors who experimented with a variety of literary genres, including novels, short tales, poetry, and essays. They brought a special set of experiences with them, frequently deriving motivation from their own experiences and the shifting environment around them. The multiplicity of voices that emerged from this emergence was one of its notable features. Women writers came from a variety of places, castes, faiths, and origins, offering a variety of viewpoints. The Indian English literary heritage was benefited by this diversity, which improved its ability to capture the complexity of Indian society. These female authors didn't just follow established literary traditions; they also developed new ones, fusing the old with the new to produce wholly original stories. Their narratives frequently reflected the changing roles of women in Indian society, portraying characters that were self-reliant, tenacious, and multifaceted. There were difficulties along the way for women writers of postmodern Indian

English fiction. They had to deal with cultural expectations as well as a literary landscape that had historically favored male authors. Strong barriers were created by gender bias, stereotypes, and preconceived ideas about women's literary prowess. These difficulties, nevertheless, only served to fortify women writers' will and push them to demonstrate their tenacity and originality. As a result, it can be claimed that the advent of female authors in Indian English fiction reflects a dramatic and ongoing change in the literary scene. It is a tale about social roles changing through time, education's influence, and resistance to conventional rules. These female writers have made an enduring impact on Indian literature, from Ismat Chughtai and Kamala Das to a new generation of voices. They have challenged preconceived notions and pushed the limits of storytelling, providing readers with stories that are both engrossing and provocative. The rise of female authors is not just a literary growth; it is also a sign of the social evolution of women who, despite all odds, have taken their proper place as authors. Post-modern Indian English literature by women writers has themes and narratives that are delicately twisted with threads of gender, identity, tradition, and modernity. These stories explore the complex layers of the human experience and provide readers a look at the varied lifestyles of women in modern India. This clearly focuses on the clarity of their voice and the gripping narratives they create. The issue of identification is central to many women's narratives. These authors deftly manage the identity issues of a rapidly modernizing India. They explore how gender, caste, class, religion, and regional identities connect, giving a complex portrait of the characters that live inside their stories. These stories inspire readers to reflect on the complex web of human existence, whether they explore a woman's quest for self-discovery or show a character balancing different identity all together. Another topic that regularly appears in the writings of women writers is sexuality. They discuss the frequently forbidden topics of desire, love, and intimacy in their narratives. Readers can study the various sexual expressions in Indian society through these stories since they provide an unfiltered lens through which a sense of realism is evoked properly. Conversations regarding the agency and autonomy of women over their bodies and choices are stimulated by the exploration of female desire in particular, which challenges societal standards. In the stories of women writers, patriarchy is a powerful theme. They analyze the hierarchies of power that have traditionally supported female oppression and gender inequity. These stories criticize cultural expectations and standards that limit women to predetermined positions. Through the personas they play, they challenge patriarchy and give voice to the underprivileged and voiceless. Many of these stories are centered on the everlasting theme of feminism. Female authors who identify as feminists frequently use their storytelling abilities to promote gender equality. They promote women's rights and empowerment through stories that subvert conventional gender norms and stereotypes. By doing this, they greatly advance the feminist conversation currently taking place in India and highlight the need for gender justice. In the writings of women writers, the conflict between tradition and modernity frequently appears. They portray characters who struggle with the conflict between antiquated traditions and modern values as they go through the changing Indian social scene. These stories illustrate the struggles people experience when they are torn between tradition and modernity, illuminating the complexity of societal transformation.

The complex relationship between language, identity, and the body is the basis of Judith Butler's *Bodies that Matter: On the Discursive Limits of Sex*. This ground-breaking study questions accepted notions of sex, gender, and sexuality and provides a revolutionary viewpoint on how language and performative behaviours shape identity. Butler argues that the conventional binary understanding of sex, which labels people as either male or female depending on their biological characteristics, is inadequate and oversimplified. She contends that linguistic and discursive practices, which shape and define our ideas of the body and identity, are strongly connected with the formation of sex and gender (Butler 86). It can be one of the reasons that women portrayed in post-modern Indian English literature are bold and they are capable to assert their own individuality.

Women writers often use family and relationships as the backdrop for their stories. They examine the dynamics of kinship, the difficulties of mother-daughter bonds, and the complexity of love. These stories portray the pleasures, difficulties, and sacrifices that are frequently a part of family life (Chaudhari 36). Women authors portray the resiliency and courage of women in the face of adversity through their characters. Numerous stories also explore the subject of mental health. These authors bravely confront problems like depression, anxiety, and trauma, bringing attention to frequently ignored facets of mental health. They contribute to the expanding conversation on mental health awareness and elimination by presenting characters who struggle with these issues. Women writers frequently address migration in their narratives. Characters that leave their homes in search of better chances both domestically and internationally are explored. These stories illustrate the complexity of belonging, identity, and displacement. They show the difficulties immigrants encounter when managing foreign environments and customs (Ghosh 55). It is also noteworthy to find that numerous female authors' narratives heavily emphasize intersectionality. They understand that women's experiences are not uniform and often interact with other facets of their identities, including caste, class, religion, and sexual orientation. These stories show people weaving the complex web of their intersecting identities, illuminating the multi-layered nature of privilege and oppression. Although the topics covered by women authors in Indian English literature are varied and complex, their stories all have a sense of depth and sincerity in common. They provide readers with a window into the hardships, aspirations, and victories of women in modern-day India through their stories (Kotwal 91). These stories contribute significantly to the literary canon and the ongoing conversation about gender, identity, and societal change because they not only entertain but also challenge, provoke, and inspire coming generations.

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❑❑❑

A Study on Attitude of Secondary School Teachers of Nagaland toward Inclusive Education

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❍ Prof. Rakesh Rai[2]

Abstract

With the growth of education system in recent times, there has been a need for the education system to move towards greater inclusivity. Encouraging inclusivity in the school education system is an important step towards improving the social-academic interaction in the education system as a whole. The present paper is an attempt to study on the attitude of secondary school teachers of Nagaland toward Inclusive Education. The study uses both primary and questionnaire data. In this study it was found that the level of attitude of teachers towards inclusive education was more concentrated between Above Average Favourable and Most favourable. The study also revealed that there is no significant difference in the attitude of Private and Govt**.** Secondary School Teachers towards inclusive education in Nagaland. T-test also revealed that there was no statistically significance in the effect of gender on Teachers' Attitude on teachers' attitudes towards inclusive education.

Keywords*: Inclusive Education, School education, level of attitude of secondary school teachers*

With the growth of education system and in its scope, education system worldwide has moved from the traditional mode to a more inclusive mode of teaching and learning. A number of international statements in recent years have enforced the concept of inclusive education and the significance of creating schools that accept variety, enable learning, attend to individual needs, and include everyone (Salamanca Statement 1994)[1].

Recognizing the global need for inclusivity in the education system, the National Policy on Education (NPE) of 1986 featured particular measures to encourage women's equality, educating scheduled castes and tribes and other underserved groups, educating minorities, and educating the disabled[2]. NEP in general ensures quality education for all children, regardless of their location, with a focus on historically marginalized, disadvantaged, and underrepresented populations. The National Education Policy (NEP), 2020 emphasizes that,

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"Education is the single greatest tool for achieving social justice and equality"[3]. The idea contends that education is the most powerful tool for advancing economic and social mobility, inclusion, and equality. Initiatives should be made to provide targeted opportunities for kids from underrepresented groups to excel in school, despite inherent challenges[4].

The Ministry of Education with an aim to foster inclusivivity in the school education for children with special needs have incorporated advance learning technologies though NCERT, such as ePathshala portal and mobile app on NCERT books and e-content for teachers and students[5].

However, an effective inclusive education requires collaboration between teachers, parents, and community leaders. A positive mindset is necessary for the effective execution of inclusive education programs. In the classroom, teachers' attitude towards inclusive education is an important role to play. A positive attitude towards inclusive education will mean greater possibility of equality as normally a classroom consist of diverse range of students be it economically, socially and ability to learn. Studies indicate that teachers' attitudes on inclusive Education influence its implementation (Minke et al., 1996; Balboni and Pedrabissi, 2000; Opdal & Wormnaes, 2001; Wall, 2002; Agbenyega, 2007; Das and Kattumuri, 2011)[6].

The rationale for encouraging inclusive education is felt in school education as inclusive education can become an important tool to improve academic performance. Bansal (2018) recommended for inclusive education as it was found to be positively related to academic performance, social and emotional development.

Inclusive education, however, will be challenging in terms of the teachers' ability to handle a diverse range of students as such Daane, Beirne-Smith, and Latham (2000) suggested for preparatory training of the teachers on inclusive education.

This paper is an attempt to study on the attitude of secondary school teachers of Nagaland toward Inclusive Education.

Objectives of the study:

- To compare the attitudes between government school teachers and private school teachers towards inclusive education.
- To examine the effect of gender on teachers' attitudes towards inclusive education.

Hypotheses:

- There is no significant difference in the attitude between government and private teachers towards inclusive education in Nagaland.
- There is no significant impact of gender on the attitudes of secondary school teachers in Nagaland towards inclusive education.

Research Methods:

The study is based on a primary data collected from both private and government secondary schools with a sample size of 100 teachers. Private secondary teachers accounted 36.3%, while Government teachers constituted about 63.7%. Among them, male secondary teachers comprised 50.5%, and female secondary teachers were 49.5% . To measure the attitude of teachers towards Inclusive Education the researcher adopted the *'Teacher Attitude Scale Toward Inclusive Education'* developed by Dr Visahl Sood and Dr Arti Anand. The scale consists of 47 items, out of which 18 statements were unfavourable and 29 statements positive. The statements were further divided into four broad components viz:

- Psychological /Behavioural
- Social and parents related
- Curricular and Co-curricular
- Administrative

The 3-point Likert Scale was used to analyse the data. Furthermore Normality Test for Teachers' Attitude Scores and t- test was ran to verify the result statistical significance.

Study Limitations: A simple random sampling technique was used to collect the Sample size of 100, and is limited to secondary schools from Chumoukedima and Dimapur districts.

Table No. 1: Demographic Variable-wise Distribution of the Sample

Characteristics of Teacher	Categories	No. of Respondents
Gender	Male	50.5
	Female	49.5
	Total	**100**
Type of Institution	Govt.	63.7
	Private	36.3
	Total	**100**

The above table describes on the demographic characteristics of a sample of instructors, with a focus on two major variables: Gender and Type of institution. In terms of gender, the statistics show that the sample is almost equally distributed with 50.5% classified as male and 49.5% as female, for a total of 100 respondents. Type of Institution is distinguished as - government and private institutions. Majority 63.7% were categorized under government institutions, while 36.3% were categorized under private institutions.

Table No. 2: Normality Test for Teachers' Attitude Scores

Total No. of Teachers (N)	Range	Mean	SE Mean	SD	Z-Score	Skewness	Kurtosis
100	76-135	112.02	1.059	10.431	-3.45 to 2.40	-.728 (SE 0.244)	1.796 (SE 0.485)

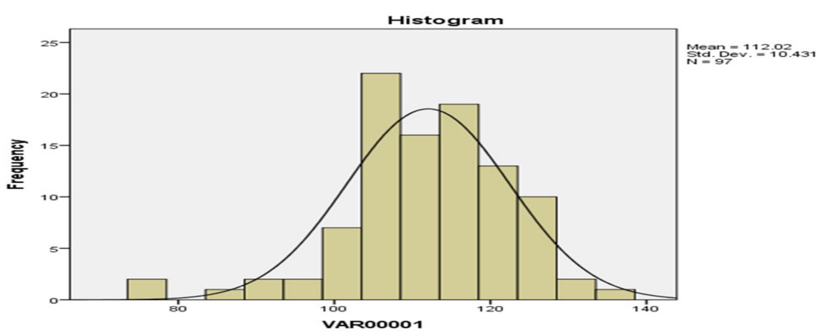


Fig.. No. 1, Histogram: Normal Distribution of the Attitude Score

The table above shows a normal distribution of the Teachers' Attitude Scores with a mean of 112.02 and Standard Deviation (SD) of 10.431. The degree of Skewness is found to be -.728 and degree of Kurtosis is found to be 1.796. The Z-score ranged between -3.45 to 2.40. It shows that teachers' attitude scores on inclusive education are normally distributed.

Table No. 3: Attitude of Teachers towards Inclusive Education

Total No. of teachers (N)	Range	Mean	SE Mean	SD	Z - Score	Level of Attitude
100	76-135	112.02	1.059	10.431	-3.45 to 2.40	Above Average Favourable

The above table reveals that of teachers' attitudes towards inclusive education was from 76-135 with a mean score of 112.02 and a Z- score of -3.45 to 2.40.

It is evident from the above table that the level of attitude of teachers towards inclusive education was Above Average.

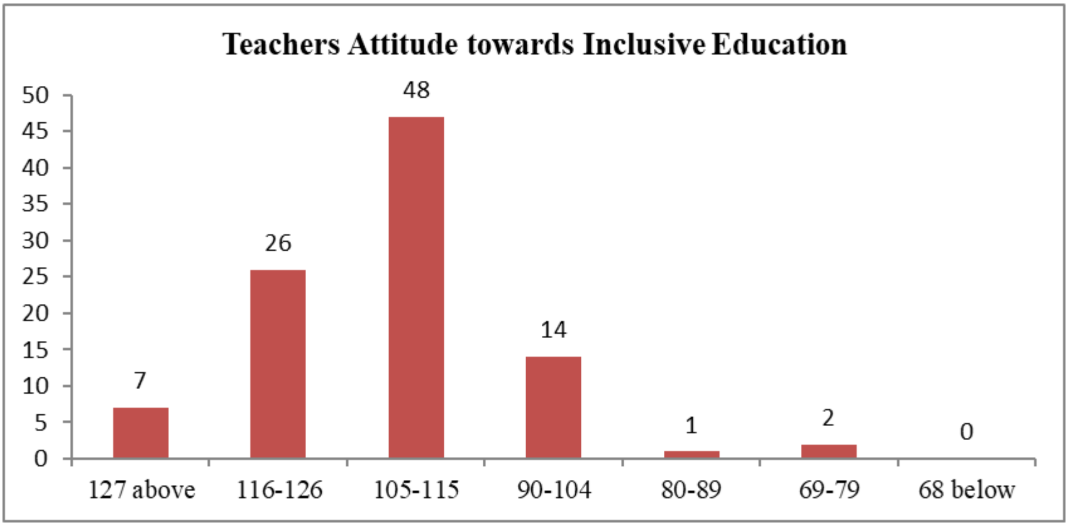


Fig. No. 2 Teachers Attitude towards Inclusive Education

Favourable. This is also supported by the figure reveals that majority (48.5%) fell under the category of Above Average Favorable (105-115). About 26.8% fell in the category of Most favourable (116-126). Only 2.1% fell in the category of most unfavorable.

***Results and Interpretation**:*

Objective:

- To compare the attitudes between government school teachers and private school teachers towards inclusive education.

Hypotheses:

- There is no significant difference in the attitude between government and private teachers towards inclusive education in Nagaland.

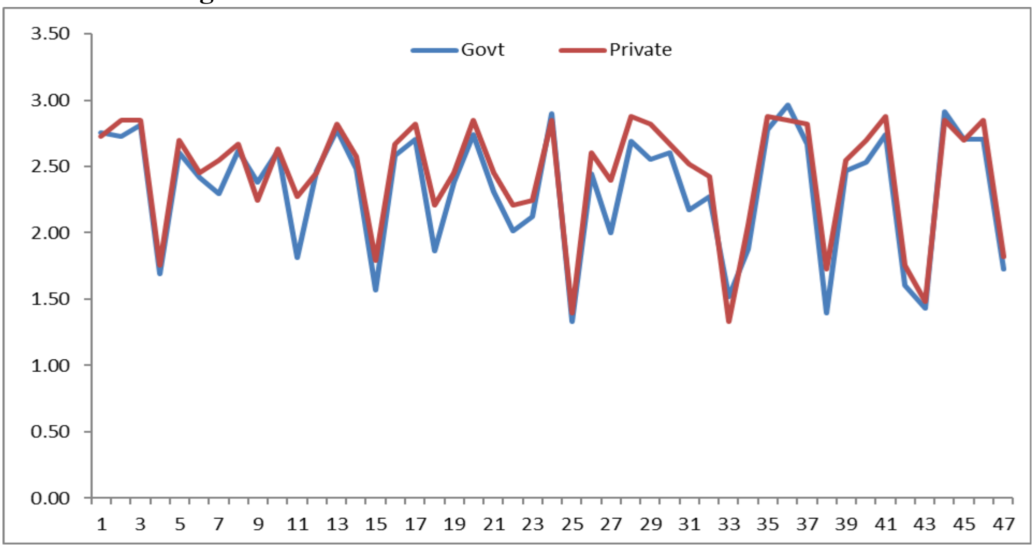
Table No.1 Teachers' Attitude across Types of Institution

Type of Institution	N	Mean	t-value (calculated)	p value	df	Table value of t
Government	50	2.321	-1.35	0.177	98	1.984
Private	50	2.441				

** Note: 0.05 significant level*

From table above, it could be seen that the value of the calculated t-value is -1.35, which is *less than* the expected tabulated t-*value* of 1.984 at 0.05 level of significant. The p-value being *greater than* 0.05, the null hypothesis is accepted as there is no significant difference in the attitude of Private and Govt. Secondary School Teachers towards inclusive education in Nagaland.

Fig. No. 3: Institution-wise Mean score of Likert Scale



The figure above depicts the mean score difference between government and private teachers' attitudes towards inclusive education in Nagaland. The figure reveal a high degree of consistency in the trend, hence showing a high positive correlation (r = 0.95) between government and private teachers' attitudes towards inclusive education towards.

Table No.2 Effect of Gender on Teachers' Attitude effect of gender on teachers' attitudes towards inclusive education

Gender	N	Mean	t-test (calculated)	p-value	df	Table value of t
M	98	2.443	1.575	0.06	98	1.984
F	98	2.297				

** Note: 0.05 significant level*

In the table above, it is seen that the calculated ***t-test*** is 1.575, which is found to be *lesser than* the expected tabulated t-*value* of 1.984 and the p-value being *greater than* 0.05, hence the null hypothesis is accepted. *t-test* reveals that there is no statistically significant effect of gender on Teachers' Attitude effect of gender on teachers' attitudes towards inclusive education.

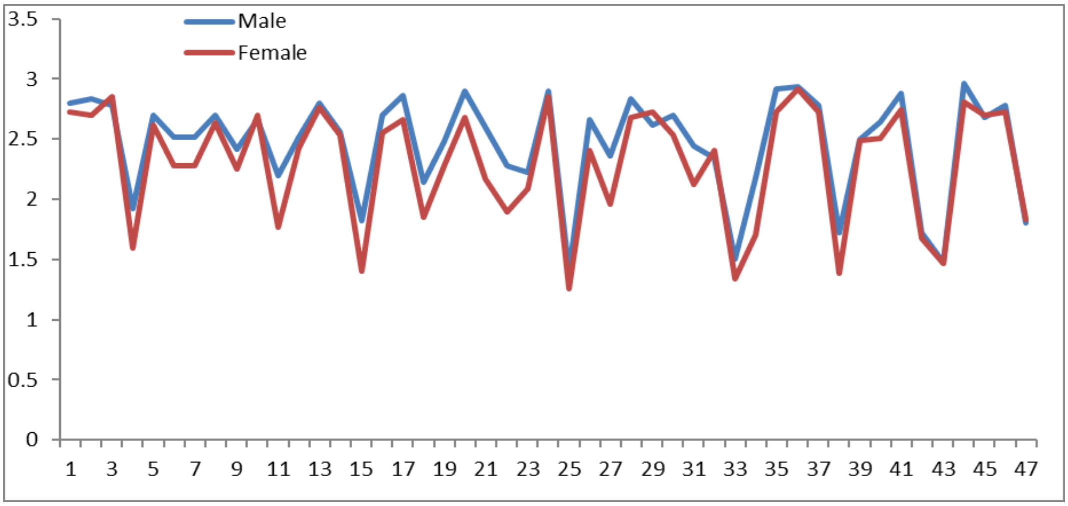


Fig. No. 4: Gender-wise Mean score of Likert Scale

The figure on Gender-wise Mean score of Likert Scale shows the mean score difference between Male and female teachers' attitudes towards inclusive education in Nagaland. The trend of the above figure reveals a high degree of consistency, thereby showing is a high positive correlation (r = 0.94) between Male and female teachers' attitudes towards inclusive education towards.

Discussion

In this study on Attitude of Secondary School Teachers of Nagaland toward Inclusive Education it is found that the level of attitude of teachers towards inclusive education was more concentrated between Above Average Favourable and Most favourable. The result is found to be in consistence with the study of Bhakta and Shit (2016). Corresponding to the objective of comparing the attitudes between government school teachers and private school teachers towards inclusive education, the study revealed that there is no significant difference in the attitude of Private and Govt**.** Secondary School Teachers towards inclusive education in Nagaland. This means that irrespective of the institution, teachers in both private and government secondary schools shares the same view towards inclusive education.

Furthermore, in the study, *t-test* reveals that there is no statistically significance in the effect of gender on Teachers' Attitude towards inclusive education. This implies that gender is not a significant determinant of the attitude of teachers towards inclusive education. Similar findings were recorded in the study of Paramanik and Barman (2018), Kaur & Kaur (2015), Bhakta & Shit, (2016) and Handa & Behra, (2018). However, there were other findings that were in contrary to the above finding. In a study by Bansal, (2013), Guria & Tiwari, (2016) and Kalita, 2017 it is revealed that male teachers has greater positive attitude compared to female teacher concerning inclusive education. However, in a study by Chavhan (2013) and Nanda and Jana (2017), it was found that female teachers has greater attitude towards inclusive education.

In conclusion, inclusive education presents a strong argument for support in the classroom since it has the potential to be a formidable instrument for improving academic achievement. However, as noted by Daane, Beirne-Smith, and Latham (2000), managing a diverse range of students will be a problem for educators in the context of inclusive education.

Nevertheless, with the right preparatory training for teachers on inclusive education and a positive attitude of the teachers towards inclusive education, the aim to achieve greater inclusivity in the secondary school education can be effectively realized.

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Perception of Investors in Lucknow City towards Investment in Hybrid Mutual Funds

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ABSTRACT :

Regardless of the amount invested, mutual funds give regular investors a platform to engage in the Indian stock market with professional fund management. The amount of assets under administration of different fund companies has increased as a result of the rapid growth of the Indian mutual fund business. Investment in mutual funds is less risky compared to investing in equities directly, making it a safer choice for risk-averse investors. With equal exposure to equity and debt, hybrid mutual funds invest in both debt-oriented and equity-oriented products. But it has been noted that the majority of investors are unaware of the advantages of investing in mutual funds. This is evident from the research that was done for this work. This paper aims to pinpoint the numerous elements influencing how investors see investing in mutual funds. The findings will assist mutual fund businesses in determining the areas that need development in order to raise investor knowledge of mutual fund investments.

KEYWORDS: Mutual funds, Performance, Returns, Risk, Debt, Equity, Hybrid.

A mutual fund is a type of trust that unites the savings of several investors who have similar financial objectives. The money thus amassed is subsequently invested in assets such as shares, debentures, and other capital market instruments. According to the amount of units they own, the income generated by these investments and the capital gains obtained are distributed among the unit holders. Therefore, a mutual fund is the best type of investment for the average person since it provides the chance to invest in a variety of professionally managed assets at a reasonable price. Hybrid mutual funds benefit from both the loan and stock markets. When compared to other mutual fund schemes, these schemes have a balanced risk-return profile. An enormous amount of study is being done on mutual fund investments. But very little research has been done to examine how investors view investing in hybrid mutual funds.

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CONCEPT OF HYBRID MUTUAL FUNDS

Hybrid mutual funds are mutual funds that have a variety of securities in its portfolio, including equities and bonds. A hybrid mutual fund's asset allocation or investment mix may be fixed or subject to alter over time. Balanced funds are a general term for hybrid funds that include equity (such as stocks) and debt (such as bonds) in about equal amounts. Compared to stocks or mutual funds that only invest in stocks, hybrid funds can lower volatility because they hold a variety of investment securities with various risk characteristics. It is crucial to investigate and contrast hybrid funds because diversification does not ensure growth or loss protection. An investor can gain exposure to various security kinds in one fund by using a hybrid mutual fund. For instance, a hybrid fund that invests in a mix of equities and bonds is similar to receiving two different mutual funds in one.

LITERATURE REVIEW

Gupta (1994) conducted a study of home investors to learn about their preferences for mutual funds and other financial assets. The study's conclusions at the time were more pertinent to the creation of future financial products by mutual funds and policy makers.

In order to assess the path that mutual funds are taking among investors and to pinpoint the variables that affect the choice to invest in mutual funds, Madhusudhan Jambodekar (1996) conducted his study. According to the report, income and open-ended schemes are favoured above closed-ended and growth schemes, with open-ended schemes being the most popular among other things. When investing in mutual funds, investor services, principal protection, and news publications are all top priorities.

In order to get insight into the behavioral characteristics of investors in the North-Eastern region with regard to equities and mutual fund investment, Sujit Sikidar and Amrit Pal Singh (1996) conducted a study. Survey revealed that salaried and independent workers favor mutual funds due of the tax advantages. The survey revealed that salaried and independent workers favor mutual funds due of the tax advantages.

Goetzman (1997) asserted that the decision to invest in or withdraw from a mutual fund is influenced by the investor's psychology.

In order to have a thorough understanding of the operation of private sector mutual funds, specifically with regard to Kothari Pioneer, Shyama Sunder (1998) undertook a survey. According to the survey, mutual fund concepts were not well understood at the time in tiny cities like Vizag. Additionally, it was claimed that asset management companies' reputations are key factors when choosing a mutual fund provider, open-ended options are significantly more popular than other types of options, and agents can help to catalyze the mutual fund culture.

In determining the competency of asset management organizations, Anjan Chakarabarti and Harsh Rungta (2000) emphasized the significance of brand.

In order to determine what information sources individual investors rely on, Shanmugham (2000) conducted a survey of them. The findings demonstrated that economic, social, and psychological aspects influence investing decisions.

Black et al. (2006) investigated how an investor's lifestyle and other environmental factors affected their choice of financial goods, distribution method, and brand perception.

Based on her research into how individual investors choose mutual funds, Kavitha (2006) concluded that people who lack the necessary time, financial knowledge, or experience cannot make informed investment decisions. According to the survey, India has a sizable population living in untapped urban and semi-urban areas. By determining their expectations and risk tolerance, prospective investors in these sectors can be persuaded to invest in mutual funds.

Kozup et al.'s (2008) study is another one that links the value of information accessibility to investors' investment choices. The study shows that it has influenced the investor's desire to choose mutual funds as an investment scheme and the investor is willing to take the risk associated with the mutual funds to meet his or her financial goals and objective of having high return at an acceptable level of risk. Their research indicates that if the investors are provided with high levels of information and that information is presented in an effective manner.

Walia and Kiran (2009) conducted the poll to examine how investors perceived risk and return when using mutual funds. The findings indicated that professionalism and excellent customer service were the two elements that significantly influenced how investors felt about mutual funds.

Bimal Jaiswal and Namita Nigam (2010) studied the performance measurement of mutual funds in India in the post liberalization years and found out that sample mutual funds provide better return than risk free securities and hence made a positive impact on investors.

The influence of demographic characteristics on an investor's decision-making process was also examined by Jain and Mandot in 2012. The study demonstrates that a person's readiness to accept risks and whether they are a risk taker or a risk averse when it comes to making investment decisions are significantly influenced by several demographic parameters, including age, gender, occupation, and others.

According to a study by Prathab et al. (2013), people in Tamil Nadu, India, are less aware of and less satisfied with the following factors: rate of return, liquidity, safety and security, tax consideration, capital gain, growth prospects, role of financial advisors and fund managers, maturity period, market knowledge, regulatory rules and regulations, lack of services from mutual fund asset management companies, and difficulties faced by the Indian mutual fund industry. This survey showed that Indian investors have a high level of awareness of mutual funds and view them as a safe investment option that not only offers them excellent returns but also increases their wealth with little danger.

According to Nair & Sai's (2015) research, investors' investment choices may be influenced by their expectations for returns, tax advantages, price, and capital gains.

Pandow,B(2017) noted that in order for the industry to reach its full potential, these issues must be resolved. In order to overcome these obstacles, it is necessary to enter Tier II and Tier III cities. This will necessitate, among other things, raising investor awareness through strategic initiatives and investor education campaigns.

Martin Mysa (2020) conducted a study where primary goal was to determine buyers' preferences for mutual funds in city of Secunderabad in Telangana state, The majority of purchasers were hesitant to invest in new era investments like mutual funds, according to the research's findings.

OBJECTIVES OF THE STUDY

i) To determine the degree of knowledge about mutual funds among the investors of Lucknow city.

ii) To determine the significance of variables like liquidity, higher returns, firm reputation, and other variables that affect a mutual fund holder's decision to invest.

iii) To determine the extent to which investors are aware of the Hybrid Mutual Funds.

iv) To identify the most popular Hybrid Mutual Funds for the purpose of investment.

RESEARCH METHODOLOGY

Most important goal of an investor is to maximize returns while taking into account risk and liquidity.

An investor searches for various investment opportunities with this goal in mind. In comparison to direct stock market investments, mutual funds have lower risks and give significantly greater returns. In this research paper, an effort has been made to gauge how investors feel about investing in mutual funds, with a focus on Hybrid Mutual Funds in particular.

In Lucknow city, capital city of the Indian state of Uttar Pradesh, a primary survey was carried out from January 2023 to March 2023. Through a questionnaire, a sample of 100 individual mutual fund investors was questioned. The investors were chosen based on their prior investments in mutual funds and their familiarity with the fundamental terms related to mutual funds. Prior to investing in any mutual fund, an effort has been made to understand how investors see mutual fund investments and to pinpoint the variables they value the most. It is also investigated how knowledgeable investors are about Hybrid Mutual Funds and their advantages.

DATA ANALYSIS

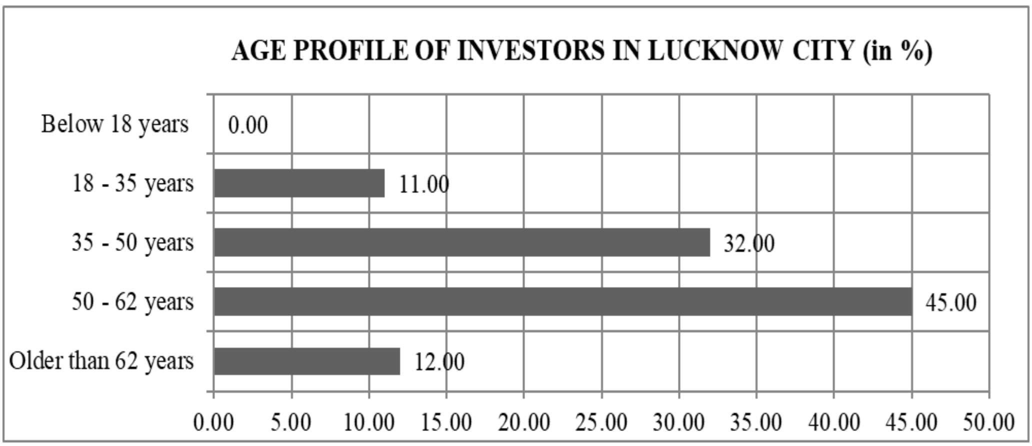
Analysis of the data obtained from the questionnaire, which takes into account each factor, is shown below.

Variables	**Category**	**Frequency**	**Percentage**
Age	Below 18 years	0	0
	18 – 35 years	11	11
	35 – 50 years	32	32
	50 – 62 years	45	45
	Older than 62 years	12	12
Sector Employment	Government Sector	15	15
	Private Sector	43	43
	Business	17	17
	Agriculture	1	1
	Others	24	24

Preferred Investment Option	Equity Shares	15	15
	Fixed Deposits	27	27
	Mutual Funds	20	20
	Post Office Saving Scheme	2	2
	PPF	7	7
	Precious Metals	22	22
	Real Estate	3	3
	ULIPs	4	4
Monthly Income	Less than 20,000	3	3
	20,000 - 30,000	28	28
	30,000 - 40,000	46	46
	40,000 - 60,000	14	14
	More than 60,000	9	9
	SIPs	46	46
	Tax-Saving Funds.	16	16

(a) Investors' age distribution

Figure 1 –

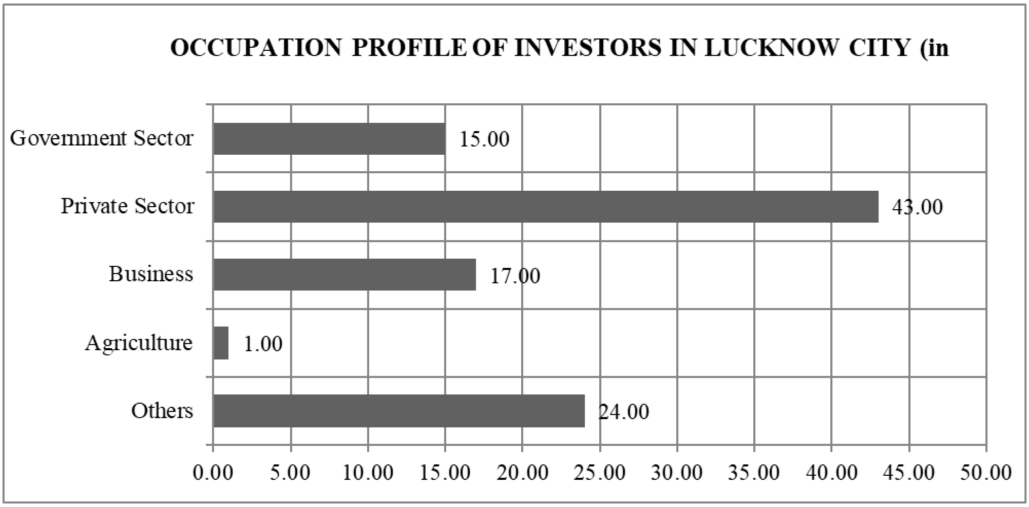


Source – Primary data obtained from selected respondents of Lucknow City.

According to the bar graph shown above, the majority of investors are between the ages of 50 and 62, followed by those between the ages of 35 and 50. This is because people start working to earn daily bread at the age of 25-30 and start investing seriously only after 35 years of age. After retirement, this figure again starts declining.

(b) Investor's Job Profile –

Figure 2 -

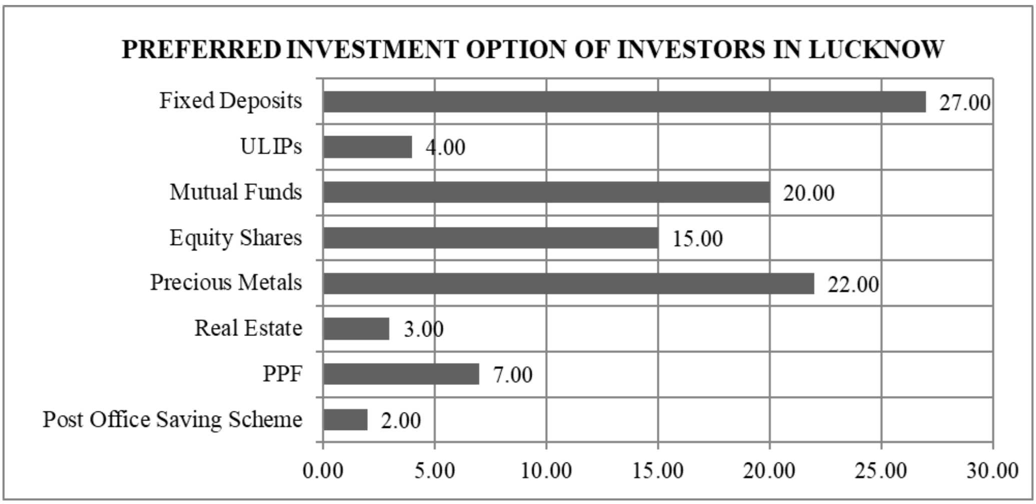


Source – Primary data obtained from selected respondents of Lucknow City.

Respondents working in the private sector make up the majority of the investing population. This is because private sector employees do not feel that financial security which the government employees do and hence are more concerned about making money while they are working to safeguard their post retirement life.

(c) Investment Avenue preferred by the Lucknow investors

Figure 3 –

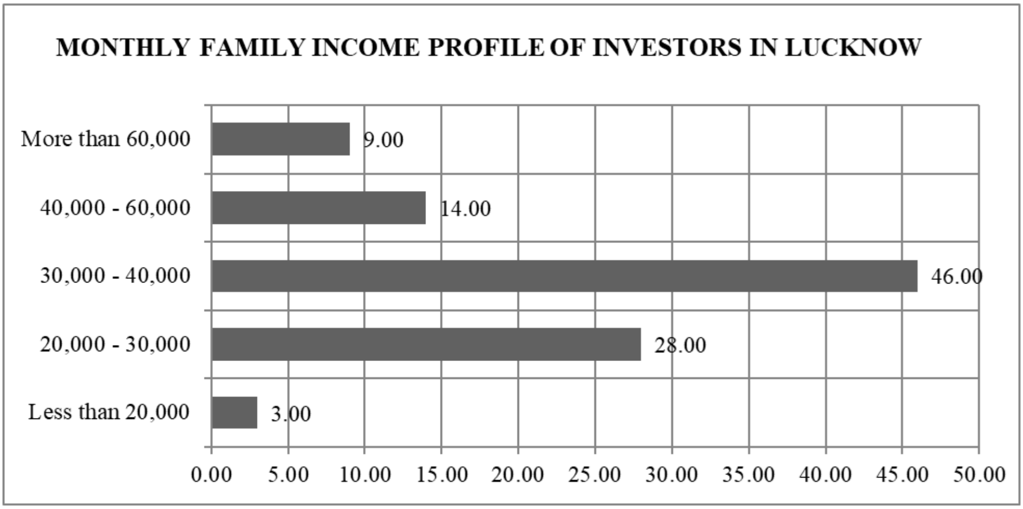


Source – Primary data obtained from selected respondents of Lucknow City.

Fixed deposits are the preferred investment for the majority of investors (27%), followed by precious metals like gold and silver, and mutual funds. Only 15% prefer making direct stock market investments.

(d) **Investor's Monthly Income Profile**

Figure 4 –

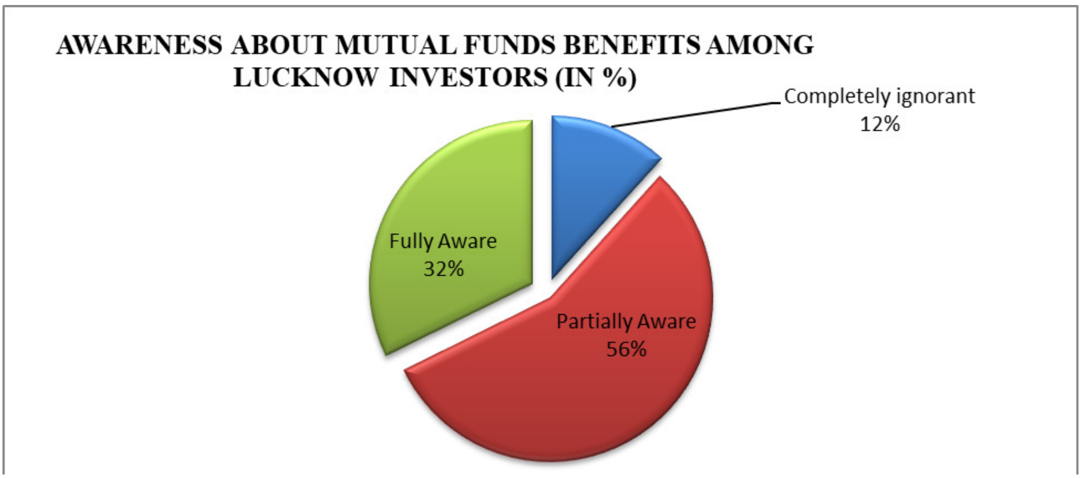


Source – Primary data obtained from selected respondents of Lucknow City.

According to the investor's monthly income profile, 45.50% of investors have monthly incomes of in range of Rs.30, 000 to Rs. 40,000 followed by those who have between Rs. 20,000 and Rs. 30,000

(e) **Understanding the advantages of investing in mutual funds**

Figure 5 -



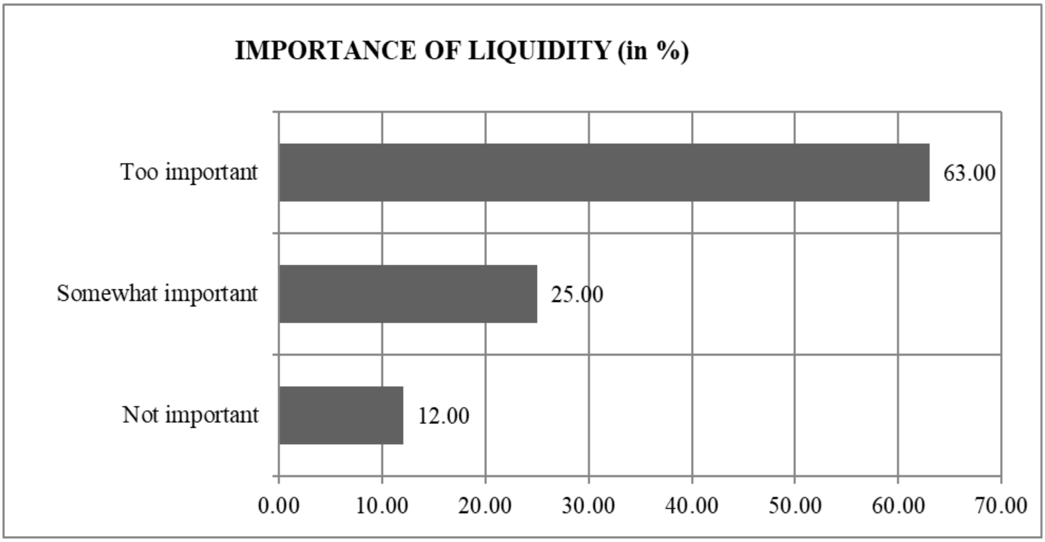
Source – Primary data obtained from selected respondents of Lucknow City.

About 56% of people are having some knowledge about the advantages of investing in mutual funds.

32% of people have fully aware of various benefits of mutual funds.

(f) The variables taken into account when investing in mutual funds

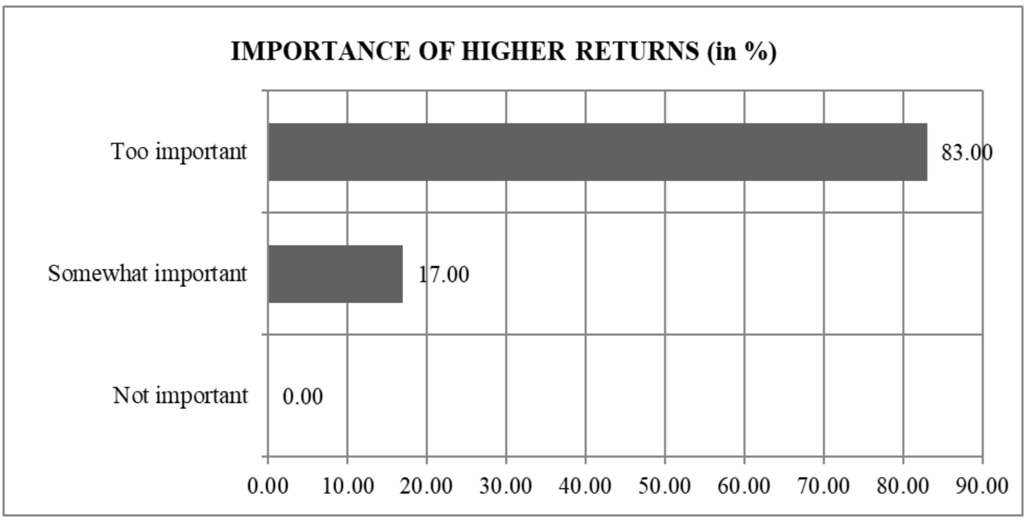
Figure 6 (Liquidity) –



Source – Primary data obtained from selected respondents of Lucknow City.

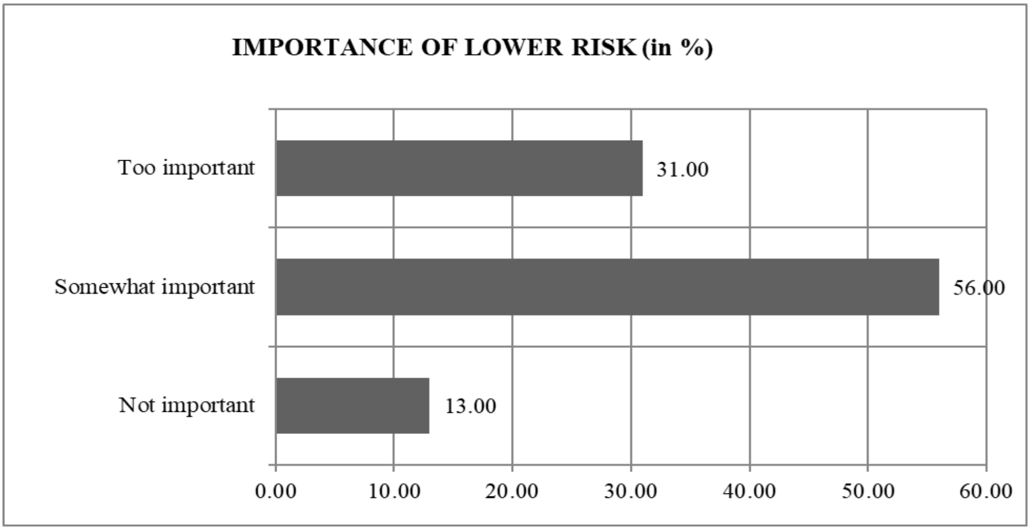
Other than the 12 % of respondents, rest attach importance to the liquidity factor. Majority feels that money should be available as and when required without any hassles.

Figure 7 (Higher Return) -



For 83% of the respondents, higher returns from a mutual fund investment are too important. Not a single respondent said that higher returns are not important which is quiet obvious.

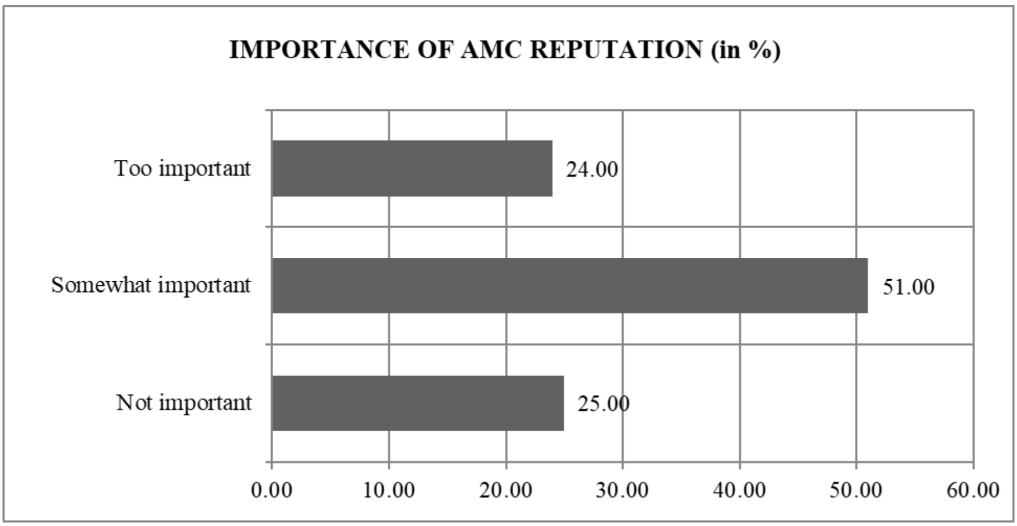
Figure 8 (Low Risk) -



Source – Primary data obtained from selected respondents of Lucknow City.

It was a divided opinion as far as risks involved in a mutual fund investment are concerned. Slightly more than half of respondents deemed importance of lower risk as only somewhat important. 13% said that lower risks are not important and so in a way they preferred returns over risks.

Figure 9 (Company Reputation) -

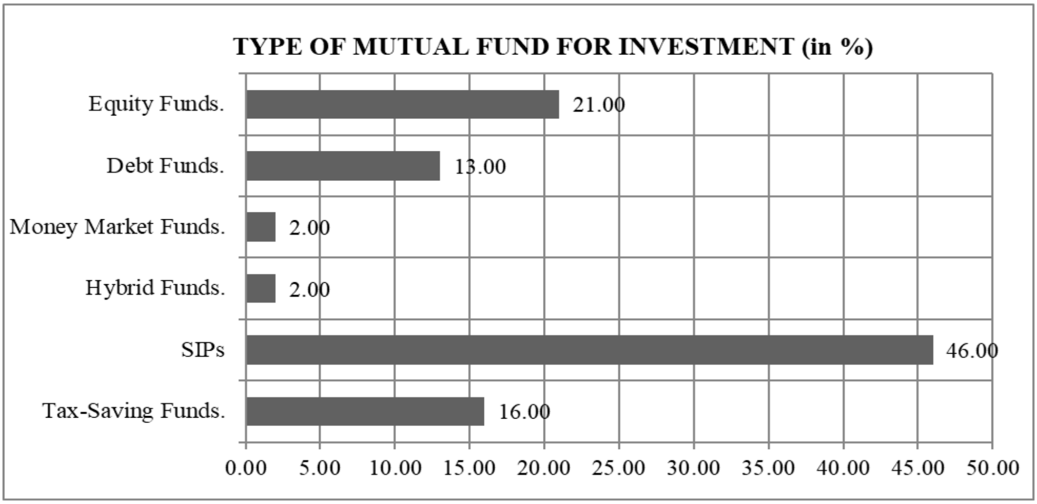


Source – Primary data obtained from selected respondents of Lucknow City.

One – fourth of respondents put no emphasis on the reputation of the asset management company which is managing the mutual fund. So, before investing in any mutual fund, investors of Lucknow city put a greater emphasis on higher return, and liquidity aspects.

(g) Type of Mutual Fund scheme invested

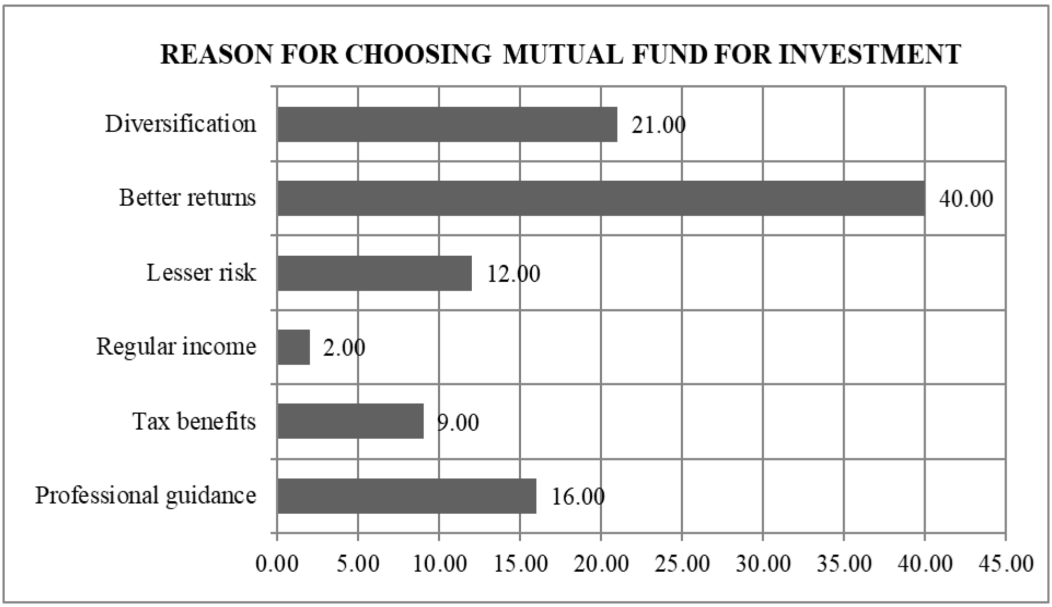
Figure 10 –



Systematic Investment Plan (SIPs) is the most preferred way of investing in a mutual fund. This may be due to TV advertisements of SIPs.

(h) Which factor of mutual fund attracts investors most?

Figure 11 –

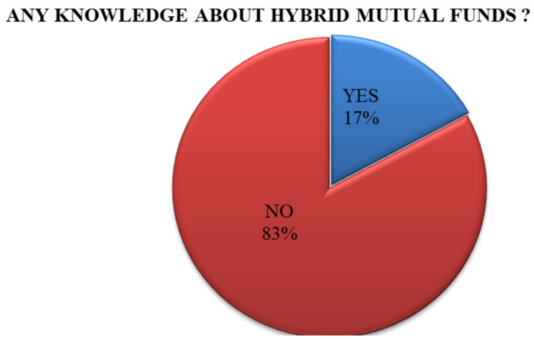


Source – Primary data obtained from selected respondents of Lucknow City.

The key benefits of mutual funds that draw in investors are better returns and portfolio diversification.

(i) Knowledge of the Hybrid Mutual Fund Plans

Figure 12 -

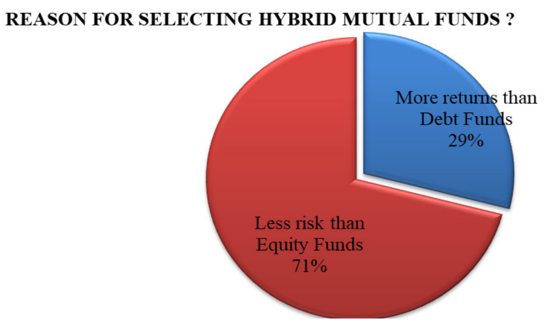


Source – Primary data obtained from selected respondents of Lucknow City.

Only 17% of people are familiar with the Hybrid Mutual Funds in the state capital of Uttar Pradesh.

(j) Reason for selecting Hybrid Mutual Fund Plans

Figure 13 -

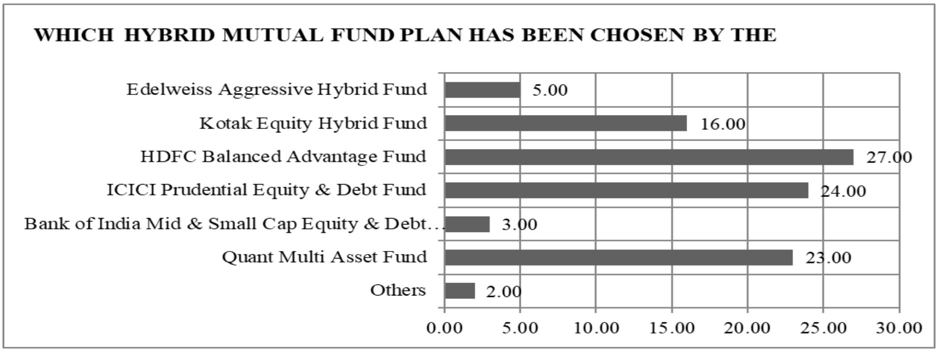


Source – Primary data obtained from selected respondents of Lucknow City.

Lesser risk than equity mutual funds was the main reason in selecting a hybrid mutual fund.

(k) Which Hybrid Mutual Fund Plan has been chosen by the investors?

Figure 14 -



Source – Primary data obtained from selected respondents of Lucknow City.

Most popular Hybrid fund is HDFC Balanced Advantage Fund, followed by ICICI Prudential Equity & Debt Fund. HDFC being a brand name could have been a reason behind this.

CONCLUSION :

According to the survey conducted in the Lucknow city, most investors are unaware of the numerous mutual fund plans. Investors in mutual funds are typically between the ages of 50 and 62 and have monthly incomes between Rs 30,000 and Rs 40,000 and higher. The key benefits of mutual funds that draw in investors are better returns and portfolio diversification. The majority of investors are aware of Hybrid Funds, and the favored justification for doing so is that they are less risky than Equity Funds. If commercial banks offer mutual funds then they attain more popularity because there is a sense of trust in mind of common man as he is well aware of the banks since many years. So investors hesitate less in investing in mutual funds backed up by the banks. Hybrid funds offered by HDFC Bank and ICICI Bank establish this fact.

SUGGESTIONS :

i) SEBI along with various Asset Management Companies should try to spread more awareness about Mutual Funds in the state of Uttar Pradesh as only approximately 32 % people are aware about Mutual Funds in the capital city of Lucknow. This figure is highly likely to go down in other cities of UP.

ii) Only 17 % of respondents were aware about Hybrid Mutual Funds and among those 17%, only 2% go on to actually invest in Hybrid Funds which is abysmally low. Various companies should advertise more about them as for now, mutual funds mean SIPs only which is not the case.

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Entrepreneurship and Economic Empowerment of Women: With Special Reference to Tailoring Business in K. R. Nagara Taluk

❍ Dr. Parakasha N[1]

Abstract

An enterprise owned and controlled by a women having a minimum financial interest of 51 percent of the capital and giving at least 51 percent of the employment generated in the enterprise to women. Though entrepreneurship is very old, women entrepreneurship is a recent phenomenon in India. Women are regarded as better half of the society. In traditional Indian societies, they were confined to four walls. In modern society, they come out of four walls to participate in all types of activities including entrepreneurship. The present study conducted to analyze the women empowerment through tailoring business.

Keywords: Women, Entrepreneurship, Empowerment, Employment.

Women empowerment is the process in which women elaborate and recreate what it is that they can be, do, and accomplish in a circumstance that they previously denied. Empowerment is the process that creates power in individuals over their own lives, society, and in their communities. Empowerment includes the action of raising the status of women through education, raising awareness, literacy, and training. Women's economic empowerment refers to the ability for women to enjoy their right control and benefit from the resources, assets, income and their own time, as well as the ability to manage risk and improve their economic status and well being. Entrepreneurship has been globally as a development and progressive idea for business world. Entrepreneurship refers to the act of setting up a new business or reviving an existing business so as to take advantage for new opportunities. Entrepreneur is a visionary and an integrated person with outstanding leadership qualities. Women entrepreneurship means and act of business ownership, creation and controlling which empowers women economically increases their economic strength as well as position in society. In simple words we can say that any women or a group of women who initiate, organize and manage a business enterprise. Women entrepreneurs have been designated as

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the new engine for growth and the rising stars of the economies in developing countries to bring prosperity and welfare. Women entrepreneurs engaged in business due to push and pull factors which encourage women to have an independent occupation and stands on their own legs. A sense towards independent decision-making on their life and career is the motivational factor behind this urge.

According to J.A. Schumpeter, "Women who innovates, initiates, or adopt a business activity is called women entrepreneur."

Government of India, defined women entrepreneur as "as enterprise owned and controlled by women having a minimum financial interest of 51% of the capital and giving at least 51% of the employment generated in the enterprise to women".

Objectives:

1. To study the social status of women in study area.
2. To study of economic empowerment of women in K. R. Nagara Taluk
3. To the analysis of role of tailoring business in economic development of women.

Research Methodology:

The study is based on both primary and secondary data. The primary data have collected from respondents with the direct interview method. And the secondary data have collected from the various books, journals, articles and internet sources etc. The study is based on 50 sample size. The data analysis has been carried out by using simple statistical methods like frequency, percentage and averages. These will help us to understand the gross root level realities.

Case study analysis

Krishnarajanagara is one of the Taluk of Mysore District of Karnataka State, India. It was founded between 1925s and 1930s as new town, when a flood by river Kaveri damaged the nearby old town called Yadatore. The town was shifted to a place 3 miles south at a higher elevation, now called Krishnarajanagara. Krishnarajanagara Taluk is well connected by rail and road to places such as Mysore, Hassan and Hunsur. This Taluk is economically, politically, culturally and educationally well developed in Mysore District. Krishnarajanagara consist of 234 villages and 32 panchayaths. Krishnarajanagara has total population of 2,52,657 as per the census 2011. Males are 1,26,539 and females are 1,26,118. The average sex ratio of Krishnarajanagara is 997 and total literacy rate is 68.97%.

The present study analyzing the tailoring business in Krishnarajanagara Taluk. Tailoring business are playing important role in economic empowerment of women. It also helps women in income generation and makes them economically independent. Women entrepreneurs also contribution to family income. The numbers of women entrepreneurs are increasing in this business day by day.

Data analysis and Discussion

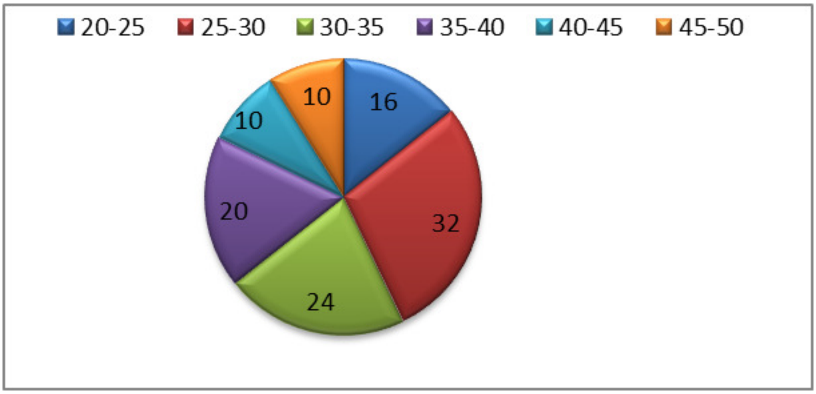
Data collected about age, caste, marital status, education level, nature of business, annual income, investment of business and loan from different sources.

1. Age:

Age refers to the chronological age of respondents in the year at time of interview.

Age Level	No. of Respondents	Percentage
20-25	8	16
25-30	16	32
30-35	12	24
35-40	10	20
40-45	5	10
45-50	5	10
Total	**50**	**100**

The above table shows age level of respondents. Out of 50 respondent's majority of respondents 32 percentages of respondents are in age group of 25-30 and second majority of respondents 24 percentages are in age group of 30-35. 20 percentages of respondents are in age group of 35-40 and 16 percentages of respondents are in age group of 20-25. While equal no. of respondents 10 percentages of respondents belong to age group 40-45 and 45-50. We can see that maximum no. of respondents belong to middle age group.

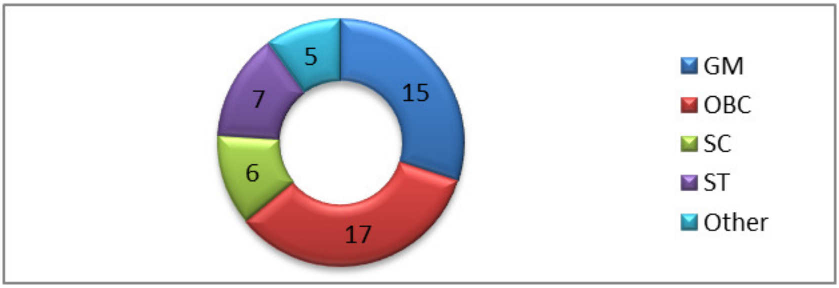


2. Caste:

Caste is permanent satisfaction of the society. It is a social category whose members are assigned a permanent status within a given caste system.

Caste	No. of Respondents	Percentage
GM	15	30
OBC	17	34
SC	6	12
ST	7	14
Other	5	10
Total	**50**	**100**

The table shows category of the respondents out of 50 respondent's majority belongs to OBC and GM category respectively 34 and 30 percentages. And the minimum respondents belong to SC, ST and other.

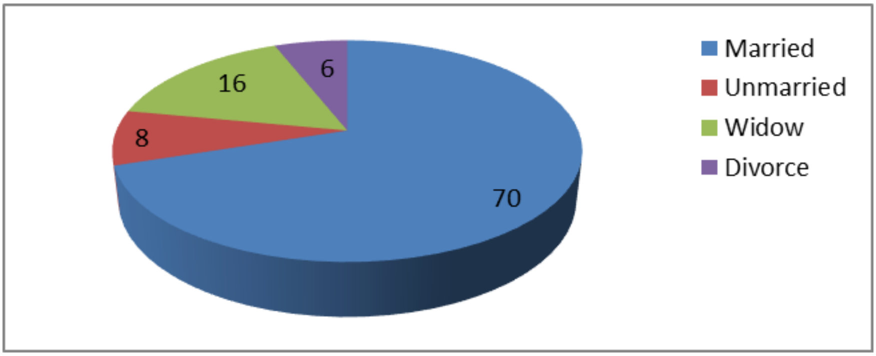


3. Marital status:

Marriage is important for society as well as human being for leading a family life, as man is a social animal.

Marital status	No. of Respondents	Percentage
Married	35	70
Unmarried	4	8
Widow	8	16
Divorce	3	6
Total	**50**	**100**

It can be seen from the table the marital status of the respondents. Out of 50 respondents 70 percentage of respondents married, 16 percentage of respondent's widow, 8 percentages of respondents unmarried and only 6 percentages of respondents divorced.

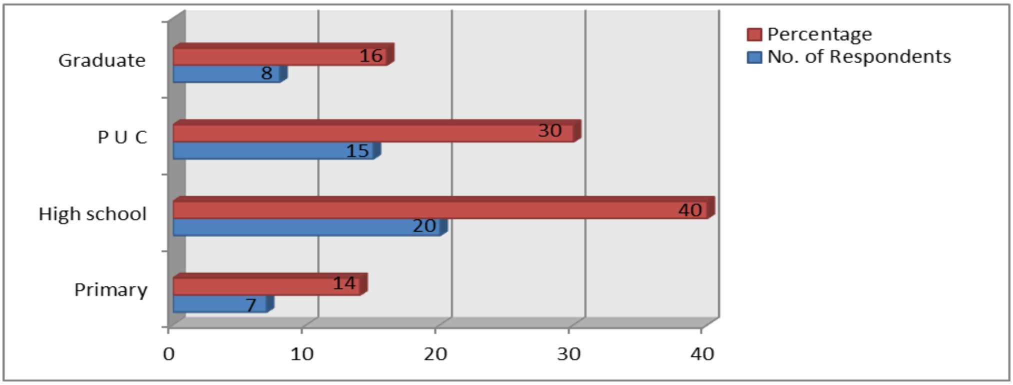


4. Education level:

Education refers to the level of formal education obtained by the respondents.

Level	No. of Respondents	Percentage
Primary	7	14
High school	20	40
P U C	15	30
Graduate	8	16
Post Graduate	-	-
None	-	-

The table clearly indicates the education level of respondents. Out of 50 respondents majority of the respondents 40 percentage belongs to high school level of education similarly 30 percentage of respondents studied up to PUC, 16 percentage respondents studied graduation and 14 percentage of respondent's studies primary education.

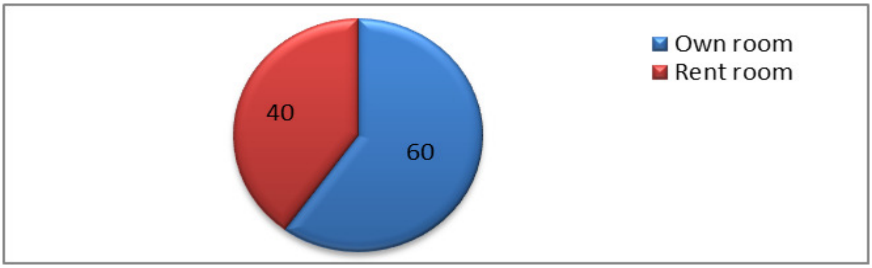


5. Nature of business:

Nature of business is important to women entrepreneurs start a business.

