

## **Inhibition Efficiency of N-Cetyl-N, N, N-Trimethyl Ammonium Bromide on 304 Stainless Steel in NaCl Solution**

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### **Abstract**

N-Cetyl-N, N, N-Trimethyl Ammonium Bromide (CTAB)- $C_{19}H_{42}NBr$  is used as corrosion inhibitor for protection of 304 Stainless Steel in 1.5% NaCl solution. The inhibition effect of the compound was investigated by using electrochemical polarization techniques i.e. potentiodynamic and open circuit potential in the concentration ranges 5-50ppm. Scanning electron microscope (SEM) examined the changes in surface morphology of the specimen in absence and presence of this inhibitor. The results obtained reveals that N-Cetyl-N, N, N-Trimethyl Ammonium Bromide is a very good corrosion inhibitor and shows best performance at a very low concentration of 15 ppm. Potentiodynamic curves indicate, that compound is a mixed type of inhibitors having heteroatom in the chain of the compound. SEM observations also show that in the presence of inhibitor, there is less attack of the metal surface.

**Keywords:** Corrosion, 304 Stainless Steel, Inhibitors, and Electrochemical techniques.

### **Introduction**

Coatings, paints and use of organic compounds are the some way of corrosion mitigation. The organic compounds especially, heterocyclic compounds containing heteroatoms like S, N, O, Se with loosely bound lone pair of electrons and compounds with  $\pi$  electrons, undergo adsorption on the metal surface and protects the material from the aggressive environment. Various workers have used organic compounds for corrosion inhibition of metals like Cu, iron, mild steel, and stainless steel, Al etc. at different concentrations in acidic, basic and salt solutions<sup>1-11</sup>. Stainless steel, due to its high strength, workability and high corrosion resistance property are used in various engineering applications like chemical and pharmaceutical industry<sup>12-13</sup>, food and beverage industry<sup>14</sup>, petrochemical industry<sup>15-17</sup>, oil and water pipe lines<sup>18</sup>, ship and

Naval structures<sup>19-20</sup>; architectural applications, water supply and desalination plants<sup>13</sup>.

The corrosion inhibition actions of the organic compounds containing heteroatoms such as undecanoic acid hydrazide, 2-mercaptobenzothiazole, and 2-hydrazinobenzothiazole on carbon steel in HCl solution<sup>21</sup>, morpholinium caprylate, morpholinium sebacate and laurate<sup>22-23</sup>, morpholinium oleate<sup>24</sup> and morpholinium stearate<sup>25</sup> have been investigated for steel. Al-Suhybani et al<sup>26</sup> investigated the corrosion inhibition efficiency of azoles: 2-mercaptobenzoazole (CBA), and its derivatives (2-mercaptobenzoimidazole, 2-mercaptobenzoxazole,

2-mercapto benzothiazole); 2-methyl benzoazole and its derivatives (2-methyl benzimidazole, 2-methyl benzoxazole, 2-methyl benzothiazole and 2-methyl benzoselenazole) for 304 stainless steel in acidic solution where some provides inhibition efficiency up to 90% at a concentration of  $5 \times 10^{-4}$  M and stated efficiency of the heteroatoms in the decreasing order as  $\text{Se} > \text{S} > \text{N} > \text{O}$ . Dubey et al<sup>27-28</sup> investigated the corrosion inhibition efficiency of some heterocyclic organic compounds like Ketoconazole, Fluconazole, Roxythromycin, Amoxycillin, Ampicillin; and some benzimidazole derivatives like 2-methylbenzimidazole, 2-ethylbenzimidazole, and 2-benzylbenzimidazole for 304 stainless steel in marine environment. The aim of the present investigation was to find out the suitable inhibitor for control of corrosion of 304 stainless steel in marine environment.

#### **Experimental Procedure:**

304 Stainless Steel of commercial grade in sheet form having composition as follows: C -0.06%, Si - 0.53%, Mn- 0.10%, P- 0.032%, S-0.016%, Ni- 8.16%, Cr- 18.17%; and Iron- balance, were used in the present investigation. For electrochemical polarization, samples of 1cm x 3cm were sheared from the commercial grade sheets. The surface of these samples was successively polished by using the Emery papers of grades 1 / 0, 2 / 0, 3 / 0, and 4 / 0 obtained from Sianor, Switzerland to obtain a scratch free mirror finish surface. The polished samples were washed with detergent solution, rinsed with distilled water and finally degreased with acetone. The specimens were dried and stored in a desiccators containing silica gel as a dehydrating agent.

N-Cetyl-N, N, N-Trimethyl Ammonium Bromide was procured and its inhibition efficiency was determined with electrochemical techniques. A molecular structure of this compound is shown in **Fig.1**.

Fig.1. Structure of N-Cetyl-N,N,N-trimethyl ammonium bromide

Pure NaCl obtained from S. D. Fine Chemicals was used to prepare its 1.5% solution with double distilled water.

Electrochemical Measurement System, DC 105, containing software of DC corrosion techniques from M/S Gamry Instruments Inc., (No. 23-25) 734, Louis Drive, Warminster, PA-18974, USA has been used for performing corrosion potential and polarization experiments.

For electrochemical polarization studies (corrosion potential, and potentiodynamic polarization) flag shaped specimens with sufficiently long tail were cut from the stainless steel sheet. These samples were polished as described earlier leaving a working area of  $1\text{cm}^2$  on both sides of the flag and a small portion at the tip for providing electrical contact. Rest of the surface was isolated from the corroding solution by coating with enamel lacquer including side edges. The test specimen was connected to the working electrode holder with the

help of a screw. About 50ml of the corrosive medium was taken in a mini corrosion testing electrochemical cell. This volume was appropriate to permit desired immersion of electrodes. The electrochemical investigation was carried out using microprocessor based corrosion measurement system (CMS-105, Gamry Instruments Inc., USA.). The three-electrode i.e. working electrode, reference electrode (calomel), and counter electrode (graphite rod), system cell was used throughout the electrochemical measurements. Open circuit potential measurement and potentiodynamic polarization of the samples were investigated in the concentration ranges 5 , 10 ,15 ,20 ,30 , 40 and 50 ppm of the inhibitors.

The value of inhibition efficiency in terms of corrosion current density:

$$E = 100 \times (i_0 - i) / i_0 \dots\dots\dots 1$$

Where  $i_0$  and  $i$  are the corrosion current density of the uninhibited and inhibited samples.

**Scanning Electron Microscopy (SEM)**

Surface morphology of the specimens before and after corrosion experiments was examined using the scanning electron microscope (Model No. JEOL-JSM 840, JAPAN).

Results and Discussion:

**Open circuit potential (OCP)**

Open circuit potential (potential vs. time) plots for 304 Stainless steel xposed to 1.5%NaCl in absence and presence of N-Cetyl-N, N, N-trimethyl mmonium bromide as inhibitor in the concentration range 5-40ppm is shown in Fig.2.In presence of inhibitor the potential shifts towards more positive direction in compare to the blank (Curve No.7). The potential shift in +ve direction is maximum corresponding to the conc. 15ppm.

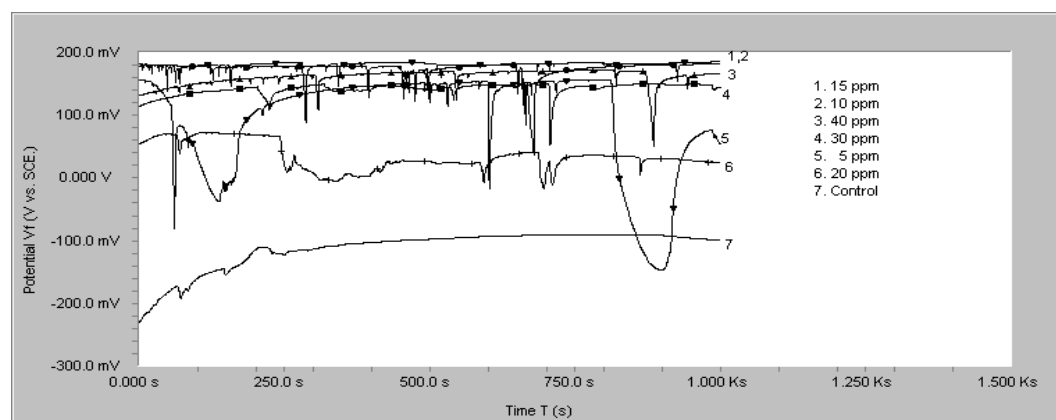


Fig. 2. Open Circuit Potential of 304 Stainless Steel Exposed to 1.5% NaCl Solution with different concentrations (in ppm) of N-Cetyl-N, N, N-Trimethyl Ammonium Bromide.

**Potentiodynamic polarization**

Potentiodynamic polarization (potential vs. current density) consisting of anodic and cathodic polarization curves is recorded and indicates the partial

electrochemical reactions i.e. anodic and cathodic reactions. Fig.3. Shows the potentiodynamic polarization curves of 304 Stainless steel exposed to 1.5% NaCl solution with presence of N-Cetyl-N, N, N-trimethyl ammonium bromide in the conc. ranges 5-50 ppm and in the absence of the inhibitor.

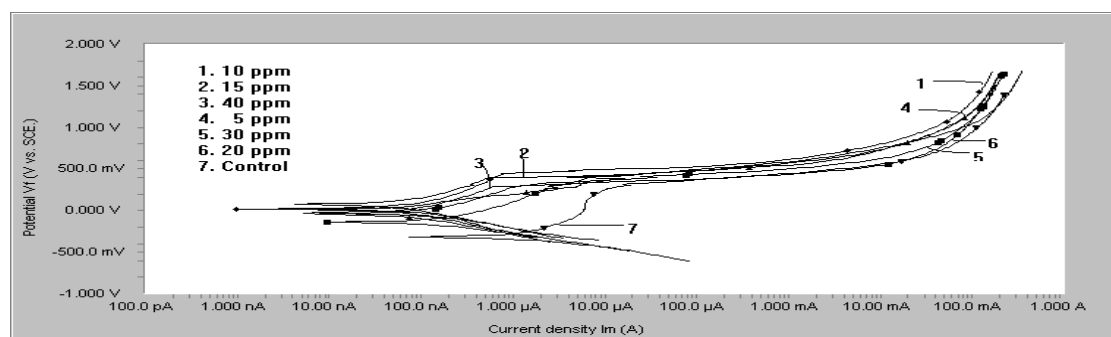


Fig. 3. Potentiodynamic polarization of 304 Stainless Steel Exposed to 1.5% NaCl Solution with different concentrations (in ppm) of N-Cetyl-N, N, N-Trimethyl Ammonium Bromide.

In presence of inhibitor the potential shifts towards the noble direction and decreasing simultaneously the corrosion current density, indicates the interference of the inhibitor to the anodic and cathodic reaction processes. The effect of different concentration of the inhibitor on various electrochemical parameters like corrosion potential ( $E_{corr}$ ), corrosion current density ( $I_{corr}$ ), anodic Tafel constant ( $\beta_a$ ), cathodic Tafel constant ( $\beta_c$ ), corrosion rate and % inhibition efficiency etc. of 304 Stainless steel is shown in **Table-1**.

Among all the conc. of the inhibitor, 15ppm is the optimum concentration, which gives highest % inhibition efficiency (98.05%), lowest anodic Tafel's slope ( $218.7e-3$  V/decade) and highest noble corrosion potential (79.00 mV).

**Table-1. Electrochemical Parameters for Inhibition of Corrosion of 304 Stainless Steel Exposed to 1.5% Sodium Chloride with Different Concentration of N-Cetyl-N, N, N-Trimethyl Ammonium Bromide.**

Concentration (ppm)	$\beta_a$ (V/dec.)	$\beta_c$ (V/dec.)	$I_{corr}$ ( $\mu A/cm^2$ )	$E_{corr}$ (mV)	Corr. Rate (mpy)	% Inhibition Efficiency
--	737.7e-3	171.0e-3	1.930	-317.0	882.7e-3	
<b>N-Cetyl-N, N, N-Trimethyl Ammonium Bromide</b>						
5	246.2e-3	235.0e-3	0.07940	-34.10	33.69e-3	95.88
10	394.5e-3	266.9e-3	0.08300	21.00	35.22e-3	95.70
15	218.7e-3	242.6e-3	0.03760	79.00	15.98e-3	98.05
20	236.3e-3	149.1e-3	0.03780	-11.10	16.06e-3	98.04
30	252.0e-3	167.0e-3	0.08660	-33.20	36.77e-3	95.51

40	243.4e-3	216.0e-3	0.08210	18.90	34.83e-3	95.74
50	565.3e-3	185.9e-3	0.47700	-247.0	202.4e-3	75.28

**Conclusion:** N-Cetyl-N, N, N-trimethyl ammonium bromide acts as an excellent corrosion inhibitor for 304 stainless steel in 1.5% sodium chloride solution. Optimum concentration, which gives highest percentage inhibition efficiency (98.05%), was 15ppm. Inhibition may be due to adsorption of inhibitor on the surface of 304 stainless steel which act as a barrier between environment and the metal surface

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## **FDI and FII Impact on BSE Sensex: Reality and Myth**

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### **Abstract**

One of the outstanding features of globalization in the financial services industry is the increased access provided to non-local investors in several major stock markets of the world. Increasingly, stock markets from emerging markets permit institutional investors to trade in their domestic markets. Indian stock market opened to Foreign Institutional Investors in 14th September 1992, initially with lot of restrictions. The regulation on them are liberalized and minimized now, since 1993 has received a considerable amount of portfolio investment from foreigners in the form of FIIs investment in equities. This has become a turning point of India stock market. The government of India announced the policy of the government to permit the FII investment in India capital market. According to the SEBI modified the regulation on 14-11-1995. In order to make investment in India equity market they wanted to register with Security Exchange Board of India as foreign institutional investors. It is possible for foreigners to trade in India securities without registering as Foreign Institutional investors, but such cases require approval from Reserve Bank of India or the Foreign Institutional Promotion Board. They are generally concentrated in secondary market. Portfolio flows often referred to as 'hot- money' are notoriously volatile capital flows. They have also responsible for spreading financial crisis causing contagion in international market. Even though, the FIIs have been playing a key role in the financial markets since their entry into this country. The explosive portfolio flow by FII brings with them great advantages as they are engine of growth, lowering cost of capital in many emerging market. This opening up of capital markets in emerging market countries has been perceived as beneficial by some researchers while others are concerned about possible adverse consequences. The past two years have been highly turbulent for the world economy which has been hit hard by a profound financial crisis. It is being apprehended as the worst ever crisis to hit the world economy since the Great Depression of 1930's. Rumors are flying thick and people all around the world are gripped with a sense of fear and panic. The Indian economy has been growing at an impressive rate in the past few years. Growth is being registered at an average of around 9% for the past three years. Along with China, India is emerging as a one of the most attractive destinations for investment for entrepreneurs worldwide. This paper is to study the impact of FDI and FII on BSE Stock exchange over a period of liberalization through regression analysis and using R-software to show whether really the FDI and FII is having a major impact on the Sensex or it is just because of panic situation the downfall occurred. This paper will give you the clear picture of what actually has impacted the Sensex foreign investors or panic?

### **Preamble**

One of the outstanding features of globalization in the financial services industry is the increased access provided to non-local investors in several major

stock markets of the world. Increasingly, stock markets from emerging markets permit institutional investors to trade in their domestic markets. Indian stock market opened to Foreign Institutional Investors in 14th September 1992, initially with lot of restrictions. The regulation on them are liberalized and minimized now, since 1993 has received a considerable amount of portfolio investment from foreigners in the form of FII investment in equities. This has become a turning point of India stock market. The government of India announced the policy of the government to permit the FII investment in India capital market. According to the SEBI modified the regulation on 14-11-1995. In order to make investment in India equity market they wanted to register with Security Exchange Board of India as foreign institutional investors. It is possible for foreigners to trade in India securities without registering as Foreign Institutional investors, but such cases require approval from Reserve Bank of India or the Foreign Institutional Promotion Board. They are generally concentrated in secondary market. Portfolio flows often referred to as 'hot- money' are notoriously volatile capital flows. They have also responsible for spreading financial crisis causing contagion in international market. Even though, the FIIs have been playing a key role in the financial markets since their entry into this country. The explosive portfolio flow by FII brings with them great advantages as they are engine of growth, lowering cost of capital in many emerging market. This opening up of capital markets in emerging market countries has been perceived as beneficial by some researchers while others are concerned about possible adverse consequences.

### **Objectives of the Study**

- ❖ To study the significance of FII and FDI on BSE Sensex.
- ❖ To study the relationship between the FII and BSE Sensex using regression Model.
- ❖ To examine whether FIIs were a reason for disturbance into the Indian stock market.
- ❖ The R software tool was used to analyze the relationship of FDI and FII on the BSE Sensex.
- To study whether policy liberalization had an impact on FII.
- To study the subsequent downfall and revamping policy to protect the market.

### **Hypotheses Generation**

- $SENSEX = \alpha + \beta_1 \text{total}(di + pi) + \epsilon$
- $SENSEX = \alpha + \beta_2 di + \epsilon$
- $SENSEX = \alpha + \beta_3 pi + \epsilon$
- ✓ Null Hypothesis ( $H_0$ )  
 $\beta_1 = \beta_2 = \beta_3 = \beta_4 = 0$
- ✓ Alternative Hypothesis ( $H_a$ )  
 $\beta_1 \neq \beta_2 \neq \beta_3 \neq \beta_4 \neq 0$

### **Methodology**

- Sensex Index (Base:1978-79=100) , Direct Investment and Portfolio Investment data were taken for 19 yrs (from 1990-9991 to 2009-10).
- Data was collected from secondary sources like Reserve Bank of India website ,website of SEBI & Indian Foreign Investment Policy.( **Centre Asie Ifri** )
- Regression analysis was done using R Software.

### **Background**

Y V Reddy: Indian economy - current status and select issues: it is well recognized that giving better incentives to foreign investors over domestic investors results in scope for “round-tripping” and inefficiencies. Similarly, if avenues for portfolio flows or equity-transfers from domestic to foreign investors are easily available and attractive, the flows under FDI defined in terms of adding to domestic production-capacities will tend to be smaller. Attention to these may simultaneously address micro or institutional issues relating to corporates, volatility issues relating to capital flows and financial markets, and above all ensure high-quality inflows of foreign savings which is more important to our country at this stage of development, to provide a healthy supplement to the domestic savings.

### **Consolidated Fdi Policy (Effective From April 1, 2010) Government of India,Ministry of Commerce & Industry,Department of Industrial Policy & Promotion,(FC Section)**

A non-resident entity (other than a citizen of Pakistan or an entity incorporated in Pakistan)

can invest in India, subject to the FDI Policy. A citizen of Bangladesh or an entity incorporated in Bangladesh can invest in India under the FDI Policy, only under the Government route. NRIs resident in Nepal and Bhutan as well as citizens of Nepal and Bhutan are permitted to invest in the capital of Indian companies on repatriation basis, subject to the condition that the amount of consideration for such investment shall be paid only by way of inward remittance in free foreign exchange through normal banking channels. OCBs have been derecognized as a class of Investors in India with effect from September 16,2003. Erstwhile OCBs which are incorporated outside India and are not under the adverse notice of RBI can make fresh investments under FDI Policy as incorporated non-resident entities, with the prior approval of Government of India if the investment is through Government route; and with the prior approval of RBI if the investment is through Automatic route.

### **Dr. Ashok K. Lahiri, Report Of The Committee On Liberalisation Of Foreign Institutional Investment Government Of India ,Ministry Of Finance, Department Of Economic Affairs,June 2004.**

Following the Budget 2002-2003 announcement by the Finance Minister regarding relaxation of investment limits for Foreign Institutional Investors (FIIs) from the sectoral limits on foreign direct investment, a committee was set up to examine the issues. The committee, which was reconstituted twice, has made certain recommendations after due consultations with the administrative



Ministries, FICCI, CII and SEBI.

### **Scope of Study**

One of the outstanding features of globalization in the financial services industry is the increased access provided to non-local investors in several major stock markets of the world. Increasingly, stock markets from emerging markets permit institutional investors to trade in their domestic markets. Indian stock market opened to Foreign Institutional Investors in 14th September 1992, initially with lot of restrictions. The regulation on them are liberalized and minimized now, since 1993 has received a considerable amount of portfolio investment from foreigners in the form of FII investment in equities. This has become a turning point of India stock market. The government of India announced the policy of the government to permit the FII investment in India capital market. According to the SEBI modified the regulation on 14-11-1995. In order to make investment in India equity market they wanted to register with Security Exchange Board of India as foreign institutional investors. It is possible for foreigners to trade in India securities without registering as Foreign Institutional investors, but such cases require approval from Reserve Bank of India or the Foreign Institutional Promotion Board. They are generally concentrated in secondary market. Domestic market alone not able to meet the growing capital requirement of the country and financing from mutilated institution has lost primary in the emerging in the global order. Besides aimed primarily at ensuring non-debt creating capital inflows at a time of extreme balance of payment crisis. It was to tie over the balance of payment crisis in the early 1990s Portfolio flows often referred to as 'hot-money' are notoriously volatile capital flows. They have also responsible for spreading financial crisis causing contagion in international market. Even though, the FIIs have been playing a key role in the financial markets since their entry into this country. The explosive portfolio flow by FII brings with them great advantages as they are engine of growth, lowering cost of capital in many emerging market. This opening up of capital markets in emerging market countries has been perceived as beneficial by some researchers while others are concerned about possible adverse consequences. The relationship between the Sensex and Direct Investment as well Portfolio Investment can be seen by developing regression model using R-software to have correct picture over it. The sample data is used from Handbook of Statistics on Indian Economy taken from RBI.

### **Hypotheses**

Null Hypotheses are premised on the following

- (1) There is no relation between the movement of Direct Investment (di) and Portfolio Investment (pi) and stock market index (BSE Sensitive Index).

### **Test of Hypotheses on Movement of Stock Prices and Direct Investment (di) and Portfolio Investment (pi).**

H<sub>0</sub> (Null Hypotheses) = There is no relation between movement of the Direct Investment (di) and Portfolio Investment (pi) and the movement of Stock Prices.

H<sub>a</sub> (Alternative Hypothesis) = There is a relation between movement of the

Direct Investment (di) and Portfolio Investment (pi) and the movement of Stock Prices.

### Trends in the FII and FDI and Sensex

Year	di	pi	total	sensex
1990-91	174	11	185	1049.53
1991-92	316	10	326	1879.51
1992-93	965	748	1713	2895.67
1993-94	1838	11188	13026	2898.69
1994-95	4126	12007	16133	3974.91
1995-96	7172	9192	16364	3288.68
1996-97	10015	11758	21773	3469.24
1997-98	13220	6794	20014	3812.86
1998-99	10358	-257	10101	3294.78
1999-00	9338	13112	22450	4658.63
2000-01	18406	12609	31015	4269.69
2001-02	29235	9639	38874	3331.95
2002-03	23367	4738	28105	3206.29
2003-04	19860	52279	72139	4492.19
2004-05	27188	41854	69042	5740.52
2005-06	39674	55307	94981	8278.55
2006-07	103367	31713	135080	12277.33
2007-08	138276	109741	248017	16568.89
2008-09	161481	-63618	97863	12365.55
2009-10	176304	153511	329815	15585.21

Source: RBI (Handbook of Statistics on Indian Economy)

### **Usefulness of Study**

- The year 1991 marked a key transition in India's foreign investment policy.
- The transformation was induced by the government's decision to encourage stable non-debt creating long-term capital flows as a major source of funds for supplementing domestic savings.
- This was a significant departure from the over reliance on debt-creating flows during the 1970s and 1980s.
- Entry of foreign investment was streamlined in two distinct channels. Apart from the automatic route, an empowered Board was set up for negotiating with investors and approving investments in select areas.
- This board –the Foreign Investment Promotion Board (FIPB) administers the government channel of foreign investments.
- Subsequent developments in FDI policy have focused on altering the scale and scope of foreign investment between these two routes.

- A major policy revamp occurred in February 2000. The automatic route was significantly expanded to make FDI in all items/activities eligible for the route except a well-defined 'negative list'.
- Foreign institutional investors (FIIs) were net sellers from November 1997 through January 1998. The outflow, prompted by the economic and currency crisis in Asia and some volatility in the Indian rupee.
- Large outflows began again in May 1998, following India's nuclear tests and volatility in the rupee/dollar exchange rate.
- In an effort to avoid further heavy outflows, the RBI announced in June that FIIs would be allowed to hedge their incremental investments in Indian markets after June 11, 1998.
- Mumbai, March 21 Equity investments by Foreign Institutional Investors stood at \$80 billion as on September-end 2008, down by \$18.6 billion in the first six months of the current financial year, according to the latest figures released by Reserve Bank of India.
- During this period, relentless selling by FIIs saw the BSE Sensex slide by 2,766 points.
- Foreign institutional investors pulled out close to Rs 50,000 crore (Rs 500 billion) at the domestic stock market in 2008-09, almost equaling the inflow in the previous Fiscal.
- FIIs' net outflows have been Rs 47,706.2 crore (Rs 477.06 billion) till arch 30 in the financial year 2008-09 as against huge inflows of Rs 53,000 crore (Rs 530 billion) in the previous fiscal, according to latest information on the Securities and Exchange Board of India website.

The above points shows that the FII has a huge impact on the Sensex but in reality what is the actual position is to be found with the regression analysis and has to be seen that Is really the FII has so impact.

### **Results**

```
Call:
lm(formula = sensex ~ di)

Residuals:
    Min       1Q   Median       3Q      Max
-2935.52  -881.60  -15.60   851.14  3065.97

Coefficients:
              Estimate Std. Error t value Pr(>|t|)
(Intercept)  2.788e+03  4.038e+02   6.904 1.87e-06 ***
di           7.749e-02  5.956e-03  13.011 1.36e-10 ***
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 1463 on 18 degrees of freedom
Multiple R-squared:  0.9039,    Adjusted R-squared:  0.8986
F-statistic: 169.3 on 1 and 18 DF,  p-value: 1.358e-10
```

- $SENSEX = \alpha + \beta_2 di + \epsilon$

- i.e.  $\text{Sensex} = 2788 + 0.07749d_i + \varepsilon$
- T-value is more than the critical value so it is significant
- P-Value is less than the significant Value 0.05

```
Call:
lm(formula = sensex ~ pi)

Residuals:
    Min       1Q   Median       3Q      Max
-3380  -1688  -1211   -306   11810

Coefficients:
            Estimate Std. Error t value Pr(>|t|)
(Intercept) 4.429e+03  9.666e+02   4.582 0.000231 ***
pi          6.089e-02  1.949e-02   3.124 0.005863 **
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 3801 on 18 degrees of freedom
Multiple R-squared:  0.3516,    Adjusted R-squared:  0.3155
F-statistic: 9.759 on 1 and 18 DF,  p-value: 0.005863
```

- $\text{SENSEX} = \alpha + \beta_3\pi_i + \varepsilon$
- $\text{Sensex} = 4429 + 0.06089\pi_i + \varepsilon$
- T-value is more than the critical value so it is significant
- P-Value is less than the significant Value 0.05

```
Call:
lm(formula = sensex ~ total)

Residuals:
    Min       1Q   Median       3Q      Max
-3380.9  -898.9  -138.0   522.5  4802.0

Coefficients:
            Estimate Std. Error t value Pr(>|t|)
(Intercept) 2.753e+03  4.987e+02   5.519 3.06e-05 ***
total       4.916e-02  4.728e-03  10.398 4.88e-09 ***
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 1783 on 18 degrees of freedom
Multiple R-squared:  0.8573,    Adjusted R-squared:  0.8493
F-statistic: 108.1 on 1 and 18 DF,  p-value: 4.883e-09
```

- $\text{SENSEX} = \alpha + \beta_1\text{total}_i + \varepsilon$
- $\text{Sensex} = 2753 + 0.04916 \text{ total}_i + \varepsilon$
- T-value is more than the critical value so it is significant
- P-Value is less than the significant Value 0.05

```
Call:
lm(formula = log(sensex) ~ log(di))

Residuals:
    Min       1Q   Median       3Q      Max
-0.6114 -0.2120  0.0281  0.2267  0.4807

Coefficients:
            Estimate Std. Error t value Pr(>|t|)
(Intercept)  5.33549    0.35832  14.890 1.46e-11 ***
log(di)      0.32940    0.03739   8.809 6.06e-08 ***
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 0.3149 on 18 degrees of freedom
Multiple R-squared:  0.8117,    Adjusted R-squared:  0.8012
F-statistic: 77.59 on 1 and 18 DF,  p-value: 6.057e-08

>
```

- The log calculated for Sensex and di shows that 1% changes in di changes the Sensex by 0.32940.
- T-value is more than the critical value so it is significant
- P-Value is less than the significant Value 0.05

```
Call:
lm(formula = log(sensex) ~ log(pi))

Residuals:
    Min       1Q   Median       3Q      Max
-0.5117 -0.3118 -0.1212  0.1629  0.7408

Coefficients:
            Estimate Std. Error t value Pr(>|t|)
(Intercept)  6.47982    0.34527  18.768 2.55e-12 ***
log(pi)      0.21495    0.03722   5.775 2.84e-05 ***
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 0.4116 on 16 degrees of freedom
Multiple R-squared:  0.6758,    Adjusted R-squared:  0.6556
F-statistic: 33.35 on 1 and 16 DF,  p-value: 2.842e-05
```

- The log calculated for Sensex and pi shows that 1% changes in total pi changes the Sensex by 0.21495.
- T-value is more than the critical value so it is significant
- P-Value is less than the significant Value 0.05z

```
Call:
lm(formula = log(sensex) ~ log(total))

Residuals:
    Min       1Q   Median       3Q      Max
-0.50364 -0.24916 -0.06446  0.35478  0.51209

Coefficients:
            Estimate Std. Error t value Pr(>|t|)
(Intercept)  5.23106    0.40607  12.88 1.60e-10 ***
log(total)   0.32020    0.03993   8.02 2.37e-07 ***
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 0.3394 on 18 degrees of freedom
Multiple R-squared:  0.7813,    Adjusted R-squared:  0.7692
F-statistic: 64.32 on 1 and 18 DF,  p-value: 2.366e-07
```

- The log calculated for Sensex and total shows that 1% changes in total ( $\pi + di$ ) changes the Sensex by 0.32020.
- T-value is more than the critical value so it is significant
- P-Value is less than the significant Value 0.05
- The regression model shows that  $\text{Sensex} = 2788 + 0.07749di + \epsilon$ ;  $\text{Sensex} = 4429 + 0.06089\pi + \epsilon$ ;  $\text{Sensex} = 2753 + 0.04916 \text{ total} + \epsilon$ . This mean overall the Sensex depends on total foreign investment. When the regression found separately it can be seen that the Sensex depends more on direct investment and less on portfolio investment but definitely it is related to both so the null hypothesis is rejected and alternative hypothesis is accepted. But after taking a log of both there is more clarity that though the Sensex depends on both  $di$  and  $\pi$  but the changes is more due to  $di$  and not  $\pi$ . But the Sensex is still more sensitive to the portfolio investment which was observed during the global recession period so now the question is whether the panic situation has played a role or the speculators played on Sensex this is to be found in the further research.

#### **Limitation of the study**

The study does not include the month wise data of the direct investment and portfolio investment which may give more clarity about the relationship between the portfolio investment and direct investment and also it doesn't include the month wise data for recession period which may give impact of  $\pi$  and  $di$  on Sensex during that period.

#### **Conclusion**

The study concludes that there is relation between the  $\pi$  and  $di$  on Sensex but it is not so that the fall in this could really sensitize the Sensex to a greater extent. This proves that the Sensex is affected but the panic situation more works in the market rather than the actual change in the  $\pi$  and  $di$ . This is also seen in the current scenario the people are still cautious about the foreign investment and also to invest in the BSE Sensex.

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\* \* \*

## **Prediction of Performance Ability of Sprinters, Jumpers and Throwers in Relation to Selected Physiological Variables**

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### **Abstract**

The purpose of the study was to predict the performance ability of sprinters, jumpers and throwers in relation to selected physiological variables. Sixty male athletes were selected as subjects for the study. The subjects were in the age group of 14 to 18 years. Out of sixty subjects, twenty were 100mtrs sprinters, twenty were long jumpers and twenty were shot putters. Physiological variables included resting pulse rate, positive breath holding time, negative breath holding time, body composition, systolic blood pressure, diastolic blood pressure, respiratory rate. In order to predict performance in 100mtrs sprint, long jump and shot put from physiological variable namely positive breath holding time are significant related to 100mtrs sprint performance. Physiological variables namely positive breath holding time, negative breath holding time, and maximum expiratory pressure are significant related to long jump performance. physiological variable namely resting pulse rate are significant related to shot put performance.

### **Introduction**

Physical exercise is an activity in which every human engages to one degree or another during the course of his life. It is of the utmost importance to know the physiological mechanism that sustains and acts as the basic of every body response to exercise. In the course of physical exertion a number of coordinated and compensatory adjustment take place throughout the body, which involves metabolic functions and nervous, muscular, circulatory and respiratory system. Important roles are played by environmental conditions, surfaces, stresses, training and fatigue. Physiological variables included resting pulse rate, positive breath holding time, negative breath holding time, body composition, systolic blood pressure, diastolic blood pressure, respiratory rate and maximum expiratory pressure. Which were measured by palpitation of radial arteries, stopwatch, skin fold calipers, sphygmomanometer and stethoscope, and wet spirometer. Tester competency, subject reliability and reliability of tests were established by test, re-test method and reliability coefficients were found to be satisfactorily high. The data were analyzed using the Pearson's Product Moment Correlations for assessing the relationship of performance ability of (dependent variables) 100mtrs sprinters, long jumpers and shot putters to physiological variables. Multiple correlations for assessing the combined effect of independent variables on dependent variables were used. Regression equations for predicting the dependent variables (performance) from dependent variables were used. The level of significance for testing the null hypothesis was set at .05 levels.

### **Objectives**



The first objective was to predict the performance ability of sprinters, in relation to physiological variables

The second objective was to predict the performance ability of jumpers relation to physiological variables.