Nature of business	No. of Respondents	Percentage
Own room	30	60
Rent room	20	40
Total	**50**	**100**

In this table clearly indicates the nature of business carried out by the women entrepreneurs. Out of the 50 respondents majority 60 percentage of respondents own room and 40 percentages of respondents in rent room.

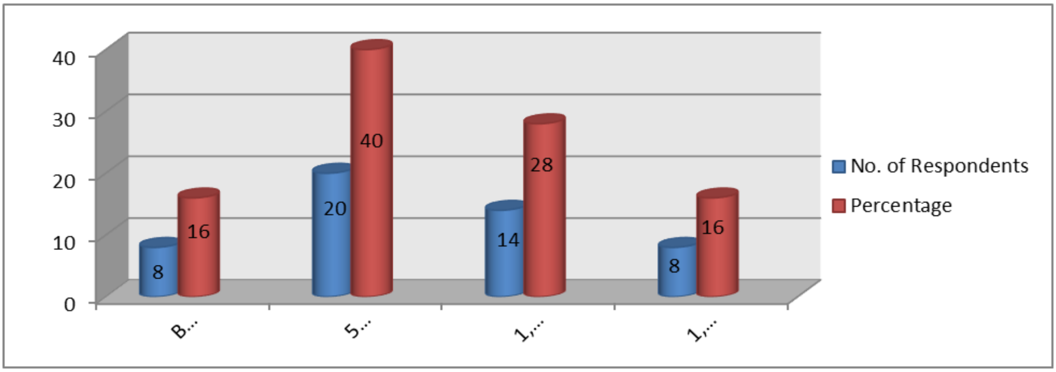


6. Annual income:

Annual income is the total income earned over one year from tailoring business.

Annual income	No. of Respondents	Percentage
Below 50,000	8	16
50,000-1,00,000	20	40
1,00,000-1,50,000	14	28
1,50,000-2,00,000	8	16
Total	**50**	**100**

The table shows Annual income of women entrepreneurs. Out of 50 respondents majority of respondents like40 percentage of respondent belongs to Rs 50,000-1,00,000, 28 percentage of respondents belongs to Rs 50,000-1,00,000, 16 percentage of respondents belongs to Rs 1,50,000-2,00,000Rs and similarly 16 percentage of respondents of belongs to below Rs 50,000.

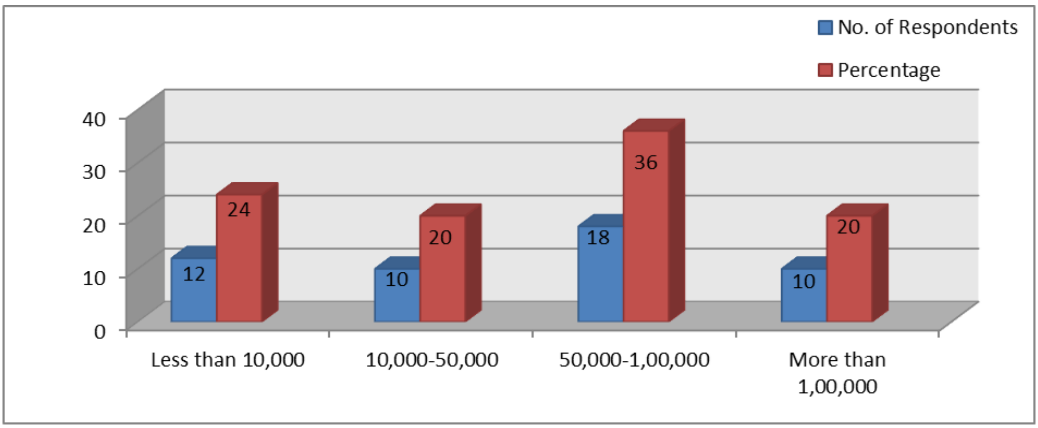


7. Investment of the business:

Investment refers to money invested when enterprise was started business.

Amount	No. of Respondents	Percentage
Less than 10,000	12	24
10,000-50,000	10	20
50,000-1,00,000	18	36
More than 1,00,000	10	20
Total	**50**	**100**

The above table clearly indicates the investment of the business by women owner. Out of 50 respondents majority of respondents 36 percentage belongs to between the Rs 50,000-1,00,000, 24 percentage of respondents less than Rs 10,000, 20 percentage of respondents between Rs 10,000-50,000 and 20 percentage respondents more than Rs 1,00,000.

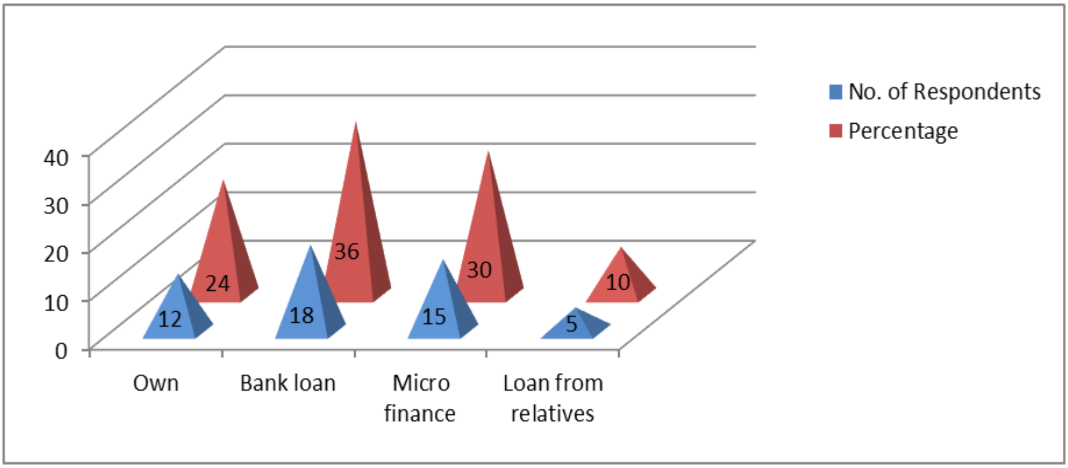


8. Loan from different sources:

Financial support to Entrepreneurs different sources like own amount, loan from bank, micro finance and relatives.

Sources	No. of Respondents	Percentage
Own	12	24
Bank	18	36
Micro finance	15	30
relatives	5	10
Total	**50**	**100**

The above table shows source of finance start the business. Out of 50 respondents majority 36 and 30 percentage of respondents take loan from respectively bank and micro finance. 24 percentage of respondents are investment of own money and the only 5 respondents are take loan from relatives.



Findings:

- Out of 50 respondents 32 and 24 percentage of respondents are having respectively 25-30 and 30-35 level of age, 20 percentage of respondents belongs to 35-40 level of age and 16 percentage of respondents belongs to 20-25 level of age. It is lowest percentage of respondents doing in this business.
- The maximum no. of respondents are GM and OBC category and lowest respondents are SC and ST.
- Out of 50 respondents 70 percentages of respondents are married women and only 6 percentages of respondents are divorced women.
- Out of 50 respondents 60 and 40 percentage of respondents having respectively own and rent room.
- Out of 50 respondents 40 percentage of respondents having income Rs50,000-1,00,000 and 28 percentages of respondents income Rs1,00,000-1,50,000. 16

percentage of respondents having income respectively below Rs50,000 and Rs1,50,000-2,00,000.

- Out of 50 respondents 36 percentage of respondents Rs50,000-1,00,000 ainvestment of the business. 20 percentage of respondents respectively Rs10,000-50,000 and more than Rs1,00,000 investment of this business and 24 percentage of respondents only below Rs10,000 investment of this business.
- Out of 50 respondents 36 and 30 percentage of respondents are take loan from bank and micro finance. 24 percentage of respondents are investment own money and 10 percentage of respondents are take loan from relatives. It is very low because less family support.

Suggestions:

- Women can be motivated towards this enterprise by providing financial support in low rate of interest.
- Encourage women entrepreneurs from government and family.
- The government will empower SC and ST women by providing special facilities to involve in business.
- To establish training centers of tailoring to equip women in the field of employment.
- Requesting Panchayaths and Municipality to give commercial shops for women entrepreneurs on discount.
- Involvement of Non Government Organizations in women entrepreneurial training programmes.

Conclusion:

The role of women entrepreneur in economic development is also being recognized and steps are being taken to promote women entrepreneurship. Entrepreneurship among, no doubt improve the wealth of the women of the nation in general and of the family in particular. Women today are more willing take up activities that were considered the preserve of men, and have proved that they are second to no one with respect to contribution to the growth of the economy.

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Role of Electronic Media in Electoral Participation of Women Voters in Uttar Pradesh Assembly Election-2022

❍ Shweta Mishra[1]

Abstract:

This research aimed to figure out the role of electronic media in *women's participation in electoral process. A purposive sampling technique was employed to select 222 females (101 Rural and 121 Urban) from the constituencies of Lucknow, Uttar Pradesh. Data were collected using a self-designed questionnaire. The findings of the current research suggest that how women access political information and decided to participating in governance.*

The importance of democracy, which reflects society at all levels in achieving lasting peace and economic development, is becoming more widely acknowledged. Electoral processes now play a crucial part in a country's advancement. Enhancing women's participation in electoral processes is a major task. The media has emerged as an effective tool for disseminating information among people to achieve fruitful communication. It influences public opinion and shapes the behaviour of its viewers. When it comes to exercising their right to vote and accessing information, women are not left behind in the media landscape.

Key Words: *Electronic media, Election commission (E.C), Political communication, U.P. assembly election.*

India is a democratic country where public votes to elect their leader. The candidate who gets the most votes is elected. Election is not limited to 'Right to Vote' but, it also it includes decision-making, policy making and political consciousness, etc. First general elections in the country were held in 1952 where a lot of difference was seen in voting and candidate selection on the basis of gender. It is seen that women in India are neglected on the basis of gender in national and state legislatures. Women's representation in the Lok Sabha and the lower house of India's Parliament, is less than men. It indicates a significant gender gap in election participation and representation. The Government of India Act 1935 gave women more voting rights, but they were still limited by things like literacy, owning property or

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being married to propertied men. Visram (1992) stated that the Act gave the right to vote to one woman for every five men. Approximately 2.8 million women were not allowed to vote in the first general election. This decision was made by Sukumar Sen, the first Chief Election Commissioner of the country, who believed that women's participation in politics could disrupt the traditional social order. They were denied the opportunity to cast a vote because these women declined to disclose their true identities on electoral registers and instead requested to be labelled as "Someone's mother, Someone's wife, etc." The majority of these examples are from the states of Bihar, Uttar Pradesh, Central India, Rajasthan etc. Although, The Indian Constitution promises to ensure justice for all its citizens in all aspects of life, including social, economic, and political.

However, with time, the reason for the lack of women in governance and the need to increase their participation was understood. Many committees were formed on this and they give many suggestions regarding women's participation. The Committee on the Status of Women in India (CSWI) reported in 1976, suggested that the number of women in politics could be increased by placing women in political groups, especially at the local level. The National Perspective Plan for Women emerged in 1988 and called for women to be appointed to 30% of elected government positions. To allow more women to vote in local elections, women's rights groups and those fighting for equal rights for men and women worked hard to limit reservation to the council level. Women's political participation is currently being given much importance. Almost all political parties accept the importance of women's vote, but the desired improvement in women's political participation has yet to be achieved. Political parties are enthusiastic about women as voters and campaigners but do not want to give them adequate representation in elections or share political power with them (Kishwar, 1996).

After independence, women in the state began to participate in national politics. Women from Uttar Pradesh and Uttarakhand won four out of 86 seats in the first Lok Sabha. Women's participation was initially barely 5%, but it has risen to almost 14% by 2019. None of the 16 women who ran for office in Uttar Pradesh in 1971 were elected to the House. Currently, Uttar Pradesh is represented by 12 female Members of Parliament (MPs) in the Lok Sabha, and 7 female MPs in the Rajya Sabha. The Indian Parliament, which includes the Lok Sabha and the Rajya Sabha, contains 104 female Members of Parliament (MPs). This means that women account for 13% of all members of Parliament.

Women in Uttar Pradesh have become prepared to participate in a significantly more prominent role in the elections. According to data from the Election Commission a considerable increase in the number of women registered voter. Between November 1, 2021 to December 5, 2022, the voter turnout from 857 per 1,000 male voters on November 1, 2021 to 868 on December 5. The commission released the voter list of Uttar Pradesh, there are 8.04 crore eligible male voters (8,04,52,736). Furthermore, there are more than 6.98 crore eligible female voters (6,98,22,416). Based on the statistical analysis from the Election Commission taken over by Hindustan Times, the voter turnout in the last round of assembly elections in Uttar Pradesh on March 7, 2022, was 67.8%. This is only one percentage point lower than the voter turnout of 68.78% in the same state during the 2017 elections. As per an official source at the E.C., although the voter turnout rate was low, the number of individuals who cast their votes was significantly higher. Since 1991, there has been a notable growth in their influence, particularly in 2012. During the Assembly elections, in 2017, 2019, and

2022 women exercised their voting rights more than men. Although women's vote turnout in 2014 was two percentage points lower than that of males, it increased compared to 2009. The difference in voter turnout throughout genders suggests an inequality in political representation. The issue can be classified as a democratic dilemma because individuals of different genders possess distinct political inclinations (Chattopadhyay & Duflo, 2004).

Moreover, disparities in political engagement can reproduce other forms of disparities and result in discrepancies between policies and actual societal preferences (Lijphart, 1997). Past research worldwide, including India, has focused on women's involvement and representation in electoral processes. Researchers often explain the lower participation of women to certain factors in various studies. Ensuring gender equality and freedom can be measured by including women in political power and providing autonomy and opportunities for women within the democratic system of electoral politics. Parties across many sectors are trying to attract women since they are becoming a more politically engaged population and a growing influential voting majority. Basudeb Singh, the general secretary of Bundelkhand Seva Santha, has dedicated more than two decades to advocating for women's rights and the SC/ST communities. According to Singh, including reservations for women and S.C./STs in local administration has provided a platform for women to exercise their political influence.

Women's limited political engagement may hinder their ability to acquire political knowledge, skills, and networks, which created a self-perpetuating gap in political participation. This gets worse when politicians focus more on politically prominent males, as evidenced by studies conducted by Bleck and Michelitch (2018) and Prillaman (2021). The parties' endeavours to attract women voters during state elections are significant because women are more inclined to vote in Assembly elections in Uttar Pradesh compared to Lok Sabha elections. Employment is another crucial element that can impact the voting percentage of female voters. Female employment can enhance voter turnout and foster broader political engagement through many processes (Isaksson et al., 2014; Robinson & Gottlieb, 2019). Women in rural regions occupy almost 50% of the NREGS roles in different states of India (Ravi & Engler, 2015). In the 2022 U.P. assembly election, the Bhartiya Janata Party (BJP) highlighted its accomplishments in enhancing women's safety and welfare over the past five years.

Meanwhile, the Indian National Congress (INC), under the leadership of Priyanka Gandhi as the state in charge, made an announcement aimed at attracting every segment of the female population. The Samajwadi Party (S.P.), under the leadership of Akhilesh Yadav, expressed disapproval of Yogi Adityanath's administration for its inability to ensure the safety and well-being of women. Meanwhile, the Bahujan Samaj Party (BSP), led by Mayawati, the former female chief minister of the state, relied on female voters' perceptions and support.

Political parties courting female voters

As women's participation in elections increases, political parties are no longer willing to take a chance on ignoring the issues that matter to female voters. In response, political parties formulate strategies, tactics, and policy commitments to secure female voters' confidence. Political parties are making extensive efforts to attract female voters during this election.

Priyanka Gandhi Vadra, the prominent figure of the Congress party in the state election, has actively participated in a series of events to engage with women voters. Additionally, she has made several targeted announcements explicitly catering to their interests. 40% reservation for women in government employment, ensure the presence of female constables at all police stations, prioritise women for MNREGA jobs, construct "Mahila Chaupals", and provide unrestrained cylinders to ASHA and Anganwadi workers while increasing their remuneration. Congress had placed its expectations for the state's comeback in the hands of female voters. Conversely, the BJP targeted women voters in the states by implementing several benefit initiatives designed for women to gain their support. The party proposed a payment of Rs 25,000 for the marriages of impoverished girls and an allocation of Rs 5,000 crore for women's self-help groups (SHGs). The saffron party also proposed giving impoverished women a monthly allowance of Rs 1,500. Furthermore, they established Kamal Saheli clubs and conducted Mahila Sammelans to expand their appeal to female voters.

The Samajwadi Party, the main competitor of the BJP in Uttar Pradesh, is also making deliberate efforts to attract female voters. Akhilesh Yadav, the leader of the party, has explicitly said that in the "new S.P.," M-Y (referring to the Muslim-Yadav coalition historically linked to the party) now represents Mahila (women) and Yuva (youth). In addition, the party has pledged to implement a 33% quota for women in employment, establish a helpline for women, provide free education from kindergarten to postgraduate level, and reinstate the Kanya Vidya Dhan Yojana, which grants a lump sum of Rs 36,000 to girls upon completing class 12. Furthermore, the party plans to introduce the "Samajwadi Pension Yojana," which will provide an annual pension of Rs 18,000 to women below the poverty line.

The rise in female voter participation has compelled political parties to adjust their agendas to cater to the interests and preferences of female voters. In the lead-up to the 2022 Uttar Pradesh election, women voters and their problems have been the focal point.

Significance of the study

This study is focused on the female voters in electoral processes and its political significance in the Uttar Pradesh. It will be advantageous for gaining a more profound comprehension of the intricacies of women's political dynamics. Which can be advantageous to the government in formulating a new policy. The findings of this study provide a clearer understanding of the reasons behind women voters' decision to participate or abstain from voting.

Objective

Role of Electronic Media in Electoral Participation of Women Voters in Uttar Pradesh Assembly Election-2022

Research Methodology

This is a descriptive survey study to examine the importance of electronic media in influencing female voters during the election. This study was conducted over 222 selected female voters from constituencies in Lucknow district, with 101 hailing from rural areas and 121 from urban areas. The purposive sampling method was employed in the selection of the sample. The study relied on straightforward analytical approaches, and Microsoft Excel was used to examine the data acquired.

Data collection

This study utilized a self-administered questionnaire consisting of nine statements to assess the perception and level of interest in voting among female voters.

Result

Table 1: Prevalence of viewership of electronic media

Question No.1	Do you watch news on television					
Female	Sometimes		Yes		Grand Total	
	Count	%	Count	%	Count	%
Rural	20	19.80	81	80.19	101	45.49
Urban	27	22.31	94	77.68	121	54.50
Grand Total	47	21.17	175	78.82	222	100

Table 1 reveals that 19.80% of respondents say sometimes and 80.19 % say yes to watch television in rural areas. In urban areas, 21.17% of respondents say sometimes, and 77.68% say yes to watching television during the election. According to an article published in the business standard newspaper 'the total viewership on the results day was 368.59 million, compared to an average of 112.02 million impressions for the preceding three Saturdays. In the order listed by the Broadcast Audience Research Council of India (BARC), the top five Hindi news stations on election result day were ABP News, Aja Tak, India TV, India News, and News 24'.

Table 2: Prevalence of female voter count according to area.

Question No 1. I will go for the vote because-									
Sub Indicators	**Area**	**Agree**		**Sometimes**		**Disagree**		**Grand Total**	
		Count	%	Count	%	Count	%	Count	%
A. Voting is our duty.	Rural	95	94.05	1	0.99	5	4.95	101	45.49
	Urban	102	84.29	6	4.95	13	10.74	121	54.50
	Total	197	88.73	7	3.10	18	8.10	222	100
B. Right to talk about the politics of the country	Rural	54	53.46	9	8.91	38	37.62	101	45.49
	Urban	65	53.71	10	8.26	46	38.01	121	54.50
	Total	119	53.60	19	8.55	84	37.00	222	100
C. The favourite candidate may be defeated	Rural	44	43.56	28	27.72	29	28.71	101	45.49
	Urban	73	60.33	18	14.87	30	24.79	121	54.50
	Total	117	52.70	46	20.72	59	26.57	222	100
D. Selfie with ink marks on social media	Rural	48	47.52	14	13.86	39	38.61	101	45.49
	Urban	47	38.84	14	11.57	60	49.58	121	54.50
	Total	95	42.79	28	12.61	99	44.59	222	100%

Voting is our duty.

The table reveals that people of rural areas were asked that 'voting is our duty'; what do you say on this matter? 94.05% agreed with it, where 0.99% of respondents answered sometimes, although only 4.95% of female voters disagreed. 84.29% of women voters agree to consider voting as a duty, whereas 4.95% of respondents say sometimes from areas; however, only 10.74% of women refused to accept voting as a duty.

Right to talk about the politics of the country

The table presents that in rural areas when the question asked about the 'Right to talk about politics of the country.' 53.46% agree they cannot talk about politics without voting, whereas 8.91% of respondents say sometimes; however, only 37.62% of female voters disagreed. While in the urban areas 53.71% of the voters agreed on the statement that it is not right to talk about politics without voting, 8.26% of the respondents said sometimes, and only 38.01% of the women voters refused to accept voting as a duty.

The favourite candidate may be defeated.

The table reveals that in rural areas, 43.56% agree that their favourite candidate can be defeated if they are not going to vote, whereas 27.72% of respondents say that sometimes. However, only 28.71% of female voters disagreed. In urban areas, 60.33% agree, whereas 14.87% of respondents say they sometimes do. However, only 24.79% of female voters disagreed. While data shows that 52.70% of voters who belong to the Lucknow constituency support the statement and 20.72% of voters say it sometimes, and only 26.57% do not agree.

Selfie with ink marks on social media

The table reveals that 47.52% from rural areas agreed. 13.86% of respondents say they sometimes like it, although 38.61% of female voters do not support this statement. Furthermore, only 38.84% agree with the statement in the urban area, and 11.57% of respondents sometimes. However, only 49.58% of female voters disagree. Talking about the complete figure, 42.79% of voters support the statement, 12.61% of voters say sometimes, and only 44.59% do not agree with the statement.

Table 3: Prevalence of female voters concerning voting

Sub Indicators	Area	I will not go to vote if-							
		Agree		Sometimes Agree		Disagree		Grand Total	Response / %
		Count	%	Count	%	Count	%	Count	%
A. No candidates come to me to ask me	Rural	14	13.86	10	9	77	76.23	101	45.49
	Urban	27	22.31	10	8.26	84	69.42	121	54.50
	Total	41	18.46	20	9.00	161	72.52	222	100
B. No candidate delivered the voter slip	Rural	27	40.59	11	10.89	63	62.37	101	45.49
	Urban	37	30.57	16	13.22	68	56.19	121	54.50
	Total	64	28.82	27	12.16	131	59.00	222	100
C. No candidate of my choice	Rural	26	25.74	9	8.90	66	65.34	101	45.49
	Urban	32	26.44	9	7.43	80	66.11	121	54.50
	Total	58	26.12	18	8.10	146	65.76	222	100
D. I must vote	Rural	86	85.14	8	7.90	6	5.94	101	45.49
	Urban	104	85.95	6	4.95	11	9.09	121	54.50
	Total	191	86.03	14	6.3	17	7.65	222	100

No candidates come to me to ask me

The table reveals that, from rural areas, 13.86% agreed, they say that candidates should come and ask them to vote. Where 9.0% of respondents said sometimes. 76.23% of female voters disagreed; they said they should vote in any circumstance. In urban areas, 22.31% agree, and 08.26% of respondents say sometimes. However, 69.42% of female voters disagreed. The complete figure shows that 18.46% of voters of the Lucknow assembly constituency support the statement, 9.0% of voters sometimes say it, and 72.52% do not agree with the statement; they say there is no need for it any candidate to come to ask them.

No candidate delivered the voter slip.

The table reveals that, from rural areas 40.59% agreed and 10.89% of respondents said sometimes. However, 62.37% of female voters disagreed; they said giving a voter slip is unnecessary. On the other hand, 30.57% agree with the statement in urban areas, and 13.22% of respondents say sometimes. 56.19% of female voters disagreed. The complete figure shows that 28.82% of voters of the Lucknow assembly constituency support the statement, 12.16% of voters say sometimes, and 59.0% do not agree with the statement; they say there is no need to give a voter slip by anyone for casting ballet.

No candidate of my choice

The table reveals that from rural areas 25.74% agreed, 8.9% of respondents said sometimes, and 65.34% of female voters disagreed. In urban areas, 26.44% agree, 7.43% of respondents say sometimes, and 66.11% of voters disagree. So the complete figure is 26.12% of voters support the statement, 8.10% of voters sometimes say it, and 65.76% do not agree with the statement; they said if no candidate of my choice, they will vote on NOTA but will go to casting ballet.

I must vote

The table reveals that from rural areas, 85.14% agreed, 7.9% of respondents said sometimes, and 5.94% of voters disagreed. In urban areas, 85.95% of voters agreed, 4.95% said sometimes, and 9.09% disagreed. The complete figure is 86.03% of voters support the statement, 6.30% of voters say sometimes, and 7.65% do not agree.

Result and Discussion

The researcher's finding shows that electronic media plays a crucial role in shaping the narrative around elections. It also allows candidates to communicate directly with voters and address any concerns or issues they may have. Due to this, the percentage of women voters has increased; now, they keep their views on the party and the candidate and understand the importance of voting. According to a report published in ABP news live portal, 14.61 billion votes have been cast in UP (14,61,34,603), where 7.90 billion (7,90,70,809) male voters and 6.70 billion female voters (6,70,55,997). Under certain conditions, Chaffe and Kahnihan's (1996) argument that television may be a more informative source than print media appears to have some significance for India. More precisely, community radio empowered local individuals to demand responsibility for governmental actions (Shaw, 2005).

Conclusion

The objective of this article is to understand the role of electronic media in increasing the participation of women voters in the Lucknow assembly constituency of Uttar Pradesh. In this study, the researcher examines the facts based on earlier research and newspaper articles and tries to understand awareness about voting among female voters through surveys and interviews. This study shows that, despite all the obstacles, the role of women voters increased in India's elections. Women who watch electronic media news regularly have their right ideology related to voting and voting rights. All parties are also trying to tempt women, voters their way; female voters have become very important for political parties because their participation in voting increases day by day, and even women in rural areas also know the importance of voting.

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Study of Attitude towards Yoga among Undergraduate Students

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Abstract

The present study was undertaken to scrutinize the disposition of undergraduate students towards yoga. The research technique entails a quantitative survey-based strategy that specifically targets 350 undergraduate students currently enrolled in two government universities within the Lucknow district. Among the total of 350 (110 male and 240 female) students, 240 were affiliated with the University of Lucknow, Lucknow, while the remaining 110 were enrolled in KMC Language University. The Yoga Attitude Scale by Mahesh Kumar Muchhal (2022) was used to collect data. The findings of this study indicate that students possess a high level of enthusiasm for yoga and hold a positive outlook regarding its potential health advantages. However, the results of this investigation have revealed a notable disparity between learners' genders and geographic locations in their attitude towards yoga instruction.

Keywords: Attitude towards Yoga, Undergraduate Students

The term 'Yoga' is found within Rigveda in multiple contexts, including the act of harnessing or yoking, attaining the previously unattainable, and establishing connections, among other interpretations. As per the teachings of PâGini, the term 'Yoga' can be traced back to its etymological roots in the Sanskrit language; specifically, it originates from the root 'yuj', which denotes the state of concentration or deep samâdhi, and 'yujir', which pertains to the act of joining. According to the tenets of PâGini, the term 'Yogi' connotes an individual who diligently engages in the observance of spiritual austerities. When Patanjali discusses Yoga, he refers to it in the sense of 'yuj', another name for 'samâdhi'. According to Patanjali's Yoga Sutras, the essence of Yoga is encapsulated in the phrase "yogâúcittavrttinirodhah" (Y.S.1/2), which denotes the practice of regulating the fluctuations of the mind. In other words, Yoga is a systematic approach to attaining mastery over the

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mental faculties. The sacred text of Shrimad Bhagwad Geeta expounds upon the definition of Yoga as elucidated by Lord Shree Krishna, who proclaims that "Yogâh karmasu kaushalam" (B.G 2/50). The practice of Yoga embodies the concept of skilful and precise execution of one's actions.

Maharshi Patanjali systematically presented the discipline of Yoga through a collection of 195 brief texts known as "Sutras." The Patanjali eightfold path comprises social and ethical practices, namely Yama and Niyama, Asana or various postures, Pranayama or breathing exercises, Pratyahara, Dharna, meditation techniques or Dhyana, and Samadhi, as stated; "yamaniyamasanapranayamapratyaharadharanadhyanasamadhayo-a-shtavaanggani" (Y.S. 2/29).

Yoga is a comprehensive approach to promoting physical, mental, and emotional wellness. It is a holistic system that addresses the health and well-being of the individual as a whole, encompassing the mind, body, and spirit. Practising Yoga's many limbs positively affect a person's mental and spiritual health. For example, cleansing the tridosh through shatkarma, building muscle power and balance through asanas, improving patience and wellness through Pratyahara, calming the mind through breathing exercises and attainment of true realisation through meditation all contribute to a more well-rounded personality (Moorthy & Alagesan, 2021; Saraswati, 2012). As per the principles of Yoga, the mind and body are not distinct entities; instead, they are integral components of a unified whole. This implies that it is possible to enhance cognitive abilities by focusing on specific physiological processes and improving bodily functions through mental training. Furthermore, the practice of introspection, much like the niyama and svadhyaya as described in Patanjali's Yoga Sutras, involves a thorough examination of one's actions, thoughts, and behaviours in order to achieve a state of harmony between one's spiritual principles and mental state. This alignment is deemed necessary for the attainment of intelligent choices (YS 2/32).

Over the last decade, there has been a significant increase in global interest in the practice of Yoga. As a result of this surge, a wide range of diverse yoga methods have emerged throughout the country to cater to the expanding interest. The United Nations General Assembly (n.d) has officially recognized that Yoga offers a comprehensive approach to promoting health and wellness while also fostering equilibrium across all dimensions of human existence.

Attitudes towards Yoga can vary widely, influenced by individual beliefs, experiences, and personal preferences. Different people will have different views on yoga due to differences in their own values, life experiences, and cultural upbringing. The attitude of youngsters plays a pivotal role in shaping their future and the state of their existence. An optimistic attitude fosters the potential for upcoming occurrences, circumstances, and occasions that are agreeable, enjoyable, and advantageous. Attitude is a learned behavioural disposition that guides our actions in either a positive or negative manner. The construction of either a positive or negative outlook is a consequence of the socialization, instructional, and religious processes. Attitudes can be influenced by a variety of sources, including those mentioned above, as well as print media, formal education, and parental and peer influences. So in this study the researcher primary objective was to examine the attitude of undergraduate students towards yoga.

Objective of the Study

The primary objective of the study was to examine the attitude of undergraduate students towards yoga.

Hypotheses

- There is no significant difference in the attitude of male and female undergraduate students towards yoga.
- There is no significant difference in the attitude of rural and urban undergraduate students towards yoga.

Research Method

The current study is a descriptive survey research study that aims to explore the undergraduate student's disposition towards yoga practice and Yoga benefits. The investigation was carried out on a sample of 350 undergraduate students selected from the University of Lucknow and KMC Language University in Lucknow located in Lucknow. The study's participants of both genders were chosen using random sampling.

Data Collection

Yoga Attitude Scale (YAS) was used for data collection. This scale was constructed and standardized by Mahesh Kumar Muchhal in 2008 and later updated in 2022. The scale has 30 items, including 15 positive and 15 negative items. This scale can be scored only by hand. For positive items 2, 1, and 0, scores are given to agreed, undecided and disagreed, respectively. For negative items, 0, 1, and 2 scores are given to agreed, undecided and disagreed, respectively.

Surveys were conducted to gauge participants' attitude towards Yog. The demographic information was first obtained from the respondents. The test is fully self-administered; however, the instructions were read out loud and explained. There was a strong rapport built up, and all skepticism was dispelled beforehand.

Result

The findings obtained from the statistical analysis are as follow-

Table: 1 Distribution of attitude toward Yoga data prevalence among undergraduates (Total score)

Category	Range of Score	N	Percentage
High	37 and above	275	78.57
Average	25 to 36	50	14.29
Low	24 and below	25	7.14
Total	350	100	

Table 1 illustrates the distribution of the prevalence of undergraduate students' attitudes towards Yoga throughout high, average, and low categories. The data in the table shows that 78.57% of the students have a high attitude towards Yoga, 14.29% of the students have an average attitude towards Yoga, and 7.14% have a low attitude towards Yoga. The findings clearly show that a large percentage of students fall into the high attitude" category towards Yoga, indicating that students have a positive perception and beliefs about the advantages of Yoga. Figure 1 displays the graphical representation of the data discussed above.

Fig 1: Figure depicting the overall distribution of undergraduates in the various attitude toward yoga categories

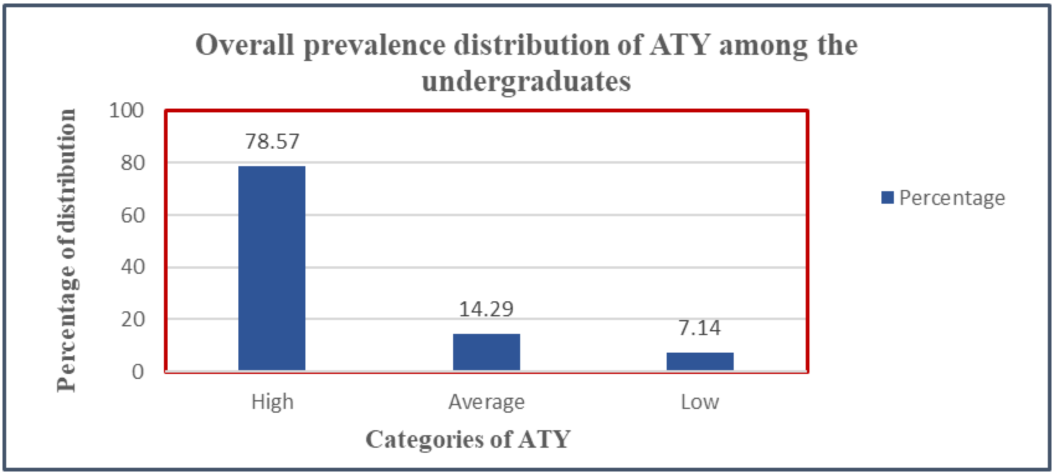

Table 2: Distribution of attitude toward Yoga data prevalence among undergraduates based on gender

Category	Range of Score	Gender			
		Male		Female	
		Count	%	Count	%
High	37 and above	61	55.45	214	89.17
Average	25 to 36	24	21.28	26	10.83
Low	24 and below	25	22.73	0	0.00
Total		110	100	240	100

Table 2 displays the percentages of male and female undergraduates whose attitude towards Yoga is rated as high, average, and low. As can be seen in the table, among the male students, 55.45% have a high attitude towards Yoga, 21.28% have a moderate attitude towards Yoga, and 22.73% have a low attitude towards Yoga. The outcomes indicate that a large majority of male students exhibit a high attitude towards Yoga, which indicates that they have an understanding of the benefits and value of Yoga in today's society.

It can be seen from the table that among the female students, 89.17% have a high attitude towards Yoga, 10.83% have a moderate attitude towards Yoga, and 0.00% have a low attitude towards Yoga. The overwhelming majority of the female students expressed a high attitude towards Yoga, suggesting their potential for utilizing Yoga as a means to enhance their physical fitness, mental well-being, and spiritual growth. The graphical representation of the data stated above is shown in Figure 2.

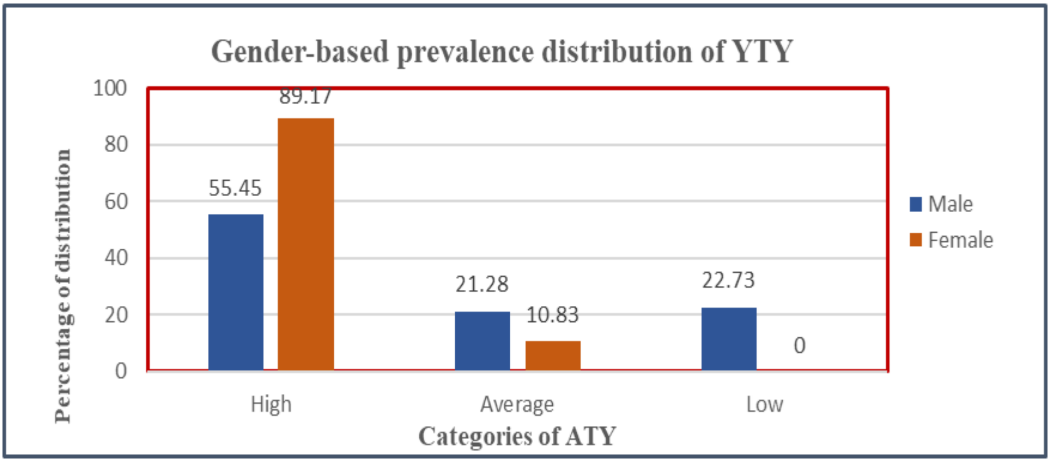

Fig 2: Figure depicting the gender-based prevalence distribution of the various Attitude towards yoga categories among undergraduates.

Table 3: Distribution of attitude toward Yoga data prevalence among undergraduates based on area

Category	Range of Score	Area			
		Urban		Rural	
		Count	%	Count	%
High	37 and above	180	73.17	95	91.35
Average	25 to 36	41	16.67	9	8.65
Low	24 and below	25	10.16	0	0.00
Total		246	100	104	100

The distribution of the prevalence of the several levels of attitude towards Yoga among undergraduate students is shown in Table 4.15. These levels include high, average, and low. The levels are broken down according to area. Based on the data in the table, 73.17% of students in urban areas have a high attitude towards Yoga. In comparison, 16.67% have a moderate attitude towards Yoga, and 10.16% have a low attitude towards Yoga. Students residing in urban areas display a sign of understanding about the practice of Yoga as a means of adapting to evolving circumstances.

Based on the data presented in the table, it can be inferred that among the rural student population, 91.35% of the students have been classified as having a high attitude towards Yoga. On the other hand, the students, comprising 8.65% of the sample, were found to possess a moderate attitude towards Yoga. Finally, the remaining 0.00% of students has been categorized as having a low attitude towards Yoga. The results show that a significant percentage of students coming from rural areas reveal a high attitude towards the outcomes of Yoga, thereby indicating that they have faith in the potential of Yoga for holistic development. Figure 3 shows the graphical representation of the data that was discussed above.

Fig 3: The figure depicts the prevalence distribution of the attitude toward yoga conditions among undergraduate students by area.

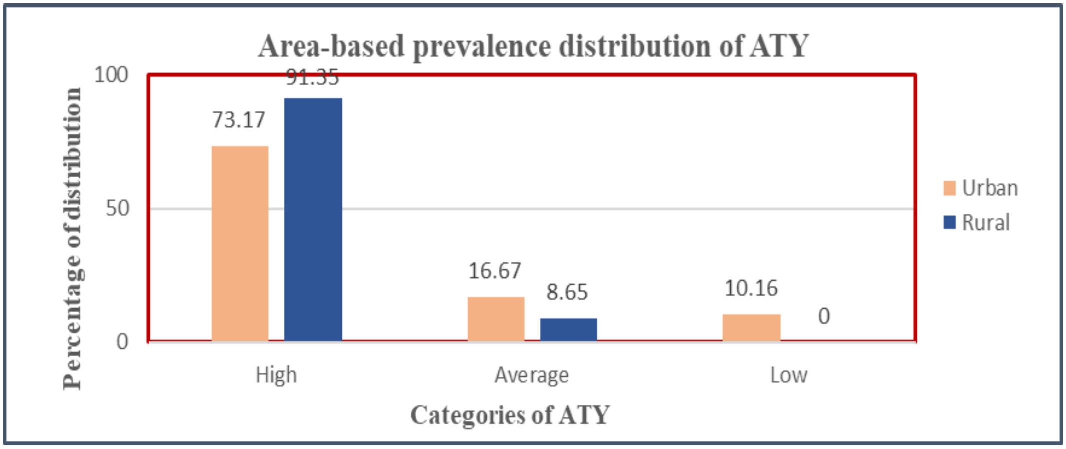

Table 4: t-test of all undergraduates based on gender

Variable	Gender	N	M	SD	t-value	Mean Difference	df	Sig. (2-tailed)
ATY	Male	110	38.21	11.51	-9.15	-9.58	348	.000
	Female	240	47.80	7.73				

** Significant at 0.05 level

The significance of the differences between male and female students' attitudes towards Yoga is demonstrated in Table 4. The mean and standard deviation of 110 male and 240 female undergraduate students are 38.21±11.51 and 47.80±7.73, respectively. As shown by the p-value of 0.000, the differences between males and females in the undergraduate students' composite attitude towards yoga scores were statistically significant, with a mean difference of -9.58 points. Additionally, it was noted that the overall average scores of female students were higher than those of male colleagues; this was shown to be the case when comparing both groups of students. It reveals that females have a superior attitude towards Yoga than their male counterparts.

Table 5: t-test of all undergraduates on the basis of area.

Variable	Area	N	M	SD	t-value	Mean Difference	df	Sig. (2-tailed)
ATY	Urban	246	43.44	10.78	-3.90	-4.52	348	.000
	Rural	104	47.97	7.43				

** Significant at 0.05 level

Table 5 outlines the significant level of the difference in attitude towards Yoga between undergraduate students based in urban and rural areas. The current analysis reports on the mean and standard deviation of 246 urban and 104 rural students, which were found to be

43.44±10.78 and 47.97±7.43, respectively. A statistically significant finding was observed in undergraduate students' overall attitude towards yoga scores based on the area, with a mean difference of -4.52 and a p-value of 0.000. Furthermore, it was noted that the average score of students belonging to rural areas was superior to that of their urban peers. The findings suggest that the attitude towards Yoga of students from rural areas is comparatively better than that of those living in urban areas.

Discussion and Conclusion

The findings of this study align with the outcomes of the researchers Cartwright and Doronda (2023); Parkinson and Smith (2023); and Bös et al. (2023). It has been observed that the younger generation has exhibited favourable responses towards the efficacy of Yoga in the domains of emotional regulation, stress mitigation, and self-confidence. There was a prevalent belief among individuals that the practice of Yoga held potential benefits for interpersonal connections and the collective welfare of communities. At this time, it is necessary to incorporate Yoga into the curriculum of psychiatry in order to conduct in-depth research on the subject (Shoib et al., 2023).

In addition, it has been found by Ravikumar and Shanmugam (2022), Khatun et al. (2022), Hasan and Halder (2019), and Narang (2017) that undergraduates from rural areas had a more positive attitude towards Yoga than their urban counterparts. Additionally, studies have shown that men and women have different attitudes on Yoga scores (Khatun et al., 2022; Saha et al., 2021).

To better understand people's perspectives on Yoga, their involvement in the practice, and their knowledge with International Day of Yoga (2023), the Ministry of AYUSH has carried out a survey in the name of "9th International Day of Yoga (IDY 2023)" to gather this information. Ultimately, a favourable mindset is imperative for achieving success in yoga practice. By adopting a mindset characterized by receptiveness and inquisitiveness, embracing a spiritual connection, prioritizing physical fitness, pursuing self-discovery and growth, and maintaining a healthy dose of skepticism, one can effectively reap the numerous advantages of practicing Yoga.

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The Power of Fusion: Integrating Art to Transform Commerce Education

❍ Dr. Peeyush Kamal[1]

Abstract

The inaugural educational blueprint of the 21st century, the National Education Policy 2020 seeks to reshape India's education system within the framework of the Indian knowledge system. Significantly, the NEP 2020 is a hopeful policy document due to its focus on revitalizing Indian languages, arts, and culture. NEP 2020 has introduced several key changes related to the integration of arts and culture in education, emphasizing a holistic and multidisciplinary approach. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. Present paper explores the fusion of art integration transforming commerce education.

Introduction

The National Education Policy 2020 aims to revitalizing Indian languages, arts, and culture. It introduces various changes to integrate arts and culture into education, promoting a holistic approach. With the enormous advent of technology and internet across the world and each child already has access to all the information at the tip of its fingers. Now, it is crucial to look at what it needs to focus on, as the most important need for children to grow into, in the 21st century. This brings us to the biggest need of not just children, but if the entire humankind in the forthcoming decades- Emotional and Mental Wellbeing. The rapid pace of global changes necessitates that young individuals attain an education aligned with the demands of the modern context. For this there is biggest need to embrace the arts, which not only creates a positive energy, but also builds an excellent emotional balance in the human mind at the conscious and sub conscious levels.

The biggest challenge is how to keep this positive state of mind that would create a happier world. Studies show that art can make you happier- whether you're creating your

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own art, or enjoying someone else's. A positive state of mind enables a positive physical health, and that in turn builds a positive society and that in turn creates a happier world. This is aptly summarised in this Sanskrit subhashita-

चित्ते प्रसन्ने भुवनं प्रसन्नं चित्ते विषण्णे भुवनं विषण्णम् ।
अतोऽभिलाषो यदि ते सुखे स्यात् चित्तप्रसादे प्रथमं यतस्व ।।

If the mind is happy, the entire world (seems) happy. If the mind is despondent, the entire world (seems) despondent. Hence, if you desire happiness, strive towards the happiness of the mind first.

UNESCO mentions qualities like self awareness, empathy, integrity, handling failure, social skills as some signs of emotional intelligence. (Source-http://www.ibe.unesco.org/en/glossary-curriculumterminology/e/emotional-intelligence). With strong Emotional intelligence as the foundation, and in view of the 21st century requirements, the true purpose of education is no more about imparting facts. So, education has a bigger role to play in building their minds and personalities to handle the new changing world that they will be living in, in the next few years. Some crucial skills are required which help in making our children such citizens with the 21st century Life skills these skills as per UNESCO-Collaboration, leadership, communication, social & cultural competencies, creativity, critical thinking and problem solving. (Source http://www.ibe.unesco.org/en/glossary-curriculum-terminology/t/twenty-first-century-skills) It almost goes without saying that all these skills are inherently built-in in the arts! The education

The core tenets of curriculum development outlined in the National Education Policy (NEP) 2020 also highlight essential elements concerning a child's emotional well-being. These include ensuring that each student experiences a sense of inclusivity, benefits from a secure and engaging learning atmosphere, encounters a diverse array of learning opportunities, can freely express thoughts and emotions, and has access to adequate physical infrastructure and resources.

World-class institutions of ancient India such as Nalanda, Takshashila, Vikramshila, and Vallabhi, set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across varying backgrounds and countries.

Art as a discipline, NEP 2020 highlights the need to provide students with a well-rounded education that includes a strong foundation in the arts. The policy emphasizes the importance of integrating arts education into the curriculum from an early age, ensuring that students have access to a wide range of artistic experiences and opportunities for self-expression. By recognizing art as a discipline, NEP 2020 aims to nurture students' artistic talents and encourage them to pursue careers in the creative industries.

Art as a pedagogy, NEP 2020 encourages educators to use art as a tool for teaching and learning across subjects. The policy emphasizes the use of arts-based pedagogies to enhance students' understanding of complex concepts, promote interdisciplinary learning, and foster creativity. By incorporating art into teaching practices, educators can create engaging and interactive learning experiences that cater to diverse learning styles and abilities.

As a cultural component, NEP 2020 recognizes the importance of preserving and promoting India's rich artistic heritage and cultural traditions. The policy emphasizes the need to integrate traditional arts and crafts into the curriculum, ensuring that students have opportunities to learn about and appreciate the cultural significance of art forms. By incorporating art as a cultural component in education, NEP 2020 aims to instill a sense of pride and appreciation for India's diverse artistic traditions among students.

These subjects also impart lessons on beauty and proportion, providing opportunities to explore conflicts, emotions, and alternative perspectives on life. The influence of arts and culture acts as a tool for fostering serenity and joy, aiding in the comprehension of tragedy and the cultivation of empathy. In essence, art and culture bring vibrancy and life to the world.

The ultimate objective to integrate art in subjects is competency based education and application of learning in real life situations. Integrating art into commerce subjects can provide a unique and multidimensional approach that fosters creativity, critical thinking, and a holistic understanding of business which provides valuable perspective for students. By incorporating art into commerce education, students can develop a more holistic understanding of business practices and consumer behavior. Commerce is often associated with numbers, transactions, and profit margins, incorporating art can enhance the educational experience in several ways.

1. One way to integrate art into commerce subjects is to incorporate case studies or examples that highlight the intersection of art and business.
2. This could include analyzing successful marketing campaigns that utilize artistic elements, studying the impact of design on consumer preferences, or exploring the role of creativity in entrepreneurship.
3. Incorporating art-related assignments or projects can help students develop their creative thinking skills and encourage them to think outside the box when approaching business challenges. For example, students could be tasked with creating a marketing campaign that incorporates visual art or designing a product with a focus on aesthetics.

   Visual representation is a powerful tool for communication, and incorporating artistic elements can help convey complex ideas more effectively. Infographics, charts, and graphical representations can transform mundane financial data into visually appealing and understandable forms. This not only aids in better comprehension but also encourages students to think creatively about how to present information in a compelling manner.
4. Art can be utilized to explore the aesthetic aspects of branding and marketing. Understanding design principles, color psychology, and the visual impact of a brand logo can be crucial in the world of commerce. By incorporating art, students can gain insights into consumer behavior and the importance of creating a brand identity that resonates with the target audience.

Integrating Art as a discipline, pedagogy, and cultural components into Commerce Education can enrich the learning experience and prepare students for a holistic understanding of the business world. Here's how these elements can be integrated:

1. **Art as a Discipline:**

- Visualization and Creativity: Incorporate visual arts to encourage students to think creatively. This could involve creating visual representations of business concepts, designing marketing materials, or even exploring the visual aspects of financial data through charts and graphs.

- Design Thinking: Integrate design thinking principles into business strategies. Teach students to approach problem-solving with a creative mindset, emphasizing empathy, ideation, and prototyping.

2. Pedagogy:

- Experiential Learning: Develop case studies that involve real-world scenarios where students can apply artistic and creative thinking to solve business problems. This hands-on approach enhances their critical thinking skills.
- Interactive Workshops: Conduct workshops that blend commerce with performing arts, role-playing, or simulations. This helps students understand the dynamics of teamwork, negotiation, and communication in a dynamic and engaging way.

3. Cultural Component:

- Global Business and Cultural Sensitivity: Incorporate cultural studies into commerce education to make students aware of the cultural nuances that impact global business transactions. This awareness fosters cultural sensitivity, essential for success in the global marketplace.
- Artistic Influences on Commerce: Explore how art and culture influence consumer behavior, branding, and marketing strategies. Analyze how businesses adapt their approaches in different cultural contexts.

4. Interdisciplinary Approach:

- Collaboration with Arts Departments: Foster collaboration between commerce and arts departments. Joint projects or courses can provide students with a more comprehensive educational experience, bridging the gap between seemingly disparate disciplines.
- Guest Lectures and Industry Talks: Invite professionals who have successfully integrated artistic elements into their businesses to share their experiences. This exposure can inspire students and provide real-world examples of the synergy between art and commerce.

5. Innovation and Entrepreneurship:

- Creative Entrepreneurship Programs: Develop programs that encourage students to explore creative entrepreneurship. This could involve starting businesses related to art, design, or cultural preservation, promoting innovation in both commerce and artistic expression.
- Cultural Entrepreneurship: Explore the business side of cultural preservation and promotion. Teach students how to sustain and market cultural heritage, fostering an appreciation for the economic value of cultural diversity.

Some examples of Art integrated learning activities of commerce subject:

1. Financial Art Gallery: Task students with creating a visual representation (paintings, posters, or digital art) of key financial concepts such as balance sheets, income statements, and financial ratios.

2. **Business Info graphic Project:** Assign students to design infographics illustrating business processes, economic concepts, or case studies.
3. **Corporate Identity Design Challenge:** Assign students to create a visual identity for a fictional company, incorporating logo design, color schemes, and overall branding strategy to explore the concept of corporate identity and branding
4. **Financial Storytelling through Comic Strips:** Task students with creating comic strips that narrate financial scenarios or business case studies. Each frame should depict a different stage or aspect of the financial situation, and students should use captions and illustrations to explain financial decisions and outcomes.
5. **Business Ethics Diorama:** Explore the ethical aspects of business by assigning students to create dioramas that represent ethical and unethical business practices.
6. **Stock Market Visual Analysis:** Ask students to create visual representations, such as graphs or charts, to illustrate the performance of selected stocks over a period, and present their analysis to the class.
7. **Financial Advertisement Campaign:** Give task to students to develop an advertising campaign for a financial product or service using promotional materials (posters or digital ads).
8. **Accounting through Sculpture:** Integrate a hands-on approach by asking students to create sculptures representing accounting principles by using clay, paper, or recycled items to give a tangible form to abstract concepts like double-entry accounting or financial statements.
9. **Accounting through Skit/ role Play:** Skit explaining types of Partners, Partnership Deed.
10. **Musical Presentation on any topic:** Doing advertising of any product, making rhyming for making any topic easy to learn.

These activities not only infuse creativity into the learning process but also provide a practical understanding of complex accounting and business concepts. They encourage students to think critically and apply their knowledge in innovative ways, preparing them for a well-rounded understanding of the subjects. Apart of these studying the history of advertising, examining successful ad campaigns, and understanding the cultural implications of visual elements in marketing materials can provide students with a broader perspective on the interconnectedness of commerce and society. This interdisciplinary approach encourages students to question, analyze, and appreciate the impact of commercial decisions on a wider socio-cultural context.

By integrating art as a discipline, incorporating creative pedagogy, and emphasizing cultural component, commerce education can produce graduates with a broader perspective, enhanced problem-solving skills, and a deeper understanding of the interconnectedness between commerce and the arts. The integration of art in the field of commerce offers a symbiotic relationship that enriches the learning experience as well as provides students with a well-rounded education that prepares them for the complexities of the modern business world. By fostering creativity, enhancing visual communication, and encouraging critical analysis, educators can prepare students for a dynamic and interconnected business landscape. This holistic approach not only equips them with practical skills but also cultivates a deeper understanding of the broader implications of their decisions in the commercial world. This approach prepares students not only for successful careers but also for contributing positively to a culturally diverse and dynamic global business environment.

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Dalit Women In Existential Condition In Dalit Literature

❍ Sumit Kumar Singh[1]

Abstract:

It is disheartening to realize that Dalit women literary works are still faceless and nameless in the main stream literary strata and also in the discourse of English literary criticism. The situation is so critical that, the upper caste literary critics have been commenting that the position of Dalit women writers are as marginalized in Dalit literatutre as they are in their community.

The problems associated with Dalit women have hardly been taken up seriously either by political leaders or by scholars until very recently. The reasons might have to do with the socio-political and economic situation of Women's from Dalit community, who continue to remain voiceless even today.

The establishment does not witness any threat from this social group because Dalit women are yet to be united to raise their voices and thus, far from making their presence felt in the day-to-day politics and literary discourse of our country. Though attempts have been made in recent years by various political and socio-cultural groups to collectively organise them so that their voices can be heard, a strong all-India level forum for all Dalit women is yet to come in to shape to give them a common platform. It is good to witness however, that for the last few years Dalit women under the banner of National Dalit Women federation have started organising themselves, which is a commendable ray of hope. But it has not been able to reach Dalit women across the country to the core. Having distinct socio cultural backgrounds and diverse language groups, Dalit women will take time to under estimate their differences to forge unity among themselves. The fact that Dalit women's literature and more particularly Dalit women's autobiographies have started coming to the forefront shows that Dalit women, if not collectively, at least individually, have started raising their voices.

Keywords: *Dalit, existential, culture.*

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During the pre- independence period two movements directly affected the position of Indian women, the social reform movement of the nineteenth century and the Gandhian freedom movement of the twentieth century. Critically witnessing and speaking, the social reform movement had a limited agenda. Most of the social reformers were upper caste men and their immediate concern was to reform some of the evil practices that existed in the upper caste Hindu families primarily targeting women. The programmes such as, ban on Sati and Child marriage, prohibition against Purdah system, and encouragement towards widow remarriage etc, clearly suggest that the reform process did not include issues related to lower caste women. Thus, Dalit women were left out of the social reform processes and remained untouchables even though they were the ones who needed reforms the most. It was an injustice indeed.

During the independence movement women from all castes and classes joined the freedom struggle, It's a fact. Indian leaders-mostly men, mobilised women and asked for their active participation. Gandhi, throughout his campaigns against the British government got support from women from across the society. The other leaders who got mass support especially from women were Jawahar Lal Nehru and Sardar Patel. Later, the freedom movement did have women like Sarojini Naidu and Annie Besant as leaders representing the masses. But despite the emergence of these women leaders, the Indian freedom movement continued to relentlessly remain male-dominated. The male leaders of the movement did raise the issue of emancipation of women. But they put all the issues related to women in a common basket treating them as a group. As a result, specific issues related to Dalit women never got highlighted and came into main stream.

Later, with the coming of the enlightened projects led by the leaders of non-Brahmanic movements, Dalit women got a chance to organise themselves and put forward their grievances. Narayan Guru, Phule, Ambedkar and Periyar etc were the leaders of the non-Brahmanic movements. Individually they were from different social segments but all of them were committed to the cause of the weaker and marginalised sections of Indian society. Within the ambience of their non-Brahmanic movements all these leaders realised the urgency of highlighting various problems faced by Dalit women and worked towards a solution. Education was given top priority in their agenda with a view that its liberative effects would empower Dalit women and finally bring in social equality in Indian society. Thus, for the first time concerted efforts were made to give Dalit women a chance to avail of formal education. Even though Dalit women from all parts of India could not derive the benefits of the programmes undertaken by the leaders of the non-Brahmanic movements fully, at least the first step had been taken.

Phule was perhaps, the first person in India to set up a school for Dalit girls in 1848 in Poona. His wife Savitribai Phule helped him to run the school. As a consequence of this revolutionary step, both Phule and Savitribai had to suffer many hardships including social boycotts from their community and outside under this Brahminic construct. But they never compromised in their objective and whole heartedly worked for the emancipation of Dalit women. It is interesting to note that in order to defend his work among Dalit women Phule attacked the Brahmanical patriarchy citing the sufferings of Brahman widows as symptomatic of the degradation of Indian society. Through his Satyasodhak Samaj, Phule worked for a democratic society where Dalit women could get their share of equality ,respect and education.

Apart from education, the leaders of the non-Brahmanic movements also introduced among Dalit women various new social practices which challenged the hegemony of the upper caste and brought revolutionary transformations in their day-to-day lives. For example, Narayan Guru encouraged women from the Pulaya community in Kerala to cover the upper parts of their bodies which they were forbidden to do by the Brahmans. The new practice, gave Dalit women some dignity and self-respect. Another leader from South India, Periyar, was equally concerned about the plight of Dalit women and worked for their emancipation and equality. As the leader of the Self respect Movement, Periyar advocated several new measures to let women feel proud. His advocacy of self-respect, marriages and emphasis on birth control method constituted an important critique of Brahmanical patriarchy. Periyar's attack on the caste system and hegemony had a positive impact on some upper caste men, who, defying the Brahmanical orthodox practices, chose women from lower caste for inter-caste marriages to build up "A new, equal community". Thus, many Adi-Dravida women were active participants in the Self-Respect Movement, which gave Dalit men and women a platform to address their issues publicly. Ambedkar mobilised a large number of Dalit women to join in the various phases of his movements-be it the historic Mahad Satyagraha of 1927, or the Nasik Satyagraha of 1930 or his conversion to Buddhism in 1956. All movements of Ambedkar were targeted to achieve equality and social justice by critiquing the age-old caste practices supported by the Brahmanic law in Indian society. He advocated the annihilation of castes to achieve social equality. Ambedkar gave education top priority in his movements to break the monopoly of the upper castes Brahmins, who generally controlled the knowledge-system. Through the Indian Constitution, Ambedkar made necessary provisions for the weaker sections and untouchables who could get their due share in various spheres of public life, such as, educational institutions, political establishments and government undertakings in order to compete with the privileged castes and classes. His efforts to pass the Hindu Code Bill in 1950- which could not be passed then and Ambedkar had to resign from Nehru's Cabinet as the first Law Minister of independent India- indicates that he was opposed to the prevailing Hindu Law which denied women the right to property. Also, under the traditional Hindu Law, women did not have the right to divorce their husbands while the same law granted men several marriages. Ambedkar condemned such patriarchal laws and advocated the policy of equal opportunities for both men and women openly. Even though the Bill could not be passed at that time, Dalit women got several benefits from Ambedkar's initiatives. The Dalit women who had been privileged to participate in Ambedkar's movements later organised Dalit women from across India under the endorsement of Dalit women's movement. Some of these Dalit women turned to writing. Their articulation of their experiences came to be known as *Stri Dalit Sahitya* in Marathi, which was a new spark of hope.

But the non-Brahmanic movements had also their limitations and drawbacks. They basically got confined to the regions where they had their origin and never became a mass movement at an all-India level or to mobilise mass support. As a result, while Dalit women from Maharashtra, Tamil Nadu, Kerala and their neighbouring states became vocal, their counterparts in other states remained still silent and unknown. Another problem that the leaders of the non- Brahmanic movements faced was that they worked towards achieving equality and social justice for the weaker sections of Indian society as a whole without making any conscious effort to distinguish the caste, class and gender positions of their beneficiaries. They, perhaps, never realised that issues relating to Dalit women demanded special attention. Thus, the gender-related problems of Dalit women could not get prioritised due to historical reasons.This should be understood.

After India got independence, the new nation-state headed by Pandit Jawaharlal Nehru worked for the betterment and welfare of the people under the rubric of welfare economics. Even though most of the welfare programmes were executed through intensive research and scientific planning, the Nehruvian model of mixed economy did not achieve the desired results as expected. The programmes failed miserably because the new nation-state under the constitutional obligations pushed several agendas without taking people's actual needs and requirements into account. For instance, the lower castes who were at the edge of the Indian society for several centuries were rechristened as the Scheduled Caste in independent India and left to fend for themselves. Except for the routine caste reservation policy-which has not been followed in true spirit for implementation even to this day-no transformative actions were taken up by the government to make them feel proud of being the natural citizens of the country. Thus, except for some token gestures to improve the economic and political conditions of Dalits, the Indian government never bothered to raise any specific questions pertaining to the socially stigmatised conditions of Dalit women either in Parliament or outside at ground level in the social structure. After Nehru, the successive governments till the present one have never thought of bringing any special legislation to rehabilitate the millions of Dalit women who are doubly marginalised both in their communities as well as in the Indian society. Thus, several decades of national planning have hardly touched the lives of Dalit women. So, India witnessed a new social movement with the coming of the women's movement in the seventies of the twentieth century.

Dalit women writers are small in number. A few of them have written their autobiographies in Indian languages because English is still a dominant language for the upper caste and class. There are also a few "narrated autobiographies" of illiterate Dalit women who cannot write their autobiographies themselves but can narrate their life-stories to others who can document them.

Dalit literature has helped Dalit women to re-evaluate their social positions as compared to their upper caste counterparts and create a literature which, they think, would give them a sense of identity and self-respect. While going through Dalit women's writings the reader comes to know of the painful experiences they have undergone because of their caste and gender positions in the prevalent Brahminical structure in Indian society.

It may be relevant here to talk about how Dalit women have been portrayed in Indian literature. Most of the Indian upper caste male writers are biased towards Dalit women while giving them representation in literature. Dalit women have invariably been shown as the victims of the lust of the higher caste men and never as rebels to fight against the injustice perpetrated upon them under the Brahminical construct. Even in the novels of the progressive writers like Mulk Raj Anand, Sivaram Karanth, Gopinath Mohanty , Premchand and U. R. Anantha Murthy to name a few-Dalit women are heavily humiliated in Brahminical society. By portraying such pictures in their novels, these writers have definitely gained sympathy for the victims but such routinely kind gestures from the progressive writers are not enough.

They have completely ignored the fact that even Dalit women can fight back like any other victim of social oppression to guard their dignity and self-respect. Thus, in Indian literature whenever there is portrayal of a Dalit woman she is never a fighter but always a victim who remained suffering.

In order to counter such misrepresentations the first generation of Dalit writers mostly men , constructed the characters of Dalit women in a positive light. They also glorified the tradition of motherhood of Dalit women as the upper caste writers often do while portraying the gender roles of their own women. This shows that like the so- called mainstream Indian society there exists a patriarchal social order in Dalit communities as well. But later, Dalit writers, perhaps, realising their flaws have attempted to portray Dalit women as real, valiant, courageous and self-respecting.

As has been mentioned earlier, Dalit women writers are very less in number. A few of them have written their autobiographies in Indian languages because English is still a dominant language for the upper caste and class. There are also a few "narrated autobiographies of illiterate Dalit women who cannot write their autobiographies themselves but can narrate their life-stories to others who can document them. Studying of such a genre will definitely give a new insight and enrich the understanding about autobiographies. And it is essential too to be well acquainted with these facts.

CONCLUSION

Gender line is also very clear in both Dalit and non-Dalit autobiographies. The most ardent difference between upper caste men's and women's autobiographies is that while men celebrate their achievements in public life, women try to record the most private parts of their lives. Also, while the upper caste men are silent about domestic violence, women are quite vociferous about it in their autobiographies. But, this is also true in the case of Dalit autobiographies. Like the upper caste men, Dalit male auto biographers never talk about domestic violence. Dalit women narrators, on the other hand, are quite frank about the patriarchal social order that exists in Dalit communities and how they are the direct victims of such a trivial order. Baby Kamble's *The Prisons We Broke* elaborately documents both the mental and physical tortures the Dalit women have to undergo in their day-to-day lives. Such a frank documentation of a community's life is very rare in the history of autobiographical writings.

Dalit autobiographies are so far relatively few in number and literally remain unheeded; many of them have not been translated into English and hence go unnoticed in the eyes of the so-called mainstream literary critics. Thus, Dalit autobiography, like Dalit literature, has to go a long way it has to be written, published, translated, read and critiqued and to gain focus. For only then, will the breaking of an age-old wall of silence have the desired effect. Its the need of the hour.

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Understanding the Dynamics of Aggression and Adjustment among Adolescents: A Comparative Analysis

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Abstract

Adolescence marks a critical period of development characterized by significant physical, emotional, and social changes. Among the myriad factors influencing adolescent well-being, aggression and adjustment play pivotal roles. This research explores the interplay between aggression and adjustment levels among adolescents, with a particular focus on gender differences and demographic influences. Through a quantitative approach utilizing a virtually administered questionnaire, this study examines the aggression and adjustment levels of male and female adolescents aged 13 to 18. Findings reveal noteworthy disparities and correlations, shedding light on the complexities of adolescent development and highlighting the necessity for targeted interventions to foster healthy adjustment and mitigate aggression.

Keywords: *Adolescence, Aggression, Adjustment, Gender Differences, Demographic Influences, Comparative Analysis.*

Adolescence, often described as a tumultuous period of transition, is fraught with challenges as individuals navigate the complex terrain of identity formation, social relationships, and psychological well-being. At the heart of this developmental journey lie the concepts of behavioral and adjustment problems, which pose significant risks to the healthy development and functioning of adolescents. The myriad challenges encountered during adolescence are influenced by interactions with various social agents, including parents, peers, educators, and societal norms. This introduction provides a comprehensive overview of the behavioral and adjustment issues faced by adolescents, with a particular focus on the role of gender development, socialization factors, and aggression.