The third objective was to predict the performance ability of throwers in relation to physiological variables

**Methodology**

The necessary data was collected by administering various tests for the chosen variables. The time chosen for assessing the performance ability was administered in the Athletic ground of Sports Authority of India (SAI) and also the Motor fitness components, Anthropometric measurements and Physiological variables. Statistical analysis of the data collected on Sixty male athletes Twenty (100mtrs Sprinter), Twenty (Long Jumpers) and Twenty (Shot Putters. The data on 100mtrs sprint, long jump and shot put performance (dependent variables) along Physiological Variables (independent variables) were examined by Pearson’s Product Moment Correlation in order to find out the relationship of 100mtrs sprint, long jump and shot put performance to physiological variables separately The level of significance to check the relationship obtained by Pearson’s product moment correlation was set at 0.05 level of confidence

**Statically Technique**

To find out the motor fitness components, anthropometric measurements and physiological variables to the athletic performance, following statistical technique were employed.

**Correlations Findings**

Table-1

Relationship of Physiological Variables with 100mtrs Sprint Performance of Sprinters

Variables	Coefficient of Correlation ‘r’
Resting pulse rate	0.165
Positive breath holding time	-0.501*
Negative breath holding time	-0.002
Body composition	-0.132
Systolic blood pressure	-0.116
Diastolic blood pressure	-0.234
Respiratory rate	-0.373
Maximum expiratory pressure	-0.285

**Table-2**

Relationship of Physiological Variables with Long Jump Performance of Jumpers

Variables	Coefficient of Correlation ‘r’
-----------	--------------------------------

Resting pulse rate	0.439
Positive breath holding time	0.595*
Negative breath holding time	0.546*
Body composition	-0.005
Systolic blood pressure	0.167
Diastolic blood pressure	0.184
Respiratory rate	0.192
Maximum expiratory pressure	0.519*

Table-3

Relationship of Physiological Variables with Shot Put  
**Performance of Throwers**

Variables	Coefficient of Correlation 'r'
Resting pulse rate	-0.775*
Positive breath holding time	-0.269
Negative breath holding time	-0.094
Body composition	0.021
Systolic blood pressure	-0.042
Diastolic blood pressure	-0.132
Respiratory rate	0.047
Maximum expiratory pressure	0.361

**Discussion of Findings**

Positive breath holding is indicative of the body's ability to utilize the oxygen inhaled to the greatest extends. The negative value of positive breath holding time indicates that the performance in 100mtrs is inversely related to it and the athletes with better 100mtrs performance are found to have lower positive breath holding time. The 100mtrs sprint is anaerobic activity and its demand in terms of oxygen consumption is not associated with breath holding ability (as it is related to oxygen utilization). The positive and negative breath holding time both are related to the better oxygen consumption by the working muscles. Since long jump is anaerobic capacity (power oriented) the positive relation found in the study is justified. The negative relationship between long jump and maximum expiratory pressure needs further investigation, as the investigator could not envisage a proper explanation for the results found in this study.

If the resting pulse rate is low in athletes it is considered to be better. It reflects the size of the heart and specially the ventricle. If the resting pulse rate is less it is considered that the ventricle are large and throw more amount of blood in each contraction. This is an important aspect of cardio vascular fitness and is quite obvious in trained athletes. As a whole, the variables physiological variables, which have shown high relationship resting pulse rate) with the shot put performance may have maximum contribution towards it. The insignificant coefficient or the low correlation shown by other variables positive breath holding time, negative breath holding time, body composition, systolic blood pressure, diastolic blood pressure, respiratory rate and maximum expiratory pressure does not mean that these variables are not contributing to the performance. They do

contribute to the performance, but the insignificant value of correlation of such variables with the performance might be attributed to the small sample size or their degree of contribution might be less than the selected variables.

### **Conclusions**

1. Physiological variable namely positive breath holding time is significant related to 100mtrs sprint performance.
2. Physiological variables namely positive breath holding time, negative breath holding time, and maximum expiratory pressure are significant related to long jump performance.
3. Physiological variable namely resting pulse rate are significant related to shot put performance.
4. The physiological variables namely resting pulse rate, negative breath holding time, body composition, systolic blood pressure, diastolic blood pressure, respiratory rate and maximum expiratory pressure are not found to be significantly related to 100mtrs sprint performance.
5. The physiological variables namely resting pulse rate, negative breath holding time, body composition, systolic blood pressure, diastolic blood pressure and respiratory rate are not found to be significantly related to long jump performance.
6. The physiological variables namely positive breath holding time, negative breath holding time, body composition, systolic blood pressure, diastolic blood pressure, respiratory rate and maximum expiratory pressure are not found to be significantly related to shot put performance.

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## **Awareness towards the Quality & Access of Sarva Shiksha Abhiyan through the Lens of Prospective Teachers**

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### **Abstract**

Education is the basic requirement and the Fundamental Right of the citizens of a nation. While higher education is important in building up a Quality Human Resource Base for the nation, the basic or elementary education system holds much more significance. In fact, since the inputs of the higher education systems are nothing but the outputs of the elementary education system, the later serves as the base over which the Super-structure of the whole education system is built up. Consequently, the geneses of this paper lies in finding the awareness towards the quality and access of Sarva Shiksha Abhiyaan, a radical program for UEE, among the prospective teachers.

**Key Words:** Awareness, Quality, Access, Sarva Shiksha Abhiyan, Prospective Teachers.

Education is an immense force to direct a man's behavior and intellect towards self actualization. It empowers a man to develop his capabilities and to refine his skills- both physical and intellectual. This in turn leads to an overall improvement in the quality of life- in materialistic terms as well as in humanitarian terms. Education being a basic need of every human being is considered to be a human right. In the modern society, universalization of education has become a worldwide demand. In fulfillment of UNESCO's mission to achieve 'Education for All', government and international agencies in the developing world have come to respond to the developmental challenges by focusing increasingly on expanding educational opportunities for one and all.

Providing quality education to a large population in a country like India is indeed a mammoth task. It requires a magnificent support of human and non human resources at different levels. Therefore, a proposal of Universalisation of the Elementary Education at least, is well accepted.

Moreover, the growth of a country is ascertained with the growth and quality of education system. Evidently, elementary education is considered to be an important pillar of entire education system as well as the wholesome development of nation. Consequently, more attention is needed in context of developing nation like ours. Since independence in the light of constitutional obligations the herculean efforts have been made for the extension and expansion of elementary education by introducing ample programmes in this direction. Concomitantly recent efforts in this regard is to launch the radical programme i.e Sarva Shiksha Abhiyan(SSA) by government of India in 2001 with a huge budget, investing Rs 9,000 crore every year with the cooperation of central and state government. At this juncture an appraisal of this programme will not

only be timely but beneficial for the persons, programmers as well as in the policy planning strategies

Though the plethora of studies were conducted on Sarva Shiksha Abhiyan viz., Desai (1961), Dandekar (1965), Agrawal (1972), Chandrashekharan (1978), Saini (1980), Vathsala (1981), Mittal and Nand (1992), Seetharam (2004), Sakkthivel (2007), Revathi (2007). Imperatively, it was found that none of these was directly dealing with the awareness of the Prospective Teachers (P.T.) towards Sarva Shiksha Abhiyan. Hence there is identified gap and lack of knowledge related to present problem. Therefore this study may be considered to be very contextual and timely to fulfill the said gap of knowledge.

The basic rationale of the study also comes from the importance of education. It dispels ignorance and boosts moral values of the individual. It builds character, provides strength of mind and increases knowledge. It is the key which allows people to move up in the world, seek better jobs and ultimately succeed in their lives. So education is very important and no one should be deprived of it. Keeping in view the importance and role of Prospective Teachers to society, there are some *questions* that naturally comes in mind viz. are prospective teachers who are going soon to serve the society in teaching field themselves aware towards Sarva Shiksha Abhiyan? Is there any difference in awareness among prospective teachers coming from different background? To answer these questions the study was convened with following *objectives* followed by the consequent hypotheses:

- ❖ To study the awareness of prospective teachers towards Sarva Shiksha Abhiyan in terms of quality and access.
- ❖ To study the variation, if any, in awareness among prospective teachers towards quality and access of Sarva Shiksha Abhiyan
- ❖ To achieve the predefined objectives the following *null hypothesis* were formulated
- ❖ There is no significant difference among prospective teachers regarding the awareness of Sarva Shiksha Abhiyan with reference to the following variables-
  - Gender – Male / Female
  - Level of Education – Undergraduates / Postgraduates
  - Surroundings – Hostlers / Non Hostlers
  - Inhabitation – Rural / Urban
  - Streams – Language / Science / Humanities
  - Category – Reserved / General

The study was designed as a descriptive survey method involving purposive cum incidental technique in order to obtain the data from PT of Banaras Hindu University using a properly self-developed inventory i.e. Sarva Shiksha Abhiyaan Appraisal Inventory (SSAAI) The study was carried out on a sample of 100 students. The investigator personally contacted the students and requested them to fill up the questionnaire after convincing them of total confidentiality. The suitable statistical treatment was given to the collected data i.e., mean, SD, t-test and ANOVA calculation.

**Statistical Treatment of Collected Data**

S.No.	Variable	Category	No. of students	Total	Mean	S.D.	t-value	Level of Significance
1.	Gender	Male	60	100	15.83	3.06	1.67	(0.05) not significant
		Female	40		14.70	3.75		
2.	Level of Education	UG	59	100	15.07	3.19	1.15	Not significant
		PG	41		15.83	3.35		
3.	Surroundings	Hostlers	45	100	15.16	3.32	0.06	Not significant
		Non-Hostlers	55		15.56	3.36		
4.	Inhabitation	Rural	63	100	15.13	3.43	0.99	Not significant
		Urban	37		15.81	3.27		
5.	Category	Reserved	27	100	14.59	2.28	1.74	Not significant
		General	73		15.67	3.69		

On the basis of the interpretation of the data, the conclusions drawn were -

- The overall awareness of the P.T of B.H.U towards the quality access of SSA been found neither positive nor negative. It was average.
- There is no significant difference between the means of male and female P.T . Hence, it may be concluded that sex has not been proved to be the significant determinant concerning the awareness of P.T of B.H.U towards the quality access of SSA under present study.
- Course of study (UG/PG) also had been found s not been found significant determinant of awareness of P.T towards the quality and access of SSA under this study.
- Inhabitation (Rural/Urban) is also not reporting significant variation among the awareness of the respondents.
- Surrounding (Hostler/Non hostler) had proven not significant variable by statistical treatment in determining the awareness of P.T under this study.
- Category (reserved/general) of P.T has also been appeared to be not significant determinant of awareness towards the quality access of SSA under this study.
- Mean differences regarding streams of study we examined on the basis of the analysis of variance. That application of the analysis revealed that stream wise difference was not significant at 0.05 level of significance. Hence, it can be concluded that streams of PT are not a significant determinant concerning the awareness of PT towards the quality access of SSA.
- There was no significant difference among PT regarding the awareness of SSA with reference to variables viz. gender, level of education, surroundings, inhabitation, category and streams. Hence, the null hypothesis was accepted.

For successful implementation of the program (SSA), it is very essential that the general masses are aware of it. Awareness is essential for action. Teachers play an important role in imparting such education and in bringing about the awareness. Thus, it is essential to know the awareness among the prospective teachers who would be the teachers of future generation. If they are aware only then they can make aware others.

The purpose of the present study was to investigate the awareness of the prospective teachers of BHU towards the quality and access of SSA. This study also attempted to compare the awareness of PT with reference to different variables like gender, level of education, inhabitation, surroundings, academic discipline and category.

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## **Comparative Effect of Two Modes of Plyometric Training on Arm Strength, Leg Strength, Arm Explosive Power and Leg Explosive Power of Inter-Collegiate Male Players**

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### **Abstract:**

The underlying principle of this study was to assess the comparative effect of two modes of plyometric training on arm strength, leg strength, arm explosive power and leg explosive power of inter-collegiate male players. Forty five inter-collegiate male players were selected randomly and divided into three equal groups: Rebound Jump group (RJG, n=15), Depth Jump Group (DJG, n=15) and Control Group (without training, CG, n=15). The age range is from 18 to 25 years. The training programme consisting of six weeks of two different plyometric trainings [depth jump and rebound jump] was administered three times a week for a duration of 45 minutes to one hour. The variables selected were assessed by using standardized tests. The data were collected before and after the training program. The collected data were analyzed by using Analysis of Covariance [ANCOVA] to find out the significant differences if any Scheffe post hoc test was used. The level of significance was fixed at 0.05 level of confidence. Findings revealed that both the modes of plyometrics training produced significant improvement on arm strength, leg strength, arm and leg explosive power, when compared to control group. Further it was also concluded that there was a significant difference between the rebound jump and depth jump groups.

### **Introduction**

Sports science generally aims at identifying and developing performance variables essential for competitive excellence. In addition to other indices like muscle endurance and power, muscle strength plays a cardinal role in achieving athletic excellence. The final common denominator in athletic events is what the muscles can do for you - what strength they can give when it is needed, what power they can achieve in the performance of work and how long they can continue in their activity **Guyton (1991)**. Plyometrics are training techniques used by athletes in all types of sports to increase strength and explosiveness (**Chu, 1998**). Plyometrics consists of a rapid stretching of a muscle (eccentric action) immediately followed by a concentric or shortening action of the same muscle and connective tissue (**Baechle and Earle, 2000**). Therefore, the purpose of this study was to determine the comparative effect of two modes of plyometric training on arm strength, leg strength, arm and leg explosive power of inter-collegiate male players. The training modes adopted for this study were based on the principle of plyometrics training.



**Methods****Subjects:**

Forty five inter-collegiate male players were selected randomly and divided into three equal groups: Rebound Jump group (RJG, n=15), Depth Jump Group (DJG, n=15) and Control Group (without training, CG, n=15). They did not participate any special training apart from the regular curricular activities. The age range is from 18 to 25 years. The subjects were highly motivated to involve in the trainings.

**Study Protocol:** The investigators analyzed various literatures and also consulted with physical education professional to use most suitable tests for the purpose of the study

**TEST SELECTION**

S.No.	Criterion variables	Tests / unit of measurement items	
1	Arm strength	Pull - ups	In numbers
2	Leg strength	Leg press (1 RM)	Kilo grams
3	Arm explosive power	Medicine ball throw	In meters
4	Leg explosive power	Standing broad jump	In meters

**Training Programme:**

The experimental groups were given two modes of plyometric training [rebound jump and depth jump] for a period of six weeks. The rebound jump training and depth jump training were given 45 minutes to 1 hour for three days a week in the evening which included warming up and cooling down exercise. The training program was planned to bring out to components wise Strength and power. All the subjects were encouraged to extend their maximum cooperation towards the training program. The control group did not participate in any special training program or physical Exercise apart from their day to day activities.

The training programme was based on the interval training principle, which comprised of series of plyometrics exercise work intervals, with a work - relief ratio of 1:3. The progressive resistance training principle was used in determining the dosage at every period of training. The intensity and duration of exercise were gradually increased every two weeks, when training was assumed to have become less challenging to the leg muscles of the subjects.

The plyometrics - training modes, developed for this study are described as follows:

**Rebound Jumping:** - This exercise was performed near a training wall. It involved continuous jumping with the two feet leaving the ground at the same time. The subject was expected to rebound after landing from each jump. To

ensure efficiency in this exercise, a 20cm distance from the standing - reach height of the performer was marked against the wall in front of the performer. This served as the minimum height he can get to with his arms raised when he is jumping.

**Rebound Jump Training Programme for Six Weeks**

Exercise	Weeks	Repetitions	Set	Rest in between sets	Rest between sets	Duration per sessions
Overhead Pass Chest Pass Hopping Two feet ankle hops	1 - 2	6 – 8	5	30 sec	1 min	45 min
Forward jumps Squat jump throw Hurdle jump with sprint	3 - 4	8 – 10	4	30 sec	1 min	
Hurdle rebound jump	5 - 6	10 - 12	3	30 sec	1 min	

**Depth Jumping:** This exercise was performed by using three wooden boxes that were 60cm in width, and 35cm, 40cm and 45cm in height. The subject was expected to climb the box and stand straight in the front edge of the box. He stepped down and rebound from his jump after landing to the height of the box. He then moved quickly to the back of the box and repeated the exercise all over until the stipulated time.

**Depth Jump Training Programme for Six Weeks**

Exercise	Weeks	Repetitions	Set	Rest in between sets	Rest between sets	Duration per sessions
Bunny hops Tuck Jumps Hurdle hops Bounds	1 - 2	6 – 8	5	30 sec	1 min	45 min
Standing vertical jump Hanuman jump Single over the hurdle jump	3 - 4	8 – 10	4	30 sec	1 min	
Standing long jumps	5 - 6	10 - 12	3	30 sec	1 min	

**Data Analysis**

The descriptive statistics of mean standard deviation was used in analyzing the data collected for the study. Analysis of covariance (ANCOVA) was computed on the pretest - posttest values for both experimental groups and control group to determine the effects of two modes of training on selected variables of subjects in each group. Results were subjected to further analysis using the Scheffe post hoc test to locate where significant differences existed among the groups. All variables were tested at 0.05 level of significance.

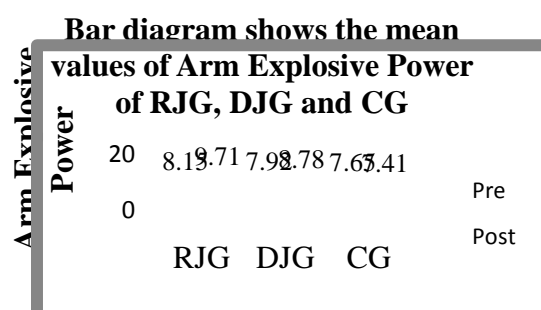
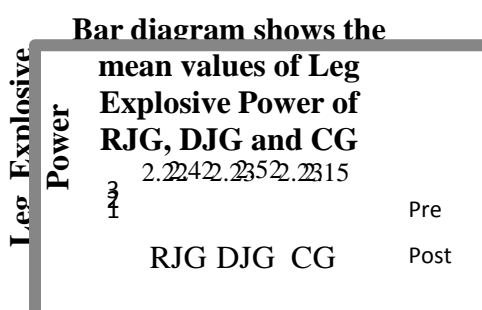
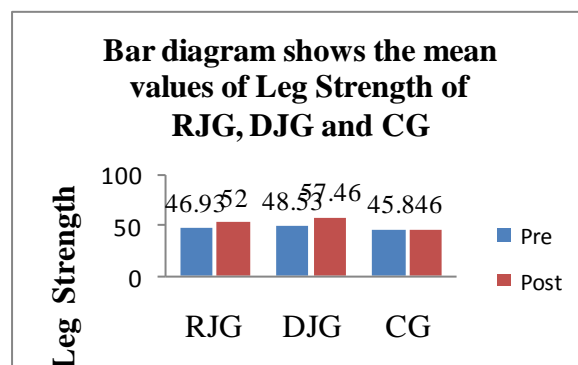
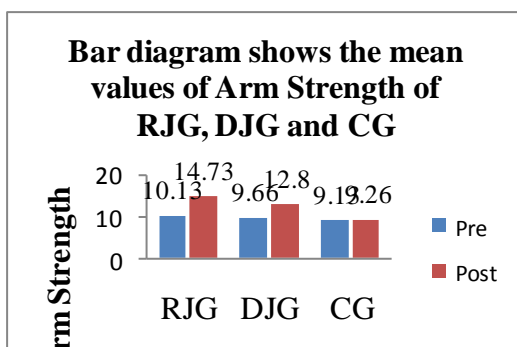
**Results**

The following is the summary table of analysis of covariance for the comparative effect of two modes of plyometric training on arm strength, leg strength, arm and leg explosive power of inter-collegiate male players

**Table – I**

Test	Rebound Jump Training Group-I	Depth jump training Group-II	Control Group	Source Of Variance	Df	Sum Of Square	Mean Square	f-ratio
<b>Arm Strength</b>								
Pre test	10.13	9.66	9.13	B/G	2	7.5	3.75	1.35
				W/G	42	116.8	2.78	
Post test	14.73	12.8	9.26	B/G	2	230.53	115.27	39.59*
				W/G	42	122.27	2.91	
Adjusted means	14.35	12.78	9.66	B/G	2	160.70	80.35	64.13*
				W/G	41	51.37	1.25	
<b>Leg Strength</b>								
Pre test	46.93	48.53	45.8	B/G	2	56.58	28.28	0.45
				W/G	42	2617.06	62.31	
Post test	52	57.46	46	B/G	2	986.84	493.42	8.27*
				W/G	42	2503.73	59.61	
Adjusted means	52.13	56.19	47.13	B/G	2	606.35	303.18	25.33*
				W/G	41	490.77	11.96	
<b>Leg Explosive Power</b>								
Pre test	2.22	2.23	2.23	B/G	2	0.00	0.00	0.017
				W/G	42	1.18	0.02	
Post test	2.42	2.52	2.15	B/G	2	1.13	0.56	21.23*
				W/G	42	1.11	0.02	
Adjusted means	2.43	2.52	2.14	B/G	2	1.16	0.58	69.26*
				W/G	41	0.34	0.00	
<b>Arm Explosive Power</b>								
Pre test	8.15	7.92	7.65	B/G	2	1.85	0.92	0.66
				W/G	42	58.96	1.40	
Post test	9.71	8.78	7.41	B/G	2	40.18	20.09	9.70*
				W/G	42	86.93	2.06	
Adjusted means	9.45	8.77	7.68	B/G	2	23.10	11.55	24.74*
				W/G	41	19.13	0.46	

\*Significant at 0.05 level



**Table – II - SCHEFFE'S POST-HOC TEST**

Variables	Rebound Jump Group-I	Depth jump Group-II	Control	Mean. Diff	F-ratio
Arm Strength	14.35	12.78	---	1.56	14.75*
	14.35	---	9.66	3.11	58.19*
	---	12.78	9.66	4.7	131.53*
Leg Strength	52.13	56.19	---	4.06	10.34*
	52.13	---	47.13	9.06	51.54*
	---	56.19	47.13	5.00	15.70*
Leg Explosive Power	2.43	2.52	---	0.09	8.62*
	2.43	---	2.14	0.38	128.62*
	---	25.2	2.14	0.28	70.62*
Arm Explosive Power	9.45	8.77	---	0.68	7.50*
	9.45	---	7.68	1.08	18.87*
	---	8.77	7.68	1.76	50.18*

\*Significant at 0.05 level (2.42)

## **Discussion**

Result of this study revealed that the two modes of plyometric training programmes, the rebound jump and depth jump training have significantly improved the arm strength, leg strength, arm and leg explosive power of subjects, since the obtained 'F' ratio of 39.59, 8.27, 21.23 and 9.70 respectively were greater than the required table value of 2.42 for significance at 0.05 level of confidence.

Scheffe's post hoc analysis revealed that there was a significant difference recorded in mean on arm strength and arm explosive power between the rebound jump and depth jump group. Further there was a significant difference recorded in mean on leg strength and leg explosive power between the depth jump and rebound jump group. There were no significant differences between the means of experimental groups [rebound jump, depth jump] and control group.

This result is consistent with the findings of Brown, Mayhew and Boleach (1986) who reported a 43 percent increase in leg strength gains following a 12 week period of depth jumping and leg bounding plyometric training carried out on a group of 26 college male students. Klausen (1990) reported a modest increase in isometric and concentric maximal strength of participants following plyometric training with depth jumping characteristics. He concluded that the effect of plyometrics training is highly specific.

## **Conclusions**

1. Based on the findings of this study, it was concluded that both the modes of plyometrics training of rebound jump and depth jump have showed that there was a significant improvement in arm strength, leg strength, arm explosive power and leg explosive power, when compared to the control group.
2. It was also concluded that the rebound jump training group has produced more significant improvement in arm strength and arm explosive power than the depth jump training group.
3. Further it was also concluded that the depth jump training group has produced more significant improvement in leg strength and leg explosive power than the rebound jump group.
4. It is therefore recommended that coaches, trainers, and athletes interested in developing arm strength, leg strength, arm explosive power and leg explosive power should adopt these types of plyometric exercises in their training.

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## **Marketing of Bank's Credit Cards**

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### **Abstract**

The Credit card has found its way today in the pocket of every urban elite youth. The convenience it offers is incomparable. Yet its use is limited in a large country like India. By adopting marketing strategies the issuer banks are trying to increase its market base. The present research attempt is to study the presence of the major banks in this sector. An attempt has been made to find the effectiveness of the marketing strategies adopted by the issuer banks and to make suggestions to improve their penetration in this segment of business.

**Keywords:** Credit cards, tie-ups, marketing strategies.

### **Introduction:**

A Credit card is "a small plastic card issued to users as a system of payment. It allows its holder to buy goods and services based on the holder's promise to pay for these goods and services. The issuer of the card grants a line of credit to the consumer (or the user) from which the user can borrow money for payment to a merchant or as a cash advance to the user" (Wikipedia)

A credit card is a form of plastic money that is used to pay for products and services at over 20 million locations around the world. When a purchase is made, the credit cardholder presents his card at the point of sale (POS) to the merchant who swipes it on an electronic machine. This electronic verification system allows the merchant to verify in a few seconds that the card is valid and the credit cardholder has sufficient credit to cover the purchase. This verification is performed using a credit card payment terminal that is linked to the merchant's acquiring bank. Data from the card is obtained from a magnetic strip on the credit card, and a bill is generated. The cardholder indicates his consent to pay by signing this receipt with a record of the card details, the name of the merchant to whom the payment is to be made and the amount to be paid. The card issuing bank credits the merchant's bank account instantaneously and at the end of every month the credit cardholder receives a statement indicating the purchases undertaken with the card. The cardholder must clear his dues by paying the amount indicated, or he may pay a proportion of the bill and on the balance amount he is charged interest. Some financial institutions arrange for automatic payments to be deducted from the credit cardholders' bank accounts as long as the cardholder has sufficient balance in his account.

The credit card today has become a substitute for ready cash and the convenience it provides makes it acceptable to one and all. The use of credit card benefits all the parties involved namely the Credit cardholder or the customer, the merchant or the vendor of products and services, the financial institution providing the credit and the Credit Card Association.

Benefits to the credit cardholder:

- Eliminates the need of carrying cash

- Purchases that are unplanned can be made
- Provides increased purchasing power
- Provides safety from theft and pickpocket of money
- Avails enhanced product warranties at no extra cost.
- Collection of reward points with every transaction that can be redeemed later on for cash or products or services.
- Offers an easy way to track expenses for;
  - monitoring personal expenditures
  - tracking of work-related expenses
  - taxation purposes
  - reimbursement purposes.

**Benefits to Merchants:**

- High volume of sales, as credit cardholders indulge in impulsive buying
- Higher revenue and profits.
- Secured transactions are compared to cheques or credit sales
- No bad debts
- Reduced cash in the till box, hence less risk of pilferage

**Benefits to Issuer (Banks)**

- Increased income through the commission
- Publicity for services
- Greater volume of business
- Enhanced popularity as it is backed by MasterCard, Visa, American Express, etc.

**Current Status**

According to data released by the Reserve Bank of India the country's credit card population stood at 28.3 million in April 2008. Of these nearly 8 million credit cards were issued by ICICI, followed by 4.3 million credit cards issued by HDFC. In the last two years the number of credit cards circulating in the economy has come down. As per to the data issued by the Reserve Bank of India, by March 2010 the number of credit cards issued stand at 18.3 million cards The reason being that in the last financial year, 6.04 million cards were put out of circulation. This is in addition to nearly 3.61 million credit cards which cancelled in 2008-09. So, over the last two years, nearly 10 million credit cards have been pushed out of circulation. This is the first time since August 2006 that the credit card population has fallen below the 20 million mark. However, during the next quarter the number rose by 3.7 million taking to the total number of credit cards to 22 million by June 2010.

In terms of volume of business, during the last financial year, April 2009 to March 2010, Indians spent a total of Rs.62,872.23 crore (USD 13.97) on Credit Cards. Most of the transaction was reported on VISA and MASTERCARD. The Total Plastic Card Market in India during the last Financial Year was USD 19.78 billion, marginally up from USD 18.64 billion in the financial year 2008-09.



Although the number of credit cards in circulation has fallen, the amount spent per swipe is on the rise. The average swipe in 2007–08 was of Rs.2540.90 which has increased to Rs. 2685.97 per transaction in the year 2009–10. (Business Standard, May 18, 2010)

### **Marketing Strategies**

As time passes everything comes under the ambit of time and evolves and marketing is no exception. “In the 19th century the produce was pushed into the market by aggressive selling. In such cases there was no need to advertise food to hungry people, fuel to the cold people and houses to the homeless” (Harry Hanson), similarly it is futile to market ‘Money’ or its substitute as their will always be a ready demand for such a product. Keeping this in mind the Banks issuing credit cards did not make any extra attempt to market the credit cards. They offered them to their account holders as and when they approached the bankers. Hence initially in the first phase of the product life cycle the number of credit cards was negligible. It was only after 1994 with ICICI and HDFC entering the credit card market that the market grew. They started marketing the credit cards in a big way.

Today in the 21<sup>st</sup> Century every aspect of a market offering, including the nature of the product itself, is driven by the needs of potential consumers. The starting and the ending point is always the consumer. The rationale for this approach is that there is no point spending R&D funds developing products that people will not buy. A formal approach to this customer-focused marketing is known as SIVA (Solution, Information, Value, Access). The SIVA Model provides a demand/customer centric version alternative to the well-known 4Ps supply side model (product, price, placement, promotion) of marketing management.

A fall-out of this new consumer oriented philosophy of marketing is the market segmentation that pertains to the division of a market of consumers into persons with similar needs and wants. “Market segmentation is the process of dividing the total heterogeneous market for a good or service into several segments, each of which tends to be homogeneous in all significant aspects” (William Stanton). Market segmentation can be defined in terms of the STP acronym, meaning Segment, Target and Position.

Applying the modern principles of marketing the issuing bankers realized that the credit cards were a perfect solution to the ever increased need for purchasing power. Market segmentation thus became necessary to push their product in the market and to stay ahead of their competitors. Different types of credit cards were introduced. Initially the credit card market was divided according to the purchasing power of the consumer, followed by product tie-ups and then specialty cards.

Today the Credit card issuers are trying to cater to different segments of the market, based on economic, social and demographic factors. The target consumer is provided with a host of facilities and benefits. They follow the Marketing Mantra ‘Delight the Consumer’. Based on market segmentation some of credit cards issued are as follows:

- Credit Cards based on Purchasing Power (financial status.) come in four categories – Platinum, Gold, Silver and Classic.
- Credit Cards for different segments of the society – for Executives, Ladies and Youth. These cards come with added features which are associated with that category of consumers only.
- Credit Cards with tie-ups with different organizations such as airlines, railways, departmental stores, petroleum companies etc. enable the cardholder to get heavy discounts at their outlets.

Through Newspaper advertisements and hoardings credit cards issuers have now started providing information to their credit cardholders about the outlets where discounts can be availed on using their credit cards. During festival seasons and sales, extra discounts / special facilities are provided to the specific credit cardholders. To commemorate a particular festival / occasion special credit cards are issued.

**Research Objective:**

To study the success of marketing strategies adopted by the banks, to increase their volume of credit card business. To find out if the marketing strategies applied by the Banks are successful. To find out the need for credit cards.

**Hypothesis**

H<sub>0</sub>: Marketing strategies adopted by the banks are not effective.

H<sub>1</sub>: Marketing strategies adopted by the banks are effective.

**Research Methodology:**

For the collection of primary data, the researcher adopted the survey method. Supportive information (Secondary data) is collected from various sources that are published as articles in newspapers, magazines, on the internet etc. For the analysis of data the researcher has applied the 'Paired t test'.

**Sampling Unit & Sampling Technique:**

The sample of the study consisted of those using the credit cards. Convenience samples were drawn from Mumbai. The definition of convenience sampling according to the researcher is 'those using credit cards. It is based on random selection of credit card users. The data was collected by using a structured questionnaire. The researcher has taken due care to reduce biases as far as possible. Moreover thorough analysis was done in verifying the consistency of data provided by the card users.

**Sample size:**

The data is collected from primary as well as secondary sources. Primary data was collected through structured questionnaire (containing close ended questions and personal interviews. Being a descriptive study, 100 respondents were given the questionnaire but only 64 people returned their duly filled in questionnaires.

**Findings & Analysis**

The responses that have been gathered have been tabulated and analyzed. The data is based on the 64 questionnaires that have been collected.

These credit card holders collectively have 103 cards as many of the respondents have more than one card. Only the relevant data has been analysed and noted here.

**Preference of credit cards**

Banker's name	No. of cards.	Percentage
ICICI	24	23.3
HDFC	21	20.4
SBI	13	12.6
CITIBANK	12	11.7
HSBC	6	5.8
STANCHART	5	4.9
ABN AMRO	4	3.9
AXIS	3	2.9
DEUTSCHE BANK	2	1.9
AMERICAN EXPRESS	2	1.9
OTHERS	11	10.7
<b>TOTAL</b>	<b>103</b>	<b>100</b>

Today a number of banks issue credit cards. In fact every bank issues some form of plastic money – ATM cards, Debit and Credit cards. From the data that has been collected the credit card holders' first preference is the ICICI Bank followed by HDFC Bank and the State Bank of India. It is evident that more than half of the credit card holders have a card issued by one of these major banks.

**Preference for Using Credit Cards**

To find the reasons for using the credit cards the researcher had included a question based on ranking where EIGHT reasons were suggested and the respondents had to specify their preference. The researcher has allocated points for weightage purpose, the points were totaled and finally the result was obtained. The weightage given is as follows.

RANKS	1	2	3	4	5	6	7	8
POINTS	8	7	6	5	4	3	2	1
Details	Points	Percent	Rank					
Convenience	518	22.5	1					
Purchase on credit	373	16.2	2					
Unplanned purchases	313	13.6	3					
Eligible for cash discounts	252	10.9	4					

Marketing Strategies	242	10.5	5
Earns reward points	228	9.9	6
Preferential treatment	210	9.1	7
Prestige value	168	7.3	8
<b>Total</b>	<b>2304</b>	<b>100</b>	

Rank 1: **Convenience** is cited as the main reason for using credit cards. The credit cardholders prefer to use credit cards rather than carry money for purchases.