The Great Risk of Behavioral and Adjustment Problems in Adolescence

Adolescence is commonly characterized as a period of heightened vulnerability to behavioral and adjustment difficulties, as individuals grapple with a myriad of internal and

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external stressors. These challenges often manifest in interactions with family members, peers, teachers, and broader societal structures. Adolescents are tasked with the formidable challenge of building successful personal, familial, and community lives amidst the myriad complexities of the "problem age."

Behavior, as defined by the analysis of stimulus and response, encompasses a spectrum of human conduct and actions that reflect an individual's engagement with their environment. Adolescents are particularly susceptible to behavioral and adjustment problems when developmental changes coincide with the accumulation of various stressors spanning multiple spheres of their lives. The confluence of physiological, cognitive, and socio-emotional transformations during adolescence creates a fertile ground for the emergence of behavioral challenges and maladaptive coping mechanisms.

Gender Development in Adolescence

Central to the adolescent experience is the process of gender development, which undergoes significant refinement and maturation during middle childhood and adolescence. Adolescents engage with various socialization contexts, including family, school, community, and media, which shape their understanding of gender roles and expectations. Gender stereotypes become increasingly salient during adolescence, as individuals develop a more nuanced awareness of societal norms and expectations regarding masculinity and femininity.

As adolescents navigate the complexities of gender development, they undergo a process of self-redefinition characterized by introspection, exploration, and integration of new identity markers. Cognitive skills mature, allowing adolescents to critically evaluate and challenge traditional gender norms, thereby fostering a more fluid and expansive understanding of gender roles and expressions. However, the journey towards self-discovery is fraught with challenges as adolescents contend with societal pressures, peer influences, and internalized stereotypes.

Behavioral and Adjustment Issues: Understanding Aggression

One of the most prevalent behavioral challenges encountered during adolescence is aggression, which encompasses a range of physical and verbal behaviors intended to harm others. Aggression may manifest as overt acts of violence or subtle forms of relational aggression, such as gossip or social exclusion. The etiology of aggression is multifaceted, with genetic, environmental, and socio-cultural factors contributing to its expression.

From a socio-ecological perspective, aggression emerges within the context of interpersonal relationships, familial dynamics, and broader societal influences. Exposure to violence in the media, familial conflict, and peer pressure can exacerbate aggressive tendencies in adolescents, leading to detrimental outcomes for both the individual and society. Moreover, aggression is often intertwined with issues of power, dominance, and social status, further complicating efforts to address this pervasive problem.

Need for the study

Pioneering research into aggression processes during adolescence date back to the 1950s. Most early studies focused on male samples, and particularly on young men, on the assumption that men are more aggressive than women. Over the last sixty years, however, the conceptualization of aggression has changed, especially in terms of gender perspectives. The change is attributable, at least in part, to an increase in the number of antisocial and criminal acts committed by young girls and boys. There is statistical evidence that gender differences are more significant during adolescence than at any other stage in development. This is one reason why recent research in this field has centered on the examination of gender differences in antisocial and aggressive behavior at school. Many factors affects and contribute in emerging aggressive behavior among the adolescents such as: Type of family, where adolescents spent his or her most of the life part and associate their values, belief and moral value along with the ethics, we can see the difference in the upbringing of the adolescents who brought up in joint family and those who brought up in nuclear family. Schooling of the adolescents has a great impact on making a good citizen, if the school is also showing some sort of aggression and violence in the name of punishment then how adolescents take up that in their attitude as well in their personality. Adolescence also have the influence of community where he/she lives as community have great impact on adolescents development weather it caters cognitive, affective as well as psychomotor. Not only family, school and the community he/she belong, social media also plays a vital role in the development of the adolescents and make their mind in respect to deal with the day to day situation. Many of the research papers and article shows that due to media influence young adolescents shows aggressive behavior and develop antisocial behavior towards their parents, sibling and friends. 29 In today's scenario aggressive behavior and adjustment issue is the most common problem in adolescents. They behave more aggressively and violently. Adolescent is the age of storm and stress. During the period of adolescent every adolescent feel like stressed and depressive because of the pressure of parents/family regarding their career and physical changes in the body in both boys and girls, peer pressure, Negative school environment, social media influence, lack of cooperation from teachers, parents and peers are the factors that contribute to make adolescents aggressive and suffers from antisocial disorders. Moreover COVID 19 has a great impact on adolescents as they are being lockdown in their homes and the situations they face in their family in society as well as they gathered information from social media as it is the only way to connect with outside world. Many of the researches also shows that adolescents showcase the aggressive behavior and feel stress more in nowadays. In the present study, the aim is to see the relationship between adolescent's aggressive behavior and adjustment among adolescent in terms of their Gender Differences, age, their educational qualifications, type of the family they belong along with their socio economic status with in the COVID 19 Scenario.

Problem Statement

Understanding the dynamics between aggression and adjustment is essential for devising effective interventions to support adolescent development. This study seeks to explore these dynamics through a comparative analysis of male and female adolescents.

Objectives of the Study:

1. Assess the levels of aggression among male and female adolescents.
2. Evaluate the adjustment levels among male and female adolescents.
3. Investigate the correlation between aggression and adjustment levels among male

and female adolescents.

Hypothesis:

H1: There exists a significant difference of Demographic variables, such as, Gender, age, type of family and socio economic status on Aggression level among Male and Female Adolescents.

H2: There exists a significant difference of Demographic variables on Adjustment level among Male and Female Adolescents.

H3: There exist a significant difference between Aggression and Adjustment level of Male and Female Adolescents.

Operational definitions

- **Adolescents**: Individuals who are having the ages of 13 to 18 years.
- **Aggression:** Adolescents behaviors that lead to physical harm and verbal threat.
- **Adjustment:** refers the process by which a adolescents maintains a balance between the needs and the circumstances especially on emotional, social and educational aspects.

Methodology

This study employs an explorative, quantitative research design utilizing a virtually administered questionnaire via Google Forms. The research setting is schools located in New Delhi, with a sample size of 132 adolescents aged 13 to 18, comprising 66 males and 66 females. Purposive and random sampling techniques are employed to select participants meeting specific criteria.

Data Collection:

Data collection involves obtaining prior permission from selected schools, securing consent from eligible participants, and administering the questionnaire.

Tools for the data collection: Tool (Google form) will be divided into three sections:

Section A: Socio-economic and demographic (SED) characteristics: comprised of demographic data of adolescent in terms of Gender, age and type of family.

Section B: Aggression scale by Kumari Roma Pal and Mrs.TasneemNagvi which has been standardized also. It has 30 items regarding aggression. Each of the item has five alternate answers (multiple choice) grade on five point scale on the positive dimension and a zero point on; the negative dimension. The obtained scores of this scale vary in between- 0 to 150.

Section C: Adjustment Inventory: The present adjustment inventory was developed by A. K.P. Sinha and R.P. Singh in 1971.The adjustment inventory has been designed for use with Hindi knowing school students of India. The inventory seeks to segregate well-adjusted school students (age group 14 to 18 years) from poorly adjusted students in the three area of adjustment; Emotional, Social and Educational as well as total adjustment. This inventory consists of total 60 items, 20 items in each area of adjustment. Each item was to be answered in yes or no and scored 0 and 1 so the score ranged was 0 to 60 for overall inventory and 0 to 20 for each area of adjustment. Higher score is indicative of low adjustment.

Results and discussion

Comparison of two groups Male students (N= 66) and Female students (N= 66) Overall scores on Aggression scale.

S. No.	Range of Aggression scale	Group	Mean	Std. Deviation	t-value	Level of Significance
1	Aggression Level	Male	86.04	16.7	2.2	0.01
		Female	90.01	11.6		

Comparison of two groups Male students (N= 66) and Female students (N= 66) on overall Adjustment.

S. No.	Dimensions	Group	Mean	Std. Deviation	t-value	Level of Significance
1	Adjustment	Male	27.78	8	3.98	0.01
		Female	20.41	10.8		

Coefficient of correlation between Aggression and Adjustment.

S. No.	Variable 1	Variable 2	value	level of Significance
1	Aggression	Adjustment	6.86	Significant at 0.01

By the analysis of mean score of the two groups it shows positive correlation between Aggressions with Adjustment. From the results it appeared that correlation was very strong and found statistically significant at 0.01 level of significant. All the hypothesis were found to be significant.

The following study focused on the relation between the aggression and adjustment in the sample population consisting of male and female adolescents. The difference possessed by males and females make them have different qualities and characteristics as their strength and weakness. As shown in many of the researches, it is revealed that aggression is shown more in males as compared to the females but it varies as the social factors involving these are still unclear and hypothetical. The result revealed that female adolescents had high level of aggression as compared to male adolescents. There was a marginal difference between the mean score obtained by female on clean and low level indicating that some female possess no or very low aggression compared yet males have saturated aggression level. The aggression in gender differs as a result of their socialized roles they play in the society. The factors affecting aggression in different gender can be classified as biological governed by hormones, social govern by the social activities they performed and physical governed by the psychomotor skill they have, all of them constitutes in their psychological aspects of aggression. Considering the situation in which the data was taken (COVID-19 pandemic) the social adjustment varied from normal leading to difference in their lifestyles. To combat various difficult situation adolescents have various adjustment. Adjustment due to aggression is broadly classified as emotional, social and educational according to the scale used (refers to tools and methodology). The result revealed that the mean score of female adolescents in emotional adjustment was 5.02, social adjustment was 6.4 and educational adjustment was 6.86 while mean scores of male adolescents in emotional adjustment was 8.02, social adjustment was 9.34 and educational adjustment was 7.42. This indicates that the females are more emotional and soft hearted as compared to males which are emotionally adjustable. A significant difference in their overall adjustment mean score was seen. It is revealed that males are more adjusted then females as discussed above, female have high aggression due to which they are 52 facing adjustment problems compared to males who are less aggressive making them competent to adjust whether socially, emotionally or educationally. From the results it also appeared that there was a positive correlation between aggression and adjustment. (Talukadau . R.R. & Dekha, R.S, 2014) also studied the aggression level among adolescents and found there is significant difference between male & female adolescents. (Bhaskar.R, Rudramma&Komala.M, 2014) pointed that there is highly significant correlation between stress, social emotional and overall adjustment with respect to gender. Gender plays a significant role in aggression among the participants in which females scored higher in aggression to self which may have implications for prevention of suicide among youths. . (Peter Chiebuka, Appolos Ndukuba & Festus Abasiubong, 2020) In contrast to this (Reena R.S 2018) revealed that there is no significant relationship exists between aggressive behaviour and emotional maturity of early adolescent students. From the point of studies it is noted that the aggression lead by the lack of adjustment categorically in the aspects not only emotionally, socially and educationally but also mentally can be contributed in the physical and rational aggression (leff et al, 2010). Aggressive behavior was related to low scores in academic engagement. (Estefanía Estévez, Teresa I. Jiménez and David Moreno, 2018). A positive correlation between emotional competence and adjustment meaning that more the emotional competence better would be the adjustment (Shabir Ahmad Malik 2020)

Conclusion

In today's scenario aggressive behavior and adjustment issue is the most common problem in adolescents. They behave more aggressively and violently. Adolescent is the age of storm and stress. During the period of adolescent every adolescent feel like stressed and depressive because of the pressure of parents regarding their career and physical changes in the body in both boys and girls. The great risk of behavioural and adjustment problems are said to occur in the personality of adolescents. Various kinds of behavioural and adjustment problems encountered by the adolescents are observed. . Adolescents are at risk for behavioural and adjustment difficulties if developmental changes are accompanied by an accumulation of various stresses and complexities spanning multiple spheres of the lives of adolescents. In this study, the aim was to see the relationship between adolescent's aggressive behavior and adjustment among adolescent males and females. The results indicates the aggression predict significantly the social, emotional and educational adjustments leading to the conclusion that the aggressive adolescents have more problems in adjusting in various aspects. Aggression has a negative impact on adolescent's growth and development. Studies revealed that the more the person is angry or aggressive the less it adjusted and experience difficulties in adjustment to society which can lead loneliness and breakdown and people moved to have different habits developed which they never done in their normal day to day life such as much time devoted to TV and cyber activies. (Celeste León Moreno, Gonzalo Musitu Ochoa, Elizabeth Cañas Pardo, Estefanía Estévez López & Juan Evaristo Callejas Jerónimo, 2020) found significant relationships between socio-metric types, life satisfaction and cyber-aggression. Rejected adolescents also showed less satisfaction with life and greater cyber-aggression. Adolescent's aggression is positively and significantly affected by family violence and TV viewing behaviour of adolescents. (Kumari V. &Kumar P. 2018). This situation worsen by the pandemic where the active and extroverts become hostile to the situation leading to forced adjustment. 55 As female have a tendency to interact and express among people then males, being in house for days due to lockdown affected them with a high aggression and less adjustability. (Drishti Sharma, Krista R. Mehari & Jugal Kishore, 2020) suggest that the intervention may curtail the increase in violent behavior in early adolescence. The present research is significant, as it will give a direction to the teachers, parents and other stakeholders to minimize the aggression level and put the strength among the adolescents to adjust well in their life and become more competent to deal with the tough situation in life without hesitation with confidence. Need to focus on virtual learning and teaching along with the counselling to those who need it, as a parent and teacher we need to talk to the students and engage them in a meaningful manner where they utilised their potential in concrete way and have holistic development of their personality. (Maria Granvik Saminathen, Stephanie Plenty & Bitte Modin 2019) findings indicate that school's value-based policies and practices can play a role for student's academic performance, and through this, for their psychological well-being.

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Cyber Security in Real Estate Industry: A New Challenge in India

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Abstract:

Generally, banks and other financial institutions are considered as the prime targets of cyber-attacks and very less attention is paid towards the cyber risks involved in the real estate industries. Real estate industries are one of the major contributors to financial system of any country and in turn occupying the major portion in contributing the economy of the country. The importance of the real estate sector, therefore, cannot be overlooked. These days mostly all the participants in the real estate sector have started using digital and online mediums to run their business which has made their job easy but it has exposed them to various kinds of cyber risks. Since there are many participants in the real estate sector who are interdependent on each other and inter-related with each other. Hence any cyber-attack on one participant can cause big losses for other participants as well. The data of homebuyers, bank details, secret and confidential information, various kinds of intellectual properties and many things are now at a big risk when more and more digitalisation is happening in the real estate sector. It has become very important for homebuyers and tenants to inquire about the cyber security measures in their buildings. Also the real estate developers can face big revenue loss or they can lose a lot of private data if proper cyber security measures are not taken by them. It is an opportunity for the real estate owners to apply cyber security measures, to minimise the cyber risks and thereby to increase their profits. It has also become necessary to penalise the participants in the real estate sector if they don't use cyber security measures.

Introduction:

Generally, banks and other financial institutions are considered as the prime targets of cyber-attacks and very less attention is paid towards the cyber risks involved in the real estate industries. Real estate industries are one of the major contributors to financial system of any country and in turn occupying the major portion in contributing the economy of the country. The importance of the real estate sector, therefore, cannot be overlooked. For the purpose of sale of lands and buildings, the real estate sector is dependent upon various

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participants which include real estate agencies, promoters, developers, real estate negotiators, real estate online portals, property administrators, agencies for property management, rental & co-ownership managers and it also includes architects, companies involved in construction, civil engineering activities, engineers, etc.[2] In the modern world, all these participants have started utilising online platforms and digital mediums to run their businesses. It has not made them vulnerable for cyber-attacks but their consumers, home buyers and tenants have also become susceptible for cyber risks. Also, it is seen that many digital devices for various purposes are installed these days in buildings like CCTV cameras, digital doors, escalators, alarm systems, ATMs, etc. If these devices are not protected properly through cyber security measures, then the consequences can be very harmful. According to a data 74% of companies in the real estate sector are not prepared for cyber-attacks.[3]

The adoption of innovative technologies has helped companies achieve higher productivity by automating time-consuming administrative processes, simplifying communications and streamlining data management. To remain competitive, real estate and construction companies will need to continue to utilize these technological advances. Cybersecurity breaches are a significant threat to any business, but real estate professionals are especially vulnerable. Realtors collect sensitive customer information like finances, Social Security numbers and contact details — data hackers would love to get their hands on. The consequences of a major data breach could potentially sink a company. A 2022 IBM report[4] estimated the average cost of data leaks at a staggering $4.35 million.[5]

Cybercriminals are continually getting more advanced by improving their techniques and methods to attack unprotected industries. A cyber threat can expose all of company's digital assets, constructions plans and designs. The customer, contractor, supplier data, pricing and employees' personal information are under substantial risk of exposure. Even if a hacker's attacks do not lead to a loss of information, shutting down computer networks can cause an enormous amount of lost productivity and serious construction delays, which will lead companies to pay penalties. The smarter the building, the greater the cyber risk. Why? More tech creates new ways for commercial and residential real estate builders to engage with end users — as well as a whole slew of potential entry points that invite hackers into the mix. Even so, you can transform that risk into an opportunity — if you manage it well.[6]

In United States of America, different studies confirmed that more that 75% of respondents in the real estate industry had experienced a cyber-incident in the past 12-15 months. Cyberattacks are on the rise, with a 22% increase in major attacks year over year, according to the Verizon Mobile Security Index 2022. Given the wealth of personal information they hold, real estate and construction companies are particularly attractive targets for these attacks and should take steps to safeguard their data. Whether training its workforce to follow data management and cybersecurity best practices, improving security software or establishing data backup plans, each measure assists in building a more secure digital environment for a company's data and may help safeguard its reputation and the safety of its customers, employees and residents.[7]

Common Types of Cyber Theats: There are variety of cyber threats being witnessed in the industry and some of the common types are as follows-

- **Phishing:** Malicious emails designed to trick employees into revealing sensitive information such as passwords;

- **Payment interception –** Compromising the email account or credentials of an individual inside the corporation to authorize a change to the bank accounts details for large payments;
- **Viruses –** Specific code that corrupts or deletes data in the computer system or whole network; and/or
- **Hacking –** Attempting to gain access to a company system with the intent to steal or destroy the valuable data.
- **Ransomware-** A type of malicious software designed to block access to a computer system until a sum of money is paid. The money transactions in the real estate sectors is continuously increasing and most of the transactions are done through internet and digital banking. It is used for extorting money from victims by freezing data access. This may suggest that companies would pay more easily in case of ransomware.
- Personal identity and financial details' theft, Theft of confidential business information – such as property documents and details of a deal
- Defrauding money from buyers by selling property with bogus documents
- Defaming a business or individual by taking over their website and posting misleading or embarrassing content.
- Real estate agents are particularly susceptible to data breaches because of the information they handle as a part of real estate transactions. Many agents are small businesses that may lack the resources to adequately protect themselves.[8]

TOOLS AND TACTICS USED TO HARM THE REALTY TRADE[9]-

From malware, viruses, and phishing to elaborate social engineering schemes, hackers use various tricks and mechanisms to raid and attack real estate agencies and the entities that deal with them. The most common tool is malicious software or malware installed on a device without the user's knowledge or consent. It may be in the form of spyware, adware, Trojan horses, keyloggers, tracking cookies or other infected files.

Email spoofing or business email compromise (BEC) is another commonly used tactic to deceive parties in a real estate transaction. It involves sending an email from a fake account, making it appear like a legitimate communication from an actual business email ID. Cybercriminals spoof email addresses to send malicious attachments, links for compromised landing pages, or simply to convince recipients to divulge their personal information and make payments.

Pharming is another threat that harms the interests of the real estate industry. It refers to building a fake replica of a legitimate business website and tricking users into visiting it. The tactic enables fraudsters to obtain victims' user IDs and passwords and then misuse them on genuine websites. Phishing, a similar technique, is also used to steal confidential details through spoofed email IDs and websites. Besides desktop computers, the widespread use of smartphones and tablets in the real estate business has also made these mobile devices prime targets for cyberattacks.

INCREASE OF CYBER RISK IN THE REAL ESTATE SECTOR[10]-

Physical safety has always been top of mind for real estate developers and organizations. Whether securing office towers in a downtown core, shopping centres in suburban areas or condo buildings in growing neighbourhoods: spaces must be fundamentally safe for people to make the very most of them. That said, as people — and the physical buildings where we interact — rely more and more on virtual technologies, the threats real estate leaders face are becoming invisible.

Imagine hackers breaking into the networks that drive elevators, fire alarms or just about anything else that serves customers and employees in a shopping centre. Picture bad actors working their way into high-tech smart homes, only to wreak havoc by stealing personal data from a new homeowner. These risks become increasingly relevant as the technology we use to reimagine real estate creates new vulnerabilities.

This reality is absolutely challenging. Still, it's not all doom and gloom. Like any problem, stakeholders ultimately remember how you rise to a challenge. Doing it well can strengthen consumer trust and bolster corporate brands.

We know that putting customers at the centre of an operating model that's grounded in digital trust tends to give people the confidence to visit, interact and share data with businesses more willingly. That fuels a real estate organization's ability to gain the deep human understanding that drives better customer experiences. It also allows a business to create the kind of long-term value that many stakeholders — from customers to investors to regulators — have come to expect from the brands and organizations they choose to work with. Going even further to mitigate or eliminate risks before they do any damage can change the consumer narrative altogether. It's all about perspective.

Disruption and Delays: The impact of such an attack could hinder the construction firm's ability to meet a project deadline which may incur contractual financial penalties and lawsuits.

Data Breach of Intellectual Property or Personal Data: Construction companies often hold and work with highly sensitive information such as blueprints, or schematics in their Building Information Modelling (BIM) system, breach of these systems, other technology devices, and their vendor supply chain could result in major reputational damage and potential regulatory fines and lawsuits where personal data is involved.

Supply Chain Attacks: Complex projects in the construction industry poses a particularly high risk to cyber-attack, as they often involve multiples entities such as suppliers, contractors and partners. These entities, if compromised by an attacker, can then be used as a platform or conduit to launch attacks against the target firms' systems and employees. The attacks are usually less likely to be detected due to the trusted relationship between the parties.

INSTANCES OF CYBER ATTACKS[11]-

There have been many cases all over the world in which real estate businesses have been targeted with cyber-attacks. Same incidents can happen with Indian real estate participants as well. Some examples are-

- Bird Construction, a Canadian company, suffered a ransomware attack orchestrated by the Maze group in December 2019. The ransomware demanded $9,000,000.

- In January 2020, the company Bouygues Construction was the victim of a ransomware attack. 237 workstations had been encrypted.
- Bam Construct was the victim of a cyberattack following a vulnerability discovered in the company's website in May 2020.
- Ronmor Holdings, a real estate developer, was hit in late September 2021 by ransomware. Behind the REvil attack. 755 GB of stolen data.
- Solid Bridge Construction, an American company was a victim. The cost of the operation was $210,312.00.
- In December 2021, a French real estate developer (Sefri-Cime) lost 35 million euros, with the attacker posing as the company's boss and demanding wire transfers.
- In 2019, First American suffered a data breach, 885 million customers were exposed.

THE WAYS TO GET AHEAD OF CYBER RISK[12]-

The Real Estate Industry Survey by KPMG in 2021 found that "30% of organizations had experienced a cybersecurity event in the past two years, and only 50% of organizations said they were sufficiently prepared to prevent or mitigate a cyberattack."[13] There are various ways and manners in which the cyer risk in the real estate industry may be mitigated-

1. Identify critical assets early and often. Mitigating cyber risk effectively begins by understanding where and how you are exposed. Real estate organizations need updated inventories of which assets are critical. And they need to refresh those lists regularly as projects evolve, buildings open and new technology comes into play. Include any asset that is critical to the function of the space itself. This framework then becomes your guide to strengthening priority areas against potential cyber hacks.
2. Align assets and operations in a seamlessly integrated plan. Join up critical asset maps with insight into who owns those respective areas. Be sure to highlight the links between operational and IT tools and teams so everyone understands who is responsible for what, where, when and how. This insight empowers the entire organization to maintain a proactive cybersecurity approach, as well as crisis plans that can be enacted quickly to resolve issues as they arise.
3. Weave cybersecurity into enterprise risk management. In the past, operations teams determined what was important from the risk perspective. But cybersecurity can't live in a silo. Technology — and the threats it brings — are changing too quickly for that to work. Instead, weave cybersecurity into the organization's broader enterprise risk management system and processes. It must live there in the framework to ensure everyone understands what's happening and can mitigate vulnerabilities accordingly. This is how you start to embed shared responsibility for cybersecurity in the fabric of the organization and its physical assets to embrace a true security-by-design approach.
4. Set clear controls. Regulatory changes are an important trigger for updating controls. Still, real estate organizations must maintain an ongoing focus on controls, even when nothing new is happening from a regulatory standpoint. Build in processes to gut check which controls are working, and which ones may need additional tweaks, on a regular basis.

5. Double down on due diligence. Cyber risks extend well beyond third parties to fourth and even fifth parties. The more you know about that value chain, the better prepared your organization will be to stop risks as they emerge. Real estate companies need to expand due diligence processes in light of emerging cyber risks. Obligations should be translated out across all contractors and subcontractors. Checks should be carried out on a continuing basis. That brings the need for greater interaction between HR and IT procurement systems. Look into this now. The greatest threat you have is always the one you never knew existed.

Protecting Your Organization Against Cyber Threats[14]-

Many cybercriminals develop attacks by testing for weaknesses in software programs designed to protect against cyberattacks. The more outdated cybersecurity software is, the more time cybercriminals have had to find vulnerabilities. Having a dedicated IT team to help regularly monitor and update cybersecurity software systems can help organizations stay ahead of cybercriminals. If an in-house IT team is not feasible, having a dedicated vendor can also help facilitate and maintain a company's cybersecurity program. Temporary workers not equipped with proper cyber security measures in area of the real estate property can also increase cyber risks[15]

Simple measures-including two- or multi-factor authentication, unique login identifications or virtual private networks (VPNs)-can substantially protect companies against cybercriminals. Once such practices have been established, it is important to prepare an incident response and backup plan. By having professionals simulate attacks to test for vulnerabilities, penetration and vulnerability testing can help strengthen these plans. When developing a backup plan, it is important to:

- Have a dedicated professional available to determine what kind of breach occurred and the extent of the damage;
- Make sure the legal team is involved and frequently consulted;
- Establish who should be notified of a cyberattack and in which cases;
- Educating employees and creating prevention plan and strategy;
- Prepare for additional monitoring of possible cybersecurity breaches to identify ongoing, unusual activity; and
- Consider buying a cyber-insurance to mitigate the data theft and protect company's assets.

While having cyber insurance as part of the overall incident response and backup plan does not cover all possible costs, it can help an organization bridge the gap should a cyber-event occur.

A robust cybersecurity program is essential for real estate and construction companies' long-term viability. As technology evolves, companies should be prepared to handle increasingly sophisticated cyberattacks by keeping high security standards for themselves and others. Training employees in cybersecurity practices, investing in reliable software and building and testing backup plans can help maintain an organization's data, reputation and safety.

CYBERSECURITY MEASURES[16] -

Property buyers and sellers entrust a torrent of personal and financial details to their real estate agents. If such sensitive information falls into the wrong hands, it can be misused and can cause significant loss to the affected party. Such incidents also harm the brand reputation of businesses. It is, therefore, the responsibility of real estate agencies to keep their clients' and their own business information secure by deploying suitable cybersecurity measures. As their work processes and payment systems get increasingly digitalised, the realty agency business has become low-hanging fruit for cybercriminals. The players in this sector routinely conduct high-value monetary transactions, which puts them on hackers' radars.

The cyber threats targeting the real estate industry are not focused on any single area or stakeholder. Criminals have widened their net to dupe real estate agents, buyers, and sellers in a variety of ways. The reason why cybercriminals target so many real estate agencies (and eventually their customers) is that these businesses often forget to implement effective safeguards on their devices and data. Most of the information they store flows freely between different people and stays ripe to be picked by hackers.

In India, real estate agencies have mushroomed not only in metropolitan cities (where they serve both commercial and residential clients) but also across Tier 2 and 3 cities. While they build a running business based on locally garnered contacts and discreet communication skills, these real estate agents overlook the need for defending their IT systems until a major breach damages their trade.

Tata Tele Business Services supports small and medium enterprises in their digitalisation journey with affordable and easy-to-deploy enterprise-grade IT systems.

Our custom solutions, that help your real estate brand stay fortified against cybercrime which may be comprised of email security, endpoint security, multi factor authentication, virtual firewall, web security and also by making smart choices by the stake holders of the industry.

INDIAN LAWS FOR PROTECTING REAL ESTATE SECTOR FROM CYBER RISKS-

Various participants involved in the Indian real estate sector have started facing the problems of cyber-attacks and cyber frauds. In 2018, it was alleged that an Indian Property website PropTiger was subjected to cyber security breach through which private data of more than 2 million users was shared on a hacking forum. Once again a cyber-attack was faced by PropTiger in March 2020 in which data containing email and other information were targeted.[17]

The real estate participants in India must follow the IT Act[18] to file complaints against the cyber-attacks and frauds through which they have been attacked. Efforts should be made to develop the depository of cyber risks, cyber-attacks and the complaints filed by the various stake holders of the industry. Such depository may be useful in adopting cyber-security measures by the stakeholders. IT Act prohibits many cyber-crimes and the stakeholders must not remain silent against such cyber-crimes. The stakeholders also must try to take all the cyber security measures to minimise the cyber risks. Due to this reason it has become compulsory that the installation of cyber security measures must be made mandatory in real estate buildings and the participants also must not run their businesses without taking the measures for cyber security. Such measures will protect the online and digital devices installed in the buildings from cyber-attacks, also the participants by taking the cyber security measure can protect the private data, secret information, details of money transactions, passwords, etc. The RERA, 2016[19] which regulates the real estate sector in India must make it mandatory for the real estate participants to compulsorily use cyber security measures.[20] Chapter VIII[21] of the RERA, 2016 talks about offences, penalties and adjudication, and hence a new section must be added in this chapter to penalise the real estate participants if they don't use cyber security measures. The government and real estate authority must define the appropriate cyber security measure which must be taken by the real estate participants and if the participants fail to take such measures then penalties must be imposed on the defaulters. The cyber security measures must be continuously updated and more research must be done to improve the measures for protection.

CONCLUSION-

Safeguarding properties against evolving cyber risks must be a top priority for real estate developers today. Putting cybersecurity first protects assets of the people who use such properties whether physical or intellectual. Companies in the real estate sector need to protect their entire information system, to deploy the chosen solution easily and quickly, or to find a solution that is compatible with all the Operation Support Systems in their fleet. Efforts should be made to develop the depository of cyber risks, cyber-attacks and the complaints filed by the various stake holders of the industry. Such depository may be useful in adopting proper cyber-security measures by the stakeholders.

It is therefore relevant for these real estate organisations to make a clear assessment of the strategic risks. The risks must be quantified and qualified and reported in a simple language to the management, which will open budgets, and initiate a real protection strategy, by implementing the most appropriate technology. On this point, the priority is to detect and neutralise incoming attacks, before they harm the company.

Availing the services of cyber security organisations must be made mandatory. Various high tech software must be developed which can be utilised by the participants in the real estate sector to minimise the cyber risks. The Indian real estate sector can be protected from various kinds of cyber risks if there is strict implementation of the IT Act. The strict provisions should be make regarding penal liability for real estate participants if they show negligent attitude towards implementation of proper cyber security measures for running their businesses. Implementation of the cyber security measure can be made compulsory in the real estate sector. The government and the real estate authority must make endeavour to define the cyber security measure required to be adopted by the real estate participants and a new section must be added in Chapter VIII of the RERA, 2016 to penalise the participants if they don't take such defined cyber security measures.

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Understanding Violence Against Children in India: A Comprehensive Analysis

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Abstract

Violence against children is a pervasive and deeply troubling issue that manifests in various forms, including physical abuse, sexual abuse, emotional and psychological abuse, and neglect. This paper aims to analyse these crimes within the Indian context, utilizing Primary data to explore the prevalence and determinants of such violence. By examining types of abuse, age and gender disparities, socio-economic status, education levels, cultural norms, legal frameworks, and urbanization levels, this study provides a comprehensive overview of the factors influencing child abuse in India.

Keywords : Child Abuse, Violence Against Children, Physical Abuse, Sexual Abuse, Emotional Abuse, Neglect

Crimes against children are a grave societal issue, affecting their physical, emotional, and psychological well-being. These crimes encompass a range of abuses, including physical, sexual, and emotional abuse, as well as neglect. According to the World Health Organization (WHO), over 1 billion children aged 2–17 years have experienced violence in the past year alone (WHO, 2020). Understanding the patterns and factors contributing to these crimes is crucial for developing effective prevention strategies. Despite various measures, crimes against children continue to occur at alarming rates. Research by Finkelhor et al. (2014) indicates that a significant portion of these crimes goes unreported, leading to a gap in effective intervention. This study aims to analyse primary data to uncover trends and provide insights for policymakers and practitioners. By identifying the most vulnerable groups and prevalent types of crimes, this research can aid in formulating targeted prevention and intervention strategies.

Existing literature has extensively documented the impact of crimes against children on their development. Widom (1999) found long-term psychological consequences for victims, including increased risk for mental health disorders. Additionally, research by Sedlak et al.

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(2010) highlights the role of socio-economic factors in the prevalence of child abuse and neglect. Furthermore, the National Academies of Sciences, Engineering, and Medicine (2016) report underscores the importance of early intervention in mitigating these adverse effects.

Studies have also shown variations in the prevalence and types of crimes against children across different geographic regions. For instance, Barth et al. (2008) emphasize the need for region-specific data to effectively address local issues. Similarly, a study by Stoltenborgh et al. (2015) highlights global disparities in the incidence of child maltreatment, indicating the necessity for context-specific interventions.

Violence against children manifests in several forms, each with specific dynamics and consequences:

Physical Abuse: Includes acts such as hitting, shaking, and other forms of physical harm. Physical abuse can result in serious injuries or long-term health issues **(Widom, 2000).**

Sexual Abuse: Encompasses activities such as molestation, rape, and exploitation through prostitution or pornography. Sexual abuse has severe psychological and physical impacts on victims **(Putnam, 2003).**

Emotional and Psychological Abuse: Involves verbal abuse, intimidation, and other behaviours that can erode a child's sense of self-worth and mental well-being **(Glaser, 2002).**

Neglect: Refers to the failure to provide for a child's basic needs, including food, shelter, education, and medical care. Neglect can impede a child's physical and emotional development **(Horwath, 2007).**

Prevalence and Trends

Statistical analyses indicate significant variations in the prevalence of crimes against children across different regions and time periods. Studies show that:

Regional Variations: Some regions report higher rates of certain types of crimes due to cultural, social, and economic factors. For instance, child trafficking rates are often higher in regions with poverty and weak law enforcement (UNICEF, 2020).

Temporal Trends: Over time, the reported incidence of crimes against children can increase or decrease based on factors such as legal reforms, social awareness campaigns, and changes in reporting mechanisms. Increased awareness and better support systems can lead to higher reporting rates of child abuse and exploitation (Radford et al., 2011).

Determinants of Violence Against Children

Several socio-economic and cultural factors influence the incidence and reporting of violence against children:

Socio-Economic Status: Children from lower socio-economic backgrounds are often more vulnerable to violence due to economic dependency and lack of access to resources. Higher socio-economic status can sometimes provide families with the means to avoid abusive situations (Sedlak et al., 2010).

Education: Education plays a critical role in reducing violence against children. Educated parents are more likely to be aware of their responsibilities and the impacts of abuse. Additionally, education can change societal attitudes towards child protection (Runyan et al., 2002).

Cultural Norms: In societies with rigid norms and traditional practices, violence against children is often normalized or excused. Efforts to change cultural attitudes are essential for reducing the acceptance and prevalence of such violence (Korbin, 1981).

Legal Frameworks: Strong legal protections and effective enforcement are crucial for deterring violence against children. Countries with comprehensive laws against child abuse, exploitation, and trafficking tend to have lower rates of these crimes (Gilbert et al., 2009).

Urbanization: Urbanization can have mixed effects on violence against children. While urban areas may offer better access to support services and legal protections, they can also present higher risks of certain crimes, such as child trafficking and street violence, due to increased anonymity and economic pressures (UN-Habitat, 2012).

This study builds on the existing body of research by providing a Primary data analysis to explore these dimensions further, aiming to bridge the gaps in understanding and addressing crimes against children effectively.

Research Questions:

1. What are the most common types of crimes against children?
2. Are there significant differences in crime rates based on age and gender?
3. How do geographic locations influence the prevalence of these crimes?

Methods and Materials

Primary data was Collected for the purpose of this study. The dataset includes variables such as age, gender, type of crime (e.g., physical abuse, sexual abuse, neglect), and geographic location.

Data Analysis Techniques: Descriptive statistics were used to summarize the data. Chi-square tests and regression analysis were employed to identify significant differences and correlations.

Type of Abuse

Type of Abuse	**Number of Cases**	**Percentage**
Physical Abuse	540	20.3%
Sexual Abuse	800	30.0%
Emotional Abuse	360	13.5%
Neglect	890	33.4%

Interpretation:

- Neglect (33.4%) and sexual abuse (30.0%) are the most prevalent types of abuse. This indicates a significant need for addressing basic needs and protecting children from sexual exploitation.
- Physical abuse (20.3%) and emotional abuse (13.5%) also represent substantial issues, highlighting the need for comprehensive child protection strategies.

Age Group

Age Group	**Number of Cases**	**Percentage**
0-5	610	22.9%
5-10	750	28.1%
11-15	1230	46.0%

Interpretation:

- The highest incidence of abuse occurs in the 11-15 age group (46.0%), suggesting that older children are more vulnerable, possibly due to increased mobility and interaction with a broader social environment.
- The 5-10 age group (28.1%) and 0-5 age group (22.9%) also face significant abuse, indicating that interventions need to be targeted across all childhood stages.

Gender

Gender	Number of Cases	Percentage
Male	800	30.9%
Female	1790	69.1%

Interpretation:

- Males (69.1%) are reported to face a higher number of abuse cases compared to females (30.9%). This could reflect reporting biases, cultural factors, or actual higher incidence rates.
- Female victims (30.9%) also represent a significant portion, particularly in cases of sexual abuse, highlighting the need for gender-sensitive protection measures.

Socio-Economic Status

Socio-Economic Status	Number of Cases	Percentage
Low	1390	53.7%
Medium	920	35.6%
High	280	10.8%

Interpretation:

- Children from low socio-economic backgrounds (53.7%) are more vulnerable to abuse, likely due to economic dependency and limited access to resources.
- Medium socio-economic status (35.6%) also shows a high incidence, suggesting that economic factors alone do not protect against abuse.
- High socio-economic status (10.8%) reports fewer cases, indicating better protection and resources but not complete immunity from abuse.

Education Level of Parents

Education Level of Parents	Number of Cases	Percentage
Low	1060	40.9%
Medium	820	31.6%
High	710	27.4%

Interpretation:

- Lower education levels of parents (40.9%) correlate with higher abuse cases, highlighting the role of awareness and education in preventing abuse.
- Medium (31.6%) and high (27.4%) education levels also show significant cases, indicating that education alone is not sufficient to prevent abuse but is a critical factor.

Cultural Norms

Cultural Norms	Number of Cases	Percentage
High	1400	54.1%
Moderate	880	34.0%
Low	310	11.9%

Interpretation:

- High acceptance of violence (54.1%) is associated with higher abuse cases, indicating that cultural attitudes significantly influence abuse prevalence.
- Moderate acceptance (34.0%) and low acceptance (11.9%) show fewer cases, suggesting that cultural change is essential for reducing child abuse.

Legal Framework

Legal Framework	Number of Cases	Percentage
Weak	1060	40.9%
Moderate	860	33.2%
Strong	670	25.9%

Interpretation:

- Weak legal frameworks (40.9%) correlate with higher abuse cases, indicating the need for stronger legal protections and enforcement.
- Moderate (33.2%) and strong (25.9%) legal frameworks show fewer cases, suggesting that effective legal measures can reduce the incidence of child abuse.

Urbanization Level

Urbanization Level	Number of Cases	Percentage
Low	1120	43.3%
Medium	910	35.2%
High	560	21.7%

Interpretation:

- Low urbanization levels (43.3%) are associated with higher abuse cases, possibly due to limited access to services and support systems.
- Medium (35.2%) and high (21.7%) urbanization levels show fewer cases, indicating better access to resources and protections in more urbanized areas.

Conclusion

Based on the dataset, the most common types of crimes against children are neglect and sexual abuse, with neglect accounting for 33.4% of cases and sexual abuse for 30.0%. Physical abuse represents 20.3% of cases, while emotional abuse accounts for 13.5%. This indicates that a significant proportion of child abuse cases involve either the failure to provide basic needs or severe forms of exploitation. Neglect being the most prevalent type of abuse highlights a critical need for interventions that address the fundamental needs of children, such as food, shelter, education, and medical care. The high incidence of sexual abuse underscores the urgent necessity for protective measures and education to prevent exploitation and support victims.

The data reveals notable differences in crime rates based on age and gender:

- **Age Differences:** The 11-15 age group experiences the highest incidence of abuse, constituting 46.0% of cases, followed by the 5-10 age group (28.1%) and the 0-5 age group (22.9%). Older children are more susceptible to abuse, potentially due to their increased independence and interaction with a wider social environment, making them more vulnerable to various forms of abuse, particularly sexual and physical.
- **Gender Differences:** Males are reported to have a higher number of abuse cases (69.1%) compared to females (30.9%). This disparity could be attributed to several factors, including possible underreporting of cases involving female victims, cultural biases, or actual higher incidence rates among boys. The data suggests that while both genders are at significant risk, boys may be more frequently subjected to reported forms of abuse, particularly physical and emotional abuse.

Geographic location, represented by urbanization level, significantly impacts the prevalence of crimes against children:

- **Low Urbanization:** Areas with low urbanization levels have the highest incidence of abuse (43.3%). These regions likely face limited access to support services, economic resources, and legal protections, contributing to higher rates of neglect and other forms of abuse.
- **Medium Urbanization:** Regions with medium urbanization levels account for 35.2% of cases, indicating that while some support systems and protections are available, there are still considerable gaps that need to be addressed.
- **High Urbanization:** Highly urbanized areas report the lowest incidence of abuse (21.7%), suggesting that better access to services, support systems, and legal protections can significantly reduce the prevalence of child abuse. However, it is also possible that some forms of abuse are more difficult to detect or report in densely populated areas.

The data analysis highlights the critical need for multi-faceted intervention strategies to combat child abuse effectively. Neglect and sexual abuse emerge as the most prevalent types of abuse, indicating a necessity for addressing both fundamental needs and protection from exploitation. Significant differences in crime rates based on age and gender emphasize the need for targeted prevention and support programs for older children and tailored approaches

considering gender-specific vulnerabilities. Geographic disparities underline the importance of improving access to resources and protections in less urbanized areas. Comprehensive measures, including education, legal reforms, cultural shifts, and socio-economic support, are essential for reducing the prevalence of crimes against children and safeguarding their well- being.

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Performance of State Cooperative Banks Working in India: A Regional Analysis

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Abstract:

Cooperative banking in India, with its historical roots deeply embedded in the frameof rural development, provides important support to the growing Indian economy and helps in fostering financial inclusion. At the heart of this cooperative structure are State Cooperative Banks (StCBs), acting as crucial conduits between District Central Cooperative Banks (DCCBs) and Primary Agricultural Credit Societies (PACS). This research delves into a comprehensive regional analysis of State Cooperative Banks working in India, recognizing the diverse socio-economic landscapes that define the nation. The rationale behind this exploration lies in recognizing that the effectiveness and impact of StCBs are not uniform across the vast and diverse landscape of the country. Varied regional dynamics, influenced by factors such as economic development, agricultural practices, and demographic patterns, significantly shape the functioning of these cooperative institutions.By addressing these objectives, the research seeks to contribute a nuanced understanding of the regional dynamics shaping State Cooperative Banks in India. This research endeavors to conduct a thorough regional analysis of the performance of State Cooperative Banks using the CAMEL model. The bank's performance has been evaluated on the different ratio parameters and assigned ranks from 1 to 6. The best performance has been ranked as 1 and the worst performance is ranked as 6. The study finds that the North Eastern region is not performing well in any parameter of the camel ratio. Then again, the best-performing bank is located in the Northern region, which includesTelangana, Karnataka, Puducherry, Tamil Nadu, Kerala, andAndhra Pradesh state cooperative banks.

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Cooperative banks are integral to India's financial landscape, particularly in rural and agrarian economies. State Cooperative Banks (StCBs) serve as apex bodies at the state level, providing crucial financial support to District Central Cooperative Banks (DCCBs) and Primary Agricultural Credit Societies (PACS). These institutions play a vital role in channelling credit, promoting financial inclusion, and fostering economic growth, especially in diverse socio-economic regions. The Cooperative Credit Societies Act of 1904 marked the beginning of the cooperative movement in India, aiming to empower rural communities financially through collaboration (Somasundaram, 2019). This movement sought to address the credit needs of small and marginalized farmers lacking resources and access to mainstream banking. Over the years, cooperative institutions have evolved, focusing on agrarian and rural development rather than solely profit-making. They have been instrumental in providing credit to farmers, liberating them from the clutches of informal money lenders. Cooperative banks prioritize financial inclusion, especially in isolated and underbanked regions. By offering credit and banking services in remote areas, they have transformed the economic conditions of local communities. Moreover, the cooperative model promotes financial literacy and participatory decision-making, fostering community ownership and empowerment. Operating on a democratic and member-centric model, cooperative banks ensure member participation in decision-making. Each member holds a stake in the bank's affairs, with voting rights proportional to their financial contributions. This structure not only upholds principles of social justice but also maintains accountability to members. During economic instability, such as the COVID-19 pandemic, cooperative banks have demonstrated resilience due to their localized approach and close community connections. Their contribution to rural employment and entrepreneurship fosters economic stability at the grassroots level, making them indispensable in India's financial industry (RBI).

In summary, cooperative banks in India have a rich historical legacy and continue to play a crucial role in rural development, financial inclusion, and economic stability, embodying the ethos of cooperation and community empowerment.

■ PERFORMANCE EVALUATION OF STATE COOPERATIVE BANKS WORKING IN INDIA: REGIONAL ANALYSIS:

As of March 2023 a total of 33 State Cooperative banks working in India.The present study, is an attempt made to assess the performance of all 33 State cooperative banks working in India on a regional analysis by dividing them into six regions as divided by the NABARD. These regions include the Western Region, Eastern Region, Central Region, North Eastern Region, Northern Region, and Southern Region

Table: 1

List of State Cooperative Banks: Regions

Region	Banks
Central Region	Uttar Pradesh,Madhya Pradesh, ChhattisgarhUttarakhand
Eastern Region	Bihar, Jharkhand,West Bengal, Orrisaand Andaman & Nicobar,

North Eastern Region	Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram,Nagaland, Sikkim,Tripura
Northern Region	New Delhi, Chandigarh, Haryana, Jammu & Kashmir,Punjab,Rajasthan,Himachal Pradesh
Southern Region	Tamil Nadu, Telangana, Karnataka, Kerala, Puducherry
Western Region	Goa, Gujrat, Maharashtra

(Source: NABARD)

v REVIEW OF LITERATURE:

A region-wise analysis of the productivity of employees and branches of state cooperative banks working in India based on parameters like deposits per employee, loan outstanding per employee, and profit per employee to analyze the performance of banks. The studyconcludesthatthe worst-performingbanks are working in the North Eastern Region and banks working inthe Eastern Region are performing better(Bhushan et al., 2022).In another study by Murala& Rao (2018) studying the Financial Performance of Krishna District Central Cooperative Bank- A Camel Analysis it is found in the study that in the years 2010-2011, and 2014-2015 composite rating system banks were currently in a strong financial position.They are not sound in any parameter of the CAMEL model. Similarly, Majumder & Rahman (2017), attempt to study the performance of the fifteen selected banks in Bangladesh tofindif any difference existsin the performance of the selected banks for 2009-2013, concluding there existsa significant difference in the performance of selected banks. Jayaselvi (2017) studied the state cooperative bank groups from 2011-15 in which the bank's capital adequacy, debt-equity, advances to assets, and government securities to total investments were studied and found that the State Bank of Hyderabad held the top position.According to a similar study,the real catalyst in providing banking services in both urban and rural areasiscooperative banks. The analysisadvocates that the presence of cooperative banks is essential for the social, economic, and democratic development of the country. It states that these banks are likely to succeed because they are run by the people, for the people, and of the people.

■ OBJECTIVES OF THE STUDY:

- Analyze the regional distribution of StCBs in India.
- Evaluate the performance of StCBs across different regions.
- Identify region-specific opportunitiesand challenges faced by StCBs.

■ HYPOTHESIS OF THE STUDY:

- H_{01}: There is no difference in the Capital Adequacy of different regions of the State Cooperative Banks.
- H_{02}: There is no difference in the Capital Asset Quality of different regions of the State Cooperative Banks.
- H_{03}: There is no difference inManagement Efficiency of different regions of the State Cooperative Banks.
- H_{04}: There is no difference in Earning Quality of different regions of the State

Cooperative Banks.

- H_{05}: There is no difference inthe Liquidity Ratio of different regions of the State Cooperative Banks.
- H_{06}: There is no difference inthe financial performance of different regions of the State Cooperative Banks.

■ METHODOLOGY:

The study relies on descriptive analysis utilizing secondary data sources. Annual reports, financial statements, and publications from State Cooperative Banks, NABARD, and the Reserve Bank of India (RBI) serve as primary sources. Additionally, existing literature from academic journals, research papers, and relevant publications on cooperative banking, State Cooperative Banks, and regional variations are reviewed. This secondary data aids in constructing a theoretical framework and providing background context for the study. Government reports and policies, particularly those from NABARD, are examined to understand the regulatory environment, policy changes, and broader operational contexts of State Cooperative Banks.

Statistical tools and techniques employed in the study include the CAMEL Model, a widely recognized international rating system for assessing financial institution performance based on Capital Adequacy, Asset Quality, Management Efficiency, Earning Quality, and Liquidity. Each bank receives a score on each parameter, with ratings ranging from 1 (best) to 6 (worst). The study analyzes various ratios within these parameters, including Capital Adequacy Ratios (CRAR), Investment to Deposit Ratio, Return on Assets, Debt to Equity, Net Non-Performing Assets (NPA) to Total Net Loans Outstanding, Gross NPA, Profit per Employee, Profit Per Branch, Quality of Loan, Net Worth Ratio, Return on Equity, Recovery Percentage, Liquid Assets to Total Deposit Ratio, Credit-Deposit Ratio, and Current Account Savings Account (CASA) ratio. These ratios provide insights into the financial health, management efficiency, and liquidity of State Cooperative Banks, facilitating a comprehensive assessment of their performance.

■ RESULT AND DISCUSSION:

Cooperative banks have played a crucial role in advancing financial inclusion and promoting rural development in India.State Cooperative Banks (StCBs) are particularly important institutions at the state level that offer financial services in unbanked and underbankedpopulations. In this context, banks' performance on various ratios is discussed in detail below.

[A] CAPITAL ADEQUACY

a. Capital to Risk Weighted Asset (CRAR): The Capital to Risk-Weighted Assets Ratio (CRAR) is a financial ratiothat calculatesthe capital appropriateness of a bank. In simple terms, it measures the money a bank has in reserve to absorb potential losses on its loans.A higher CRAR ratio shows that a bank is better equipped to bear financial uncertainties. As per RBI norms, CRAR should be at least 9%. Higher CRAR ratios mean stronger banks or vice versa.

$$CRAR = \frac{Capital}{Riskweightedasset} \times 100$$

Table: 2

Capital to Risk Weighted Asset (CRAR)

Regions	2017	2018	2019	2020	2021	2022	Average	Rank
Central Region	12.58	14.72	15.33	16	15.76	14.08	14.75	2
Eastern Region	11.55	12.44	12.62	12.51	14.35	16.12	13.27	4
North Eastern	15.2	12.46	17.57	18.19	21.12	18.96	17.25	1
Northern Region	12.29	12.59	12.78	13.22	13.59	15.19	13.28	3
Southern Region	12.24	12.44	12.52	9.39	11.12	10.64	11.39	6
Western Region	12.65	14.65	14.08	12.49	14.14	7.85	12.64	5

(Source: NABARD)

In the above table, we can see that all the state cooperative banks have a required percentage of CRAR or above i.e., 9%. Thus, all the state cooperative banks working in India fulfill the requisiteconditions. Among them North Eastern Region hasthe highest CRAR ratio (17.25%) and the Southern region has a minimum (11.39%). Accordingly, thehighest to lowest ranking is given to all the banks from 1 to 6.

b. Investment to Deposit Ratio: The investment-to-deposit ratio is a ratio used to calculate how much a bank invests compared to its deposits. It is expressed inpercentages, and it gives an idea of how much of a bank's assets are being invested and how much is held in deposit form. When the investment-to-deposit ratio is high, then the bank is actively investingits funds in various investment opportunities. Conversely, a low ratio reflects that the bank is holding more of its assets as deposits.A higher ratio is considered to be better.

$$I - DRatio = \frac{Investment}{Deposit} \times 100$$

Table: 3

Investment to Deposit Ratio

Regions	2017	2018	2019	2020	2021	2022	Average	Rank
Central Region	64.69	57.97	55.21	52.4	60.77	58.22	58.21	3
Eastern Region	74.43	62.14	68.93	72	70.93	65.88	69.05	2
North Eastern Region	52.1	60.73	53.71	47.93	49.91	49.97	52.39	6
Northern Region	77.89	68.52	66.96	66.98	69.88	69.56	69.97	1
Southern Region	72.42	59.28	49.93	46.07	53.08	57.88	56.44	4
Western Region	65.3	53.34	47.08	52.27	54.08	49.76	53.64	5

(Source: NABARD)

The above table shows that state cooperative banks in the Northern region are performing well in the Investment to deposit ratio as it secures the highest rank and the worst performer is state cooperative banks of the North Eastern Region.

C.Return on Asset: This ratio signifies the relation between a bank's total advances and total assets. It determines the bank's aggressiveness in lending, which ultimately leads to better profitability. A higher ratio is preferable to a lower one.

$$RoA = \frac{Advances}{TotalAsset} \times 100$$

Table: 4

Return on Asset

Regions	2017	2018	2019	2020	2021	2022	Average	Rank
Central Region	55.70	46.28	68.69	70.37	71.88	61.79	62.45	3
Eastern Region	25.56	37.34	41.46	47.32	76.10	72.47	50.04	5
North Eastern Region	8.31	12.34	18.64	13.10	8.31	9.36	11.68	6

Northern Region	37.85	27.93	57.30	53.07	59.78	**214.90**	75.14	2
Southern Region	45.78	58.56	67.52	47.55	56.52	57.08	55.50	4
Western Region	211.25	226.18	161.14	141.95	187.53	**53.58**	163.60	1

(Source: NABARD)

The above table reflects a clear picture that the western region is the best performer in return on asset ratio. It is important to highlight here that in the year 2021-22, two noticeable things can be seen in the table, one isa sharp fall in return to asset ratio in the western region which is from 187.53 to 53.58 and another is tremendous improvement in the ratio of Northern region from 59.78 to 214.90. While reviewing the report carefully to examine the reason behind this, it has been noticed that the fall in the western region is because of the Maharashtra State Cooperative Bank. The advances of the bank fell from 8778321.53 (Lakhs) in 2021 to just 2059150.94 (Lakhs) in 2022. And ratio of Northern state cooperative banks rose because of Rajasthan State Cooperative Bank whose advances increased to 8586357.67 (Lakhs) in 2022 from 606320.94 (Lakhs) in 2021.

Table: 5

Overall Rank based on Capital Adequacy

Regions	CRAR	I-D Ratio	RoA	Total	Average	Rank
Central Region	5	3	3	11	3.67	5
Eastern Region	3	2	5	10	3.33	4
North Eastern Region	6	6	6	18	6.00	6
Northern Region	4	1	2	7	2.33	1
Southern Region	1	4	4	9	3.00	3
Western Region	2	5	1	8	2.67	2

Banks working in Northern Regions are best in utilizing thecapital resources of banks as in the category of capital adequacy; banks scorean average of 2.33 and the North Eastern Region has an average of 6 which is the worst performer among the group.

- **Statistical Analysis:** To determine whether there is any difference in the Capital Adequacy of the selected banks, one way ANOVA is tested.

Table: 6

ANOVA TEST FOR CAPITAL ADEQUACY

SUMMARY				
Groups	**Count**	**Sum**	**Average**	**Variance**
Central Region	3	11	3.66666667	1.33333333
Eastern Region	3	10	3.33333333	2.33333333
North Eastern Region	3	18	6	0
Northern Region	3	7	2.33333333	2.33333333
Southern Region	3	9	3	3
Western Region	3	8	2.66666667	4.33333333

ONE-WAY ANOVA TEST FOR CAPITAL ADEQUACY

Source of Variation	**Sum of Square**	**Degree of Freedom**	**Mean Sum of Squares**	**F_c**	**P-value**	**F_t**
Between Groups	25.8333333	5	5.16666667	2.325	0.10732334	3.10587524
Within Groups	26.6666667	12	2.22222222			
Total	52.5	17				

ANOVA test results illustrate that the $F_c$calculated value is less thanthe F_t tabular value. As $F_c < F_t$Null hypothesis cannot be rejected. So, H_0 is accepted that there exists no difference between the capital adequacy ratio of the selected banks.

[B] ASSET QUALITY:

a. Debt to Equity: The debt-to-equity (D/E) ratio is a crucial metric of corporate finance. It evaluates a bank's financial leverage by dividing its total liabilities by its shareholder's equity. This ratio measures the extent to which a company is funding its operations with debt rather than its resources. Here, shareholder's equity is considered as Net worthwhich is the sum of Share Capital & Reserves.

$$DER = \frac{TotalLiabilities}{Shareholder'sEquity}$$

Table: 7

Debt to Equity Ratio

Regions	2017	2018	2019	2020	2021	2022	AVERAGE	RANK
Central Region	5.11	4.14	3.99	3.26	3.76	3.81	4.01	3
Eastern Region	7.59	4.77	5.30	5.46	6.43	6.02	5.93	6
North Eastern Region	0.92	1.15	0.66	0.63	0.62	0.66	0.77	1
Northern Region	5.80	5.06	4.96	4.98	4.50	3.78	4.85	4
Southern Region	5.74	5.20	5.19	4.16	5.19	6.11	5.26	5
Western Region	4.00	2.96	2.95	2.70	2.76	2.61	3.00	2

(Source: NABARD)

b. Net Non-Performing Asset Ratio: The net non-performing asset ratio indicates the amount of bad loans a bank has.The performance and operational capabilities of the banks are significantly impacted by the increase in the NNPA ratio. When accounts become non-performing assets (NPAs), banks experience a shortage in cash, which raises loan interest rates. Additionally, a large amount of net non-performing assets (NNPA) percentage negatively impacts the bank's reputation and erodes public confidence in it. A bank has a significant loss ifthere is an increase in the net NPA ratio. In such extreme cases, the RBI may also become involved and take strict action against the bank. The threshold limit for the ratio is 5%. The lower ratiosare considered better.

$$NetNPARatio = \frac{NetNPA}{TotalNetLoansO/S} \times 100$$

Table: 8

% Net NPA to Total Net Loans O/S

Regions	2017	2018	2019	2020	2021	2022	Average	Rank
Central Region	1.73	2.06	2.21	2.02	1.75	10.06	3.31	5
Eastern Region	1.22	1.06	1.62	1.86	1.22	3.64	1.77	3
North Eastern Region	5.62	5.74	4.18	4.23	3.44	4.09	4.55	6
Northern Region	0.34	0.74	0.93	0.83	1.23	3.56	1.27	1

Southern Region	0.99	1.55	1.06	5.98	5.56	3.56	3.12	4
Western Region	0.67	1.98	1.5	0.4	1.18	3.53	1.54	2

(Source: NABARD)

c. Gross NPAin %: GNPA ratio is obtained by dividing the gross non-performing assets by total assets. The entire number of loans that turned out to be non-performing for more than 90 days is called the total gross non-performing assets (NPAs). The worth of the bank's assets, including its cash, investments, and loans, is its total assets. Total Gross NPAs / Total Assets is the Gross Non-Performing Asset Ratio.Therefore, a high gross non-performing assets (NPA) ratio suggests that a bank has a significant volume of non-repaid loans. This can indicate that the bank is having financial difficulties**.**Gross NPA ratio is obtained by the formula:-

$$GrossNPARatio = \frac{GrossNPA}{TotalAsset} \times 100$$

Table: 9

Gross NPA %

Regions	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**Average**	**Rank**
Central Region	4.75	5.74	6.27	5.64	5.24	4.57	5.37	4
Eastern Region	3.87	4.1	4.26	4.68	3.71	3.8	4.07	2
North Eastern Region	13.08	12.54	8.91	8.61	8.7	8.94	10.13	6
Northern Region	1.79	1.98	2.17	2.12	3.31	3.41	2.46	1
Southern Region	2.62	3.38	2.63	8.56	7.92	6.54	5.28	3
Western Region	6.42	7.76	6.64	8.6	9.56	8.73	7.95	5

(Source: NABARD)

In the GNPA Parameter Northern Region is performing best followed by Eastern Region on the second Rank? North Eastern Region is the worst performer among the Regions.

Table: 10

Overall Rankbased on Asset Quality

Regions	**DER**	**Net NPA Ratio**	**Gross NPA%**	**TOTAL**	**AVERAGE**	**RANK**
Central Region	3	5	4	12	4.00	4.5
Eastern Region	6	3	2	11	3.67	3
North Eastern Region	1	6	6	13	4.33	5
Northern Region	4	1	1	6	2.00	1
Southern Region	5	4	3	12	4.00	4.5
Western Region	2	2	5	9	3.00	2

After analyzing the overall performance of all regional state cooperative banks on Asset Quality Parameter,the study finds that the Northern Region is outperforming in this category before the Western Region and the Worst performer is the state cooperative banks working in the North Eastern Region. Also, both the central & southern regions have the same score of 4.5 each.

ONE WAY ANOVA TEST

SUMMARY						
Groups	Count	Sum	Average	Variance		
Central Region	3	12	4	1		
Eastern Region	3	11	3.666667	4.333333		
North Eastern Region	3	13	4.333333	8.333333		
Northern Region	3	6	2	3		
Southern Region	3	12	4	1		
Western Region	3	9	3	3		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	11.16667	5	2.233333	0.648387	0.668299	3.105875
Within Groups	41.33333	12	3.444444			
Total	52.5	17				

The testresult of ANOVA suggests that there is no difference in the Asset Quality of all the Regions as it accepts the null hypothesis. As $F < F_c$ and also the P-value is greater than the alpha value of 0.05 level of significance.

[C] **MANAGEMENT EFFICIENCY:**

a. Profit per Employee: Profit per employee indicates the total profit that each employee generates during a specific period. It simply measures the efficiency ofthe human resources of a bank in generating profit. It is calculated as follows:-

$$ProfitperEmployee = \frac{NetProfit}{TotalNo.ofEmployee} \times 100$$

Table: 11

Profit per Employee (Amount in Rs. Lakhs)

Regions	2017	2018	2019	2020	2021	2022	Average	Rank
Central Region	4.91	9.79	5.40	13.70	21.94	9.08	10.80	4
Eastern Region	6.75	5.64	14.18	14.66	46.03	31.90	19.86	2
North Eastern Region	2.17	1.75	2.63	2.54	7.61	2.82	3.25	6

Northern Region	6.18	4.72	4.99	6.66	13.76	9.52	7.64	5
Southern Region	13.75	16.58	25.42	9.01	8.96	9.25	13.83	3
Region Western	13.04	12.28	16.40	21.22	53.63	48.35	27.49	1

(Source: NABARD)

b. Profit Per Branch: The profitability ratio is a ratio that helps to measure the financial achievement of a bank. The operational efficiency of a bank to generate profit is demonstrated by profitability ratios. Profit per branch istheaverage profit generated by the state cooperative banks in different regions.

$$\boldsymbol{ProfitperBranch = \frac{NetProfit}{TotalNo.ofBranches} \times 100}$$

Table: 12

Profit per Branch (Amount in Rs. Lakhs)

Regions	2017	2018	2019	2020	2021	2022	Average	Rank
Central Region	114.29	199.74	248.97	252.13	199.27	146.22	193.44	3
Eastern Region	26.93	29.85	77.51	77.51	117.95	155.50	80.87	2
North Eastern Region	19.03	15.42	20.75	20.82	20.84	20.99	19.64	6
Northern Region	61.30	42.78	56.51	56.09	3.21	76.02	49.32	4
Southern Region	138.68	176.63	335.76	71.06	49.70	69.33	140.19	5
Western Region	197.15	184.21	284.50	274.76	298.84	526.16	294.27	1

(Source: NABARD)

From the above table, it can be noticed that more profit is generated by State cooperative banks working in the Western Region than all other regions. State cooperative of North Eastern Region is generating fewer profits than all other regions,which means resources of western & eastern regions are better utilized than those of the other regions.

c. Quality of Loan Portfolio: The quality of the loan portfolio is a parameter to test the quality of loans issued by the banks. It is obtained by dividing Gross NPA by total Loan

Outstanding which indicatesthe unpaid loan amount of a bank. As per the RBI norms, it should be less than 10%.

$$QualityofLoanPortfolio = \frac{GrossNPA}{LoanO/S} \times 100$$

Table: 13

Quality of Loan Portfolio

Regions	2016	2017	2018	2019	2020	2021	Average	Rank
Central Region	4.75	5.74	6.27	5.64	5.24	4.57	5.37	3
Eastern Region	3.87	4.10	4.26	4.68	3.71	3.80	4.07	1
North Eastern Region	13.08	12.54	8.91	8.61	8.70	8.94	10.13	6
Northern Region	1.79	19.76	2.13	2.12	3.31	3.41	5.42	4
Southern Region	2.62	3.38	2.63	8.56	7.92	6.54	5.28	2
Western Region	6.42	7.76	6.64	8.60	9.56	8.73	7.95	5

(Source: NABARD)

From the table, it is evident that for eachregion the percentage is less than 10% except the North Eastern Regionand the Eastern region is performing best in this parameter followed by the Southern region.

Table: 14

OverallRankbased on Management Efficiency

Regions	Profit per Employee	Profit per Branch	Quality of Loan	TOTAL	AVERAGE	RANK
Central Region	4	3	3	10	3.33	3.5
Eastern Region	2	2	1	5	1.67	1
North Eastern Region	6	6	6	18	6.00	6
Northern Region	5	4	4	13	4.33	5
Southern Region	3	5	2	10	3.33	3.5
Western Region	1	1	5	7	2.33	2

Management Efficiency Index indicates Eastern region state cooperative banks are performing exceptionally well in all parameters on average. Western region got the first rank on PPE,and PPB ratio but on the third parameter which isquality of loan portfolio,the bank is the worstperformer.

Table: 15

ONE WAY ANOVA TEST

SUMMARY						
Groups	**Count**	**Sum**	**Average**	**Variance**		
Central Region	3	10	3.333333	0.333333		
Eastern Region	3	5	1.666667	0.333333		
North Eastern Region	3	18	6	0		
Northern Region	3	13	4.333333	0.333333		
Southern Region	3	10	3.333333	2.333333		
Western Region	3	7	2.333333	5.333333		
ANOVA						
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**
Between Groups	35.16667	5	7.033333	4.869231	0.011544	3.105875
Within Groups	17.33333	12	1.444444			
Total	52.5	17				

In the test F tabular value is more than $F_c$at a lowvalue of P (0.011544) failing to accept the null hypothesis, Thus, the Null hypothesis is rejected, which means the substantial difference is foundin the Management Efficiency of state cooperative banks working among different regions of India.