Rank 2: **Purchases on credit** are possible with the help of a credit card, products can be purchased now and payments can be deferred to a later date.

Rank 3: **Unplanned purchases** ranks third as preplanning is not necessary while shopping. Anything that catches the fancy of the card holder can be purchased without bothering about liquidity.

Rank 4: **Eligibility for cash discounts** enables the card holder to frequently use the card and avail discounts especially if the card has a tie-up with the merchant vendor.

Rank 5: **Marketing Strategies** was cited as a reason for taking additional card, especially when the issuing bankers had a tie up with hotels, specialty outlets and travels portals.

Rank 6: **Reward points** could be accumulated by the card holder while making purchases of high value especially in case of durable goods. These reward points could be redeemed later either for goods or cash.

Rank 7: **Preferential treatment** is not considered as an important reason for the use of the credit card and is the seventh preference of credit cardholders using credit cards.

Rank 8: **Prestige value** is the least of the reason for acquiring a credit card which proves that for most of the people, the use of the cards have become a way of life.

**Number of Credit Cards based on Monthly Income**

The relationship between credit card users and monthly income of the card holder holds great significance, as the two are closely related. Those having a higher income use credit cards more frequently and possess more than one card whereas people with less income avoid using credit cards as they are wary of credit and would like to spend within their limited means adhering to the wise old saying, ‘Cut your coat according to your cloth.’

Income	Number of Cards per person			Total number of card holders	Total number of Cards
	1	2	3		
Up to ` 5,000	9	2	1	12	16
`5,000 to 20,000	8	2	1	11	15

`20,000 to 35,000	7	5	3	15	26
`35,000 to 50,000	6	5	2	13	22
`50,000 to 65,000	5	5	3	13	24
<b>TOTAL</b>	<b>35</b>	<b>19</b>	<b>10</b>	<b>64</b>	<b>103</b>

Source: Based on data collected

Based on the data we can see that the maximum number of credit card users is within the monthly income range of ` 20,001 to 35,000. Another observation that the data reveals is that at lower incomes people tend to have only one card, but as the income increases the number of credit cards held by them also increases. In the monthly income range of ` 50,000 to 65,000, 13 card holders had a total of 24 cards that is as good as every one in this income group have two cards.

**Reason for obtaining the Credit Card**

Monthly Income	Credit Card taken for Convenience	Credit Card taken due to the effect of Advertisement	Total number of Credit Cards	Total number of Credit Card users
Up to ` 5,000	14	2	16	12
` 5,001 to 20,000	13	2	15	11
` 20,001 to 35,000	17	9	26	15
` 35,001 to 50,000	16	6	22	13
` 50,001 & above	12	12	24	13
<b>Total</b>	<b>72</b>	<b>31</b>	<b>103</b>	<b>64</b>

H<sub>0</sub>: Marketing strategies adopted by the banks are not effective.

H<sub>1</sub>: Marketing strategies adopted by the banks are effective.

Test used is 'Paired t test'.

Data available is 5 pairs of observations before and after marketing, classified over 5 class intervals of Monthly Income.

Calculation of Paired t statistic

$$t = \frac{\sqrt{n} \times \bar{d}}{\sqrt{\frac{(\sum d^2 - nd^2)}{n-1}}}$$

$$t = \frac{\sqrt{5} \times 8.2}{4.8166}$$

$$SE = \frac{4.8166}{\sqrt{5}}$$

$$\therefore SE = 2.1540$$

$$\therefore t = \frac{\sqrt{5} \times 8.2}{4.8166}$$

$$\therefore t = 3.8069$$

Table value of t at 4 d.f. ((n-1) therefore (5-1)) at 5% level of significance  
i.e.  $t_{4,0.05} = 2.132$

And at 1% level of significance  $t_{4,0.01} = 3.747$

Since  $t_{cal} > t_{tab}$  Therefore  $H_0$  is rejected. Hence  $H_1$  is accepted

Hence marketing becomes effective when additional credit card is taken.

The credit card users take the credit card mainly for convenience. It is need based. It has high utility value. Marketing strategies followed by the banks comes into play only when he takes the subsequent card. It is at this time that the credit card user actually sees the additional benefits that will accrue by utilizing the card.

### **Findings**

- The use of credit cards in on the rise and demand is expected to increase in the future.
- ICICI, HDFC and SBI are the preferred bank for credit cards.
- Convenience, easy credit and unplanned purchases are the main reasons for taking credit cards.
- The subsequent card is often taken due to the marketing strategies of the issuer banks.

### **Limitations of the Study:**

- The study was confined to the western suburbs of Mumbai only. Hence results may vary if the same survey is conducted in another part of the country.
- Time and resources being a constraint, the research was conducted on a very small scale (Limited sample size) and may not represent the entire population.
- The questionnaire may not be very comprehensive.
- There is a possibility of sampling errors.
- The respondents may not have given accurate or genuine information.

### **Suggestions & Conclusion:**

The credit card market is growing but in a cautious manner. In a large country like India having a sizeable number of educated elite urban youth, the use of credit cards is limited. In order to penetrate into the market, the banks must issue credit cards to all its customers as a policy and continue with the present marketing strategies of segmentation. The issuer banks must educate its credit card holders about the Do's and the Don'ts on using the cards. However, in India, the growth of credit cards is restricted, as Indians still transact a lot in Cash due to the failure on the part of successive Governments to encourage an ecosystem for e-money and curb black-money, which is running as a parallel economy.

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## **A Study on Self-Concept among Interuniversity and All India Football players**

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### **Abstract**

The influence of psychological factors on sports has been demonstrated in numerous empirical studies. The present study was to compare the psychological, variable upon Self-concept of 24 Football Players. Data were randomly collected from 24 North Zone and All India football player participants using self-concept questionnaires made by Pratibha Deo. The collected data was analyzed using t test to find out the significance differences among the Interuniversity and All India Level Football Players on above-mentioned variable. The finding of the statistical analysis revealed that the major contrast of study was insignificance difference between in the Self-Concept, when compared the North Zone Interuniversity and All India Level Football Players.

**Keywords:** Self-Concept, football players;

### **Introduction**

The significance of psychological factors for improving the performance has been forcefully advocated by many experts (singer and kane, 1975; wein, 1973; brooke and whiting, 1975; bull, 1995). They suggest those individuals are affected not merely by their physical, technical and tactical qualities but also by their psychological make up. Nohney (1983) reported that within the constructs of his or her ability, an athlete's performance is significantly related his or her psychological functioning. Sports performance is complex and multidimensional in nature. It is the process of tackling given sports tasks. Self concept, an ignored and neglected area in psychology and education for long, has now been recognized to play a vital role in personality development. It has been established by contemporary researches that the way an individual perceives himself goes to shape his behaviour patterns. According to Combs and Snygg (1949) and Rogers (1951), people behave in a manner which is consistent with the way they view themselves. Festinger (1962) says the ways we react to people, tasks etc. are those which seem to us most consistent with our self image.

William James (1890) holds it to be all that a person is tempted to call by the name me or mine. Murphy (1947) defines it as the individual as known to the individual. According to Symonds (1951), it is the way or manner in which the individual reacts to himself. He spells out four aspects of self: i. how a person perceives himself; ii. what he thinks of himself; iii. how he values himself; and iv. how he attempts through various actions to enhance or defend himself in a different level of competition.

### **Methodology**

The sample for the present study consisted of 24 Interuniversity and All India level Football Players. Who were randomly recruited from North Zone interuniversity held at university of Kashmir (2009) and All India championship held at the Jabalpur in Madhya Pradesh (2010). The collected data was classified into two main groups in terms of interuniversity and All India football players. The investigator used the self concept list (SCL) questionnaire was created by Pratibha Deo for measuring the self concept among the football players.

**Analysis of data and Result**

Self-concept was further subdivided in five dimension i.e., Emotional dimension, Social dimension, Aesthetic dimension, Character dimension, Intellectual dimension. The data was tabulated and computed in the following manner.

**Table 1:** Difference among Interuniversity and All India Level Football Players on Emotional Dimension

group	N	Mean	SD	t
Interuniversity	12	4.333	8.563	.474
All India	12	5.833	6.860	

\* tabulated value 2.074

It is revealed from the above table- 1 that there is no statistically significant difference between the players on emotional dimension. The mean value of the interuniversity players is less than the mean value of All India level players.

**Table 2:** Difference between Interuniversity and All India Level Football Players on Social Dimension

group	N	Mean	SD	t
Interuniversity	12	20.666	4.355	1.137
All India	12	18.500	4.963	

\* tabulated value 2.074

It is revealed from the above table- 2 that there is no statistically significant between the players on the social dimension. The mean value of the interuniversity players is greater than the mean value of All India level players.

**Table 3:** Difference between Interuniversity and All India Level Football Players on Aesthetic Dimension

group	N	Mean	SD	t
Interuniversity	12	18.000	2.486	.944
All India	12	17.000	2.696	

\* tabulated value 2.074

It is revealed from the above table- 3 that there is no statistically significant difference between the players on the aesthetic dimension. The mean value of the interuniversity players is greater than the mean value of All India players.

**Table 4:** Difference between Interuniversity and All India Level Football Players on Character Dimension

group	N	Mean	SD	t
Interuniversity	12	56.083	16.870	1.606



All India	12	45.083	16.681	
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\* tabulated value 2.074

It is revealed from the above table- 4 that there is no statistically significant between the players on the character dimension. The mean value of the interuniversity players is greater than the mean value of All India level players.

**Table 5:** Difference between Interuniversity and All India Level Football Players on Intellectual Dimension

group	N	Mean	SD	t
Interuniversity	12	21.583	2.193	.200
All India	12	21.333	3.725	

\* tabulated value 2.074

It is revealed from the above table- 5 that there is no statistically significant difference between the players on the intellectual dimension. The mean value of the interuniversity players is greater than the mean value of All India level players.

**Table 6:** Difference between Interuniversity and All India Level Football Players on the total variable of self concept

group	N	Mean	SD	t
Interuniversity	12	112.000	26.737	1.370
All India	12	96.083	30.080	

\* tabulated value 2.074

It is revealed from the above table- 6 that there is no statistically significant difference between the players on the total self concept. The mean value of the interuniversity players is greater than the mean value of All India level players.

**Discussion:**

The self concept as "those parts of the phenomenal field which the individual has differentiated as definite and fairly stable characteristics of himself (Snygg and Combs; 1949). The present investigation was an attempt to explore the difference of self concept between interuniversity and All India football players. It is revealed from the above tables that there is no significant differences exist on the emotional dimension, social dimension, aesthetic dimension, character dimension, intellectual dimension and also on the total self concept. It is evident that North zone and all India football players in self concept test differed insignificantly as the calculated t-value is lesser than the tabulated value.

**Conclusion**

The above observation of the study was very effective when investigator compare of variable among the different level of players and its react upon one another and articulating towards perceived within oneself. The statistical finding were establish positive reinforcement to enhance of athlete performance.

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## **Women Education in South-East Punjab: A Study during the Colonial Period (1857-1947)**

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In 1849 British Crown take over the Punjab under its rule. At that time there were five divisions in the Punjab namely Ambala, Multan, Lahore, Jalandhar and Rawalpindi. Presently there Amabla division is known as Haryan and during the colonial period, this area was known as South-East Punjab. Which remained one of the most backward and underdeveloped regions of Punjab under the British. The Ambala Division with Rohtak, Hissar, Gurgaon, Karnal, Ambala and Shimla districts. This division minus its Shimla district roughly approximated the present day Haryana.

After the unsuccessful of revolt of 1857 Haryana was cut off from the North-Western province (Modern U.P) and transferred to the Punjab in February 1858. Thomson, the Lieutenant Governor of the North Western provinces from 1843-1853, was deeply interested in the education of the people. A scheme of elementary education drawn up by him was finally approved by the supreme government and the court of directors. It had been in operation, since 1850, in the eight districts of the north western provinces as an experimental measure. The beginning of the modern system of education in the Punjab was made after its annexation in 1849. During the first four year education was placed under the control of the Judicial Commissioner Robert Montgomery. In September 1854 at the request of the Judicial Commissioner the control of education was transferred to the financial commissioners.

The people of Haryana were also having made less progress than normal in the field of education. As the educational facilities were woefully lacking a vast number of the people were uneducated (a little over 87 percent). There were no any college in this region and a few person who wanted to get higher education had to go either to Lahore or Delhi. The number of high and other types of schools was also quite small. That time position of women education was unsatisfactory and only few women had good education. There are not origin of women education in modern civilization but it is being a great old tradition from Vedic era. At that time women's condition was superior and they have right to get superior knowledge as well as men get. After some time their position became so down and prohibition to women tradition to get education after Harshvardhan period. Education was being only in limited families of high classes in south-east Punjab area. In middle age their condition became so miserable because due to Muslim invasion many worst social tradition were started. There was no any system for women education in this society and high class families were providing education to the girls at home which was only 0.5 percent while civil families were not enable to provide education of their girls. During British rule women education

was totally neglected either old ignorance as well as remain some because perhaps British rulers didn't have need any woman clerk. After the revolt of 1857 when British rule in India transferred to under the crown then some changes also came in these thoughts. In 1864 Deputy Commissioner of Gurgoun F.C. Brown said in a statement, "If we provide education to a boy it means we educate only one person but if we educate a girl it means to whole family. When we have a look at 19<sup>th</sup> century's Haryana, we found that there was no strict condition, but position was different and except some families civil person didn't like to give education to their girls and due early marriage system effect the girls education. But after 1857 government was taking this problem very seriously and provided many government schools to public in this area but lack of co-operation of people. It proved itself totally failure to bring any useful elective change. In the last quarter of the 19<sup>th</sup> century we seems Sirsa district women education was continued to religious instructions only and that too was imparted to them in their house (home). Girls were not allowed to go outside their house for education. The table shows the number of girls school and scholars in the various districts of this region from 1870-71 to 1910-11. The highest literacy among women in 1900-01 was 0.6 percent in Delhi district. It was 0.4 percent in Ambala district and 0.1 percent in Karnal, Hissar and Rohtak district respectively. Moreover all there was no middle and high school for them up to 1911.

The Position of schools and girls in various district in 1870-1911.

District	1870-71	1880-81	1890-91	1900-01	1910-11
Ambala	School- 9 Girl-203			4 232	10 424
Rohtak	School- 1 Girls-16		4 124	5 209	20 566
Karnal	School-10 Girls-117	2 88	1 7	4 87	15 824
Hissar	School-4 Girls-113	—		5 197	Ti 349
Gurgaon	School-9 Girls-185	4 105	8 128	11 243	16 502

If we seems particular Ambala district some efforts were made to provide school to girls. In 1877-78 there were only 2 Govt. (Vernacular) primary school with only 37 girls on the roll in the Ambala district. The number of the girls school rose 8 and that of the girls students to 244 in 1891-92. There was however, much private teaching almost exclusively religious by Hindu, Sikhs, Mohammedans and Christian Mission. In 1920 there was 30 girls school in that district 13 run by local body 6 by Christian Mission and the rest by other voluntary organization.

And in Rewari there was only middle school in 1857 and made a high school in 1880. There were only 14 District Board Primary School for girls with 335 scholars, one each at Dharuhera, Bikaner, Khori, Masani, Turkiawas, Gurawada, Shahj ahanpur, Gokalgarh, Dahina, Garhi, Hasanpur, Jatusana, Bharawas and Balwari in 1881-82. The education of girls was still in a very

backward stage. Towards the beginning of the 20<sup>th</sup> century, there were 30 primary schools in Rewari tehsil and a high school at Rewari. In the first quarterly of the 20<sup>th</sup> century, there was a school at Narnaul where Arabic was taught. In the above school, the Bagdadi Quida and Al-Quran were taught first and the Mizan-us-sarf, Sart-Mir, Nahav-Mir, Qafia and a Shafia were taught.

If we seems position of women education in Bhiwani. During the last decade of the nineteenth century that a non aided girls schools was started at Bhiwani by the Baptist Mission. Deva-nagri was taught as the pupils were nearly all Hindus. There were no arrangements for higher education for girls. In the Dadri area, in 1904 there was one private girl school at Kaliana where Muslim girls were imported instruction in Arabic religious books. Women education was entirely neglected in Loharu area where there was no any educational institute.

In the Punjab Private enterprise played a significate role in the spread of education among women. The Hindu, Sikh and the Muslim all vide with one another providing educational facilities for them. The various socio-religious organization like the Arya Samaj, Dev Samaj, the Singh Sabha and the Chief Khalsa Diwan and Muslim Anjumans efforts in this direction.

In south east Punjab at the first time in 1878 foundation of Arya Samaj Swami Dyanand Saraswati visited in the Ambala district and also visit the Rewari district in 1880 again. In Haryana expenditure of Arya Samaj began after sudden death of Swami Dayanand, their sporters Lala Lajpat Rai, Pandit Basti Ram, Lala Chandu Ram, Dr. Ramji Lal and Ray Yudhistar try to do their level best to approse to women education evils and demanded for women education and opened a number of Gurukulas and High Schools. They opened college at Ambala and Hisar. Excepted Arya Samaj, Snatan Dharam also contributed was established by Pandit Dean Dyal Sharma in 1886 at Jahajjar and this society to stressed at woman education. The Sañatan Dharam Sabha followed them and started a number of high schools and a college at Ambala. At Bohar (District Rohtak) an Ayurvedic institute was started by the head priest of the Asthal at that place.

In fact some development in the field of education in Haryana was made after 1870. For instance in 1900-1901 Ambala district had 180 schools with 9133 pupils, Karnal district 203 with 5373 pupils, Rohtak district 98 with 5097 pupils, Hissar district 105 with 5085 pupils and Gurgaon district 128 with 5139 pupils. As regards the extent of literacy, it was very low. The influence of western education was not so intense here as in other provinces like Madras Bombay. However, Delhi district occupied the highest percentage of literacy in the Haryana region i.e. 4.6 percent while Ambala district came next with 4.3 percent literacy. The rate of progress of other four district was very lower. In the south east Punjab one school situated at 15 square miles but in Punjab one school situated at 10 square miles. Punjab government was ignored to the south east Punjab area. A large number of children population between five to fifteen years did not go to school.

In starting of 20<sup>th</sup> century, women education was little bit and women literacy was 0.07 percent here. In 1910 only 0.33 percent of whole female

population was going to school. In 1913 government education policy was approached to progress of minimum or maximum level for women education. In 1919 Punjab primary education act was passed and according to this act compulsory primary education was approached. After these good efforts there is some progress for women education during 1901 to 1921 for example 49 primary school and 1 high school provide for women in Rohtak district and in 1920 in Ambala district 13 school were provide for women by local institutions. After their efforts also there was no satisfactory progress in women student in school. As per result 0.82 percent literacy rate was found for women. In 1921 when education converted into right of ministers this is ultimate starting of bright change. In 1925 "National council of women" was established and first Indian conference was held in 1928 in which demanded for woman education equally like males.

During this time religious and social sphere in education also some efforts were made by any a samaj attracted the people of Haryana. Gurukul school were established at Rohtak in Matindu (1915), Bhanswal (1918), Jhajjar (1924). As regard the women education Arya Samaj Hissar gave the lead. A number of kanya pathshalas were opened at different place in this area. If we see particular Sonapat district in 1910-11 there was a girls primary school (Varnacular) at here which was under the control of district Board. In 1930 a district advisory committee was constituted for improvement of women-education. The Kanya Gurukul at Khanpur was established in 1939. This institution still flourish and caters to the needs of the female population of the rural. In 1941 government was consider for need trained educated women for teachers and gave them scholarships and their pay is more than men.

Besides Government a number of religious and caste organizations (formed during this period to revitalize their respective religious and castes) also played quite a good role in providing the people with educational facilities of these all, the Arya-Samaj Sanatan Dharam the most useful work.

The caste organization also did some substantial work. The Jat Mahasabha started high school and a college at Rohtak; the Yadav Mahasabha similarly founded a high school and a college at Rewari; the Vaishyas opened schools and colleges at Bhiwani and Rohtak, the Sainis, Brahmans, etc., also made commendable efforts and opened their school at Rohtak.

After 1<sup>st</sup> and 2<sup>nd</sup> world war surely changing in favour of women's education. Because many youngman join the army and they desire for educated wives. So that education had on this account, begun to be valued by parents as a means of improving the marriage prospects of their daughter. As per result in some urban areas a little bit progress was in primary and middle education and in higher education the condition of education was lower. There were 6 colleges in Haryana in 1947 but none of them was for women.

The above survey shows that during this period there was an improvement in education, as compared to the earlier. But when we compare it with other parts of Punjab, a very depressing picture is viewed. Here, the percentage of illiteracy is very high; the quality of education in the primary, middle and high schools is very

poor; this facilities for college and higher education are utterly inadequate and the study of medical, engineering, agriculture, and other professional subjects is badly neglected. Thus on the whole the state of education in this region till 1947 was altogether unsatisfactory. After Independence some changes got in women education.

M.L. Darling remarked that in canal colonies people desired for women education. People wanted that girl should be taught to read and write. In the field of education Muslim lagged behind in comparison to Sikhs in south-east areas. Because this area was rural than Punjab. Darling remembered that in this area was the hard work done by women, Jat women of Rohtak work harder than any other women in Punjab. He observed that the change in position of women especially in central Punjab and canal colonial was due to spread of education and size in standard of living comparatively south-east Punjab area.

We seems that before 1947 we have some progress in women education but not more but in those days there were some change in women education. Social and religious movement and freedom movement were effective for that change.

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## **Effect of Pranayama Practices on Vital Capacity among Soccer Players**

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### **Abstract**

O Breath of Life, turn not thy back on me:  
None other than I shalt thou be.  
As an embryo in the waters, so I within myself  
Bind thee, that I may live!

- To the Breath of Life, from the Atharva – Veda (first and last verse)

The Purpose of the present investigation was to find out the effect of pranayama practices on vital capacity among soccer Players. To achieve this purpose, thirty soccer players were selected randomly as subjects from Department of Physical education, Annamalai university, Annamalai Nagar, Chidambaram, and their age ranged between 18 and 25 years. They were divided into two equal groups namely pranayama practices group and control group. The pranayama groups did training for all six weeks where as control group did not do any training. The pre and post test were taken for all subjects before and after the training respectively. The data pertaining to the variables in this were examined by using dependent T- test and analysis of covariance (ANCOVA).It is concluded that the six weeks of pranayama practices improved the vital capacity among the soccer players.

### **Introduction**

The Yogic science of breathing is called prayanama. Oxygen is the most vial nutrient to our body. It is essential for the integrity of the brain, nerves, glands and internal organs. Yoga is a training in the technique of harmony and also a preparation for the total integrated human personality. Yoga is a national and scientific treasury which is the richest and oldest legacy the ancient Indians have test to the world. Science has discovered that the atmosphere is charged with electromagnetic energy which is vital to the preservation of life, which is exactly how yoga talks about the universal prana: prana shakti, the cosmic energy, is the basis of existence and whatever we see in the whole cosmos and in this little world, is nothing but the gross manifestation of prana, the counterpart in the body is called microcosmic energy.

### **Methodology**

The investigator selected 30 soccer players randomly from Department of Physical education, Annamalai university, Annamalai Nagar, Chidambaram and their age was ranged between 18 and 25 years. Selected subjects were divided into two groups. The experimental group I underwent Pranayama practices weekly five days i.e. Monday to Friday, between 6.00 P.M to 7.00 P.M.for a period of six weeks, and group II acted as control and did not do any training . Vital capacity was selected as criterion variables all the subjects were tested (wet

spirometer) at prior and immediately after the training period on selected dependent variable. The collected data was analyzed statistically by using analysis covariance (ANCOVA) to find out the significant differences if any between the groups at before and immediately after the training period on selected dependent variable separately. In all cases, .05 level of confidence was fixed to test the significance.

**Analysis of Data**

The data collected prior to and after the experimental period on vital capacity on pranayama practice group and control group were analysed presented in Table.

**Analysis of Covariance on Vital Capacity of Pranayama Practice Group and Control Group**

	Pranayama Practice Group	Control Group	SOV	Sum of Squares	df	Mean Square	'F' ratio
<b>Pre-test Mean</b>	3.77	3.75	B:	0.003	1	0.003	0.62
<b>S.D.</b>	0.06	0.08	W:	0.136	28	0.005	
<b>Post-test</b>	3.92	3.74	B:	0.246	1	0.246	56.10*
<b>S.D.</b>	0.05	0.05	W:	0.123	28	0.004	
<b>Adjusted Post-test Mean</b>	3.92	3.75	B:	0.196	1	0.196	256.13*
			W:	0.021	27	0.001	

\*Significant at 0.05 level of confidence.

(The table value required for significance at .05 level of confidence with 1 and 28 1 and 27 were 4.20 and 4.21 respectively).

Table shows that the pre-test means of vital capacity for Pranayama practice group and control group were 3.77+ 0.06 and 3.75 0.08 respectively. The obtained 'F' ratio value of 0.62 for pre-test Score of Pranayama practice group and control group on vital capacity was less than the required table value of 4.20 for significance with df1 and 28 at.05 level of confidence.

The post-test mean values of vital capacity for Pranayama practice group and control group were 3.92 + 0.05 and 3.74 + 0.08 respectively. The obtained 'F' ratio value of 56.10 for post-test scores of Pranayama practice group and control groups was greater than the required table of 4.20 for significance with df 1 and 28 at. 05 level of confidence.

The adjusted post-test mean values of Pranayama practice group and control group were 3.92 and 3.75 respectively. The obtained 'F' ratio value of 256.13 for adjusted post-test scores of Pranayama practice group and control group was greater than the required table value of 4.21 for significance with df 1 and 27 at .05 level of confidence.

The result of this study showed that there was a significant difference among Pranayama practice group and control group on the changes in vital capacity after six weeks of training. The results of the study also shown that there was a significant improvement in vital capacity after the Pranayama practice.



## Conclusions

Pranayama is control of breath, breathing & blood circulation system, heart have close relation between them. Also these are dependant on mental activities. If mental strain increases the breathing rate is affected. In Pranayama the breathing is controlled and the rate is reduced, which reduces the strain on heart and also the rate. This increases the stability of mind and mental activities are also controlled.

Even simple breathing exercises like Deep Breathing, Quiet Breathing help reduce the mental stresses and strains. Also the Pranic force in the body is balanced with the regular practice of Pranayama, which restores the physical and mental balance. Some Pranayama techniques affect the functioning of nervous system, which again help restore the balance.

Pranayama reduces the need of oxygen, so also the production of carbondioxide. So the respiration rate reduces. In various Pranayama techniques Ujjayi Pranayama balances the Pranic flow of energy in the body. Ujjayi also affects carotid sinus, which help reduce BP. Nadishodhan Pranayama controls the Pranic flow.

In this study, there was a significant increase in vital capacity after the pranayama practices and also there was a significant difference occurs between the pranayama training group and control group on vital capacity.

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## **Teaching English Considering It as a Second but Foreign Language**

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### **Abstract:**

The present research paper explores in a critical manner the visual and auditory media appealing learning and teaching styles, enabling students to learn through seeing the action of the film or play and hearing the language, word choices, culture and rhythm. It includes four fundamental stimuli: (1) emotional, (2) sociological, (3) physical, and (4) environmental. The electronic media appeals to sociological and emotional stimuli. Students are more likely to learn when information is introduced in a comfortable, natural way--Internet, music, movies and advertisements, among other media.

**Keywords:** Media, Edutainment, Internet, Films, Television, Radio, English, Second and Foreign Language

### **Emerging Issues**

ESL (English as a second language), ESOL (English for speakers of other languages), and EFL (English as a foreign language) refer to English speakers with a different native language.

### **International Teaching and Learning Competitiveness**

As the teaching English evolves into a global community, geographical and physical boundaries easily diminish by applying media in the classroom. Educational Media is designed to enlighten, entertain and educate the students. Online degrees and telecommuting are rapidly increasing keeping media in mainstream for instruction purpose. Teachers must be efficient enough to ensure that high standards and educational objectives are met through teaching-lesson plan; and that media and technology are not used merely to engage students by means of PowerPoint presentation.

### **Strategies for International Teaching Competitiveness**

- (1) visual and auditory styles
- (2) to create an academic culture that is appealing to students
- (3) applying personal knowledge
- (4) creative problem solving capabilities
- (5) teaching accompanied by quality research
- (6) increasing the potential of media literacy
- (7) comparing and contrasting the assignments

### **Introduction**

Language Education is not confined with the teaching and learning of a it but it informs the culture of those people who speak, read, write and understand it. Other than mother tongue, all other languages are categorised as second or third language. In India, English is considered as foreign or second language. But the term Language Education is used with regard to second language acquisition, which means the learning of it and which is the topic of this article. Here, we are

not differentiating acquisition with teaching. Language Education is an integral branch of applied linguistics.

### **Indian English Education**

Indians need to learn English language because of globalization; communication in English is becoming inevitable among nations and within states and working places which create a basic need for understanding English alongwith Mother Tongue and National Language 'Hindi'. The uses of colloquial languages are in areas such as trade. Therefore, many states such as Kerala and Tamil Nadu create education policies to teach at least one foreign language at primary and secondary school level. However, in India, it is used as a second official language in its governing system. With reference to Education Policy of India, government is giving enormous importance to foreign language learning, especially learning English Language.

### **Objectives of the Study**

Following are the objectives of the study:

- To study the scope for English Language Education in Indian education sector.
- To find the inter-relationship between Teaching and Learning
- To analyze the impact of English in education sector

### **Scope and Need of the Study**

Scope of the study is very broader and covers both the Indian language and education sector and its comparison and contrast with foreign institutions. The time period is limited from April to May 2011. The study will provide a very clear picture of the contemporary scene of impact of English as Second but Foreign Language on Indian language and education sector. The study would be helpful for further descriptive studies on the ideas that will be explored. Moreover, it would be beneficial to gain knowledge regarding English Language.

### **Research Methodology**

Research methodology is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Research methodology is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection measurement and analysis of the data.

The research methodology here includes:

- Research problem
- Research design
- Sampling design
- Sampling technique
- Data collection method

### **Research Problem and Hypothesis**

The research paper deals with the "Teaching and Learning English considering it as a Second but Foreign Language". This research paper studies the relationship between teaching and learning English in Indian education sector. For this purpose teaching and learning through audio-visual aids are selected. These two forms of media represent the partial picture of

India's edutainment sector. Advertising, Films, Internet and Public Relations sector are also selected so as to further observe the effect of teaching and learning. For this study I have selected two variables i.e. Teaching and Learning. The English Learning started in India during British Rule. Their English Teaching included Bible Philosophy.

### **Research Design**

Exploratory Research : As an exploratory study is conducted with an objective to gain familiarity with the phenomenon or to achieve new insight into it, this study aims to find the new insights in terms of finding the relationship between Teaching and Learning in Indian edutainment sector.

### **Sampling Design**

#### **Universe**

In this study, the universe is finite and will take into the consideration related audio-visual aids for language enhancement programme. Sampling Unit As this study revolves around the teaching and learning of English in Indian edutainment sector, so for the sampling unit is confined to only the Indian English and edutainment sector.

#### **Sampling Technique**

**Convenient Sampling:** Study conducted on the basis of availability of the Data and requirement of the research paper. Study requires the English impact on the Indian edutainment sector.

#### **Data Collection Method**

Secondary Data: For the secondary data various literatures, books, journals, magazines, web links are used. As there are not possibilities of collecting data personally so no questionnaire is made.

#### **Survey and Review of Literature**

History of English as foreign language education in India. From ancient to medieval period, Latin was displaced by French, Italian, and English. Teaching was in oral form. When it came into writing form, grammar part became most important giving birth to "Grammar schools". Language education became a part of the curriculum. Due to the British Regime on most of the part of the world, English became more popular and its pure study was based on the academic exercises, grammatical rules and translating abstract sentences. Oral work was minimal, as it was a foreign language. Innovation in foreign language teaching began in India and became very rapid, leading to a number of different and conflicting methods, trying to overshadow contemporary Indian regional languages. Most books on language teaching list the various creative and innovative methods, forming the empirical and theoretical major branches in the field of language learning.

#### **Which risk factors are to be considered while learning English in India?**

1. loosing fluency on mother tongue e.g. Marathi
2. astray from national language 'Hindi'

What are the methods of teaching and learning English in Indian edutainment sector ?

1. structural methods are grammar translation and the audio-lingual method,
2. functional methods are the oral approach and situational language teaching, and
3. interactive methods are the direct method, the series method, communicative language teaching, language immersion, the Silent Way, the Natural Approach, Total Physical Response, Teaching Proficiency through Reading and Storytelling..

### **Who can teach English at what level?**

Educational qualifications required to teach English is;

1. B.A. (English), B.Ed. for School Level
2. M.A. (English), B.Ed. / M.Ed. for College Level,
3. M.A./M.Phil. (English), S.E.T./N.E.T. (English) for University Level,
4. Neuro Linguistic Programmer for Knowledge Process Outsourcing Firms,
5. Voice and Accent Trainer for Call Centres and Back Offices

To what extent English is allowed in various Indian curriculum?

There are 6 levels of Educational Boards in India;

1. State Educational Board - Semi and Pure English Medium
2. National Open School - English Medium
3. Kendriya Vidyalaya - Hindi Medium
4. I.C.S.E. - English Medium
5. C.B.S.E. - Hindi Medium
6. I.B. - English Medium

### **Issue Studied**

To find the relationship between teaching and learning English with audio-visual aids.

### **Why Use Media to Teach English?**

**Multiple Learning Styles:** Much of media appeals to visual and auditory learning styles, enabling students to learn through seeing the action of the film or play and hearing the language, word choices, culture and rhythm. Education through internet: The Internet provides a direct route to videos, pictures, music and languages of other cultures, tying them to their far-flung cousins.

**Edutainment:** This method can encourage students to apply their personal knowledge and creative problem-solving capabilities to knowledge-testing formats in comfortable mediums, such as games.

**Fewer Battles:** Outside the classroom, students in online communities are constantly engaged in connective interaction, whether it be informal texting or sharing knowledge of areas of interest, such as celebrity news and sports.

**Writing:** Students are writing more than ever via texting, instant messaging and chat rooms. Lessons such as comparing and contrasting are easily implemented with media, including movies and television. Music is an excellent medium as well, especially for English-as-a-second-language students.

### **Methods and Media for Teaching the English Language.**

Teaching English to speakers of other languages requires more than just an understanding of the grammar or perfect pronunciation. Using specific methods and appropriate media, English teachers can better interact with their students and help them achieve their language learning goals.

#### **How to Teach the English Language Online?**

A high-speed Internet connection, Headphones, Microphone, and Webcam enable you to teach students online.

#### **How to Teach English through Films?**

***Video Transcript:** Film is a very exciting way to learn about things no matter what it is, but if you're trying to learn English, the films give you not only the pronunciation and all of the information while seeing a picture of actually what's happening, which I think is very helpful, but films are also powerful in the fact that they give you sounds and background and a lot of other unspoken parts of our English language, and I think that that's very important.*

#### **Why Use Word Games in Teaching English?**

Students work at an interactive whiteboard or on a computer. They learn in flexible groups and sit at tables. The focus is on the individual's needs.

#### **Interpretation and Findings**

Teaching English as a second language can be rewarding. About 341 million people worldwide speak English as a first language. An additional 267 million people are speaking it as a second language. Spoken in countries as diverse as Australia and Zimbabwe, English is one of the world's major languages and is used as a lingua franca in many global industries, including media and tourism. The international demand for people able to teach English as a second language is high. Native English speakers who wish to teach need a good understanding of English grammar and vocabulary and be able to communicate this clearly to others.

#### **Conclusion**

Students are more likely to learn when information is introduced in a comfortable, natural way--Internet, music, movies and advertisements, among other media. Teaching and Researching Critical Media Literacy." Lessons are lingering in all types of media, and are easily tied to learning goals such as main idea, symbolism and analysis.

#### **Limitations**

It is difficult to identify a precise date when the field of second language acquisition research began, but it does appear to have developed a great deal since the mid-1960s. People who learn a second language differ from children learning their first language in a number of ways. Perhaps the most striking of these is that very few adult second language learners reach the same competence as native speakers of that language. Children learning a second language are more likely to achieve native-like fluency than adults, but in general it is very rare for someone speaking a second language to pass completely for a native speaker. In addition, some errors that second language learners make in

their speech originate in their first language. Also, when people learn a second language, the way they speak their first language changes in subtle ways. These changes can be with any aspect of language, from pronunciation and syntax to gestures the learner makes and the things she tends to notice. The primary factor affecting language acquisition appears to be the input that the learner receives. While input is of vital importance, it does not appear to be the only factor involved in learning second languages. There is considerable variation in the rate at which people learn second languages, and in the language level that they ultimately reach. Some learners learn quickly and reach a near-native level of competence, but others learn slowly and get stuck at relatively early stages of acquisition, despite living in the country where the language is spoken for several years. More recently research has focused on a number of different factors that affect individuals' language learning, in particular strategy use, social and societal influences, personality, motivation, and anxiety. The relationship between age and the ability to learn languages has also been a subject of long-standing debate. The learner's attitude to the learning process has also been identified as being critically important to second language acquisition. Anxiety in language-learning situations has been almost unanimously shown to be detrimental to successful learning. A related factor, personality, has also received attention, with studies showing that extroverts are better language learners than introverts. Social attitudes such as gender roles and community views toward language learning have also proven critical.

### **Recommendations**

1. Focus on conveying meaning, not perfecting grammar.
2. Start your English lessons by focusing on greetings.
3. Spend some time working with students to develop the skills necessary to read, understand, and properly fill out a form.
4. Instruct students about how to give out their personal information in English.
5. Teach students how to ask to use the restroom, request food, or seek permission to go to the nurse.
6. Explore the parts of speech.
7. Teach students proper English syntax.

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## **ANNEXURE**

### Types of English

- BE - Business English
- EAL - English as an additional language.
- EAP - English for academic purposes
- EFL - English as a foreign language.
- EIL - English as an international language
- ELF - English as a lingua franca
- ELL - English language learner.
- ELT - English language teaching.
- ESL - English as a second language.
- ESOL - English for speakers of other languages.
- ESP - English for specific purposes, or English for special purposes.
- EST - English for science and technology.
- TEFL - Teaching English as a foreign language.
- TESL - Teaching English as a second language.
- TESOL - Teaching English to speakers of other languages, or Teaching English as a second or other language.
- TYLE - Teaching Young Learners English.

### **Abbreviations**

- BULATS - Business Language Testing Services, a computer-based test of business English, produced by CambridgeEsol. The test also exists for French, German, and Spanish.
- CELT - Certificate in English Language Teaching, certified by the National Qualifications Authority of Ireland (ACELS).
- CELTA - Certificate in English Language Teaching to Adults
- CELTYL - Certificate in English Language Teaching to Young Learners
- DELTA - Diploma in English Language Teaching to Adults
- IELTS - International English Language Testing System
- LTE - London Tests of English by Pearson Language Tests
- TOEFL - Test of English as a Foreign Language
- TOEIC - Test of English for International Communication
- UCLES - University of Cambridge Local Examinations Syndicate, an exam board
- Trinity College London ESOL

\* \* \*



## **A Study of Life Style Comparison of Physical Education Professionals and Medical Professionals**

**Dr. A. Sisodhia:** Associate Professor, LNIPE, Gwalior

### **Abstract**

**Key Words:** Lifestyle, Professionals

**Background:** The objective of the study was to study of Lifestyle comparison of physical education professionals and medical professionals.

**Method:** Total 200 physical education and medical professionals (100 from each) were selected from Madhya Pradesh .The static group comparison design was used for this study. Lifestyle of these professionals was selected as a dependent variable and profession of these professionals was considered as independent variables. Lifestyle was assessed by Life Style Assessment Inventory developed by Anspangh Davids, Michael, H. Hamrich and Frank D. Rosato. To find out the significant difference among Lifestyle of Physical Education professionals and Medical professionals, descriptive statistics and independent 't' test was used and the level of significance was set at 0.05.

**Results:** The findings of the study revealed that insignificant difference ( $t(198) = 0.132, p = .895$ , two- tailed) was found between Physical Education professionals and Medical professionals.

**Conclusions:** Based on the findings and within the limitation of the study it is noticed that the Lifestyle of physical education professionals is as similar as medical professionals.

### **Introduction**

The term Life style is rather a defused concept often used to denote the way people live reflecting of a whole range of social values, attitudes and activities. It is composed of cultural and behavioural patterns and lifelong personal habit, (example, smoking, alcoholism) that have developed through processes of socialization. In other words Life style is a term to describe the way a person lives, which was originally coined by Austrian psychologist Alfred Adler in 1929. The current broader sense of the word dates from 1961. A set of behaviors, and the senses of self and belonging which these behaviors represent, are collectively used to define a given Life style. The term is defined more broadly when used in politics, marketing, and publishing.

Life style – A quality of life that embodies the values, images and associations of an actual or aspired Life style of a segment of people (Moore, 1995).

Warner (Hoeger, 1989) also has indicated that practicing eight simple life style habits can significantly increase longevity;

1. Sleeping seven to eight hours each night
2. Eating breakfast everyday
3. Not eating between meals
4. Eating less sweets and fat
5. Maintaining ideal body weight

6. Exercising regularly
7. Drinking only moderate amount of alcohol or none at all
8. Not smoking cigarette

Life style factors such as personality traits, living habits, nutrition, physical exercise, use of alcohol, drugs and smoking, behavioural pattern etc., play major role in determining the outcome of an individual's exposure to infection. Health requires the promotion of healthy Life style. In the last twenty years a considerable cumulated data indicates that there is an association between health and Life style of individual. Many current day health problems especially in the developed countries are associated with Life style changes. In developing countries, such as India, where traditional Life style still persist risks of illness and death, with lack of sanitation, poor nutrition, personal hygiene, elementary human habits, customs and cultural patterns (Park, 2002).

It may be noted that, not all Life style factors are harmful. There are many that can actually promote health. Examples include adequate nutrition, enough sleep, sufficient physical activities etc. In short, the achievement of optimum health demands adoption of healthy Life style. Health is both a consequence of an individual's Life style and a factor in determining it (Park, 2002).

#### **Objective of the Study**

The objective of the study was to study of Lifestyle comparison of physical education professionals and medical professionals.

#### **Methodology**

##### **Subjects**

Total 200 physical education and medical professionals (100 from each) were selected from Madhya Pradesh. Their age ranged from 20-30 years of age.

##### **Variable**

Lifestyle of these professionals was selected as a dependent variable and profession of these professionals was considered as independent variables

##### **Questionnaire Used**

Lifestyle was assessed by Life Style Assessment Inventory developed by Anspangh Davids, Michael, H. Hamrich and Frank D. Rosato. Validity of the questionnaire in Indian Conditions is found .89.

##### **Design of the Study**

The **static group comparison design** was used for the study. Two groups were made as physical education professionals and medical professionals.

##### **Collection of Data**

The data were collected at different physical education and medical colleges and Universities of M. P. in session 2010-11. Necessary instructions were given to the subjects before administration of the Life Style Assessment Inventory.

##### **Statistical Analysis**

To find out the significant difference among **Lifestyle** of Physical Education professionals and Medical professionals, descriptive statistics and independent 't' test was used and the level of significance was set at 0.05.

**Findings**  
**Table – 1**  
**Comparison of Means of Lifestyle of Physical Education Professionals and Medical Professionals**

Groups	Mean	SD	Mean Difference	SE	df	t	Sig. (2-tailed)
	70.7200	16.00636	0.31000	2.35210	198	0.132*	0.895
	70.4100	17.23462					

\*Insignificant at .05 level

t value required to be significant at 198 df = 1.97

Table 1 revealed that the obtained ‘t’ value of **0.132** was found to be insignificant at 0.05 level, since this value was found lower than the tabulated value 1.97 at 198 df.

**Discussion**

Modern world makes life faster and more convenient. The growth of new technologies, the cover of mobile phones and the Internet helps solve many problems which were extremely difficult in the past. With an air conditioning, one can be comfortable even it is raining or snowing outdoor; with a fly, an individual can be everywhere he want to be in a short time; with just a call, one can have whatever he need from agency and with just a click one can find out everything which is useful from network. It is so great when life is easier and more relaxed.

Human’s Life style, including the way he live and act, have changed as well. In current world, competition is especially fierce. It accounts for our hurry rhythm’s life. People walk and work faster and more efficiently. “Hurry up or be run over” seems to be present life slogan. Even though it makes one tired but it’s still positive for society’s development. Thanks to competition, human has to try his best in order to survive. The frequently thought stimulates the brain develop. Moreover, being fast increase labour productivity and help to win the inertia and overcome our own boundary to reach a real higher level. In short, being hurry make people more active and more useful. The result clearly indicates that the insignificant difference was found in lifestyle of the physical education professionals and medical professionals. This could be due to the fact that the physical education professionals and medical professionals have similar kind of daily programme in respect of academics as well as sports.

Finally, the result shows that the physical education professionals and medical professionals equal in lifestyle contents.

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## **A Comparative Study of Social Adjustment between Male and Female Weight Lifters of Manipur**

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### **Abstract**

Social adjustment is defined as a psychological process. It frequently involves coping with new standards and values. The purpose of this investigation was to compare the level of social adjustment between male and female national weight lifters of Manipur. Forty (40) weight lifters (male = twenty (20), female = twenty (20) who have participated in the national championships were taken as the subjects. The age of the subjects ranged from 17 to 25 years. To find out their level of adjustment, Social Adjustment Inventory (SAI) developed by (Singh & Sinha, 1990) was administered to the subjects. 't' test was used to analyze the data. Results of the study suggest that no significant difference exist between male and female national weight lifters of Manipur with regard to social adjustment.

**Keywords:** Social Adjustment and Weight Lifting

### **Introduction**

Weight lifting has a "generic" meaning which refers to the activity of lifting weights to those who are well versed in the use of weights. The word weight lifting has a particular meaning. It refers to the Olympic sport of weight lifting, which tests strength and power through two methods of lifting a barbell overhead: Snatch and Clean & Jerk. It epitomizes the human desire to seek-out challenges, to attempt to do what is seemingly impossible, and to succeed. At the highest level, weightlifting is very much a contest between an athlete and his or her belief in themselves. It is a pure test of flesh and blood against iron and gravity.

Social adjustment can be defined as a psychological process. It frequently involves coping with new standards and values. In the technical language of psychology, getting along with the members of the society as best as one can is called adjustment.

Performance is bi-product of biological, psychological, sociological, and physical make-up of an individual. In the games and sports, psychological and physiological factors play a significant role in determining the performance level. However, great importance is allotted to psychological parameters in competitive sports (Noriyuki, 2001; Yang, 2002 & Meitei, Joy & Inaobi, 2004).

### **Materials and Methods**

#### **Subjects:**

For the purpose of this study forty (40) weight lifters (male = twenty (20), female=twenty (20) who represented Manipur state in the national championships were considered as subjects.

#### **Tools:**

For investigating the social adjustment level of the subjects questionnaire

developed by Singh & Sinha (1990) was used. It is a popular tool being used by the psychologists for measuring social adjustment. It contains 19 statements and each statement possesses two alternatives (Yes/No).

**Procedure:**

The questionnaire was administered on the subjects during regular coaching camp held at Imphal (Manipur) 2010, jointly organized by Sports Authority of India (SAI) and Directorate of Youth Affairs and Sports, Manipur.

**Data Analysis:**

The data thus collected were put to statistical treatment computing Mean, S.D. and t-ratio to findout significant difference if any between two experimental groups on the psychological parameter considered for the study. The results have been depicted in the following table:

**Results**

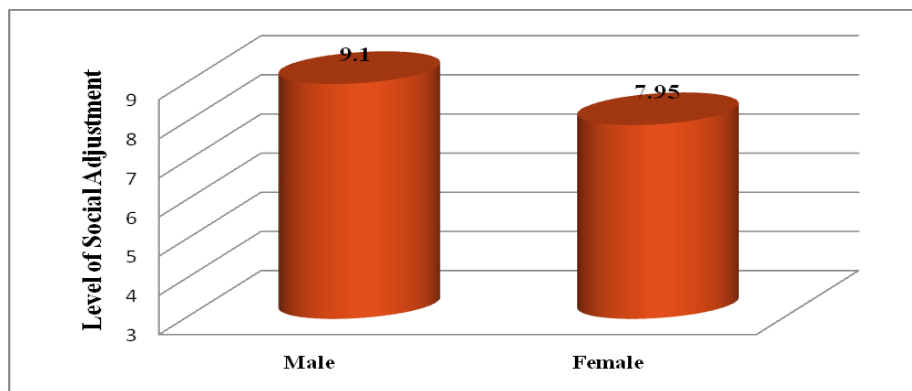
**Table 1:** Showing difference on social adjustment between national level male and female weight lifters of Manipur.

Variable: Social Adjustment			
Experim ental Groups	Mean	Standard Deviation	't' Value
Male	9.1	± 1.97	0.21
Female	7.95	± 3.53	

Tabled value of 't' at 0.05 level of significance with 38 df = 2.02

It has been depicted in the table that there was no significant difference exist between male and female weight lifters on their level of social adjustment. As, the calculated 't' (0.21) value is much lower than the tabulated 't' value (2.02) at 0.05 level of confidence with 38 degree of freedom.

**Figure: Illustration showing difference of Social Adjustment between Male and Female National Level Weight Lifters of Manipur**



**Discussion**

From the results of this study it is evident that no significant difference was

found between male and female weight lifters in their social adjustment.

The result may be corroborated with the findings of Kapri & Tiwari (2010) who compared social adjustment among senior male taekwondo players of different zones of CBSE and revealed that there was no significant difference between different zones of CBSE. In a similar study Singh, Gurpreet & Loveleen (2011) compared the adjustment between sportsmen and sportswomen and found no significant difference on health and social adjustment.

### **Conclusions**

On the basis of the results obtained from the present empirical investigation it may be concluded that national level male and female weight lifters of Manipur did not significantly differ on their level of social adjustment. The findings also suggest that the level of social adjustment of these weight lifters (male and female) falls in the moderate range which seemed to be necessary for being assertive to excel at highest level in any of the competitive sporting endeavours.

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## **Impact of TV on Children's Attitudes and Behavior**

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### **Abstract:**

Television is an exciting and stimulating "window to the world", that brings real life drama, action and happenings into the home of the viewers. Its influence on the children and youth is profound in both, positive and negative ways. It provides topics for conversation, for expressing opinions and for other discussions. It impacts various aspects of children's life such as their beliefs, attitudes, behavior, habits, education etc. This article discusses the impact of Television on education, food habits, increase in violent behavior, alcoholism and smoking, sexual and social behavior of children and teens.

### **Introduction:**

There was a time when children of a family would gather around their grandmother, who would tell them very interesting tales, befitting their age and need. The style of narration was such that the children would be spell-bound while listening to their grandmother. Their stories were based on popular epics of the land or stories where in animals and birds were the characters. The impressions that such stories create are always good and they help very much in developing desirable social and moral qualities in the personality of the child.

How times have changed! Today, children are born into "television families", regard television as a permanent fixture in their life. The TV set is as familiar to them as the faces of the family members. Unlike human beings, TV set is always there, to entertain, to give company to the children, especially when no one else is in the mood to play, chat or interact with them. Little children love the way a Television set responds instantaneously to the press of a button; they enjoy feeling that they can control it and make it do what they want. Television is exciting, it is a "window to the world"; it brings real life drama, action and happenings into the home of the viewers, who can sitting comfortably or even alone, participate in real and imagined events without having to stir, talk, share or even explore.

Since 1991 the majority of Indian viewers had an access to only one TV channel with limited broadcast hours, the national, state owned and controlled TV network. Within short span viewers throughout the country have an access to double digit channel options. Multichannel television often creates friction among siblings, or between parents and children or even between parents themselves.

It is true of the television, that it is the most stimulating means of entertainment. TV has the strongest impact as its appeal is very attractive, since it involves the greatest possible number of senses. Its influence on the psychosocial development of children and youth is profound. This audiovisual media has potential to generate both positive and negative effects. An individual child's

developmental level is a critical factor in determining whether the medium will have positive or negative effects. Not all media programs are bad. But then, TV also helps to bring the family closer when all members enjoy a popular program together. It provides topics for conversation, for expressing opinions and for family discussions.

TV programming aims to satisfy the viewing requirements of all age groups and all types of people and therefore broadcast a wide range of material. As we look at the TV experience and children's relationship with TV, the rapidity of change they have been exposed to should also be kept in view. A lot of researchers have concentrated on the impact media has made on the upcoming generations.

Time spent watching TV has steadily increased, although almost everyone watches some TV; low income families' watch more TV than middle or upper income families. TV is relatively cheap entertainment, and low income families may not have the money to spend on other sources of entertainment. (Huston et.al, 1992)

TV has its critics. Although they concede that some TV programs help children learn, they also argue that the medium itself, independent of the contents of programs, has several harmful effects on viewers, particularly children. (Huston & Wright, 1998)

This article puts forth both, positive and negative effects TV has on various aspects of children's life such as their beliefs, attitudes, behavior, habits, education etc.

#### **Impact of TV on Education:**

TV can be a powerful teacher. Watching educational and cultural programs are examples of how toddlers can learn valuable lessons about harmony, co-operation, kindness, simple arithmetic and alphabets. It also helps children of all ages in enhancing their knowledge through informative channels. Right from pre-independence days, attempts have been made by both, government and private groups to use media for educational purposes. Dadasaheb Phalke, the pioneer of Indian Cinema, made educational documentaries such as, "The growth of a pea plant", and "How to make a film" besides fictional films.

Exposure to media frequently limits children's time for vital activities such as playing, reading, learning to talk, spending time with peers and family, storytelling, participation in regular activities and developing other necessary physical, mental and social skills. In addition to the amount of time spent for the media, other factors that influence the medium's effect on children include the child's age, developmental level, individual susceptibility and whether children watch TV alone or with their parents.

Research shows that pre -schoolers from low to moderate income families who spend more time watching age appropriate educational programs perform better on test of diverse academic skills at age 5. (Wright et al, 2001)

Some evidence suggests that the more pre -school age children watch prime time shows and cartoons, the less time they spend reading and interacting



with others and the more poorly they perform on tests of academic skills. (Huston et al, 1999; Wright et al, 2001)

More recent and well controlled studies show that even 1-2 hours of daily unsupervised TV viewing by school aged children has a significant harmful effect on children's academic performance. TV viewing time for youngsters increase gradually during pre-school and elementary school years, reaching a peak at about 11 or 12 yrs of age. Boys watch more TV than girls. Also, children with lower IQ's watch more than those with higher IQ's; children from lower income families watch more TV than children from higher income families. (Huston & Wright, 1998).

Williams ( 1986 ) investigated TV's impact on children and youth in a study over 2 yrs and found that school age children show a decline in reading ability and creative thinking, arise in gender stereotype beliefs and an increase in verbal and physical aggression during play.

#### **Impact of TV on food habits of children:**

Because TV takes time away from play and exercise, children who watch a lot of TV are less physically fit and are more likely to eat high fat and high energy snack foods. TV viewing makes a substantial contribution to obesity because prime time commercials promote unhealthy dietary practices. The fat content of advertised products exceeds the current average diet and nutritional recommendations and most food advertising is for high calorie foods such as junk foods, chocolates, pizzas, burgers, ice creams etc.

The number of hours of TV viewing also corresponds with increased relative risk of higher cholesterol level in children. TV can also contribute to eating disorders in teens such as Anorexia Nervosa and Bulimia Nervosa. Children should be discouraged from eating meals while watching TV because it may lead to less meaningful communication and arguably poorer eating habits.

#### **Impact of TV on increasing violent behavior of children:**

For decades researchers and professionals have argued about whether or not, portrayal of violence shown on TV is a cause of violence among children and adolescents. Most of the studies have focused on TV violence and have concluded that there are some negative effects related to watching violent or aggressive behavior on TV.

The relation between media depictions of violence and subsequent violent behavior is extremely complex. There are a number of interacting variables which play an important role in determining who will be affected, by what material and in what way. The context in which violence is portrayed and age of the viewer are the most important variables for determining the potential impact of violence. Another significant variable is the participant's ability to differentiate between fantasy and reality, justified and unjustified violence, and the capacity of the viewer to critically evaluate the portrayal of violence within a social and moral framework. Evidence suggests that the level of violence in TV programs, films and crime programs may have lead to an increase in fear that society is more dangerous than is actually the case. The viewer who identifies strongly with the

victim can have increased fear about being attacked which reinforces the view that society is dangerous for that person.

TV violence causes children to be more aggressive (Huston & Wright, 1998). Children learn that violence is acceptable to resolve conflicts and achieve goals (Steyer, 2002). More recent studies (Johnson et al, 2002) confirm the long term impact of TV on aggression and violence, particularly for boys, even when confounding variables such as parent's education and family income are controlled. What's more, playing violent video games seems to lead to violence in much the same way that violent TV does .(Anderson & Bushman, 2001)

#### **Impact of TV on Teens Alcoholism and Smoking Behavior:**

Today Tobacco, alcohol and smoking products are not directly advertised on TV because research suggests that advertising increases the consumption of these products. However, passive promotion occurs when, for example: soap opera star lights a cigarette in a "macho act", a formula one race car has cigarette advertising on it or popular events carrying the names of tobacco companies. There is evidence that passive advertising which glamorizes smoking has increased over the past few years. Therefore we can say that TV is not the only medium from where children learn about tobacco and alcohol use, there definitely are other sources which show alcohol and tobacco use as a normative behavior without conveying the long term consequences of using these products.

#### **Impact of TV on Teen's Sexual Behavior:**

Media can either reinforce norms or offer insights into alternative ways of thinking. Today, media has become a leading sex educator. TV exposes children to adult sexual behavior in ways that portray these actions as normal and risk free. Teens rank media as the leading source of information about sex, second only to school sex education program. The physical, social and emotional consequences of teen's sexual activity include high rate of teenage pregnancies and sexually transmitted diseases including HIV/AIDS.

Both negative and positive advertising messages have been shown to influence young people, according to the Pediatric Medical Association, media can promote responsible sexual behaviors which may negatively influence the physical and psychological aspects of the adolescent. Teens often seek social and sexual information from media rather than their parents and other adults. They may be attracted to programs with sexual contents. Recent researches on children and media show that teens who watch sexual content on TV are more likely to engage in sex and have a negative attitude about being a virgin.

According to a study older teens were more likely to tune into sexual content and females were more likely to learn about sex and relationship from sexual content through the media. Numerous studies document adolescents' susceptibility to the media's influence on their sexual attitudes, values and beliefs. (Huston & Wright, 1998).

#### **Impact of TV on Social Behavior of Children:**

TV has potential for development of pro- social and voluntary behavior that intends to benefit others such as helping, sharing, comforting etc. and all other

aspects of development. (Nancy Gisenberg 1992, 1998, 1999). Children and adolescents are more impressionable and impressions created upon their mind happen to be more enduring. If they see how one behaves with the other, how the youngster shows their respect to the elders, and how the elders sacrifice their own comforts for the sake of the youngsters, these would prove very important lessons in social manners. The songs, dances and other forms of artistic expressions may sweeten our life and may greatly help in inculcation of aesthetic sense and in sublimating us to a higher level of living.

It has been found from research in the west that the Pre-Operational child (aged 5yrs and below) responds differently from the child belonging to the Concrete Operations Stage (6-11 yrs) or to the Formal Operations stage (11-12 yrs). To illustrate, young children aged 5 and below see a series of separate and fragmentary incidents rather than the story of the film. They do not invariably recognize the identities of the principal character throughout the film, and they tend to believe implicitly what they see on TV to be real. And interestingly, they sometimes read incidents into the plot from their own imaginations, or add incidents and events that they think should have occurred (Grant Noble, 1975). The 6-11 yr old child, however, understands the story of a film, but still understandably the concrete physical behavior of film performers. Only at the age of 10 or 11, does he usually understand the feelings and motivations and put himself in the shoes of the character. The 11 and 12 yr old comprehends films as efficiently as adults, and comes to realize the make believe fantasy world of the films. He also gradually begins to understand the emotional relationships in films and to appreciate some and dislike other aspects of the films. Besides he can imagine hypothetically the sort of relationships which may exist between film characters even if the relationships are not presented on the screen (Kevin Durkin, 1985).

The cumulative effect of serials and films with the dominance of sex and offensive language in them may result in laxity of character in our youth.

#### **Conclusion:**

The amount of time children spend watching TV and the content of many TV programs have generated concerns and questions about the impact of TV on family life and children's emotional and social development.

TV has as much potential for good as for bad. If the content of TV programming were improved and adults capitalized on it to enhance children's interest in their everyday worlds, TV could be a powerful, cost effective means of strengthening cognitive, emotional and social development.

There are some ways for parents to regulate their children's TV viewing:

- Children need absolute rules concerning the amount of TV and types of programs they can watch. These rules must be enforced consistently.
- Children should be encouraged to know what they want to watch before they turn on the TV set.
- Parents should not locate a TV set in the child's room. It encourages isolated TV viewing.

- Adults should watch TV with children and discuss the program and how they feel about it. Parents should also discuss their view points to encourage the children to watch TV critically.
- Parents need to be good TV viewers themselves. They should not watch violent programs and others that are inappropriate for the age of their children in their presence.

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## **Role of Research in Higher Education**

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### **Introduction:**

The goal of life is progress and development. Good education is the basis of an adequate individual and Social Development. Every country has recognised the need for the development of every individual through education. Effective education can be achieved only with the help of research. Research is the backbone of any country. Research in education is vital for progress and all the well developed countries are good examples for that. Above all, researches in any country is a sign of an overall progress of that nation. Researches in education should be encouraged at all levels as they have the indomitable power to improve our lifestyle and the well being of our world.

Higher Education has the dual role of advancement of knowledge and disseminating information.

Research and Teaching are complementary services of a College Teacher. Research upgrades existing knowledge bank and critical teaching throws up knowledge gaps for research themes.

Research is an attitude of making decisions on gathering relevant data and analyzing them to arrive at a decision objectively without personal prejudices, followed by evaluation of its outcome. College programs are to be continuously updated by cycles of decision modifications called for by evaluation of outcomes of current decision. Identification of problem for research is facilitated in this process.

Review of literature is to be done prior to designing Research project. Hypothesis, limitations and delimitations are not relevant to all categories of Research designs. Identification of assumptions made shows the caliber of research worker. Findings and discussion on findings are to be clearly distinguished. Discussions justify (validate) findings or reveal lacuna (unconscious mistakes) in the execution of the projects and wrong assumptions made, which in turn, give rise to new problems for research.

In experimental research, hypothesis is necessarily to be stated in negative terms as statistical analysis available is either to reject or accept negative hypothesis and positive one which is general mode in popular expression.

No research conclusion can be absolutely correct. Probability of being wrong is estimated by 't' & 'f' tests. Such probability may be .001 to 99 percent and may be reported as such in pure scientific projects. But when a decision is to be made to apply the findings to practical life and work processes, it is conventional to adopt levels of significance at 5% (probability of being wrong 5 out 100 times) as 1% (higher probability of being wrong only 1 of 100 times). If the

research method is not of high precision and the risk is low in applying findings to practical issues 5% level is enough.

Directional hypothesis is a decision to be made on the nature of the problem and does not improve precision of the design.

Secondary sources of literature should not be cited in the report.

Research need not always be for degree – feasibility of starting new programmes, annual evaluation of programmes, trends in student profiles, action research on effectiveness of specific methods of teaching etc., give scope for short term research projects continuously in any organization or scheme.

Etymological meaning of every word used is to be sought for clarity of understanding. When words have many shades of meaning or of technical nature, they are to be defined in reports in which sense it is to be understood by the readers. Routine quoting from dictionaries is not adequate.

A standard research manual is to be followed in writing thesis report as it provides 'standards' for various parts of report as in the case of standards for consumer articles and processes prescribed by the Bureau of Indian Standards, for uniform understanding by readers.

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## **Woman's Crusade for Self Liberation and Then Final Submission in Shobha De's Novel Second Thoughts**

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### **Abstract:**

In her novel Shobha De has portrayed an aspect of a woman who is educated, intelligent, talented and yet bounded by the chains of societal system and her duties towards her family.

Literature of all ages, places and genres have debated much on topics of feminine issues. The extremely elusive and enigmatic being that woman has always been generated this interest. She was almost denied the status of a human being. What is amazing and a real cause of concern is that the portrayal of female and their issue has an almost contradictory presentation in the works of the male and female writers. Both have portrayed and reacted in an entirely different manner. This could probably be because only the one who has suffered the pain and agony first hand can really translate the pain into words and paint a right picture. Through this paper I wish to bring to light the turmoil of a lady who stifled by the confines of an arranged marriage to a man who, she discovers, is rigidly conservative and completely indifferent to her desires.

### **Introduction:**

Second Thought is a novel which is a lament on the disharmony of domestic life and Maya is the sufferer of this disharmony. The theme of disharmony brings into sharp contrast the strongly individualized character of Maya. Maya is both an individual and a convention bound loyal Hindu wife in spite of the neglect and humiliation heaped upon by her husband taking it to be her inevitable destiny. Maya's tragedy is that she is not treated as an individual but as a liability by her mother before marriage and as a commodity by her husband after marriage. Maya is a girl from Kolkata who gets married to Ranjan and shifts to Mumbai with dreams of exploring this wild city which has so much to offer. But her husband, Ranjan, is a conservative chap and a typical mama's boy who believes that women are best when they are homemakers. The marriage soon becomes a formality and she feels trapped in her house and her marriage with almost no contact from outside. She yearns and longs to be on her own and independent.

Maya the protagonist, of 'Second Thoughts is an extrovert, intelligent and educated Kolkatta based girl. She is of a marriageable age and a prime liability of her mother. Her mother believes that the whole purpose of a woman's existence is to find a groom who is well cultured, educated, well placed and able to take care of his wife and home independently. Unlike her mother, Maya did not find marriage an ultimate solution of living.

An arranged marriage? For me? Don't be ridiculous. Besides I have one more year to go before I finish college. Shobha De does not require an introduction. She is an author, socialite, celebrity, former beauty queen and model, columnist, designer and pen behind popular serials like Kitty Party and

Swabhiman. She fascinates the generation x and is a role model and icon for several women today. The erotic content in her novels had been a subject of controversy and had her prefix as a rebel. But one cannot forget the fact that she is one of India's top best selling authors who has made Indians proud. Her novels are featured in the post graduate popular culture curriculum of the University of London. 'Second Thoughts' is a story of a typical Indian woman who is bound to traditions and customs and tries to subdue her feelings and aspirations for the sake of her marriage and her husband who is a robot and completely unaware of her existence besides the bare minimum.

The story of Maya is a story of triangles and tribulations. Maya comes from an educated middle class family from Calcutta. Her husband is also equally handsome and ambitious. He has taken a good post in a bank after acquiring a degree from America. Maya and Ranjan liked each other in their first arranged meeting. Maya's expression was marrying Ranjan was like marrying Bombay. I thought I was the luckiest girl in my locality.(pg.195)

Thus according to the wordly norms everything is fine and flawless. After marriage Maya has a comfortable decent house to live in, four square meals a day, no shortage of money, fine treatment from her husband and all the time in the world to just loll around in bed, if she wants to(pg.262) And yet she is not satisfied. She has no contentment. She turns rebellious and finally allows even marriage bond to blow up. And hence the questions 'What makes her feel empty amidst plenty? Why does she rebel and proceed to violate the social moral laws?'