[D] EARNING QUALITY:

a. Net Worth Ratio: The net profit to asset ratio finds how much profit a bank is earning on the total assets. The higher the profit better the bank. It indicates the quality of earning assets& should be at least 1%.

Table: 16

Net Worth Ratio

Regions	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**Total**	**Average**	**Rank**
Central Region	7.99	8.67	8.37	8.59	8.67	7.75	42.04	8.41	1
Eastern Region	5.84	6.76	6.18	5.67	5.34	6.47	36.25	6.04	5
North Eastern Region	3.04	4.41	5.67	6.12	5.68	6.20	31.12s	5.19	6

Northern Region	7.47	8.25	8.27	8.11	8.16	8.81	49.07	8.18	2
Southern Region	7.63	8.35	8.61	5.38	6.35	6.33	42.65	7.11	4
Western Region	6.82	7.80	7.78	6.40	7.02	7.73	43.55	7.26	3

(Source: NABARD)

b. Return on Equity: Return on Equity is obtained by dividingnet profit by net worth. It indicates the profit generated by the investment made by the shareholders. It is one of the bestperformance indicators of a bank on earning quality. The better the ratio better the bank.

$$\boldsymbol{ReturnonEquity} = \frac{\boldsymbol{NetProfit}}{\boldsymbol{NetWorth}} \times \mathbf{100}$$

Table: 17

Return on Equity

Regions	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**Total**	**Average**	**Rank**
Central Region	3.07	5.84	2.86	6.21	4.35	3.27	25.60	4.27	6
Eastern Region	3.09	2.96	6.58	6.61	9.80	10.51	39.55	6.59	3
North Eastern Region	11.04	6.52	7.21	6.10	6.23	5.47	42.58	7.10	2
Northern Region	6.57	4.61	4.34	5.28	0.30	6.41	27.52	4.59	5
Southern Region	5.23	6.36	8.59	8.87	4.48	5.40	38.92	6.49	4
Western Region	9.60	8.54	9.88	12.82	12.27	18.57	71.68	11.95	1

(Source: NABARD)

c. Recovery in %: Recovery percentage is the ratio that measures the percentage of recovered loans. It reflects the ability of a bank to earn from the loan and the efficiency of earning from its assets. The greater the recovery percentage betters the performance of a Bank.

$$\boldsymbol{Recovery}\,\% = \frac{\boldsymbol{Recoveredloan}}{\boldsymbol{TotalLoan}} \times \mathbf{100}$$

Table: 18

Recovery %

Regions	2017	2018	2019	2020	2021	2022	TOTAL	AVERAGE	RANK
Central Region	94	91.73	92.72	91.29	90.66	91.54	551.94	91.99	3
Eastern Region	92.46	94.72	95.48	93.19	88.87	86.89	551.61	91.94	4
North Eastern Region	50.88	46.72	46.73	46.95	69.75	47.52	308.55	51.43	6
Northern Region	97.48	99.12	96.15	98.82	98.28	96.36	586.21	97.70	1
Southern Region	94.42	96.46	97.59	98.48	90.87	93.89	571.71	95.29	2
Western Region	87.2	86.85	86.16	82.83	84.51	85.45	513	85.50	5

(Source: NABARD)

Table: 19

Overall Rankbased on Earning Efficiency

Regions	Net Worth Ratio	Return on Equity	Recovery %	TOTAL	AVERAGE	RANK
Central Region	1	6	3	10	3.33	3.5
Eastern Region	5	3	4	12	4.00	5
North Eastern Region	6	2	6	14	4.67	6
Northern Region	2	5	1	8	2.67	1
Southern Region	4	4	2	10	3.33	3.5
Western Region	3	1	5	9	3.00	2

(Source: NABARD)

Overall earning efficiency wasanalyzedon different parameters and found that cooperative banks working in the Northern Region are the best performers on these parameters. The second-best performer is the Western Region. The worstperformers on these parameters are the North Eastern Region, The Average scores of both Southern and Central Regions are the same so given average is 3.5 score to both regions.

Table: 20

ONE WAY ANOVA TEST

SUMMARY

Groups	Count	Sum	Average	Variance
Central Region	3	10	3.333333	0.333333
Eastern Region	3	5	1.666667	0.333333
North Eastern Region	3	18	6	0

Northern Region	3	13	4.333333	0.333333
Southern Region	3	10	3.333333	2.333333
Western Region	3	7	2.333333	5.333333

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	35.16667	5	7.033333	4.869231	0.011544	3.105875
Within Groups	17.33333	12	1.444444			
Total	52.5	17				

From the test,the study shows that the $F_t > F_c$ when the P value is 0.011544. So, the test rejects the null hypothesis, and alternate hypothesis is accepted that there is a difference in the Management efficiency of state cooperative banks between the banks of different regions.

[E] **LIQUIDITY RATIO**

a. Liquid Asset to Total Deposit: The liquid asset to Total deposit ratio reflects the liquidity position of the bank and it is also called the current ratio. It should not be less than 1% and generally 2-3 % of the bank is generally considered as good.

$$\textit{Liquid Asset to Total Deposit Ratio} = \frac{\textit{Liquid Asset}}{\textit{Total Deposit}} \times 100$$

Table: 21

Liquid Asset to Total Deposit

Regions	2017	2018	2019	2020	2021	2022	Total	Average	Rank
Central Region	6.92	6.87	12.92	4.95	6.16	7.95	45.77	7.63	3
Eastern Region	6.74	5.67	6.54	4.28	4.84	11.51	39.57	6.60	5
North Eastern Region	15.02	11.57	7.49	7.37	8.38	8.78	58.61	9.77	1
Northern Region	7.23	7.28	7.29	5.02	7.56	6.44	40.83	6.80	4
Southern Region	9.35	8.03	11.20	5.04	7.05	8.18	48.85	8.14	2
Western Region	5.34	6.20	5.18	3.61	4.31	4.38	29.01	4.84	6

(Source: NABARD)

b. C-D Ratio: The credit to deposit ratio measuresthe percentage of deposits given out as a loan by a bank. A lowcredit-to-deposit ratio indicates poor credit growth as compared to deposit growth. It should be 70% or higher.

$$C - D\ Ratio = \frac{Credit}{TotalDeposit} \times 100$$

Table: 22

C-D Ratio

Regions	2016	2017	2018	2019	2020	2021	Total	Average	Rank
Central Region	126.19	128.11	113.41	110.46	106.89	100.12	685.18	114.20	2
Eastern Region	98.86	97.51	89.51	84.04	98.58	106.37	574.87	95.81	5
North Eastern Region	41.93	43.25	51.82	60	57.46	58.39	312.85	52.14	6
Northern Region	122.17	125.45	131.01	127	118.84	110.45	734.92	122.49	1
Southern Region	108.13	113.19	127.27	91.16	89.5	98.35	627.6	104.60	3
Western Region	99.7	106.9	112.3	94.46	97.25	103.61	614.22	102.37	4

(Source: NABARD)

It isevident that except North Eastern Region, all state cooperatives of the regionqualifyfor the basic criteria of having 70% of the credit growth. Northern Region excels in this category.

c. CASA: CASA is a Current account&savings account deposit. Banks provide no interest on current accounts& a very low interest on saving accounts making CASA a less expensive revenue stream for a bank. If a bank has a high CASA ratio means banks have good operating efficiency.

$$CASA = \frac{Current\ Deposit + Saving\ Deposit}{TotalDeposit} \times 100$$

Table: 23

CASA

Regions	2017	2018	2019	2020	2021	2022	Total	Average	Rank
Central Region	9.14	7.22	7.67	4.65	4.79	5.13	38.60	6.43	6
Eastern Region	9.68	9.26	11.00	11.23	12.19	10.69	64.05	10.67	1

North Eastern Region	7.06	8.19	10.46	11.35	11.39	12.23	60.67	10.11	2
Northern Region	8.30	10.46	9.95	10.21	8.23	9.17	56.32	9.39	3
Southern Region	6.31	6.43	10.36	7.30	4.90	5.35	40.65	6.78	5
Western Region	7.32	8.67	7.18	6.80	7.10	7.23	44.30	7.38	4

(Source: NABARD)

On the casa parameter Eastern Regions holds the 1st position followed by North Eastern Region and region of state cooperative which got least rank i,e 6 is Central Region whose CASA Ratio is continuously decreasing year by year.

Table: 24

Overall Rankbased on Liquidity Ratio

Regions	Liquid asset to Deposit	C-D Ratio	CASA	Total	Average	Rank
Central Region	3	2	6	11	3.67	4.5
Eastern Region	5	5	1	11	3.67	4.5
North Eastern Region	1	6	2	9	3.00	2
Northern Region	4	1	3	8	2.67	1
Southern Region	2	3	5	10	3.33	3
Western Region	6	4	4	14	4.67	6

(Source: NABARD)

ONE WAY ANOVA TEST

Table: 25

SUMMARY

Groups	Count	Sum	Average	Variance
Central Region	3	11	3.66666667	4.33333333
Eastern Region	3	11	3.66666667	5.33333333
North Eastern Region	3	9	3	7
Northern Region	3	8	2.66666667	2.33333333
Southern Region	3	10	3.33333333	2.33333333
Western Region	3	14	4.66666667	1.33333333

ANOVA

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	7.16666667	5	1.43333333	0.37941176	0.853395178	3.105875239
Within Groups	45.3333333	12	3.77777778			
Total	52.5	17				

In the test F tabular value is less than F_c critical at a lower value of P (0.853395178)accepting the null hypothesisthat there is no significant difference amongregions.This means there is no noteworthy difference between the Earning Efficiency of state cooperative banks working in different regions of India.

Table: 26

COMPOSITE CAMEL ANALYSIS

Regions	C	A	M	E	L	Total	Average	Rank
Central Region	5	4.5	3.5	3.5	3	19.5	3.9	5
Eastern Region	4	3	1	4	4	16	3.2	4
North Eastern Region	6	5	6	5	4	26	5.2	6
Northern Region	1	1	5	1	2	10	2	1
Southern Region	3	4.5	3.5	3.5	1	15.5	3.1	3
Western Region	2	2	2	2	5	13	2.6	2

After analysing overall ranks on the basis of CAMEL Parameter, average rank of each region has been calculated and final rank is given to all the regions. Northern region gets the 1st rank in composite CAMEL analysis and North Eastern Region gets 6th rank.

Table: 27

ONE WAY ANOVA TEST

SUMMARY						
Groups	**Count**	**Sum**	**Average**	**Variance**		
Central Region	5	19.5	3.9	0.675		
Eastern Region	5	16	3.2	1.7		
North Eastern Region	5	26	5.2	0.7		
Northern Region	5	10	2	3		
Southern Region	5	15.5	3.1	1.675		
Western Region	5	13	2.6	1.8		
ANOVA						
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**
Between Groups	30.96667	5	6.193333	3.891099	0.010048	2.620654
Within Groups	38.2	24	1.591667			
Total	69.16667	29				

In the table, the F tabular value is greater than F_c critical at a lower value of P (0.010048) and fails to accept the null hypothesis. Thus, the Null hypothesis is rejected that there is no difference between the regions. This means there is a difference between the overall camel ratio of state cooperative banks working in different regions of India.

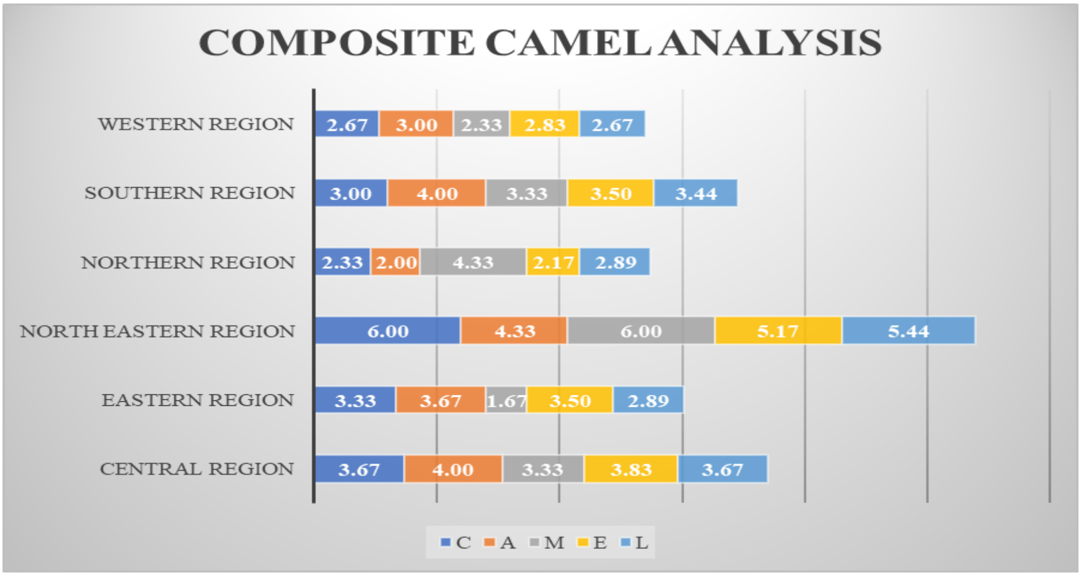

Fig. 1: Showing Composite CAMEL Average of State Cooperative Banks Working in Different Regions.

Composite Camel Analysis is the performance ratio of all state cooperative banks working in different regions. It is noticeable that the lesser the average percentage better the bank is.

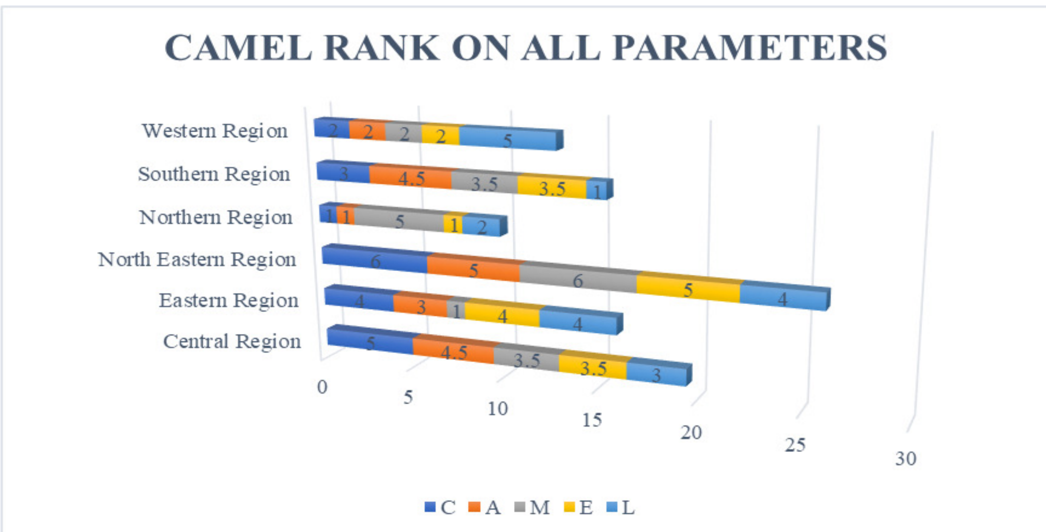

Fig. 2: Graph Showing CAMEL RANK of State Cooperative Banks Working in Different Regions.

The graph shows the rank of banks on different parameters of the CAMEL Model. Ranks have been awarded to the banks as per their performance from 1 to 6. Where rank 1 is for the best and 6 is for the worst.

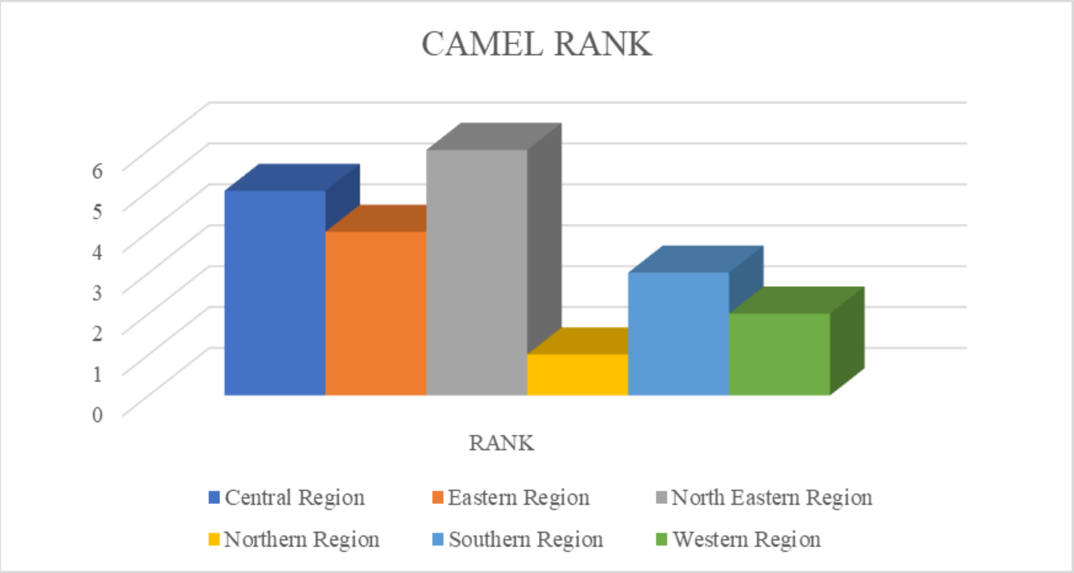

Fig. 3: Showing Overall RANK of State Cooperative Banks Working in Different Regions.

■ CONCLUSION:

The effective use of resources is becoming increasingly significant and crucial in the context of globalization, where competition is growing daily. Cooperative banks must perform well in terms of outcomes, productivity growth, and sustainability to survive. When it comes to co-ops, it's crucial to make the most of all the resourcesincluding human capital and infrastructureto assist them in competing with other commercial banks and contribute significantly to the goals of financial inclusion. However, the efforts of the government and recent changes in the policies helped these banks to outperform in their objectives to strengthen rural India.The studyfinds that the Northern Region is excelling in many parameters but the state cooperative banks working in the North Eastern Region need serious attention in almost every parameter of the CAMEL approach. They need to assess the cause of such a dreadful performance.In conclusion, the performance of cooperative banks in India lies in their historical commitment to rural development, financial inclusion, and socio-economic empowerment. As pillars of financial support for the agrarian community, these banks continue to evolve, embracing innovations and navigating challenges to fulfill their crucial role in fostering inclusive economic growth and sustainability.

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Situations of uncertainties for home buyers Primary Issues to Cater – RERA Act, 2016

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Abstract

This article is all about the primary concerns faced by the home buyers because of the unregulated sector for which the RERA Act, 2016[31] has been enforced. The act aims to provide transparency and accountability, protecting buyers from issues like project delays, diversion of funds, and one-sided contracts. Despite these regulations, home buyers still face numerous challenges, such as difficulty in loan disbursement, issues with credibility scores, premature lump-sum payments to builders, and construction delays due to various factors. The lack of a single-window system for government sanctions exacerbates these problems, leaving buyers in financial distress. The article underscores the need for effective regulation and streamlined processes to safeguard buyers' interests and promote the real estate sector's growth.

Keywords: Home Buyer, Builders, RERA Act, Builder Complaints

In India, our society considers a house as a worth full asset and every earning member of the family is duty bound to buy a residential unit for the family as & when an individual has attained certain savings and is capable of taking a loan from a financial institution based on his regular income. This decision as one of the biggest in terms of value, involves an individual's savings till date, maximum loan amount which he can borrowed from any financial institution based on his future regular income by mortgaging the asset involved. An earning member for taking the biggest decision in terms of value relies upon flashy advertisement by the builders, the sales team of the builders or majorly the brokers who are not quailed enough to guide the individual all the factors which needs consideration for taking such an important decision of his lifetime. Thus the most valuable decision is taken based on the fishing net i.e. the

advertisement and aggressive pursuance of the broker who is not capable enough to guide the decision maker.

That the Hon'ble Bombay High Court[4] has also reinstated the above as under:

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182. The real estate sector has largely been opaque, with consumers often unable to procure complete information, or enforce accountability against builders and developers in the absence of effective regulation. The biggest fallout affecting the sector has been (1) the delay in project completion; (2) diversion of funds collected from buyers, (3) one-sided contracts due to power asymmetry; (4) reneging on contractual commitments by both the developers and the buyers; and (5) constraints in financing and investment options available to the sector, thereby affecting its long-term growth.

That in an recent article the issue is quantified to 5,75,000 residential units being delayed across 7 cities valuing at 4,64,300/- crore since 2013.[5]

Primary Issues

1. The buyer has paid the booking amount to the builder and thereafter processes the loan which is eventually after all compliances not disbursed due to issues catering to any document which is mandatory but the builder was not provided within a stipulated time period. The loan application is cancelled on that ground and the buyer is not being refunded the booking amount by the builder. The booking amount is not huge enough to cater the litigation process and the cost involved in the process and thus the buyer is left at the builder's mercy to be refunded or not.
2. Continuing the above, the loan is not sanctioned due to the credibility score (CIBIL) of the buyer or his uncertain income or due to any reason wherein the financing institution does not find the income of the buyer suitable enough to be sanctioned a loan. Here also the booking amount is not huge enough to cater the litigation process and the cost involved in the process and thus the buyer is left at the builder's mercy to be refunded or not.
3. That further once a loan is sanctioned and disbursed to the builder under various flashy scheme wherein mostly the financing institution and the builder are partners, not as per the construction linked plan/phases but in lumpsum, an amount catering to 80-90% of the total cost is received at the builders end for an asset which is yet to come up in reality, on the basis of the future regular income of the buyer who is liable for paying the EMI's till the closure of the loan. This act by the financing institution of disbursing the lumpsum amount without proper due diligence and against the RBI guidelines[6] makes the builder at extreme dominant position as he has already received all the monies and the buyer at his mercy in all respect.
4. Now as we all know the there are various agencies and authorities from which various sanctions and no objection certificates is required to proceed for the construction activities which may genuinely be shut down completely or can't be commenced due to lack of the above. In this case also the EMI by the buyer has to continue keeping him in lurch and mental agony till the construction is commenced or resumed, which may be an indefinite date as in many cases.
5. The construction at various sites is stalled due to genuine farmer agitation or litigation on compensation by them at various courts.
6. That further the construction at various sites is stalled due to the issues not resolved by the government authorities, which may eventually lead to litigation for the same

for an indefinite period.

7. The allottee who is not at fault in any respect and who has paid approximately 80-90% of the amount of the unit through self and financing, is left in lurch due to the aforesaid reasons for an indefinite period who is liable to bear the rent of his current accommodation and simultaneously bound to pay the EMI as well. He is not qualified for moratorium period for the rental or the EMI payment till the possession of the unit booked. It is a fact, an upper middle earning member living at any metro cities buys a unit of more than what he can afford a his dream house "Ghar to ek hi baar lena hai" and once this decision goes wrong without any fault of his, enters him in a financial debt trap which is tough to overcome even during his lifetime.
8. If being lucky, the allottee turns his status of being an owner by title of the unit enjoying possession, there are n number of construction issues probably with almost all the builders which he cannot decide or get rectified by self and has to communicate eventually and is again at the mercy of the builder for the same. This makes him helpless and extremely frustrating at his end.
9. Now the burden of all the propped up issues can't be imposed on the builders itself, the government sanctioning authorities are many a times found to be the main culprit which has come to light eventually. The non-establishment of single window system for all sanctions required within a stipulated time period is an indirect culprit for the cause affecting all and majorly the allottee who has dreamt of his own accommodation and trusts the builders, financing institution, sanctioning and various allied government authorities for the same.
10. The allottee if capable to fund his own litigation and find a suitable counsel with integrity to contest his case, eventually bears the brunt of civil litigation[7] time taking process to get the relief achieved.

Conclusion

Thus the Act has to justify itself in all respect as it caters to the issue wherein the home buyer has taken the most important decision of his lifetime involving a high value transaction wherein all his savings are spent and he has taken a loan of the maximum value possible for his dream house. Simultaneously, the promotion of this sector has to be monitored precautionary by their respective authorities as it creates major employment for across skilled and unskilled population and is a backbone for many industries dependent on this sector itself. The RERA Act, 2016, must effectively protect home buyers who have made significant financial commitments based on their lifetime savings and maximum possible loans. It is crucial for the act to address the primary issues faced by buyers, such as non-refundable booking amounts, premature loan disbursements, and construction delays. The absence of a single-window system for government sanctions exacerbates these challenges, leading to prolonged litigation and financial distress for buyers.

To safeguard buyers' interests, there must be strict enforcement of regulations and accountability for builders and financial institutions. This includes ensuring that loans are disbursed in accordance with construction-linked plans and that buyers are protected from the consequences of project delays and legal disputes. Additionally, the establishment of a streamlined sanctioning process for construction projects is essential to prevent undue delays caused by bureaucratic inefficiencies.

Moreover, the act should promote the real estate sector's growth by creating jobs and supporting industries that depend on it. By providing a fair and transparent regulatory framework, the RERA Act can help restore confidence among home buyers and foster a more stable and prosperous real estate market in India. Effective regulation and streamlined processes are vital to achieving these goals and ensuring the long-term sustainability of the sector.

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Corporate Criminal Liability: Development and Issues of the Modern Legal Environment

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Abstract:

The principle of corporate criminal liability is one of the most promising modern trends in the development of modern legal systems due to the expansion of the corporations' influence. This article aims to explore the scholarly discourse on the subject ranging from the evolution of the concept of corporate criminal liability, the use of corporate criminal liability in different regions of the world, and the problems it poses to conventional criminal law.

Keywords: Corporate, Criminal Liability, IPC, CPC

In the period before the emergence of the modern law of corporations, common law did not consider a corporation criminally responsible since it had no physical form or mental capacity to possess the criminal intent known as mens rea. However, this concept developed during the nineteenth century, first for regulatory infractions, and then for other felonies. The case of Salomon v. Salomon & Co Ltd. (1896)[3] laid the foundation regarding the separation of corporate entity personality that led to the acknowledgment of involving corporate criminal liability.

Theoretical Foundations:

The rationale for this is found on the basis of corporate criminal liability which was premised on the argument that the corporation being a legal person, can commit crime through its corporate actions. The principle of respondeat superior in which employers are made legally liable for wrongs committed by their agents within the course and scope of their work has been adopted in criminal law in many jurisdictions.

Comparative Analysis:

1. United States: The US has a highly developed system of holding corporations for

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criminal liability with the use of respondeat superior in a very broad form. An organization can be penalized for a crime that an employee performed as part of his/ her work and at least in part for the benefit of the organization.

2. United Kingdom: The initial position of the UK was fairly prescriptive, however, they have gradually extended the concept of corporate criminal liability. The "identification principle" or "directing mind theory" holds a corporation liable for the mens rea of its senior management.
3. Australia: Australia has adopted some advanced concepts, one being the "corporate culture" concept, that determines if the corporate culture of the company endorsed or condoned the crime.
4. India: India has transitioned from an outright rejection of corporate criminal liability towards a gradual acceptance of the concept. The Supreme Court in Iridium India Telecom Limited v. Motorola Inc.[4] has ruled that corporations cannot escape criminal prosecution because of the absence of mens rea.

Challenges and Debates:

1. Mens Rea: A major issue that still poses considerable difficulty is figuring out how the act of credit for mental states can be assigned to a non-human subject.
2. Punishment: Classic criminal penalties such as imprisonment do not work when applied to organizations, which means that it is doubtful whether they will serve as an effective deterrent.
3. Collateral Consequences: Legal action against a business entity is also never good for corporate citizens because it affects the employees and the shareholders to be charged with crimes they did not commit.
4. Prosecutorial Discretion: The decision to prosecute a certain corporation or certain individuals within the corporation is not an easy one and is often a subject of controversy.

Future Directions:

As corporate structures become more complex and globalized, there is a need for:

1. Convergence of laws regulating corporate criminal liability in different legal systems.
2. There should be an enhancement of the models applied when apportioning blame to corporations.
3. Designing new and specific sentencing tariffs for the organizations involved in such offenses.
4. Improved structures and processes for cooperation with other countries for the prosecution of corporate crime.

Conclusion:

The concept of corporate criminal liability has developed over and over again from its inception in the history of common law. Though it plays an important function in controlling corporate conduct, practical difficulties still persist regarding it. The further evolution of this field will have to also address the questions of corporate governance while taking into account the functional and metaphysical difficulties of applying criminal law to legal persons.

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4. Iridium India V. Motorola Incorporated & Otrs., 20 October,2010, CA No. 688 of 2005

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Depiction of Non-Indian Women by Indian Women Novelists

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It is natural that the Indian English writers should dwell on the cultural and psychological upheavals and the reaction and responses that emerge as the result of the East meeting the West. The women writers, with their sensitive perception of the human bondage tackle the situation from the perspective of the relationship between man and woman in or out of marriage which, naturally, is most intimate and hence most complex. The problems of the expatriates, their psychological turmoil and cultural schizophrenia are dealt with great insight and understanding.

The characterization of non-Indian women, English, American, and Hungarian, as they emerge in the novels of the women writers is remarkable in that they are as different from one another as any human being can be from another. Similarities in character and situation do occur but provide no occasion to brand them as types. It is fascinating to observe that though they are distinguished by individual traits, they share certain common qualities, in the sense that they belong to certain identifiable categories as ultra modernists, non-conformists, conformists and introverts.

What is most remarkable is the psychological insight, the familiarities, and the ease with which these women are portrayed. The obvious explanation is that the writers' personal experience and firsthand knowledge must have gone into the making of these characters.

Ruth Prawer Jhabvala, who is European by birth, is an Indian by adaptation through marriage and understanding of India. Study of expatriates in India and the influence of India on the Europeans can be said to be her specialization. Kamala Markandaya, who is an Indian by birth and has married an Englishman and settled abroad, has the advantage of being equally familiar with both the cultures. This is evident in the portrayal of her Indian as well as English characters. Nayantara Sahgal has the advantage of coming from the family of Nehrus and her education abroad and access to high political circles have provided her the necessary familiarity and understanding of the West. Anita Desai who was born of a German mother and a Bengali father is said to represent "*the finest blend of Indian and European*

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sensibility" (Sharma: 1981:11).

Judy in Jhabvala's *A Backward Place,* Sarah in Desai's *Bye- Bye Blackbird,* and Rose in Sahgal's *Rich Like Us* have common quality, namely the oriental gentleness and forbearance. These three women marry Indian men for love, and stick to them in spite of the testing times they have, due to the tantrums of temper and fits of emotion their men display.

Judy tries her best and almost succeeds in adapting herself to Indian ways. Her positive attitude helps her accept the challenges of life. Her readiness to identify herself with the lower middle class Indian family in which she lives gives her a sense of belonging and saves her '*English pragmatism and Anglo-Saxon coolness'* (Bai: 2000:107) but these very qualities, instead of working as barriers in her coming closer to her people, help her put up with Bal's childish irresponsibility and impractical optimism. She retains her English qualities like imperturbability and cool composure while adapting Indian way of living and dressing. She is happy in her home which has not even a sofa because she finds it just the opposite of the house she lived in as a girl with her parents, "*the tight little house with the doors and curtains firmly shut to keep the cold and strangers out"* (Jhabvala:1980:39). Judy enjoys the open life in India and finds in her home '*a refuse from loneliness, insularity and psychological disintegration that has overtaken her mother in Britain*' (Gooneratne: 1991:159). She is cautious, hard-working and realistic to the core. Her maturity of mind and balanced behaviour check Bal's childish pranks and unsteady attitude. She sticks to her decision to work in spite of Bal's protests and theatrical outbursts. She loves him so much that '*she likes him even when she was quarrelling with him'* (Jhabvala: 1980:222-23).

After much deliberation Judy finally agrees to go to Bombay with Bal, leaving behind the security of her job and regular income. Her first reaction to Bal's suggestion to go Bombay, however, was rebellion. Her English self sprang to the surface. She "felt herself so very adult and sensible, and very English. English people did not behave like that; they didn't on the whim of the moment give up everything they had and go wandering off in search of no one knew what." (Ibid: 219). Bhauji's religious faith and spiritual peace provided her with an answer to her fears and doubts regarding their future. So she accepts to face the challenge by consoling herself that she can find a job in Bombay though it "*would mean running around, the way she had to wait about in people's offices and be told 'no' many times over, but even that would not be so bad. She had done it before, she could do it again*." (Ibid: 223). Like Rukmani in Kamala Markandaya's *Nectar in a Sieve,* Judy has the courage to accept, which should not be taken to be passivity. It is Judy's love for Bal and her readiness to adapt and accept, that help her to be happy and contended in the face of adversity and want too.

Sarah in Anita Desai's *Bye-Bye Blackbird* is caught in an entirely different situation. Having married Adit Sen, an Indian working in London she tries her best to change herself to suit the taste of Adit. The Sarah who grinds spices, prepares Indian curries which she never cares to eat, listen to Sitar music and entertains Adit's Indian friends is different from the Sarah who sends out bills, takes the cheque, and keeps order in the school in her capacity as the Head Secretary. She lives on two planes and feels that she is playing two roles.

She goes through the agony of loss of identity silently. Adit once observes it and realizes it to be an anguish of loneliness and feels it "absurd to call her by any name: she had become nameless, she had shed her name as she had shed ancestry and identity and sat there staring as though she watched them disappear." (Desai: 2005:34). She is victim of cultural schizophrenia having no command over these two charades she plays each day, one in the morning at school and one in the evening at home. In her "*there is a real split, a real dilemma, a real suffering, but she triumphs over all these.*" (Prasad: 1981:64) She longs to be herself, to step off the theatre and enter the real world "*whether English or Indian, she not care, she wanted only its sincerity, its truth.*" (Desai: 2005:90) Sarah's desire to keep her marriage to an Indian to herself is not to be mistaken as her dislike for India. She has a fascination for India and in fact has expected Adit to fill her arid life with so many relations and attachments, pictures and stories, legends and promises. She ventures to construct her India silently. When she tells Mrs. Miller, "*I feel I know India well already….. I feel if I went there I wouldn't find it strange at all,*" (Ibid: 90) she means it.

Adit's suddenly turned on Anglophobia makes him go to pieces and shatters her peace. This happens at crucial moment when she was pregnant. She puts up with his irritability and bad temper with admirable patience. Sarah is prepared to do anything, sacrifice anything in order to maintain a semblance of order and discipline in her house, in her relationship with him. Adit who is aware of her oriental gentleness and submissiveness becomes authoritative, and demanding. His arbitrary decision to leave for India shakes off her composure. Sarah does not regret leaving England, but is torn at the thought of losing her English self.

In her characteristic vein, Anita Desai has created Sarah as a gentle, silent, hyper-sensitive woman given to introversion. In spite of raging emotion within her, she keeps a façade of cool composure.

Rose in Sahgal's *Rich Like Us* comes to India to live with Ram L. Surya, an Indian businessman, after marriage**.** Hers is a strange predicament in that she marries Ram knowing that he is already married. She has left her home and country without a backward glance.Life with Ram, who already had a wife and child, wasnot smooth for her. Mona, Ram's first wife, creates a scene, calls relatives to her rescue and demands constant attention from Ram. Rose wishes Mona to be dead, finds it impossible to pull on, and yet sticks to him because she wants to be with Ram and feels to be in home.

Unlike Judy and Sarah, Rose does not strive consciously to adapt herself to Indian way of life. Ram's love affair with Marcella leaves Rose battered and bruised internally though she maintains passiveness. As Rose is undergoing a turbulent phase in her life, the nation too is passing through an equally disturbing experience of the imposition of emergency. Rose puts up a stiff fight against injustice. In fact fighting against injustice is a recurrent idea in Sahgal's novels. In Rose one finds a typical example of the qualities one would look for in a traditional Indian woman; qualities such as patience, forbearance, adherence to family and faithfulness. She carries on because the only thing she cannot bear under any circumstances is divorce. Her love for Ram sustains her throughout. Finally even when Ram suffers a stroke and is paralyzed for life, Rose clings to him with the same love and passion that had impelled her to marry him. The flicker or recognition his eyes sometimes show "*spoke volumes, telling her their need was mutual, that each would live only as long as the other.*" (Sahgal: 1999:34)

Rose's love has transcended the barriers of distance and nationality. Her love and consideration for Ram specifically and the whole humanity in general is what sustain her when she lives in the limbo of neither a wife nor a widow. Sahgal, through the character of Rose, shows that love knows no barriers or boundaries. It is noteworthy that Sahgal's Indian women seek divorce on the ground of incompatibility but her English Rose shows an exemplary patience.

In Markandaya's *The Nowhere Man,* Mrs. Pickering's entry into Srinivas's life turns a new page in the lives of both. His wife's death has shaken Srinivas to the roots and leaves him an utter derelict, with no interest either in business or in day-to-day life. His casual meeting with Mrs. Pickering, a divorced lady, grows into an established state. Mrs. Pickering and Srinivas, the two lonely souls, come together and in the process salve and restore each other. It turns out to be need and a fulfilment, on both sides simply achieved. With loving care and affectionate concern she starts rounding out his little by little which has become so stiff and barren. Thus she gradually becomes so much a part of his life that he can imagine neither his house nor his life without her.

Mrs. Pickering's love for Srinivas is unquestionable. She stands by him through thick and thin, does her best to spare him the agony of being treated as an unwanted man, whisks away the abusive letters without giving him a chance to know that they are there. Her calm composure, rational judgement and courage help Srinivas to come out of depression. He feels so dejected that he even contemplates committing suicide. Her calm assurance instantly provides him solace and consolation. Her love and affection for Srinivas is a proof that East and west can come together. The bridge of understanding can be built if only one cares for the other.

Helen in Markanday's *The Coffer dams*, is tough and highly individualistic. There is ruthlessness in her which matched Clinton's, her husband. She and Clinton walk on two different levels. Her concern for the poor natives is contrasted with Clinton's attitude towards them. Helen renounces her brand of memsahib as Bashiam renounces his origin- that of aborigine and this is the kinship between them. It is her great consuming curiosity and effortless identification that take Helen nearer the tribals.

Helen attempts to enlarge the scope of human understanding and tries to build bridges of understanding. Clinton finds satisfaction in construction of the coffer dams while she seeks Bashiam's friendship not to have him as an interpreter, for she can communicate with the tribals but because she sees that he belongs to them in breath and bones. Clinton's absorption with his machines and work as well as his almost inhuman lack of concern for the native workers estrange her from him and they drift apart silently but surely. Clinton's brutal attempt to posses her by force severs the last bonds and she flees to Bashiam for solace and comfort. She seeks union with him for she feels kinship with him. She assures him, "*you're not some kind of freak to me. We are alike; we're freaks only to the caste we come from, not to each other.* " (Markandaya: 2008:141) Helen's union with Bashiam involves a psychological compulsion for her, for it resolves the conflict between her inner world and the outer world. It gives her a sense of belonging and feeling of completeness. Her intimacy with Bashaim is not only complex but also paves the way for the growth of her character. She retains her European attitude, yet achieves complete understanding and identification with the natives and this redeems her in spite of her immorality.

Caroline Bell in Markandaya's *Possession*, is arrogant, ruthless, obdurate and confident but cannot be taken as representative of the English women. The role she plays in the novel is that of an aggressor, a proprietor and possessor trying to tame and mould her new-found fancy, Valmiki, an Indian artist.

The moment Caroline comes across Valmiki, a young boy artist in the wilderness of an Indian village; she decides to take possession of him. Her very first gesture of putting her arm round him after buying him from his parents is symbolic of her possessive attitude. He is like a mound of clay for her to be moulded and caressed to an image she can love. She succeeds in moulding him to suit her tastes, establishes him in art circles and exults in his success. She desires to draw continuous dividends on this investment by possessing him physically, intellectually and culturally. That she is impelled by self-interest does not go unnoticed by Valmiki. Caroline can be ruthless when her own interests are at stake. She does not hesitate to deceive Val by producing forged letters supposed to have been written by the Swami.

Caroline is supremely confident, born and brought up to be so, used to have her own way, shrewd and cunning, obdurate and adamant. At the end of the novel she is what she was at the beginning, refusing to accept defeat and arrogantly confident of her victory in the future. Her intelligence is perverted and her self-confidence blinds her. She recognises the Swami to be her adversary but does not realize that his power lies in renunciation and her weakness lies in her craving for possession. She is not a representative of the British women but symbolizes man's endless craving for power, supremacy and possession.

The portrayal of Lee, Margret and Evie in *A New Dominion* by Jhabvala shows the Westerners' attempt to grapple with the spiritual India. Three girls come to India in search of spiritual truth and peace. Lee comes to India to lose herself to find herself. Margret wants to find herself in deepest essence. She wants to have pure heart untainted by modern materialism. She comes to India as a revolt against her life at home and her family. Evie has been in India for three years with the Swami and it is all she wants. Lee and Margret seek a merging of their selves with that of Swamiji, as a symbol of India's heritage of mysticism and spiritual glory while Evie is more intensely '*identified with what she believes to be the soul of India as embodied in Swamiji.'* (Bai: 2000:119)

These three girls who have rejected the European materialistic life have come to India to take refuse and find solace in the Eastern spirituality. Unfortunately they come across a spurious Swami. Lee's search to find her own self remains unrealized but she becomes a victim of the lust of Swami. If Margret's revolt against the decadent English middle class life lands her in India, her need for self-fulfilment brings her to Swami. These three girls are running away from the vacuous aimless of English society. They look at the Swami, as a symbol of India's spirituality and seek complete identification with him. The tragedy is that they do not know they want, nor do they know where they can find it. They get confused between physical union and spiritual communion. This is the reason why they submit to the lust of Swami. The attraction they feel towards the Swami is not devoid of sexuality and that explain their jealous for one another.

A study of the non-Indian women reveals that women, irrespective of the difference in race, religion, culture and geographical situation, are prone to be emotional, sensitive and sentimental. What they long for is emotional fulfilment and stability. The predominant emotion that guides and directs the actions and lives of the Western women seems to be love and a longing for stability, as is the case with the women of the East. Women like Sarah, Judy and Rose, who are governed by the strongest emotions namely love, possess qualities like tolerance, patience and forbearance. In case of Mrs. Pickering, it is sympathy flowering into affection and love. All these women are gentle, accommodative and adjustable.

Western women sexual freedom should not be judged by Indian moral standards. Helen cannot be censored for her extra-marital relationship with Bashiam, for it is a part of her quest for fulfilment. Caroline Bell is special and strange case. The instinct to possess is a common human weakness. Caroline is diabolic and evil, an incarnation of selfishness. She appears more as a symbol than as an individual.

Jhabvala's presents the Western women in India as frustrated souls in search of peace and fulfilment. Dejected by the materialist values of the Western society, they seek anchor and refuse in Indian spirituality. Lee, Margret and Evie are such women.

Thus, it is really interesting to note the revelation that women, Western or Eastern, are lovable and loving, sensitive and sentimental, individualistic and assertive and that pride, vanity, jealousy and selfishness are weakness common to both.

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किशोरियों के शारीरिक विकास में पोषक तत्वों की भूमिका का अध्ययन

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संक्षिप्ति

पोषण उन प्रक्रियाओं का संयोजन है जिनके द्वारा कोई भी जीवित प्राणी भोज्य पदार्थों को प्राप्त कर पोषक तत्वों का उपयोग शारीरिक कार्यों को सम्पन्न करने के लिए, वृद्धि के लिए तथा इसके घटकों के पुनर्निर्माण के लिए करता है। पोषण का अभिप्राय उस शक्तिमान प्रक्रिया से है जिसमें लिए गए भोजन का उपयोग शरीर को पोषण प्रदान करने के लिए किया जाता है।

बीज शब्द : पोषक तत्व, किषोर, उम्र, कमी

भारत 25.30 करोड़ किशोर-किशोरियों (10 से 19 वर्षों तक) का घर है। हम एक चौराहे पर खड़े हैं जहाँ दोनों संभावनाएँ है - हम एक पूरी पीढ़ी की क्षमता खो सकते है या उनको पोषित करके समाज में बदलाव ला सकते हैं। जैसे-जैसे किशोर बड़े होते हैं, उनके आस-पास का वातावरण भी बदलता है और हम सबको मिलकर किशोरावस्था की उम्र में अवसरों को सुनिश्चित करने की जरूरत पड़ती है। किशोरावस्था पोषण की दृष्टि से एक संवेदनशील समय होता है, जब तेज शारीरिक विकास के कारण पौष्टिक आहार की माँग में वृद्धि होती है। किशोरावस्था के दौरान लिए गए आहार संबंधी आचरण पोषण संबंधी समस्याओं में योगदान कर सकते हैं, जिसका स्वास्थ्य एवं शारीरिक क्षमता पर आजीवन असर रहता है।

भारत में किशोरों का एक बड़ा भाग 40 प्रतिशत लड़कियाँ और 18% लड़के एनीमिया (रक्त की कमी) से पीड़ित है। किशोरों में एनीमिया, उनके विकास, संक्रमणों के विरुद्ध प्रतिरोध-शक्ति तथा ज्ञानात्मक विकास और कार्य की उत्पादकता को प्रतिकूल रूप से प्रभावित करता है। इस समस्या की प्रतिक्रिया में, केन्द्रीय स्वास्थ्य एवं परिवार कल्याण मंत्रालय (एमओएचएफडब्लू) ने जनवरी 2013 में एक राष्ट्रव्यापी साप्ताहिक आयरन एवं फोलिक एसिड आपूर्ति (वीकली आयरन एवं फॉलिक एसिड सप्लिमेंटेशन (डब्लूआईएफएस)) कार्यक्रम की शुरुआत की थी। यह कार्यक्रम विभिन्न भारतीय राज्यों में किशोरियों में एनीमिया का समाधान करने के लिए यूनिसेफ द्वारा आयरन एवं फोलिक एसिड (आईएफए) की साप्ताहिक आपूर्ति पर मार्गदर्शी (पायलट) और कई चरणों वाली योजनाओं में वृद्धि के माध्यम से 13 वर्षों के प्रमाणिक अनुसंधान को आगे बढ़ाता है। इस योजना के अंतर्गत, प्रदान की जाने वाली सेवाओं में सम्मिलित हैं। सप्ताह में एक बार आयरन

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2. असिस्टेंट प्रोफेसर, एम.एम. कॉलेज दरभंगा।

एवं फोलिक एसिड की आपूर्ति करना, वर्ष में दो बार पेट के कीड़ों (कृमि) की दवाई देना और पोषण के बारे में परामर्श देना, जैसे कि आहार को कैसे सुधारा जाये, एनीमिया की रोकथाम करना तथा आईएफए सप्लिमेंटेशन और कृमि-निवारण औषधियों के संभावित दुष्प्रभावों को कम करना।

भारत के 14 मुख्य राज्यों में, जिसमें कुल मिलाकर भारत की 88 प्रतिशत किशोरियाँ निवास करती हैं, साप्ताहिक आयरन और फोलिक एसिड आपूर्ति कार्यक्रम को लागू करने में सहयोग के लिए पसंदीदा साझेदार रहा है। इन क्षेत्रों के केंद्रबिंदु हैं। सम्मिलित योजना और विकास के लिए प्रोटोकॉलों का क्रियान्वन, प्रशिक्षण के साधनों का विकास, क्षेत्र में काम करने वालों (फील्ड वर्क्स) की क्षमताओं का निर्माण, क्षेत्र विशेष में निरीक्षण को विकसित करना, तथा समीक्षा यांत्रिकियों के जानकारी तंत्र, प्रसार युक्तियों को विकसित करना और बड़े स्तर पर जागरूकता के लिए सामग्रियाँ तैयार करना। पोषण अभियान 2018-20 की राष्ट्रव्यापी शुरुआत से वर्ष 2018 में किशोरों के पोषण के प्रति राजनैतिक एवं कार्यक्रम संबंधी नई शक्ति का संचार हुआ।

भारत में, 10-19 वर्ष की आयु के किशोर और युवा कुल जनसंख्या का लगभग एक-चौथाई हिस्सा हैं। उन पर सर्वाधिक ध्यान दिए जाने की आवश्यकता है, क्योंकि वह गरीबी, अन्याय और अभाव के चक्रों को तोड़ने की क्षमता रखते हैं।

ग्रामीण क्षेत्रों और कम आय वाले परिवारों के अशिक्षित या अकुशल माता-पिताओं वाले बड़े परिवारों में अपर्याप्त पोषण अधिक पाया जाता है। विशेष रूप से शहरी निवासियों और धनवान परिवारों में, बदलते आहार के आचरण एवं शारीरिक गतिविधि के स्तर के कारण अधिक वजन और मोटापा भी उभरती हुई समस्याएँ हैं। चिकनाई और चीनी से भरपूर प्रोसेस्ड भोजन का उपयोग बढ़ रहा है और किशोरवय एवं वयस्क दिन-प्रतिदिन आलसी होते जा रहे हैं। किशोरवय लड़कियों में अधिक वजन और मोटापा व्यस्क महिलाओं में होने वाले मोटापे से जुड़ा होता है और यह मधुमेह, रक्तचाप शिशुओं में अधिक वजन और मोटापे के खतरों में वृद्धि करता है। किशोरावस्था पोषण संबंधी कमियों, जो संभवतः प्रारंभिक जीवन में घटित होती है, को ठीक करने एवं विकास को पूरा करने और आहार संबंधी अच्छे व्यवहारों को स्थापित करने का एक अवसर प्रदान करती है।

बच्चे जब तेरह वर्ष के होने लगते हैं तो उनकी शारीरिक बनावट, हावभाव, व्यवहार विचार आदि में परिवर्तन आने लगता है। यौन अंगों का विकास इसका प्रमुख कारण होता है। प्रभावकारी तत्वों में जीन्स और हार्मोन भी आते हैं। लड़कों की अस्थियाँ लम्बी, कन्धे चौड़े और ऊँचाई तेजी से बढ़ती हैं। उनकी मांसपेशियाँ भी लड़कियों की अपेक्षा अधिक बलिश्ट होती हैं और वे अधिक शारीरिक श्रम करने योग्य होने लगते हैं। लड़कियों में लड़कों की तुलना में अधिक परिपक्वता आती है। उनकी श्रेणी की अस्थियाँ चौड़ी होने लगती हैं और कमर के भाग में मोहापन भी आने लगता है। मासिक धर्म का प्रारम्भ तथा वक्षों का विकास जैसे शारीरिक परिवर्तन लड़कियों को मानसिक स्तर पर भी विशेष रूप से प्रभावित करते हैं। मनुष्य को अपने समस्त जीवन काल में सर्वाधिक पोषक तत्वों की आवश्यकता किशोरावस्था में होती है। शारीरिक गठन तथा कार्यकलापों का अंतर लड़कों और लड़कियों की पोषकीय आवश्यकताओं को प्रभावित करता है। किशोरों के आहार में कैल्सियम का विशेष महत्व होता है, क्योंकि ये अनेक आन्तरिक क्रियाओं, अस्थियों और दांतों के विकास को प्रभावित करने के साथ-साथ मानसिक तनावों से जूझने की शक्ति भी प्रदान करता है। प्रोटीन देते समय ध्यान रखना चाहिए कि वह आवश्यक अमिनो एसिड से परिपूर्ण उच्च स्तरीय प्रोटीन हो। रक्त और तन्तुओं के लिए आहार में लौह तत्वों की उपस्थिति अनिवार्य है। लड़कियों को मासिक धर्म द्वारा हुई रक्त क्षति की पूर्ति के लिए लड़कों की अपेक्षा अधिक लौह तत्वों की आवश्यकता होती है। यही बात आयोडीन पर भी लागू होती है, अन्यथा थायराइड ग्रन्थि सम्बन्धी समस्याएँ उत्पन्न होने की आशंका रहती है, जैसे 1.

कैलोरी, 2. प्रोटीन, 3. वसा, 4. कैल्सियम, 5. लौह, 6. विटामिन 'ए', 7. थायमिन, 8. राइबोफ्लेबिन, 9. नियासिन, 10. फोलिक एसिड, 11. विटामिन बी-12, 12, विटामिन सी।

भारत और अन्य विकासशील देशों में किशोरियों के आहार सर्वेक्षण किए गये हैं, उससे यह ज्ञात हुआ है कि इनके आहार में कैलोरी, प्रोटीन, विटामिन ए, राइबोफ्लेबिन, फोलिक एसिड और आयरन की कमी रहती है। इन किशोरियों में फोलिक एसिड और आयरन की कमी के कारण से होने वाले एनीमिया के चिह्न और लक्षण स्पष्ट दिखाई देते हैं। विकासशील देशों में यह बीमारी व्यापक रूप से पाई जाती है। अतः किशोरावस्था में आहार की संतुलितता पर विशेष ध्यान दिया जाना चाहिए। जहाँ उच्च आय वर्ग में मांसल पदार्थ दूध तथा दूध से बने पदार्थ, अण्डा मछली मेवे आदि दिए जा सकते हैं वहीं दूध और प्राणिज खाद्य पदार्थों की मात्रा मध्यम आय वर्ग समूह में स्थान पाती है, जबकि निम्न आय वर्ग में अनाज मूँगफली तथा हरी पत्तेदार सब्जियों की पर्याप्तता होती है।

पोषक तत्वों में पाये जाने वाले पौष्टिक तत्वों की मात्रा

पोषक तत्व	किशोरियाँ (13 से 18 वर्ष)
कैलोरिज (किलो कै.)	2060
प्रोटीन (ग्रा.)	65-63
कैल्सियम (मि.ग्रा.)	600
आयरन (मि.ग्रा.)	28-30
विटामिन-ए (ग्रा.)	600
कैरोटीन (ग्रा.)	2400
थायमिन (मि.ग्रा.)	1
थाइबोफ्लोविन (मि.ग्रा.)	1.2
निकोटीन एसिड (मि.ग्रा.)	1.4
एस्कार्बिक एसिड (मि.ग्रा.)	4.0
फोलिक एसिड (ग्रा.)	100
विटामिन बी (ग्रा.)	1.0
विटामिन डी (इंटरनेशनल यूनिट)	200

किशोरियों में पोषण :

किशोरियों का स्वस्थ रहना आवश्यक है, क्योंकि वे ही कल माँ बनेंगी। यदि किशोरियाँ स्वस्थ नहीं होंगी तो उनकी कोख से जन्म लेने वाला शिशु भी स्वस्थ्य नहीं होगा। गर्भावस्था की नींव रखने वाली किशोरावस्था भी मजबूत होनी चाहिए। किशोरावस्था की समस्या पोषण स्तर को प्रभावित करती है। लड़कियों में यौवनारम्भ लड़कों की तुलना में दो-ढाई साल पहले होता है। अतः इस आयु में लड़कियाँ लड़कों से लम्बी और स्वस्थ लगती हैं। तेजी से लम्बाई बढ़ने के 9 से 12 महीने के बाद रजो दर्शन शुरू हो जाता है। इस अवधि में तेजी से वृद्धि होने के कारण पोषक तत्वों की आवश्यकता होती है। अतः उनके भोजन में अनाज तथा प्रोटीन जैसे दाल या दूध और मांस, मछली, अण्डा ही शामिल करना पर्याप्त नहीं होता, बल्कि हरी सब्जियाँ फल आदि भी सम्मिलित करना चाहिए। ये उनकी हड्डियाँ बढ़ाने के लिए, खून बनाने के लिए एवं नये ऊतकों के निर्माण

एवं विकास के लिए आवश्यक होते हैं।

कुपोषित किशोरियों के लक्षण

कुपोषित किशोरियों का वजन 40 किलोग्राम से कम होता है जो किषोर कुपोषित होते हैं, उनमें खून की कमी अत्यधिक देखी जाती है। जिससे उनके नाखून व होंठ का रंग पीला हो जाता है। अत्यधिक थकान महसूस होती है, धड़कन भी तेज हो जाती है, चेहरे पर सूजन आ जाती है। यह सभी लक्षण लौह तत्व और फोलिक एसिड की कमी से दिखाई देते हैं। प्रसव समय में अधिक रक्त स्राव की सम्भावना भी होती है। कुपोषित किशोरों में सामान्यत: विटामिन-ए की कमी होने की सम्भावना होती है। इसकी कमी से रतौंधी रोग हो जाता है। कुछ किशोरों को प्राय: कमर और पिंडलियों में दर्द होता है जो कैल्सियम और विटामिन बी काम्पलेक्स की कमी से होता है। जिनमें अक्सर खून बहने लगता है यह लक्षण विटामिन सी की कमी से होता है। विटामिन बी की कमी से प्राय: जीभ पर कटी फटी सी धारियाँ और मुँह के दोनों कानों पर कटाफटा सा पाया जाता है; जैसे मोटापा, 2. ऐनोरेक्सिया नर्वोसा, 3. एनीमिया, 4. अल्प पोषण।

किशोरियों में कुपोषण के दुष्परिणाम

किशोरियों में कुपोषण के हानिकारक परिणाम होते हैं, जो निम्न प्रकार से हैं -

1. किशोरावस्था के समय कुपोषित होने से शारीरिक विकास पर कुप्रभाव पड़ता है।
2. कुपोषित किशोरियाँ जल्दी थक जाती हैं वे अपनी देखभाल ठीक से नहीं कर पाती हैं।
3. कुपोषण से लम्बाई भी प्रभावित होती है, जिससे गर्भावस्था में कठिन प्रसव होने की सम्भावना बढ़ जाती है।
4. जिन किशोरियों में कुपोषण के कारण शारीरिक वृद्धि अपूर्ण रह जाती है, वे बाद में गर्भावस्था के दौरान भी कुपोषण का सामना करती हैं। उनमें कम वजन के बच्चे होने की सम्भावना अधिक हो जाती है। ऐसे कम वजन के बच्चों में बीमारी और मृत्यु का खतरा बढ़ जाता है।

स्कूल के अन्दर एवं बाहर, किशोरों की पोषण संबंधी स्थितियों को सुधारने के लिए नीतियों और कार्यक्रमों को स्थापित करने और क्रियान्वित करने के लिए पूरे भारत में कार्य करता है। हम किशोरों को स्वास्थ्यप्रद भोजन और पेय पदार्थो को चुनने, शारीरिक गतिविधि को प्रोत्साहित करने और एनीमिया की रोकथाम एवं उपचार को बढ़ावा देने में सहायता करने के लिए किए जा रहे क्रियाकलापों को समर्थन देते हैं। हम कुपोषण के मूल कारणों से निपटने के लिए शिक्षा, सामाजिक नीति, जल एवं स्वच्छता जैसे अन्य क्षेत्रों में भी कार्य करते हैं। आयरन, फोलिक एसिड, विटामिन ए और आयोडीन सहित, विटामिन और खनिज की कमियों को रोकने के लिए भोजन का सुदृढ़ीकरण एक महत्त्वपूर्ण भूमिका निभाता है।

यूनिसेफ भारत में आयरन एवं फोलिक एसिड की गोलियों के सेवन के स्तर को सुधारने और सामान्यत: उपेक्षित लोगों तक पहुँच बनाने के लिए राज्य विशेष की प्रसार नीतियों के विकास को समर्थन देता है। इस क्षेत्र में दो नए परिवर्तन जारी हैं। इनमें से पहला है, झारखण्ड के खूँटी जनपद में डब्लूआईएफएस के अनुपालन को सुधारने के लिए उल्लंघन संबंधित घटनाओं पर एक सकारात्मक वार्तालाप का निर्माण करना। दूसरा, असम में स्वयं में निहित और निजी रूप से व्यवस्थित चाय के बागानों में एनीमिया और सामाजिक प्रथाओं का समाधान करने के लिए लड़कियों के समूहों को प्रेरित करना है।

यूनिसेफ ने एनीमिया मुक्त भारत के विकास के लिए संचालित दिशा-निर्देशों और संबंधित सामग्रियों जैसे रिपोर्टिंग डैशबोर्ड तथा संचार सामग्रियों की अवधारणा का निर्माण करने और उनका संयोजन करने में

एमओएचएफडब्लू को अपना समर्थन दिया है। यह प्रयास (अनीमिया-मुक्त भारत) डिनोमिनेटर - आधारित एचएमआईएस रिर्पोटिंग, आयरन एवं फॉलिक एसिड आपूर्ति की पूर्व तैयारी रखने, अनीमिया के लिए राष्ट्रीय एवं राज्य स्तर पर उत्कृष्टता और उन्नत अनुसंधान केंद्र स्थापित करने पर जोर देता है।

तीन राज्यों (बिहार, ओडिशा और छत्तीसगढ़) में कठोर असमानताओं और अत्यधिक गरीबी से प्रभावित पाँच प्रखंडों में लड़कियों और महिलाओं पर पोषण के प्रभाव के मूल्यांकन (स्वाभिमान) को अब 14 प्रखंडों में बढ़ाया गया है। इस पहल ने एक राष्ट्रीय पुरस्कार प्राप्त किया है और अब इसका स्तर पूरे देश में पोषण अभियान के लिए एक राष्ट्रीय ग्रामीण जीविका मिशन योगदान के रूप में चरणबद्ध तरीके से बढ़ाया जा रहा है। इसके लिए, लेडी इरविन कॉलेज में एक राष्ट्रीय महिला सामूहिक केंद्र (नेशनल सेन्टर ऑफ वीमेन कलेक्टिव्स) स्थापित किया गया है ।

निष्कर्ष

किशोरावस्था की अवधि में तेजी से वृद्धि होने के कारण पोषक तत्वों की आवश्यकता अधिक होती है। अत: किशोरियों के भोजन में अनाज तथा प्रोटीन जैसे दाल या दूध और मांस, मछली, अंडा ही शामिल करना पर्याप्त नहीं होता बल्कि हरी सब्जियाँ, फल आदि भी सम्मिलित करना चाहिए। ये उनकी हड्डियाँ बढ़ाने, खून बनाने एवं नये ऊतकों के निर्माण एवं विकास के लिए आवश्यक होते हैं। किशोरावस्था में बहुत तेजी से वृद्धि होती है और इसकी समाप्ति पर व्यक्ति शारीरिक परिपक्वता के साथ-साथ यौन संबंधी परिपक्वता भी प्राप्त कर लेता है। इस अवधि में पोषक तत्वों की आवश्यकता वृद्धि की गति पर आधारित होती है। हमारे जीवन में पोषण का महत्वपूर्ण स्थान है और स्वास्थ्य रहने के लिए उचित पोषण की आवश्यकता होती है।

संदर्भ :

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2. अर्चना श्रीवास्तव (2010), स्वास्थ्य एवं रोगों में पोषणीय व्यवस्था, अग्रवाल प्रकाशन, आगरा।
3. प्रो. मंगला कानगो (1997), पोषण एवं पोषण स्तर, विश्वविद्यालय बुक डिपो, जयपुर।

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महिलाओं पर बढ़ते अत्याचार एवं महिला अधिकार का विश्लेषणात्मक अध्ययन

❍ अणु कुमारी स्नेहा[1]
❍ डॉ. दिव्या रानी हंसदा[2]

संक्षिप्ति :

महिला मानव समाज की अभिन्न एवं महत्वपूर्ण अंग है। यदि यह कहा जाए कि नर और नारी मानव समाज के एक ही सिक्के के दो पहलू है, जिन्हें एक दूसरे से अलग नहीं किया जा सकता और न ही एक दूसरे के बिना मानव समाज का अस्तित्व सम्भव है, तो अतिशयोक्ति नहीं होगी। यही कारण है कि प्राचीन काल से अब तक साहित्यकारों, समाजवैज्ञानिकों, नीति निर्माताओं, प्रशासकों एवं सामाजिक कार्यकर्ताओं के लिए नारी विमर्श अध्ययन का मूल केन्द्र रहा है। लेकिन महिलाएँ सदैव से ही हर समाज में हिंसा का शिकार होती रही हैं। भले ही हिंसा के रूपों में भिन्नता हो सकती है परन्तु उस हिंसा को महिलाएँ सहती हैं।

बीज शब्द : अत्याचार, अधिकार, सामाजिक

महिलाओं के विरुद्ध घर और बाहर बढ़ती हिंसा, सरकार और समाज दोनों के लिए गंभीर चिंता का विषय है। महिलाओं के विरुद्ध अपराधों के आँकड़े और प्रशासन की उनके बारे में कार्यवाही भी निरंतर चर्चा में हैं। इनकी रोकथाम और पीड़ित महिलाओं की सहायता के लिए सबसे पहली आवश्यकता न केवल कानून और प्रशासकीय व्यवस्था की है, बल्कि महिलाओं को ऐसी कानून व्यवस्था और सहायता सेवा देने वाली संस्थाओं की जानकारी देने की है। महिलाओं की समस्याएँ समाज में भिन्न है, भारतीय समाज में महिलाएँ शिक्षित एवं अशिक्षित दोनों प्रकार की है। पारिवारिक जीवन में सामंजस्य न केवल पति-पत्नी अपितु परिवार के समस्त सदस्यों के व्यवहार के द्वारा उत्पन्न होता है। सरकार द्वारा महिलाओं के आर्थिक, सामाजिक तथा स्वास्थ्य की स्थिति में सुधार लाने हेतु सहायता प्रदान की गई है।

भारतीय समाज तीन वर्गों में विभक्त है- उच्च वर्ग, मध्यम वर्ग एवं निम्न वर्ग। फलस्वरूप तीनों वर्गों की महिलाओं की समस्याएँ अपने वर्ग विशेष पर निर्भर करती है। भारतीय समाज में महिला-पुरुष दोनों को समान दर्जा प्राप्त है। फिर भी पढ़ी-लिखी व स्वावलम्बी महिला को न तो भारतीय समाज ने बराबरी का दर्जा दिया है और न स्वयं महिला खुद को बराबर समझने की मानसिकता बना पाई है। टूटते संयुक्त परिवारों युगल जोड़े परंपरागत बंधन तोड़कर परिवार सीमित दायरे होकर घर से बाहर निकले और दोनों काम करने लगे जिससे

1. पी-एचडी. शोधार्थी, गृह विज्ञान विभाग, ल.ना.मि.वि. दरभंगा

2. एसोसिएट प्रोफेसर, विभागाध्यक्ष, गृह विज्ञान विभाग, ल.ना.मि.वि.वि. दरभंगा

सबसे बड़ा परिवर्तन आया महिलाओं समाज मानसिकता बदलाव। पहले काम करने वाली महिलाओं हीन दृष्टि देखा जाता था, लेकिन आज परिस्थितिवश मध्यमवर्गीय लोगों का नजरिया बदलने लगा है।

महिलाओं के विरुद्ध हिंसा आज के लोकतांत्रिक समाज के लिए चिंता एवं चिंतन दोनों का विषय है, महिलाओं के विरुद्ध होने वाली हिंसा की प्रकृति को निम्न वर्गो में विभाजित कर समझा जा सकता है:

1. संज्ञेय अपराध, जैसे-हत्या, आत्महत्या, बलात्कार, एवं अपहरण।
2. घरेलू हिंसा, जैसे दहेज की मांग, पति द्वारा पत्नी की पिटाई, लैंगिक दुर्व्यवहार, विधवा, तलाकशुदा या वृद्धा को गुजाराभत्ता न देना इत्यादि; तथा,
3. सामाजिक हिंसा जैसे भ्रूण हत्या, देह व्यापार छेड़खानी इत्यादि।