A close and careful study of the novel helps us see the miserable condition of Maya. Maya, a green girl, too inhibited, too inexperienced, too upright and at twenty three with only one boy friend behind and no one to turn to for help or guidance at present, finds herself abandoned and horribly isolated. She is sandwiched between two persons, namely, Ranjan and Nikhil. Ranjan is her husband. He is twenty eight years old, physically well built, handsome, foreign educated, modern, confident and who had never known another woman. But then he is a failure in fulfilling his duties as a husband. Besides he is a parasite on his mother. On the other hand, Nikhil, her lover, a college boy is good looking, confident, sporty, cocky, flirtatious, lazy, spoilt and quite irresistible.

Our protagonist, Maya, is with her husband Ranjan in a small flat with all material comforts. But soon she is awakened from her sweet dream. She realizes that she is trapped between two individuals, her husband Ranjan who is more down to earth and matter of fact and her neighbour Nikhil who takes the world in his stride. She finds two contrasting characteristics in both the persons and finds herself more attracted to Nikhil who seems to provide her with all the aims and aspirations that she had come to Bombay for. Where Rajan considers eating, sleeping, doing office doties, attending social obligations etc, enough for a successful life, there Maya aspires for a happening life. And she finds a vent in Nikhil. Another hitch in her way of happiness is her mother in law who is always a hang over in all Ranjan's activities. He is a typical mama's boy and therefore always asks Maya to consult her for all her activities related to house keeping. He



even insists Maya to go around the city with his mother as he feels that there is always a lurking danger in Mumbai city if a stranger woman is left on her own. When Maya suggests to Ranjan that he must take her around to have the actual feel of the city, he thinks it was an absurd idea for a traditional housewife whose sole duty is to take care of the house, cook for her husband and be content with the social activities that her husband offers her. On the other hand Maya found Nikhil to be young, sporty male neighbour. "There was something undeniably attractive about him. Perhaps it was the boundless energy he exuded. And the look of genuine interest in his eyes when he interacted with just about anybody.(pg.61)

After her first encounter with Nikhil in his own house, Maya happens to encounter him very often. The passage outside her flat becomes their regular meeting point. In his very first encounter itself Maya could feel his body language to be different. He looked straight into Maya's eyes and smiled and in this act alone he could see the green signal. He then confirmed this by asking her if he should call her Didi. When Maya told him that he could call her whatever he felt comfortable with, Nikhil could see his path open, destination clear and no competition as such. Nikhil now plans his strategy to work on Maya. But Maya finds herself divided between Ranjan and Nikhil. Her inner being warns her that it was ridiculous for a newly married woman to develop a comfortable rapport for a neighbour's son. But then Nikhil's well planned efforts and tricks, and Ranjan's continued self centered thoughts and actions and Maya's unfulfilled genuine needs finally make Maya give in to Nikhil's net.

Nikhil tries to woo Maya initially by offering a cassette of his songs. Initially Maya refuses to entertain Nikhil but when he informs her that the cassette contains songs about her her curiosity makes her respond to his demands. Maya feels very special now when she realizes that someone finds her interesting and praises her. She had been humiliated by her husband and therefore this newfound attention lured her into responding to the attraction that she felt towards Nikhil.

Next opportunity Nikhil finds for wooing Maya is when he spots her outside the building. He offers to treat her which Maya refuses saying that her husband would not approve of that. But Nikhil does not stop here. He finds various opportunities to invite Maya into some action or the other. He is always on a look out to get associated with Maya. Once, he even offers to do her housework when her maid does not turn up. He almost barges into her flat to help her out of her household chores. But Maya somehow manages to see him off by saying 'It was not proper for a young man to be alone like this with a married woman' (pg 110)

Nikhil finds a very lucrative opportunity when Rajan had to be away on a 'ten day official tour'. Maya herself felt a strange emptiness in Rajan's absence. It was strange because she did not miss her husband. In fact she felt free of pressure and found relief from approval seeking, being judged, watched, corrected, scolded, nagged, pushed, instructed(pg 163). She wondered what she was doing there in a city that was not her own and with a man for whom she didn't

feel very much except a feeble affection. A long inward debate continued pushing her in sloughs of despair (pg 164). In this state of her affected mind, Nikhil walks in with a proposal for a ride. But Maya makes it clear; 'listen, Nikhil..... whether it is in Calcutta or Bombay, a married woman is not supposed to meet other man. (pg169). But Nikhil tries to convince her into his plans by saying that they were just friends and he is proposing for a ride just because they both liked each other. Maya debates with herself and contemplates about her marriage. Finally she walks into Nikhil's trap and agrees for a ride. Nikhil takes her to various places and also uses his weapon of flattery to the utmost. In the hotel he tells her 'that is nice. You are smiling with your eyes. It suits you Maya. You are beautiful. Believe it (pg 175). Slowly but sweetly, Nikhil manages to make a place for himself in Maya's heart.

All Nikhil's efforts finally bear fruit when one morning Nikhil calls on Maya with flowers in his hand and announces his birthday. And then without giving her any time to think or react he pulls her in her arms. Throughout the endeavour Maya remains conscious of the guilt, because of the ways and culture with which she was brought up. Therefore she kept her eyes shut to be free from any responsibility of the act or prove her innocence later (pg 269). On Ranjan's return, when he asks her about the flowers, Maya cunningly tells him that those were for the mother. And on his question as to why she did not attend the phone, she says that she was out to buy flowers for the mother.

Thus Shobha De's maturity and insightfulness has come to surface through this novel. Maya, the central character mistakes non-existent self for self, i.e. the main source of sorrow is the feeling that nobody, nothing belongs to her (pg 266). Nikhil mistakes pain for pleasure. He thinks that sensual pleasure alone is real and so he diverts all his efforts to have those pleasures. And Ranjan, he thinks that what he knows and does, that alone is true and important.

### **Conclusion:**

Our criticism of Indo Anglian authors or their works has been fragmentary-like the blindman's appreciation of an element. We find to be ecological in our criticism or we look down upon it from the Olympian heights considering it drab, shallow, superficial anything but rich and balanced. The position of women in India has also undergone considerable change. Earlier, women were deprived of social status and justice. But later on, their fate began to change after the fireless crusade by early social reformers like Raja Ram Mohan Roy, Swami Dayanand Saraswati, R.N. Tagore, M.K.Gandhi etc for women's cause. The novel 'Second Thought' is a lament on the disharmony. The theme of marital disharmony brings into sharp contrast the strongly individualized characters of Maya and Ranjan. Maya is both an individual and a convention bound loyal Hindu wife inspite of the neglect and humiliations heaped upon by her husband taking it to be her inevitable destiny. Shobha De has portrayed in very simple and lucid words, the conjugal disharmony that exists between the couple. This conjugal disharmony leads to an attraction with her neighbouring boy Nikhil which ends up in an illicit

love. In the character of Nikhil, Shobha De has given a vivid description of the artful and cunning flirts whose only vocation is to satisfy their own caprices and wreck the domestic life of many an indiscreet women. Nikhil does the same to Maya and walks out of her life in search of his new prey or to get back to the normal schedule of life, looking out for his new bride to be. Thus once again Shobha De's protagonist is compelled to accept life as it is, since there seems to be no way out of one's fated condition. Her story is the story of an Indian Womanhood. 'Sufferance is the norm for an Indian housewife' and the norm is restored once again, after the momentary disturbance by Maya's abnormal revolt. Freedom is a fine concept but creatures like Maya can do only one thing – accept the fate uncomplainingly. Maya's failure thus makes one see the depth of an Indian women's despair as a daughter and then as a wife.

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- Reviews of the readers on the net.
- Feedback of the people.

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## **A Comparative Study on Weight, Height and Sitting Height of High and Low Performance Badminton Players of India**

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### **Abstract :**

This study was conducted to compare the weight, height and sitting height of High and Low performance male badminton players of India. High Performance Badminton Players were selected from Indian open grand prix Badminton tournament 2008, Badminton Academy Lal Bahadur Indoor stadium Hyderabad and Tata open All India senior Ranking Badminton tournament 2008 held at gymkhana club Mumbai. Low Performance Badminton players were selected from North Zone Badminton Tournament 2009 and Open district Badminton tournament held at Aligarh 2009. The Z test was used to test the significant difference between mean weight and height of the two groups. Statistical analysis revealed mean weight of high performance Badminton players to be significantly greater than the mean weight of low performance Badminton players, with insignificant difference in the mean height and sitting height of the two groups.

### **Introduction**

The size, shape and form of the players are known to play a significant role in the performance of sports persons. **McArdle et al.** pointed out that athletes generally have physique characteristics unique to their specific sports. Numerous factors are responsible for the performance of badminton players. Fundamental skills of badminton like servicing (low serve, drive serve, high serves and flick serves), lifts, smashing and blocking, requires a specific type of physique having specific proportions with certain conditional abilities. The purpose of this research work is to compare the weight, height and sitting height of High and Low performance male badminton players of India.

Keeping in view the objectives of this study, 50 Badminton players each from high and low performance levels were selected

High Performance Badminton Players Were selected from:-

1. 20 subjects were selected from Indian open grand prix badminton tournament 2008 held at Gachibowli Stadium Hyderabad dated on 1<sup>st</sup> to 6<sup>th</sup> April 2008.
2. 10 subjects were selected from Dronacharya Awardee Mr.S.M.Arif's( Ex. Chief National Coach ) Badminton Academy at Lal Bahadur Indoor stadium Hyderabad dated from 1<sup>st</sup> to 6<sup>th</sup> April.
3. 20 subjects were selected from Tata open all India senior Ranking badminton tournament 2008 held at gymkhana club Mumbai dated on July 27<sup>th</sup> to 31<sup>st</sup> 2008.

**Low Performance Badminton players Were selected from:-**

1. 30 subjects were selected from North Zone Badminton Tournament 2009 held at A.M.U Aligarh.
2. 20 subjects were selected from Open district Badminton tournament held at Aligarh 2009.

**Collection of Data**

The badminton players of the two categories were approached through coaches and managers of the teams participating in the above mentioned tournaments. The anthropometrical measurements were taken in the way described below.

**1) Weight**

The subjects were examined in clothing of known weight in order to record nude weight with the help of weighing machine.

**2) Stature**

Stature was taken as the maximum distance from the point vertex on the head to the ground. Subject was made to stand erect with heels together and arms hanging naturally by the side and head in the Frankfort plane, along a wall on which was fixed a measuring tape.

**3) Sitting height**

The subject was made to sit on the stool with his legs hanging down freely. The subject was asked to stretch his back as far as possible and hold his head up right so that Frankfort plane become horizontal gentle upward pressure was applied to the mastoid process. The muscles of the thigh and buttocks are contracted in order to stretch him full. The horizontal bar of the anthropometer rod was brought down so that it touched the highest point on the head. The distance between anthropometer rod and the highest point of the stool was measured.

**Statistical Procedure**

The Z test was used to test the significant difference between mean weight and height of high and low performance Badminton players of India. Z test is based on normal probability distribution and is used for judging the significance of several statistical measures, particularly the mean. It is the most frequently used test in research and is generally used for judging the significance of difference between means of two independent samples, when sample size is more than 30 (C.R. Kothari, 1998).

**Level of Significance**

The differences in various variables of high and low performance Badminton players were tested at 0.05 level of significance.

**Table – 1 Weight**

Weight	High Performance Badminton Players	Low performance badminton players
Mean	64.87	61.89
Standard Deviation	7.066946632	6.921786

Obtained value $ Z $	2.13*
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\* Significant at 0.05 level

\*\* Z value for one tail test to be significant at 0.05 level 1.658

Table shows significant obtained Z value for one tail test, which leads us to conclude that the mean Weight of High performance Badminton players is significantly greater (4.81%), than the mean Weight of Low performance Badminton players.

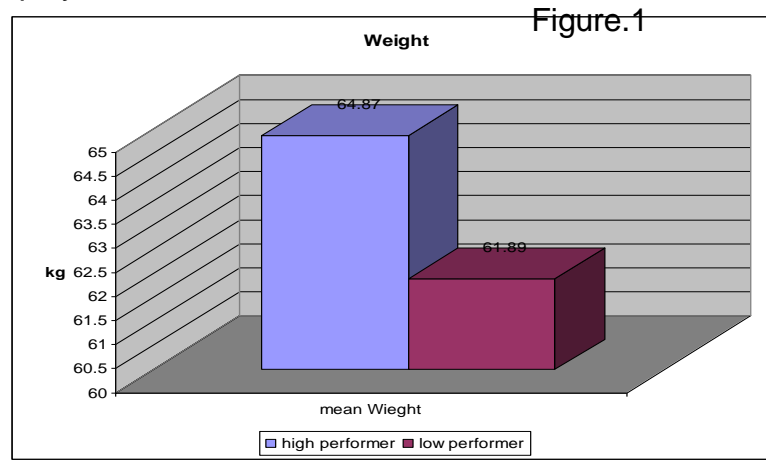


Figure1- Mean Weight of High performer and Low performer Badminton players

**Table - 2 Height**

Height	High Performance Badminton Players	Low Performance Badminton Players
Mean	173.1	171.68
Standard Deviation	5.937601	5.206707
Obtained value $ Z $	1.271462	

\* Z value for one tail test to be significant at 0.05 level 1.658

Table shows insignificant obtained Z value for one tail test, which leads us to conclude that the mean Height of High performance Badminton players is insignificantly greater than the mean Height of low performance Badminton players.

**Figure-2**

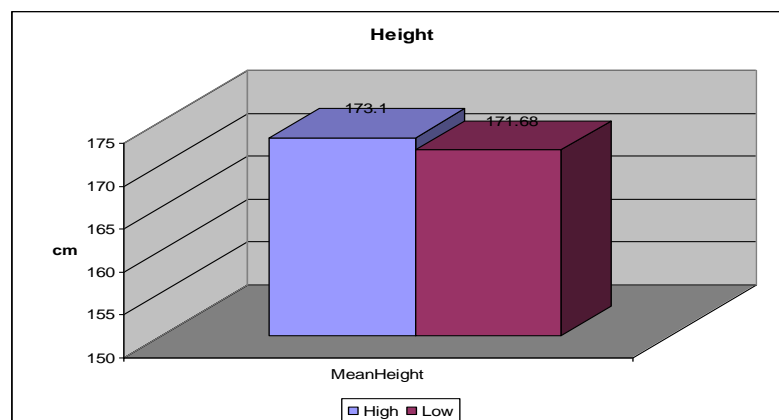


Figure2- Mean Height of High performer and Low performer Badminton players

**Table - 3 Sitting Height**

Sitting Height	High performance Badminton Players	Low Performance Badminton Players
Mean	88.79	89.85
Standard Deviation	3.126728	3.605905
Obtained value $ Z $	1.570449	

\* Z value for one tail test to be significant at 0.05 level 1.658

Table shows insignificant obtained Z value for one tail test, which leads us to conclude that the mean Sitting Height of High performance Badminton players is insignificantly lesser than the mean Sitting Height of low performance badminton players.

Figure -3

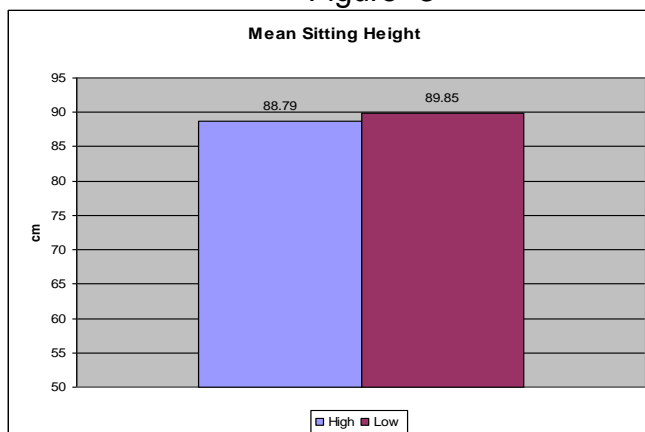


Figure 3- Mean Sitting Height of High performer and Low performer of Badminton players.

**Result and discussion:-**

Thus we see that only mean weight of high performance Badminton players is significantly greater than the mean weight of low performance Badminton players. Where as insignificant difference is seen in the mean height and sitting height of the two groups.

The greater weight of high performers signifies more muscular mass in them, which provides them greater explosive power for jump, leap and to smash hard, greater muscular mass also give them greater endurance thus delaying the

fatigue in the absence of which a player can maintain his neuromuscular coordination to optimum level for the effective execution of the skills. As there is no significant difference between height and sitting height of the two groups therefore height and sitting height are not the limiting factor in the performance difference of the two groups. Both the groups height is above average of 171 cm. The above average height of high and low performers gives them advantage in effective and speedy court covering .A shorter player would take two and half or three steps to cover the court thereby spending more energy and taking more time which becomes a disadvantage to the performance of badminton. In the year 2002 **Shamim and Singh** carried out a similar study on high and low performance Basket Players where by they observed high performance Basketball players to have greater weight and height in comparison to their low performance counter parts. Also a study on height and weight was carried on high and low performance volley ball players of India by **Khan and Singh** in the year 2005, here also high performers were having greater weight and height than low performers .

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## **‘Private Moneylenders’ Dominance in the light of RBI New Guide-lines**

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### **Abstract:**

Private Moneylenders exploit farmers in rural money market. Therefore they reel under the burden of debt. The Government of India as well as Government of Maharashtra had taken steps to control private money lenders. Now, there remains little hope in solving the agricultural crisis in Maharashtra as well in the whole country, If the role enacted by private moneylenders continues to be underestimated and that of farmers’, a neglected one, then private rural moneylenders’ will continue to hold on grip over rural money market, until the agricultural labourer or the partly landless farmer category, can actively choose another equally available credit source over the private rural moneylenders.

The moneylenders in common Indian parlance i.e. Pathans, Marwaris, Mahajan and others robbed the peace of mind of the poor Indian peasants by extracting maximum interest from them. They were in existence prior to independence of India; and now even after sixty-years of completion of independence they exist. But the farmers in common category (not landlord) of this independent India are poor prior to independence; and now even after sixty-years of completion of independence common farmers remain poor. Moneylenders exploit farmer at all levels that causes farmer to commit suicide.

Government of India has taken effort since 1951 to control private moneylenders. But government failed to control notorious (pretending) private rural moneylenders, because of their(moneylenders) grip over rural money market. Government of Maharashtra had taken step in 1971 to control private moneylenders. But suicide incidences of farmers could not be stopped.

Will the new guidelines prepared by Reserve Bank of India’s technical panel 2006 help farmers to get out of the strong hold of private moneylenders? Answer will remain to be “no”! Because, the main recommendation of the Reserve Bank of India’s technical panel, 2006, for a new legislation on money lending seems to be partial.

The RBI technical group recommendation is to allow the state governments flexibility for “adjusting rates of interest in accordance with market realities”, the RBI technical group further recommends that the rates should be “notified by the state government from time to time”. This advice of the panel can impact the crucial loan repaying ability of a borrower; a majority of rural borrowers are farmers at least in the circumscribe limit of Maharashtra state.

The stipulated interest rates work as the minimum rate, not the maximum that is in favour of moneylenders that any private moneylender can charge. But other possibility is that when the stipulated rates are low, moneylenders charge higher rates from the borrowers. If the high rates become official, it would only give leeway to the private money-lenders to raise the unofficial interest rates.

Thus common man in rural India has to bear the high interest rates laid by the private money lenders which make them sulk in poverty and hunger.

The most interesting thing is that the main income of rural households of Maharashtra is the farm produce including poultry and sheep rearing. Therefore, it does not enjoy such market price adjustment in the support prices fixed by the government. The inflationary nature of farm inputs like fertilizer, power, oil and transport and middleman dealing has made farming a high-risk-low-returns occupation in the Maharashtra state.

The RBI technical group felt that fixing of rates linked to the market would make “more unregistered moneylenders view the legislation favourably”. The same, surely, cannot be said for the borrowers.

The borrower would have to “pay a nominal fee” to have a second look at his accounts from the moneylender which will not even be exposed to any external audit. Take for instance, the regulatory authority can inspect the books of account and only the registering authority will have power to search and seize the accounts. But there is hitch that most of the moneylenders are strong and supported by political groups in Maharashtra state. Supposing at the ground level, this provision encourages us to expect perfect books, with no sign of malpractice and a secret agreement between the powerful inspectors and equally powerful moneylenders, then one must be prepared for a shock! Therefore, the matter of just and right has no chance under such circumstances.

The RBI technical group recommends that... “public should be encouraged to file complaints with the registering authorities if they have a grievance against the person engaged in money-lending...without registration and/or charging excessive rates of interest”. If borrower get access to lodge complaint easily against moneylenders; then there is no need for leading journals like Loksatta, Maharashtra Times, Lokmat etc. to write/publish number of times and number of pages on suicide matters that already happened in Maharashtra state. I agree with the comment of “Kota Neelima” (the author of book on farmer suicide) that “There is, however, one small hitch. Why would a farmer, who needs to go to the same moneylender for a loan the next season, complain against him? This is the main reason why moneylenders have been able to survive several crackdowns. It is highly unlikely that a farmer, even if he borrows from a bank, would antagonize a private moneylender-the only hope in cases of sudden crises.”

As the RBI technical group discovered, farmers pay back the moneylenders by taking bank loans, even at the risk of becoming defaulters at a formal source of credit. This speaks volumes of who the farmers consider more crucial in their scheme of things.

Finally, a new class of moneylenders, Accredited Loan Providers (ALPs), is faced – with a direct link with institutional credit sources, such as a Bank. Institutional creditors will finance ALPs to a fixed limit and have an agreement on rate of interest to be charged. “ The agreement can also consider... rescheduling of the loan/its repayment schedule to the accredited loan provider in case of untimely death of the ultimate borrower, or other genuine emergencies, the report

of RBI technical group says.

Will, then, a loan or interest waiver announced by the government be applicable to the borrowers from ALPs? For, the real question that still remains is that of loan defaulters, the main reason keeping banks from extending further into the hinterland.

So, can the institutional creditor tell the ALPs linked to it to reschedule loans or waive interest on loans to help farmers in distress? If not, how are these new ALPs different from the old class of moneylenders, except that they are “accredited” now?

According to the report, those who can be considered for becoming ALPs are “existing moneylenders, input dealers, agricultural traders, commission agents, agricultural output processors, vehicles dealers, oil/petrol dealers, or any other person ...” These are powerful men in a village system whose source of funds is usually not just their business but also done in a secret way (clandestine) capital that politicians, landlords, and , sometimes, even officials park with them. It seems needless for this class of moneylenders to enter any agreement that attracts attention.

The private moneylenders remain a crucial part of the village economy (in Maharashtra as well in whole India.) with their impeccable sense of crises, intuitive grasp of market and inevitable profit-making. They have always managed to be a step ahead of the government and banks. Banks and institutional creditors need to focus on villages as untapped markets and have an aggressive strategy (like that of military strategy) for inclusion. For instance “Kissan Credit Card” that helped farmers with a minimum of two acre land (in Maharashtra one who has own land below two acre is taken as landless.). When the agricultural labourer (or landless farmer category mentioned above in the same para ) as the partly-farmer can actively choose another equally available credit source over the private moneylenders; that will be the vanishing point of the private moneylenders’ vicious circle.

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## **Role of Information Technology in Library**

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### **Abstract**

Information technology is currently taking center stage and transformed the whole world into a global village with a global economy, which is increasingly dependant on the creative management and distribution of information. The enormous advantages it has in easing the delivery of information around the world. The paper discusses the Role of information technology in libraries in the age of knowledge and information societies. It also highlights the problems faced by the academic colleges in Maharashtra and achievements over the years using modern information technologies. Over the past two decades computer base technology have been dominant forces to shape and reshape the services in academic library has to offer. The application of information technology has had a profound impact on the way library resources are being used.

### **Introduction:**

The current era has acquired the name 'information era' The new technologies have accelerated the research and development, and lead to information explosion. This in turn has made impact on storage, retrieval and dissemination of information. The combinations of disciplines covering computer technology, telecommunication technology, Satellite technology, reprographic technology, printing technology and CD-ROM technology have contributed to the emergence of information technology. Man's infinite capacity for invention and desire for discovery, exploration, and research has lead to rapid growth of technologies and thereby information technology, Information explosion has created problems for proper processing and dissemination of information which can be only be solved with the aid of this information technology. Technologies, especially computer and telecommunication technology have highly revolutionised the field of library and information science. They facilitate collection, storage, organisation, processing, analysis, presentation, communication and dissemination of data and information for decision makers using telecommunication and reprography. With the introduction of new information technology, libraries are now expected to use various types of technology to provide information more quickly and in greater volume than before.

### **The Role of Information Technology in Libraries :**

We are living through a revolution in information technology which is transforming the way knowledge is stored and exchanged; touching the very core of our culture. This is era of information explosion in which the large amount of information is being generated at every movement. The ability to collect, store and disseminate the large amount of information needs application of new technologies. New information has become very vital tool, possessing of which reveals economical and social advantages. In the information technology advancements are also emerging equally fast as the expectation level to cope with the large amount of information. Information technologies are shaping and

changing all of our institutions as these are closely related to the mission of libraries and are changing capabilities of libraries.

Academic library or college library is an integral part of the institution. All educational libraries develop and design their collections and services to meet the institutional programme of the institutions. Academic library have been acquiring, processing, circulating and preserving information materials in all media, although emphasis has been on paper base materials such as books and journals. Introduce the information technology in academic libraries has been improved and change the face of information acquisition, processing, dissemination and storage. Information is being acquire both in paper and electronic format and academic libraries are able to convert some of their collections to machine readable format. Information technology has also facilitated networking, creation and accessing of remote electronic data books and wide range of information & product. Use of information technology and access to electronic information network is slowly transforming libraries from book-centre to information centre.

#### **Area in library the Information Technology use.**

Information technology plays a vital role to set up the modern library in this situation librarian is a key factor to implement the such types of Information Technology in the library, mostly it is found that the librarians in the academic libraries are interested to control the explosion of information through the use of computers and library software.

Following are the area in the library the information technology use.

- (i) Preservation of information
- (ii) Dissemination of knowledge

#### **Preservation of information**

Preservation and control of information is basic and most important work of any library for this work library can use the following ,hardware & software in the library.

1. Computer
2. Library software
3. Scanner
4. C D server
5. Robot
6. RFID

#### **Dissemination of knowledge**

Dissemination of knowledge is also the important & skilled work which is done by librarian & other library staff with the use of information & communication technology in the library.

1. On line public access catalogue
2. WEB OPAC
3. INTERNET
4. E-MAIL
5. Bar-code technology
6. RFID (security)

### **Advantages of Information Technology in Library**

1. Easy access to document
2. Universal viewing using a browser.
3. Able to access all platforms and handle all clients.
4. Data collection and dissemination over the internet is quick.
5. Easy to navigate.

### **Purpose of using Information Technology in Library**

1. Disseminating searching locating viewing and updating classified and indexed document.
2. Providing access to database.
3. Mirroring interesting websites to be accessed off-line.

### **Information Technology Application in Rural Areas libraries in Maharashtra**

The most important task for any developing country is to aim at eradication of mass information poverty by spreading the benefit of information technology. In this great adventure many developing countries like India are facing several practical problems. Specially in the college which is in the rural areas in Maharashtra following problems are generally seen in interim parts of rural areas.

1. Librarian not interested to apply for Information Technology in library.
2. Management not interested.
3. Librarians are failed to communication with Information Technology.
4. Inadequate development of Information communication Technology in interim parts of rural areas.

### **Conclusion:**

It is up to the individual libraries and information professionals to visualize, plan and execute information technology in the emerging electronic infrastructure. This paper only mentioned the tip of the iceberg, what we have achieved in academic library. A blend of commercial product and locally develop database content on the hands of computer friendly information professional will go a long way in improving the way information is collected, organized, provided and retrieved in this part of the globe.

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## **Understanding Deep Relaxation through Yoga Nidra**

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In our modern day society, human life has become very fast, hectic and demanding. We often hear people complaining that they are highly stressed, and if not controlled properly, negative stress may manifest in the forms of physical, mental or psychological problems. In a bid to manage their stress levels, many people are now turning to meditation, which has become a powerful tool in helping people to achieve relaxation for both their mind and body. In my own experience, one meditation technique that I have found to be easy to do, yet deeply relaxing is Yoga Nidra.

### **Introduction**

Yoga Nidra originates from ancient Tantric practices. The word “tantra” means to expand and to

liberate, and Yoga Nidra, like other tantric rituals consist of methods that seek to expand our understanding of the depths of our mind. When we experience for ourselves the expansion of our

knowledge and insight, we are able to master our minds and thus freedom is gained. (Janakananda 1992) While the yogis have known Yoga Nidra for thousands of years, the practice was revived when Swami Satyananda Saraswati, founder of the Bihar School of Yoga in Munger, eastern India, adapted and presented it in a systematic and scientific way in the 1960s. Yoga Nidra is a systematic method of inducing complete physical, mental and emotional relaxation.

While the relaxation is a very important aspect of Yoga Nidra, it is not the ultimate goal of the practice. In line with tantric tradition, Richard Miller, a clinical psychologist and leading practitioner of yoga therapy, says that Yoga Nidra is also a complete program of intensive self-inquiry, where we carefully and thoroughly examine the nature of the structures and beliefs that mould our personal identity. These structures, also known as sheaths, include the physical body, the energy body, the sensation, feeling and emotional bodies, the bodies of thought and imagery, and the bodies of bliss and personal ego identity.

### **Purpose of Yoga Nidra**

The word “Yoga” can be translated as “the joining together of two things that have never been separate” and the word “Nidra,” from the Sanskrit, means “sleep.” When taken together, one common interpretation of “Yoga Nidra” is psychic sleep or deep relaxation with inner awareness, where one appears to be asleep, but consciousness is functioning at a deeper level of awareness. In psychology, the state achieved in Yoga Nidra is termed the hypnogogic state, a state between sleep and wakefulness. It is thought that when we are in this state, we have access to the latent or subconscious level of the mind, and are even able to influence it. For instance, we are able to directly attenuate the deep habit patterns of attachment or aversion that drive our actions in the waking state.

Miller goes one step further; he interprets sleep as a state of being unconscious or unaware. As such, he says that from the perspective of Yoga Nidra, we are asleep when we view the world as consisting of solid and separate objects. He defines the yogi as one who, whether asleep or awake, is aware of the fundamental nature of reality – that all things are inherently One, and there is no separation anywhere. He purports that the aim of Yoga Nidra is thus to come to the first-hand experience that “we are not the limited, finite creatures that we mistakenly take ourselves to be,” but rather, “we are non-separate awareness, a joyous Beingness that is always present.” (Miller 2002) Swami Janakananda Saraswati, founder of the Scandinavian Yoga and Meditation School, as well as the disciple of Swami Satyananda Saraswati, supports Miller’s argument. He too says that the purpose of Yoga Nidra is to touch and experience the various dimensions of our being and to awaken consciousness in areas where it is usually dormant due to tensions. The aim is that by doing so, we are able to experience that we are not bound to just one plane of consciousness, but rather that we consciously contain them all. That in turn is meant to lead to the insight that our true identity is the experiencing consciousness behind it all.

### **Pratyahara**

Yoga Nidra is one of the practices of Pratyahara. The word “Pratyahara” means abstracting, leaving something, distancing or letting go. It involves the process of withdrawing the mind from distracting sensory impressions like sounds, smells, sights and thoughts so that the mind remains in a calm and undisturbed state of silent witnessing. This is done by surrendering to the experience of the sensory impression and saturating the mind with it. The experience becomes the object of meditation. In Pratyahara, we constantly observe the process of perceiving; we observe the sensory impression and the reactions of the mind to it. We do not try to change anything. “Any sensory impression that is allowed to be in awareness without either the movement of repression or expression dissolves back into the ever-present background of awareness and disappears.” (Miller 2002) Conversely, when we try to suppress a sensation, we prevent the mind from studying it. The mind is unable to conclude whether the sensation is dangerous or useful. It is thus unable to let go and the disturbance remains, consciously or unconsciously. Hence, trying to withdraw from anything ultimately ends in failure. It is only when we are able to be with things as they are that we are able to go beyond them.

### **Nyasa**

During Yoga Nidra, Pratyahara is practiced by intentionally locating and investigating sensations, feelings, emotions, thoughts and images. This is achieved through another process known as Nyasa. As mentioned earlier, the aim in Yoga Nidra is to touch and hence experience the various dimensions of our being; that is exactly what Nyasa is. According to the Oxford Sanskrit English Dictionary, the word “Nyasa” means to place, to set on or in, to use, to touch. Agehananda Bharati, acclaimed author and authority on Hinduism, defines Nyasa as “the process of charging a part of the body, or an organ of another living body,



with a specified power through touch.” (Janakananda 1998) Nyasa can consist of “touching” the different parts of the body by hand, or it can be done mentally, by thinking of the specific areas. By touching and thereby experiencing a part of the body, the body is brought to life and made conscious. Any impressions that arise from this consciousness are allowed to float freely, without any effort on our part to repress it or express it. The impressions are simply allowed to surface and fade into the background. They do not irritate the mind because it has no intention to refuse or deny their existence.

As with the physical body, the process is repeated with all the different body sheaths that make up our identity. This approach to Pratyahara is a process of elimination whereby deep and unconscious patterns of habit from all the different levels of our being is allowed to surface into awareness. By witnessing these entrenched habit patterns as an impartial observer in the state of Yoga Nidra, a certain transformation occurs. There is an increasing awareness that who I am is different from my thoughts. We gradually experience ourselves as the consciousness beneath or prior to all of our active mental processes, including both conscious and unconscious ones. In Miller’s opinion, “understanding and embodying the realization that we are non-conceptual Presence is the culmination of Yoga Nidra.”