सन् 2001 में जहाँ देश भर में बलात्कार के कुल 16,075 मामले दर्ज हुए थे, वहीं 2017 में यह संख्या बढ़कर 32,559 हो गयी; यानी 17 सालों में बलात्कार के मामलों में भारत में 108 फीसदी की बढ़ोत्तरी हुई एवं 2001 से 2017 के बीच भारत में कुल 4,15,786 बलात्कार के माामले दर्ज किये गए। इन 17 सालों में हर घंटे औसतन 3 महिलाओं के साथ रेप के मामले सामने आये अर्थात् पिछले 17 सालों के दौरान पूरे देश में प्रति दिन 67 महिलाओं के साथ बालात्कार हुये। एन.सी.आर.वी. रिपोर्ट 2017 में बलात्कार के केस में बताया कि ऐसे केसों में 97.5 प्रतिशत मामले में जानने वाला ही आरोपी पीड़ित को जानने वालों में से थे। हालाँकि, साल 2017 के लिए जारी किए गए आँकड़ों के अनुसार साल 2015 के मुकाबले ऐसे मामले में 2 फीसदी की कमी आयी है। रिपोर्ट के अनुसार ऐसे 30,299 मामलों में से 3,155 में आरोपी पीड़ित के परिवार का सदस्य थे बलात्कार के 16,591 मामले परिवारिक मित्र नौकरी देने वाले पड़ोसी या अन्य ज्ञात व्यक्तियों के खिलाफ थे 10,553 मामलों में आरोपियों में दोस्त ऑनलाईन दोस्त लिव इन पार्टनर या पीड़िता पूर्व पति थे।

तालिका-1.1

राष्ट्रीय अपराध रिकार्ड ब्यूरों के अनुसार बलात्कार के आँकड़े

अपराध	2004	2009	2012	2014	2015	2016	2017	2018	2019
बलात्कार	18233	21397	24923	36739	34094	38947	32559	33356	32033

राष्ट्रीय अपराध रिकार्ड ब्यूरो की हालिया रिपोर्ट से उद्घाटित हुआ है कि महिलाओं को सुरक्षा उपलब्ध कराने के बाबजूद भी 2004 में प्रतिदिन 100 महिलाओं का बलात्कार हुआ और 364 महिलाएँ यौन शोषण का शिकार हुईं। रिपोर्ट के अनुसार वर्ष 2014 में केन्द्रशासित और राज्यों को मिलाकर कुल 36,735 मामले दर्ज हुए। देश भर में वर्ष 2014-18 के बीच बलात्कार के 1.75 लाख से अधिक मामले दर्ज किए गए और इस दौरान मध्य प्रदेश में सबसे अधिक मामले सामने आए। यह रिपोर्ट राष्ट्रीय अपराध रिकॉर्ड ब्यूरों के ताजा आँकड़ों में सामने आयी इन पाँच वर्षो के दौरान देश भर में कुल 1,75,695 बलात्कार के मामले दर्ज किए गए।

तालिका-1.2

बलात्कार के आँकड़ें वर्ष 2014 से 2018 तक

राज्य	मध्य प्र.	उत्तर प्र.	राजस्थान	महाराष्ट्र	असम	दिल्ली	छत्तीसगढ़
मामलों की सं.	25259	19406	18542	15613	8889	8693	8592

नेशनल क्राइम रिकॉर्ड ब्यूरों की रिपोर्ट के अनुसार भारत में वर्ष 2018 में औसतन हर रोज 80 हत्याएँ और 91 बलात्कार की शिकायत दर्ज की जाती है एन.सी.आर.बी. के आंकड़ों के अनुसार देश में दुष्कर्म के दोषियों को सजा देने की दर सिर्फ 27.2 प्रतिशत है, जबकि 2017 में दोषियों को सजा देने की दर 32.2 प्रतिशत थी। एन.सी.आर.वी. के आँकड़े बताते हैं कि हत्या, अपहरण और महिलाओं के खिलाफ होने वाले अपराधों में पिछले साल यानी 2017 के मुकाबले बढ़ोत्तरी हुई है 2018 के आँकड़ों के मुताबिक देश में हर दिन औसतन करीब 80 लोगों की हत्या कर दी जाती है इसके साथ ही 289 अपहरण और 91 मामले दुष्कर्म के सामने आये।

साहित्य समीक्षा

नारी उत्पीड़न के संदर्भ में मासिक पत्रिका 'फैमिना' के अंक दिसम्बर 1991 के सम्पादकीय में टिप्पणी करते हुए लिखा था कि, "लगता था आजादी के बाद महिलाओं की स्थिति भी बेहतर होगी, नई शिक्षा एवं आधुनिकता समाज में जागृति लाएगी और महिलाएँ पुरुषों की तरह समाज में समान अवसर पाकर एक नए समाज की रचना में हाथ बटाएंगी, लेकिन दुर्भाग्य से वैसा हुआ नहीं। महिलाएं आगे जरूर आयी हैं, पर महिला उत्पीड़न की घटनाएँ कम नहीं हुई हैं। नतीजा यह है कि महिलाएँ आज भी अपने को असुरक्षित महसुस करती हैं। दहेज हत्याओं, बलात्कार, शारीरिक-मानसिक उत्पीड़न के चलते समाज में स्त्री-पुरुष विभाजन की एक नई स्थिति उत्पन्न हो गई है। आधुनिक कामकाजी नारी को भी अक्सर कई अवरोधों का सामना करना पड़ता है। यह भी एक सच्चाई है कि उत्पीड़न के तौर-तरीकों में भले ही फर्क हो, पर शहरी और ग्रामीण स्त्रियाँ समान रूप से अवहेलना, उपेक्षा और दमन की शिकार हो रहीं है।"

डा. डी.आर. सिंह (1981), ने अपनी पुस्तक "करंट ट्रेंड्स एंड फॉर्म ऑफ क्राइम अगेंस्ट वुमन" में भारत में महिलाओं के विरुद्ध अपराध की तुलना पड़ोसी देशों तथा विकसित एवं विकासशील देशों से की है। अपने शोध ग्रंथ में इन्होनें बताया कि यद्यपि पड़ोसी, विकसित तथा विकासशील देशों की तुलना में भारत में बलात्कार संबंधित अपराधों में कमी परिलक्षित हुई तथापि भारत में महिलाओं के अनैतिक व्यापार तथा बलात्कार संबंधी अपराध में निरन्तर वृद्धि हो रही है। उन्होंने महिलाओं के प्रति हिंसा की रोकथाम के लिए विद्यमान कानूनों का वर्तमान सामाजिक एवं राजनीतिक स्थिति के अनुरूप स्थानान्तरण करने की आवश्यकता को बताया तथा इसी के साथ महिलाओं के प्रति हिंसा के संदर्भ में जनचेतना को जागृत करने, अपराधियों का सामाजिक बहिष्कार करने, महिलाओं को उनके हित सम्बन्धी कानूनों एवं अधिकारों से अवगत कराने एवं उनकी सहायता के लिए स्थानीय जिलास्तरीय, राज्य व राष्ट्रीय स्तर पर महिला संघों की स्थापना करने जैसे सुझावों को अमल में लाने की आवश्यकता को भी प्रतिपादित किया।

जैन (2018), अपने शोध घरेलू हिंसा एवं महिला मानव अधिकार: गुना शहर की महिलाओं के संदर्भ में एक समाजशास्त्रीय अध्ययन किया है। अध्ययन के निष्कर्षो से ज्ञात हुआ कि अधिकांश महिलाएँ यह मानती हैं कि अशिक्षित होना और लिंग भेदभाव का होना महिलाओं पर होने वाली घरेलू हिंसा के लिए प्रमुख कारण है। अधिकांश महिलाएँ अपने अधिकारों के प्रति बहुत कम जानकारी रखती हैं। परिवारों में लड़कों को अधिक महत्व दिया जाता है। उन्हें सभी ऐसे गलत कार्य करने की छूट दी जाती है जो कि नैतिक रूप से गलत होते हैं। जिनका परिणाम हमें हिंसा, बलात्कार जेसे रूपों में देखने को मिलता है।

राय एवं अन्य (2015) ने अपने शोध में 'क्राइम अगेंस्ट वुमन' पर अध्ययन किया। अध्ययन के निष्कर्षों से स्पष्ट होता है कि सरकार और गैर-सरकारी संगठनों द्वारा किए गए प्रयासों के बावजूद भी पत्नियों के साथ की जा रही घरेलू हिंसा के मामलों में कमी नहीं आई है और यह समस्या सभी वर्ग, जाति, धर्म और सामाजिक-आर्थिक प्रस्थिति की महिलाओं में देखने को मिलती है।

शियोकंड (2017), ने 'क्राइम अगेंस्ट वुमन; प्रोब्लम एण्ड सजेशन: ए केस स्टडी ऑफ इण्डिया' के अध्ययन से निष्कर्ष निकाला कि समकालीन भारतीय समाज में विशेष रूप से दिल्ली बलात्कार मामले के संदर्भ में महिला के विरुद्ध होने वाले अपराधों की मुख्य व्याख्या की है। शोध निष्कर्ष के रूप में बताया की केन्द्र और राज्य सरकारों के अनेक प्रयासों के बावजूद आज भी महिलाओं के खिलाफ बलात्कार, दहेज हत्या, यौन-उत्पीड़न, लड़कियों को बेचना, छेड़छाड़ आदि अपराधों में कमी नहीं आई है। भारत में महिलाओं के खिलाफ अपराध को कम करने के लिए महिलाओं में प्रभावी और कुशल भारतीय पुलिस प्रणाली और सरकार के विधायी उपायों के प्रति जागरूकता पैदा करना सर्वात्तम उपाय है।

अध्ययन का उद्देश्य

1. महिलाओं के अत्याचार के बारे में अध्ययन करना।
2. महिलाओं अधिकार के बारे में अध्ययन करना।
3. महिलाओं की सामाजिक एवं आर्थिक स्थिति का अध्ययन करना।

शोध प्रविधि

ज्ञान के क्षेत्र में शोध कार्य अपरिहार्य है वर्तमान युग में शोध या अनुसंधान का अत्यधिक महत्व क्योंकि किसी भी क्षेत्र से संबंधित तथ्यों का प्रमाणीकरण, नवीनीकरण, एवं सत्यापन अनुसंधान के द्वारा ही किया जा सकता है। प्रस्तुत अध्ययन में महिलाओं पर बढ़ते अत्याचार से सम्बन्धित वास्तविक एवं विश्वसनीय आँकड़ों को प्राप्त करने के लिये प्राथमिक एवं द्वितीयक दोनों प्रकार के आँकड़ों को एकत्र कर पूर्ण किया गया है। प्राथमिक आकड़े साक्षात्कार अनुसूची द्वारा एकत्र किये गये हैं जबकि द्वितीयक आँकड़े महिलाओं पर हो रहे अत्याचार से संबंधित विभिन्न प्रकाशित अप्रकाशित पुस्तकों, शोध पत्र-पत्रिकाओं, समाचार पत्रों, आदि से एकत्र कर प्रयोग किये गए हैं।

उपकल्पना

1. महिलाओं पर बढ़ते अत्याचार का मुख्य कारण समाज का पुरुष प्रधान होना है।
2. महिलाएँ अपने अधिकारों को सही ढ़ंग से उपयोग नहीं कर पाती हैं।
3. महिलाओं में बढ़ते अत्याचार का कारण सामाजिक एवं आर्थिक समस्याएँ भी है।

अध्ययन का क्षेत्र एवं जनसंख्या

अध्ययन हेतु बिहार स्थित दरभंगा जिला का चयन किया गया है। दैव निदर्शन की सुविधात्मक विधि के आधार पर शोधार्थी ने दरभंगा नगर के 100 महिलाओं का चयन किया, जिससे महिलाओं पर बढ़ते अत्याचार के संबंध में साक्षात्कार किया गया है।

तालिका-1.3

महिलाओं पर बढ़ते अत्याचार एवं अधिकार

क्रम	कथन	पूर्ण असहमत	असहमत	पता नहीं	सहमत	पूर्ण सहमत
1.	महिला के विरुद्ध हिंसा अपराध की श्रेणी में आता है।	00	03	02	27	72
2.	लड़कियों द्वारा छोटे कपड़े पहनना हिंसा का प्रमुख कारण है।	43	48	04	06	03

3.	हिंसा के विरुद्ध महिला सशक्तीकरण से संबंधित कानूनों का प्रभाव	01	14	13	67	09
4.	महिलाएँ अपने अपने मौलिक एवं कानूनी अधिकारों से अवगत है।	03	48	05	43	05
5.	मादक पदार्थों का प्रयोग महिला हिंसा को बढाता है।	05	24	09	54	12
6.	विश्व महिला वर्ष 1975 में घोषित हुआ।	01	04	47	30	22
7.	घरेलू हिंसा अधिनियम 2005 से घरेलू हिंसा में कमी आयी।	11	43	13	34	03
8.	पारिश्रमिक अधिनियम से महिलाओं और पुरुषों के वेतन में समानता आई है।	08	47	11	38	00
9.	लिंग भेदभाव हिंसा का प्रमुख कारण है	04	06	06	54	34
10.	महिलाओं का अशिक्षित होना उनके साथ हिंसा होने का प्रमुख कारण हैं।	6	37	01	41	19
11.	महिला हिंसा के विरुद्ध पुलिस प्रशासन की सहायता लेनी चाहिए।	00	02	01	43	58
12.	हिंसा विशेष रूप से एक प्रकार का यौन शोषण है।	02	20	07	46	29

शोधार्थी ने प्रश्नावली के द्वारा महिलाओं में होने वाली हिंसा के प्रति विचारों का अध्ययन करने के लिए विभिन्न कथनों का प्रयोग किया। महिलाओं के प्रति हिंसात्मक अभिवृत्तियों को बढ़ाने वाले कारणों में प्रमुखता पुरुष प्रधान समाज की संकुचित मानसिकता का होना और अनेक कारण है जो इस समाज में हिंसात्मक प्रवृतियों को जन्म देते है।

निष्कर्ष

महिलाओं के प्रति हिंसा की समस्या कोई नई नहीं है। भारतीय समाज में महिलाएं एक लम्बे काल से अवमानना, यातना और शोषण का शिकार रही है, जितने काल के हमारे पास सामाजिक संगठन और पारिवारिक जीवन के लिखित प्रमाण उपलब्ध है। आज शनैः शनैः महिलाओं को पुरुषों के जीवन में महत्वपूर्ण प्रभावशाली और अर्थपूर्ण सहयोग माना जाने लगा है, परन्तु कुछ दशक पहले तक उनकी स्थिति दयनीय थी विचारधाराओं, परम्परागत रिवाजों और समाज में प्रचलित प्रतिमानों ने उनके उत्पीड़न में काफी योगदान दिया है। इनमें से कुछ व्यावहारिक रिवाज आज भी पनप रहे है। स्वाधीनता के पश्चात् हमारे समाज में महिलाओं के समर्थन में बनाये गये कानूनों, महिलाओं में शिक्षा का फैलाव और महिलाओं की धीरे-धीरे बढ़ती हुई आर्थिक स्वतंत्रता के बावजूद बलात्कार किया जाता है उनको जला दिया जाता है या उनकी हत्या कर दी जाती है।

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तीन से पाँच वर्ष के बच्चों के रोग प्रतिरोधक क्षमता पर भोजन का प्रभाव

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डॉ. दिव्या रानी हंसदा[2]

संक्षिप्ति

प्रतिरोधक क्षमता शरीर की आंतरिक प्रतिरक्षा प्रणाली होती है, जो शरीर के बाहरी खतरों से सुरक्षा प्रदान करती है। प्रतिरक्षा प्रणाली रोगजनकों और बीमारियों के खिलाफ एक महत्वपूर्ण रक्षक है। यह बच्चों के लिए विशेष रूप से महत्वपूर्ण है, क्योंकि उनकी वृद्धि और विकास के महत्वपूर्ण वर्षों के दौरान वे संक्रमण के प्रति अधिक संवेदनशील होते हैं। एक मजबूत प्रतिरक्षा प्रणाली उन्हें विभिन्न स्वास्थ्य चिंताओं और बीमारियों से बचाने में मदद कर सकती है। पोषण एक मजबूत प्रतिरक्षा प्रणाली के निर्माण और उसे बनाए रखने में महत्वपूर्ण भूमिका निभाता है। प्रतिरक्षा बढ़ाने वाले पोषक तत्वों से भरपूर संतुलित आहार, बच्चों को संक्रमण से प्रभावी ढंग से लड़ने के लिए आवश्यक उपकरणों से लैस कर सकता है।

बीज शब्द : शिशु, रोग प्रतिरोधक, भोजन

अपने छोटे से बच्चे को बार-बार बीमार पड़ते हुए देखना काफी बुरा लगता है। लेकिन, अच्छी खबर यह है कि आपके बच्चे की रोग प्रतिरोधक शक्ति को बढ़ाना और उसे बीमारियों से बचाना उतना मुश्किल भी नहीं है। एक बार जब आप जान जाते हैं कि बच्चे को क्या खिलाना है, तो आप निश्चिंत हो सकते हैं कि वह बार-बार बीमार नहीं पड़ेगा। यहाँ बच्चों के लिए कुछ रोग प्रतिरोधक शक्ति बढ़ाने वाली खाने की चीजों की जानकारी दी गयी है जो उन्हें बीमारियों से दूर रखने में मदद करेंगी।

बच्चों को रोग प्रतिरोधक शक्ति बढ़ाने वाली खाने की चीजें देना आपके बच्चे को इन्फेक्शन से बचाने का सबसे अच्छा तरीका है। सही मायने में, आपके बच्चे का हर खाना संतुलित आहार होना चाहिए। ताजे फल और सब्जियाँ, बीज, अंडे और मछली से प्राप्त जरूरी वसा और तेल, रोग प्रतिरोधक शक्ति को बढ़ाने में मदद करते हैं। अपने बच्चे को जितना हो सके अलग-अलग तरह के फल और सब्जियां खिलाने की कोशिश करें।

अपने बच्चे को विटामिन सी से भरपूर खाना खिलाएं : छोटे बच्चों के लिए विटामिन सी सबसे अच्छा इम्यून बूस्टर (रोग प्रतिरोधक शक्ति बढ़ाने वाला) होता है। यह विटामिन आपके बच्चे को सर्दी और फ्लू से बचाता है। यह खट्टे फल, हरी पत्तेदार सब्जियाँ, अमरूद और स्ट्रॉबेरी जैसी चीजों में पाया जाता है।

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विटामिन बी6 से भरपूर खाने को शामिल करें : रोग प्रतिरोधक शक्ति को बढ़ाने वाला एक और विटामिन है विटामिन बी6। यह विटामिन साबुत अनाज, फलियां, हरी पत्तेदार सब्जियां, मछली, शेलफिश, मांस, मुर्गी और नट्स में पाया जाता है। अपने बच्चे को नट्स खिलाने का एक आसान तरीका है कि उन्हें पीसकर अनाज या दलिया में मिला लिया जाए।

आयरन (लौह) वाला खाना दें आयरन (लौह) एक और पोषक तत्व है जो बच्चों में रोग प्रतिरोधक शक्ति बढ़ाने का काम करता है। लाल मांस, मछली, चिकन, अंडे और हरी पत्तेदार सब्जियां आयरन (लौह) के अच्छे स्रोत हैं। आप अपने बच्चे को 6 महीने की उम्र से उबली और मैश की हुई हरी पत्तेदार सब्जियाँ खिलाना शुरू कर सकते हैं। एक बच्चे में रोग प्रतिरोधक शक्ति बढ़ाने के लिए सही खाना खिलाने के अलावा, आपको यह भी ध्यान रखना चाहिए कि आपके बच्चे को पूरी नींद मिले। ऐसा इसलिए क्योंकि सोते समय शरीर अपने आपको ठीक करके नई ताजगी भरता है।

बच्चे का बीमार पड़ना हर माँ के लिए एक बुरे सपने की तरह होता है। और इसलिए आप अपने घर को बिल्कुल साफ-सुथरा और कीटाणु मुक्त रखना चाहती हैं, लेकिन ये इतना भी जरूरी नहीं है। अगर आपका बच्चा कभी-कभी छींकता है तो इसमें डरने की कोई बात नहीं है। उसे मिट्टी में खेलने दें। याद रखें, जब तक आपके बच्चे को बहुत ज्यादा इन्फेक्शन ना हो तब तक उसका कीटाणुओं के साथ होने वाला हर संपर्क आगे जाकर उसकी रोग प्रतिरोधक शक्ति को मजबूत करेगा।

साहित्य समीक्षा

राष्ट्रीय परिवार स्वास्थ्य सर्वेक्षण 2015-16 (एनएफएचएस-4) के आंकड़ों पर किए गए विश्लेषण के अनुसार, 06 से 23 महीने की आयु के दस भारतीय शिशुओं में से केवल एक को पर्याप्त आहार मिलता है। नतीजा यह है कि पांच साल से कम उम्र के 35.7 प्रतिशत बच्चों का वजन सामान्य से कम है। वहीं यूनिसेफ के अनुसार, पहले वर्ष में स्तनपान पांच साल से कम उम्र के बच्चों में तकरीबन पाँचवे हिस्से की मौतों को रोक सकती हैं।

मोरो, हाडे, एवम् अर्नहार्ट ने (1988), में स्तनपान के प्रभाव का प्रथम 2 वर्ष की आयु पर संज्ञानात्मक विकास के सन्दर्भ में शोध अध्ययन सम्पन्न किया। शोध हेतु 2 वर्ष आयु वर्ग के दो समूह चयनित किए गए। प्रथम समूह में वे शिशु सम्मिलित किए गए थे, जिनको 4 माह तक उनकी माताओं ने स्तनपान करवाया था तथा द्वितीय समूह में उन शिशुओं को सम्मिलित किया गया था जिनकी माताओं ने उन्हें स्तनपान नहीं करवाया था बल्कि ऊपरी दूध पिलाया था। दोनो ही समूह को बाइले शिशु संज्ञानात्मक विकास परीक्षण दिया गया। शोधोपरान्त परिणामस्वरूप पाया गया कि जिन शिशुओं को 4 माह अथवा उससे कम अवधि तक माताओं द्वारा स्तनपान करवाया गया था, उन शिशुओं ने संज्ञानात्मक विकास परीक्षण पर 8.7 अंक अधिक प्राप्त किए उन शिशुओं की तुलना में जिनको कृत्रिम दूध दिया गया था। जिन शिशुओं को चार माह से अधिक अवधि तक स्तनपान करवाया गया था उन शिशुओं ने तुलनात्मक समूह की तुलना में परीक्षण पर 9.1 अंकों का लाभ अर्जित किया।

ल्यूकस एवं अन्य (1992), ने शोध अध्ययन ऐसे शिशुओं के दो समूहों की बुद्धि-लब्धि के सन्दर्भ में सम्पन्न किया जिन्होंने अपरिपक्व अवस्था में जन्म लिया था। अर्थात् गर्भ धारण के 9 माह पूर्ण होने से पूर्व जन्म लिया था तथा इन शिशुओं के समूह को इनकी माताओं द्वारा स्तनपान करवाया गया तथा द्वितीय समूह को इनकी माताओं द्वारा स्तनपान न करवाकर बाहरी दुग्धपान करवाया गया था। अध्ययन के निमित्त 7-8 वर्ष आयु के 300 बच्चे चयनित किए गए। शोध के उपरान्त पाया गया कि जिन बच्चों को प्रारम्भिक सप्ताहों में

उनकी माताओं ने स्तनपान करवाया था, उन बच्चों की बुद्धि–लब्धि 8.3 अंक ऊपर पाई गयी थी, उन बच्चों की तुलना में जिनकी माताओं द्वारा स्तनपान नहीं करवाया गया था बल्कि बाहरी दुग्धपान करवाया था।

अध्ययन का उद्देश्य

1. 3 से 5 वर्ष के बच्चों के समस्याओं के बारे में अध्ययन करना।
2. 3 से 5 वर्ष के बच्चों के भोजन के बारे में अध्ययन करना।
3. 3 से 5 वर्ष के बच्चों के रोग प्रतिरोधक क्षमता पर भोजन के प्रभाव का अध्ययन करना।

ऐसे कई कारण हैं जो आपके बच्चे के इम्यून सिस्टम और संक्रमण (इन्फेक्शन) से लड़ने की क्षमता को प्रभावित करते हैं, जैसे कि नींद की कमी, तनाव और कसरत (एक्सरसाइज) ना करना। अधिकतर विशेषज्ञों का मानना है कि सही आहार एक स्वस्थ इम्यून सिस्टम के लिए सबसे जरूरी पहलुओं में से एक है। कई अध्ययनों से पता चला है कि जिन लोगों की आर्थिक हालत ठीक नहीं होती है और कुपोषण से पीड़ित होते हैं, वे ज्यादा जल्दी संक्रमण (इन्फेक्शन) की चपेट में आते हैं, इससे आहार और पोषण का संबंध साफ नजर आता है।

इम्युनिटी बढ़ाने वाले कुछ ऐसे जरूरी माइक्रो न्यूट्रिएंट्स हैं जो एक स्वस्थ, पौष्टिक आहार का हिस्सा होने चाहिए– जिंक, सेलेनियम, आयरन, तांबा, फॉलिक एसिड, और विटामिन–ए, बी6, सी और ई। बच्चों के रोग प्रतिरोधक क्षमता बढ़ाने में निम्न भोजन का प्रभाव पड़ता है –

केला : केला इम्युनिटी बढ़ाने वाला सबसे अच्छा भोजन है, क्योंकि इसमें विटामिन बी6 होता है, और शरीर में विटामिन बी6 की कमी के कारण इम्यून सिस्टम खराब हो सकता है।

शकरकंद : शकरकंद में भी विटामिन बी6 होता है, जो बेहतर इम्युनिटी के लिए जरूरी है। इसके अलावा, इसमें भरपूर मात्रा में प्रोटीन, पोटेशियम, फाइबर और विटामिन– ए भी होता है।

छोले : छोले विटामिन बी6 और जिंक का अच्छा स्रोत है। शरीर में जिंक की कमी मनुष्यों की कोशिकाओं में लिम्फोसाइट और फैगोसाइट कार्य को खराब कर सकती हैं और छोले खाने से इसे रोका जा सकता है।

बादाम : बादाम सबसे अच्छे इम्युनिटी बढ़ाने वाले भोजनों में से एक है। यह आयरन, विटामिन ई और जिंक का एक बड़ा स्रोत हैय जो इम्युनिटी को सुधारने में मदद करता है।

अखरोट : अखरोट जिंक का एक और अच्छा स्रोत है। बादाम और अखरोट जैसे नट्स के बारे में सबसे अच्छी बात यह है कि इन्हें मिड–मील (खाने के बीच में लिए जाने वाले) स्नैक के रूप में आपके बच्चे के आहार में आसानी से शामिल किया जा सकता है।

दही : दही में लैक्टोबैसिलस या बिफीडोबैक्टीरियम जैसे बैक्टीरिया मौजूद होते हैं, जिन्हें आमतौर पर प्रोबायोटिक्स के नाम से जाना जाता है। प्रोबायोटिक्स को इम्युनिटी (प्रतिरक्षा) सुधारने के लिए जाना जाता है, खासकर दस्त जैसे मामलों में।

राजमा (किडनी बीन): राजमा या किडनी बीन जिंक और आयरन से भरपूर होता है। साथ ही, वे बच्चों को काफी पसंद होते हैं और इसे कई तरह से खाया जा सकता है– इसलिए चाहे आप बीन्स और नाचोस बना रहे हों या राजमा–चावल, आप इस पोषक तत्व को अपने बच्चे के आहार में आसानी से शामिल कर सकते हैं।

गुड़ : इम्यूनिटी बढ़ाने के लिए गुड़ एक बेहतरीन खाद्य पदार्थ है। यह आयरन के सबसे अच्छे स्रोतों में से एक है। साथ ही, इसके मीठे स्वाद की वजह से बच्चों को यह बहुत पसंद आता है। घी, रोटी और गुड़

का सादा नाश्ता टिफिन के लिए अच्छा होता है।

कद्दू : कद्दू विटामिन ए का एक बड़ा स्रोत है। विटामिन ए की कमी वाले बच्चों को सप्लीमेंट देने से दस्त, खसरा और कुछ अन्य बीमारियों से होने वाली कुल मृत्यु दर में सुधार आता है। हालाँकि, ज्यादा मात्रा में ये हानिकारक हो सकता है इसलिए इसे हमेशा प्राकृतिक, पौष्टिक आहार के रूप में ही लेना बेहतर है।

आँवला : आँवला विटामिन सी के सबसे अच्छे स्रोतों में से एक है, ये इम्यून सिस्टम को बढ़ावा देने और आम सर्दी (कॉमन कोल्ड) की अवधि को कम करने के लिए जाना जाता है।

अमरूद : अमरूद विटामिन सी का बहुत अच्छा स्रोत है जिसे आसानी से मिड-मील (खाने के बीच में लिए जाने वाले) स्नैक के रूप में आपके बच्चे के आहार में शामिल किया जा सकता है।

पपीता : पपीता एक और बढ़िया नाश्ता भोजन/स्नैक है। यह खाना पचाने के लिए तो बहुत अच्छा है ही और साथ ही साथ विटामिन ए का एक प्राकृतिक स्रोत भी है।

खरबूजा : खरबूजा भी प्राकृतिक रूप से मिलने वाले विटामिन ए का स्रोत है।

हरी पत्तेदार सब्जियाँ : वैसे तो बच्चों को यह बिल्कुल भी पसंद नहीं होती, पर फिर भी, आपको पालक, स्विस चार्ड, सोया और अमरंथ जैसी हरी पत्तेदार सब्जियाँ उनके आहार में शामिल करनी चाहिए। ये विटामिन सी, विटामिन-ए, फोलिक अम्ल और आयरन का एक अच्छा स्रोत होती हैं, जो इन्हें सबसे अधिक पोषण से भरपूर खाद्य पदार्थ बनाता है।

किशमिश : किशमिश आयरन का एक और बेहतरीन स्रोत है, इसमें और भी पोषक तत्व होते हैं जैसे आयरन, तांबा, मैग्नीशियम और पोटैशियम।

गाजर : गाजर विटामिन-ए का जाना माना स्रोत है और इसे इम्युनिटी बढ़ाने के लिए सबसे अच्छा माना जाता है।

काले चना : आयरन के सबसे अच्छे स्रोतों में से एक है काला चना, दिन के भोजन में काले चने की करी रोटी या चावल के साथ खाई जा सकती है।

खट्टा फल : संतरे और अंगूर जैसे खट्टे फलों में विटामिन सी होता है, जो सर्दी से लड़ने में मदद करता है।

लहसुन : लहसुन को आसानी से घर पर बने खाने में डाला जा सकता है और इसमें सेलेनियम भी होता है, जो शरीर में ऑक्सीडेटिव तनाव, सूजन को कम करता है और इम्युनिटी बढ़ाता है।

निष्कर्ष

अपने बच्चे के आहार में विभिन्न प्रकार के प्रतिरक्षा-बढ़ाने वाले खाद्य पदार्थों को शामिल करके, आप उनके प्रतिरक्षा स्वास्थ्य और सामान्य कल्याण में सहायता कर सकते हैं। एंटीऑक्सीडेंट से भरपूर जामुन और पोषक तत्वों से भरपूर हरी पत्तेदार सब्जियों से लेकर ओमेगा-3 से भरे नट्स और बीजों तक, ये खाद्य पदार्थ आपके बच्चे की प्रतिरक्षा प्रणाली को संभावित रूप से मजबूत करने और उन्हें बीमारी से बचाने के लिए मिलकर काम करते हैं।

संतुलित आहार प्रतिरक्षा स्वास्थ्य का समर्थन करने की कुंजी है। इसलिए, अपने बच्चे को प्रतिदिन विविध प्रकार के पौष्टिक खाद्य पदार्थ देने पर ध्यान केंद्रित करें। सही भोजन से, वे एक मजबूत प्रतिरक्षा प्रणाली बना सकते हैं और अच्छे स्वास्थ्य में रह सकते हैं। लेकिन, अगर आपको लगता है कि कोई अंतर्निहित चिकित्सीय स्थिति आपके बच्चे की प्रतिरक्षा में बाधा डाल सकती है, तो हमेशा स्वास्थ्य सेवा प्रदाता से परामर्श लें और निश्चिंत रहें।

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कामकाजी तथा धरेलू महिला के बच्चों की पोषक स्थिति

❍ प्रियंका कुमारी[1]
❍ डॉ. दिव्या रानी हंसदा[2]

संक्षिप्ति

अच्छा पोषण अस्तित्व, स्वास्थ्य और विकास के लिए आधारशिला है। कामकाजी तथा घरेलू महिलाओं के बच्चों के लिए पोषक तत्वों का सेवन बहुत आवश्यक है। आज के जमाने में हर महिला अपने बच्चें को स्वस्थ रखना चाहती है। इसके लिए 6 पोषक तत्व जैसे लौह तत्व, कैल्शियम, पानी, मैग्नीशियम, ओमेगा-3, फैटी एसिड और प्रोटीन की आवश्यकता होती है।

बीज शब्द: पोषण, कामकाजी महिला, घरेलू महिला, बच्चा

कामकाजी तथा घरेलू महिलाओं के बच्चों में आहार एवं पोषण की मात्रा कई बातों पर निर्भर करती है। विश्व स्तर पर, बच्चे की मौत का एक तिहाई से अधिक कुपोषण के कारण कर रहे हैं। 5 साल की उम्र के तहत बच्चों के बीच होने वाली मौतों की वैश्विक वितरण, कारण से, 2010 बाल कुपोषण-एक साइलेंट किलर कुपोषण सब बचपन से होने वाली मौतों में से लगभग आधे से जुड़ा हुआ है। चावल, मक्का, गेहूँ, तेल, चीनी और नमक जैसी बुनियादी भोजन के लिए कीमतों में खाद्य सुरक्षा की धमकी, आसमान छू, और गंभीर कुपोषण और भुखमरी में दुनिया के सबसे गरीब बच्चों के लाखों लोगों के लिए मजबूर कर रहे हैं। दुनिया के बहुत में, पूर्ण पेट के साथ बच्चों को अभी भी कमी कर रहे हैं। पोषक तत्वों और विटामिन वे अपनी पूरी क्षमता विकसित करने की जरूरत है। एक कुपोषित बच्चे को स्कूली शिक्षा का सबसे बाहर निकलने की संभावना कम होती है, बीमारी से लड़ने के लिए कम करने में सक्षम है और अक्सर शारीरिक और मानसिक रूप से अवरुद्ध हो जाता है। कुपोषण की क्षमता के साथ सभी निवारक उपायों के बच्चों की उत्तरजीविता पर सबसे बड़ा संभावित प्रभाव 800,000 लोगों की मृत्यु पर रोकने के लिए किया गया है उम्र के दो वर्ष से कम बच्चों की उत्तरजीविता और शिशुओं की वैश्विक स्थिति इष्टतम स्तनपान पर गरीबी।

पोषण

पोषण से तात्पर्य है भोजन की आपूर्ति इस मात्रा और प्रकार में हो कि शरीर के प्रत्येक कोष की आवश्यकता की पूर्ति हो सके, शरीर के अंगों तथा उनकी सामान्य क्रियाओं के लिए आवश्यक ऊर्जा प्राप्त

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हो सके तथा शरीर को कार्यरत रखने के परिणामस्वरूप होने वाली क्षति की पूर्ति करे। इस तरह से शरीर को स्वस्थ, हृष्ट-पुष्ट बनाए रखने के लिए उचित पोषण उपलब्ध होना चाहिए। उचित पोषण के द्वारा व्यक्ति के शरीर की आन्तरिक और बाह्य क्रियाएँ सुचारू रूप से क्रियाशील रहती हैं। आन्तरिक क्रियाएँ उत्तम ढंग से कार्य करती रहती हैं। शरीर का बाहरी स्वास्थ्य श्रेष्ठतम रहता है। डील-डौल और वजन उचित परिणाम में रहते हैं। दाँत तथा मसूढ़े स्वस्थ रहते हैं तथा बाल और त्वचा में चमक रहती है। आँखें कान्तिपूर्ण होती हैं तथा व्यक्ति में मानसिक और संवेगात्मक स्थिरता और संतुलन रहता है।

पोषण की आवश्यकता

पोषण कितना जरूरी है इसे देश की मौजूदा परिस्थितियों से समझा जा सकता है। जितनी ताकत अन्न ग्रहण करने में है, उतनी ही ताकत अन्न त्यागने में भी है। अन्न त्यागने की ताकत से पूरे देश में हलचल पैदा हो सकती है। बहरहाल अन्न का मानव संस्कृति सभ्यता की शुरुआत से ही नाता है। जैसे-जैसे संस्कृति पुष्ट होती रही है वैसे-वैसे ही अन्न, भोजन, पोषण में भी कई स्तरों पर बेहतर होते जाने की कवायद चलती रही है। पोषण सुरक्षा को मानव सभ्यता की शुरुआत से ही देखा जाता रहा है। किसी भी प्राणी के लिए पोषण जरूरी है, लेकिन उससे भी ज्यादा जरूरी है कि संतुलित पोषण कैसे हो?

कितना पोषण है जरूरी

इंडियन कांउसिल फॉर मेडिकल रिसर्च ने एक व्यक्ति के लिए कितना पोषण जरूरी है उसे कैलोरी के अनुसार मापदंड तय किया है। आईसीएमआर के मुताबिक एक औसत भारतीय के लिए भारी काम करने वालों के लिए रोजाना 2400 कैलोरी प्रति व्यक्ति और कम शारीरिक श्रम करने वाले लोगों के लिए 2100 कैलोरी पोषण जरूरी है। पोषण सुरक्षा का मतलब यह भी है कि किसी भी व्यक्ति की अपने जीवन चक्र में ऐसे विविधता पूर्ण पर्याप्त मात्रा मे पहुंच सुनिश्चित होना जिसमें जरूरी कार्बोहाईड्रेट, प्रोटीन, वसा, सूक्ष्म पोषण तत्व की उपलब्धता हो। इन तत्वों की आपूर्ति अलग-अलग तरह के अनाजों, दालों, तेल, दूध, अण्डे, सब्जियों और फलों से होती है, इसलिए इनकी उपलब्धता और वहन करने की परिस्थितियाँ बननी चाहिये। इसी तारतम्य में पीने के साफ पानी की उपलब्धता भी जरूरी है।

बच्चों में पोषण स्थिति का आकलन

बच्चों में पोषण की स्थिति में आकलन के लिए तीन पैमानों-भार, लंबाई और आयु के लिहाज से शरीर भार सूचकांक का ही प्रायः उपयोग होता है। विश्व स्वास्थ्य संगठन ने पढ़ने जाने वाले बच्चों और पाठशाला में प्रवेश पूर्व के बच्चों में भार, लंबाई और बीएमआई के मानक निर्धारित किए हैं। विभिन्न जनसंख्या समूहों की लंबाई में भारी अंतर और पोषण के दोहरे बोझ को देखते हुए, विश्व स्वास्थ्य संगठन ने आयु के लिहाज से शरीर भार सूचकांक के इस्तेमाल की सिफारिश की है ताकि बच्चों में अल्प पोषण और अति पोषण की स्थिति का शीघ्र पता चल सके और उसका प्रभावी प्रबंध किया जा सके। भारतीय बच्चों में पोषण की वर्तमान स्थिति के आकलन के लिए शरीर भार सूचकांक का उपयोग, उन सभी स्थितियों में अनिवार्य कर दिया गया है जहाँ लंबाई तथा ऊँचाई का माप लेना संभव हैं; क्योंकि,

- ऊर्जा के अभाव का शीघ्र पता लगना और उसका सुधार, बच्चे के विकास को अवरुद्ध होने से रोक सकता है। यह बहुत महत्वपूर्ण है क्योंकि बच्चों का विकास एक बार अवरुद्ध हो गया तो उसको वापस नहीं लौटाया जा सकता है।
- बाल्यावस्था में विकास अवरुद्ध होने से बड़े होने पर लंबाई कम होती है और महिलाओं की संतानों का वजन सामान्य से कम होता है। बच्चों के अल्प पोषण का प्रभाव आगे की पीढ़ियों तक होता

है।

- अवरुद्ध विकास वाले अधिकांश बिहार के बच्चों का भार उनकी लंबाई के हिसाब से उपयुक्त होता है। अधिक ऊर्जा लेने से वे अति पोषण के आदि बन सकते हैं।
- बाल्यावस्था के प्रारम्भिक वर्षों में अल्प पोषण और बाल्यावस्था की समाप्ति किशोरावस्था में शरीर भार सूचकांक में तीव्र वृद्धि से वयस्क जीवन में अति पोषण और गैर-संचारी रोगों की प्रवृत्ति बढ़ सकती हैं।

कुपोषण विशेषकर बालिकाओं और महिलाओं में गर्भ से ही शुरू होकर पूरे जीवन पर्यन्त चलता है। यह न केवल व्यक्ति के स्वास्थ्य के लिए जोखिम बढ़घ्ता है, अपितु इसके कारण भावी पीढ़ी के आगे भ्रूणीय मंदता संबंधी नुकसान होने की संभावना भी अधिक है। जन्म के समय कम वनज होने से शिशु और बाल मृत्यु का खतरा बढ़ जाता है तथा जो बच्चे बचते हैं वे भी सामान्यता अल्प पोषित रहते हैं, अक्सर बीमार होते हैं और पूरी तरह शारीरिक तथा मानसिक रूप से विकसित नहीं हो पाते हैं। इसके अलावा, अल्पपोषित वयस्क लोग कार्यात्मक रूप से मंद होते है तथा पूरे दनि उत्पादक शारीरिक गतिविधि करने में असक्षम होते हैं। पोषण संबंधी विकलांगता जैसे यादाश्त संबंधी गड़बड़ी, ओस्टेपोरोसिस इत्यादि बीमारियाँ वृद्ध लोगों में हो जाती हैं।

जब पोषण संबंधी जरूरतें पूरी नहीं हो पाती है तो बीमारी से उभरने में भी लंबा समय लग जाता है। कुपोषण बढ़ते हुए एचआईवी/एड्स से भी जुड़ा है। कुपोषण युक्ति व्यक्ति में वायरस का खतरा अधिक होता है। अपर्याप्त शिशु पोषण का रूप तब और भी गंभीर होता है यदि माता से बच्चे में जाता है और इस बात के साक्ष्य मिले हैं कि कुपोषण एंटीरिट्रोवायरल औषधियों को कम प्रभावी बनाता है। कुपोषण समस्या के कुछ नये आयाम भी हैं। मोटापा तथा आहार संबंधी गैर संक्रमणीय रोग भारत में धीरे-धीरे लगातार फैल रहे हैं। कुपोषण और मोटापा के दोहरे बोझ से भारत प्रभावित होने लगा है।

बच्चों की खुराक

बच्चों में अपर्याप्त कैलोरियों में से 70 से 80 प्रतिशत से ऊपर अनाजों तथा दालों से प्राप्त होती है। इससे निम्नलिखित परिणाम आते है,

- बच्चे कैलोरी की कमी को पूरा करने के लिए अधिक अनाज का उपभोग नहीं कर सकते हैं क्योंकि इसमें विविधता की कमी होती है और ऊर्जा घनत्व की कमी होती है।
- वसा, दूध, अंडों और लौह स्रोतों के अभाव में बच्चे स्वयं भूखे रहते हैं। परिणामी लौह कमी से उत्पन्न रक्ताल्पता उनकी भूख को और भी मार देता है।

इसलिए बच्चों के आहार में अनाजों तथा दालों के अलावा खाद्यों के अभाव में तथा 1 से 18 वर्ष की आयु समूह के बच्चों में अनाजों से कैलोरी-प्रोटीन तथा अन्य पोषक आवश्यकताओं को प्राप्त करने और संतुष्ट होने की असक्षमता से कुपोषण की स्थिति और भी बदतर होती जा रही है। यहाँ तक कि वसा जो आहार में ऊर्जा घनत्व प्रदान करते है पर्याप्त मात्रा में उपलबध नहीं है। अतः इसमें आश्चर्य नहीं है कि व्यापक भुखमरी व्याप्त है, जिसके कारण अनेक पोषक की कमियाँ है। यह पोषक अप्रयत्क्ष भूख है, यह पोषकों की दृष्टि से समृद्ध खाने की भूख है।

साहित्य समीक्षा

नीरा देसाई (1977), ने अपने अध्ययन में बताया है कि वर्तमान समय में कामकाजी महिलाओं की संख्या में भारी वृद्धि हुई हैं, वर्तमान समय भागदौड़ एवं तेज गति से चलने वाला समय है। ऐसी स्थिति में इन कामकाजी महिलाओं पर अत्यधिक कार्यभार हो गया है। इस कार्यभार की वजह से महिलाओं की कार्यक्षमता

का ह्रास हुआ है जिस कारण से कामकाजी महिलाओं के बच्चों के पोषण पर असर पड़ता है।

राणा एवं दास (2004), ने अपने अध्ययन के माध्यम से स्वास्थ्य की दशाओं एवं पोषण के स्तर के आधार पर बच्चों की स्कूल में उपस्थिति नामांकन एवं ठहराव सम्बन्धी पहलुओं का विश्लेषण करते हुए इस तथ्य को प्रतिपादित किया है कि बच्चों का स्वास्थ्य एवं शिक्षा संबंधी पहलू परस्पर रूप से सह संबंधित है। बच्चों के विकास में पर्याप्त पोषण की आवश्यकता होती है। इसके अलावा यह उनके भोजन पचाने की क्षमता, अवशोषण एवं उसके इस्तेमाल पर भी निर्भर करता है। भोजन की उपलब्धता और इसका वितरण जीवन स्तर, भोजन संबंधी आदतों, सांस्कृतिक परम्परा, परिवार के स्वरूप एवं गठन, जेंडर संबंधी मान्यता एवं व्यक्ति के आय स्तर पर निर्भर करता है। खून की कमी का व्यक्ति की ऊर्जा एवं वृद्धि के स्तर पर नकारात्मक प्रभाव पड़ता है। लड़कियों एवं महिलाओं के मामले में यह समस्या और भी गंभीर है। इसके परिणामस्वरूप प्रजनन के दौरान होने वाले मौत के आँकड़ों का पता चलता है।

इसी को ध्यान में रखते हुए स्कूलों में भोजन मुहैया कराने की योजना का संचालन किया गया। इससे आंशिक रूप से भूख से निपटा जा सका तथा कुछ हद तक कुपोषण पर नियंत्रण भी पाया जा सकता है। मिड–डे–मील कार्यक्रम का बच्चे के शैक्षणिक विकास, सामाजिक समानता, स्वास्थ्य एवं पोषण पर सकारात्मक प्रभाव पड़ता है।

अध्ययन का उद्देश्य

1. पोषण के बारे में अध्ययन करना।
2. कुपोषित बच्चों से ग्रस्ति बच्चों के पोषण के बारे में अध्ययन करना।
3. कामकाजी एवं घरेलू महिला के बच्चों के पोषण की स्थिति के बारे में अध्ययन करना।

अध्ययन की प्रणाली

अध्ययन का क्षेत्र : इस अध्ययन में मुंगेर जिला में कामकाजी महिला तथा घरेलू महिलाओं से जानकारी प्राप्त की गई है।

शोध उपकरण : विशिष्ट जानकारी के लिए साक्षात्कार अनुसूची तथा उद्देश्यपूर्ण प्रतिचयन पद्धति का प्रयोग किया गया है।

आंकड़ों का विश्लेषण : आंकड़ों का विश्लेषण करने के लिए संग्रह की गई सूचनाओं के आधार पर किया गया है।

आंकड़ों का विश्लेषण

तालिका–1

कामकाजी तथा घरेलू महिलाओं के बच्चों में पोषण की कमी का तुलनात्मक अध्ययन

कथन	कामकाजी महिला		घरेलू महिला	
	आवृत्ति	प्रतिशत	आवृत्ति	प्रतिशत
असहमत	26	21.3	27	22.0
सहमत	97	78.7	96	78.0
कुल	123	100.00	123	100.00

उपरोक्त तालिका में दर्शाये गए आंकड़ों से स्पष्ट होता है कि 22.0 प्रतिशत घरेलू व 21.3 प्रतिशत

कामकाजी महिलाएँ बच्चों में पोषण की कमी के संबंध में असहमत थी, जबकि दूसरी ओर 78.0 प्रतिशत घरेलू एवं 78.7 प्रतिशत कामकाजी महिलाएँ सहमत थी। इस प्रकार लगभग 78.0 प्रतिशत महिलाओं ने इस बात में अपनी सहमति जताई कि बच्चों में पोषण की कमी होती है, जबकि 22.0 प्रतिशत महिलाओं ने इस बात में अपनी असहमति जताई।

तालिका-2

कामकाजी महिलाओं की तुलना में घरेलू महिलाओं के बच्चों में पोषण स्तर अच्छा पाया जाता है, के संबंध में तुलनात्मक अध्ययन

कथन	कामकाजी महिला		घरेलू महिला	
	आवृत्ति	प्रतिशत	आवृत्ति	प्रतिशत
असहमत	23	18.7	17	13.8
सहमत	100	81.3	106	86.2
कुल	123	100.00	123	100.00

उपरोक्त तालिका-2 में दर्शाये गए आंकड़ों से स्पष्ट होता है कि 13.8 प्रतिशत घरेलू व 18.7 प्रतिशत कामकाजी महिलाएँ के अनुसार कामकाजी महिलाओं की तुलना में घरेलू महिलाओं के बच्चों में पोषण का स्तर अच्छा पाया जाता है, के संबंध में असहमत थी, जबकि दूसरी ओर 86.2 प्रतिशत घरेलू एवं 81.3 प्रतिशत कामकाजी महिलायें सहमत थी। इस प्रकार लगभग 84 प्रतिशत महिलाओं ने इस बात में अपनी सहमति जताई कि कामकाजी महिलाओं की तुलना में घरेलू महिलाओं के बच्चों में पोषण का स्तर अच्छा पाया जाता है, जबकि लगभग 16 प्रतिशत महिलाओं ने इस बात में अपनी असहमति जताई।

निष्कर्ष

आज के विकासशील विश्व में भारत में कुपोषण के सर्वाधिक मामले हैं, जिनका कारण जानकारी और जागरुकता का अभाव गरीबी तथा पर्याप्त और संतुलित आहार का न होना है। इसके कारण कुपोषण तथा न्यून पोषण होता है जो शिशुओं और बच्चों के शारीरिक और संज्ञानात्मक विकास को अवरुद्ध करता है और व्यस्कों की कार्य क्षमता और उत्पादकता को कम करता है और बच्चों, महिलाओं और पुरुषों में मृत्यु पर और रुग्णता को बढ़ाता है। कम उत्पादकता से अर्जन क्षमता कम हो जाती है जिसके परिणामतरू गरीबी उत्पन्न होती है और यही क्रम चलता रहता है।

सन्दर्भ :

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- एस.पी. सुखिया, आहार एवं पोषण विज्ञान
- वी. के बख्शी, पोषण एवं पोषाहार
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पारिवारिक साधनों की व्यवस्था में गृहिणी का योगदान

❍ सुधीरा कुमारी[1]
❍ डॉ. शशिबाला झा[2]

संक्षिप्ति

एक कुशल गृहिणी परिवार के सभी साधनों का उपयोग परिवार के सदस्यों की संतुष्टि और अधिकतम लाभ के लिए किया जाता है। पारिवारिक जीवन को सुदृढ़ बनाने मे गृहिणी की भूमिका अत्यन्त महत्वपूर्ण होती है। यह एक मानसिक प्रक्रिया है जो घर के अंदर निरंतर चलती रहती है। जीवन में प्रत्येक व्यक्ति के पास अनेक संसाधन होते हैं, जिनकी सहायता से वह अपने लक्ष्यों को प्राप्त करता है। हम अपने दैनिक जीवन में अनेक प्रकार की क्रियाएँ करते हैं और प्रत्येक कार्य को करने हेतु हमें संसाधनों की आवश्यकता पड़ती है। संसाधनों की अनगिनत तरीकों से उपयोग में लिया जा सकता है। अतः किसी भी स्थान पर उपलब्ध भौतिक वस्तुओं को संसाधन या साधन कहा जाता है, जो व्यक्ति की आवश्यकता की पूर्ति हेतु उपयोग में लाये जाते हैं। जैसे–कोई वस्तु खरीदने हेतु धन की आवश्यकता होती है, धन कमाने हेतु ज्ञान व कौशला की आवश्यकता होती है, बीमार पड़ने पर चिकित्सालय की आवश्यकता होती है। मनुष्य इन विभिन्न साधनों का सदुपयोग कर अपने लक्ष्यों की प्राप्ति करता है।

परिचय

प्रबंधन एक कला है। कला का अर्थ है कार्य को सौंदर्य पूर्ण तरीके से करना। किसी कार्य को करने के लिए बौद्धिक क्षमता भी आवश्यक है। प्रबंधन एक आदर्श मानसिक प्रक्रिया है। प्राचीन समय से ही गृहिणी कुशलतापूर्वक गृह प्रबंधन करती आ रही है। वर्तमान समय में कामकाजी महिलाओं के लिए भी अच्छा प्रबंधन एक बड़ी चुनौती बन गया है। एक कुशल गृहिणी सीमित समय में समिति साधनों का उपयोग करके कुशल गृह प्रबन्धन करती है। प्रबन्धन प्रक्रिया सही ना होने से परिवारों का विघटन हो जाता है। कुशल गृह प्रबन्धन में गृहिणी की सक्रिय भूमिका रहती है। प्रबन्धन की प्रक्रिया जीवन के प्रत्येक क्षेत्र में होती है। और गृह प्रबन्धन कि प्रक्रिया का मुख्य लक्ष्य पारिवारिक लक्ष्यो व उद्देश्यों को प्राप्त करना है।

निर्कल एवं डार्सी कहते हैं कि गृह प्रबन्ध पारिवारिक साधनों के नियोजन नियत्रंण एवं मूल्यांकन की एक ऐसी प्रक्रिया है जिसमें पारिवारिक लक्ष्यों को प्राप्त किया जाता है। उपलब्ध सीमित साधनों द्वारा किसी भी

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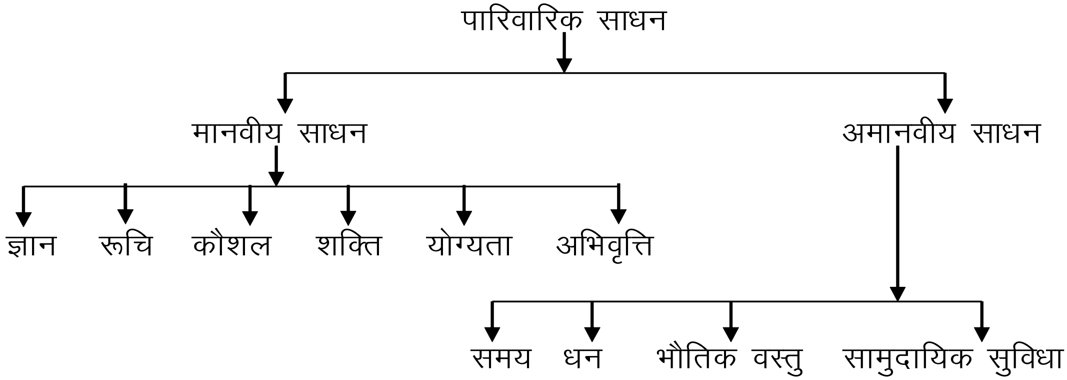
परिस्थिति में सर्वोत्तम ढ़ंग से उपयागे हो सके और घर के सदस्य अधिकतम लक्ष्यों को प्राप्त कर सकें। प्रबंधन एक मानसिक प्रक्रिया है। गृह प्रबंधन एक सहज कार्य नहीं है। इसके लिए यह आवश्यक है कि कार्यों को सुव्यवस्थित ढ़ंग से किया जाये और विभिन्न क्षेत्रों में आवश्यक सावधानी बरती जाये। एक कुशल गृहिणी पारिवारिक साधनों के उचित प्रयोग द्वारा कम समय में ही गृह प्रबंधन कि प्रक्रिया में सुचारू रूप से आयोजन, नियंत्रण एक मूल्यांकन को स्थापित करती है। कुशल गृह प्रबन्ध परिवार की सुख समृद्धि व उन्नति की पहचान बन जाता है। गृह का अस्तित्व एक कुशल गृहिणी की सूझबूझ व कार्य कुशलता पर निर्भर करता है। गृहिणियों की कुशलता समायोजन और संतुलन की धुरी पर टिकी होती है। एक कुशल गृहिणी को पता होता है कि किस परिस्थिति में किस तरह से गृह प्रबंधन सुचारू रूप से करना है। परिवार में बजट बनाकर सभी सदस्यों की आवश्यकताओं की पूर्ति करना जैसे पुस्तकें, कपड़े, खिलौने, कम मूल्य में उचित पोषण तत्वों की व्यवस्था करना, दवाईयों पर खर्च आदि के लिए प्रबंधन एक कुशल गृहिणी के लिए आसान होता है। परिवार के किसी सदस्य की क्या आवश्यकता है, कैसे पूरी की जा सकती है, यह एक कुशल गृहिणी को पता होता है। गृह प्रबन्धन की सफलता एक कुशल गृहिणी पर निर्भर करती है।

आज तेजी से बदलते युग में मनुष्य को जीवन में अधिक समझ, कुशलता एवं समायोजन की आवश्यकता होती है। मनुष्य की आवष्यकता भी बदलते हुए परिवेश में बढ़ती जा ही है, अतः अपनी आवश्यकता की पूर्ति हेतु उसे संसाधनों का सुनियोजित और बुद्धिमतापूर्ण उपयोग करना पड़ता है।



अमानवीय साधनों की तुलना में मानवीय साधनों में स्पर्शनीय का गुण नहीं पाया जाता है। यह साधन मानव में अंतर्निहित गुण एवं विशेषताएँ है। कई गुणा व्यक्ति को जन्मजात प्राप्त होते हैं एवं कुछ गुणों एवं विशेषताओं को व्यक्ति अपने श्रम एवं प्रयास के द्वारा अर्जित करता है, जैसे–शिक्षा, व्यवसाय, किसी कार्य में निपुणता आदि। व्यक्ति की योग्यता एवं रुचि महत्वपूर्ण मानवीय साधन है। इन साधनों का समुचित उपयोग कर किसी व्यक्ति अथवा परिवार की उत्पादकता में वृद्धि की जा सकती है। जैसे यदि परिवार के किसी सदस्य की रुचि बागवानी में है तो अपनी इस रुचि का उपयोग कर वह घर पर ही कुछ फल एवं सब्जियों का उत्पादन कर सकता है। यदि किसी महिला को सिलाई–बुनाई में रुचि है तो वह घर पर ही सस्ते दामों में विभिन्न वस्त्र एवं परिधान तैयार कर सकती है। गृहिणी को यदि गृह सज्जा के कलात्मक पक्ष का ज्ञान एवं इसमें रुचि है तो इस गुण एवं अपने विचारों का प्रयोग क रवह अपने आवास को अद्‌भुत रूप से सजा सकती है। यदि किसी गृहिणी को आहार नियोजन का उचित ज्ञान हो जो वह अपने परिवार का बजट नियंत्रित रहे एवं सम्पूर्ण परिवार की पोषण संबंधी आवश्यकताओं की पूर्ति हो। अभिवृत्ति को भी मानवीय साधनों के अंतर्गत सम्मिलित किया गया है। कुछ व्यक्ति किसी कार्य के प्रति अधिक आशावादी होते है तो कुछ अन्य व्यक्ति उसी कार्य के प्रति

अधिक भाग्यवादी दृष्टिकोण रखते है। सामान्यतः आशावादी व्यक्ति अधिक तथ्यों एवं उपलब्धियों को प्राप्त करते हैं।

अमानवीय साधन

अमानवीय साधनों को भौतिक साधन के रूप में जाना जाता है। यह स्पर्शनीय होते हैं एवं इन्हें पहचानना आसान है। पारिवारिक लक्ष्यों की पूर्ति करने में अमानवीय साधनों की महत्वपूर्ण भूमिका है। अमानवीय साधनों के अंतर्गत भौतिक वस्तुएँ, धन, समय एवं सामुदायिक सुविधाएँ आती है। धन जैसे अमानवीय साधनों का विनियम मूल्य होता है। इसके उपयोग द्वारा सभी भौतिक वस्तुएँ एवं सेवाएँ प्राप्त की जा सकती है। सभी भौतिक वस्तुएँ जिनका स्वामित्व हमें प्राप्त है, अमानवीय साधन है। इनका उपयोग हम अपने दैनिक जीवन में समय-समय पर करते हैं। अमानवीय साधनों के अंतर्गत समय को भी सम्मिलित किया गया है। समय एक सीमित साधन है, किसी भी कार्य को पूरा करने हेतु समय आवश्यक है।

सामुदायिक सुविधा जैसे उद्यान पुस्तकालय, सड़क, सरकारी स्कूल एवं अस्पताल, डाक सेवा आदि के लिए व्यक्ति को प्रत्यक्ष रूप से कुछ भी भुगतान नहीं करना पड़ता है। इनके उपयोग हेतु व्यक्ति को सरकारी या अर्द्ध सरकारी संस्थाओं को निर्धारित शुल्क चुकाना पड़ता है।

अध्ययन की रूपरेखा

प्रस्तुत अध्ययन में पारिवारिक साधनों की व्यवस्था में गृहिणी की भूमिका का विश्लेषण और विवेचन किया गया है। एक कुशल गृहिणी किस प्रकार से अपने दायित्वों का निर्वहन करती है यह इसका मुख्य विषय है। गृह व्यवस्था के कुशल संचालन में गृहिणी की भूमिका अत्यन्त महत्वपूर्ण होती है। गृह व्यवस्था का सफल संचालन एक कुशल गृहिणी ही कर सकती है। पारिवारिक संसाधनों की व्यवस्था में गृहिणी एक महत्वपूर्ण आधार स्तम्भ होती है। प्रस्तुत अध्ययन में सूचनाओं और तथ्यों का संकलन मुख्यतः द्वितीय स्रोत से किया गया है। प्रतिष्ठित शोध प्रतिभाओं और महत्वपूर्ण आलेखों और अनेक ग्रन्थों से प्राप्त तथ्यों को इस अध्ययन में क्रमबद्ध रूप से प्रस्तुत किया गया है।

अध्ययन का उद्देश्य

1. पारिवारिक साधनों के बारे में अध्ययनन करना।
2. पारिवारिक साधनों की व्यवस्था में गृहिणी के योगदान के बारे में अध्ययन करना।

साधनों की विशेषताएँ

1. सभी साधन उपयोगी होते हैं : समस्त साधनों में उपयोगिता का गुण निहित होता है। साधनों का उपयोग कर मनुष्य अपने लक्ष्यों एवं आवश्यकताओं की पूर्ति करता है। अतः साधनों में संतुष्टि प्रदान करने का गुण होता है। साधन की उपयोगिता लक्ष्य पर भी निर्भर करती है।
2. साधन सीमित होते है : सभी साधनों की एक विशेषता यह है कि सभी साधन सीमित है। साधनों की सीमित उपलब्धता के कारण इनका कुशल प्रबंधन आवश्यक है। साधनों के प्रबंधन द्वारा प्रयास किया जाता है कि इसके सीमित निवेष में अधिकतम लक्ष्यों और आवश्यकताओं की पूर्ति हो। साधनों की सीमितता गुणात्मक एवं मात्रात्मक दोनों रूपों में होती है।

   मात्रात्मक रूप में सीमित साधन : मात्रात्मक रूप में सीमित साधनों का आकलन अथवा गणना आसानी से की जा सकती है। हम इन साधनों की मात्रा ज्ञात कर सके है। इन्हें तौल सकते हैं एवं इनकी संख्या ज्ञात कर सकते है। समय, शक्ति, धन, भौतिक वस्तुएँ एवं परिवार के सदस्यों की योग्यता सभी मात्रात्मक रूप से सीमित साधन है। समय भी एक सीमित साधन है। प्रत्येक व्यक्ति

के पास प्रतिदिन केवल 24 घंटे होते है, जिसका उपयोग विभिन्न व्यक्ति अपनी सुविधानुसार करते हैं। कुछ व्यक्ति उपलब्ध समय में अधिक कार्यों को पूर्ण कर लेते हैं तथा कुछ व्यक्ति उपलब्ध समय का पूर्ण सदुपयोग नहीं कर पाते हैं। समय के साथ-साथ ऊर्जा भी एक सीमित साधन है। प्रत्येक व्यक्ति में निहित ऊर्जा की मात्रा भिन्न होती है। ऊर्जा की मात्रा का बहुत सटीक आकलन संभव नहीं है, परन्तु प्रत्येक व्यक्ति को अनुभव द्वारा यह ज्ञात होता है कि वह अपनी सीमित ऊर्जा से किसी कार्य को सम्पादित कर सकता है अथवा नहीं। धन जैसे साधन की सीमितता की गणना आसानी से की जा सकती है। भौतिक साधन जैसे-भूमि, जल, ईंधन, खनिज सीमित मात्रा में उलपब्ध साधन है।

गुणात्मक रूप से सीमित साधन : साधनों में गुणात्मक सीमितता भी पाई जाती है। गुणात्मक सीमितता को आसानी से मापा नहीं जा सकता है। यह सीमितता भौतिक वस्तुओं के गुणों में अंतर से संबंधित हो सकती है। विभिन्न समुदायों को उलपब्ध सेवाओं से भी गुणात्मक सीमितता पायी जाती है।

3. सभी साधन परस्पर रूप से संबंधित होते है: साधन उपयोग होने के साथ-साथ पारस्परिक रूप से संबंधित भी होते है। किसी कार्य या लक्ष्य को पूर्ण करने के लिए हम अकसर दो या दो से अधिक साधनों का उपयोग करते है।
4. प्रबंधन प्रक्रिया सभी साधनों पर लागू होती है : साधनों की सीमितता के कारण एवं उनके उचित उपयोग से अधिकतम आवश्यकताओं की पूर्ति हेतु इनका योजनाबद्ध एवं व्यवस्थित प्रयोग आवश्यक है। गृह प्रबंधक को परिवार के उपयोग हेतु उपलब्ध सभी साधनों के विषय में समुचित जानकारी होनी चाहिए, ताकि सीमित साधनों को अन्य उपलब्ध साधनों द्वारा प्रतिस्थापित किया जा सकें।
5. साधनों के वैकल्पिक उपयोग होते है : अधिकांश साधनों के वैकल्पिक उपयोग संभव है। एक साधन का प्रयोग कर कई लक्ष्य प्राप्त किए जा सकते है। यह निर्णय गृह प्रबंधक को लेना होता है कि परिवार की प्राथमिकता क्या है और किसी विशेष साधन का प्रयोग किस लक्ष्य या वस्तु की प्राप्ति हेतु किया जाएगा। परिवार की बचत का प्रयोग कई लक्ष्यों की प्राप्ति हेतु किया जा सकता है। जैसे-उच्च शिक्षा, मकान क्रय करना, वस्तु क्रय करना आदि। यह निर्णय गृह प्रबंधक को लेना होता है कि परिवार के लिए क्या आवश्यक है। उस सीमित बचत से किस लक्ष्य या वस्तु की प्राप्ति की जाय।
6. साधनों का प्रतिस्थापन संभव है : एक ही लक्ष्य की प्राप्ति हेतु हम एक साधन के स्थान पर दूसरे साधन का प्रयोग कर सकते है।
7. साधनों के उपयोग द्वारा जीवन की गुणवत्ता निर्धारित होते है : साधनों के व्यवस्थित उपयोग द्वारा सीमित साधनों में भी अधिक वस्तुओं एवं सेवाओं की प्राप्ति की जा सकती है। साधनों के उपयोग में विवेकपूर्ण एवं सुनियोजित प्रबंधन प्रक्रिया की पारिवारिक जीवन की गुणवत्ता निर्धारित करने में महत्वपूर्ण भूमिका है। साधनों के उचित उपयोग द्वारा जीवन स्तर ऊँचा उठाया जा सकता है, जो परिवार, समय, धन, शक्ति आदि साधनों का समुचित उपयोग करते हैं, उनके रहन-सहन का स्तर ऊँचा होता है। वे उपलब्ध सीमित साधनों का विवेकपूर्ण उपयोग कर आवश्यकताओं की पूर्ति करते हैं एवं संतुष्टि प्राप्त करते हैं।