### **Stages of Yoga Nidra**

There are several stages that make up the structure of Yoga Nidra. Each stage emphasizes a different body sheath. These sheaths include, as mentioned before, the physical body, the energy body, the sensation, feeling and emotional bodies, the bodies of thought and imagery, and the bodies of bliss and ego identity. Upon arrival at each stage, we explore and get to know each of our body sheaths, without any judgment on our part. We have no agenda other than being with the various sensations, images, thoughts, feelings and any other impression that may arise as we explore. Each stage represents a way our mind has turned what is in fact a non-conceptual Unity into a conceptual, objectified perception. By bringing them to our awareness with an attitude of welcome, the solidity of each sheath deconstructs, and we are hence able to misidentify from each body sheath. By doing so, we gradually realize that all that remains is the consciousness behind all the different sheaths, and that is our true identity – non-objective Pure Presence. (Miller 2002)

The practice of yoga nidra is divided into the following stages:

**Preparation:** Yoga nidra is performed in the posture of shavasana or corpse pose. The body is stretched out with the head in a straight line with the body. The feet are slightly apart, the arms

are beside the body, the palms of the hands are turned upwards, and the eyes are closed. After getting into a comfortable position, there should be no more movement. In this stage, initial relaxation of the body and mind is brought on by the awareness of stillness, comfort, posture, position, breath, and listening to the external sounds with the attitude of a witness.

**Intention:** In this stage, the practitioner asserts his or her intention to enter into

the practice of Yoga Nidra. The intention is to remain focused and undistracted throughout the session. For instance, he or she may say, "I will not sleep, I will remain awake." This intention sets the direction and tone of the practice. (Miller 2002)

**Sankalpa:** When the body and mind are relaxed, then the practitioner is instructed to take a resolve or sankalpa according to his or her own wish. The sankalpa should be short, clear and positive. The practitioner repeats the selected sankalpa three times mentally, with full determination, conviction and confidence. With deep relaxation, we are able to access our subconscious mind. It becomes very open to suggestion, and thus we are able to effectively change deep set patterns.

**Rotation of consciousness:**

Next, the awareness is rotated around the different body parts in a systematic and ordered manner. The practitioner is instructed to remain aware, to listen to the instructions and to move the mind very rapidly according to the instructions without making any physical movements. The rotation of awareness in Yoga Nidra follows a definite sequence: right side of the body, beginning with the right hand thumb and ending with the little toe of the right foot; left side of the body, from the left hand thumb to the little toe of the left foot; back of the body, from the buttocks to the back of the head; and lastly the front of the body, from the forehead and individual facial features down to the pelvis. The awareness is then brought to major parts of the body – whole arms, whole legs, whole torso, whole right side of the body and whole left side of the body. Eventually the entire body is brought together into awareness.

**Breath awareness:**

In this stage, one simply becomes aware of the natural breath without making an attempt to change the flow of the breath. One may become aware of the breath by watching it in the nostrils, chest, and abdomen, or in the passage between the navel and the throat. The practitioner becomes aware of each incoming and outgoing breath by counting them mentally. Counting the breath is an important exercise as it sharpens the practitioner's ability to focus. With practice, he or she will be able to remain wide-awake and alert.

**Opposite feelings and sensations:** In this stage, the physical or emotional sensations are recalled, intensified and experienced fully. The practitioner is instructed to experience pairs of opposite feelings or sensations like heat and cold, heaviness and lightness, pain and pleasure, love and hate, and so on. The thinking mind is only able to focus in one direction at any one time, it cannot move simultaneously in two opposite directions at once. Thus when instructed to do so, it stops thinking and becomes silent. In this quiet, the practitioner is able to experience his or her self expanding in a multidimensional spaciousness.

**Visualization:**

In the stage of visualization, the awareness is taken to the dark space in front of the closed eyes, referred to as chidakasha in yogic terminology. The practitioner is then instructed to visualize some images or symbols, which may

include a castle, the smell of the earth after rain, the ocean at night, a steady candle flame, a blue lotus and so on. The symbols serve as a catalyst to provoke a reaction in the unconscious mind. However, since the practitioner's mind is not given any time to react, it becomes detached and the ego becomes temporarily inactive. Suppressed conflicts, desires, and deep patterns hidden in the unconscious are liberated and rise into awareness. As they are viewed in an attitude of welcome and not denial, they surface and then dissolve. When these deep residues move out of the unconscious, feelings of peace, stillness and joy manifest.

**Sankalpa:** Once again the sankalpa, taken in stage two, is repeated mentally three times in this stage with full dedication, faith and optimism.

**Ending the practice:** At the end of the session of Yoga Nidra, the practitioner may still be in a very deep state. As such, they are instructed to slowly externalize their awareness by listening to external sounds, and becoming aware of objects and persons in their surroundings and the room that they are in. They are asked then to slowly move the body parts and to stretch the body. When they are sure that they are awake, they can then sit up slowly and open their eyes.

#### **When to Practice Yoga Nidra**

Swami Janakananda suggests that it is highly beneficial to practice Yoga Nidra when we are exhausted from work. As it brings us into such a deep state of relaxation, it will be more effective than a normal nap. We will "awake" feeling more refreshed, and are afterwards able to get more from our leisure time. He also suggests its use by those who suffer from insomnia or are dependent on sleeping pills. Studies conducted by the Scandinavian Yoga and Meditation School have shown that Yoga Nidra can improve sleep, especially when practiced during the day. However, it can also be done at bedtime. Swami Janakananda advises against doing Yoga Nidra right after a heavy meal or drinking coffee. To strengthen the effect of Yoga Nidra, he recommends using the exercise Tratak, where one concentrates on the flame of a candle, right before practicing Yoga Nidra. If the practice was to be combined with yoga and breathing exercises, Yoga Nidra should be done after them.

#### **Methods to Remain Awake**

- Initially, when one starts to practise Yoga Nidra, one common problem could be the tendency
- to fall asleep. With practice, this should be overcome. The following are some suggestions by
- Swami Janakananda on various ways to remain awake:
- Take a hot and then cold shower before the session.
- Before the relaxation, do the Headstand or Clown pose if one is familiar with them.
- During the relaxation, leave the feet uncovered.
- Hold either one or both forearms up in the air during the practice.
- Say the instructions mentally along with the voice that is guiding the practice.

- If all else fails, do the practice standing up. (Janakananda 1983)

### **Conclusion**

There are many ways that we can practice Yoga Nidra. It can be done quickly in a few minutes, or we may proceed slowly, spending an hour to two hours thoroughly exploring each of the sheaths or domains of existence. It is generally recommended that once the practitioner has stabilized his or her practice of Yoga Nidra over a period of time, he or she should then try to stop using the guided versions on tapes or CDs. Instead, the practitioner can begin to experiment with giving themselves the instructions mentally. When the time is right, even the instructions may be dropped for ultimately, the methods used for Yoga Nidra are for training the mind to focus and become aware, subtler and subtler, until finally, the attention dives into stillness and objectless-ness. The eventual goal is that the practice of Yoga Nidra takes us beyond the practice of Yoga Nidra itself into everyday life, so that in every moment we are feeling, sensing, intuiting and knowing our true nature as Undivided Presence. As Swami Jnaneshvara Bharati puts it, "Yoga Nidra is a state of consciousness, not the methods that lead you to that state."

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## **The Skills of Time Management**

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### **Abstract**

The purpose of this paper is to help the students to know about the Techniques of Time Management. It has been observed that school students spend number of hours using you Tube, Face Book, the number of hours they spend watching TV, playing Matches, video games, due to this they cannot save their time for study. If we think from the study point of view the students have very hectic schedule for study they have to complete the number of assignment, attending classes, studying for exams.

The time management can be very useful in a student's hectic schedule. It ensures that students are well prepared, organized and focused to manage their daily lives and complete academic assignments on time. It can lead to improve success, however, this is skill that students have to learn and practice. Students must change their habits in order to have good time management skills. This can only happen if students take the first steps in identifying their problems.

### **Introduction:**

Time Management is a very important skill that is needed for academic success. Students in schools have very busy stressful lives because they are attending classes, completing assignments and studying for exams. In addition they have their own daily routines and lifestyles that are necessary for creating balance between academics and extra - curricular activities. However, finding time to do everything at once can be challenging and overwhelming. It is likely that many students are unaware of possible differences between how they spend their time, and how they think they spend their time. Such a perception gap may lead to a lower academic performance by students. If students can be made aware of such a perception gap, by either faculty or advisors, or both, it should result in higher academic performance by the students. This is where good time management skills come into practice. This is a skill that students need to learn. They must take the necessary approaches and apply these strategies in order to be effective and more productive. Having these skills gives students the ability to plan ahead and prioritize upcoming assignments and events. This is an important factor in keeping students organized and avoiding procrastination, which ultimately leads to academic. Moreover, results of such a study may also lead to students devoting more attention to developing their time management skills, which should enhance their personal development, and even their collaborative learning skills.

This can be done by setting new personal goals and striving to accomplish them with a new and improved attitude in mind. Students should learn how to work smart by not working too hard and not retaining anything. Sometimes students need to study for a couple of hours and take a break to clear their minds. It is a good idea to take breaks when feeling of frustration come on. Too much information leads to an information overload that the brain cannot deal with at one

time. If students are motivated and disciplined, their time management skills will improve with practice.

### **Techniques of Time Management:**



#### **Set goals and deadline for every element of time:**

Setting goals is something that surprisingly few pupils do. No wonder that so few of us achieve what we want. Good goal setter tends to have a well-developed sense of their future and what they want from it. A clear feeling of what you want means you will be able to take advantage of options and opportunities as they come along.

The goals you set for yourself should be specific and they should be defined as what you will do, when you will do it, and where you will do it. If you determine the frequency and duration of an action, you are well on your way to making a real change in your life.

For example: If a student want make the planning of their study. First of all, he will decide what subject he will take for study. When will he the study that subject. Which is suitable place for the study



#### **Spend Time doing what you like doing:**

In an ideal world, you could decide what to spend your time on based on choice: doing the things you enjoy doing. But for most of us, this is a dream rather than reality. But, if we could focus on improving the amount of time we spend on tasks we actually enjoy and limiting the time spent on tasks we don't, most of us would be happier. And when we feel happier, we usually get more done: we achieve more. For Example: first thing in the morning, or when you are pushed for time. Tasks that you find difficult will need more concentration and effort, so plan these in so they are not rushed, or handled when you are not at your best.



#### **Learn to say No:**

The best technique for avoiding time thieves is to be honest with them. If someone asks "Do you have a minute?" Tell them you don't, or indicate exactly how many minute you have available and ask if their discussion can be accomplished in that amount of time. If you don't have time for beer after work, don't go. Learn to say no tactfully and people will not negatively. Say "yes" only if obligation helps you accomplish one of your key objectives. If you cannot say "no" say thanks for asking, but I have prior commitment.



#### **Prioritizing your activities**

What do you do if you find that you have less time than you had anticipated for your

activities? Should you just not do some of the things? Or should you cut out a little time from each activity?

What you need to do is **PRIORITIZE**. In other words, you need to determine the importance and urgency of each activity and use this information to revise your schedule (week's plan). In some cases, you may decide to postpone an activity that is not urgent, or perhaps you will spend less time on an activity that is not so important.

. . . . To help you prioritize your schedule, use the table below. Write the appropriate number (1, 2, 3 or 4) after each activity.

**[Note: "Urgent" means that the deadline or due date is coming**

3 Urgent but not Important	1 Urgent and important
4 Not Urgent Not important	2 Not Urgent but Important

**1) Important and urgent**

This task is to be done quickly and well. This is your top priority work. However, often tasks end up in this category because they were not done before- they became urgent. This category should be reserved for your top priority work- so do not add to this category by delaying things until they end up here.

**2) Important but not urgent**

These tend to be those tasks that require a lot of attention. Do not be tempted to put these off until they fall into the category above- that is only created additional pressure and stress for you. This Task should be broken down into tasks or stages, and started on to get some of their work out of the way to reduce the overall size of the task left. Try to plan to do some of these tasks every day if you can –you will soon get them done ire you divide up the effort like this.

**3) Urgent but not important:**

These task takes too much of your time, because if they do, you will end up with not enough time for your important work. If you have lot of task in this category, assess how important they are by asking yourself “What happen if I simply did not do this It is surprising that once you think about it, many of these task can be abandoned.

**4) Not Urgent and Not Important:**

These are the tasks you must quite simply stop doing. Either negotiate stopping them altogether, or delegate them.



**Procrastination:**

- Have you ever told yourself, "I'll just watch TV (or do something else enjoyable) for just 5 minutes and then get back to my homework?"
- Have you ever underestimated the amount of work or time an assignment was going to take?
- Have you ever done something else "very important" to avoid working on an assignment?

. . . . . Answering "yes" to any or all of these questions is a good sign that you know how to procrastinate. Procrastination means putting things off until a future time, postponing or deferring something. Most people have procrastinated at some time in their lives. There are many reasons for procrastinating. How many of these describe you?

- The task seems irrelevant; it has no meaning for you.
- You are not interested the task.
- You are afraid of getting a low grade or of failing.

**Dealing with Procrastination:**

- Do school work when your energy level is at its highest.

If you are a morning person, do school work in the morning. If you are a night person, do school work at night.

- Work for realistic periods of time.

If you work best at 1 hour intervals, don't try to cram in 2 hours of study. Or if 1/2 hour at a time is best for you, then follow your own needs; do not study for long periods just because your friends do.

- Avoid study marathons (like all-nighters).
- Mix activities.

Switch subjects after a while, or try to alternate between doing things you enjoy with things that you find challenging or boring.

- Create an effective place to do your school work.

Make your work place comfortable but not TOO comfortable. Try to keep distractions to a minimum (like phones, TV, and friends). Don't forget the importance of good lighting and make sure that you have access to the materials and equipment you need

- Schedule time for yourself -- for exercise, relaxation, and socializing.

Don't forget that "all work and no play makes Jack and Jill dull people," not to mention frustrated, bored, and stressed out.

- Use your free time wisely.

Make effective use of the time between classes or while you are waiting -- for buses or friends, at the doctor's office, etc.

**Conclusion:**

Let me conclude by saying, When we feel good about ourselves and have high self-esteem we naturally manage our time better. When we feel bad about ourselves and have low self-esteem, we tend not to manage our time well. All these are valuable



skills. However, they deal with school related activities. The purpose of this paper is to bring time management out of the school to help you apply its principles to other activities and projects that you would like to accomplish outside of work. This is important because our self-esteem is based on how successful we are in all aspects of our life. The techniques explained here are designed to help people in all walks of life use their time more effectively, with a special emphasis on getting those important things done that you want do outside of the job.

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## **Crisis Management- Article on Mumbai Terrorist Attack**

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### **Introduction**

Terrorism has assumed serious dimensions after the September 11 attack on the twin towers of World Trade Centre in United States of America. The full blown up pictures of the abrupt vertical collapse of the commercial might of USA was witnessed world over. Since then the periodical attacks are aimed at various targets by the radical groups in various parts of the globe. Stringent laws vis-à-vis non-political swift handling of the terrorist attacks in some countries has yielded deterrent results and the countries where able to overcome this menace. However, contrary to this, India which has belatedly converted into the epicenter of terrorism, is dealt with casual approach and resulted into heavy mortality and gave a setback to the growing economy.

Another attack...more than a couple of hundred dead and several hundreds injured in the

recently Mumbai terrorist attack. The regular phenomenon of terrorist attacks in India are keeping everyone guessing as to who could be next victim of the flow of terror. Security forces did a splendid job in evacuating every possible hostage but could not save many as they were caught unaware but shown below is some strategic pattern by which we can actually earmark where the next attack would be and when. This has been analyzed in the case study which follows later in this research paper.

### **Definition and Anatomy of Crisis**

The real challenge is not just to recognize crises, but to recognize them in a timely fashion and with a will to address the issues they represent. What are the early warning signs? What analysis serves to Crisis Management- a Case Study on Mumbai Terrorist Attack 359 give early warning of change and the possibility of a future national crisis? Again, the challenge is not only to recognize the crisis but also to bring the complex factors into focus in such a manner that individuals can understand and marshal the forces necessary to address the situation. A crisis has been defined as a "turning point for better or worse," "decisive moment," or "crucial time." A crisis can also be described as "a situation that has reached a critical phase." A crisis is, therefore, an unstable time or state of affairs in which a decisive change is impending – either one with a distinct possibility of a highly undesirable outcome, or one with a distinct possibility of a highly desirable and extremely positive outcome. Any executive who can predict and plan for a turning point in his or her organization stands a far better chance of capitalizing on that opportunity than someone who allows the crisis to sneak up on him or her unprepared. Contrary to popular belief, a crisis may not be necessarily bad. It is merely characterized by a certain degree of risk and uncertainty.

Crisis management – planning for a crisis, a turning point – is the art of

removing much of the risk in uncertainty, thereby allowing those concerned to achieve more control over the destiny of an organization, and thus creatively exercising the role of management leadership.

### **Crisis Management at National Level**

Crisis management is a critical organizational function. Failure can result in serious harm to stakeholders, losses for an organization and its very existence. A crisis is defined as a significant threat to operation that can have negative consequences if not handled properly. It can create three related threats 1) Public safety 2) Financial loss 3) Reputation loss. It damages the organization in terms of finance. The primary concern in a crisis has to be public safety. If failure to address public safety intensifies the damage from crisis reputation and financial concern are considered after public safety has been remedied.

### **Pre-Steps Involved IN Crisis Management**

1) A crisis management plan has to be developed firstly and updated periodically.

2) Create and designate crisis management team and proper training should be provided.

3) Pre- draft select crisis management including content for dark websites and templates for crisis statements have the legal department review and pre-approve these messages.

4) Media person should be trained before hand to hand crisis effectively.

### **Don't Do's**

1) Avoid the phrase no comment.

2) Avoid jargon or technical terms.

3) Avoid nervous habit that people interrupt or deception.

4) Avoid distracting nervous gestures such as pacing.

### **Do's**

1) Present information clearly

2) Appear pleasant on camera

3) Media person need to have strong eye contact, limited disfluences 'uhms' or 'uhs'.

4) Media person should have latest crisis information.

5) Be prepared to use internet as one of the channel for reaching public.

6) Be prepared to use unique websites or part of your websites to address crisis concern.

### **Crisis Response**

Public relation plays are critical role in crisis responses by helping to develop the messages that are sent to public various public. Initial crisis response is what Government does and says after the crisis hits.

Arpan and Korko-Ewoldren (2005) conducted a study that documented how a quick early

response allows an organization to generate greater credibility than a slow response. Crisis management will make it easier for crisis management to respond quickly. Government should be ready to provide stress and trauma

counseling to victims of the crisis and their families.

### **Master List of Reputation Repair Strategies**

- 1) Attack the accuser: crisis manager confronts the person or group claiming something is wrong with the organization.
- 2) Denial: crisis manager asserts that there is no crisis.
- 3) Scapegoat: crisis manager blames some person or group outside of the organization for the crisis.
- 4) Excuse: crisis manager minimizes organizational responsibility by denying intent to do harm and/or claiming inability to control the events that triggered the crisis.
- 5) Provocation: crisis was a result of response to some one else's actions.
- 6) Defeasibility: lack of information about events leading to crisis situation.
- 7) Accidental: lack of control over events leading to crisis situation.
- 8) Good intentions: organization meant to do well.
- 9) Justification: crisis manager minimizes the perceived damage caused by the crisis.
- 10) Reminder: crisis manager tell stakeholder about the past good works of the organization.
- 11) Intragation: crisis manager praises stakeholders for their actions.
- 12) Compensation: crisis manager offers money or gifts to victims.
- 13) Apology: crisis manager indicates the organization takes full responsibility for the crisis and asks stakeholders for forgiveness.

### **Crisis Management Success Stories**

#### **Mumbai**

In 2008, 26 November, 9 terrorists attacked Taj hotel, Oberoi Hotel and Nariman House at Mumbai and killed almost 200 people and about 300 were seriously injured in these three places. It took three days for NSG commandos to overcome these terrorist. In the three days long fight, the commandos were able to kill 8 terrorists and captured one injured. Despite the terror attack, the basic feature of Mumbai as a safe and secure city for everyone, whether he is living in a slum or is the CEO of a corporate giant, has not changed.

Parents in the city don't worry about their young professional daughters coming home late at night in public transport. Having said that, there is no guarantee that this -- a better law-and-order situation in the city compared with other metros -- will protect you from a terror attack.

#### **Odwalla Foods**

When Odwalla's apple juice was thought to be the cause of an outbreak of E. coli infection, the company lost a third of its market value. In October 1996, an outbreak of E. coli bacteria in Washington State, California, Colorado and British Columbia was traced to unpasteurized apple juice manufactured by natural juice maker Odwalla Inc. Forty-nine cases were reported, including the death of a small child. Within 24 hours, Odwalla conferred with the FDA and Washington state health officials; established a schedule of daily press briefings; sent out press

releases which announced the recall; expressed remorse, concern and apology, and took responsibility for anyone harmed by their products; detailed symptoms of E. coli poisoning; and explained what consumers should do with any affected products. Odwalla then developed - through the help of consultants - effective thermal processes that would not harm the products' flavors when production resumed. All of these steps were communicated through close relations with the media and through full-page newspaper ads (Dwyer,1998).

### **Conclusion**

It is difficult to distill all that is known about crisis management into one, concise entry. I have tried to identify the best practices and lessons created by crisis management researchers and analysts. While crisis begin as a negative/threat, effective crisis management can minimize the damage and in some case allow an organization to emerge stronger than before the crisis. However, crisis are not the ideal way to improve an organization. But no organization is immune from a crisis so all must do their best to prepare for one. This entry provides a number of ideas that can be incorporated into an effective

crisis management program. The world is not undergoing a crisis in the system but a crisis of the system in which the real economy has become subservient to financial economy. All solutions must be based on this underling truth. Nothing less than a Global Round on a Reconstructed Economic Order is required to address an integrated reform and restructuring of the global economy-including finance, trade, investment, production, corporate codes of conduct, labor standards, systemic risk and environmental regulation. The efforts of the G20 are puny compared to the comprehensive and serious process appropriate to the scale of these converging crises of the 21st century.

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## **The Impact of Malls on Our Lives**

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Malls were conceptualized in America to suit the country's demographic and psychographic profile. By 1980, it reached the saturation point, making the concept available for the rest of the world. According to Guinness book of world records, the world's first mega mall came up in Alberta, Edmonton, Canada, under the name West Edmonton Mall. It housed 800 shops, 11 department stores, 110 restaurants, a 360 room hotel, 20 movie theatres, 13 night clubs, an ice-skating rink, a lake and a chapel, besides the world's largest (of those days) indoor amusement park, indoor water park, and parking lot in an area of 5.2 million square feet.

Today, the largest mall in the world, called the South China Mall, stands tall in Dongguan, China. In the Chinese Mall race, this facility opened a year after the opening of Golden Resources Mall to displace it as the country's and the world's largest. The space includes wind mills and theme parks, plus a replica of the Arc de Triomphe' on a plot admeasuring 7.1 million square feet, equivalent to 120 football fields.

The Mall Race is gaining momentum in India, as larger malls are being built across the country. The Mantri Square of Bangalore and the Ambience Mall of Gurgaon have been overtaken by Express Avenue of Chennai and Lulu of Cochin, with an area of 2 million square feet each.

Malls now are structured into our way of living. Our ability to consume the standards of social and economic impacts brought in by malls has and will continue to alter the composition of day to day survival. Margaret Crawford's article "The World in a Shopping Mall" elaborates how the world is placed within a shopping mall, and the impacts that have resulted from the world being placed in such a situation. The article discusses the foundations or fundamental themes that have caused the World to be in a shopping mall. On only a regional scale many would not consider how much a mall can impact the particular area that it is placed in. In the article, Margaret refers to the impacts on small towns, historic downtowns, and traditional suburban centers. Commercially and economically the construction of malls will either benefit or reduce productivity within an area. Throughout history the developments of malls have successfully been theorized to be only productive.

### **The Indian Scenario.**

In India, the sudden impact is that the real estate price goes up around the mall, soon after the foundation stone is laid. When TV came to India in the late sixties, socializing in India, particularly in cities, underwent a change. People became addicted to the TV. The single channel era between 1970 and 1985 saw families staying in front of the TV during prime time. It united families, but made

cracks in the social fabric. Lifestyle illnesses increased, due to lack of exercise, less intake of Oxygen and increased consumption of junk food. With the advent of the malls, people began to visit them frequently. Indian malls do not offer much except shopping. There are no hotels, thematic entertainment, open spaces, or sports and games. However, they make people move out of their homes.

Organized retailing in India witnessed a gross turnover of USD 320 billion in 2006. Although this figure is low compared with other developed economies; industry experts expect the growth rate of this sector at 35% until 2011. At present, about 150 malls are operational at a Pan-India level with a total area of 25 million sq ft. As per the current estimates, about 400 additional malls are expected to be constructed across the country by 2011. The success of Indian malls will not only be achieved by housing the biggest and the best mix of retailers, but also by setting up new standards and procedures in mall management that will provide a platform to differentiate its products and services from competitors.

As organized retail grows, the market will provide more choices to consumers and retailers, making it more competitive. At this point, developers will have to work harder to create a differentiation for their product. Consumers and retailers will be attracted to malls that are professionally managed, making effective mall management a critical factor behind the success of a mall.

Although Ambience Management is listed as a sub-division of Facility Management, it is the sum total of quality in each aspect of Mall Management. The resultant ambience needs to be visualized right from the selection of venue and kept in view till the cutting of the ribbon.

**Mall Management:**

1. Positioning-Choosing the right location.
2. Zoning – formulating the right tenant mix and its placement in a mall.
3. Marketing.
4. Facilities Management – infrastructure, traffic and ambience management
5. Finance Management

According to the Jones Lang LaSalle *Retailer Sentiment Survey 2006*, 95% of the respondents expects their gross turnover to improve and had plans for expansion. About 70% of those who had expansion plans said they prefer malls over high streets for their expansion, indicating the rising demand for malls as the preferred destination of organised retail in India. Moreover, about 65% of those who preferred malls over high streets also said that mall management is expected to become the deciding factor for a mall's success in the future.

However, a sense of concern was expressed over the following challenges to the Indian retail market:

1. Lack of quality locations
2. Shortage of trained staff
3. Rising rental values
4. Mall management

The first three concerns are external factors, whereas mall management is

an in-house requirement.

### **Positioning a Mall**

Positioning a mall refers to defining the category of services offered based on Demographics, Psychographics, income levels, competition in neighboring areas and extensive market research of the catchments. For example, if the market research indicates that the average number of households living in a particular area belongs to the upper middle-class, then a high-end retail mall would suit the location. An example of this practice can be seen in the upcoming malls, Select City Walk in Saket and DLF's Emporio in Vasant Kunj. These retail developments are prime examples of good mall positioning. These malls have been specifically designed after an extensive market research, based on the catchment area of South Delhi. The malls provide high-end luxury products catering to the elite class (socio-economic classification A and B consumers) residing in South Delhi. Positioning also refers to the location of the shopping mall. A good location defined in terms of factors like ease of access via roads, good visibility, etc. is considered as one of the prime prerequisites for a mall. Although other activities such as trade/tenant mix can be revisited or redefined, the location remains fixed, making it an imperative factor for a mall.

### **Zoning – Formulating the Right Tenant Mix and Its Placement in a Mall**

Tenant mix refers to the combination of retail shops occupying space in a mall. A right tenant mix would form an assemblage that produces optimum sales, rents, service to the community and financial viability of the shopping mall venture. Zoning refers to the division of mall space into zones for the placement of various retailers. A mall is dependent on the success of its tenants, which translates to the financial feasibility of the tenant in the mall. Generally, there are two types of consumers visiting malls – focused and impulse buyers. The time spent by focused buyers in malls is relatively lower compared with impulse buyers who also enjoy window shopping. There is little that retailers can do to attract focused buyers as they usually know what they require and from where. However, right tenant mix and optimum retailer placement after a diligent zoning exercise can help retailers attract both types of consumers, especially the impulse buyers.

Formulating the right tenant mix based on zoning not only helps attract and retain shoppers by offering them multiple choices and satisfying multiple needs, but also facilitates the smooth movement of shoppers within the mall, avoiding clusters and bottlenecks. This helps influence shoppers' mall preference and frequency of visits. It also helps in building a distinct image in the minds of shoppers, which is critical considering the robust upcoming supply of malls. The selection of the right anchor tenant plays a crucial role in establishing a good tenant mix. The anchor tenant is defined as the largest occupier in a mall in terms of square feet. Vanilla retailers cluster around the anchor and feed off the shopping traffic it generates. The successful execution of the zoning exercise for a mall is carried forward through lease management on an ongoing basis. Forging



good leases with retailers is an essential part of ensuring the presence of the right retailers in a mall. The Forum Mall in Koramangala, Bangalore is an example of a successful mall led by good zoning and tenant-mix.

### **Marketing**

Promotional activities and events in a mall form an integral part of mall management. Activities like food festivals, handicraft exhibitions and celebrity visits increase foot traffic and in turn sales volumes. Organising cultural events has time and again proved vital in attracting consumers to a mall. Such activities may also act as a differentiator for a mall.

Developers can work on drafting marketing strategies for individual malls to meet the needs of the local consumer base and the challenges of local, and in some cases, regional competitors.

Ansal Plaza, the first mall in Delhi, is an example of a successful mall led by good promotions and marketing mall management practices.

### **Facilities Management**

Facilities management refers to the integration of people, place, process and technology in a building. It also means optimal utilization of resources to meet organisational needs. It broadly includes infrastructure, ambience and traffic management. Infrastructure Management – Infrastructure management refers to the management of facilities provided to the tenants within the mall. This includes provision of adequate power supply, safety issues in case of emergency and miscellaneous issues related to signage, water supply, sanitation, etc. These form an integral part of mall management as they are the basic amenities that any tenant would look for in a mall. Infrastructure management also includes risk management issues such as essential safety measures, asset liability and environmental audits as well as emergency and evacuation training.

### **Ambience Management**

The overall shopping experience provided for consumers becomes an important factor for the success of any mall. Ambience management includes management of parks, fountains and overall look of the mall. A mall is not just a place for shopping but is also a place where people spend their leisure time. In favourable, lush green landscaping with seating facilities and the presence of food and beverage inside or outside the mall can increase foot traffic.

Traffic Management – Traffic management includes managing foot traffic into the mall and parking facilities. Foot traffic management involves crowd management inside the operational area of a mall. The flow of people is related to the design of the mall and the spatial distribution of its tenants. For example, a star-shaped mall tends to have a problem of crowding in the centre of the mall, as everyone has to pass through the centre while moving from one side to the other.

Circular malls, on the other hand, would not have this problem. They tend to have better pedestrian flow and less congestion. Managing parking facilities includes provision of ample parking and maneuvering of cars in the parking lot.

Every mall design has the same thought pattern or process put in to it, just like hospitals, and schools. Malls have to appeal to the customers, while getting

the business. The design has to be eye-catching and the position of the buildings should be in key spots around the community.

### **Ambience in Mumbai Malls against those in Singapore.**

#### **Inorbit:**

Inorbit Mall in Mumbai has two anchor stores placed at the two corners of the mall. There are three entry points, one each from the two anchor stores and another entry directly to the mall atrium. With three entry points, traffic management within the mall is better organised. The mall also provides ample parking space and superior infrastructure management.

The mall is built on land reclaimed from marshland. There is a hillock behind the mall, covered in shrubs. This was a garbage dumping ground on which plants have been grown on a shallow bed of soil. Underneath lies debris of metals, plastics and toxic waste. The creek is close by and the air is full of H<sub>2</sub>S and SO<sub>2</sub>. The external ambience, though visually soothing, is treacherous. In the beginning, foot traffic was so much that no one could stop and notice the internal ambience. The management, too, did not find it important to care for, as the mall was a trailblazer in the suburbs, with the whole population admiring it without criticism.

#### **Hyper City:**

This mall is next door to Inorbit, separated only by a stinking gutter. Mumbaitees throw garbage into it generously and regularly. There is little external area, and the parking is congested. The internal ambience here is better. The layout is such that there is no congestion.

#### **Mega Mall:**

This is yet another mall nestling near a broad gutter. In Mumbai, it is difficult to differentiate between a gutter, creek or river, as they are all full of garbage. The black slurry floating in it copiously emits SO<sub>2</sub> and H<sub>2</sub>S. They stink most often and contribute generously to the city's pollution. The anchor here is Big Bazar. It is housed in the basement. The congestion and the confusion here do not affect the ambience in the rest of the mall. Another anchor, Croma, occupies a corner of the ground floor. Vanilla retailers occupy the rest of the mall. The internal ambience here is good. The food court is peaceful.

#### **Infiniti:**

This mall, owned by TATAS, is on the busy Linking road. The floor level is higher than the road, and the external ambience is such that people used to sit on the cement parapet, oblivious of the high-tension wires passing above them and the pillars holding the wires in close proximity. It used to be a popular meeting place. The mall management withdrew the seating facility by placing planters on the parapet. This was also to force the spending crowd to visit the food court, as no other facility has chairs. Inside, the atrium always has some noisy event going on. The noise echoes everywhere, even in the food court. There are two anchors, Big Bazar and Landmark. In the former, the ambience is lost in foot traffic and in

the latter, congestion and regulars steal the show.

**Factors that Influence Ambience:**

A consumer, anywhere on earth, can observe ambience only when relaxed. When he is tense, due to apprehension or anxiety, he will hardly notice anything other than those which will reduce his tension. Some factors that cause tension are:

1. Untrained guards. Every customer is greeted by a pan-chewing guard. He makes the parking ticket for you. Or he bangs the boot-door of your car. Or he pats you down, with his dirty right hand and a metal detector –the working of which he has no idea of- in the other. You can see that the fingers have just come out of his nose or mouth, which are the finger parking areas of an average untrained Indian.
2. Staff members brush past you. Sometimes you pull the door open to exit or enter and they rush in from the other side.
3. The toilet is full of staff. Some putting on their neck-ties, and some talking loudly. Some splash water recklessly enough to drench the user of the nearby basin. Then they will wash their necks, exhaling a relief sigh.
4. Enquiries about some items will evince the rude reply “Whatever we have is on display.”!
5. The cacaphonic announcements of promotional schemes and those calling for staff members to the Customer service are ambience killers.

**Major Malls of Singapore:**

**Ngee Ann City**

An architectural wonder standing prominently at the heart of Orchard road, Ngee Ann City is a city-within-a-city that showcases 7 levels of 110,450 square metres of sheer shopping and gastronomical adventure. Its unmistakably oriental façade complements its western interior to create a unique cosmopolitan shopping ambience. This building of polished granite and marble makes a majestic visual along Orchard road and ranks as a must-visit for every resident and visitor.