निष्कर्ष

पारिवारिक साधन की व्यवस्था में हम निरंतर साधनों के कुशल उपयोग में निर्णय लेते हैं तथा यह प्रयास करते हैं कि उपलब्ध साधनों में अधिकतम आवश्यकताओं की पूर्ति हो। साधनों को मुख्य रूप से दो श्रेणियों

में विभाजित किया जा सकता है– मानवीय साधन एवं अमानवीय साधन। सभी साधनों की मूल विशेषताएँ समान होती हैं, जैसे–सभी साधन उपयोगी, सीमित तथा परस्पर रूप से संबंधित होते हैं। साधनों पर प्रबंधन प्रक्रिया लागू होती हैं, इनके वैकल्पिक उपयोग होते हैं, इनका प्रतिस्थान संभव है तथा साथ ही इनके उपयोग से जीवन की गुणवत्ता भी निर्धारित होती है। साधनों के उपयोग का मुख्य उद्देश्य है लक्ष्यों एवं आवश्यकताओं की पूर्ति, विकास एवं इनके उपयोग द्वारा संतुष्टि प्राप्त करना।

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महिलाओं में मोटापा की समस्या एवं समाधान : एक अध्ययन

❍ तबस्सुम बानो[1]
❍ डॉ. दिव्या रानी हंसदा[2]

संक्षिप्ति

मोटापा एक जटिल बीमारी है जो वैश्विक आबादी के एक बड़े हिस्से को प्रभावित करती है। जबकि मोटापा अक्सर हृदय रोग और मधुमेह जैसी शारीरिक स्वास्थ्य समस्याओं से जुड़ा होता है, मानसिक स्वास्थ्य पर इसके प्रभाव को अक्सर नजरअंदाज कर दिया जाता है। चिकित्सक अवसाद को मोटापे से दोतरफा मानते हैं। मोटापे से अवसाद का खतरा बढ़ जाता है और अवसाद से मोटापे का खतरा बढ़ जाता है। यह पुरुषों की तुलना में महिलाओं में अधिक आम प्रतीत होता है। वजन घटाने से कभी-कभी इन लक्षणों में सुधार हो सकता है। मोटापे से ग्रस्त महिलाओं को अक्सर मानसिक स्वास्थ्य स्थितियों का अनुभव होने का अधिक खतरा होता है जिससे वजन कम करना कठिन हो सकता है।

बीज शब्द : महिला, मोटापा, रहन-सहन, खान-पान

मोटापे को एक प्रमुख सार्वजनिक स्वास्थ्य चिंता माना जाता है और इसे वैश्विक स्तर पर मृत्यु का पाँचवाँ सबसे प्रमुख कारण माना जाता है। अधिक वजन और मोटापा जीवन शैली से जुड़ी मुख्य बीमारियों में से एक है जो स्वास्थ्य संबंधी चिंताओं को जन्म देती है और कैंसर, मधुमेह, मेटाबॉलिक सिंड्रोम और हृदय संबंधी बीमारियों सहित कई पुरानी बीमारियों में योगदान करती है। विश्व स्वास्थ्य संगठन ने यह भी भविष्यवाणी की है कि 2030 में दुनिया में 30 प्रतिशत मौतें जीवन शैली संबंधी बीमारियों से शुरू होंगी और संबंधित जोखिम कारकों और व्यावहारिक भागीदारी नीतियों की उपयुक्त पहचान और समाधान के माध्यम से इसे रोका जा सकता है। इस प्रकार, मोटापे का यथाशीघ्र पता लगाना और उसका निदान करना महत्वपूर्ण है। इसलिए, मशीन लर्निंग दृष्टिकोण मोटापे और अधिक वजन के जोखिम की शुरुआती भविष्यवाणी के लिए एक आशाजनक समाधान है क्योंकि यह जोखिम कारकों और स्थिति की संभावनाओं की त्वरित, तत्काल और सटीक पहचान प्रदान कर सकता है।

नियमित दिनचर्या और खानपान में लापरवाही के कारण कई लोग मोटापे के शिकार हो रहे हैं। शरीर का वजन ज्यादा होने पर कई तरह की बीमारियाँ भी घेरने लगती है। मोटापा एक सामान्य स्वास्थ्य समस्या है,

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2. *विभागाध्यक्ष, गृह विज्ञान विभाग, ल.ना.मि.वि. दरभंगा*

जिसके कारण जोड़ों का दर्द, सांस लेने में दिक्कत, हृदय रोग, स्ट्रोक, टाइप-2 डायबिटीज, हाइपोथायराइड, इन्फर्टिलिटी, के अलावा ब्रेस्ट, ओवेरियन, एन्डोमेट्रियम से संबंधित कैंसर जैसी कई बीमारियाँ हो सकती हैं। यही नहीं मोटापे के कारण रात में खर्राटे लेने जैसी दिक्कतें भी शुरू हो जाती हैं। यदि आप मोटापे से परेशान से हैं तो अपनी जीवनशैली में कुछ बदलाव करके इससे छुटकारा पा सकते हैं।

अगर मोटापे से छुटकारा पाना है तो डाइट चार्ट का सख्ती से पालन करना बेहद जरूरी है। सुबह ब्रेकफास्ट से लेकर डिनर तक संतुलित आहार लेना बेहद जरूरी है। संतुलित और पौष्टिक आहार खाने से कैलोरी की मात्रा कम करने और वजन घटाने में काफी मदद मिलती है। इसके अलावा हाई ग्लाइसेमिक फूड यानी ज्यादा शुगरयुक्त चीजों का सेवन कम करें। अपनी डाइट में फाइबर फूड जैसे फल, सब्जियां, मोटा अनाज ज्यादा लेना चाहिए। ऐसी चीजों के सेवन से बचना चाहिए जिससे शरीर में बैड कोलेस्ट्रॉल बढ़ता है। ज्यादा वसायुक्त या फास्ट फूड जैसी खाद्य सामग्री लेने से भी बचना चाहिए।

महिलाओं में मोटापा का कारण

अवसाद या चिंता : मोटापे से ग्रस्त महिलाओं में अवसाद और/या चिंता विभिन्न कारकों के कारण हो सकती है, जिनमें हार्मोनल परिवर्तन, सामाजिक कलंक और कम शारीरिक गतिविधि शामिल हैं। अवसाद के लक्षणों में उदासी, निराशा और गतिविधियों में रुचि की कमी की भावना शामिल हो सकती है। शरीर की छवि से जुड़ी संस्कृति उन महिलाओं पर काफी प्रभाव डाल सकती है जो वजन को लेकर पूर्वाग्रह और कलंक को अपने अंदर समाहित कर लेती हैं। इससे तनाव और अवसाद हो सकता है, यही कारण है कि वजन के उपचार के स्वास्थ्य लाभों पर ध्यान देना इतना महत्वपूर्ण है।

खाने के विकार : मोटापे से ग्रस्त महिलाओं में खाने के विकार जैसे कि अत्यधिक खाने का विकार या बुलिमिया नर्वोसा विकसित होने का खतरा अधिक होता है। इन विकारों में अत्यधिक खाने की घटनाएँ शामिल होती हैं, जिसके बाद अक्सर उल्टी या अत्यधिक व्यायाम जैसे शुद्ध व्यवहार होते हैं। वजन घटाने पर ध्यान केंद्रित करने से पहले खाने संबंधी विकारों का इलाज करना महत्वपूर्ण है।

शारीरिक छवि के मुद्दे : मोटापे से ग्रस्त महिलाएँ नकारात्मक शारीरिक छवि से भी जूझ सकती हैं, जिससे शर्म, कम आत्मसम्मान और सामाजिक अलगाव की भावना पैदा हो सकती है। शरीर की नकारात्मक छवि खाने के विकार वाले व्यवहार और कई अतिरिक्त मानसिक स्वास्थ्य समस्याओं को भी जन्म दे सकती है।

साहित्य समीक्षा

वर्तमान अध्ययन ने 2010 से 2020 तक मोटापे की रोकथाम और उपचार के लिए मोटापा अनुसंधान और मशीन लर्निंग तकनीकों की जाँच करने के लिए एक व्यवस्थित साहित्य समीक्षा की। तदनुसार, 700 से अधिक पत्रों के प्रारंभिक पूल से समीक्षा लेखों में से 93 पत्रों को प्राथमिक अध्ययन के रूप में पहचाना गया है। नतीजतन, इस अध्ययन ने शुरू में उन महत्वपूर्ण संभावित कारकों को पहचाना जो वयस्कों के मोटापे को प्रभावित करते हैं और इसका कारण बनते हैं। इसके बाद, मोटापे और अधिक वजन की मुख्य बीमारियों और स्वास्थ्य परिणामों की जांच की जाती है। अंततः इस अध्ययन ने मशीन सीखने के तरीकों को मान्यता दी जिसका उपयोग मोटापे की भविष्यवाणी के लिए किया जा सकता है। अंत में, यह अध्ययन सामान्य आबादी में स्वास्थ्य पर मोटापे के प्रभाव को समझने और उन परिणामों की पहचान करने वाले निर्णय निर्माताओं का समर्थन करना चाहता है जिनका उपयोग स्वास्थ्य अधिकारियों और सार्वजनिक स्वास्थ्य को खतरों को कम करने और विश्व स्तर पर मोटे लोगों का प्रभावी ढंग से मार्गदर्शन करने के लिए किया जा सकता है।

डी. सिकीरा एट अल, एक सर्वेक्षण प्रस्तुत किया गया जिसमें मोटापे और सीओवीआईडी -19 के बीच

संभावित संबंधों का मूल्यांकन किया गया, जैसा कि अस्पताल में भर्ती दरों में वृद्धि, खराब निदान और पुनर्प्राप्ति परिणामों और उच्च मृत्यु दर के माध्यम से पता लगाया गया है। इस सर्वेक्षण ने उच्च बीएमआई (अर्थात् 30 किग्रा/एमएसयूपी 2 से काफी अधिक) और खराब कोविड–19 परिणामों के बीच संबंध की पहचान की और पुष्टि की। शोधकर्ताओं ने नैदानिक कोविड–19 की उच्च गंभीरता और उच्च बीएमआई वाले रोगियों में आईसीयू और सामान्य अस्पताल में भर्ती होने की काफी व्यापकता को भी देखा। कुल मिलाकर, शोधकर्ताओं ने निष्कर्ष निकाला कि मोटापा कोविड–19 के लिए एक प्रतिकूल निर्धारक था। विशेष रूप से, उच्च बीएमआई के कारण परिणाम खराब हुए।

अनंत कुमार एट.अल., अतिरिक्त वजन के संबंध में परामर्शों पर रोगी की प्रतिक्रियाओं का मूल्यांकन करते हुए एक सर्वेक्षण भी प्रस्तुत किया। उनके शोध ने प्रतिक्रियाओं को तैयार करने में चिकित्सक के वजन की भूमिका का भी मूल्यांकन किया और विशिष्ट स्वास्थ्य स्थितियों के लिए अतिरिक्त शरीर के वजन के देखे गए महत्व ने उन प्रतिक्रियाओं को कैसे आकार दिया। इसके अलावा, इस सर्वेक्षण ने ऐसी प्रतिक्रियाओं के पीछे सामान्य प्रेरणाओं की सैद्धांतिक समझ विकसित की। इस समीक्षा ने निष्कर्ष निकाला कि मरीजों से वजन कम करने के वर्तमान प्रयासों के बारे में पूछताछ करने वाले चिकित्सकों को ईमानदारी से जवाब देने की उम्मीद की जा सकती है। इन निष्कर्षों से संकेत मिलता है कि वजन घटाने की जांच तब भी सफल रही जब उनमें एक विश्वसनीय चिकित्सक को शामिल किया गया जिसने गैर–निर्णयात्मक तरीके से वजन घटाने के फायदे गिनाने में समय लिया।

अध्ययन का उद्देश्य

1. महिलाओं में मोटापा के कारणों के बारे में अध्ययन करना।
2. महिलाओं में मोटापा से होने वाले समस्याओं के बारे में अध्ययन करना।
3. महिलाओं में मोटापा की समस्याओं के समाधान के बारे में अध्ययन करना।

मोटापा हेतु समाधान

व्यायाम करना **:** शरीर से टॉक्सिन बाहर निकालने और वजन कम करने के लिए हफ्ते में 3–5 दिन तक कम से कम 40 मिनट कार्डियो एक्सरसाइज जरूर करना चाहिए। इसमें आप ब्रिस्क वॉक, साइकिलिंग, तैरना या डांस करने जैसी फिजिकल एक्टिविटी शामिल कर सकते हैं। कार्डियो एक्सरसाइज शुरुआत में ज्यादा नहीं करना चाहिए। इसका समय धीरे–धीरे बढ़ाना चाहिए। दिल से संबंधित कोई समस्या होने पर ज्यादा कठिन कार्डियो एक्सरसाइज करने से बचना चाहिए।

मानसिक तनाव कम करना **:** मानसिक तनाव के कारण भी कई शारीरिक समस्याएं पैदा होती हैं। मानसिक तनाव के कारण शरीर का प्रबंधन प्रभावित होता है और इस कारण से भी मोटापे की समस्या हो सकती है। मानसिक तनाव कम करने के लिए ध्यान, प्राणायाम या योगाभ्यास जैसी एक्टिविटी का सहारा ले सकते हैं। इसके अलावा तनाव कम करने के लिए पर्याप्त नींद लेना भी काफी जरूरी है। कई बार मानसिक तनाव की वजह से महिलाओं में हार्मोनल बदलाव होने लगते हैं जिससे वे मोटापे की शिकार हो सकती हैं। ऐसे में उन्हें प्राणायाम रोज करना जरूरी होता है।

अधिक पानी पीना **:** शरीर को हाइड्रेटेड रखने के लिए रोज कम से कम 2.5 से 3 लीटर पानी जरूर पीना चाहिए। इसके अलावा ज्यादा शुगर युक्त पेय पदार्थ या शराब के सेवन से भी बचना चाहिए। ज्यादा मीठा खाने या शराब के सेवन करने से भी मोटापा हो सकता है।

अनुशासित रहें और खुद को प्रोत्साहित करें **:** हमारे लंबाई के अनुपात से अपने वजन के अनुपात को

बॉडी मास इन्डेक्स (BMI) कहते हैं। हम ऐप के जरिए BMI को पता कर सकते हैं और यह जान सकते हैं कि हमारा BMI किस श्रेणी में आता है। अपनी डाइट को कन्ट्रोल करने के लिए एक डायरी बनाएं जिसमें लिखें कि आप रोज क्या खा रहे हैं। इससे पता चल सकेगा कि आपके दैनिक आहार में कितनी कैलोरी है। मोटापा कम करने के लिए यह बेहद जरूरी है कि आप खुद का आत्मविश्वास और उत्साह बनाए रखें। खुद को कठिन परिश्रम के लिए हमेशा प्रोत्साहित करें।

मोटापे को लेकर हीन भावना न रखें : कई बार लोग अपने मोटापे को लेकर डिप्रेशन के शिकार हो जाते हैं, लेकिन ऐसे में डिप्रेशन उनके शरीर को नुकसान पहुँचा सकता हैं। इसके लिए सकारात्मक सोच के साथ आगे बढें और डिप्रेशन से बचने के लिए मनोचिकित्सक से संपर्क करें, जिससे डिप्रेशन से बाहर निकलने में आपको मदद मिलेगी।

डॉक्टर से परामर्श लेने में नहीं करें संकोच : मोटापे की समस्या से निजात पाने के लिए डॉक्टर से परामर्श लेने में कतई संकोच नहीं करें। भारत में कई लोग मोटापे के कारण डायबिटीज और हाई बीपी के शिकार हो जाते हैं और वहीं कई महिलाएँ थायराइड और इन्फर्टिलिटी की समस्या से जूझ रही हैं। मोटापे से संबंधित कोई भी परेशानी आने पर ऐसे अस्पताल के स्पेशलिस्ट से फॉलो-अप लेते रहें। जहाँ फुल टाइम स्पेशलिटी सिस्टम की सुविधा हो ताकि समय पर सही इलाज हो सकें।

निष्कर्ष एवं सुझाव

यह ध्यान रखना महत्वपूर्ण है कि मोटापे से ग्रस्त सभी महिलाओं को इन मानसिक स्वास्थ्य समस्याओं का अनुभव नहीं होगा और व्यक्तिगत अनुभव भिन्न हो सकते हैं। हालाँकि, शारीरिक और मनोवैज्ञानिक दोनों चिंताओं को दूर करके, मोटापे से ग्रस्त महिलाएँ अपनी समग्र भलाई और जीवन की गुणवत्ता में सुधार कर सकती हैं। स्वास्थ्य देखभाल पेशेवरों या मानसिक स्वास्थ्य पेशेवरों से समर्थन मांगना इन मुद्दों के समाधान में एक महत्वपूर्ण कदम हो सकता है।

मोटापे से ग्रस्त महिलाओं में मानसिक स्वास्थ्य संबंधी समस्याओं के समाधान में चिकित्सक महत्वपूर्ण भूमिका निभा सकते हैं। रोगी के प्रारंभिक मूल्यांकन के दौरान, चिकित्सकों को मानसिक स्वास्थ्य स्थितियों जैसे अवसाद, चिंता और खाने के विकारों की जांच करनी चाहिए। इन स्थितियों का शीघ्र पता लगाने और उपचार से रोगी की समग्र भलाई में सुधार हो सकता है और उनकी वजन घटाने की यात्रा में सफलता की संभावना बढ़ सकती है। मोटापे से ग्रस्त महिलाओं को सामाजिक कलंक और भेदभाव का अनुभव हो सकता है, जो उनके मानसिक स्वास्थ्य पर नकारात्मक प्रभाव डाल सकता है। चिकित्सक सम्मानजनक भाषा का उपयोग करके, रोगी की जीवनशैली या आदतों के बारे में धारणाओं से बचकर और रोगी के वजन के बजाय उसके समग्र स्वास्थ्य और कल्याण पर ध्यान केंद्रित करके एक सहायक और गैर-निर्णयात्मक वातावरण बना सकते हैं।

शारीरिक गतिविधि मानसिक स्वास्थ्य पर भी सकारात्मक प्रभाव डाल सकती है, अवसाद और चिंता के लक्षणों को कम कर सकती है और समग्र कल्याण में सुधार कर सकती है। चिकित्सक मोटापे से ग्रस्त महिलाओं को शारीरिक गतिविधि में संलग्न होने के लिए प्रोत्साहित कर सकते हैं जो उनकी फिटनेस और स्वास्थ्य स्थिति के स्तर के लिए उपयुक्त है।

महिलाओं में मोटापे के इलाज के लिए अंतर्निहित मानसिक स्वास्थ्य स्थितियों का इलाज करना आवश्यक है, लेकिन हमें सतर्क रहना चाहिए क्योंकि मूड विकारों के लिए इस्तेमाल की जाने वाली कुछ दवाएं वजन बढ़ाने का कारण बन सकती हैं। दवाएं लिखते समय, यदि वजन-तटस्थ दवा मानसिक स्वास्थ्य विकार में मदद

करने की संभावना है, तो वजन बढ़ाने वाली दवा के बजाय वजन–तटस्थ दवा का उपयोग करने को प्राथमिकता दी जाएगी।

मोटापे से ग्रस्त महिलाओं की मदद करने के लिए, चिकित्सकों को केवल एक या दूसरे के बजाय रोगी की शारीरिक और मानसिक स्वास्थ्य संबंधी दोनों चिंताओं को दूर करने के लिए काम करना चाहिए। ऐसा करके हम मोटापे से ग्रस्त महिलाओं को उनके समग्र स्वास्थ्य और जीवन की गुणवत्ता में सुधार करने में मदद कर सकते हैं।

संदर्भ :

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योगदर्शन के आलोक में 'शक्तिपात' और 'समाधि' की अवधारणा

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❍ डॉ. बिमान बिहारी पाल[2]

संक्षिप्ति :

योग दर्शन के अनुसार "चित्त के वृत्तियों का निरोध ही योग है"। चित्त की वृत्तियों का निरोध परम सत्ता के प्रति समर्पित हो जाने से हो जाता है। शक्तिपात में भी जब शक्ति अन्तर में क्रियाशील हो जाती है तो साधक साक्षी भाव से क्रियाओं को मात्र देखता है। शक्तिपात के बाद शक्ति ऊपर चढ़ती है। शक्तिपात की प्रारम्भिक अवस्था में पहले शाक्तोपाय की अवस्था प्राप्त होती है। इस अवस्था में व्यक्ति शक्ति और अपने-आप में चित्त के स्तर पर भिन्नत्व की अनुभूति करता है साथ ही शक्ति को अलग सत्ता के रूप में अनुभव करत है। यहीं साधना उसको शाम्भ्वोपाय की अर्थात् अभिन्नत्त्व का भी अनुभव कराती है। यहाँ अविद्या का नाश हो जाता है। अविद्या का नाश हो जाने के बाद शक्ति ही चित्त को निरुद्ध अवस्था में छोड़कर स्वयं आत्मा में विलीन हो जाती है। आत्मा में विलीन हुई शक्ति और चित्त की वृत्तियों की निरुद्ध हुई अवस्था ही समाधि अवस्था कही जाती है।

बीज शब्द : शक्तिपात, समाधि, चित्त, अनुग्रह, समर्पण।

इस शोध पत्र में भारतीय अध्यात्म परम्परा में योग दर्शन एक आस्तिक दर्शन है। इस दर्शन में सैद्धान्तिक और क्रियात्मक दोनों पक्षों की विस्तृत चर्चा है। योग दर्शन के प्रणेता शेषावतार भगवान पतंजलि हैं। योगदर्शन अपने आप में एक परिपूर्ण दर्शन है। योगदर्शन में 'योग' को परिभाषित करने से प्रारम्भ करके उस योग अवस्था को प्राप्त करने तथा उस अवस्था में क्या प्राप्ति होगी? इन तथ्यों की विस्तृत और तार्किक विवेचना प्रस्तुत की गयी है। योग दर्शन का प्रतिपादन योग-सूत्र में किया गया है।

योग-सूत्र का परिचय **:** योग दर्शन का सैद्धान्तिक निरूपण योग सूत्र में किया गया है। योग-सूत्र एक सूत्रबद्ध रचना है। इसको चार भागों में बांटा गया हैं। समाधि पाद, साधन पाद, विभूति पाद और कैवल्य पाद इन अध्यायों में प्रतिपादित विषयो का निरूपण इस प्रकार किया है।

समाधि पाद- समाधि पाद में योग के लक्षण, स्वरूप और चित्त वृत्तियों, अविद्या, ईश्वर का स्वरूप, विभिन्न ध्यान की विधियाँ, समापत्ति और समाधि का विस्तृत वर्णन किया गया है।

1. *शोध छात्र, योग विद्या विभाग, गुजरात विद्यापीठ, अहमदाबाद, गुजरात।*
2. *प्रोफेसर, योग विद्या विभाग, गुजरात विद्यापीठ, अहमदाबाद, गुजरात।*

साधन पाद – योग सूत्र का यह पाद क्रियात्मक है। इसमें क्रिया योग, पंच क्लेश, विवेक ज्ञान और अष्टांग योग की चर्चा की गयी है।

विभूति पाद : इस विभूतिपाद में धारणा, ध्यान और समाधि तथा संयम, विभूति इत्यादि का वर्णन है।

कैवल्य पाद– महर्षि पतंजलि कैवल्यपाद में कैवल्य प्राप्त करने योग्य चित्त के स्वरूप का प्रतिपादन किया है। धर्ममेघ– समाधि का वर्णन करके 'कैवल्य' की स्थिति बताकर ग्रन्थ का समापन किया है। पतंजलि योग–सूत्र में 195 सूत्र है। इसके निरूपण शैली को ध्यान में रखते हुए डॉ. पु. वि. करंबेलकर जी कहते हैं कि "योग एक शास्त्र है"। मेरी मान्यता तो यह है कि वह आधुनिक विज्ञान के समान ही यथा तथ्य एवं युक्तिपरक है। विशेष रूप से पातंजल योग सूत्र में उपलब्ध योग की प्रस्तुति ही वैज्ञानिक है"।

शक्तिपात और समाधि :

योग सूत्र में वर्णित समाधि को प्राप्त करने के लिए मुख्यतया ध्यान के विभिन्न तकनीकों का प्रयोग किया जाता है लेकिन शक्तिपात के बाद अभ्यास के स्थान पर साधक शक्ति के समक्ष समर्पित हो जाता है। यहाँ अभ्यास का स्थान समर्पण भाव ले लेता है। इसलिए साधन में क्रिया रूप में स्वतः ही ध्येय विषय साधक के समक्ष प्रकट हो जाता है। तथा क्रिया में ही एकाग्रता उदय होकर चित्त की तदाकार अवस्था में आ जाता है। इस प्रकार साधक को सम्प्रज्ञात् का अवस्था का अनुभव होता है। इस अवस्था में ही शक्ति जब प्रतिप्रसव–क्रम में आत्माभिमुखी होती है तो वो सभी आवरणों तथा भ्रम का नाश करते हुए स्वयं ही परब्रह्म परमात्मा में विलीन हो जाती है। इस तरह ही साधक को क्रिया रूप में ही असम्प्रज्ञात समाधि की अवस्था प्राप्त हो जाती है। (चिति – लीला, 2011)

समाधि अवस्था अष्टांग योग में वर्णित सर्वोच्च अंग है। योग दर्शन ईश्वर प्रणिधान के माध्यम से समाधि लाभ की प्राप्ति होती है यह स्पष्ट उल्लेख है। समाधि के लिए ईश्वर को समर्पित होना है। 'शक्तिपात' दीक्षा में गुरु शिष्य की शक्ति जागृत्ति करते हैं और शक्ति के प्रति समर्पित ही करते हैं। महर्षि पतंजलि ध्यान की जो विभिन्न प्रविधियाँ बताते हैं। उसमें एक प्रमुख है वीतराग विषयं वा चित्तम।। 1/37 (पातञ्जल योग दर्शन, प्रथम आवृत्ति) सूत्र का भावार्थ है कोई वीतराग ऐसे साधु महात्मा को चित्त विषय बनाने मनसः स्थिति निबन्धन होता है। यहाँ थोड़ा तार्किक दृष्टि से विचार किया जाय तो सूत्र का चित्त के अवलम्बन लेने को निर्देशित कर रहे हैं अर्थात् साधक को ऐसे महात्माओं के चित्त का अवलम्बन लेना है जिनका चित्त वीतराग हो गया है। इस प्रविधि का सम्बन्ध सीधे शक्तिपात से ही है। चित्त का अर्थ है 'चित्त शक्ति' यहाँ यह समझने की आवश्यकता है कि जब तक गुरु शिष्य को अपने चित्त का अवलम्बन नहीं प्रदान करेंगे तो शिष्य कैसे लाभावन्वित होगा। गुरु के अनुग्रह से ही शिष्य उनकी चित्त शक्ति के साथ तादात्म्य स्थापित कर सकता है। परिणामस्वरूप शिष्य को अध्यात्म लाभ प्राप्त होता है। ईश्वर प्रणिधान तथा वीतराग चित्त का अवलम्बन इन दो साधनों में स्पष्ट रूप में शक्ति की जागृति तथा शक्तिपात का वर्णन मिलता है। अविद्यानाश ही शक्तिपात का मुख्य विषय है।

पातंजल योग–सूत्र में 'समाधि' और 'शक्तिपात' – कहते हुए यह स्पष्ट कर देना चाहता हूँ कि योग सूत्र में सीधे शक्तिपात का वर्णन नहीं हैं लेकिन 'शक्तिपात' जैसी अवस्थाओं का वर्णन ईश्वरप्रणिधान और समाधि के वर्णन के साथ है। शक्तिपात के आचार्य स्वामी विष्णुतीर्थ जी महाराज का कथन है कि योगसूत्र का मुख्य साधनक्रम ईश्वर प्रणिधान है। "ईश्वर – प्रणिधान का शाब्दिक अर्थ है ईश्वरीय शक्ति को अपने अन्तर में प्रत्यक्ष, प्रकर्ष तथा निश्चि रूप से धारण करना। व्यक्ति की मानसिक अवस्था को यहाँ प्रत्येक चेतना कहा गया है। इन्द्रियों के आधार पर कार्यशील किन्तु बहिर्मुखी प्रवाहित शक्ति का नाम चेतना है। वहीं कार्यशीलता का

प्रवाह जब अन्तर्मुखी हो जाती है। सूत्रकार ने ईश्वर प्रणिधान का फल ही समाधि की प्राप्ति कहा है। सूत्रकार ईश्वर प्रणिधान का अलग-अलग परिप्रेक्ष्य में चर्चा करते हैं जो इस प्रकार है।

'ईश्वर प्रणिधानाद्वा ।। 1 /23 (पातज्जल योग दर्शन, प्रथम आवृत्ति')

भावार्थ- ईश्वर प्रणिधान से भी शीघ्र समाधि लाभ होता है। थोड़ा शाब्दिक विवेचना को समझते हैं। धा अर्थात् धारण करना। उससे पूर्व प्र तथा नि दो उपसर्ग लगाये गये हैं। प्र अर्थात् प्रकर्ष रूप से, तथा नि अर्थात् निश्चित। इस प्रकार प्रणिधान का अर्थ हुआ, प्रकर्ष तथा निश्चित रूप से धारण करना। भाव यह समझना चाहिए कि ईश्वर तत्त्व को केवल बौद्धिक, भावना और कल्पनाओं और विचारों का विषय बनाकर नहीं बल्कि अनुभव के आधार पर धारण करना चाहिए। कुछ ऐसा ही उपदेश भगवान श्री कृष्ण श्रीमद् भगवदगीता के नवें अध्याय के दूसरे श्लोक में दिया है जो इस प्रकार हैं।

"राजविद्याराजगुह्यं पवित्रमिदमुत्तमम्"।
प्रत्यक्षावगमं धर्म्यं सुसुखं कर्तुमव्ययम्" 9/2 (श्रीमद्भगवद्गीता यथास्वरूप, 1983)

अर्थात् राजविद्या राजगुह्यं का जो ज्ञान है वो प्रत्यक्ष और अनुभवगम्य है। प्रकर्ष तथा निश्चित का भाव योगसूत्र में इसी भाव को स्पष्ट करते हैं।

इसी अवस्था को योग दर्शन में चेतना का प्रत्यक् चेतना होगा, हठयोग में कुण्डलिनी की जाग्रति, बेदान्त में प्रज्ञान की अनुभूति, मन्त्र योग में मन्त्र चैतन्यता का अनुभव, भक्तियोग में अल्हादिनी शक्ति का जागरण, तन्त्र शास्त्र में माँ जगदम्बा का प्रत्यक्षीकरण की अवस्था के रूप सम्बोधित किया जाता है। योग दर्शन एक क्रियात्मक एवं अनुभवात्मक ग्रन्थ है यहाँ ईश्वर प्रणिधान तो विशेष अनुभवयुक्त साधना है जहाँ साधक शक्ति के समक्ष समर्पित रहता है। इससे ही शक्ति के प्रतिप्रसव की प्रक्रिया प्रारम्भ होती है। जब सामान्य प्राणिमात्र में ईश्वरीय शक्ति मन और इन्द्रियों के माध्यम से जगदोन्मुखी होती है तो यह शक्ति का प्रसव क्रम कहा जाता है। इस प्रसव क्रम में संस्कार संचित होते हैं। प्रति प्रसव क्रम में संचित संस्कार क्षीण होना आरम्भ हो जाते है। संस्कार निर्माण प्रक्रिया में संस्कारों से वासना, वासना संवृत्ति, वृत्ति के अनुकूल मन तथा मन से संकल्प के अन्तर्गत कर्म का क्रम टूट जाता है। लेकिन जब शक्ति की जागृत्ति होती है तो वो अन्तर्मुखी हो जाती है। शक्ति की अन्तर्मुखी क्रियाशीलता से संस्कार, संस्काराशय से निकल कर क्रिया रूप में परिणत होते हैं। इन क्रियाओं में मन का कोई भी प्रभाव नहीं होता है। ये क्रियाएँ संस्कारों के आधार ईश्वरीय शक्ति की क्रियाएँ होती हैं। इनसे संस्कारों का निर्माण नहीं होता हैं। ये क्रियाएँ स्वतः घटित होती हैं। ईश्वर प्रणिधान यथार्थ में साधन है। अर्थात् यहाँ साधना स्वतः होती है। साधक दृष्टा मात्र होता है। शक्ति ही क्रिया करती है। क्रिया का आधार पूर्व संचित संस्कार हैं। पूर्व संचित संस्कार ही क्रिया का रूप धारण कर क्षीण भी होते हैं। यही ईश्वर प्रणिधान का फल है। चेतना को प्रत्यक चेतना में रूपान्तरित करने का दो उपाय हैं- 'यत्न साध्य तथा कृपा साध्य'। प्रथम प्रकार की साधना में सूत्रकार ने जप को ही प्राथमिकता दिया हैं।

"तज्जपस्तदर्थ भावनम् ।। 1 /28 (पातज्जल योग दर्शन, प्रथम आवृत्ति")

कृपासाध्य में ईश्वर कृपा या गुरु कृपा/अनुग्रह आती है। साधक साधन के माध्यम से ईश्वर कृपा को प्राप्त करने का प्रयास करता है। गुरु कोई व्यक्ति विशेष नहीं अपितु ईश्वर ही होते हैं जो किसी व्यक्ति विशेष के माध्यम से शिष्य पर अनुग्रह करते हैं। यह अनुग्रह ही 'शक्तिपात' कहलाता हैं। इस सन्दर्भ में महर्षि पतंजलि ने विभुतिपाद के सूत्र 38 में लिखा है कि "बंध कारणशैथिल्यात् प्रचार संवेदनाच्च चित्तस्य परशरीरावेशः।।" (पातज्जल योग दर्शन, प्रथम आवृत्ति) अर्थात् बंध कारण (बन्धन का कारण भोगों की वासना) शौथिल्यात् (शिथिल हो जाने से चित्त को प्रचार संवेदना अनुभवगम्य हो जाने से) परशरीरावेशः (दूसरे के शरीर में आवेश

उत्पन्न करने) की शक्ति आ जाती है। इस सिद्धि को ही शक्तिपात की सिद्धि समझना चाहिए। यह सूत्र शक्तिपात के गुरुओं के लिए पथ प्रदर्शक है। चित्त से भोग वासनाएँ समाप्त करने पर ही चित्त शक्ति में कार्यशील चेतन शक्ति का विकास होता है। जिससे चित्त शक्ति के आवागमन के पश्चात् ही शक्ति पर नियन्त्रण के पश्चात् ही शक्ति को शिष्य की ओर प्रसारित करना, उसे रोकना। शक्ति का निग्रह करना व शक्ति को किसी विशेष दिशा में प्रसारित करना, शक्ति के वेग को घटाना या बढ़ाना। इतना नियन्त्रण आने के बाद ही गुरु अपने चित्त के माध्यम से शिष्य के चित्त में आवेश उत्पन्न किया जाना चाहिए। योगसूत्र में इस सूत्र के माध्यम से महर्षि पतंजलि ने शक्तिपात के क्रिया को ही सूत्रबद्ध किया है। इस कृपा प्राप्ति के लिए ही गुरु दीक्षा होती है साधक जप-तप करता है। साधक ईष्ट कृपा और गुरु कृपा को लक्षित करके अपने चित्त पर गुरु के चित्त का आलम्बन प्राप्त करना चाहता है। गुरु भी शिष्य के अन्दर शक्ति का आवेश उत्पन्न करता है। यही शक्तिपात कहा जाता है। (पातञ्जल योग दर्शन, प्रथम आवृत्ति)

उपसंहार : योग सूत्र के अनुसार समाधि 'अष्टांग योग' में वर्णित अंगों का सर्वोच्च अंग है। समाधि प्राप्त होने के लिए सबसे सुलभ साधन 'ईश्वर प्रणिधान' है। इस सन्दर्भ में महर्षि पतंजलि साधन पाद के सूत्र 45 में लिखते है कि "समाधि सिद्धिरीश्वर प्रणिधानात्।। ("पातञ्जल योग दर्शन, प्रथम आवृत्ति")

अर्थात् ईश्वर प्रणिधान से समाधि सिद्ध होती है। महर्षि पतंजलि ईश्वर प्रणिधान से ही समाधि का लाभ होना बताते हैं। इसका अर्थ यह है कि योग दर्शन का मुख्य साधन क्रम ईश्वर प्रणिधान ही है। दूसरे अंग उसके सहायक हैं। क्योंकि शेष सभी अंग ईश्वर प्रणिधान होने के बाद जागृति के पश्चात् क्रिया का स्वत: रूप घटित हो जाता हैं। अत: यदि ध्यान से देखें तो योगसूत्र में समाधि प्राप्ति के लिए शक्तिपात जिसे ईश्वर प्रणिधान के रूप में वर्णित किया गया है इस अवधारणा के ऊपर ही पूरा योग शास्त्र आधारित है।

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बिहार की पंचायतीराज व्यवस्था एवं स्थानीय स्वशासन का विकास

❍ इंजमाम उल अहमद अंसारी[1]

संक्षिप्ति :

बिहार की धरा पंचायत के माध्यम से ही परिलक्षित होता है। बिहार के पंचायती राज व्यवस्था एवं स्थानीय स्वशासन के प्रथम दृश्यता से यह पता चलता है कि बिहार में विकास की धारा में लाना है तो पंचायत स्तर पर कार्य किया जाता है। पूरा ही विकास दर को बढ़ाने के लिए बिहार के पंचायत में तुरंत प्रभाव से लागू किया जाता है। यह विकास की समाज के हित के भांति कार्य को उतारा जाता है। बिहार में पंचायत की स्तर पर जाने के मतलब विकास जमीनी स्तर पर कार्य किया गया है। इससे बिहार के कल्याण के लिए तत्परता को दिखाते हुए अपने कार्यों को धरातल पर संजोया जाता है। सामाजिक भलाई के लिए बिहार के विकास में पंचायती राज व्यवस्था एवं स्थानीय स्वशासन की अहम किरदार होता है। बिहार में सबसे पहले शिक्षा रोजगार भेदभाव गरीबी सामाजिक शोषण एवं आर्थिक के प्रभाव को समाप्त करने में अहम भूमिका हैं। जिससे कि समाज के भलाई के खातिर पंचायती राज व्यवस्था एवं स्थानीय सरकार को ही माना जाता है। पंचायत के स्तर पर विकास को करना हमारे लिए बहुत ही आसान कार्य हो जाता है और कार्य करने में मदद मिलने के अवसर अनेकों मिलता रहता है। सामाजिक न्याय के लिए लोग आपसी संबंध एवं भाईचारे के सहारे बैठ करके समाधान निकाल लेते हैं। बिहार में विकास के गंगा को बहाने में कामयाब हो पाते हैं। जबकि गरीब समाज को न्याय के लिए अंतिम उम्मीद पंचायती राज व्यवस्था एवं स्थानीय स्वशासन से संभव हो पता है। गांव में यह देखा गया है कि सामाजिक भेदभाव छुआछूत जाति एवं महिला जैसे समस्याओं से निपटने में सहयोग मिला है। इस विषय का प्रचार प्रसार जोर शोर से किया गया है ऐसे लक्ष्य को प्राप्त करने को शिक्षित करने को आवाहन किया गया। योजना चलाकर निम्न स्तर की भलाई के लिए लाभान्वित किया गया है।

बीज शब्द : बिहार, पंचायत, व्यवस्था, विकास, स्थानीय, स्वशासन

बिहार एक ऐसा राज्य है कि यह धरती ऐतिहासिक अपने आप में स्थापित। बिहार की धरती से राजनीतिक दूर शुरुआत करता है और खत्म भी बिहार की धरती ही करता है। चाहे वह शुंग वंश हो या कर्ण वंश, गुप्त वंश, चोल वंश, मौर्य वंश, शुरी वंश, एवं मुगल वंश हो 1857 ईस्वी में बिहार में विद्रोह का नेतृत्व वीर कुंवर सिंह ने किया और अपने आप को बलिदान कर दिया। बिहार इसके बिना अछूत नहीं रह सकता है। बिहार

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1. शोधार्थी, डिपार्मेंट आफ पॉलिटीकल साइंस रिसर्च स्कॉलर, वीर कुंवर सिंह विश्वविद्यालय, आरा।

एक धार्मिक स्थल भी माना जाता है जबकि बौद्ध धर्म एवं जैन धर्म के अस्तित्व को स्थापित किया है। बिहार की धरती पर वीर बलवान की कमी नहीं रहा है यह पता चलता है कि एक शासकों को रोकने के लिए एक वीर बलवान जन्म लेते रहते थे। योद्धा शासन ने अपने बलवानी के बल पर इतिहास बनते बिगड़ते रहते हैं। अपने–अपने शासन के दौरान बिहार की संस्कृति एवं स्थापत्य कल को स्थापित करते रहते थे आज भी ध रोहर के तौर पर संज्ञा गया बिहार के गौरवान्वित करने वाला स्थापत्य कला में बुद्ध विहार मंदिर एवं नालंदा विश्वविद्यालय को स्थापित किया है। बहुत ही गर्व की बात है कि नालंदा विश्वविद्यालय विक्रमशिला विश्वविद्यालय की हो या शेरशाह सूरी मकबरा एवं बौद्ध जैन स्थल की बात सुनकर गर्व से बिहार का सीना चौड़ा हो जाता है। बिहार अपने आप में समृद्ध एवं सशक्त आगे की भांति और रहेगा बिहार भौगोलिक क्षेत्र में 13 में स्थान पर हैं बिहार एक बड़ी जनसंख्या वाला राज्य बिहार के ग्रामीण क्षेत्रों में 09.23 करोड़ 89% निवास करता है जबकि शहरी क्षेत्र में 01.18 करोड़ यानी 11% लोग निवास करते हैं। जनसंख्या घनत्व 1106 व्यक्ति प्रति वर्ग किलोमीटर और लिंगानुपात 918 है जो कि बिहार में सर्वाधिक है।

बिहार में पंचायती राज व्यवस्था स्थापित करने के लिए बिहार पंचायती राज व्यवस्था अधिनियम 1993 लाया गया है। पंचायती राज को संवैधानिक दर्जा प्राप्त करने के बाद सामान संरचना चुनाव समाज के कमजोर वर्गों एवं महिलाओं को राजनीतिक आर्थिक सामाजिक शिक्षा एवं वित्त आयोग का गठन करने में अहम भूमिका है वित्त आयोग द्वारा प्रतिनिधियों के नियमित निर्वहन करने के लिए एक सिस्टम को प्रतिस्थापन करता है राज्य के सरकारों ने पंचायती राज व्यवस्था को ऐसा शक्तियों कार्यों तथा उत्तरदायित्वों को व्यवस्थित का जिससे वह स्थानीय स्वशासन की संस्थाओं के फल स्वरुप कार्य करने का प्रयत्न करता है पंचायती राज व्यवस्था को भारत के संविधान की 11वीं अनुसूची में निहित विषयों तथा विभिन्न क्षेत्रों में आर्थिक विकास एवं सामाजिक न्याय के लिए योजनाओं का क्रियान्वयन करने के लिए बनाकर लागू किया गया है अतः यह सफल शक्ति हुआ।

बिहार के पंचायती राज अधिनियम 2006 ने संशोधन करके भूमि विकास करने के लिए लोहा मनवा दिया और बिहार को कचरे से निकलने में हम किरदार निभाया सामाजिक संवेदना को पकड़ आरक्षण ओबीसी स सेंट एवं महिलाओं को आगे लाने का अवसर प्रदान किया जिससे महिलाओं एवं समाज के उत्सुकता की शुभ विवाह देखने को मिला और धीरे–धीरे लोग लाभान्वित होने लगे और पूरे भारत में बिहार की डंका बजाने लगा अब इस बिल का सराहना करते हुए अन्य राज्यों के मुख्यमंत्री ने अपने का कार्य किया महिलाओं को समाज का नेतृत्व करने का मौका देना पड़ा।

प्राचीन कालीन व्यवस्था : प्राचीन काल खंड में ही भारत के विभिन्न क्षेत्रों में स्थापित था जो की प्राचीन काल से ही पंचायती राज व्यवस्था शासन ने स्थापित करके रखा था कहो ना हो वह चोल शासन ही पंचायती राज व्यवस्था को महत्व दिया ही है। गांव और समाज को मुख्य धारा से जोड़ने के लिए पंचायती राज संस्था को स्थापित किया गया है। लोकतांत्रिक व्यवस्था को लाकर सभी वर्ग के हित में कार्य करने की प्राथमिकता बनाया जा सकता है। मानव समाज की परिकल्पना के लिए आज के दौर सुव्यवस्थित हैं जबकि समाज की भरपाई करने के लिए इसी संस्थाओं को स्थापित किया गया है जो कि भारत के दूरदराज के इलाकों में जीवन यापन वाली चीजों में मुहैया कराने के तत्परता से लिया गया है। पंचायती राज संस्थाओं को प्राचीन संस्था में से एक माना गया है। यह अभी देखने को बहुत पुराना प्राचीन काल के इतिहास में रामायण एवं महाभारत हो या विधि के ज्ञाता मनुस्मृति के रचयिता के अनुसार ग्रामीण शासन एवं ग्रामीण प्रशासन को समाहित किया गया है जबकि प्राचीन कला एवं मध्यकाल में वरिष्ठ सदस्यता में से ही मनोनीत कर लेते हैं राज्य की कल्याण के लिए धन की आवश्यकताओं की थाना पूर्ति हो सके इसलिए राज्य में करो की उगाही किया जाना

आवश्यक माना गया है। और छोटे–छोटे स्थान पर प्रतिनिधि की जरूरत थी तो राज्य के शासको द्वारा पंचायत की गठन करके स्थानीय स्वशासन द्वारा निभाया गया। ठीक ऐसे ही वैदिक काल से प्राचीन काल में व्यवस्था को स्थापना करना पड़ा ताकि आसानी से चुंगी कर व्यवस्था की जरूरत की भरपाई किया जा सके। यही व्यवस्था को आवश्यक मानकर शासको द्वारा सभा बुलाकर किया जाता था। सभा में उपस्थित सभी वरिष्ठ पुरुषों के द्वारा एक व्यक्ति को मनोनीत करके एक अहम जिम्मेदारी दिया जाता था जबकि ग्राम में शांति और व्यवस्था कायम रखा जा सके और अपने उत्तरदायित्वों का निष्ठा पूर्वक निर्वहन कर सके।

मौर्य काल में पंचायती राज व्यवस्था का दिशा निर्देशन पर कौटिल्य ने अपनी पुस्तक से अवगत कराया है कौटिल्य के किताब अर्थशास्त्र में वृहद रूप से निर्दिष्ट कर उल्लेख की गांव की भलाई के अक्षुण नहीं किया जा सकता है जिससे 800 गांव का समूह को दो मुख्य चार सदस्यों के समूह खरवा टिक 200 गांव के समूह को समाहित करके बैठे हैं इसी विधि व्यवस्था को परिकल्पना करके स्थापित कर दिया है।

हम यह मानते हैं कि प्राचीन काल से पंचायती राज का दूर की जानकारी प्राप्त होती है और गांव और शहरों को एकरूपता लाने के लिए पंचायती राज व्यवस्था को चलाने पड़े थे वैदिक काल से ही पंचायती राज व्यवस्था अपने देश राज्य के कल्याण के लिए किसी न किसी रूप में चलती आ रही है वैदिक काल में पंचायत के पंचों को परमेश्वर माना गया है और सभा के उपस्थित सभी सदस्यों को पंचों के द्वारा लिया गया फैसला सर्वमान्य होता था अधिकारियों को पुरोहित सेनापति और ग्रामीण प्रमुख माने गए ग्रामीण कहीं पंचायत का प्रमुख होता था उसी को मुखिया यानी प्रधान माना जाता था वह सैन्य आर्थिक और सामाजिक व्यवस्था को प्रमुख किरदार निर्वहन करना उसका कर्तव्य था। अब हम इसे ग्राम की छोटी सरकार बोला करते हैं वीर कुंवर सिंह महाविद्यालय के प्राचार्य एवं राजनीति शास्त्र के प्रोफेसर डॉ अशोक सिंह ने बताया है कि प्रत्येक कालखंड में अलग–अलग रूप में पंचायती राज व्यवस्था के निशान मिलते रहते हैं।

बौद्ध काल के समय पंचायती राज व्यवस्था : बौद्ध काल में भी प्रमाण मिलने के असर रहा है गांव की शासन व्यवस्था की प्रचलन को व्यवस्थित किया गया था गांव की दैनिक की स्थिति को संभालना चिंता के शब्द जिससे गांव के शासक को ग्राम योजक कहते थे गांव से जुड़े मामले सुलझाने का दायित्व ग्राम योजन पर ही निर्भर रहता था ग्राम दोजक की चुनाव ग्राम सभा के द्वारा ही होता था गांव के लिहाज से उसे सरकार का एजेंट भी कहते थे मुख्य अधिकारी को ग्रामीण महत्व अथवा भाजक कहते थे।

मध्यकाल और मुगलकालीन पंचायती राज व्यवस्था : सल्तनत काल में भी देखा गया है कि पंचायती राज कई अद्‌भुत नहीं रही है सल्तनत काल में भी गांव के सबसे छोटी इकाई हैं माना गया है इससे ग्राम पंचायत का प्रशासनिक स्तर को बहुत ही उम्दा रहा था गांव का प्रबंध लामबंदरों पटवारी एवं चौकीदारी के जिम में सोपा गया था जिससे कि कोई विधि व्यवस्था की कमी महसूस ना किया गया

मुगल काल में भी गांव की सबसे छोटी इकाई को समाहित किया गया था पंचायती राज व्यवस्था में पंचायत के चार प्रमुख अधिकारी हुआ करती थी मुकदमा पटवारी चौधरी एवं चौकीदार गुप्त काल की स्वाशी निकायों मुगलकालीन शासन में भी व्यवस्था करके क्रियाशील किया गया मुगल शासन में सभाओं के उत्थान के पश्चात सांस्कृतिक परंपरागत अधिकारी मुखिया लेकर चौकीदार इस समय की भांति तथा कथित क्रियाशील बनाया गया था ग्राम प्रशासन की इकाई अभी भी प्रधान है वही मराठा शासको के द्वारा पांच एवं सभा को बहुत ही टकियत किया गया है और शिवाजी के शासनकाल में भिन्न–भिन्न को सुशोभित करके कुशल पंचायत बनाया गया था सभा में उपस्थित वरिष्ठ नागरिकों को एवं विद्वानों के द्वारा निर्णय बहुत ही निर्णायक होता था।

ब्रिटिश काल के दौरान पंचायती राज : भारत में स्थापित ब्रिटिश काल के दौरान 18वीं सेंचुरियन में गांव

की आजादी एवं स्थानीय प्रशासन संस्थाओं को बरकरार रखा तथा यह भी संभावित किया गया था कि लगभग समाप्त की दौड़ हैं ब्रिटिश शासको ने पंचायत में नकारात्मक विधि व्यवस्था को लागू करते गया था जिससे कि अब उम्मीद ना के बराबर थी क्योंकि पंचायत के बारे में उनके पूर्व जानकारी नहीं थी लेकिन बाद में पंचायती राज व्यवस्था के बारे में जाना तो स्वयं ही पंचायती राज व्यवस्था को मजबूती से लागू करने का निर्णय लिया। लॉर्ड रिपन की शासन व्यवस्था का सन 1882 में स्वशासन प्रस्ताव लागू करके एक अहम फैसला किया था जिसके माध्यम से ब्रिटिश शासन के एंजिन एट पूरे भारत के गांव को कानून रूप से स्थानीय शासन को विस्तृत कर दिया था और ब्रिटिश काल ने शासन व्यवस्था को स्थानीय स्तर पर लागू करके भारत में शासन 190 वर्षों तक किया।

भारत में कांग्रेस का उद्भव :

सन् 1910 ई० में भारतीय राष्ट्रीय कांग्रेस अधनियम भारतीय नेताओं ने ब्रिटिश शासन से मांग रखी कि अंत किया के बाद अंग्रेजों ईस्ट इंडिया कंपनी ने 1920 में भारत के सभी प्रान्तों में ग्राम पंचायत राज अधिनियम परित करके अधनियम के साथ-साथ पंचायती राज व्यवस्था को लागु किया कांग्रेस में विभाजन के पश्चात सन 1907 में शाही विकेन्द्रीय आयोग ने एक निदेश जारी किया की जिसमें भारत सरकार अधिनियम 1919 में आया लेकिन कोई फायदा न हो सका क्योंकि महत्वपूर्ण विषय यह था की राजनीतिक मतभेद के कारण स्थानीय स्वभाव के क्षेत्र विफल हो गया था सन 1935 ई० में भारत सरकार अधनियम के लागू करके चौतरफा संदेश के बाद प्रांतीय स्वायता का श्री गणेश होने में सफल हुआ था। वे सन् 1937 ई० में लोकप्रिय मंत्रिमंडलो का निर्माण स्वतः संभव हुआ। उन्होंने स्थानीय संस्थाओं को मूल निवासियों को प्रतिनिधित्व करने का भी पंचयत राज व्यवस्था को ही नीव मिला था स्थानीय स्वशासन के इतिहास में अन्धकार का कल (डंक प्रियड) 1939 से 1945 इ० तक की अवधि को मन गया था।

आजाद भारत में पंचायती राज व्यवस्था : द्वितीय विश्व युद्ध समाप्ति के पश्चात भारत को आजादी की घोषणा होने के पश्चात पंचायती राज व्यवस्था का न्यू रखने में कोई कोर कसर नहीं छोड़ा गया क्योंकि भारत से बड़ी जनसंख्या वाला वाला देश को संभालना पंडित जवाहरलाल नेहरू के लिए चुनौती पूर्ण था और पड़ोसी देशों ने घात लगाकर बैठे देख रहे थे कि भारत के विकास में व्यवधान डाला जा सके इसलिए पंचायती राज पर ज्यादा फोकस करने एक चुनौती था आजाद भारत बंगाली से भुखमरी के कगार पर खड़ा था शाहिद महात्मा गांधी के सपनों को गांव तक पहुंचाना था ठीक ऐसा ही करना पड़ा क्योंकि सत्ता के सभी नागरिकों को भोगी बनाना था तो सबसे पहले निर्माण दिन संविधान में पंचायत के लिए राज्य के नीति निर्देशक सिद्धांतों में कहा गया कि राज्य का कर्तव्य होगा कि वह ग्राम पंचायत का इस कदर से संगठित किया जाए की पंचायती राज व्यवस्था में स्थानीय स्वशासन की इकाइयों के रूप में कार्यशीलता कर सके महात्मा गांधी जी के सपना बहुमूल्य था जो की सत्ता पंचायती राज सत्ता के विकेंद्रीकरण पर आधारित एक प्रजातान्त्रिक व्यवस्था है। आधुनिक युग में पंचायती राज व्यवस्था स्थानीय स्वशासन का वर्चस्व प्रमाणिक व्यवस्था में महत्वपूर्ण योगदान है क्योंकि इसके प्रांतीय स्वत सरकार एवं दैनिक सरकार का कार्य बहुत सरल होता था इसके माध्यम से लोकतंत्र की मजबूत कड़ी बनाया।

भारत में पंचायत के मूल को स्वीकार किया गया कि भारत के संविधान निर्माता भी पंचायत के महत्व को से परिचित थे कि उन्होंने 1950 ईस्वी में लागू संविधान में महत्वपूर्ण स्थान दिया गया कि ग्राम पंचायत के निर्माण के लिए राज्य सभा का पहला करेगा जबकि वह ग्राम पंचायत तो स्थानीय सरकारों की इकाई के रूप में जाना जाने लगा एवं कार्य इसके इस तरह पंचायत का विषम राज्य के नीति निर्देशक तत्वों के अंतर्गत निहित अनुच्छेद 40 में समाहित किया गया है इसी में 29 विषयों को सुलझाया गया है परंतु संवैधानिक रूप

प्रदान नहीं किया गया तथा स्वतंत्रता के पक्ष सरकार ने सीधे पंचायत की स्थापना के बदले अमेरिकी सलाहकारों द्वारा सुझाए गए थे सामुदायिक विकास परियोजनाओं के उपयोग के श्रेयस्कर समझा लिया गया है यह 2 अक्टूबर 1952 को महात्मा गांधी के जन्म दिवस के उपलक्ष में ऐतिहासिक सामुदायिक विकास कार्यक्रम का शुभारंभ हुआ आर्थिक एवं राजनीतिक समस्या का एक यांत्रिक संसाधन के तौर पर लाया गया था जबकि जनता जुड़ने में मुखर सकती हुआ स्वशासन को प्रभावी ढंग से मुख्य धारा में लाकर सभी बड़ों को दूर कर ली जाती है इसी समस्याओं को समाहित करने के लिए समिति की गठन करने 1957 ईस्वी में बलवंत राय मेहता के नेतृत्व में एक समिति का गठन करने का व्यापक जांच के लिए पंचायती राज की रूपरेखा सामने रखी गई है। पंचायती राज ही आसान कर सकती थी जान-जान की सुविधाओं को उपलब्ध करने की शबाब थी तो पंचायती राज विषय पर ही बल दिया गया है निम्न स्तर पर विकास को देखना एवं विकसित भारत बनाना है तो पंचायत का स्वरूप देखना होगा लोकतंत्र में अगर रुचि रखा गया है तो पंचायत से ही मजबूत मार्ग मिला है इससे ग्रास रूट के डेमोक्रेसी के नाम से जाना जाता रहा है धरातल पर लोकतंत्र का निर्वहन करना है तो ऐसे ही राजनीतिक प्रशिक्षण यहीं से प्राप्त किया जा सकता है ऐसी राजनीतिक विचार की उठान तटस्थ बनाकर जिससे लोकतंत्र स्थानीय स्तर तक पहुंचा जा सके क्योंकि वह राष्ट्रीय और प्रक्रिया स्तर पर सीमित ना हो।

आर०बी० जैन के शब्दों से प्रतीत होता है कि भूमिगत लोकतंत्र की अवधारणा केवल लोकतंत्र का मुख्य दर्शन मात्रा नहीं है बल्कि किसी भी देश की धरती पर लोकतंत्र के गहरी से बीज रोपण किया करने की लक्षित कर दिया और यह कामयाब भी हुआ लोकतंत्र में जीवन के लिए मूल संसाधन मानते हैं राजनीति में लोकतंत्र के प्रयोगशाला कहा जाता है मतलब केवल राज्य सत्ता के विलीन होने की भागीदारी का प्रयास न के बराबर माना गया है बल्कि सरकार के दैनिक कामकाज के जनता जनार्दन सब की बनाने में सब कुशल लोकतांत्रिक विकेंद्रीकरण से लोगों को सहभागिता बनाने कार्य कुशल का एक सशक्त तरीका है

पंचायती राज व्यवस्था एवं स्थानीय स्वशासन की ढांचा **:** बिहार में पंचायती राज व्यवस्था विभाग विकास कार्यों को लेकर काफी गंभीरता से रखता है राज्य स्तर पर पंचायती राज संस्थाओं का विकास की ढांचा को प्रमुख माना गया है। प्रतिनिधियों एवं कर्मचारियों अधिकारियों के लिए ठीक समन्वयक स्थापित करने कार्यों का अनुक्रमण करता है जिस पंचायत की अध्यक्षता अध्यक्ष के द्वारा ग्राम पंचायत की अध्यक्ष प्रमुख एवं मुखिया के द्वारा किया जाता है वह संबंधित पंचायत राज संस्थाओं के निर्वाचित प्रतिनिधि होते हैं

शहरी क्षेत्र में उप विकास आयुक्त तथा ग्रामीण क्षेत्रों में प्रखंड विकास पदाधिकार

पंचायती राज

जिला परिषद	पंचायत समिति	ग्राम पंचायत
अध्यक्ष	प्रमुख	मुखिया
उपाध्यक्ष	उप प्रमुख	उप मुखिया
सदस्य	सदस्य	सदस्य

प्रधान सचिव पंचायती राज विभाग

निदेशक पंचायती राज विभाग

जिला परिषद	पंचायत समिति	ग्राम पंचायत
उपविकास आयुक्त सह कार्यकारी प्रधान	प्रखंड विकास पदाधिकारी	पंचायत सचिव

पंचायती राज व्यवस्था एवं स्थानीय स्वशासन की कार्यप्रणाली : पंचायती राज व्यवस्था के भारत के संविधान के अनुच्छेद 243 जी और 243 इस समाहित करता है कि राज्य सरकार सामाजिक न्याय एवं आर्थिक विकास के लिए योजनाओं को तैयार करेगा और सामाजिक न्याय और आर्थिक विकास के लिए 11वीं अनुसूची में निर्मित विषयों से संवैधानिक अवसर को संबंधित योजनाओं का कार्यान्वयन उन्हें प्रदान करने का मौका दिया है तथा पंचायत के द्वारा वनों को रोपण की शक्तियां तथा उनकी सभी राशियों को जमा करने हेतु प्रतिनिधियों का गठन करना इसके तहत बिहार पंचायत राज अधिनियम 2006 के समुचित कार्यकलापों के अनुकरण के लिए राज्य सरकार के सक्षम बनाने का अधिकार होता है यह देखा गया है कि सरकार की व्यवस्था से सामाज की कार्य विधि को स्वत समाहित करता है सरकार विकास की धारा में अजीबोगरीब योजनाओं को स्थापित करके लोगों को मूलभूत सुविधा को उपलब्ध कराने की प्रमाणिकता देता है

पंचायती राज व्यवस्था एवं स्थानीय स्वशासन की राज्य सरकार की शक्तियाँ : बिहार पंचायत राज अधिनियम 2006 की धारा 146 में नियम बनाने की शक्ति बिहार के विकास कार्यों को कार्यान्वित करने के लिए राज्य विधायिका के अनुमोदन से अधिसूचना द्वारा नियम बनाने की शक्ति।

बिहार पंचायती राज अधिनियम 2006 की धारा 150 152 एवं 153 सरकार को मानक नियमावली बनाने एवं संवैधानिक शक्ति विकास कार्यों को निर्वहन करने की शक्ति नियम बनाने की कार्यकर्ता है यह पंचायती राज व्यवस्था विभाग की कार्यों की निरीक्षण करने की व्यवस्था है।

जिला योजना समिति राज्य सरकार प्रत्येक जिला में बिहार पंचायत राज अधिनियम 2006 की धारा 167 विकास योजना बनाने की शक्ति प्रदान करता है।

बिहार विकास के लिए पंचायती राज अधिनियम 2006 के अधीन वित्त आयोग के गठन करने की शक्ति प्रदान करता है सरकार के द्वारा प्रत्येक 5 वर्षों के लिए वित्त अनुमोदन करने की शक्ति नियम गठन करने का प्रावधान है।

बिहार विकास के लिए करधन की उपाय किया गया है राज्य सरकार द्वारा अधिसूचना अधिकतम भर के अधिक होल्डिंग चुंगी कारोबार तथा शुल्क का भी नियम निहित राज्य सरकार के द्वारा पंचायती राज व्यवस्था के खातिर तत्परता दिखाती कानून बनाकर सामाज के संसाधन पहुंचने का व्यवस्था हुआ है।

निष्कर्ष : ग्राम स्थानीय स्वराज एक समस्त विचार जिसका आधारशिला के अधीन योजनाओं और पंचायती राज व्यवस्था के प्रशासन के माध्यम से संचालन किया जाएगा बिहार की जनसंख्या के बड़ी तादाद के लिए मूलभूत सुविधाओं को पहुंचाने का कार्य पंचायती राज व्यवस्था के माध्यम से किया जाता है बिहार की विकास के बहुत बड़ी भागीदारी होगी सदियों से चलती आ रही गैर परंपरागत व्यवहार को बदहाली चिंता की विषय आम आदमी के भलाई का रास्ता यह पंचायती राज से ही उम्मीद कर गया है सभी नागरिकों के लिए न्यायिक व्यवस्था पंचायती राज से प्रति अग्रसर समाज में बढ़ रही मत भेद को समाप्त करने में हम किराएदार मिला है सामाजिक उत्थान के लिए पंचायती राज को ही मुख्य माना गया है अब सामान के विकास के लिए प्रभावी से व्यवधान समापन करता है बिहार में पिछड़ेपन के संभावनाओं के समाप्त करने के समाज को मूल ढांचे में मिला है

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10. विकिपीडिया सोशल साइंस
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बिहार के बच्चों में कुपोषण की समस्या एवं उसका समाधान

❍ श्री कुमारी[1]
❍ डॉ. दिव्या रानी हंसदा[2]

संक्षिप्ति :

आज भारत में कुपोषण की दर चौंकाने वाली हद तक घट चुकी है। इसके बावजूद, हमारा देश दुनिया में अविकसित और कमजोर बच्चों का सबसे बड़ा ठिकाना बना हुआ है। राज्यों के बीच बड़े पैमाने पर सांस्कृतिक और भौगलिक विविधताएँ हैं। इनके चलते कुपोषण के खिलाफ जंग में जीत हासिल करने के लिए पोषण अभियान जैसी कोशिशों की जरूरत पड़ रही है। 2017 में राष्ट्रीय पोषण अभियान को सरकार ने कुपोषण के खिलाफ एक एकजुट व्यवस्था के तौर पर शुरू किया। ये खास रिपोर्ट भारत में पोषाहार के लिए पहले किए गए प्रयासों और मौजूदा वक्त में जारी कवायद का एक खाका पेश करती है। साथ ही ये उत्तर भारत में पोषण अभियान के अब तक के अनुभवों पर खास रौशनी डालती है, जिसका मकसद राज्यों द्वारा अपनाए गए इनोवेटिव तरीकों और आधुनिक तकनीकों को और आगे बढ़ाना है। रिपोर्ट का निष्कर्ष उन विशिष्ट सुझावों के साथ होगा जिनके जरिए सन 2030 तक कुपोषण की समस्या से स्थायी तौर पर निजात मिल सकें।

बीज शब्द : कुपोषण, शिशु, पोषण, समस्या, समाधान

आज के बच्चे कल के भविष्य हैं, यह पुरानी कहावत होने के बावजूद इसका आज भी विशेष महत्व है। प्रत्येक बच्चा, जिसे फलने-फूलने के लिए अनुकूल वातावरण मिलता है वह जीवन के सभी क्षेत्रों में सफल हो सकता है। बच्चे के जीवन चक्र में उसका जीवित बचे रहना, उसका विकास और संरक्षण शामिल है। बच्चे के अस्तित्व की रक्षा के लिए सुरक्षित और बिना किसी भेदभाव वाले वातावरण में जन्म लेने के बुनियादी अधिकार की आवश्यकता है। आज जन्म के विपरीत लिंगानुपात, ऊँची बाल मृत्यु दरें और तेजी से घटता हुआ लिंगानुपात, आने वाली चुनौतियों का आईना दिखाता है। कुपोषण और उससे होने वाली शारीरिक अक्षमताओं में कमी लाना तथा शिक्षा के क्षेत्र हैं जिन पर ध्यान देने की आवश्यकता है। बच्चों को हिंसा, शोषण और दुर्व्यवहार से बचा कर रखना बाल संरक्षण के अंतर्गत आता है।

वंचित वर्गों के बच्चों की नाजुक स्थिति को देखते हुए देश के विधि निर्माताओं ने उन्हें एक विशेष दर्जा प्रदान किया है। भारत के संविधान में जो अधिकार और वैधानिक संरक्षण प्रदान किये गये हैं, उससे इस बात

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की पुष्टि होती है। जहाँ तक नीति का संबंध हैं, भारत सरकार समग्र रूप से बच्चों के संरक्षण, विकास और भागीदारी को प्रोत्साहन देने के लिए वचनबद्ध है। इसके लिए लिंग, जाति, प्रजाति और क्षेत्र के दायरे से परे अनेक कदम उठाये गये हैं, ताकि बच्चों का समग्र विकास हो सके। नीतिगत और कार्यक्रमों के स्तर पर किये गये विभिन्न प्रयासों के बावजूद बिहार के बच्चों की स्थिति चिंता का विषय बनी हुई है और इस पर तुरंत ध्यान देने की आवश्यकता है। राज्य में कुल जनसंख्या में 0-6 वर्ष के आयु समूह के कुल बच्चों की संख्या में जहाँ कमी आ रही हैं वही बालिकाओं की संख्या में बालकों की तुलना में तेजी से गिरावट आ रही है। एक रिपोर्ट के अनुसार बच्चे के लापता होने की घटनाओं में हुई असाधारण बढ़ातरी इसका एक प्रमुख कारण है। हालांकि कुल मिलाकर लिंगानुपात में सुधार आया है लेकिन बच्चों का लिंगानुपात गिरावट दिखा रहा है जो कि एक चिंता का विषय है। इससे यह भी संकेत मिलता है कि समाज में अभी भी बालकों को वरीयता दी जाती है; हालाँकि, कन्या भ्रूण हत्या पर रोक लगाने के लिए कानून बना हुआ है और कन्याओं के जन्म के लिए परिवारों को प्रोत्साहित करने की योजनाएँ भी चल रही है।

अध्ययन की आवश्यकता एवं महत्व

कुपोषण की समस्या संपूर्ण विश्व में व्याप्त है। विकासशील तथा अविकसित राष्ट्रों के बालकों एवं गर्भवती महिलाओं में कुपोषण बहुत अधिक है। केवल भारत में 50 माता कुपोषण के शिकार होते हैं। कुपोषण की भयावह स्थिति है, लगातार स्वास्थ्य में गिरावट होती जा रही है। अतः बचपन को सुरक्षित करने तथा स्वस्थ बनाए रखने के लिए यह अध्ययन आवश्यक प्रतीत होता है। स्वस्थ बच्चों से ही स्वस्थ राष्ट्र का निर्माण होता है। अतः इस लक्ष्य हेतु मेरी प्रेरणा जागृत हुई है।

अध्ययन का उद्देश्य

1. बच्चों में कुपोषण की समस्या के बारे में अध्ययन करना।
2. कुपोषण के समाधान के बारे में अध्ययन करना।
3. बच्चों में पोषण की स्थिति के बारे में अध्ययन करना।

साहित्य अध्ययन

वन्दना लाल ने अपनी महत्त्वपूर्ण पुस्तक 'आहारीय' के अन्तर्गत बाल स्वास्थ्य एवं कुपोषण पर विशद् विश्लेषण किया है। उनके अनुसार हम करोड़ों रुपया चिकित्सा अनुसंधान पर व्यय करते हैं लेकिन कमजोर वर्ग के लोगों को स्वच्छ पेयजल और कम-से-कम दो समय का भोजन उपलब्ध करवाने में संभवतया उतना खर्च नहीं कर पा रहे हैं। समाज का कमजोर तबका अभाव के कारण अस्वस्थ बना रहता है।

परमिन्दर कौर ने अपनी पुस्तक 'आहार विज्ञान' में स्पष्ट किया है कि विकासशील देशों में प्रतिदिन पाँच वर्ष से कम उम्र के 35 हजार बच्चे मर रहे हैं, इनमें से 60 प्रतिशत मौतें कुपोषण तथा निमोनिया, दस्त और खसरा के कारण होती हैं। बिहार जैसे गरीब प्रांत में कुपोषण का शिकार बच्चों की संख्या अधिक है तथा पूरक आहार प्राप्त करने वाले बच्चों का अनुपात सबसे कम है। बच्चों की देखभाल तथा पालन-पोषण के बारे में परिवार की जानकारी का अभाव के कारण बच्चों के स्वास्थ्य पर प्रतिकूल प्रभाव पड़ता है।

डॉ. डी. एन. श्रीवास्तव एवं डॉ. प्रीति वर्मा ने अपनी पुस्तक 'बालमनोविज्ञान : बाल विकास' 2008 में बच्चों में कुपोषण की समस्या पर गहन विश्लेषण किया है। उनके अनुसार बालक के व्यवहार पर बीमारियों का प्रभाव बहुत अधिक पड़ता है। बीमारियों का मूल कारण कुपोषण है। लगभग आठ साल की अवस्था तक बालक में बीमारियाँ बहुत अधिक होती हैं। इस अवस्था में इस बात पर विषेष ध्यान रखना चाहिए कि बालक कम बीमार हो, उन्हें पौष्टिक आहार मिलता रहे और यदि बीमार हो जाय तो उसका इलाज शीघ्र से शीघ्र

कराकर उसे स्वस्थ कर देना चाहिए।

डॉ. वृन्दा सिंह ने अपनी पुस्तक 'मातृकला एवं शिशु कल्याण' में लिखा है कि भोजन में मौजूद पोषक तत्त्व शरीर के निर्माण में महत्वपूर्ण भूमिका निभाते हैं। यह भिन्न-भिन्न मात्रा में मिलते हैं। प्रत्येक व्यक्ति की शारीरिक बनावट, आयु, वर्ग, कार्य करने की स्थिति समान नहीं होती। अत: हर व्यक्ति को एक प्रकार के भोजन की भी सैद्धान्तिक रूप से अनुशंसा नहीं की जाती। उत्तर बाल्यावस्था में बच्चों का तन मन तभी स्वस्थ रह सकता है, जबकि उसे उपयुक्त भोजन मिले। उपयुक्त भोजन के अभाव में बच्चों का विकास अवरुद्ध हो जाता है वे कुपोषण के शिकार हो जाते हैं।

• *बच्चों में पोषण स्थिति का आकलन*

बच्चों में पोषण की स्थिति में आकलन के लिए तीन पैमानों-भार, लंबाई और आयु के लिहाज से शरीर भार सूचकांक का ही प्राय: उपयोग होता है। विश्व स्वास्थ्य संगठन ने पढ़ने जाने वाले बच्चों और पाठशाला में प्रवेश पूर्व के बच्चों में भार, लंबाई और बीएमआई के मानक निर्धारित किये हैं। विभिन्न जनसंख्या समूहों की लंबाई में भारी अंतर और पोषण के दोहरे बोझ को देखते हुए, विश्व स्वास्थ्य संगठन ने आयु के लिहाज से शरीर भार सूचकांक के इस्तेमाल की सिफारिष की है ताकि बच्चों में अल्प पोषण और अति पोषण की स्थिति का शीघ्र पता चल सके और उसका प्रभावी प्रबंध किया जा सके। भारतीय बच्चों में पोषण की वर्तमान स्थिति के आकलन के लिए शरीर भार सूचकांक का उपयोग, उन सभी स्थितियों में अनिवार्य कर दिया गया है जहाँ लंबाई तथा ऊंचाई का माप लेना संभव हैं; क्योंकि,

- ऊर्जा के अभाव का शीघ्र पता लगना और उसका सुधार, बच्चे के विकास को अवरुद्ध होने से रोक सकता है। यह बहुत महत्वपूर्ण है क्योंकि बच्चों का विकास एक बार अवरुद्ध हो गया तो उसको वापस नहीं लौटाया जा सकता है।
- बाल्यावस्था में विकास अवरुद्ध होने से बड़े होने पर लंबाई कम होती है और महिलाओं की संतानों का वजन सामान्य से कम होता है। बच्चों के अल्प पोषण का प्रभाव आगे की पीढ़ियों तक होता है।
- अवरुद्ध विकास वाले अधिकांश बिहार के बच्चों का भार उनकी लंबाई के हिसाब से उपयुक्त होता है। अधिक ऊर्जा लेने से वे अति पोषण के आदि बन सकते हैं।
- बाल्यावस्था के प्रारम्भिक वर्षों में अल्प पोषण और बाल्यावस्था की समाप्ति किशोरावस्था में शरीर भार सूचकांक में तीव्र वृद्धि से वयस्क जीवन में अति पोषण और गैर-संचारी रोगों की प्रवृत्ति बढ़ सकती हैं।

कुपोषण विशेषकर बालिकाओं और महिलाओं में गर्भ से ही शुरू होकर पूरे जीवन पर्यन्त चलता है। यह न केवल व्यक्ति के स्वास्थ्य के लिए जोखिम बढ़ाता है, अपितु इसके कारण भावी पीढ़ी के आगे भ्रूणीय मंदता संबंधी नुकसान होने की संभावना भी अधिक है। जन्म के समय कम वनज होने से शिशु और बाल मृत्यु का खतरा बढ़ जाता है तथा जो बच्चे बचते हैं वे भी सामान्यता अल्प पोषित रहते हैं, अक्सर बीमार होते हैं और पूरी तरह शारीरिक तथा मानसिक रूप से विकसित नहीं हो पाते हैं। इसके अलावा, अल्पपोषित वयस्क लोग कार्यात्मक रूप से मंद होते है तथा पूरे दनि उत्पादक शारीरिक गतिविध करने में असक्षम होते है। पोषण संबंधी विकलांगता जैसे यादाश्त संबंधी गड़बड़ी, ओस्टेपोरोसिस इत्यादि बीमारियाँ वृद्ध लोगों में हो जाती है।

जब पोषण संबंधी जरूरतें पूरी नहीं हो पाती है तो बीमारी से उभरने में भी लंबा समय लग जाता है। कुपोषण बढ़ते हुए एचआईवी/एड्स से भी जुड़ा है। कुपोषण युक्ति व्यक्ति में वायरस का खतरा अधिक होता

है। अपर्याप्त शिशु पोषण का रूप तब और भी गंभीर होता है यदि माता से बच्चे में जाता है और इस बात के साक्ष्य मिले हैं कि कुपोषण एंटीरिट्रोवायरल औषधियों को कम प्रभावी बनाता है। कुपोषण समस्या के कुछ नये आयाम भी हैं। मोटापा तथा आहार संबंधी गैर संक्रमणीय रोग भारत में धीरे-धीरे लगातार फैल रहे हैं। कुपोषण और मोटापा के दोहरे बोझ से भारत प्रभावित होने लगा है।

माँ के दूध में वे सब पोषक तत्व पाये जाते हैं, जिनकी बच्चों को आवश्यकता होती है और यह उन्हें संक्रमण से भी बच्चे जन्म से 6 महीने तक माँ के दूध पर ही निर्भर रहते हैं तो उनका विकास सामान्य रूप से होता रहता है। बिहार में प्रायः सभी महिलाएँ बच्चों को अपना दूध पिलाती है। अधिकतर महिलाएँ पहले तीनों महीनों तक सिर्फ अपने दूध पर ही बच्चों को रखती है। इस अवधि में, शिशुओं में कम भार और उनके विकास में अवरोध की दरों में कोई और वृद्धि नहीं होती। तीसरे से पांचवें महीने के बीच बच्चे को पशु (गाय, भैंस, बकरी) का दूध पिलाना शुरू करने और बीमार पड़ने की दरों में वृद्धि से, इस अवधि में अल्प भार और विकास में अवरोध की दरों में भी बढ़ोतरी होने लगती है। षिषुओं को 6 से 11 महीने की आयु के दौरान घर में पका अर्द्धठोस भोजन दिन में 3-5 बार दिया जाता है ताकि उनके विकास की बढ़ती आवश्यकता पूरी हो सके। इस अवधि में अल्प भार और विकास में अवरोध की दर में वृद्धि के लिए अर्द्धठोस भोजन को देर से देना शुरू करना, पर्याप्त मात्र में भोजन नही देना और कम कैलोरी वाला भोजन देना उत्तरदायी है। 12 से 23 महीनों के बीच अधिकांष बच्चों को परिवार का सामान्य भोजन दिया जाने लगता है। वयस्कों का भोजन भारी होता है और कैलोरी-सम्पन्न नहीं होता। बच्चों का पेट छोटा होता है और यदि उन्हें दिन में केवल 3-4 बार भोजन दिया जाता है, तो उससे पर्याप्त कैलोरी नहीं पहुँच जाती। बच्चों को 12-13 महीनों की आयु के दौरान परिवार का सामान्य भोजन देने पर उन्हें पर्याप्त ऊर्जा नहीं मिल पाती और इस प्रकार अल्प भार और विकास अवरोध की दरों में वृद्धि के लक्षण बढ़ जाते हैं। भारत में इस गंभीर स्थिति के कुछ कारण निम्नलिखित है,

ऊर्जा ग्रहण में 500-600 किलो कैलोरी की कमी (लगभीग अपनी आवष्यकता का 40 प्रतिशत) और बहुपोषकों की कमी जैसे-वसा, कैल्शियम, लौह, राइबोफ्लेबिन, विटामिन-सी (सभी में 50 प्रतिशत कमी) और विटामिन-ए (70 प्रतिशत की कमी) इसमें कोई आश्चर्य नहीं है कि बच्चों और किशोरों में कुपोषण पोषकों की अपर्याप्तता/भूख के कारण है।

बच्चों की खुराक

बच्चों में अपर्याप्त कैलोरियों में से 70 से 80 प्रतिशत से ऊपर अनाजों तथा दालों से प्राप्त होती है। इससे निम्नलिखित परिणाम आते है,

- बच्चे कैलोरी की कमी को पूरा करने के लिए अधिक अनाज का उपभोग नहीं कर सकते हैं क्योंकि इसमें विविधता की कमी होती है और ऊर्जा घनत्व की कमी होती है।
- वसा, दूध, अंडों और लौह स्रोतों के अभाव में बच्चे स्वयं भूखे रहते हैं। परिणामी लौह कमी से उत्पन्न रक्ताल्पता उनकी भूख को और भी मार देता है।

बाल कुपोषण ऊर्जा के अंतर्गहन और ऊर्जा के व्यय में अंतर के कारण होता है। यदि भोजन की खुराक की आवश्यकता के अनुकूल रहती है तो बच्चा सामान्यतः पोषित है। जब आवश्यकता से कम खुराक होती है तो बच्चा अल्प पोषित हो जाता है और जब आवश्यकता से अधिक खुराक होती है तो बच्चा आवश्यकता से अधिक मोटा हो जाता है।

उग्रता और अवधि को देखते हुए ऊर्जा की कमी से शरीर कृषकाया हो सकता है। औसत से कम वजन

हो सकता है और विभिन्न प्रकार के विकास अवरुद्ध हो सकता है। ऊर्जा अभाव का प्रारंभिक प्रभाव कमजोरी होती है क्योंकि ऊर्जा जमी हुई चर्बी और मांसपेशियों से प्राप्त होती है ताकि ऊर्जा की जरूरत और ऊर्जा के अंतर्गहन की खाई को भरा जा सकता है। यदि ऊर्जा का अभाव पूरक भोजन और अथवा संक्रमण के उपचार से शीघ्र ही दूर किया जाता है तो कृषकाया भी दूर हो सकती है और बच्चों का शारीरिक विकास सामान्य रूप से होता है। परन्तु फिर भी यदि ऊर्जा का अभाव बना रहता है, विकास ढंग से नहीं होता है, तो बच्चे का विकास अवरुद्ध हो जाता है।

जब बच्चे आवश्यकता से अधिक भोजन ग्रहण करते हैं तो चर्बी जमा होने के कारण उनका वजन बढ़ जाता है। अतीत में भोजन की उचित मात्रा न लेने के कारण मोटे बच्चों का विकास भी रूक सकता है। वर्तमान लंबाई पर विचार किये बिना प्रत्येक अति पोषित बच्चे को शारीरिक गतिविधि बढ़ाने का परामर्श दिया जाना चाहिए। बच्चों में कुपोषण के समाधान के लिए सरकार द्वारा कई प्रकार की योजनाओं का संचालन किया जा रहा है, जो निम्नवत् है,

किशोरी शक्ति योजना : किशोरी शक्ति योजना किशोरवय लड़कियों को सक्षम बनाने के लिए शुरू की गई है, ताकि वे अपने जीवन को दिशा दे सकें। इस योजना के तहत किशोरियों को अपनी क्षमताओं का उपयोग करने के अवसर दिये जाते हैं। इसे केन्द्र प्रायोजित योजना, एकीकृत बाल विकास सेवा योजना यानी आईसीडीएस के तहत रखा गया है। यह पहले से चल रही किशोरवय बालिका योजना का संशोधित स्वरूप है। इसका उद्देश्य किशोरियों में पोषण, स्वास्थ्य विकास, शिक्षा, कुशलता प्राप्त करना, जीवनशैली में सुधार और समाज के लिए एक उत्पादक सदस्य के रूप में उभरने की दिशा तय करना है। इसमें 11 से 18 वर्ष तक की बालिकाओं को शामिल किया गया है।

किशोरियों के लिए पोषण कार्यक्रम : बालिका समृद्धि योजना और किशोरी शक्ति योजना के अलावा भी बालिकाओं के लिए कई अन्य कार्यक्रम चलाये जा रहे हैं। इनमें किशोरवय लड़कियों में कुपोषण की समस्या से निपटने और गर्भवती महिलाओं के साथ-साथ दूध पिलाने वाली माताओं के लिए 2002-03 में योजना आयोग ने किशोरियों के लिए पोषण कार्यक्रम एनपीएजी की शुरुआत की। इस योजना के तहत कुपोषित बालिकाओं और गर्भवती महिलाओं को 6 किलो अनाज दिया जाता था। बाद में इसे महिला एवं बाल विकास विभाग के अधीन दे दिया गया, लेकिन आईसीडीएस के तहत जाने के बाद इस योजना में गर्भवती महिलाओं और माताओं को हटा दिया गया। अब इस योजना के तहत 11 से 19 साल की उन लड़कियों पर है, जिनका वजन 35 किलो से कम है।

शिशु पोषण योजना : शिशु पोषण योजना के तहत नवजात बच्चों के पोषण और विकास के कार्यक्रम चलाये जाते हैं। निकाय क्षेत्रों से लेकर सुदूर गाँवों तक विभिन्न सरकारी संस्थाओं के माध्यम से यह अभियान चलाया जा रहा है। इसके तहत छोटे बच्चों को जन्म में स्तनपान कराना सुनिश्चित किया जाता है। माताओं के बीच यह जागरूकता फैलायी जाती है, कि ऊपरी दूध के साथ भी दो साल तक स्तनपान जारी रखा जाय। इसका उद्देश्य बच्चे के शुरुआती विकास में सभी तरह के पोषक तत्व शामिल करना है। स्वास्थ्य विज्ञान के अनुसार माँ के दूध में वे सारे तत्व पाये जाते हैं, जो शिशु के मानसिक और शारीरिक विकास के लिए आवश्यक होते हैं। 1993 में लागू की गई राष्ट्रीय पोषण नीति के तहत महिला एवं बाल विकास विभाग इसके संचालन के लिए जिम्मेदार है। कुपोषण रोकना इस योजना का उद्देश्य है और इसके प्रचार के लिए कई तरह के माध्यम से उपयोग किये जाते हैं।

निष्कर्ष

आज बचपन पर तमाम तरह के हमले हो रहें हैं, बच्चे तरह-तरह के अभावों से गुजर रहे हैं, जिनका

उन पर गहरा प्रभाव पड़ता है। पोषण और स्वास्थ्य संबंधी मूलभूत अधिकारों और सुविधाओं का लाभ सुलभ नहीं होने के कारण उनका विकास उचित ढंग से नहीं हो पाता, वे कुपोषित रहे जाते हैं और वे असुरक्षित जीवन जीते हैं। वे असंगठित क्षेत्र के श्रमिकों के भंवर में फंस जाते हैं और ऐसे नीरस तथा अरुचिकर काम करने लग जाते हैं जिनसे बाहर निकलने की संभावना अथवा अवसर कम हो जाती हैं। वे सम्मानपूर्वक व्यवस्था अथवा नौकरी से वंचित रह जाते हैं। वे एक दैनिक मजदूर के रूप में आकस्मिक आधार पर काम करते हैं, अथवा बंधुआ मजदूर बनकर रह जाते हैं।

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प्राचीन भारत में मगध साम्राज्य का राजनीतिक इतिहास : एक अध्ययन

❍ अमित कुमार सुमन[1]
❍ प्रो. अनिल कुमार दीक्षित[2]

संक्षिप्ति :

मगध साम्राज्य भारतीय इतिहास में प्रमुख राज्यों में से एक था जो प्राचीन काल में उच्चतम महत्व रखता था। यह साम्राज्य आधुनिक बिहार क्षेत्र में स्थित था और मगधी भाषा इसकी मुख्य भाषा थी। मगध साम्राज्य का विस्तार संक्षिप्त में मगधी धर्मशास्त्र में प्रस्तुत किया गया है, जिसे जैन और बौद्ध सूत्रकार धर्म और जीवन के बारे में विस्तृत जानकारी के रूप में मान्यता प्राप्त है। मगध साम्राज्य की स्थापना गौतमीपुत्र अजातशत्रु (बुद्ध) के पूर्व थी, जिन्होंने वर्ष 600 ईसा पूर्व में मगध राज्य की अधिकांश भूमि को अपने अधीन कर लिया था। उनके शासनकाल में मगध साम्राज्य अपनी सीमाओं में बड़ा हो गया था और अनेक सम्राटों द्वारा प्रबंधित किया गया था। अजातशत्रु के बाद भी मगध साम्राज्य के बहुत सारे महान शासक थे, जिनमें चंद्रगुप्त मौर्य, अशोक, सम्राट कालशोक, सम्राट विक्रमादित्य, गौतमीपुत्र बालधार, विद्याधर आदि शामिल हैं। मगध साम्राज्य का शासनकाल लगभग 600 ईसा पूर्व से 320 ईसा पूर्व तक रहा है। इसका सर्वाधिकारी सम्राट अशोक था, जिन्होने मगध साम्राज्य के शासनकाल में विशाल विस्तार किया। अशोक महान कालशास्त्रीय राजा माने जाते हैं और उन्होने अपने पूरे साम्राज्य में बौद्ध धर्म को फैलाया। उनके पश्चात मगध साम्राज्य का अस्तित्व कमजोर पड़ गया और उसके उपास्य शासक विक्रमादित्य ने साम्राज्य का अपने पूरे संघटनात्मक स्वरूप को पुर्नस्थापित करने का प्रयास किया।

मगध साम्राज्य का अस्तित्व एक संकटकाल में समाप्त हो गया, जब शूंग वंश के मेहरमन ने चंद्रगुप्त मौर्य के शासनकाल में उनके सम्राट भीमदेव ने 320 ईसा पूर्व में मगध साम्राज्य को अवश्य आत्मसमर्पित करने के लिए मजबूर किया। मगध साम्राज्य के पतन के बाद मौर्य साम्राज्य ने भारतीय इतिहास में मगध साम्राज्य की जगह ले ली और वह बाद में अपने सर्वाधिकारी सम्राट अशोक के काल में महत्वपूर्ण बन गया। मगध साम्राज्य का अधिकांश क्षेत्र आधुनिक बिहार राज्य में स्थित है। यह राज्य अपनी राजनीतिक, सांस्कृतिक और धार्मिक विस्तार के लिए मशहूर था और प्राचीन भारतीय सभ्यता का गहन भूमिका निभाता था। मगध साम्राज्य की अर्थव्यवस्था उनकी प्रगति और धनी जनता के कारण मशहूर थी। यह धर्म और साहित्य केन्द्र के रूप में भी महत्वपूर्ण था, और इसके शासकों ने विभिन्न धार्मिक धाराओं को संरक्षित किया और प्रचारित किया। मगध

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साम्राज्य ने प्राचीन भारतीय इतिहास में महत्वपूर्ण योगदान दिया है और इसकी विस्तृत इतिहास और संस्कृति के बारे में अध्ययन करना आवश्यक है ताकि हम इस अतीत को समझ पाएं और इसकी महत्वपूर्ण यात्रा को समझ पाएं।

बीज शब्द : पथप्रर्दशक, प्रगति, विरासत, लोकतंत्र, आधुनिक, बदलाव, सांस्कृतिक।

प्राचीन भारत में मगध साम्राज्य का राजनीतिक इतिहास एक रोमांचकारी और महत्वपूर्ण अध्ययन है। मगध साम्राज्य एक प्रभावशाली राज्य था जिसने अपनी शक्ति और प्रभाव के बारे में भारतीय उपमहाद्वीप में एक महत्वपूर्ण भूमिका निभाई। मगध साम्राज्य की राजनीतिक इतिहास की शुरुआत गौतमीपुत्र अजातशत्रु (बुद्ध) के पहले काल में हुई। अजातशत्रु ने मगध क्षेत्र में शानदिनी साम्राज्य की स्थापना की और इससे पहले मगध कई छोटे राज्यों का संघटित होने का केन्द्र था। चंद्रगुप्त मौर्य ने मगध साम्राज्य को अपनी शासनकाल में एक विशाल साम्राज्य बनाया। वहने नंद के गढ़ को अपनी राजधानी बनाया और मगध के पश्चात् अनेक राज्यों को अपने अधीन किया। उनके शासनकाल में मगध साम्राज्य विस्तृत हुआ और अपनी सत्ता और प्रभाव को अधिक बढ़ाया। अशोक सम्राट के शासनकाल में मगध साम्राज्य का चमकता हुआ युग था। अशोक ने अपने शासनकाल में अपनी सत्ता का विस्तार किया और बौद्ध धर्म का प्रचार किया। उनके द्वारा प्रचारित धर्म संबंधी उल्लेखित लेखों को अशोक के धर्म सूत्र के रूप में जाना जाता है। इसके बाद मगध साम्राज्य में कई साम्राज्यिक परिवर्तन हुए, जिसमें सम्राट कालशोक, सम्राट विक्रमादित्य, गौतमीपुत्र बालधार, और विद्याधर जैसे महान शासक शामिल हुए। मगध साम्राज्य की राजनीतिक इतिहास का अध्ययन हमें इस साम्राज्यिक सत्ता के पीछे के कारणों, नीतियों और संगठन की समझ प्रदान करता है। यह अध्ययन हमें मगध साम्राज्य के विस्तार, शासन प्रणाली, राजनीतिक प्रतिष्ठा, संघटना, धर्म प्रचार, और राष्ट्रीय संगठन में भूमिका के बारे में अधिक ज्ञान प्रदान करता है।

प्राचीन भारत में मगध साम्राज्य का राजनीतिक इतिहास एक अध्ययन

मगध साम्राज्य का राजनीतिक इतिहास एक रोमांचकारी और महत्वपूर्ण अध्ययन है। यह अध्ययन हमें इस महान साम्राज्य के राजनीतिक संकट, विस्तार, संगठन, और प्रभाव को समझने में मदद करता है। मगध साम्राज्य का राजनीतिक इतिहास उसके शुरुआती काल से ही आरंभ होता है। इसका पहला महत्वपूर्ण शासक जरासंघ था, जिसने अनेक छोटे राज्यों को अपने अधीन किया। जरासंघ के बाद उसके पुत्र उद्धव ने साम्राज्य की विस्तार की और मगध को एक प्रमुख राजनीतिक और साम्राज्यिक केन्द्र बनाया। मगध साम्राज्य के राजनीतिक इतिहास में सबसे महत्वपूर्ण चरित्र चंद्रगुप्त मौर्य है, जिसने मगध साम्राज्य को एक विशाल साम्राज्य बनाया। चन्द्रगुप्त मौर्य के शासनकाल में उसने अनेक राजनीतिक युद्धों और राजनीतिक विजयों का सामरिक अभियान चलाया। उनके द्वारा स्थापित की गई मौर्य वंश ने मगध साम्राज्य को बहुत उच्च स्तर पर ले गया और उसे भारतीय इतिहास में एक महत्वपूर्ण राजनीतिक शक्ति बनाया। मगध साम्राज्य के राजनीतिक इतिहास में अशोक सम्राट की भूमिका भी महत्वपूर्ण है। अशोक सम्राट ने अपने शासनकाल में अनेक राजनीतिक परिवर्तन किए और बौद्ध धर्म के प्रचार को मजबूत किया। उनके धर्म सूत्रों और शिलालेखों का अध्ययन हमें उनके राजनीतिक और धार्मिक दृष्टिकोण को समझने में मदद करता है। मगध साम्राज्य के राजनीतिक इतिहास के अध्ययन से हमें इस साम्राज्य के राजनीतिक प्रणाली, सत्ताधारिता, संगठन, व्यवस्था, और शासन के प्रणाली को समझने में मदद मिलती है। इसके अलावा, हमें मगध साम्राज्य के शासकों की राजनीतिक योजनाओं, युद्ध रणनीतियों, संघटना, और उनके संगठित शासकीय व्यवस्था को समझने में मदद मिलती है। साम्राज्य का राजनीतिक इतिहास उदाहरण स्थापित करता है कि राजनीतिक शक्ति, युद्ध, शासन, धर्म और सांस्कृतिक विकास कैसे एक

साम्राजय की निर्माण में महत्वपूर्ण भूमिका निभा सकते हैं। यह हमें प्राचीन भारतीय इतिहास के व्यापक पहलुओं को समझने और उनके प्रभाव को मान्यता प्राप्त करने में मदद करता है।

साम्राज्य का विस्तार : मगध साम्राज्य के राजनीतिक इतिहास में साम्राज्य के विस्तार का महत्वपूर्ण स्थान है। इसे मगध के शासकों ने समय-समय पर बढ़ाया और आसपास के क्षेत्रों को अपने अधीन किया। यह उनकी राजनीतिक योजनाओं और युद्ध रणनीतियों का परिणाम था। मगध साम्राज्य का विस्तार उसके राजनीतिक इतिहास में महत्वपूर्ण है। साम्राज्य के शासकों ने समय-समय पर अपने क्षेत्र को विस्तृत किया और अन्य प्रदेशों को अपने अधीन किया। इसके परिणामस्वरूप, मगध साम्राज्य एक शक्तिशाली और महत्वपूर्ण साम्राज्य बन गया। यहाँ नीचे मगध साम्राज्य के विभिन्न चरणों में उसका विस्तार दिया गया है।

बिंबिसार काल : मगध साम्राज्य का विस्तार बिंबिसार के शासनकाल में शुरू हुआ। वे मगध के पास स्थित राजगृह की सुरक्षा मजबूत करके अपने पड़ोसी क्षेत्रों को अपने अधीन करने के लिए अभियान चलाए। उन्होने अंग और वैजयंती क्षेत्र को अपने अधीन किया।

अजातशत्रु काल : उनके पुत्र और उत्तराधिकारी अजातशत्रु ने मगध साम्राज्य का विस्तार जारी रखा। उन्होंने कोसला, वाजीर, आंग, आवंति, चेतक और प्राच्यन्ति जैसे प्रदेशों को अपने अधीन किया।

महापद्मनंद काल : मगध साम्राज्य का सबसे महत्वपूर्ण विस्तार महापद्मनंद के शासनकाल में हुआ। उन्होंने मगध को महत्वपूर्ण नगरी बनाया और अपने शासनकाल में अनेक प्रदेशों को जीता। उनके प्रभाव के अंतर्गत, प्राच्युत, शूरसेनी, काशी, कोसला, वत्स, आवंति, वाजीर, आंग, आंग देश, दक्षिणात्य, चेदी, चौल, प्राच्यन्ति, मालव, आदि क्षेत्रों को मगध साम्राज्य का अधीन किया गया।

चंद्रगुप्त मौर्य काल : मगध साम्राज्य का विस्तार चंद्रगुप्त मौर्य के शासनकाल में अपने उच्चतम स्तर पर था। उन्होने अपने अभियानों और विजयों के माध्यम से विभिन्न राज्यों और प्रदेशों को जीता जैसे कि उज्जैन, तक्षशिला, कालिंग, आंग देश, बंगल, काशी, कोसला, वत्स, वाजीर, चेदी, मलय, आदि। उनकी विजय ने मगध साम्राज्य को एक महान और प्रभावशाली साम्राज्य बनाया।

इन चरणों में मगध साम्राज्य का विस्तार हुआ और वह अपने शासनकाल के दौरान एक बड़े भूभाग को अपने अधीन कर लिया। इससे मगध साम्राज्य ने पूरे भारतीय उपमहाद्वीप पर अपना राजनीतिक और सामाजिक प्रभाव प्रगट किया।

सत्ताधारिता : मगध साम्राज्य के राजनीतिक इतिहास में सत्ताधारिता एक महत्वपूर्ण पहलु है। साम्राज्य के शासकों ने अपनी सत्ता को स्थायी करने के लिए विभिन्न राजनीतिक कदम उठाए, जैसे युद्ध, व्यापारिक समझौते, विवाह योजनाएँ, और वंश परंपरा। मगध साम्राज्य के शासकों की सत्ताधारिता मूल रूप से राजवंश से प्राप्त होती थी। साम्राज्य की सत्ता वंशवादी प्रणाली के अंतर्गत विरासत में पास की जाती थी। इसका मतलब है कि राजवंश के सदस्यों में से एक ही व्यक्ति ही साम्राज्य के शासक बनता था और उसकी पूरी पारिवारिक लाइन को सत्ताधारी परिवार के रूप में मान्यता दी जाती थी। इस प्रकार, शासकों का चयन वंशवादी प्रणाली के आधार पर होता था। मगध साम्राज्य की सत्ताधारिता का विशेष महत्वपूर्ण तत्व था क्योंकि इसे बारंबार योग्य और योग्य शासकों द्वारा स्थापित किया गया था जो अपने शक्ति, न्याय, और प्रशासनिक क्षमता के आधार पर आपूर्ति कर सकते थे। इस प्रणाली ने साम्राज्य के नियंत्रण और स्थिरता को सुनिश्चित किया और उसकी शक्ति को सुरक्षित रखा। मगध साम्राज्य की सत्ताधारिता का प्रभावी उदाहरण चंद्रगुप्त मौर्य के शासनकाल में देखा जा सकता है। चंद्रगुप्त मौर्य ने एक मजबूत और शक्तिशाली सत्ताधारिता की नींव रखी और अपने पुत्र और उत्तराधिकारी बिंदुसार और उनके बाद के सदस्यों ने इसे आगे बढ़ाया। सत्ताधारिता की यह प्रणाली मगध साम्राज्य को लंबे समय तक स्थायीत्व और स्थिरता प्रदान करने में सफल रही।

संगठन : मगध साम्राज्य के राजनीतिक इतिहास में संगठन का महत्वपूर्ण स्थान है। साम्राज्य के शासकों ने संगठित शासकीय व्यवस्था का निर्माण किया, जिसमें मंत्रीमंडल, सेना, प्रशासनिक विभाग, और प्रशासनिक व्यवस्था शामिल थी। यह संगठनात्मक प्रणाली शासन को सुगम और संचालनीय बनाती थी। मगध साम्राज्य की संगठनशीलता उसके राजनीतिक और प्रशासनिक संरचना के माध्यम से प्रकट होती थी। इस साम्राज्य का संगठन महत्वपूर्ण था, क्योंकि यह उसकी सत्ता, प्रशासन, राजनीति, सैन्य और सामाजिक व्यवस्था को संचालित करने में मदद करता था। मगध साम्राज्य की संगठनशीलता में कई प्रमुख तत्व शामिल थे।

साम्राज्य का तांत्रिक ढांचा : मगध साम्राज्य एक पिरामिड के रूप में संगठित था, जहाँ साम्राज्य के शासक सर्वोच्च अधिकारी थे। उनके निकट उपनिकट और प्रशासक थे, जिन्होने विभिन्न क्षेत्रों की प्रशासनिक और संचालन कार्यो को संभाला। इस प्रणाली ने साम्राज्य में क्षेत्रीय और स्थानीय प्रशासन को संगठित किया। प्रशासनिक विभाजन मगध साम्राज्य को कई प्रशासनिक इलाकों में विभाजित किया गया था, जिन्हें प्रमुखों द्वारा प्रशासित किया जाता था। प्रदेशों में प्रमुख अधिकारी, जैसे कि उपराजा, गण्य, और स्थानिक सामंतों का प्रशासन करते थे। यह प्रणाली प्रदेशों की प्रबंधन और संचालन को सुनिश्चित करती थी।

सेना और सुरक्षा : मगध साम्राज्य की संगठनशीलता में सेना का महत्वपूर्ण स्थान था। साम्राज्य के शासकों ने अपनी सेना को मजबूत और व्यवस्थित बनाया था। उनके निकट सेनापति और सेना अधिकारी थे, जो सेना के प्रशासन और आयोजन को संभालते थे। यह सुनिश्चित करता था कि साम्राज्य को आक्रमण से बचाया जा सके और सुरक्षित रहे।

सामाजिक व्यवस्था : मगध साम्राज्य में सामाजिक व्यवस्था भी महत्वपूर्ण थी। समाज विभाजन के आध ार पर, विभिन्न वर्गों की पहचान की जाती थी, जैसे कि शासनकारी वर्ग, पुरोहित वर्ग, व्यापारी वर्ग, किसान वर्ग, श्रमिक वर्ग, और अनुसूचित जाति वर्ग। इन वर्गों का अपना महत्वपूर्ण भूमिका था और वे साम्राज्य की सामाजिक और आर्थिक व्यवस्था में योगदान देते थे।

मगध साम्राज्य की संगठनशीलता इसे सुशासित और प्रबल बनाने में मदद करती थी, जिसने इसे एक शक्तिशाली और महत्वपूर्ण राजनीतिक साम्राज्य बनाया।

धर्म प्रचार : मगध साम्राज्य के राजनीतिक इतिहास में धर्म प्रचार का अपना महत्वपूर्ण स्थान है। अशोक साम्राट के शासनकाल में बौद्ध धर्म का प्रचार किया गया और धर्मसंबंधी नीतियाँ लागू की गई। इससे साम्राज्य के राजनीतिक और सामाजिक व्यवस्था पर गहरा प्रभाव पड़ा। मगध साम्राज्य में धर्म प्रचार भी महत्वपूर्ण था। साम्राज्य के शासकों ने अपने शासनकाल में विभिन्न धर्मों का प्रचार किया और धर्मीय अनुयायों को समर्पित किया।

वैदिक ब्राह्मणवाद के आधार पर, मगध साम्राज्य में ब्राह्मण प्रधान धर्म प्रचार हुआ। शासकों ने वेदों और ब्राह्मण परम्परा के अनुसार यज्ञ, पूजा, और धार्मिक कार्यों को प्रोत्साहित किया। उन्होने ब्राह्मणों को सत्ताधारी वर्ग के रूप में महत्वपूर्ण स्थान प्रदान किया और उन्हे धार्मिक आयोगों और यज्ञों के प्रबंधन में संलग्न किया। धर्म प्रचार के माध्यम से, ब्राह्मण प्रधान सामाजिक और राजनीतिक प्रभाव प्राप्त किया जाता था।

मगध साम्राज्य में बौद्ध और जैन धर्म के प्रचारकों को भी समर्थित किया गया। चंद्रगुप्त मौर्य के शासनकाल में, बौद्ध और जैन मठों की स्थापना हुई और उन्हे संरक्षण और समर्थन प्रदान किया गया। इससे मगध साम्राज्य में बौद्ध और जैन धर्म के अनुयायी बढ़े और इन धर्मो का प्रभाव बढ़ा। इसके अलावा, आध्यात्मिक गुरूओं और संतों को भी मगध साम्राज्य में महत्वपूर्ण स्थान मिला। ये संत और आध्यात्मिक गुरु जनता को धार्मिक शिक्षा, उपदेश और मार्गदर्शन प्रदान करते थे। उनके प्रचार और संदेशों के माध्यम से धार्मिकता और नैतिकता को प्रमुखता दी जाती थी। धर्म प्रचार के माध्यम से, मगध साम्राज्य में धार्मिक और

नैतिक मूल्यों का प्रचार होता रहा और साम्राज्य के अनुयायियों में धार्मिक आदर्शों की स्थापना हुई। इससे साम्राज्य का समर्थन बढ़ा और सामाजिक एकता एवं संघटना दृढ़ हुई।

बाह्य संबंध : मगध साम्राज्य के राजनीतिक इतिहास में इसके बाह्य संबंध भी महत्वपूर्ण थे। यह साम्राज्य अपने पड़ोसी राज्यों और प्रदेशों के साथ व्यापार, संघटना, और सामरिक सहयोग करता था। इसके माध्यम से साम्राज्य का संबंध विस्तारित होता था और उसकी राजनीतिक व्यापकता मजबूत होती थी। मगध साम्राज्य के बाह्य सम्बंधों में व्यापार, साम्राज्य विस्तार और राजनयिक संबंध शामिल थे। ये सम्बंध साम्राज्य की आर्थिक और राजनीतिक सुरक्षा को बढ़ावा देते थे और उसकी प्रभावशाली स्थिति को बनाए रखने में मदद करते थे।

व्यापारिक संबंध : मगध साम्राज्य व्यापारिक गतिविधियों के माध्यम से बाहरी संबंध विकसित करता था। साम्राज्य के शासकों ने व्यापारिक नेटवर्क को प्रशंसा और समर्थन दिया था, जिससे व्यापार की बढ़ती मांग को पूरा किया जा सकता था। मगध साम्राज्य ने अन्य राज्यों के साथ व्यापारिक समझौते को स्थापित किया और विभिन्न धातुओं, वस्त्रों, खाद्य पदार्थों, और अन्य वस्तुओं का व्यापार किया। यह साम्राज्य की आर्थिक स्थिति को मजबूत बनाने में मदद करता था।

साम्राज्य विस्तार : मगध साम्राज्य ने अपने बाहरी सम्बंधों के माध्यम से साम्राज्य का विस्तार किया। शासकों ने प्रशासनिक और सैन्य युक्तियों का उपयोग करके पड़ोसी राज्यों को जीता और उन्हे अपने साम्राज्य में सम्मिलित किया। इससे मगध साम्राज्य का क्षेत्रफल विस्तारित हुआ और उसकी सत्ता और प्रभाव बढ़े।

राजनयिक संबंध : मगध साम्राज्य ने अन्य राजनयिक शासनों के साथ संघर्ष और समझौते किए। शासकों ने सामयिक राज्यों और राज्यों के बीच नापसंदीदा संघर्षों का सामना किया और बड़े-बड़े शासनकाल में समझौते करें। इससे मगध साम्राज्य की सत्ता बनी रही और उसका अपने पड़ोसी राज्यों के साथ समझौते स्थापित हुआ।

ये बाह्य सम्बंध साम्राज्य की सत्ता, संगठनशीलता, और आर्थिक सुरक्षा में मदद करते थे और मगध साम्राज्य को प्रभावशाली बनाने में महत्वपूर्ण योगदान देते थे।

निष्कर्ष :

प्राचीन भारत में मगध साम्राज्य का राजनीतिक इतिहास एक महत्वपूर्ण अध्ययन है जो हमें इस साम्राज्य की शासन प्रणाली, सत्ताधारिता, संगठन, विस्तार, धर्म प्रचार, बाह्य संबंध और निष्कर्ष तक पहुँचने में मदद करता है। यह अध्ययन हमें एक महत्वपूर्ण ऐतिहासिक संस्कृति के प्रतीकों को समझने, प्राचीन भारतीय राजनीतिक और सामाजिक प्रणालीयों का अध्ययन करने और उनसे संबंधित प्रश्नों का समाधान करने में मदद करता है। मगध साम्राज्य भारतीय इतिहास के महत्वपूर्ण एक अध्याय के रूप में माना जाता है, जिसका अध्ययन हमें भारतीय संस्कृति, समाज, राजनीति और आर्थिक प्रगति के विकास की समझ में मदद करता है। मगध साम्राज्य का राजनीतिक इतिहास प्राचीन भारत के इतिहास और राजनीति के महत्वपूर्ण अध्ययन का एक महत्वपूर्ण हिस्सा है। इस अध्ययन से हमें मगध साम्राज्य की शासन प्रणाली, सत्ताधारिता, संगठन, संघर्ष और धर्म प्रचार की बाहरी और आंतरिक दिशाएँ समझ मिलती है। यह हमें भारतीय राजनीतिक और सामाजिक इतिहास के माध्यम से समझने में मदद करता है कि कैसे एक राजनीतिक संरचना एक साम्राज्य को विकसित और महत्वपूर्ण बनाने में सक्षम होती है।

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8. मगध साम्राज्य का राजनीतिक इतिहास, विपिन चंद्र, आदिश बुक्स।
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10. मगध साम्राज्य के राजनीतिक विकास का इतिहास, रविन्द्र सिंह गोस्वामी आदर्श प्रकाशन।

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बिहार के पंचायतीराज में महिलाओं की भागीदारी और विकासशील नीतियाँ

❍ अमोद कुमार दास[1]
❍ चंद्रशेखर आजाद[2]

परिचय

भारत का संघीय ढांचा पंचायती राज संस्थाओं को महत्वपूर्ण स्थान प्रदान करता है। 1992 में 73वें संविधान संशोधन के माध्यम से पंचायती राज संस्थाओं को संवैधानिक दर्जा मिला, जिससे देश के ग्रामीण क्षेत्रों में स्थानीय स्वशासन का मार्ग प्रशस्त हुआ। इस संशोधन ने पंचायतों में महिलाओं के लिए 33% सीटें आरक्षित कीं, जिससे उनकी भागीदारी में उल्लेखनीय वृद्धि हुई। बिहार राज्य में यह कदम महिलाओं के सशक्तीकरण और स्थानीय शासन में उनकी प्रभावी भागीदारी के लिए मील का पत्थर साबित हुआ है। बिहार में पारंपरिक रूप से महिलाओं की राजनीतिक भागीदारी सीमित रही है। 73वें संशोधन से पहले, पंचायत स्तर पर महिलाएँ नाममात्र की प्रतिनिधि थीं। इस संशोधन के लागू होने के बाद, बिहार के पंचायत चुनावों में महिलाओं के लिए एक तिहाई सीटें आरक्षित की गईं, जिससे महिला प्रतिनिधित्व में वृद्धि हुई। वर्तमान में, बिहार में पंचायतों में महिलाओं की संख्या बढ़ी है और वे मुखिया, सरपंच, और विभिन्न पंचायत समितियों में सक्रिय भूमिका निभा रही हैं। महिलाओं की भागीदारी में कई चुनौतियाँ भी हैं, जैसे पारिवारिक दबाव, सामाजिक मान्यताएँ और शिक्षा की कमी। इन चुनौतियों का समाधान करने के लिए सरकार और गैर-सरकारी संगठनों द्वारा विभिन्न प्रशिक्षण कार्यक्रम और जागरूकता अभियान चलाए जा रहे हैं। महिलाओं के सशक्तीकरण के लिए शिक्षा और प्रशिक्षण, आर्थिक सशक्तीकरण, स्वास्थ्य सेवाओं की पहुंच और सामाजिक जागरूकता बढ़ाने के लिए विभिन्न विकासशील नीतियाँ लागू की गई हैं। सरकार द्वारा चलाए गए स्वयं सहायता समूह और माइक्रोफाइनेंस योजनाएँ महिलाओं को आत्मनिर्भर बनाने में सहायक सिद्ध हो रही हैं। राष्ट्रीय स्वास्थ्य मिशन और जननी सुरक्षा योजना जैसी योजनाएँ महिलाओं की स्वास्थ्य सेवाओं तक पहुंच को बढ़ावा दे रही हैं।

इस प्रकार, बिहार के पंचायती राज में महिलाओं की भागीदारी और विकासशील नीतियाँ राज्य के सामाजिक और आर्थिक विकास में महत्वपूर्ण भूमिका निभा रही हैं। हालांकि अभी भी कई चुनौतियाँ मौजूद हैं, लेकिन सरकार और समाज के संयुक्त प्रयासों से इनका समाधान संभव है। महिलाओं की सक्रिय भागीदारी से न केवल पंचायत व्यवस्था मजबूत होगी, बल्कि समग्र रूप से राज्य का विकास भी सुनिश्चित होगा।

बिहार में पंचायती राज एक संक्षिप्त इतिहास

भारत में पंचायती राज की अवधारणा प्राचीन काल से मौजूद रही है, जिसका उल्लेख वैदिक साहित्य और

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1. शोधार्थी, राजनीति विज्ञान विभाग, के. पी. काँलेज मुरलीगंज

2. सहायक प्राध्यापक, राजनीति विज्ञान, विभाग, के. पी. काँलेज मुरलीगंज

महाभारत में भी मिलता है। स्वतंत्रता प्राप्ति के बाद, भारत सरकार ने पंचायती राज को संस्थागत रूप देने के लिए कई प्रयास किए। 1959 में, राजस्थान के नागौर जिले में पहली बार पंचायती राज व्यवस्था लागू की गई। बिहार में पंचायती राज का इतिहास भी इस पृष्ठभूमि से जुड़ा है। 1992 में, 73वें संविधान संशोधन अधिनियम ने देशभर में पंचायती राज संस्थाओं को संवैधानिक दर्जा दिया। इस संशोधन ने पंचायतों को अधिक शक्तियाँ और जिम्मेदारियाँ प्रदान कीं। इसके तहत, बिहार में भी पंचायती राज संस्थाओं को सुदृढ़ किया गया और पंचायत चुनावों की नियमितता सुनिश्चित की गई। बिहार में 2001 में पंचायती राज व्यवस्था को और मजबूत करने के लिए बिहार पंचायती राज अधिनियम, 2006 लागू किया गया। इस अधिनियम ने पंचायतों की संरचना, उनके कार्यक्षेत्र, अधिकार और जिम्मेदारियों को स्पष्ट किया। इसके साथ ही, महिलाओं और अनुसूचित जाति/जनजाति के लिए आरक्षण की व्यवस्था की गई, जिससे सामाजिक समावेशन को बढ़ावा मिला। वर्तमान में, बिहार में पंचायती राज संस्थाओं का संचालन 2006 के अधिनियम के तहत हो रहा है। इस व्यवस्था ने राज्य के ग्रामीण विकास में महत्वपूर्ण योगदान दिया है, जिससे स्थानीय स्तर पर विकास कार्यों की योजना और क्रियान्वयन में समुदाय की भागीदारी बढ़ी है।

इस प्रकार, बिहार में पंचायती राज का इतिहास सामाजिक और राजनीतिक परिवर्तनों के साथ विकसित हुआ है, जो आज राज्य के ग्रामीण प्रशासन में महत्वपूर्ण भूमिका निभा रहा है।

महिलाओं की भागीदारी : आंकड़े और तथ्य

आरक्षण की नीति

1992 में 73वें संविधान संशोधन के माध्यम से, पंचायती राज संस्थाओं में महिलाओं के लिए 33% सीटें आरक्षित की गईं। इस नीति का मुख्य उद्देश्य ग्रामीण क्षेत्रों में महिलाओं की राजनीतिक भागीदारी को बढ़ाना था। बिहार ने इस पहल को पूरी तरह से अपनाया और 2006 में इसे और अधिक प्रभावी बनाने के लिए बिहार पंचायती राज अधिनियम लागू किया।

वर्तमान में, बिहार की 1,14,000 पंचायत सीटों में से लगभग 38,000 सीटें महिलाओं के लिए आरक्षित हैं। 2016 के पंचायती चुनावों में, महिलाओं ने इन आरक्षित सीटों के साथ-साथ अनारक्षित सीटों पर भी सफलता हासिल की, जिससे कुल महिला प्रतिनिधियों की संख्या लगभग 50% तक पहुंच गई।

आरक्षण की नीति ने महिलाओं के राजनीतिक और सामाजिक सशक्तीकरण में महत्वपूर्ण भूमिका निभाई है। पंचायतों में महिलाओं की बढ़ती भागीदारी ने न केवल निर्णय लेने की प्रक्रियाओं में महिलाओं की आवाज को शामिल किया है, बल्कि ग्रामीण समाज में महिलाओं के प्रति दृष्टिकोण में भी सकारात्मक परिवर्तन लाया है। महिलाओं के लिए आरक्षण की नीति ने शिक्षा, स्वास्थ्य, और आर्थिक सशक्तीकरण जैसे क्षेत्रों में भी सुधार को प्रोत्साहित किया है, जिससे समग्र रूप से ग्रामीण विकास में तेजी आई है। इस प्रकार, बिहार में महिलाओं की भागीदारी और आरक्षण की नीति राज्य के विकास के लिए एक महत्वपूर्ण कदम है।

प्रतिनिधित्व

बिहार में पंचायती राज संस्थाओं में महिलाओं का प्रतिनिधित्व आरक्षण नीति के माध्यम से सशक्त हुआ है। 73वें संविधान संशोधन के बाद, बिहार ने पंचायत स्तर पर महिलाओं के लिए 33% सीटें आरक्षित कीं, जिससे महिलाओं की राजनीतिक भागीदारी में महत्वपूर्ण वृद्धि हुई। 2016 के पंचायती चुनावों में, आरक्षित और अनारक्षित दोनों प्रकार की सीटों पर महिलाओं ने बड़ी संख्या में चुनाव जीते, जिससे पंचायतों में महिला प्रतिनिधियों की संख्या कुल सीटों का लगभग 50% हो गई। यह आँकड़ा स्पष्ट रूप से दर्शाता है कि आरक्षण नीति ने महिलाओं को न केवल राजनीति में प्रवेश दिलाने में मदद की है, बल्कि उन्हें प्रभावी नेतृत्व की

भूमिकाएँ निभाने के लिए भी प्रेरित किया है। महिला प्रतिनिधियों की बढ़ती संख्या ने ग्राम पंचायतों में निर्णय लेने की प्रक्रियाओं में महिलाओं की आवाज को मजबूत किया है। इसके परिणामस्वरूप, कई महत्वपूर्ण सामाजिक मुद्दों जैसे शिक्षा, स्वास्थ्य, और महिला सशक्तिकरण पर अधिक ध्यान दिया गया है। महिला मुखिया और सरपंचों ने विभिन्न विकास परियोजनाओं में सक्रिय भागीदारी निभाई है, जिससे स्थानीय स्तर पर विकास कार्यों की गुणवत्ता में सुधार हुआ है। इस प्रकार, बिहार में पंचायती राज संस्थाओं में महिलाओं का बढ़ता प्रतिनिधित्व न केवल महिलाओं के सशक्तिकरण का प्रतीक है, बल्कि राज्य के समग्र विकास में भी महत्वपूर्ण योगदान दे रहा है।

महिलाओं की भूमिका

बिहार में पंचायती राज संस्थाओं में महिलाओं की भूमिका महत्वपूर्ण और बहुआयामी है। 73वें संविधान संशोधन और आरक्षण नीति के लागू होने के बाद, महिलाओं को पंचायतों में अधिक प्रभावी और निर्णायक भूमिकाएँ निभाने का अवसर मिला है। महिला प्रतिनिधियों ने स्थानीय शासन में अपनी उपस्थिति को मजबूती से दर्ज कराया है। वे मुखिया, सरपंच, और विभिन्न पंचायत समितियों की सदस्य के रूप में कार्यरत हैं। उनकी भूमिका न केवल प्रशासनिक कार्यों तक सीमित है, बल्कि वे सामाजिक मुद्दों पर भी सक्रिय रूप से काम कर रही हैं। महिलाएँ शिक्षा, स्वास्थ्य, स्वच्छता, और महिला सशक्तीकरण से जुड़े मुद्दों पर विशेष ध्यान दे रही हैं। उन्होंने स्कूलों की स्थिति सुधारने, स्वास्थ्य सेवाओं की उपलब्धता बढ़ाने, और महिलाओं के खिलाफ हिंसा रोकने के लिए महत्वपूर्ण कदम उठाए हैं। महिला पंचायत प्रतिनिधियों ने स्वयं सहायता समूहों के गठन और उनके संचालन में भी महत्वपूर्ण भूमिका निभाई है, जिससे ग्रामीण महिलाओं की आर्थिक स्थिति में सुधार हुआ है। इसके अलावा, महिला प्रतिनिधियों ने ग्रामीण समुदायों में जागरूकता बढ़ाने और सामाजिक परिवर्तन को प्रोत्साहित करने में भी महत्वपूर्ण भूमिका निभाई है। उनकी सक्रिय भागीदारी से पंचायतों में पारदर्शिता और उत्तरदायित्व बढ़ा है, जिससे स्थानीय शासन में सुधार हुआ है।

इस प्रकार, बिहार में पंचायती राज में महिलाओं की भूमिका ने न केवल ग्रामीण विकास को गति दी है, बल्कि महिलाओं को सशक्त और आत्मनिर्भर बनाने में भी अहम योगदान दिया है।

विकासशील नीतियाँ और उनकी प्रभावशीलता

जीविका योजना

बिहार सरकार और केंद्र सरकार ने महिलाओं की सामाजिक और आर्थिक स्थिति को सुधारने के लिए कई योजनाएँ और नीतियाँ लागू की हैं। इनमें से एक प्रमुख योजना है जीविका योजना, "जिसे बिहार ग्रामीण आजीविका परियोजना के नाम से भी जाना जाता है। इस योजना का मुख्य उद्देश्य ग्रामीण महिलाओं को आर्थिक रूप से सशक्त बनाना और उन्हें आत्मनिर्भर बनाना है। जीविका योजना के तहत, स्वयं सहायता समूह का गठन किया जाता है, जिसमें ग्रामीण महिलाएँ शामिल होती हैं। इन समूहों के माध्यम से महिलाएँ छोटे-छोटे ऋण लेकर अपनी आजीविका के साधनों को बढ़ा सकती हैं। योजना के तहत वित्तीय सहायता, कौशल विकास, और मार्केटिंग सपोर्ट प्रदान किया जाता है, जिससे महिलाएँ अपने व्यवसाय को सफलतापूर्वक चला सकें। इस योजना की प्रभावशीलता के कई सकारात्मक परिणाम सामने आए हैं। जीविका योजना के माध्यम से, लाखों महिलाएँ आर्थिक रूप से स्वतंत्र हुई हैं और उन्होंने अपने परिवारों की आर्थिक स्थिति में सुधार किया है। इसके अलावा, महिलाएँ अब अपने समुदायों में नेतृत्व की भूमिका निभा रही हैं और सामाजिक मुद्दों पर भी सक्रिय रूप से काम कर रही हैं। महिलाओं के लिए स्वरोजगार और उद्यमिता को बढ़ावा देने के साथ-साथ, जीविका योजना ने ग्रामीण क्षेत्रों में गरीबी उन्मूलन में भी महत्वपूर्ण योगदान दिया है। इस योजना

के तहत महिलाओं के समूहों द्वारा संचालित विभिन्न उद्यमों ने न केवल रोजगार सृजन किया है, बल्कि ग्रामीण अर्थव्यवस्था को भी मजबूती प्रदान की है।

इस प्रकार, जीविका योजना महिलाओं के सशक्तिकरण और आर्थिक विकास की दिशा में एक महत्वपूर्ण कदम है, जिसने बिहार के ग्रामीण इलाकों में सकारात्मक बदलाव लाए हैं।

मुख्यमंत्री महिला उद्यमी योजना

बिहार सरकार ने महिलाओं की आर्थिक सशक्तीकरण और उद्यमिता को बढ़ावा देने के लिए मुख्यमंत्री महिला उद्यमी योजना की शुरुआत की है। इस योजना का मुख्य उद्देश्य महिलाओं को स्वरोजगार के अवसर प्रदान करना और उन्हें आत्मनिर्भर बनाना है। मुख्यमंत्री महिला उद्यमी योजना के तहत, राज्य सरकार महिलाओं को व्यावसायिक गतिविधियों के लिए वित्तीय सहायता प्रदान करती है। इसके तहत महिलाएँ छोटे और मध्यम स्तर के व्यवसाय शुरू करने के लिए ब्याज रहित या कम ब्याज दर पर ऋण प्राप्त कर सकती हैं। इस योजना में विभिन्न प्रकार के व्यवसाय जैसे कि ब्यूटी पार्लर, बुटीक, टेलरिंग, फूड प्रोसेसिंग, कृषि आधारित उद्योग आदि को शामिल किया गया है। योजना के तहत वित्तीय सहायता के साथ-साथ, महिलाओं को व्यवसायिक प्रशिक्षण और सलाह भी प्रदान की जाती है, जिससे वे अपने व्यवसाय को सफलतापूर्वक चला सकें। प्रशिक्षण कार्यक्रमों में व्यापार प्रबंधन, वित्तीय योजना, मार्केटिंग और अन्य महत्वपूर्ण कौशल शामिल होते हैं। मुख्यमंत्री महिला उद्यमी योजना की प्रभावशीलता का प्रमाण महिलाओं की बढ़ती उद्यमिता और आर्थिक स्वतंत्रता में देखा जा सकता है। इस योजना के माध्यम से, हजारों महिलाएँ अपने व्यवसाय शुरू कर चुकी हैं और उन्होंने अपने परिवारों की आर्थिक स्थिति में सुधार किया है। इसके अलावा, महिलाओं के व्यवसाय ने स्थानीय रोजगार के अवसर भी सृजित किए हैं, जिससे सामुदायिक विकास को भी बढ़ावा मिला है। इस प्रकार, मुख्यमंत्री महिला उद्यमी योजना महिलाओं के सशक्तीकरण और आर्थिक विकास की दिशा में एक महत्वपूर्ण पहल है, जिसने बिहार के ग्रामीण और शहरी इलाकों में महिलाओं को आत्मनिर्भर बनाने में महत्वपूर्ण योगदान दिया है।

स्वच्छ भारत मिशन

स्वच्छ भारत मिशन का शुभारंभ 2 अक्टूबर 2014 को भारत सरकार द्वारा किया गया था, जिसका मुख्य उद्देश्य देश को खुले में शौच से मुक्त बनाना और स्वच्छता के स्तर में सुधार करना है। इस मिशन का प्रभाव बिहार राज्य में भी व्यापक रूप से देखा गया है, जहाँ स्वच्छता और स्वच्छता सुविधाओं की पहुंच को बढ़ाने के लिए कई प्रयास किए गए हैं। स्वच्छ भारत मिशन के तहत, बिहार में लाखों शौचालयों का निर्माण किया गया है, जिससे ग्रामीण और शहरी दोनों क्षेत्रों में स्वच्छता में सुधार हुआ है। इस योजना ने महिलाओं की जीवन गुणवत्ता में विशेष रूप से सकारात्मक परिवर्तन लाया है। शौचालयों की उपलब्धता ने महिलाओं की सुरक्षा और स्वाभिमान को बढ़ाया है, जिससे उन्हें खुले में शौच की मजबूरी से मुक्ति मिली है। महिलाओं को स्वच्छता के महत्व और स्वच्छता संबंधी आदतों को अपनाने के लिए जागरूक करने के लिए विभिन्न अभियान और प्रशिक्षण कार्यक्रम आयोजित किए गए हैं। आंगनवाड़ी कार्यकर्ताओं और स्वच्छता दूतों के माध्यम से, महिलाओं को स्वच्छता और स्वच्छता के महत्व के बारे में शिक्षित किया गया है, जिससे समुदाय में स्वच्छता प्रथाओं को बढ़ावा मिला है। स्वच्छ भारत मिशन के तहत महिलाओं की सक्रिय भागीदारी ने न केवल उनके परिवारों में स्वच्छता स्तर को सुधारने में मदद की है, बल्कि समुदाय में भी एक स्वस्थ और स्वच्छ वातावरण को बढ़ावा दिया है। इस प्रकार, स्वच्छ भारत मिशन ने महिलाओं के सशक्तीकरण और समग्र सामाजिक स्वास्थ्य में महत्वपूर्ण योगदान दिया है, जिससे बिहार राज्य में एक स्वच्छ और स्वस्थ समाज का निर्माण हो सका है।

चुनौतियाँ और समाधान

सामाजिक बाधाएँ

हालांकि बिहार में पंचायती राज और अन्य विकासशील नीतियों के माध्यम से महिलाओं की भागीदारी में सकारात्मक बदलाव देखा गया है, फिर भी कई सामाजिक बाधाएँ बनी हुई हैं जो उनकी पूरी क्षमता को प्राप्त करने में बाधा डालती हैं। महिलाओं की राजनीतिक और आर्थिक भागीदारी में प्रमुख सामाजिक बाधाएँ पारंपरिक पितृसत्तात्मक मान्यताएँ और रूढ़ियाँ हैं। कई ग्रामीण समुदायों में, महिलाओं को अभी भी घर के बाहर निर्णय लेने की प्रक्रिया में शामिल होने से रोका जाता है। परिवार और समाज की पारंपरिक भूमिकाओं में जकड़ी महिलाएँ अक्सर पंचायत चुनावों में हिस्सा लेने से कतराती हैं या प्रभावी ढंग से अपनी भूमिका निभाने में असमर्थ होती हैं। इसके अलावा, शिक्षा की कमी भी एक महत्वपूर्ण बाधा है। अशिक्षा और जागरूकता की कमी के कारण महिलाएँ अपने अधिकारों और अवसरों से अनभिज्ञ रहती हैं। इससे उनकी स्वायत्तता और आत्मविश्वास पर प्रतिकूल प्रभाव पड़ता है। इन सामाजिक बाधाओं का समाधान करने के लिए सरकार और गैर-सरकारी संगठनों द्वारा कई कदम उठाए जा रहे हैं। शिक्षा और प्रशिक्षण कार्यक्रमों के माध्यम से महिलाओं को सशक्त बनाने के प्रयास किए जा रहे हैं। पंचायत स्तर पर नेतृत्व कौशल विकास कार्यक्रम और जागरूकता अभियान चलाए जा रहे हैं ताकि महिलाएँ अपनी भूमिका को प्रभावी ढंग से निभा सकें। इसके अलावा, सफल महिला नेताओं के उदाहरण प्रस्तुत करके और उन्हें रोल मॉडल के रूप में पेश करके महिलाओं को प्रेरित किया जा रहा है। सामुदायिक स्तर पर समर्थन समूहों का गठन भी किया जा रहा है ताकि महिलाएँ एक-दूसरे का समर्थन कर सकें और सामूहिक रूप से सामाजिक बाधाओं का सामना कर सकें।

इस प्रकार, सामाजिक बाधाओं को दूर करने के लिए सामुदायिक जागरूकता, शिक्षा और समर्थन नेटवर्क के माध्यम से सामूहिक प्रयासों की आवश्यकता है, जिससे महिलाओं की भागीदारी और सशक्तिकरण को बढ़ावा मिल सके।

शिक्षा की कमी

बिहार में महिलाओं की भागीदारी में शिक्षा की कमी एक प्रमुख बाधा है। अशिक्षा के कारण महिलाएँ अपने अधिकारों, सरकारी योजनाओं और अवसरों के बारे में जागरूक नहीं होतीं, जिससे वे अपनी पूरी क्षमता का उपयोग नहीं कर पातीं। अशिक्षित महिलाएँ पंचायतों में प्रभावी ढंग से भूमिका निभाने में कठिनाई महसूस करती हैं, क्योंकि उन्हें प्रशासनिक और कानूनी ज्ञान की कमी होती है। इसके परिणामस्वरूप, निर्णय लेने की प्रक्रिया में उनकी सहभागिता सीमित हो जाती है। इस चुनौती का समाधान करने के लिए सरकार और गैर-सरकारी संगठनों द्वारा कई प्रयास किए जा रहे हैं। महिलाओं के लिए साक्षरता अभियान और कौशल विकास कार्यक्रम चलाए जा रहे हैं। पंचायत स्तर पर प्रशिक्षण सत्र आयोजित किए जाते हैं, जिनमें प्रशासनिक और कानूनी ज्ञान प्रदान किया जाता है।