Ngee Ann City houses over 130 specialty stores, including international fashion labels such as Hugo Boss, Christian Dior and Cartier alongside other renowned brands such as Ermenegildo Zegna, Zara, A/X Armani Exchange and ck Calvin Klein. There are over 30 food and beverage outlets offering cuisines from Western to Cantonese to Indonesian to Thai. Among the top names are Sushi Tei Japanese Restaurant, the Crystal Jade Group of Restaurants, Sanur Indonesian Restaurant, Coca Restaurant and Seoul Garden – The Table Barbeque People. Asia’s largest bookstore, Books Kinokuniya and Japan's electronic giant, Best Denki are also found at Ngee Ann City.

Ngee Ann City's anchor tenant is the impressive Takashimaya, a retail giant in Japan, which occupies a gross floor area of 35,000 square metres. With a choice of fashion and accessories for adults and children, enrichment centers, hair and beauty salons, health stores and pharmacies, restaurants and bars, even a fitness club, shoppers can indulge in some serious retail pampering.

Ngee Ann City also impresses with its available event spaces. The indoor Takashimaya square comes alive with regular bazaars and fairs that draw shoppers by the throngs. Outdoor, the complex's main attraction is its semi-circular Civic Plaza which had been a venue for many prestigious events. Capable of holding 3,000 people in the heart of the major shopping belt, the Civic Plaza has established itself as a great place to hold concerts, fairs, product launches, road shows, fashion showcases, carnivals and lifestyle launches. The Civic Plaza is indeed a great asset to the community, a welcome relief to shoppers and an added attraction to Ngee Ann City.

The other major malls include Marina square, Raffles City, Vivo City, Boogis and Mustafa Centre.

**Mustafa Centre.**

Needless to say, ambience is another name for Singapore malls. The only exception is Mustafa Centre, which caters to the budget buyer. It is the right place for the focused buyer. The impulsive buyer will not get impressed in this mall. Expatriate Indians and Indian tourists throng the mall day in and day out. It is said that the best time to visit the mall is 4 AM, when there are minimum customers.

Indian malls can be compared to Mustafa centre only to the extent that they attract the focused customer. Impulsive Indian customers will continue to shop abroad.

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## आधुनिक काव्य साहित्य में स्त्री-विमर्श

डॉ. मिथिलेश शर्मा: हिन्दी विभागाध्यक्ष, आर. जे. कॉलेज, घाटकोपर, मुम्बई.

“चलना तो हमको ही होगा  
चलने में ही हम टूटों और अधूरो का  
शायद कुछ होगा नया गठन  
आश्रय देंगे हमको अपने  
जर्जर और अपराजेय चरण ।”

“आजादी के लगभग छह दशक बीतने के बावजूद भारतीय समाज और उसका परिवेश अनेकानेक समस्याओं से ग्रसित है। इन समस्याओं के कारण जीवन के विविध क्षेत्रों-सामाजिक, अर्थिक, राजनीतिक, धार्मिक एवम् सांस्कृतिक में आये तेज परिवर्तनों को दृष्टिगत करना सामान्य बात नहीं है। साहित्य परिवेश की देन है, इसलिए अपने पूरे परिवेश से जुड़कर काव्य रचना एक जागरूक और संवेदनशील रचनाकार के लिए अत्यन्त आवश्यक होता है। कहना न होगा कि ऐसी स्थिति में साहित्यकार सामाजिक विसंगतियों को ध्यान में रखकर रचनाएँ प्रस्तुत करता है। जिस रचनाकार में अपने परिवेश को पकड़ने की जितनी उत्कट लालसा और समसामयिक समस्याओं की जितनी गहरी पहचान होगी, उसकी रचना इतनी ही अधिक प्रासंगिक, समसामयिक और कालजयी होती।”

समकालीन भारतीय साहित्य में ‘स्त्री-विमर्श’ भारतीय समाज में व्याप्त बुराइयों की देन है। इसमें प्रथम तो औरतों पर किये जाने वाले अन्याय का विरोध है और दूसरे आज तक जो कुछ उन्होंने भोगा है उसका पर्दाफाश करना है।

सामन्ती समाज तक नारी को जमीन की तरह समझा व देखा जाता रहा किन्तु आज स्थिति यह नहीं हैं। लोगों की विचारधार में परिवर्तन आया है। और, उसीका प्रत्यक्ष उदाहरण है - ‘स्त्री-विमर्श’।

“नारी केवल मांसपिण्ड की संज्ञा नहीं है, आदिमकाल से आज तक विकास पथ पर पुरुष का साथ देकर, उसकी यात्रा को सरल बनाकर अनेक अभिशापों को स्वयं झेलकर और अपने वरदानों से जीवन में अक्षय शक्ति भरकर मानवी ने जिस व्यक्तित्व, चेतना और हृदय का विकास किया है, उसी का पर्याय नारी है।”

‘नारी’ ने ‘नर’ का हर कदम पर साथ दिया है — कभी मन्त्री के समान सुझाव देकर, कभी दासी बनकर, कभी माता बनकर, कभी रम्भा बनकर, कभी पृथ्वी के समान क्षमारूप धारणकर, अपना सर्वस्व दूसरों को समर्पित किया है।

आधुनिक युग के बदलते परिवेश में भी स्त्रियों की स्थिति में कोई विशेष परिवर्तन लक्षित नहीं होता। वह लक्ष्मी होकर भी भिखारी है, दुर्गा रूप होकर भी अबला है और मात्र भोग विलास की-वस्तु। हाँ, यहाँ मैं एक बात कहना चाहूँगी — नगरों व महानगरों में निवास कर रही स्त्रियाँ - सिर्फ मुठ्ठीभर हैं। इनकी आजादी व समानता केवल शहरों तक सीमित है।

भारत जैसे पुरुष सत्ता प्रधान समाज में स्त्री की स्थिति वैदिक काल से ही विवादास्पद रही है। पुरुष ने नारी को सिर्फ कठपुतली समझकर उसका उपयोग किया और घर की चार दिवारों के अन्दर कैदी बना लिया। तब से

स्त्री लगातार शोषण का शिकार बनती चली आ रही है। किन्तु, अब सहन शक्ति की सीमा का बाँध टूट चुका है। फलस्वरूप नारी जागरण काल में अनेक स्त्री-विमर्श आन्दोलनों ने क्रान्तिकारी भूमिका निभायी है, यही कारण है कि आज नारी दलित व शोषित न होकर पुरुष की सहधर्मिणी बनकर पथ-पथ पर उसका साथे दे रही है।

सदियों से उपेक्षित स्त्री के स्वाभिमान तथा अस्तित्व को नकारकर उसे 'ऑचल में है दूध और ऑखो में पानी' तक ही सीमित रखा गया। आखिर यह प्रक्रिया कब तक चलती रहती। क्रमशः नारी की स्थिति में बदलाव आया और पुरुष कवियों ने भी नारी शोषण के खिलाफ आवाज उठाकर उन्हें (नारी को) अपना सहयोग दिया।

आधुनिक हिन्दी कविता से लेकर आज तक प्रायः सभी कवियों ने स्त्री की वेदना को समझा और उसे व्यक्त किया। भारतीय समाज में विधवा की स्थिति बड़ी दयनीय है। सभी गुणों के बावजूद भी 'सोना' जैसी स्त्री वैधव्य जीवन के अंधकार में किस प्रकार अपना कष्टपूर्ण जीवन बिता रही है।

त्रिलोचन कहते हैं —

“जैसे दिवारों को खा जाती है नोना  
व्यथा धैर्य को खा जाती है, इससे बचना  
कठिन दिखायी देता है, बेचारी सोना  
सोने जैसी पाक-साफ थी तो भी लचना पड़े उसे.....  
धन दौलत पर सभी दौड़ते हैं  
पर किसके जी में दुखिया पर ममता है  
देखा खिसके।”

इस पुरुष प्रधान समाज में नारी की स्थिति सदैव से ही उपेक्षित रही है। कभी घूँघट के अन्दर छिपी, किसी कोने में संकुचित भाव से सिमटी, अस्तित्व हीन, मात्र भोग्या व सम्मान विहीन ही अपना जीवन जीती रही है। कठिन मेहनत के बावजूद, पेटभर भोजन दिये जाने पर यह पुरुष समाज उस पर ऐहसान जताता था। 'सकुनी बुढ़िया' की असहाय अवस्था का वर्णन करते हुए त्रिलोचन लिखते हैं।

“सकुनी उस बुढ़िया को सभी कहा करते थे  
ऊसर पर उसकी मँडई थी  
बिलकुल सूखी  
हड्डी-हड्डी तन में थी  
पीछे चरते थे चौपाए चरवाहे जा सूखी  
मुठ्ठी उसे दिखाते-  
ले बुढ़िया दाना ले  
रोज-रोज का धन्धा था  
बुढ़िया भी गाली गिन-गिन कर अनगिन देती थी  
पर खाना ले कोई उसके पास न पहुँचा।”

आज भी गाँव में अनेक वृद्ध महिलाएँ अपना जीवन बड़ा दर्दनाक स्थिति में जी रही हैं। समाज में व्याप्त कुरीतियों के कारण कम उम्र में ही कई बच्चों की माँ बन जाती है और युवा अवस्था में ही वृद्ध बन जाती है।

अनमेल विवाह के कारण कम उम्र में विधवा बन जाती है। शक्ति विहीन, दूसरों पर निर्भर, पेट भर भोजन, वस्त्र की समस्या, से जूझती हुई असहाय सी अपना जीवन ढो रही है।

केदारनाथ अग्रवाल कहते हैं —

“गाँव की औरतें  
गंदी कोठरियों में हॉफती  
खाँसती, खसोटती, सूखे बाल  
धिसती है  
जाँता जटिलतर  
गाँवो की औरतें  
सूखा पिसान फाँक-फाँककर  
पेट-पीठ एक कर  
हाड़-तोड़  
मरती है पत्थर रगड़कर।”

इसी प्रकार सर्वेश्वर जी की कविताओं में भी स्त्रियों की दीन-हीन अवस्थ का बिम्ब पाया जाता है। यहाँ की समाज व्यवस्था ने स्त्रियों को प्रायः कुचलने की कोशिश की है। निम्नबर्ग की स्त्रियाँ अपने बाल्यकाल से गरीबी की मार को झेलती हुई, संघर्षमय जीवन जीने को विवश है। कवि अपनी रचनाओं में पूरी जागरूकता और मानवीय आस्था के साथ स्त्रियों के जीवन और परिवेश का चित्रण करते हुए कहता है —

“भाड़ के सामने काली भूतनी-सी  
आज भी वह बैठी है  
पसीने से चिपचिपाती देह लिए  
चुप खामोश,  
एक-एक चने से अपना भाग्य जोड़ती  
दुखती रगें तोड़ती।”

इसी प्रकार ‘चुपाई मारौ दुल्हन’ कविता में सर्वेश्वर जी गाँव की उस औरत का दर्द बयान करते हैं जो अपनी इज्जत बेचकर भी रोटी नहीं जुटा पाती —

“दे रोटी! कहों गयी थी बड़े सवेरे”  
“कर चोटी  
लाला के बाजार में मिली दुअन्नी  
पर वह भी निकली खोटी,  
दिनभर सोयी,  
बीच बाजार में बैठकर रोयी  
साँझ को लौटी  
ले खाली कौआ।”

आधुनिक युग में नारी स्वातन्त्र्य एवं नारी को समाज का महत्वपूर्ण अंग मानने की प्रक्रिया स्त्री-विमर्श के नाम से प्रवाहित हुई। अनेक समाज सुधारकों के सफल प्रयास से पुरुषप्रधान समाज में दारुण दासता के विरुद्ध जन समुदाय में जागरुकता उत्पन्न की। भारतीय समाज में भी लोगों ने स्त्री मुक्ति के प्रश्न को जनमुक्ति से जोड़ने का प्रयास किया।

सदियों से उपेक्षित नारी, जिसका अबला, अन्नपूर्णा, ममतामयी माँ, पत्नी भोग्या, स्वप्नसुन्दरी आदि शब्दों से सम्बोधित कर शोषण हो रहा था। आवश्यकता थी उसे इंसान समझने की, पुरुष के अभाव में अपना दायित्व निभाने की। यह तभी संभव था जब वह शिक्षित हो और उसके साथ समानता का व्यवहार हो। समकालीन कवियों ने इस कार्य में अहं भूमिका निभायी। वैसे मैं यहाँ एक बात स्पष्ट कर देना चाहती हूँ कि समकालीन कविता या कवि से मेरा अभिप्राय सिर्फ सत्तर के दशक तक ही सीमित नहीं है। क्योंकि, प्रत्येक कवि समकालीन होता है, वह जिन स्थितियों को भोगता है, जिन स्थितियों से गुजरता है उन्हीं का चित्रण अपनी लेखनी से करता है।

धर्मवीर भारती की कविता 'पत्नी' में एक लड़की, पत्नी व माँ बनने के बाद किस प्रकार बदल जाती है। जिम्मेदारियों के बोझ तले वह खुद को भी भूल जाती है कि उसका अस्तित्व क्या है?

*“थकी हुई बेहोश, बच्चों के बीच*

*सोयी है एक लड़की— और*

*आम के बौर और बसन्त की धूप और-*

*छत की चाँदनी जाग-जाग कर तलाशते हैं, वह एक शब्द*

*छोटा-सा शब्द जो जूही के मसले फूल की तरह बिस्तर से*

*पता नहीं कब कहाँ गिर गया।”*

पितृसत्तात्मक व्यवस्था में औरत को घर की चारदीवारी में सिर्फ कैद ही नहीं किया बल्कि उसके घरेलू श्रम का अवमूल्यन भी किया है। साथ ही, विभिन्न मूल्यों व मान्यताओं के आधार पर शोषण का सहज व स्वाभाविक जरिया बनाकर लोगों के मन व बुद्धि पर भी प्रभाव डालने की कोशिश की।

बहरलाल, दुनियाँ के सभी समुदाय, सभ्यता धर्म और मुल्क में पितृसत्ता अभी भी मौजूद है। सामाजिक मान्यताएँ भी (जैसे - “बेटी की डोली नेहर से उठेगी तो अर्थी ससुराल से”) पितृसत्तात्मक व्यवस्था को बढ़ावा देती है। उदाहरण के तौर पर 'अरुण कमल' की यह कविता जिसमें -

औरत, पुरुष के अनेक अत्याचारों को सहन करती है फिर भी, उसी के साथ रहना चाहती है, आखिर क्यों ?

*“वह बार-बार भागती रही*

*बार-बार हर रात एक ही सपना देखती*

*ताकि भूल न जाये मुक्ति की इच्छा*

*मुक्ति न भी मिले तो बना रहे मुक्ति का स्वप्न*

*बदले न भी जीवन तो जिवित बचे बदलने का यन्त्र।” (३ स्वप्न)*

वह जानती है कि मैं कितने दिन घर से बाहर रह सकती हूँ और कौन मुझे आश्रय देगा। रोज पति की मार खाती है, घर छोड़कर भाग जाती है, फिर लौटती है, यह जानते हुए भी कि पति फिर पीटेगा। वह मृत्यु को वरण कर अपनी जान गँवाना नहीं चाहती। मार के भय से जीवन को समाप्त करना उसे गँवारा नहीं है क्योंकि वह बार-



बार जीवन से मृत्यु नहीं, मृत्यु से जीवन के लिए भाग रही थी। भागती भी है तो खूँटे से बँधी बछिया — सी जहाँ तक रस्सी जाती है, भागती। गर्दन ऐंठने तक खूँटे को हिलाती। परिणामतः वह औरत किस खूँटे से बंधी है, जिसे उखाड़ने की बार-बार असफल कोशिश करती है। ध्यान दें, औरत गर्दन ऐंठने तक कोशिश करती है और खूँटों उखाड़ भले ही न पायें, पर उसे आशा है टूटेगा जरूर। क्यों कि, वह औरत हर रात बार-बार एक ही स्वप्न देखती है, 'ताकि भूल न जाये मुक्ति की इच्छा'। सपना है साकार हो या न हो पर स्वप्न देखना तो हमारे वश में है। उसी प्रकार 'एक स्त्री' की दिनचर्या का कारुणिक चित्र खींचते हुए मंगलेश डबराल कहते हैं।

“सारा दिन काम करने के बाद  
एक स्त्री याद करती है  
अगले दिन के काम,  
एक आदमी के पीछे, चुपचाप एक स्त्री चलती है  
उसके पैरों के निशान पर अपने पैर रखती हुई  
रास्ते भर नहीं उठती निगाह।  
किसी चट्टान के पीछे, सन्नाटे में एकाएक एक स्त्री सिसकती है  
अपनी युवावस्था में, अगले ही दिन आनेवाले बुढ़ापे से बेखबर,  
रात को आंखे बंद किये हुए, एक स्त्री सोचती है  
समय बीत रहा है, समय बीत जायेगा आंखे बंद किये हुए।”

क्या एक स्त्री आजीवन घर गृहस्थी को संभालते हुए, बिना कुछ कहे, पुरुष द्वारा निर्मित मान्यताओं के आधार पर ही अपना जीवन जीती रहे। स्त्री की हकीकत को बयान करते हुए तसलीमा नसरीन कहती है —

“स्त्री दलित है। स्त्री की कोई जाति नहीं होती, उसका कोई धर्म नहीं होता। वह सिर्फ इस्तेमाल वनी वस्तु है। चूँकि धर्म में उसके इस्तेमाल का प्रावधान है। इसलिए मैं नास्तिक हूँ, धर्म के खिलाफ हूँ। धर्म से मजबूत होता है पुरुष तन्त्र। मैं पुरुषों के खिलाफ नहीं हूँ किन्तु धर्म - अनुमोदित पुरुषतन्त्र के खिलाफ हूँ।”

आज की स्त्री ईश्वर व पुरुष — समाज पर विश्वास नहीं करती। तसलीमा के शब्दों में —

“ईश्वर पर भरोसा नहीं, प्रकृति को देखती हूँ।  
मुग्ध आँखों से, प्रगति का हाथ थामकर  
जितना आगे बढ़ती हूँ, समाज की कूटनीति  
मेरा आस्तीन पकड़कर  
धीरे-धीरे खींचती है—  
पीछे की ओर  
घर-घर में है धर्म-भीरु लोग  
वे बहुत चुपके से करते हैं—  
वर्ग विभाजन  
मनुष्य से अलग

छोटकर रखते हैं— स्त्री को  
मैं भी होती हूँ।”

प्रभा दीक्षित ने भी अपनी कविता में यह स्पष्ट किया है कि औरत निरपराध होकर भी अपराध बोध को ढोने के लिए विवश है और पुरुष अपराधी होकर भी सम्मानित जीवन जीता है। आखिर क्यों ?

“जिस आत्मविश्वास से  
धरती पर पॉव रखते हो तुम  
उतने ही आत्मविश्वास से, धरती पर चल नहीं पाती हूँ मैं”  
“तुम करके अनगिनत अपराध, जी लेते हो एक सम्मानित जीवन  
और तरेरेते हो आँखे, सच के सूरज की  
पर बिना किये कोई अपराध, एक अपराध बोध जीती हूँ मैं।”

समसामयिकता का दबाव लगातार हिन्दी कविता पर रहा है। भले ही अध्ययन की सरलता के लिए उसे अनेक कालखंडों में विभाजित कर दिया हो। किन्तु आज भी स्त्री-विमर्श सम्बन्धी कविताएँ लगातार लिखी जा रही हैं।

पुरुष कवियों — राजेश जोशी, अरुण कमल, विष्णु खरे, जगदीश चतुर्वेदी, मंगलेश डबराल आदि कवियों व अनेक कवयित्रियों गगनगिल, अनामिका, नीलेश रघुवंशी, कात्यायनी आदि ने स्त्री-विमर्श पर अनेक कविताएँ लिखी हैं। इन प्रतिष्ठित कवि व कवयित्रियों के अतिरिक्त — रंजना श्रीवास्तव, सविता सिंह, पूनम सिंह, अर्चना वर्मा, रंजना जायसवाल, अमिता शर्मा, हरजीत अर्नेस्त, वंदना देवेन्द्र, रश्मि रेखा, आभा, वर्तिका, नंदा, कमलेश सचदेव, हूबनाथ पाण्डेय, उदय प्रकाश आदि की कविताएँ, हंस, वर्तमान साहित्य, पहल, आलोचना, नया ज्ञानोदन, कथादेश, परिकथा, साक्षात्कार, संचेतना आदि प्रतिष्ठित पत्रिकाओं में प्रकाशित होती रही हैं। यह कविताएँ अपने नये रूप के साथ-प्रेम नैतिकता, प्रताड़ना, बंधनों के प्रति आक्रोश और छटपटाहट, अपनी पहचान पाने का संघर्ष एवं मुक्ति की लालसा लिये नये ढंग से नवीन सन्दर्भों में व्यक्त हुई है।

एक स्त्री-नारी की व्यथा को जितना महसूस कर सकती है शायद उतना पुरुष नहीं। यही कारण है कि अनामिका अपनी कविताओं में सहज ही नारी वेदना को व्यक्त कर देती हैं। ‘बेजगह’ शीर्षक कविता में —

“अपनी जगह से गिरकर  
कहीं के नहीं रहते  
केश, औरतें और नाखून  
घर में ही असमानता का व्यवहार वो भी माँ रुपी स्त्री द्वारा—  
राम पाठशाला जा ! राधा खाना पका !  
राम, आ बताशा खा ! राधा, झाड़ू लगा!  
भैया अब सोएगा, जाकर बिस्तर बिछा !  
अहा, नया घर है ! राम, देख, यह तेरा कमरा है !  
और मेरा ओ पगली, ”

लडकियाँ हवा, धूप, मिट्टी होती हैं

उनका कोई घर नहीं होता! (काव्य सरगम पृ. ६३-६४)

अनामिका सहज ही, सुन्दर शब्द चयन व उपमाएँ देकर कविता में ऐसा रंग भर देती है कि वह चित्रवत साकार हो उठता है।

उदाहरण स्वरूप - 'ढलरही धूप के लिए अनब्याही दीदी के रूप से उपमा देकर उसे धूसर और थकी हुई बताना अनामिका की अनुभूति का एक हिस्सा है -

“अनब्याही दीदी के रूप की तरह

धीरे-धीरे-ढल रही धूप

भी उतनी धूसर, उतनी ही थकी हुई।”

(बेरोजगार खुरदरी हथेलियाँ पृ. १७२)

इसी प्रकार कमलेश सचदेव की यह कविता 'बेटियाँ जानती हैं' स्त्री की व्यथा जो सदियों से चली आ रही है कि वे जिसे चाहती है उसके साथ शादी नहीं कर पाती और मन ही मन अपने भावों को समय के साथ दफन कर देती हैं -

“मैंने देखे थे कुछ सपने

और डर गयी थी -

किसी ने जान तो नहीं लिया .....

कोई जान ही जाता तो क्या होता.....

शायद मेरी माँ अपना सर पकड़ लेती

और बाद में मेरे बाल

शायद मेरा भाई मुझे पीटता, और घर में कैद कर देता

शायद मेरा बाप किसी भी गधे के साथ, मुझे बिदा कर जान छुड़ाता

इसीलिए मैं उन सपनों की पोटली बाँध, कहीं रखकर भूल गयी।”

- संचेतना, फरवरी २०१० पृ. ४३

इस कविता की 'स्त्री' यह भी कहती है कि मेरी तरह ही मेरी माँ, दादी, भाभी, बहन सभी ने अपना जीवन इसी प्रकार तो जिया है। इसी क्रम में उदय प्रकाश की 'औरतें' शीर्षक कविता को भी देख सकते हैं। परिवर्तनकारी युग में क्या बदला? औरतें आज भी, शराबी व चरित्रहीन पति के लिए करवाचौथ का व्रत करती हैं, उसके घर आने का इंतजार करती हैं, शायद मन से नहीं।

परिवार व समाज के भय से - “वह औरत जो सुहागन बने रहने के लिए रखे हुए है करवाचौथ का निर्जल व्रत।” वह पति या सास के हाथों मार दिये जाने से डरी हुई सोती-सोती अचानक चिल्लाती है। एक औरत बालकनी में आधी रात खड़ी हुई इंतजार करती है अपनी जैसी ही असुरक्षित और बेबस किसी दूसरी औरत के घर से लौटने वाले अपने शराबी पति का।

अन्त में हारकर कहती है -

“एक औरत हारकर कहती है

तुम जो जी में आए, करलो मेरे साथ,

बस मुझे किसी तरह जी लेने दो।” (काव्यसरगम पृ. ५९-६०)

भारतीय समाज में पुरुष ने यह मान लिया है कि औरत एक उपभोग की वस्तु है। यहीं से पुरुष की आजादी और औरत की गुलामी की दासता शुरू हो जाती है। पराधीनता व कड़े नियन्त्रण को कभी-कभी वह सह नहीं पाती और पागल हो जाती है। फिर वह जोर-जोर से चीखती व चिल्लाती है और अपने तमाम व्यतीत वर्षों का हिसाब माँगती है।

- डॉ. विजयकुमार की गद्य कविता — उदा.

“वह चीख-चीखकर अपने तमाम वर्ष वापस माँगती है।” (१)

स्त्री-विमर्श के क्रम में हरजिन्दर सिंह सेठी का नाम भी महत्वपूर्ण है, इनकी रचनाओं की नारी विज्ञापन की दुनियाँ के बाहर की है। जो कड़ी मेहनत करती है चेहरे पर कभी क्रीम नहीं लगाती फिर भी पसीने की बूँद से जिसका चेहरा हमेशा दमकता है। ये वही स्त्रियाँ हैं जो पत्थर तोड़कर घर बनाती हैं और अपने बच्चों को लोरी सुनाकर सुलाती हैं और प्यार से पूरे परिवार को बाँधे रहती हैं।

कुल मिलाकर आज जरूरत है स्त्री को अपनेआप को पहचानने की। भौतिकवाद और जातिवाद से ऊपर उठकर अपने अहं को जगाने की। अगर, इक्कीसवीं सदी में भी औरत ऐसा न कर सकती, तो फिर उसकी पहचान हमेशा भूल-भूलैया बनकर ही रह जाएगी। स्त्री-विमर्श के अन्तर्गत स्त्री की गुलामी, स्त्री-पुरुष असमानता, स्त्री शोषण, घरेलू श्रम, पितृसत्तात्मक व्यवस्था, सामाजिक भेद-भाव, समान कार्य के लिए समान वेतन आदि पर लगातार विमर्श हो रहे हैं। देखते हैं क्या होगा? हालाँकि, स्त्री मुक्ति एक सपना है - यूटोपिया है, पर सपने देखना तो हमारे वश में है कवि वेणु गोपाल की कविता के सहारे मैं अपनी बात समाप्त करती हूँ

“ना हो कुछ भी

सिर्फ सपना हो

तो भी हो सकती है शुरुआत

और यह एक शुरुआत ही तो है।”

संदर्भ ग्रन्थ:-

१. नयी कविता और नरेश मेहता — डॉ. विमला सिंह पृ. २९ पर

२. स्त्री-विमर्श - डॉ. विनय कुमार पाठक पृ. १, भूमिका से

३. यादों के उजाले — डॉ. इन्द्रबहादुर सिंह पृ. ५७

४. उस जनपद का कवि हूँ - त्रिलोचन पृ. ७३

५. उस जनपद का कवि हूँ - त्रिलोचन पृ. ७३

६. जो गिलाएँ तोड़ते हैं — केदारनाथ अग्रवाल पृ. ७७

७. कुआनो नदी — सर्वेश्वर दयाल सक्सेना पृ. ४०

८. 'पत्नी' — धर्मवीर भारती

९. सर्वेश्वर कविताएँ, भाग १ — सर्वेश्वर दयाल सक्सेना पृ. १४४

## अनुसंधान की व्यवस्थित प्रक्रिया एवं इसमें अच्छी परिकल्पना की उपयोगिता

स्वर्णलता पूनियां : शोध-छात्रा एवं लेक्चरर, टी.टी. कॉलेज, जयपुर

### अनुसंधान का अर्थ :

शोध, खोज, अन्वेषण, अनुसंधान एवं सर्वेक्षण आदि सभी शब्द शर्मा (1990) के अनुसार हिन्दी भाषा के पर्यायवाची शब्द हैं, जिसे आंग्ल भाषा में रिसर्च (Research) कहा जाता है।

फ्रेंच शब्द सर्चियर (Cerchier) शब्द से इस मूल शब्द की उत्पत्ति हुई है, जिसका अर्थ है “अधिक सुनिश्चित करने के लिए पुनः खोजना।”

संक्षेप में अनुसंधान के अन्तर्गत उन प्रश्नों, जिज्ञासाओं के हल खोजे जाने का प्रयास किया जाता है जिनका समाधान सम्बन्धित साहित्य में उपलब्ध नहीं है या फिर गहरे ज्ञान के गर्त में है जिसकी खोज की जानी है।

### अनुसंधान एक व्यवस्थित प्रक्रिया :

अनुसंधान को एक व्यवस्थित प्रक्रिया कहा गया है, जो पूर्णरूपेण सुनियोजित है, जिसके द्वारा नवीन ज्ञान की खोज की जाती है, ज्वलन्त समस्याओं के हल खोजे जाते हैं तथा उन हल एवं समाधान को विधिवत् प्रस्तुत किया जाता है।

उन्हीं समाधान नवीन खोज गये ज्ञान के आधार पर विभिन्न विचारों, तथ्यों, संप्रतयों की नवीन विवेचना की जाती है।

अंग्रेजी शब्द ‘रिसर्च’ का शाब्दिक अनुवाद है – पुनः अन्वेषण करना, खोजना, नवीन-नवीन तथ्यों की जानकारी देना।

इसीलिए कहा जाता है कि शोध या अनुसंधान की कार्य प्रक्रिया निरन्तर जारी रहती है।

शोध ज्ञान किसी भी एक सीमा तक जाकर रुक नहीं जाता है, आगे बढ़ता ही जाता है। यद्यपि विज्ञान के सिद्धान्त तो शाश्वत हैं ही, लेकिन उनका प्रतिपादन तो निरन्तर होता ही रहता है।

### अनुसंधान की परिभाषाएँ :

जॉन डब्ल्यू वेस्ट के अनुसार “अनुसंधान एक अधिक औपचारिक, क्रमिक, सघन प्रक्रिया है जिसमें वैज्ञानिक विधि के माध्यम से विश्लेषण को प्रयुक्त किया जाता है। इसमें अनुसंधान की व्यवस्थित संरचना को समाहित किया जाता है, जिसके फलस्वरूप निष्कर्ष निकाले जाते हैं। परिणामतः औपचारिक अभिलेख तैयार किया जाता है।”

पी.वी.यंग के अनुसार इसी कारण शोध को अन्वेषण से जोड़ते हुए कहते हैं कि अनुसंधान एक ऐसी व्यवस्थित विधि है, जिसके द्वारा नवीन तथ्यों की खोज की जाती है तथा प्राचीन तथ्यों की पुनः पुष्टि की जाती है।

अतः अनेक परिभाषाओं के माध्यम से यह सिद्ध होता है कि अनुसंधान प्रक्रिया में प्रमुख कार्यों को महत्व दिया गया है जो मुख्यतः निम्न तीन हैं।

1. नवीन ज्ञान में वृद्धि करना।
2. समाज तथा मनुष्य की सहायता करना।
3. समस्या समाधान के लिए प्रभावशाली बनाना।

4. अतः अनुसंधान उपर्युक्त तीनों का योग है।

#### अनुसंधान की परिभाषाओं की समीक्षा :

वैज्ञानिकता के सन्दर्भ में अनुसंधान शब्द की व्याख्या करने में सभी विद्वान इस बिन्दु पर तो एक मत है कि अनुसंधान में क्रमिकता, तर्क, सम्पत्ता, सघनता, अभिनवता, उद्देश्यपरकता के साथ-साथ वैज्ञानिकता भी समाहित हैं, जहाँ ईमानदारी के साथ सही एवं शुद्ध अन्वेषण किया जाता है तथा विज्ञान के सिद्धान्तों का प्रतिपादन एवं पुनः प्रतिपादन किया जाता है।

अनुसंधान में सतर्कता से घटनाओं का अध्ययन किया जाता है, उनका विवेचन एवं वर्णन किया जाता है, उनके बारे में पूर्व कथन किया जाता है तथा सत्य परीक्षण पर आधारित तार्किक विश्लेषण किया जाता है।

इसीलिए वैज्ञानिक अर्थ में अनुसंधान प्राकृतिक प्रत्ययों में अनुमानित सम्बन्धों में परिकल्पनिक कथन की नियमित, नियन्त्रित, अवलोकित एवं तार्किक खोज है।

वैज्ञानिक अनुसंधान के लिए निम्न चरणों की आवश्यकता है:-

वैज्ञानिक अनुसंधान के लिए अध्ययन की वैज्ञानिक पद्धति अत्यन्त व्यवस्थित तथा क्रमबद्ध अध्ययन करती है, इसीलिए वैज्ञानिक अनुसंधान के लिए वैज्ञानिक पद्धति से अध्ययन करने लिए कुछ निश्चित सोपानों की आवश्यकता पड़ती है।

जॉन डी.वी. तथा फ्रेड एन करलिंगर इन दोनों की पुस्तकों के आधार पर हम वैज्ञानिक पद्धति के लिए आवश्यक सोपानों की सूची निम्नांकित रूप में दे सकते हैं अर्थात् वैज्ञानिक अनुसंधान के लिए निम्नांकित चरणों की आवश्यकता होती है:-

१. समस्या की अनुभूति
२. समस्या का परिभाषीकरण
३. उपकल्पनाओं का विकास
४. निगमन तर्क
५. तथ्य संग्रहण
६. तथ्यों का विश्लेषण तथा विवेचन
७. उपकल्पनाओं की स्वीकृति तथा अस्वीकृति