इसके अतिरिक्त, महिलाओं को शिक्षा के महत्व के प्रति जागरूक करने के लिए सामुदायिक स्तर पर जागरूकता अभियान चलाए जा रहे हैं। इस प्रकार, शिक्षा की कमी को दूर करने के प्रयास महिलाओं की भागीदारी और सशक्तिकरण में महत्वपूर्ण भूमिका निभा रहे हैं।

आर्थिक बाधाएँ

बिहार में महिलाओं की भागीदारी में आर्थिक बाधाएँ एक महत्वपूर्ण चुनौती हैं। आर्थिक संसाधनों की कमी और वित्तीय स्वतंत्रता के अभाव के कारण महिलाएँ स्थानीय शासन और विकास गतिविधियों में सक्रिय रूप से भाग नहीं ले पातीं। अक्सर महिलाएँ आर्थिक रूप से पुरुषों पर निर्भर होती हैं, जिससे उनकी स्वायत्तता

और निर्णय लेने की क्षमता सीमित हो जाती है। आर्थिक असुरक्षा के कारण महिलाएँ पंचायत चुनावों में खड़े होने से कतराती हैं और सामुदायिक विकास कार्यों में सीमित भूमिका निभाती हैं। इस चुनौती का समाधान करने के लिए विभिन्न सरकारी और गैर-सरकारी योजनाएं लागू की जा रही हैं। मुख्यमंत्री महिला उद्यमी योजना और जीविका योजना जैसी पहल महिलाओं को वित्तीय सहायता, उद्यमिता प्रशिक्षण और ऋण सुविधाएँ प्रदान करती हैं, जिससे वे आर्थिक रूप से सशक्त हो सकें।

इसके अलावा, स्वयं सहायता समूहों के माध्यम से महिलाएं सामूहिक रूप से आर्थिक गतिविधियों में शामिल हो रही हैं, जिससे उनकी आर्थिक स्थिति में सुधार हो रहा है। इस प्रकार, आर्थिक बाधाओं को दूर करने के प्रयास महिलाओं की सक्रिय भागीदारी और सशक्तिकरण में महत्वपूर्ण भूमिका निभा रहे हैं।

निष्कर्ष

बिहार में पंचायती राज संस्थाओं में महिलाओं की भागीदारी और विकासशील नीतियों का प्रभाव राज्य के सामाजिक और आर्थिक विकास पर स्पष्ट रूप से देखा जा सकता है। 73वें संविधान संशोधन और राज्य सरकार द्वारा लागू की गई विभिन्न नीतियों ने महिलाओं को राजनीतिक और सामाजिक जीवन में सक्रिय भूमिका निभाने का अवसर प्रदान किया है। महिलाओं के सशक्तीकरण के लिए जीविका योजना, मुख्यमंत्री महिला उद्यमी योजना, और स्वच्छ भारत मिशन जैसी योजनाओं ने उन्हें आर्थिक रूप से स्वतंत्र बनाने और सामाजिक बाधाओं को दूर करने में महत्वपूर्ण भूमिका निभाई है। हालांकि, अभी भी सामाजिक मान्यताओं, शिक्षा की कमी और आर्थिक चुनौतियों जैसी बाधाएँ मौजूद हैं, जो महिलाओं की पूर्ण भागीदारी को सीमित करती हैं। इन चुनौतियों का समाधान करने के लिए सरकार और गैर-सरकारी संगठनों द्वारा कई प्रयास किए जा रहे हैं, जिनमें शिक्षा और कौशल विकास कार्यक्रम, आर्थिक सहायता योजनाएँ, और सामुदायिक जागरूकता अभियान शामिल हैं। इन प्रयासों से महिलाओं को न केवल स्थानीय शासन में अपनी भूमिका को प्रभावी ढंग से निभाने का अवसर मिला है, बल्कि उनकी सामाजिक और आर्थिक स्थिति में भी सुधार हुआ है। अंततः, बिहार में पंचायती राज संस्थाओं में महिलाओं की बढ़ती भागीदारी ने राज्य के विकास को गति दी है। महिलाओं की सक्रिय सहभागिता से पंचायतों में पारदर्शिता और उत्तरदायित्व बढ़ा है, जिससे समग्र रूप से ग्रामीण विकास को प्रोत्साहन मिला है। इस प्रकार, महिलाओं का सशक्तिकरण और उनकी भागीदारी राज्य के भविष्य के लिए एक सकारात्मक दिशा में अग्रसर है।

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ऐतिहासिक, पौराणिक एवं सांस्कृतिक महत्व के परिप्रेक्ष्य में सोनपुर का हरिहरनाथ मंदिर

❍ आलोक कुमार[1]

बिहार का अस्तित्व मंदिरों से अभिन्न रूप में जुड़ा रहा है। बिहार संस्कृत के शब्द 'विहार' से बना है जिसका अर्थ बौद्ध मठ या विहार होता है, परंतु बौद्ध विहारों के अलावे यह प्रदेश बड़ी संख्या में हिन्दू, जैन, व सिक्ख मंदिरों के लिए भी प्रसिद्ध रहा है। यहाँ के अलग-अलग क्षेत्रों में ऐसे कई प्राचीन मंदिर देखने को मिल जाते हैं जो अपनी प्राचीनता, ऐतिहासिकता और धार्मिक महात्म्य के लिए विश्व प्रसिद्ध हैं। नदियों का संगम स्थल सनातन धर्म में बहुत ही पवित्र माना जाता है। जिन जगहों पर इनका संगम होता है, उन्हें प्रयाग कहा जाता है और इन्हें प्रमुख तीर्थ मानकर पुजा जाता है, जैसे- अलकनंदा और भागीरथी के संगम पर स्थित देवप्रयाग हो या गंगा, यमुना और सरस्वती के संगम पर स्थित प्रयागराज। इसी प्रकार बिहार के सोनपुर में भी दो पवित्र नदियों गंगा और गंडक का संगम होता है। इसी पवित्र संगम के तट पर हरिहरनाथ का विश्व प्रसिद्ध मंदिर है जो एक तीर्थ की ही भांति बिहार सहित पूरे विश्व में प्रसिद्ध और पूजनीय है। यह मंदिर न सिर्फ शिव और विष्णु के संयुक्त मंदिर के रूप में बल्कि प्रतिवर्ष कार्तिक मास में एक महीने तक लगने वाले सोनपुर मेले के लिए भी विश्व प्रसिद्ध है। इसके आस-पास का क्षेत्र जो कभी हरिहर क्षेत्र के नाम से प्रसिद्ध था, अपनी ऐतिहासिकता और प्राचीन विरासत के मामले में भी काफी सम्पन्न माना जाता रहा है। प्राचीन ऐतिहासिक ग्रन्थों और पुराणों में इस क्षेत्र का बखान चार धर्म महाक्षेत्रों में एक के रूप में किया गया है। इसकी ऐतिहासिकता इसे वैदिक काल से लेकर आधुनिक काल तक जोड़ती है। इस मंदिर के निर्माण और इसके आस-पास के क्षेत्र के इतिहास के संबंध में प्रचलित अनेक किवदंतियों के साथ-साथ कई ऐतिहासिक और पौराणिक साक्ष्य भी मिल जाते है। यह मंदिर अपने विशिष्ट स्वरूप और उसके साथ ही लगने वाले मेले के कारण बिहार सहित पूरे देश में एक सांस्कृतिक महत्व के केंद्र के रूप में भी प्रसिद्ध रहा है। इस तरह यह युगों से बिहार की धार्मिक, ऐतिहासिक और सांस्कृतिक विरासत का प्रतिनिधि रहा है।

हरिहरनाथ मंदिर बिहार राज्य के सारण जिले के सोनपुर में अवस्थित है। यह अनुमंडल के साथ-साथ एक नगर पंचायत भी है। यहाँ रेलवे का बहुत बड़ा प्लेटफार्म है जो भारत में सबसे बड़े रेलवे प्लेटफार्मो में से एक है। बिहार की राजधानी पटना से यह वायु, सड़क और रेलवे तीनों मार्गों द्वारा जुड़ा हुआ है। सड़क मार्ग द्वारा पटना से यह लगभग बीस किलोमीटर की दूरी पर स्थित है।[1]

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सोनपुर की प्रसिद्धि का एक प्रमुख कारण है कि यह दो पवित्र नदियों– गंगा और गंडक के संगम पर बसा हुआ है। इसी संगम के तट पर विश्व प्रसिद्ध हरिहरनाथ का मंदिर अवस्थित है। पुराणों में दोनों ही नदियों की प्रशंसा की गयी है और इसकी पवित्रता का बखान किया गया है। यह एक विरल संयोग ही है कि इन दोनों नदियों की उत्पत्ति की कथा भगवान विष्णु से जुड़ी हुई है। पुराणों में गंगा नदी को विष्णु के बायें पैर के अंगूठे के नख से प्रवाहित माना गया है–

वामपादाम्बुजांगुष्ठनखस्रोतोविनिर्गताम।
विष्णोर्बभर्ति यां भक्त्या शिरसाहनिंशं ध्रुवः।।[2]

इसी प्रकार गंडक नदी का भी पुराणों में बखान किया गया है। प्राचीन काल में इसे पवित्र नारायणी नदी के रूप में जाना जाता था। गंगा नदी की सप्तधाराओं में एक मानी जानेवाली यह नदी हिमालय पर्वत श्रृंखला के धौलागिरि पर्वत के मुक्तिधाम से निकलती है। गंगा की तरह गंडक नदी का भी संबंध भगवान विष्णु से जोड़ा जाता है। पौराणिक काल में इसी नदी में गज और ग्राह को भगवान विष्णु ने मुक्ति प्रदान किया था। इस नदी में पवित्र शालिग्राम पत्थर भी पाये जाते हैं। जिस प्रकार शिवलिंग का संबंध भगवान शिव से है उसी प्रकार पुराणों में शालिग्राम पत्थर को भगवान विष्णु का अवतार माना गया है। ऐसा माना जाता है कि गंडक नदी को छोड़कर विश्व में और कहीं भी जीवित शालिग्राम नहीं पाये जाते। एक और मान्यता के अनुसार इसपर विष्णु के चक्र और गदा के प्राकृतिक निशान पाये जाते है। "शिव पुराण में विष्णु ने स्वयं ही गंडकी में अपना वास बताते हुए कहा कि इस नदी के कीड़े अपने दांतों से काट–काटकर पाषाण पर मेरे चिह्न बनाएँगे और लोग इस पत्थर को मेरा रूप मानकर उसकी पूजा करेंगे"[3]। हिन्दू धर्म में कई धार्मिक अवसरों पर इस शालिग्राम पत्थर का प्रयोग किया जाता है। प्राचीन शास्त्रों में इसके औषधीय गुणों का भी वर्णन किया गया है। धार्मिक और पौराणिक दृष्टिकोण से दो पवित्र नदियों के संगम पर अवस्थित होने के कारण सोनपुर भारत के पवित्र तीर्थों में गिना जाता है।

सोनपुर का हरिहरनाथ मंदिर अपनी ऐतिहासिकता, पौराणिकता और धार्मिक एवं सांस्कृतिक महत्व के लिए विश्वप्रसिद्ध है। इस मंदिर के निर्माण के संबंध में कोई लिखित ऐतिहासिक साक्ष्य उपलब्ध नहीं है लेकिन पुराणों और प्राचीन परम्पराओं और मान्यताओं एवं मौखिक इतिहास के आधार पर इस संबंध में काफी जानकारी मिल जाती है। हरिहरनाथ मंदिर भगवान विष्णु और शिव दोनों देवताओं को समर्पित है। जैसा कि इसके नाम से स्पष्ट है– हरि का अर्थ भगवान विष्णु और हर का अर्थ भगवान शिव से संबंधित है। वर्तमान में यह मंदिर देखने से आधुनिक प्रतीत होता है लेकिन इसकी प्राचीनता के कई आख्यान प्रचलित है। आधुनिक मंदिर बिड़ला परिवार द्वारा नवनिर्मित है। मंदिर परिसर चतुर्भुजाकार आकृति में बना है। आधुनिक काल में ही बिड़ला परिवार द्वारा कराए गए पूर्णोद्धार के पश्चात इसका स्वरूप भव्य हो गया है। मुख्य मंदिर, परिसर के बीच में अवस्थित है। मुख्य मंदिर का मंडप पिरामिडनुमा है और काफी विशाल है। पूर्व में यह बहुत साधारण बना हुआ था। मुख्य मंदिर की बनावट एक कमरे जैसी थी जिसके ऊपर सपाट आकार का छत था। वर्तमान में मुख्य मंदिर के चारों ओर बरामदे में छोटे–छोटे कमरे में विभिन्न देवी–देवताओं की प्रतिमा स्थापित है, जिनमें माँ दुर्गा, माँ लक्ष्मी, गज–ग्राह की लड़ाई को दर्शाती मूर्ति, हनुमान जी की प्रतिमा, शनिदेव की प्रतिमा और नवग्रह देवताओं की अद्भुत प्रतिमाएँ विराजमान हैं। इसमें कुछ प्रतिमाएँ जैसे की नवग्रह की प्रतिमा काफी प्राचीन बतायी जाती है जबकि अन्य प्रतिमाएँ बाद के काल में स्थापित की गयी है। मंदिर परिसर के बीच में मुख्य मंदिर के गर्भगृह में ही भगवान हरिहरनाथ अर्थात एक साथ भगवान विष्णु की प्रतिमा और शिवलिंग स्थापित है। भगवान विष्णु की मूर्ति काले रंग के पत्थर से निर्मित है और इसकी नाक चिपटी और पाँव खंडित है। कहा जाता है कि यह इस मूर्ति की विशिष्टता और प्राचीनता को दर्शाती है। मूर्ति के ऊपर शेषनाग का

एक विशाल स्वरूप दिखाई देता है जो की चाँदी का बना है और आधुनिक काल का बताया जाता है। भगवान विष्णु की मूर्ति के सामने ही शिवलिंग विराजमान है। विष्णु पुराण में एक स्थान पर शिव स्वंय अपने मुख से कहते हैं कि वे विष्णु के ही अर्ध भाग हैं और विष्णु से अलग उनका कोई अस्तित्व नहीं है। यह मंदिर इसका साक्षात स्वरूप प्रदर्शित करता है।

हरिहरनाथ मंदिर की सर्वप्रमुख विशेषता है एक ही गर्भगृह में स्थापित शिवलिंग और भगवान विष्णु की प्रतिमा। पूरे संसार में यह एकमात्र ऐसा मंदिर है जहाँ भगवान हरि के साथ-साथ हर की भी पूजा होती है। ब्रह्मा, विष्णु और महेश हिन्दू धर्म के तीन मुख्य देवता माने गए है। लेकिन तीनों देवताओं के साथ में मंदिर नहीं मिलते। इनमें भगवान ब्रह्मा का भारत में एकमात्र मंदिर राजस्थान के पुष्कर में है। भगवान विष्णु और महेश के भी अलग-अलग अनगिनत मंदिर पूरे देश में मिल जाते है लेकिन दोनों एक साथ केवल सोनपुर में ही विराजमान मिलते हैं। इस पौराणिक और अनोखे मंदिर में पूजा-अर्चना के लिए देश विदेश से श्रद्धालु यहाँ आते हैं। शिवरात्रि, सावन और कार्तिक पुर्णिमा के दिन यहाँ भक्तों की बहुत भारी भीड़ जमा हो जाती है। ऐसी मान्यता है की गंगा और गंडक के संगम में स्नान के बाद बाबा हरिहरनाथ पर जलाभिषेक से सारे पाप नष्ट हो जाते हैं और भक्त बैकुंठ को प्राप्त करता है। प्रत्येक दिन यहाँ स्थापित शिवलिंग और विष्णु की प्रतिमा की आरती की जाती है। विशेष अवसर पर शिवलिंग का भव्य शृंगार भी किया जाता है। यह शृंगार कुछ-कुछ उज्जैन के प्रसिद्ध महाकालेश्वर मंदिर में किए जाने वाले शिवलिंग के महाशृंगार से मिलता-जुलता है। सावन माह में श्रद्धालु यहाँ दक्षिणी वाहिनी गंगा के तट पर स्थित पहलेजा घाट से कांवर में जल लेकर भगवान हरिहरनाथ की पुजा अर्चना करते है और इसके बाद बिहार के ही मुजफ्फरपुर में स्थित बाबा गरीबनाथ पर जलार्पण करते हैं। सालों भर मंदिर परिसर में विभिन्न धार्मिक, सामाजिक और सांस्कृतिक आयोजन होते रहते हैं। यहाँ बड़ी संख्या में शादी-विवाह जैसे संस्कार भी सम्पन्न होते हैं।

यह मंदिर कितना प्राचीन है इसका कोई स्पष्ट ऐतिहासिक साक्ष्य नहीं मिलता है। कई विद्वान इस मंदिर को ऐतिहासिक दृष्टि से उत्तरवैदिककालीन मानते हैं। राहुल सांकृत्यायन ने भी इसकी चर्चा प्रसिद्ध हरिहर क्षेत्र के रूप में की है और इसे शुंगकालीन माना है। शुंगकालीन कई पत्थर एवं अवशेष सोनपुर के मठ और मंदिरों में उपलब्ध है। तिरहुत क्षेत्र में पाये जाने वाले प्राचीन मंदिरों के अध्ययन और अवलोकन से हरिहरनाथ मंदिर के प्रारम्भिक स्वरूप के बारें में अनुमान किया जा सकता है।

1306 ई. में मंदिर परिसर में जीर्णोद्धार के क्रम में लगायी गयी एक पाषाण पट्टिका में उत्कीर्ण किया गया है की यह मंदिर सनातन काल का है। मुगल काल में अकबर के प्रधान सेनापति "राजा मान सिंह के सूबेदारी के काल में हरिहरनाथ मंदिर का थोड़ा-थोड़ा उल्लेख मिलता है। उस समय इस मंदिर में कुछ मरम्मत का काम करवाया गया था"[4]। मंदिर का गुंबद भी मुगल काल का ही माना जाता है। "बाबा हरिहरनाथ पुस्तक के लेखक उदय प्रताप सिंह के अनुसार 1757 ई. से पूर्व इस मंदिर का गर्भगृह लकड़ी और काले पत्थरों के कलात्मक शिलाखंडों से बना था। इसपर जिस प्रकार के वास्तुकला का चित्रण किया गया था वह केवल नेपाल में पाये जाने वाले मंदिरों में ही दिखता है। पत्थरों पर हरि और हर के चित्र व स्तुतियाँ उकेरी गयी थी। वर्तमान मंदिर राजा रामनारायण द्वारा बनाया गया था जो कि मीर कासिम के नायाब सूबेदार थे। 1860 ई. में टेकारी की महारानी ने मंदिर परिसर में साधु-संतो के रहने के लिए एक धर्मशाला का निर्माण कराया। 1871 ई. में मंदिर परिसर के शेष तीन ओसारे का निर्माण नेपाल के महाराजा जंगबहादुर ने कराया था। 1934 ई. में जब बिहार में भयंकर भूकंप आया तो इससे मंदिर को भी क्षति पहुंची और मंदिर परिसर का भवन, ओसारा और परकोटा क्षतिग्रस्त हो गया। इसके पश्चात इसका पुनर्निर्माण बिड़ला परिवार द्वारा कराया गया"[5]। इसके बाद से मंदिर का वही स्वरूप आज तक बना हुआ है।

ऐसा प्रतीत होता है की आरंभ में यह मंदिर वास्तुकला की दृष्टि से साधारण रहा होगा। पूरे परिसर में मुख्य मंदिर के अलावे एक-दो मंदिर ही थे। हैरी एबोट ने अपनी पुस्तक सोनपुर रेमिनिसेंस में इस इस स्थान का वर्णन करते हुए लिखा है कि "हरिहर क्षेत्र में हरिहरनाथ महादेव का मंदिर पूजा का मुख्य स्थान है, लेकिन कई छोटे मंदिरों में भी तीर्थयात्रियों द्वारा पूजा-अर्चना की जाती है। इनमें से काली स्थान और पंचदेवता मंदिर प्रमुख है। बाद वाला मंदिर एक पुजारी द्वारा बनवाया गया था, जो यह दावा करता था कि उसने मंदिर में प्राप्त चढ़ावे द्वारा इसका निर्माण किया था"[6]। संभवत: इसी प्रकार श्रद्धालुओं द्वारा मांगी गयी मन्नतों के पूरा होने के पश्चात अपने स्तर से मंदिर परिसर में छोटी-छोटी मूर्तियों को स्थापित किये जाते रहने के कारण इसका स्वरूप बदलता और विस्तृत होता गया।

इस मंदिर के स्थापत्य पर नेपाल और तिरहुत क्षेत्र के मंदिरों में प्रचलित निर्माणकला का प्रभाव दिखता है जिनमें ईंट और पत्थर जैसी साधारण सामग्री का प्रयोग मंदिर निर्माण में किया जाता है। साथ ही देवताओं का गर्भगृह भी साधारण बनाया जाता है। मंदिर का शिखर सपाट अथवा पिरामिडनुमा बनाया जाता है। माना जाता है कि हरिहरनाथ मंदिर का शिखर भी पहले सपाट ही था। बाद में मुगल काल में मंदिर के ऊपर गुंबदनुमा शिखर का निर्माण किया गया। जैसा की पूर्व में उल्लेख किया गया है, यह मंदिर शुरुआत में काष्ठ और शिलाखंडों से निर्मित था। इससे इस मंदिर के निर्माण और स्थापत्य पर नेपाली प्रभाव परिलक्षित होता है, क्योंकि ऐसे काष्ठ निर्मित मंदिर नेपाली वास्तुकला की प्रमुख विशेषता माने जाते है। डी.बी. स्पूनर नामक विद्वान ने तिरहुत क्षेत्र के मंदिरों पर अध्ययन के क्रम में लिखा है- "सोनपुर के मंदिरों में हम अनिवार्य रूप से ऐसी संरचना को देखते हैं जिनमें एक चोकोर कक्ष होता है जो एक साधारण छत के साथ एक बिन्दु तक बढ़ता है और सामने एक संकीर्ण बरामदे के साथ गर्भ गृह का निर्माण करता है। ये हमारे मंदिरों के सबसे सरल रूप के घटक हैं और वर्तमान उदाहरण में भी हम उन्हें उतने ही सरल रूप में पाते है"[7]। स्पूनर महोदय के अध्ययन के आधार पर यह अनुमान किया जा सकता है कि यह मंदिर भी प्रारम्भ में आमतौर पर तिरहुत क्षेत्र में पाये जाने वाले मंदिरों की ही तरह वास्तुकला की दृष्टि से साधारण ही रहा होगा। समय-समय पर विभिन्न राजाओं और शासक वर्गों द्वारा कराये गए पुनरोद्धार और निर्माण कार्यो के कारण मंदिर का स्वरूप बदलता रहा है जिसके कारण वर्तमान मंदिर पर अलग-अलग काल के वास्तुकला की छाप दिखती है।

इस मंदिर के निर्माण के संबंध में कई पौराणिक कथाएँ और मान्यताएँ भी प्रसिद्ध हैं, जिससे धार्मिक और सांस्कृतिक दृष्टि से इसका महात्म्य और बढ़ जाता है। एक मान्यता के अनुसार प्राचीन समय से ही शैव और विष्णु संप्रदायों में विवाद हुआ करता था, जिससे दोनों में तनाव की स्थिति बनी रहती थी। कालांतर में दोनों संप्रदायों के प्रबुद्धजनों के प्रयास से यहाँ एक सम्मेलन आयोजित कर दोनों में मेल कराया गया। दोनों की संयुक्त मूर्ति स्थापित हुई और यह 'हरिहरक्षेत्र' कहलाया। "विष्णुपुराण, श्रीमद्‌भागवत एवं महाभारत के सभापर्व में दी गयी कथा के अनुसार यह क्षेत्र प्राचीन समय में असुरराज वाणासुर की राजधानी शोणितपुर हुआ करता था जहाँ श्रीकृष्ण के पौत्र अनिरुद्ध और वाणासुर की पुत्री उषा के प्रेम को लेकर दोनों के मध्य युद्ध हुआ था"[8]। वाणासुर भगवान शिव का भक्त था और उसे शिव से रक्षा का वचन भी प्राप्त था। अंतत: जब वह भगवान श्रीकृष्ण से हारने लगा तो उसने शिव का ध्यान किया। इसके बाद अपने भक्त की रक्षा के लिए भगवान शिव का भगवान श्रीकृष्ण से संघर्ष शुरू हुआ। दोनों देवताओं के बीच भयंकर युद्ध से घबराकर सभी देवता भगवान ब्रह्मा के पास गए जिन्होंने अंतत: दोनों में सुलह करवायी और स्वयं इस स्थान पर बाबा हरिहरनाथ की स्थापना की। पद्म पुराण में इसी से जुड़ा एक श्लोक है-

ब्रह्मा स्थापितों तत्र यज्ञ हरिहर व्रभो
महाव लातिवलिवनों नाम्रा देवो व भवतु:।[9]

पद्म पुराण और श्रीमदभागवत पुराण में हरिहर क्षेत्र और भगवान हरिहरनाथ के महात्म्य की भी चर्चा मिलती है। पद्मपुराण में इसे चार धर्मक्षेत्रों में एक बताया गया है। ये चार धर्मक्षेत्र है- कुंभ क्षेत्र, वराह क्षेत्र, कुरुक्षेत्र और हरिहर क्षेत्र। इसमें वराह क्षेत्र और कुम्भ क्षेत्र नेपाल में है जबकि दो अन्य भारत में। इन चारों में हरिहर क्षेत्र को ही केवल धर्म महाक्षेत्र कहा गया है। पद्मपुराण में दी गयी कथा के अनुसार महर्षि वेदशिरा जब गंगा के तट पर तपस्या कर रहे थे तो उनकी तपस्या को भंग करने के लिए इंद्र ने एक अप्सरा को भेजा। मुनि ने क्रोधित होकर अप्सरा को श्राप दे दिया जिसके कारण वह शालिग्राम नदी में परिवर्तित हो गयी जो बाद में नारायणी या गंडकी नदी कहलायी और यह क्षेत्र हरिहर क्षेत्र के नाम से विख्यात हुआ।

इस मंदिर के स्थापना के संबंध में सर्वाधिक प्रचलित मान्यता पौराणिक काल में हुए गज और ग्राह युद्ध से संबंधित है। श्रीमदभागवत पुराण की एक कथा के अनुसार इस जगह पर प्राचीन समय में गज और ग्राह का संघर्ष हुआ था जो कई वर्षों तक चला। "ऋषि अगस्त्य के श्राप से पाण्ड्य राजा इन्द्रयुम्न हाथी (गज) में परिवर्तित हो गये। इसी प्रकार जब नारायणी नदी में स्नान के दौरान गंधर्व देश के राजा हूहू ने देवल ऋषि का अपमान किया तो ऋषि के श्राप से वे भी मगरमच्छ (ग्राह)में परिवर्तित हो गए। दोनों (गज एवं ग्राह)के मध्य नारायणी नदी में ही सदियों तक भीषण संघर्ष चला। अंत में गज की पुकार को सुनकर विष्णु प्रकट हुए और उन्होंने अपने सुदर्शन चक्र से ग्राह का वध किया। बाद में दोनों को विष्णु के वरदान से बैकुंठ की प्राप्ति हुई"[10]। सोनपुर शहर के एक प्रमुख चौराहे पर गज और ग्राह की लड़ाई और विष्णु द्वारा उनके उद्धार के इस पौराणिक कथा से संबन्धित मूर्ति लगायी गयी है। साथ ही यहाँ के कई अन्य मंदिरों में भी यह मूर्ति अलग-अलग भावों और रूपों में देखने को मिल जाती है। यह दर्शाती है कि किस प्रकार सोनपुर का अस्तित्व इस पौराणिक कथा से अभिन्न रूप से जुड़ा हुआ है। इसी से संबंधित एक अन्य कथा के अनुसार "जब गज और ग्राह के मध्य युद्ध अपने चरम पर था, तब दोनो पक्षों ने अपने-अपने देवताओं से मदद की पुकार की। अत: दोनों देवता एक साथ ही मौके पर आए और दोनों दुश्मनों के बीच में एक सौहार्दपूर्ण समझौता करवाया। उनकी दोस्ती और दोनों देवताओं द्वारा दिखाये गए दयालुता के प्रतीक के रूप में, दोनों प्रतिद्वंदियों ने मौके पर एक मंदिर बनाने की अनुमति मांगी। जब दोनों देवताओं द्वारा अनुमति दे दी गयी तो वहाँ हरिहर का मंदिर बनाया गया"[11]।

"हिन्दू मान्यता के अनुसार हरिहरनाथ मंदिर का संबंध भगवान राम के साथ भी जोड़ा जाता है। इस मान्यता के अनुसार जब भगवान राम धनुष यज्ञ में भाग लेने जनकपुर जा रहे थे तो वे अयोध्या से बक्सर होते हुए इस क्षेत्र से भी गुजरे। ऐसा कहा जाता है कि पौराणिक समय में गंडक नदी अयोध्या और जनकपुर के बीच सीमा बनाती थी। जनकपुर जाने के क्रम में गंगा और गंडक के तट पर उन्होंने भगवान 'हर' के मंदिर की स्थापना की थी और इसी मंदिर में पूजा अर्चना के बाद सीता जी का वरण किया था। पूर्व में बिहार में गंगा के उत्तरी भाग को तिरहुत क्षेत्र के रूप में जाना जाता था। इस पूरे क्षेत्र में राम और सीता से संबंधित अनेक मंदिर देखने को मिलते हैं। ऐसे में मंदिर की स्थापना से संबंधित इस मत को स्वीकार किया जा सकता है"[12]।

ऐतिहासिक दृष्टि से भी यह क्षेत्र काफी प्राचीन और प्रसिद्ध रहा है। "प्राचीन काल मे हरिहर क्षेत्र जिसमें सोनपुर और हाजीपुर का क्षेत्र शामिल था, वज्जि गणराज्य का एक अभिन्न अंग था। यह क्षेत्र लंबे समय तक व्रात्यों और कीकटों के प्रभाव के अधीन रहा"[13]। वज्जि संघ की राजधानी वैशाली प्राचीन काल में अत्यंत प्रसिद्ध थी। यह सोनपुर से लगभग बीस मील की दूरी पर अवस्थित है और भगवान महावीर के जन्मस्थान के रूप में भी प्रसिद्ध है। "ऐसा कहा जाता है कि भगवान बुद्ध ने इस क्षेत्र में रहकर अपने शिष्यों को अपनी अमृतवाणियों से गौरवान्वित किया था। बौद्ध साहित्य के आधार पर 'बुद्धं शरणं गक्षामि' के प्रवर्तक की

अमृतवाणी इस क्षेत्र के वातावरण में अब भी व्याप्त है'[14]। "बौद्ध साहित्य में इस क्षेत्र में एक संघाराम का भी जिक्र है जो माही और सागर नदियों के संगम पर स्थित था। माना जाता है ही ये दोनों नदियाँ संभवत: गंडक की सहायक रही होंगी"[15]। जैसा कि पूर्व में भी उल्लेख किया गया है, इस क्षेत्र से शुंग काल के भी अवशेष और पाषाण स्तम्भ मिले है। शुंग काल वैदिक धर्म का पुनर्जागरण काल माना जाता है। कई शुंग शासक भागवत धर्म को मानने वाले और विष्णु के बड़े उपासक थे। इस तरह ऐसा प्रतीत होता है कि प्राचीन काल से ही यह क्षेत्र वैष्णव संप्रदाय के प्रभाव वाले क्षेत्रों में शामिल रहा है। सिक्ख ग्रन्थों में जिक्र है कि दसवें गुरु गुरु नानकदेव महाराज भी यहाँ आए थे। इस प्रकार यह स्थान प्राचीन काल से ही शैव और वैष्णव के साथ-साथ जैन, बौद्ध, सिक्ख, कबीरपंथी व नाथपंथों की समन्वय भूमि रही है।

सोनपुर हरिहरनाथ मंदिर के साथ-साथ यहाँ लगने वाले वार्षिक मेले के लिए भी विश्व प्रसिद्ध है। प्रत्येक वर्ष हिन्दू पंचांग के अनुसार कार्तिक पुर्णिमा (नवंबर-दिसंबर) में हरिहरनाथ मंदिर के आस-पास के क्षेत्र में गंडक के तट पर विश्व प्रसिद्ध मेला लगता है। यह मेला सोनपुर मेले के नाम से प्रसिद्ध है। "बंगाल से अलग होने के पूर्व यह अविभाजित बिहार का सबसे बड़ा मेला था"[16]। पूर्व में इसे 'हरिहर क्षेत्र मेला' और स्थानीय स्तर पर छत्तर मेला के रूप में जाना जाता था। आज भी बिहार के लोग इसे इसी नाम से पहचानते हैं। इस मेले की शुरुआत कब हुई, इसका कोई प्रामाणिक इतिहास नहीं मिलता है लेकिन प्रचलित अनुश्रुतियों और मान्यताओं से इसकी ऐतिहासिकता प्रदर्शित होती है। यूरोपीय यात्रियों के अनुसार चन्द्रगुप्त मौर्य यहाँ हाथियों की खरीददारी के लिए आया करता था। उसके समय में जंगी हाथियों का सबसे बड़ा मेला इसी क्षेत्र में लगता था। मेगास्थनीज और फाहियान ने भारत यात्रा के दौरान हरिहरनाथ क्षेत्र की चर्चा की है। वैशाली से मगध जाने के क्रम में फाहियान सोनपुर के क्षेत्र से भी होकर गुजरा था।

"तीर्थस्थल के रूप में सोनपुर के महत्व को कम से कम चौदहवीं शताब्दी में प्रमाणित किया जा सकता है। विद्यापति(1360 ई.- 1447ई.)जो मिथिला के उत्तर बिहार के क्षेत्र के प्रसिद्ध कवि थे, को इसकी खूबियों के बारे में पता था, जो वहाँ पूजा करने और स्नान करने के लिए गए थे। तब तक इस मेले का स्वरूप काफी बड़ा हो चुका था। इसी समय इसने बंगाल के सुल्तान हुसैन शाह (1493 ई.-1519 ई.) का भी ध्यान आकर्षित किया, जिन्होंने तीन लाख सिक्कों के घोड़े के खरीद के लिए एक अधिकारी को नियुक्त किया। सत्रहवीं शताब्दी में जब यात्री जॉन मार्शल ने सोनपुर मेले का दौरा किया तो तो पाया कि यहाँ लगभग चालीस से पचास हजार लोग थे। वीरस्वामी जो 1831 ई. में मेले के समाप्त होने के बाद इस स्थल पर आए, ने कहा की यहाँ एक लाख से अधिक लोग उपस्थित थे। औपनिवेशिक काल के दौरान स्थानीय प्रशासकों द्वारा रखी गयी मेला उपस्थिति के वार्षिक आंकड़ों से पता चलता है कि भीड़ लगातार बढ़ती जा रही थी.... हालांकि वे कभी दो लाख से नीचे नहीं गए और अधिक-से-अधिक तीन या चार लाख तक पहुँच जाते थे। बीसवीं सदी के अंत तक भीड़ लगभग तीस लाख हो गयी थी, जिसमें कार्तिक पूर्णिमा के अवसर पर डुबकी लगाने की रस्म में कम-से-कम दस लाख लोगों ने भाग लिया था"[17]। जॉन मार्शल के वर्णन से पता चलता है कि सत्रहवीं शताब्दी में भी इस मेले और कार्तिक मास के पवित्र स्नान का काफी महत्व था। उसने हाजीपुर में गंगा और सोनपुर में गंगा और गंडक के संगम में होनेवाले पवित्र स्नान और मेले का भी जिक्र अपनी डायरी में किया। वह बताता है- "हिन्दू नवंबर के महीने में गंगा में स्नान करने के लिए यहाँ आते हैं और अपने साथ मटकों में गंगा से पानी भर-भर के ले जाते हैं ताकि वे अपने घरों के बड़े-बुजुर्गों और अपने मित्रों को भी पवित्र जल दे सके जो वहाँ आ पाने में असमर्थ है। ऐसा करके वें सोचते है की उस वर्ष के उनके पाप क्षमा हुए। यहाँ एक विशेष दिन को सुबह संगम में स्नान के लिए लोगो की बहुत भारी भीड़ उमड़ती है"[18]।

मुगलकाल में भी यह एक पशु बाजार के रूप में प्रसिद्ध था। जनश्रुतियों के अनुसार अकबर के प्रधान

सेनापति महाराजा मानसिंह ने सोनपुर मेला में खेमा डालकर शाही सेना के लिए हाथी एवं घुड़सवार फौज को तैयार किया था। उसने मेले में देशी-विदेशी व्यापारियों से अस्त्र-शस्त्र की खरीददारी की थी। आज भी यहाँ राजा मानसिंह बाग नामक स्थान है। "कहा जाता है कि औरंगजेब के कैद से रिहा होने के बाद दक्षिण की यात्रा से पूर्व शिवाजी ने यहीं से घोड़े की खरीददारी की थी। कुँवर सिंह ने भी अंग्रेजों से संघर्ष के लिए लगभग एक हजार घोड़े यहाँ से खरीदे थे। साथ ही हरिहरनाथ मंदिर में पुजा-अर्चना करके अंग्रेजो को हराने की कसम खायी थी"[19]।

"मेले के विकास मे अंग्रेजों का भी महत्वपूर्ण योगदान माना जाता है। मिंडेन विल्सन नामक अंग्रेज ने अपनी पुस्तक रोमिनी सेंस ऑफ बिहार में सोनपुर मेले का जिक्र संभवत: पहले-पहल 1846 ई. में किया था"[20]। अंग्रेजों के आने के पूर्व यहाँ लगने वाला मेला हरिहर क्षेत्र मेले के नाम से प्रसिद्ध था। अंग्रेजों ने इसका नाम बदलकर सोनपुर पशु मेला कर दिया। आज भी यहाँ लगने वाला मेला इसी नाम से प्रसिद्ध है। अंग्रेजों ने अपनी जरूरतों के लिए इस मेले को एक बड़ा स्वरूप दिया। 1860 ई. में लार्ड मार्टिन के आदेशानुसार प्राचीन हरिहरनाथ मंदिर के सौंदर्यीकरण और विस्तार के साथ-साथ सोनपुर के प्रसिद्ध पशु मेले के रूप में मानचित्र पर आने का जिक्र मिलता है। मेले में अफगानिस्तान से अरबी घोड़े मँगवाए जाते थे। समान ले जाने के लिए हाथी, ऊँट और बैल का बड़े स्तर पर प्रयोग होता था। 1908 ई. के पूर्व इस मेले का फैलाव पूर्व से पश्चिम दो मील और उत्तर से दक्षिण लगभग तीन मील तक था। अनुमान के मुताबिक उस समय लगभग तीन लाख लोग इस मेले में सम्मिलित होते थे। "यूरोपियनों के लिए यह बंगाल(विभाजन के पूर्व) प्रांत में होने वाले सबसे बड़े सामाजिक मेल-मिलाप के अवसर के तौर पर प्रसिद्ध था। मेले के साथ-साथ अपने मनोरंजन के लिए उन्होंने यहाँ जिमख़ाना, डांस क्लब, पोलो और टेनिस के मैदान का भी निर्माण करवाया था। उनके लिए यह भारतीय जीवन के विभिन्न पहलुओं से साक्षात्कार करने का एक अच्छा माध्यम था"[21]।

बिहार में तिरहुत क्षेत्र के निलहे अंग्रेजों ने अपने मनोरंजन के लिए यहाँ पर घुड़दौड़ के लिए एक घेरे का निर्माण करवाया था। 1839 ई. के पूर्व तक घोड़ों का दौड़ हाजीपुर में हुआ करता था लेकिन नदी द्वारा किनारे को काटने के कारण अगले वर्ष से इसे सोनपुर में गंडक किनारे शुरू किया गया। इसमें उच्चतम नस्ल के घोड़े भाग लेते थे। जब तक अविभाजित बंगाल में नील का कारोबार चलता रहा तब तक अंग्रेज साहबों के शौक के कारण इस खेल का बड़े स्तर पर आयोजन होता रहा। कालांतर में नील उद्योग के पतन के बाद इसका अंत हो गया और उसके स्थान पर पोलो का खेल शुरू कराया गया। "1936 ई. में गंडक नदी में आयी बाढ़ के कारण जब रेस के मैदान का घेरा कटकर नदी में विलीन हो गया तो बाद में दूसरे स्थान पर पटना के सूबेदार राजा रामनारायण मैजू ने पुन: एक घेरे का निर्माण कराया"[22]। 1803 ई. में लॉर्ड क्लाइव ने यहाँ बड़ा अस्तबल बनाया था। सोनपुर के डाकबंगला मैदान में 2015 ई. तक घोड़ों और हाथियों की दौड़ होती थी। 1958 ई. के मुजफ्फरपुर गजेटियर में भी यहाँ घोड़ो की रेस करवाए जाने और पोलो खेल के आयोजन का जिक्र है।

मेले के अलावा व्यापार-वाणिज्य के एक महत्वपूर्ण केंद्र के रूप में भी इसकी प्रसिद्धि रही है। "उन्नीसवीं सदी के पूर्वार्द्ध में यहाँ मेले के दौरान हाजीपुर के किले के अंदर मीना बाजार लगता था। हथुआ, बेतिया, टेकारी और दरभंगा महाराज के तरफ से सोनपुर मेला के अँग्रेजी बाजार में नुमाईशें लगायी जाती थीं जहाँ कश्मीर, अफगानिस्तान, ईरान, लिवरपूल और मेंचेस्टर के बने बेशकीमती कपड़े व बहुमूल्य सामग्रियों की खरीद-बिक्री होती थी। इसमें सोने-चाँदी, हीरे-जवाहरात से लेकर घरेलू उपयोग के समान भी होते थे। ऐसा उल्लेख मिलता है कि यहाँ खरीददारी में वस्तु-विनिमय प्रणाली का भी प्रयोग होता था"[23]।

वर्तमान में यह एशिया के सबसे बड़े पशु मेले के रूप में जाना जाता है। ऐसा माना जाता है कि इस

मेले में सुई से लेकर हाथी तक मिल जाते हैं। मेले में भारत ही नहीं बल्कि विदेशों से भी लोग आते हैं। कभी इस मेले में अफगान, ईरान, इराक जैसे देशों से लोग पशुओं की खरीददारी करने के लिए आते थे। मेले में वाराणसी, मेरठ, मुजफ्फरपुर, सहारनपुर, हरिद्वार, पानीपत, लुधियाना तथा जम्मू-कश्मीर से ऊनी कपड़ों के व्यापारी लोग आते हैं और अपना व्यापार करते है। मेले में आम जन-जीवन और घरेलू उपयोग की प्रायः सभी सामग्री मिल जाती है। मेले में छोटी-बड़ी लगभग डेढ़ हजार दुकानें लगती हैं। इसके साथ ही मनोरंजन के साधन जैसे सिनेमा, थियेटर और नौटंकी का भी आयोजन होता है। मेले में सरकारी और गैर-सरकारी विभागों और प्रतिष्ठानों की प्रदर्शनियाँ भी लगती हैं। इससे देश-विदेश के लोगों के समक्ष बिहार की संस्कृति को प्रदर्शित करने का अच्छा अवसर मिलता है। यह मेला धार्मिक, ऐतिहासिक, सांस्कृतिक और आधुनिक विचारों का एक अनोखा संगम प्रस्तुत करता है। हर वर्ष एक महीने चलने वाले इस मेले में करोड़ों लोग जो अलग-अलग जाति, धर्म, संप्रदाय और लिंग के होते है, शामिल होते हैं और मेला घूमने के साथ-साथ संगम में पवित्र स्नान के बाद बाबा हरिहरनाथ के दर्शन कर पुण्य के भागी बनते हैं। इस तरह यह हमारे समक्ष सोनपुर और बिहार कि उस समन्वित संस्कृति का रूप प्रस्तुत करती है जो अनादि काल से विभिन्न संप्रदायों में सौहार्द को बनाए रखने और उसे पोषित करने के विचारों पर आधारित रहा है।

सोनपुर में गंगा और गंडक के संगम पर कार्तिक मास के पुर्णिमा में किए जाने वाले गंगा स्नान का काफी महत्व है। शास्त्रों में इस दिन गंगा में किए जाने वाले स्नान का महात्म्य प्रदर्शित किया गया है। ऐसा माना जाता है कि भगवान विष्णु का पहला अवतार इसी दिन हुआ था। भगवान शिव ने भी इसी दिन त्रिपुरासुर नामक राक्षस का भी वध किया था जिसके बाद वे त्रिपुरारी कहलाए। इसके साथ ही सिक्ख धर्म में भी कार्तिक पुर्णिमा का दिन खास माना गया है क्योंकि इसी दिन सिक्ख धर्म के संस्थापक गुरु नानकदेव महाराज का जन्म हुआ था। इस प्रकार शिव और वैष्णव संप्रदायों के साथ-साथ सिक्खों के लिए भी यह पवित्र दिन माना जाता है। सोनपुर का हरिहरनाथ मंदिर चूंकि शिव और विष्णु को ही समर्पित है इसीलिए यहाँ पर कार्तिक पूर्णिमा के दिन गंगा स्नान का विशेष महत्व है। कहा जाता है कि "यहाँ पर गंगा और गंडक के संगम में एक अनुष्ठाणिक स्नान का महत्व एक हजार गायों को उपहार में देने के बराबर है"[24]। पुराणों में ऐसा वर्णन है कि गंगा और गंडक के संगम पर जो स्नान करके जलाभिषेक करके चरणामृत पान कर लेते है वो नर नारायण के तुल्य हो जाता है। ऐसी भी मान्यता है कि कार्तिक पूर्णिमा में स्नान से समस्त शारीरिक व्याधियों का भी नाश हो जाता है। शोधकर्ता इसका वैज्ञानिक आधार भी देते हैं। ऐसा माना जाता है कि कार्तिक पूर्णिमा को इन दोनों नदियों के जल में खास तत्वों का सम्मिश्रण पाया जाता है जो शरीर के कई व्याधियों का नाश करता है।

हरिहरनाथ मंदिर विभिन्न धार्मिक संप्रदायों के मध्य समन्वय का प्रतीक माना जाता है। पौराणिक काल में जिस प्रकार इसने शैव और वैष्णव संप्रदायों के मध्य लंबे समय से चले आ रहे संघर्ष को समाप्त कर शांति स्थापित की थी उसी प्रकार की भूमिका यह प्रत्यक्ष और अप्रत्यक्ष तौर पर आज भी निभा रहा है। हरिहर क्षेत्र में आज भी शैव वैष्णव और शाक्त संप्रदाय के लोग एक साथ कार्तिक पूर्णिमा के अवसर पर संगम में स्नान करते हैं और बाबा हरिहरनाथ पर जलाभिषेक करते हैं। कार्तिक पूर्णिमा के पवित्र स्नान के लिए नेपाल, असम, अयोध्या और उत्तराखंड जैसे जगहों से हजारों की संख्या में साधु-संत और विभिन्न संप्रदायों के अनुयायी आते हैं और पूरे माह संगम किनारे धुनी रमाते हैं। "शैव और वैष्णव मतावलंबी संतों का यहाँ अलग-अलग पंडालों में अखाड़ा लगता है। इसके साथ ही कबीर पंथ के अनुयायियों की संगत और सत्संग मंडली भी यहाँ जमती है जिसमे साखी, शबद और रमैनी की कबीर वाणी का संकीर्तन होता है। यहाँ आने वाले संतो में सबसे बड़ी संख्या कबीरपंथियों की ही रहती है। गंडक के तट पर स्थित पवित्र काली घाट पर वाममार्गी सन्यासियों व

औघड़ों की धुनी रमती है। यहाँ के वातावरण में भारतीय षड्दर्शन और उसकी व्याख्या गुंजायमान रहती है और ऐसा प्रतीत होता है कि गंगा और गंडक के संगम पर स्थित हरिहरक्षेत्र में सम्पूर्ण भारत के तीर्थ उतर आए हों"[25]।

हरिहर क्षेत्र को अद्वितीय पवित्रता का स्थान माना जाता है। इसकी गणना भारत के बड़े तीर्थस्थलों में की जाती है। इसके ऐतिहासिक, सांस्कृतिक और पौराणिक महत्व के कारण भारत ही नहीं विदेशों से भी वर्ष भर यहाँ श्रद्धालु आते रहते हैं। विशेष धार्मिक अवसरों पर यहाँ आने वाले लोगों की संख्या पच्चीस लाख से तीस लाख तक पहुँच जाती है। शैव और वैष्णव संप्रदायों के लिए यह विशेष आस्था का केंद्र है। एक साथ एक ही गर्भ–गृह में विराजमान शिव और विष्णु के दर्शन करके भक्त अपने को धन्य समझते हैं। कार्तिक मास की पूर्णिमा को लाखों लोग गंगा और गंडक के संगम में डुबकी लगाकर भगवान हरिहरनाथ पर जल चढ़ाते हैं। इसके साथ ही लगभग तीस दिनों तक चलने वाले विश्वप्रसिद्ध मेले में भी श्रद्धालुओं और लोगों की भीड़ लगती है। समाज के हर वर्ग और संप्रदाय के लोग इस अवसर पर यहाँ मेले का आनंद लेने के लिए पहुँचते है। देश–विदेश और विशेषकर स्थानीय व्यापारियों के लिए यह आय का एक प्रमुख श्रोत भी मुहैया कराता है। यह मेला प्रदेश की सांस्कृतिक विरासत को सँजोये रखने और आगे ले जाने का काम करता है। शैव और वैष्णव संप्रदायों के मध्य शांति और समन्वय स्थापित करने के प्रतीक के तौर पर स्थापित हुआ यह मंदिर आज भी विभिन्न संप्रदायों व पंथों को मानने वालों का मिलन स्थल है। यहाँ मंदिर में पूजा–अर्चना और संगम में पवित्र स्नान के साथ–साथ मेले में भाग लेने के लिए हर साल लाखों श्रद्धालु देश–विदेश से आते हैं। ये श्रद्धालु विभिन्न जाति, धर्म, और पंथों के मानने वाले होते हैं लेकिन हरिहर क्षेत्र में आने के बाद उनके बीच के सारे भेद–भाव मिट जाते हैं और वे हरिहर के भक्त के रूप में एक हो जाते हैं। इस तरह यह मंदिर आज भी विभिन्न मतों, विचारों और मान्यताओं के बीच समन्वय के प्रतीक के तौर पर प्रतिष्ठित और पूजनीय है। शहरीकरण, आधुनिकता और माल कल्चर के इस इस दौर में बदलते वक्त के साथ मेले के स्वरूप और रंग–ढंग में भी बदलाव आया लेकिन बिहार की प्राचीन विरासत और संस्कृति को आगे ले जाने के परिप्रेक्ष्य में इसकी सार्थकता आज भी बनी हुई है।

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विकसित भारत के मार्ग में महिलाओं की चुनौतियाँ

❍ राज दीपक ओम[1]

संक्षिप्ति :

जब हम इस प्रश्न पर विचार करते हैं कि भारत 2047 में विकसित देश कैसे बनेगा, तो दो बातों का विश्लेषण करना होगा पहले आजादी से अब तक भारत का आर्थिक-सामाजिक आधार कैसा है और दूसरा हम विकसित देश बनने के लिए चुनौतिपूर्ण लक्ष्यों को कैसे प्राप्त कर पाएंगे? निश्चित रूप से 75 वर्षों में असाधारण उपलब्धियाँ को हमने प्राप्त किया लेकिन ये उपलब्धियाँ विकसित भारत के लिए पर्याप्त नहीं है। इसमें हमें आधी आबादी को साथ लेकर चलना एवं उसके लिए उत्पन्न चुनौतियों को भी दूर करने का मार्ग प्रशस्त करना होगा। भारतीय महिलाएँ ऊर्जा से लबरेज, दूरदर्शिता, जीवन्त उत्साह और प्रतिबद्धता के साथ सभी चुनौतियों का सामना करने में सक्ष्म है। अनादि काल से ही महिलाएँ मानवता की प्रेरणा स्रोत रही हैं। नचिकेता, झांसी की रानी, शकुंतला देवी, टेसी थामोश, गीता गोपीनाथ एवं पीवी सिंधु आदि जिन्होंने अपने आप को साबित किया। आज भारत एक लक्ष्य को लेकर चल रहा है कि 2047 तक हमारा देश का एक विकसित स्वरूप होगा। इस स्वरूप में देश के सभी जनों का सहयोग नितांत आवश्यक है उस मार्ग के सच्चे प्रहरी के रूप में महिलाओं के ऊर्जा को कम में नहीं आका जा सकता है न हीं इनको छोड़कर विकसित भारत की कल्पना की जा सकती है। अत: हमें महिलाओं के मार्ग में आने वाली चुनौतियों को दूर करना पड़ेगा तभी इनका इस मार्ग से चलकर एक विकसित भारत का निर्माण संभव हो सकता है। कल तक हमारी महिलाएँ हमारे घर की शोभा थी जहाँ पर उनके समायोजन का साधन उपलब्ध था। आज महिलाएँ हमारे साथ कंधों से कंधा मिलाकर कदमताल कर रही हैं तो क्या हमारे देश का ढांचा उनके समायोजन के लिए तैयार हैं? क्या हमारे देश का वातावरण ऐसा तैयार है कि महिलाएं स्वच्छंद रूप से निकल सकें? क्या अब हम पश्चिमी सभ्यताओं से दूर हो सके हैं? क्या हम अपने संस्कृति पर नाज करने को तैयार हैं। जो यक्ष प्रश्न के रूप में खड़े हैं।

बीज शब्द : महिलाएं, चुनौतियां, विकसित, सशक्तिकरण, संस्कृति

पूरे विश्व में भारत अपने इतिहास और संस्कृति के कारण एक विशेष स्थान रखता है। यदि हम विश्व पटल पर नजर दौड़ाएं तो हमारा देश सांस्कृतिक, राजनीतिक, आर्थिक, सैन्य शक्ति आदि में विश्व के सर्वोत्तम

1. शोधार्थी, राजनीति विज्ञान विभाग, वीर कुंवर सिंह विश्वविद्यालय, आरा।

देश में शुमार है। वैसे तो हमारे देश की संस्कृति में उनके सुरक्षा का भाव विद्यमान था और सुरक्षित थी, लेकिन कुछ विधर्मियों के आगमन के उपरांत यहाँ की संस्कृति में आमूल चूल परिवर्तन हुई और असुरक्षा का भाव उत्पन्न हुआ। जिनमें मुगलों तथा अंग्रेजों की बड़ी भूमिका रही। आजादी के उपरांत देश की घटनाओं में सुधार की शुरुआत हुई लेकिन आजकल इस क्षेत्र में सुधार की रफ्तार कुछ जरूर तेज हुआ। महिलाओं के सशक्तीकरण के लिए समाज के मानव संसाधनों को लगातार बेहतर, मजबूत एवं सशक्त किया जा रहा है। समाज की आधी आबादी महिलाओं की है इस प्रकार उनके लिए विशेष प्रयास किए जा रहे हैं। डॉ आंबेडकर ने कहा था कि यदि किसी समाज की प्रगति के बारे में सही-सही जानना है "तो उस समाज की महिलाओं की स्थिति के बारे में जानो।" कोई समाज कितना मजबूत हो सकता है यह मानकर इस बात को इसलिए जोड़ा जा सकता है क्योंकि महिलाएं भी समाज की आधी आबादी है। इनके बिना किसी भी समाज को अपनी संपूर्णता में बेहतर नहीं किया जा सकता है। समाज की आदिम संरचना से सत्ता के उपभोग को जन्म दिया गया है। महिलाओं को दोयम दर्जे के रूप में देखने की जल्दी इसी कड़ी का एक महत्वपूर्ण पहलू है।

आज यदि सचमुच हमें विकसित भारत के संकल्प को पूरा करना है तो हमें महिला पुरुष साथ मिलकर विकास के मार्ग को प्रशस्त करना होगा। इसके लिए हमें इनके मार्गों के अवरोधक तत्वों को गहराई से समझने की आवश्यकता है। महिलाओं को अपना वोट बैंक समझ कर उनकी खाना पूर्ति नहीं करना चाहिए बल्कि जब महिलाएं यदि हर क्षेत्र में कदम बढ़ा रही है तो उनके लिए विशेष स्ट्रक्चर की संरचना को तैयार करना होगा। आए दिन महिलाओं में सुनने को मिलता है कि वह सफर के दौरान पानी पीना पसंद नहीं करती ऐसा नहीं है कि उन्हें प्यास नहीं लगती प्यास लगती है पर शौच जाने के डर से वह पानी नहीं पीतीं। कारण स्पष्ट है कि उनके लिए शौच के लिए पर्याप्त स्थान का अभाव है। ठीक इस प्रकार से देखने को मिलता है कि कुछ महिलाएं पुलिस प्रशासन में भी शामिल हैं जो की स्वाभाविक रूप से पुरुषों के समान ही अपना ड्यूटी देने के लिए उनकी नियुक्ति हुई हैं पर ज्यादातर स्थानों पर उनके साथ एक सहयोगी पुरुष पुलिस को रखना अनिवार्य सा हो गया है।

समाज में महिलाएं : जैसा कि अरस्तू ने कहा है कि "मनुष्य एक सामाजिक प्राणी है", अक्षरशः सही प्रतीत होता है। मानव को दो भागों में श्रेणबद्ध किया गया है, नर एवं मादा। इन दोनों से ही संसार का निर्माण होता है और यह जहां पर रहते हैं वहां समाज का निर्माण होता है। आदिकाल से महिलाएं हर संस्कृति के केंद्र में रहते हुए भी केंद्र से दूर रही है। सिमोन द बोउवार का कथन है कि "स्त्री पैदा नहीं होती, बनाई जाती है।" समाज अपनी आवश्यकताओं के अनुसार स्त्री को ढलता आया है। समाज में पुरुषों का नियंत्रण कुछ इस कदर रहा है कि उसके सोचने से लेकर उसके जीवन जीने के ढंग को पुरुष अभी तक नियंत्रित करता आ रहा है और आज भी करने की कोशिश करता रहता है।

समाज में महिलाओं की स्थिति को समझने के लिए हमें इतिहास के कुछ पन्नों को उलटना होगा। आदिकाल से लेकर वर्तमान पर नजर दौड़ाने पर हम पाते हैं कि जो परिवर्तन हमें देखने को मिला है वह उत्तर वैदिक काल से स्त्री की स्थिति में एकाएक परिवर्तन नहीं हुआ। महिलाओं पर अनगिनत अंकुश लगने लगे। मध्यकाल तक आते-आते स्त्रियों की स्थिति दयनीय हो चुकी थी। यद्यपि भारतीय इतिहास में भक्ति आंदोलन के समय में महिलाओं के प्रति सकारात्मक दृष्टिकोण विकसित हुआ लेकिन लगातार हो रहे आक्रमणों के बीच महिलाओं को पुनः घरों में कैद कर लिया गया। किसी आक्रमण में सबसे अधिक शोषित महिलाएँ ही रहती हैं। बाद में एक समय आया जिसमें कई रानियों को रखने का नियम सामान्य हो गया और स्त्रियां भोग की वस्तु के रूप में स्थापित हो गईं।

आधुनिक काल में उनकी दशा सुधारने की कोशिश शुरू हुई एक लंबे प्रयास और प्रेरणा से गुजरते हुए

महिलाओं ने अपने अधिकारों के लिए खुद लड़कर अपने लिए कई नए अवसरों का रास्ता खोला।

आज समाज महिलाओं को इनके विकास गति को सहारा दे तो उस समाज के साथ आधुनिक चकाचौंध को छोड़ते हुए विकास की गति का नया कीर्तिमान स्थापित कर सकती हैं। बशर्ते महिलाओं को पश्चिमी सभ्यता का अनुसरण न कर अपने समृद्ध-शाली संस्कृति का अंग बने तो शायद विकास की गति का रफ्तार और तीव्र हो सकता है।

पितृ सत्तात्मक सोच : वैसे हमारी भारतीय संस्कृति मातृ प्रधान है जहां पर मातृ सत्तात्मक शब्दों का प्रयोग आदिकाल से होता आया है। हमारे यहां सीताराम, राधेश्याम, गौरी शंकर शब्दों की महत्ता है जहाँ माताएँ पहले और पिता बाद में आते हैं। हमारे यहां की सोच में मातृ-शक्ति विद्यमान है तभी तो आमजन में यह भावना व्याप्त है कि मातृ ऋण से मनुष्य का उधार नहीं हो सकता है।

जहाँ तक पितृ सत्तात्मक सत्ता की बात की जाती है वह हमारे यहाँ की उपज नहीं अपितु यह पश्चिमी सभ्यता की उपज है। अत: हमें पश्चिमी सभ्यताओं का त्याग कर अपनी सभ्यता का अनुसरण करना चाहिए तथा इस प्रकार की सोच से बाहर निकलने का प्रयास करना चाहिए जिससे यह हमारी कमजोरी हमारी ताकत का रूप धारण कर सके। यहाँ यह स्पष्ट कर देना आवश्यक है कि जब हम महिलाओं के सशक्तीकरण की बात कर रहे हैं तो ऐसा आशा नहीं है कि अब पितृसत्तात्मक समाज को बदलकर मातृ सत्तात्मक समाज बदल दिया जाए। सचमुच यदि समाज को स्वच्छ दिशा में आगे बढ़ाना है तो समाज मातृसत्तात्मक या पितृ सत्तात्मक होने के बजाय इससे निरपेक्ष हो तो एक बेहतर सामाजिक संरचना होगी और सही तरीके से पुरुष स्त्री समान रूप से सशक्त होंगे, तब सही मायने में विकसित भारत के शिल्पकार के रूप में प्रकट होकर विकसित भारत का निर्माण करने में सफल होंगे।

कार्यक्षेत्र मे शारीरिक शोषण : हम उम्मीद करें कि हमारे कार्य क्षेत्र में स्वच्छंद रूप से अपने कार्यों को कितना सही ढंग से प्रस्तुत कर पाते हैं। वहीं यदि हमारे महिला सहकर्मी के साथ शारीरिक शोषण हो तो स्वाभाविक रूप से वे अपना 100% कार्य क्षमता को नहीं दे पाएंगी। ऐसी समस्याएँ हमें निजी क्षेत्र जैसे सेवा उद्योग, सॉफ्टवेयर उद्योग, शैक्षिक संस्थाएँ और अस्पताल इस समस्या से ज्यादा प्रभावित नजर आते हैं। ऐसा आए दिन पत्र पत्रिकाओं में देखने को मिल जाता है कि फला जगह पर स्त्री शोषण का शिकार हुई है। ऐसे मे पुरुषों को इस मानसिकता से निकलना चाहिए तथा अपने प्राचीन संस्कृति के अनुरूप मातृ भाव को प्रकट करना चाहिए। वैसे हमारे पुराणों में दिया हुआ है कि "यत्र नार्यस्तु पूज्यन्ते रमंते तत्र देवता" (जहाँ नारियों का सम्मान होता है वहां देवताओं का निवास होता है) जब इस प्रकार की भावना हमारे अंदर उत्पन्न होगा तब नारियों के मार्ग का अवरोधक दूर हो पाएगा। तब जाकर एक विकसित भारत की संरचना तैयार करने में महिला पुरुषों का योगदान फलीभूत होगा।

असमान मजदूरी : कार्य क्षेत्र पर प्राय: देखने को मिलता है कि पुरुष स्त्री एक ही कार्य को समान रूप से समान समय में करते हैं पर उनकी मजदूरी पुरुषों के अपेक्षा कम दी जाती है। जिसके बदौलत स्त्रियां हीन भावना की शिकार होती है और वह उतने उत्साह से कार्य को नहीं कर पाती है जितने उत्साह से उन्हें करना चाहिए। यह भी हमारे विकसित भारत के संकल्पों के मार्ग का एक प्रकार का अवरोधक ही है अत: समता के अधिकार के तहत एक समान कार्य का एक समान वेतन होना चाहिए तब जाकर हम विकसित भारत के संकल्प में उनका सौ प्रतिशत ऊर्जा का उपयोग कर पाने में सफल हो पाएंगे।

शिक्षा : वैसे तो अब हमारी सरकारें लड़कियों की शिक्षा पर अपने से नियमावली एवं प्रोत्साहन देकर इस मार्ग को सरल जरूर किया है लेकिन अभी और इस पर कार्य करने की आवश्यकता है करण की अभी भी कुछ क्षेत्रों की महिलाएं एवं समाज अपने बच्चियों को पढ़ने से कतरा रही है अत: इसमें जागरूकता लाने

पर जोर देना चाहिए। शिक्षा विकास के मार्ग का सबसे बड़ा अस्त्र है। जब एक स्त्री शिक्षित होती है तो उसका प्रभाव दो कूलों पर पड़ता है। और दोनों ही कूल सशक्त बनता है। शिक्षा से विकास के मार्ग प्रशस्त होते हैं डॉक्टर भीमराव अंबेडकर के शब्दों में शिक्षा वह शेरनी का दूध है जो पायेगा वो दहाड़ेंगा। यहाँ पर दहाड़ने का अभिप्राय यह है कि जो भी स्त्री पुरुष शिक्षित होगा उसको विकास के सरल मार्ग दिखाई पड़ेंगे और वह उसको बखूबी सरल ढंग से करने में सक्षम होगा।

नेतृत्व और निर्णय लेना : भारत को जमीनी स्तर पर महिलाओं पर विशेष ध्यान देने के साथ राजनीतिक प्रणालियों और शासन में महिलाओं के नेतृत्व एवं सक्रिय भागीदारी को बढ़ावा देना चाहिये। जिससे वह विकसित भारत के सजग प्रहरी के रूप में निखरकर बाहर आ सके।

निष्कर्ष :

भारत को एक प्रगतिशील और लैंगिक समानता वाला समाज सुनिश्चित करने के लिए राजनीतिक प्रतिवाद्युताओं से कहीं अधिक ध्यान केंद्रित करने की आवश्यकता है, महिलाओं के नेतृत्व में विकास को साकार करने के लिए समान अवसरों और बुनियादी जरूरत को पूरा करना आवश्यक है। देश में समावेशी एवं सतत विकास के लिए सभी स्तरों पर महिला नेतृत्व को बढ़ावा देना महत्वपूर्ण है। तभी हम विकसित भारत 2047 के संकल्पों को पूरा करने में सफल हो सकते हैं।

संदर्भ :

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4. वही, 8.4.2024
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सत्राची फाउंडेशन, पटना

शोध, शिक्षा एवं प्रकाशन की समाजसेवी संस्था

यह संस्था -

- साहित्यिक सम्मान देती है।
- शोध पत्रिकाएँ प्रकाशित करती है।
- पुस्तकें प्रकाशित करती है।
- सेमिनार आयोजित करती है।
- राजभाषा/राष्ट्रभाषा सेवियों को प्रोत्साहित करती है।
- शोधकर्ताओं को स्तरीय शोध के लिए प्रोत्साहित करती है।
- नेट/जे.आर.एफ. के अभ्यर्थियों को निःशुल्क मार्गदर्शन देती है।
- हिन्दी साहित्य के शिक्षार्थियों को प्रतियोगी परीक्षाओं के लिए तैयार करती है।