#### 1. समस्या की अनुभूति :

जब कोई अनुसंधानकर्ता अपने अनुसंधान कार्य के लिए वैज्ञानिक पद्धति का प्रयोग करता है तो उसे सबसे पहले किसी समस्या या कठिनाई की अनुभूति होती है।

#### 2. समस्या का परिभाषीकरण :

वैज्ञानिक अनुसंधान कार्य के लिए समस्या का निर्माण तथा अनुभूति होने के उपरान्त समस्या के विविध पक्षों पर विचार किया जाता है, इसे हम समस्या का परिभाषीकरण या परिभाषा की व्याख्या करना कहते हैं।

#### 3. उपकल्पनाओं का विकास :

उत्पन्न समस्याओं के सम्भावित समाधान, उपकल्पनाएं या प्राक्कल्पनाएँ कहलाती हैं। वैज्ञानिक पद्धति से अनुसंधान करते समय उपकल्पनाओं का निर्माण अनिवार्य होता है।

**4. निगमन तर्क:**

जॉन डीवी तथा करलिंगर ने अपनी अपनी पुस्तकों में तार्किक निगमन को अत्यन्त ही महत्वपूर्ण बताया है।

**5. तथ्य संग्रहण:**

तार्किक निगमन के उपरान्त वह अपनी उपकल्पनाओं की जाँच के लिए तथ्यों, आँकड़ों तथा समकों का संग्रहण करता है।

**6. तथ्यों का विश्लेषण तथा विवेचन:**

तथ्यों का संग्रहण करने के उपरान्त तथ्यों तथा उपकल्पनाओं के अनुरूप तथ्यों का सारणीयन किया जाता है, फिर विभिन्न सांख्यिकीय प्रविधियों के प्रयोग द्वारा तथ्यों का विश्लेषण कर उनकी विवेचना की जाती है। विवेचना के आधार पर निष्कर्ष निरूपित किये जाते हैं।

**7. उपकल्पनाओं की स्वीकृति तथा अस्वीकृति:**

प्राप्त निष्कर्षों के आधार पर अनुसन्धानकर्ता ने जो पूर्व में उपकल्पनाएँ निर्मित की थी, उनमें से जो उपकल्पनाएँ निष्कर्षों के द्वारा सही पाई गई हैं, उन उपकल्पनाओं को स्वीकार कर लेता है तथा शेष को अस्वीकार कर देता है। स्वीकृत उपकल्पनाओं के आधार पर ही सामान्यीकरण या नियमों का निरूपण किया जाता है।

**परिकल्पना का अर्थ:**

शाब्दिक दृष्टि से परिकल्पना एक उपकथन है और यदि हम और विस्तार से देखते हैं तो परिकल्पना का शाब्दिक अर्थ है - 'पूर्व चिन्तन'।

शोध प्रक्रिया का यह दूसरा महत्वपूर्ण चरण है। शोधकर्ता समस्या समाधान की अवधारणा की पुष्टि प्राकल्पनाओं (परिकल्पना) के आधार पर करता है।

जब किसी संभावित सिद्धान्त का प्रदत्तों तथा प्रमाणों के आधार पर पुष्टि की जाये, उसे परिकल्पना की संज्ञा दी जाती है।

**परिकल्पना की परिभाषा:**

परिकल्पना को विभिन्न विद्वानों ने परिभाषित किया है। यथा:-

गुड तथा स्केट्स ने लिखा है कि "परिकल्पना एक अन्तिम या अस्थायी रूप में किसी निरीक्षित तथ्य अथवा दशाओं की व्याख्या हेतु स्वीकार किया गया हो एवं जिसके अन्वेषण को आगे पथ-प्रदर्शन होता है।"

गुड तथा हैट ने लिखा है कि "परिकल्पना इस बात का वर्णन करती है कि हम क्या देखना चाहते हैं। परिकल्पना भविष्य की ओर देखती है। यह एक तर्कपूर्ण वाक्य है जिसकी वैधता की परीक्षा की जानी है। यह सही भी सिद्ध हो सकती है और गलत भी।"

उपर्युक्त परिभाषाओं के विवेचन से स्पष्ट है कि परिकल्पना ऐसा कथन, निष्कर्ष पूर्व विचार या अनुमान है जिसका निर्माण शोधकर्ता द्वारा अपनी शोध की समस्या के हल के लिए करता है। इसके बाद अपने अनुमान की जाँच संकलित तथ्यों की सहायता से करता है। परिकल्पना द्वारा विविध चरों के मध्य सम्बन्ध स्थापित करने का प्रयास होता है। परिकल्पना इस प्रकार नवीन ज्ञान प्राप्त करने की प्रेरणा देती है।

**अनुसंधान में परिकल्पना की उपयोगिता :**

परिकल्पना एक प्रकाश स्तम्भ के समान है जो शोधकर्ता के मार्गदर्शक के रूप में होती है। अच्छे शोध में परिकल्पना का निरूपण ध्रुवीय केंद्र के समान है। इससे शोधकर्ता को ज्ञान होता है कि वह किस बात की खोज कर रहा है। परिकल्पनाविहीन शोध पतवार-रहित जहाज की भाँति है। अनुसंधान में परिकल्पना की उपयोगिता निम्नलिखित बिन्दुओं से स्पष्ट है:-

१. परिकल्पना ज्ञान के विस्तार में सहायक
२. अध्ययन में निश्चितता लाना
३. शोध की रूपरेखा बनाने में सहायक
४. शोध के अध्ययन की समस्या का सीमांकन
५. निष्कर्ष निकालने में सहायक
६. शोध में उचित दिशा प्रदान करना
७. प्रयोग के स्वरूप का निर्धारण
८. सिद्धान्त निरूपण में सहायक

**1. परिकल्पना ज्ञान के विस्तार में सहायक :**

परिकल्पना तथ्यों की सम्भावित व्याख्या प्रस्तुत करके सामान्यीकरण का मार्ग प्रशस्त करती है। समस्या के समझने में सहायता प्रदान कर शोधकर्ता के ज्ञान में वृद्धि करती है।

**2. अध्ययन में निश्चितता लाना :**

परिकल्पना द्वारा अध्ययन में अव्यवस्था तथा अनिश्चितता को समाप्त किया जा सकता है। इससे शोध-क्रिया में प्रगति कुशलतापूर्वक होती है।

**3. शोध की रूपरेखा बनाने में सहायक :**

शोध अध्ययन प्रारम्भ करने से पूर्व उसकी रूपरेखा तैयार कर लेना प्रथम सोपान है। इस कार्य में परिकल्पना ही मार्गदर्शक होती है।

**4. शोध के अध्ययन की समस्या का सीमांकन :**

परिकल्पना द्वारा समस्या का सीमांकन करने में सहायता मिलती है। ऐसा करने से त्रुटियाँ कम होती हैं और समस्या का एक निश्चित रूप हो जाता है।

**5. निष्कर्ष निकालने में सहायक :**

परिकल्पना निष्कर्ष निकालने में भी सहायता करती है। परिकल्पना द्वारा एक निश्चित मार्ग तय होने से यह निष्कर्ष कुशलतापूर्वक निकाल सकता है।

**6. शोधन में उचित दिशा प्रदान करना :**

शोधकर्ता परिकल्पना के आधार पर शोध विधि का निश्चय करने में अपने को समर्थ पाता है।

**7. प्रयोग के स्वरूप का निर्धारण :**

प्रयोगात्मक अनुसंधान में परिकल्पना प्रयोग के स्वरूप या प्रकार निश्चित करने में शोधकर्ता की सहायता करती है।



**8. सिद्धान्त निरूपण में सहायक :**

परिकल्पना तथ्यों तथा सिद्धांतों के मध्य की कड़ी है। परिकल्पना जाँच के बाद सत्य सिद्ध होने पर सिद्धांत का रूप धारण कर लेती है।

अच्छी परिकल्पना की विशेषताएँ:-

एक अच्छी परिकल्पना की निम्नलिखित विशेषताएँ होती है

१. परिकल्पना सम्प्रव्ययात्मक दृष्टि से स्पष्ट हो।
२. परिकल्पना की दूसरी मुख्य विशेषता है, परिकल्पना सरल रूप में होनी चाहिए।
३. परिकल्पना समस्या का पर्याप्त उत्तर हो।
४. परिकल्पना अच्छी वह होती है जिसमें चरों के मध्य सम्बन्धों की व्याख्या स्पष्ट तौर पर नपे-तुले शब्दों में की जाये।
५. परिकल्पना कथन लघु रूप में हो।
६. परिकल्पना समस्या का सरलतम उत्तर होनी चाहिए।  
इसके लिए आवश्यक यह है कि –
  - (i) परिकल्पना की शब्दावली सरल और स्पष्ट हों।
  - (ii) परिकल्पना लम्बी नहीं अपितु छोटी हो।
  - (iii) भ्रमपूर्ण भाषा का प्रयोग न किया गया हो।
७. परिकल्पना का समर्पण किसी सिद्धान्त के प्रति हो।
८. परिकल्पना विशिष्ट होनी चाहिए।
९. परिकल्पना प्रमाणित होनी चाहिए।
१०. शून्य परिकल्पना सर्वोत्तम होती है।
११. परिकल्पना धारणात्मक रूप से सुस्पष्ट हो।
१२. एक अच्छी परिकल्पना को परीक्षण योग्य होना चाहिए।

**निष्कर्ष :**

अनुसंधान को एक व्यवस्थित प्रक्रिया कहा गया है, जो पूर्ण रूप से सुनियोजित है, जिसके द्वारा नवीन ज्ञान की खोजे जाते हैं तथा उन हल एवं समाधान को विधिवत् प्रस्तुत किया जाता है। अनुसंधान में परिकल्पना की अत्यधिक उपयोगिता होती है तथा एक अच्छी परिकल्पना ही अनुसंधान की सार्थकता दर्शाती है।

**संदर्भ :**

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## **Biochemical Analysis in Developing Seeds of Two Safflower Varieties**

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### **Abstract**

Different biochemical constituents in developing seeds at four different stages was analyzed in two safflower varieties Viz Nira and JSI – 7. Dry matter, oil content, iodine number, free fatty acid value increased consistently from young to postmature stage of seeds. Saponification value was highest in young seeds and then decreased up to harvested seeds in Nira Variety. While in JSI – 7 variety continuous decreases was noticed upto mature stage and then increased in harvested seeds. Dry matter, free fatty acid, Saponification values were higher in Nira variety and oil percentage, iodine number value was higher in JSI-7 Variety. Qualitative analysis of lipid from young to postmature stage of seeds in both varieties shows same pattern of lipid metabolism.

**Key words** – Safflower, Developing seeds, Biochemical analysis

### **Introduction**

Safflower (*Carthamus tinctorius* L.) is an important rabi oil seed crop of India. Maharashtra and Karnataka are the most important safflower growing states. (Reddy and

1. Corresponding author

Pati, 1995). The oil is rich in polyunsaturated fatty acid, linoleic acid having effective role in reducing blood cholesterol level (Vidharthi, 1943). Young leaves are popularly consumed as a vegetable (Aykroyd, 1951). Safflower oil differs chemically from linseed oil in containing very little linoleic acid but in presence of driers, safflower oil dries as fast as linseed oil (Pugsby and Winter, 1947). According to Mukerji (1950) safflower oil is used as fixing agent after heating. When oil is heated for about 2.5 hours between 307-310<sup>0</sup>c it suddenly polymerizes to stiff elastic solid and used for water proofing cloth (Jamieson, 1944).

In the present study an attempt has been made to analyze quality of seeds, quality and quantity of oil in developing seeds of two safflower varieties. The seeds were harvested at different stages of development and then biochemical constituents like moisture and oil percentage, quantitative and qualitative analysis of lipid were determined at each stage.

### **Materials and Methods**

The seeds of safflower varieties Nira and JSI -7 were brought from Nimbkar Agricultural Research Institute, Phaltan. Nira is a spiny variety adapted to irrigated areas of Maharashtra. JSI – 7 is a spineless variety grown mostly in Madhya Pradesh. The methods of sowing was as per single cropped rabi tracts of Maharashtra. The seeds were sown in different field plots of equal size in the Botanical Garden of Botany Department of Shivaji University, Kolhapur. Three irrigations were provided first after the sowing, second 35 days after sowing and

third was given 65 days after sowing.

Biochemical analysis of seeds of safflower was made at different stages during development. Following developing stages were selected.

Stage	Days after flowering
1. Young	10
2. Premature	20
3. Mature	40
4. Postmature / harvested	60

Seeds at specific stages were collected and analyzed for different parameters. Moisture percentage was calculated with the help of fresh and dry weight. Oil extraction was done by using method of kaufmann (1958) and oil percentage was determined by using method described by sadashivum and Manickam (1992)

In quantitative analysis of lipid free fatty acid value, iodine number were estimated by using methods of plummer (1971), saponification value was estimated by using method of Horowitz (1975). Qualitative analysis of lipid was carried out by using the technique of T.L.C. as described by Mangold and Malins (1960, 1962, 1964). The spots on T.L.C. were identified by comparing their RF values with RF values of lipids given by Malins and Mangold (1960) and schematic representation given by skipski *et al* (1965).

### **Result and Discussion**

The developing seeds of safflower were harvested at different developing stages such as young, premature, Mature, postmature. Various biochemical parameters analyzed and has been discussed in following pages.

#### **1. Dry matter and oil content:**

Changes reported in fresh weight, dry matter and oil percentage during the development of safflower seeds are presented in table 1. Fresh weight of seeds in both the varieties increased linearly till the seeds become mature and then a slight decrease appeared in the postmature seeds. The moisture of seeds has maximum during young and premature stages and then drastically declined at maturity and harvest. The dry matter content continuously increased from young to the harvesting stage in both the varieties. Seeds of Nira variety exhibited higher values of dry weight and fresh weight as compare of JSI – 7 variety. However the oil content in JSI – 7 was slightly higher than in Nira. The rate of increase in oil percentage was high during young to premature development of seeds in both varieties.

#### **2. Quantitative analysis of lipids:**

Quantitative analysis of lipid during ontogeny of seeds was carried out in order to record the changes in iodine number, free fatty acid value and saponification value (Table, 2). The value of iodine number increased consistently from young to postmature stage. It was somewhat higher in JSI – 7. On the contrary the amount of free fatty acids was higher in Nira. Free fatty acid value increased about three times in the premature stage in

both the varieties. At mature stage it raised a little and then become highest after seeds harvest. Saponification values during different stages of seed development, fluctuated and varied from 187.9 to 210 in Nira and from 134.6 to 171.0 in JSI – 7. In both the varieties the value highest in the young stage, then decreased and remained more or less constant there after in Nira. In JSI-7 a continuous decrease was noticed in saponification value upto mature stage and then a sudden rise appeared in harvested seeds.

Noureldin (1986) has reported that dry matter percentage and iodine value increased consistently through out the seed development in soyabean. Increased iodine value was also observed in the developing sunflower seeds by Afzalpurkar and Lakshminarayana (1979). High iodine value has been reported for safflower by Husain *et al.* (1987).

### **3. Qualitative analysis of Lipid:-**

Qualitative analysis of lipid in the developing seeds of Nira and JSI – 7 as visualized by T.L.C. has been depicted in Table. 3. In the young seeds mono and diglycerides were prominent as compared to other constituents, Methyl esters of fatty acids existed from young stage and increased continuously throughout the seed development exhibiting very prominent band on T.L.C. especially at mature and postmature stages. Diglycerides decreased after the premature stages whereas content of triglycerides was noticeable in the post mature stage. Monoglycerides also decreased after young stage. Some constituents such as 1, 2 – alkyl glyceryl cyclic acetate, 1, 2 – glyceryl diether appeared in all the four stages of development whereas hydrocarbons and fatty aldehydes appeared upto premature stages. Fatty acids existed from premature to postmature stage and increased during the last stage. There was no much varietal difference in different constituents in Nira and JSI-7 except for the presence of fatty aldehyde dimethyl acetate in Nira at young and premature stages.

Fatty acid composition and lipid synthesis in developing safflower seeds has been studied by Ichihara and Manjiro (1980). They observed predominance of linoleic acid in every lipid class during the whole development while linoleic acid decreased with increased maturity and was not detected in matured seeds. Kuliev *et al.* (1984) also reported a high percentage of trilinolein ( more than 50%) in safflower seeds. About 66 to 73% of linoleic acid has been reported in three varieties of safflower by Raje *et al.*(1985) According to Mc. Mohan and Stumpf (1966) fatty acid synthesis does not occur right from seed setting and exhibits a lag phase of 10 to 15 days. The rate of fatty acid synthesis is influenced by increase in temperature and causes a rise in proportion of oleic acid and decrease in that of linoleic acid in developing safflower seeds (Browse and Slack, 1983) All component activities involved in synthesis of fatty acids were detected in erude extracts of developing safflower seeds ( Shimkata and Stumpf, 1982)

Study of Indian vegetable oils has revealed that safflower seed oil contains a lower percentage of glycerol as compared to coconut and palm kernel (Ramkrishna and Tirumah Rao, 1972). The biosynthesis of linoleic acid from oleoyl- CoA takes place in the microsomes of developing safflower seeds (Stymne and Lars, 1978). Triacyl glycerol synthesis from Oleoyl- CoA in developing safflower seeds is studied by Ichihara and Manjirao (1981).

**Table No. 1 :- Oil content in the developing seeds of safflower varieties.**

Stage of seeds	Fresh weight*		Dry Weight*		Moisture%		Oil Percentage	
	Nira	JSI-7	Nira	JSI-7	Nira	JSI-7	Nira	JSI-7
Young	3.04	2.05	0.50	0.39	83.55	80.98	18.46	20.24
Premature	5.85	4.58	2.95	3.01	49.57	34.28	26.60	29.42
Mature	6.13	4.98	4.87	3.71	21.54	25.50	27.70	30.90
Postmature	5.57	4.08	5.26	3.80	5.57	6.86	31.80	32.83

\* g/100 seeds

**Table No. 2 :-Quantitative analysis of lipids during different stages of development in seeds of safflower varieties.**

Stages of Seeds	Iodine Number		Free Fatty Acid value		Saponification Value	
	Nira	JSI-7	Nira	JSI-7	Nira	JSI-7
Young	100.33	103.50	0.748	0.561	210.36	171.11
Premature	113.67	108.59	1.870	1.746	193.55	168.30
Mature	116.84	130.16	1.996	1.860	187.94	134.64
Postmature	127.00	131.45	2.493	2.182	193.55	162.69

**Table No. 3 :- Quantitative analysis of lipids during different stages of development in seeds of safflower varieties.**

stage of seeds	Young		Premature		Mature		Postmature	
	Nira	JSI-7	Nira	JSI-7	Nira	JSI-7	Nira	JSI-7
Monoglycerides	++	++	+	+	+	+	+	+
1,2 -Alkyl glyceryl	+	+	+	+	+	+	+	+
Cyclic acetate								
1,2 -Diglycerides	++	++	++	++	+	+	+	+
1,3 - Diglycerides	++	++	++	++	+	+	+	+
1,2-Glyceryl diether	+	+	+	+	+	+	+	+

Triglycerides	+	+	+	+	+	+	+++	+++
Methy esters of fatty acids	+	+	++	++	++++	++++	++++	++++
Fatty aldehydes	+	+	+	+	-	-	-	-
Fatty aldehyde dimethyl acetate	+	-	+	-	-	-	-	-
Fatty acids	-	-	+	+	+	+	++	++
Hydrocarbons	+	+	-	-	-	-	-	-
Unknown	+	+	-	-	-	-	-	-

+ : Present      - : Absent

Number of sign indicates the intensity of bands.

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## **Effect of Aerobic Training on Body Mass Index of the Sedentary Obese Women from Shirala Tahasil**

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### **Abstract**

There are many drastic changes in every field due to high Information technology and the facilities like internet the whole world is just at click distance. Every Profession has many benefits because of this quick and easy access to reach the proper subjective. Can the thin or fat women, without glowing skin and low or high body weight look really beautiful? Is beauty related to big breasts and face? And can she become attractive and look smart with these specialties? In my opinion the answer to all the above questions is absolute no. If the women are not healthy and free from disease she cannot look charming and attractive. She has to take aerobic training to become slender and supple. In spite of her body weight, proportionate body figure, and the beauty spots. Beautiful body with diseases is a strange. Poet can say in his poetry about the sharp live eyes. Natural beauty after the rainy season cannot be compared with the artificial showers of water used for gardening. After all the beautiful women is basically at first a human being So the fitness, free from disease and accepted aging changes in the body can be decorated with the treatments. Then only she can look quite smart. Women in the real sense of their natural delicate style are genius. That is why it is rightly said that the aerobic training that Goodbye to fatness and well come to fitness

Here in this paper the aim of the study is to investigate the effect of aerobic training on the body mass index on sedentary obese women from Shirala. Forty obese women were selected randomly and equally divided in two groups- Control and Experimental groups. The Experimental group was administered and given aerobic training five days in a week for a period of 10 weeks. The control group was not involved in any aerobic activity regarding body health. Once in two weeks the load was increased. five days in a week for a period of 10 weeks. The control group was not involved in any aerobic activity regarding body health. Once in two weeks the load was increased. The Body Mass Index (BMI) was selected as variable. With the collecting data the "t" ratio was analyzed. Due to the training programmed given to sedentary obese women from Shirala taluka. It was very interesting that the BMI is positively influenced. The aerobic training helped the

subjects to decrease the Wight and BMI slightly. To decrease the magnitude of obese mild training of aerobic exercise is badly needed

**Keywords--** Fatness and Fitness, Spontaneous activity, aerobic training, Information technology and Body Mass Index (BMI)

### **Introduction**

We know that Sports and Physical Education is an indispensable area for the development of personality of individual. The role of sports leader is mandatory by activity which is continues process regarding sports expression with skill, strength, speed, suppleness, stamina and money. These are the main roots of the good Leadership. Necessity is the mother of invention. Human beings are the most vital part of the organization. Effective use of the human force depends upon the administration. We can get the results from the people in the organization in two ways by exercise of authority and by getting support of the people. The second method has a better and greater effect over the motivation of people. It is possible only when one of them becomes leader in real sense. A sport is an innate quality of human society and it has achieved a universal status in modern family. Other form of social activity has become an integral part of educational process, many people participates in sports activity for health and fitness. We know that diet plays a vital role in the maintenance of good health, preventions and cure of diseases. The body can't perform metabolic, hormonal, physical, mental or chemical functions without proper diet. 'The science which deals with importance of diet and its effects on the body is Dietetics.'

Nutrition is the process of taking food into the body and absorbing the nutrients in those foods. Good nutrition is also concerned with Protein, Carbohydrate, Lipids, Vitamin, Minerals and other supplementary content in appropriate quantity required for healthy growth. It helps you to maintain health, strength and physique. The present generation is in constant quest for a remedy of every malady. Many physicians have manufactured the modern ultra drugs from the point of view of the weight reducing effects of common women. The weight reducing capacity of the women is minimum as compare to man. Reducing weight can be a natural activity and an enjoyable pastime for those women who are suffering from other disease.

Obese women who lead a fairly comfortable and carefree life may not have trim figure and good health. The women required actual participation in the sports which are easy to do in daily life piously. Competition in the every field has created a tendency towards more brainwork than physical work for a large group of people. They most probably take up tension-ridden jobs which results in obese



of the human being. Aerobic exercise does not mean that one should do hard or strenuously exercises every morning which may result loss in body weight. Aerobic activity includes following items walking, swimming, cycling, rowing, skating, jogging, rope climbing, skipping, hopping with one leg. Waking is the best aerobic exercise that even a heart patient can do. Most of the obese women have at least some minor heart and lung ailments.

**Material and Method:-**

The aim of study is to investigate the effect of aerobic training on the body mass index on sedentary obese women. Forty common women were selected randomly and equally divided into groups- Control and Experimental groups. The Experimental group was administered and given aerobic training programme five days in a week for a period of 10 weeks. The control group was not involved in any aerobic activity regarding body health. Once in two weeks the duration of aerobic training was increased. The Body Mass Index (BMI) was selected as variable. With the collecting data the ‘t’ ratio was analyzed. Due to the training programme given to sedentary common women from Shirala Tahsil. It was very interesting that the BMI is positively influenced. The aerobic training helped the subjects to decreased the weight and BMI slightly that extent. To decrease the magnitude of obese mild training of aerobic is badly needed.

The subjects were given warming up exercise for a period of ten minutes before starting the training session. It included jogging, stretching, rotation at various joints, walking on heels and toes, forward bend, and backward bend, side word stretch, hip joints, stretching of calf and quadriceps muscle groups and Sit-ups and push-ups. The details of the training schedule are given below.

WEEKS	TRAINING SCHEDULE IN MINUTES
First two weeks	5 min. stretching, 5min. jogging and 5 min. walking.
Three to four weeks	5 min. stretching, 5min. jogging and 10 min. walking.
Five to Six weeks	10 min. stretching, 10min. jogging and 15 min. walking.
Seven to Eight weeks	10 min. stretching, 15min. jogging and 20 min. walking.
Nine to Ten weeks	10 min. stretching, 20min. jogging and 25 min. walking.

After the training session the subjects were ask to go for limbering down exercises. This includes slowly jogging, stretching, walking rotation, standing as well as sitting exercises and so on. The BMI of the subject was calculated by measuring the height in meters and body weight in kilograms. The following equation was used to calculate the Body Mass Index.

$$\text{BMI} = \frac{\text{Weight (kg)}}{\text{-----}}$$

Height (m)<sup>2</sup>

$$S.D = \frac{\text{Sum X}}{\text{Sum FI}}$$

$$t = \frac{X_1 - X_2}{S_{X_1 - X_2}}$$

Conclusion dependent BMI values are as Anorexia < 17.5 to 19.1 is under weight,

< 19.1 to 25.8 is desirable or normal weight, < 25.8 to 27.3 is overweight or marginal weight, < 27.3 to 32.3 is obese or over weight

< 32.3 to 35 is very obese or very over weight. < 35 to 40 severely obese weights.

< 40 to 50 morbidly weight. < 50 to 60 super morbidly weigh. To compare the mean difference between initial and final scores of experimental and control group test was employed with Body Mass Index.

**Results:**

Table1: Mean standard deviation, standard error and t ratio of Experimental and control groups in Body weight and Body Mass Index.

Variables	Groups	No.	Mean	Mean-dif	SD	SEM	t
	Experimental	20	Initial 87.65	1.15	3.40	0.83	
Body weight		20	Final 86.50		3.37	0.82	8.45
	Control	20	Initial 89.15	0.79	2.38	0.57	
		20	Final 88.26		2, 31	0.55	1.40
	Experimental	20	Initial 29.79	0.47	0.58	0.10	
Body Mass Index		20	Final 28.32		0.51	0.10	5.53
	Control	20	Initial 30.10	0.02	0.69	0.10	
		20	Final 30.08		0.67	0.10	1.50

In table no. 1 ‘t’ value for experimental group in the case body weight was 8.45. This is significant in statistical terms. As well in the case of control group the ‘t’ value calculated was 1.40 which was lower than the required table value. This shows that significant reduction in the body weight of the experimental group by training programme. The calculated value for experimental group in body mass index is 5.53 which are slightly higher than the required table value at 0.01 levels. In the case of control group the calculated ‘t’ ratio was 1.50 which was lower than the required value. This again shows that the significant reduction the body mass index in the experimental group.

The yellow fats which are accumulated in the men while giving aerobic exercise reduces in large quantity but that of in case of the women the white fats does not reduces firstly in large quantity. That is why we see that the significant reduction of the body mass index in the experimental group is less as compare that of men. On the other hand body weight was deducted in the large scale. Abstinance of reducing weight comes to those once only when they do the exercises properly by heart and with inn nest desire.

**Discussion:**

All the participants here I mean the subjects of the experimental group involved in this study has undergone regularly aerobic training programme for a period of ten weeks. Form the table it was evident that in the case of body mass index there were significant changes noticed after ten weeks to control group no changes were seen in the body mass index. Form the findings it is very clear and interesting to know that the sedentary obese women have positive influence upon their body mass index due to the training programme given to them. The aerobic training helped the subjects to decrease the weight and also helped them to keep the heart healthy.

**Conclusion:**

Women from the Shirala Tahsil were participated in the aerobic exercise resulted in the improvement of the body mass index as per the calculation of the 't' ratio

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## **A Study of Implementation of Activities for Linguistic Development at D. T. Ed. Level**

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### **Abstract:**

Language teaching aims at improving the communication skills of pupil. Language is now recognized as something alive, changing and evolving along with culture. Therefore, the language we teach must be well suited for communication – oral and written. When the language is learned, the branches of knowledge lie open before the pupil. Thus, the effectiveness of today's education depends on the efficiency of the pupil to use the language. A teacher should have mastery on his Language though he were the teacher of Science, Mathematics, Social science or Language.

Listening, Speaking, Reading, And Writing are four basic competencies regarding linguistic approach At D. T. Ed. Level, the teacher educators run various activities to develop reading and writing competencies of student teachers. The nature of those activities is versatile. However, there should be a change while we are going through a new situation come in 21<sup>st</sup> century. So the activities should have technological base which can provide an opportunity to develop competency with technology to student teachers.

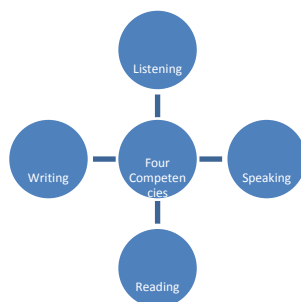
### **Introduction:**

Language is the tool of the Self-expression. Language is the gateway of knowledge. In order to equip ourselves with knowledge, we have to learn a language first. A person, who has command over many languages, is really more educated and wiser than the rest of his fellowmen.

Language teaching aims at improving the communication skills of pupil. Language is now recognized as something alive, changing and evolving along with culture. Therefore, the language we teach must be well suited for communication – oral and written. When the language is learned, the branches of knowledge lie open before the pupil. Thus, the effectiveness of today's education depends on the efficiency of the pupil to use the language. A teacher should have mastery on his Language though he were the teacher of Science, Mathematics, Social science or Language.

### **Basic Competencies of Linguistic Behavior:**

There are four basic competencies regarding linguistic approach.



**Statement of the Problem:**

**A Study of Implementation of Activities for Linguistic Development at D. T. Ed. Level**

**Objectives of the study:**

1. To study Activities which are implemented to develop Reading competency at D. T. Ed. Level.
2. To study Activities which are implemented to develop Writing competency at D. T. Ed. Level.
3. To suggest newly activities in favor of above mentioned competencies.

**Scope & Limitations of the study:**

Sr. No.	Scope	Sr. No.	Limitations
	The study includes only D.T. Ed. Level of the teacher education.		The study does not include B. Ed. Level of the teacher education.
	The study includes only Two Competencies (Reading & Writing) of the linguistic approach.		The study does not include another Two Competencies (Listening & Speaking) of the linguistic approach.

**Procedure of the study:**

The Study was completed by using survey method of educational research where the tool of the research was Questionnaire, which was filled by ten teacher educators.

**Interpretation of Collected Data:**

The interpretation of analyzed data according to objective 1, & 2 is given below:

Sr. No.	Competency	Activities implicated
1	Reading	Reading of the Drama text by using Role Playing Model
		Poem Reading Competition
		Inclusion of News Reading activity in Daily Prayer Program.
2	Writing	Essay Writing Competition

		Wall Magazines
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The interpretation of analyzed data according to objective No. 3 is given below:

Sr. No.	Competency	Activities implicated
1	Reading	Digital Book Reading Program
		Weekly Book Reading ( The book should be out of syllabus there.)
2	Writing	Letter Writing to Honorable Persons on various occasions.
		Daily Diary Writing

### Conclusion:

At D. T. Ed. Level, the teacher educators run various activities to develop reading and writing competencies of student teachers. The nature of those activities is versatile. However, there should be a change while we are going through a new situation come in 21<sup>st</sup> century. So the activities should have technological base which can provide an opportunity to develop competency with technology to student teachers.

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## **Effect of Weight Training Programme on the Selected Physical Fitness, Raiding and Blocking Skills Variables of Male Kabaddi Players in Swami Ramanand Tirth Marathwada University, Nanded**

**Dr.Narayan Khadke:** Research Guide, S.R.T.M.U.Nanded.

**Prof. Manik Meharban Rathod:** M.S.M's College of Phy. Education, Aurangabad

### **Introduction:**

Kabaddi is purely and simply an Indian game, which has been played in this country from ancient times. The game is very interesting and exciting in nature both for players as well as spectators. It is a very fast game. It is simple in form and at the same time it improves physical fitness of kabaddi players.

Many people play Kabaddi for fun and fitness and others are more ambitious with mind focused on club school, University, and National honors. Due to its inexpensive nature and its simplicity the game is quite popular particularly among school children.

Kabaddi game is played throughout Maharashtra and India.

In this paper 'Effect of Weight training programme on the fitness of Kabaddi players' was examined. Here study of Kabaddi players ranging in age from 18 to 23 was studied for understanding their improvement. This study was limited to "effect of weight training programme on the selected physical fitness and raiding and blocking skills variables of male kabaddi players" has been selected here for sample because of these reasons.

1. S.R.T.M.University, Nanded has a rich tradition of Kabaddi game since University started in 1995.
2. The coaching and training facilities are available on a large scale.
3. Four districts (Nanded, Latur, Hingoli and Parbhani) are included in S.R.T.M.University, Nanded. The number of students are more than twenty thousand.

### **Objectives:**

Every research requires specific objectives. In this work following objectives have been selected.

1. To study the performance of Kabaddi players in the pre and post training phase.
2. Evaluate endurance training program and to suggest remedies to improve it.
3. To understand the positive effects of endurance training on Kabaddi player.
4. To study the performance of the Kabaddi players while various skills in the Kabaddi games.
5. To develop new strategies of training and improvement to the endurance, Speed, agility, Raiding, Blocking skill of the Kabaddi players.

### **Methodology:**

#### **Sample:**

Here in this study experiment of weight training was conducted on 200 Kabaddi players. Pre and post training improvement was examined by conducting experiments and records was maintained. Weight training programme was conducted through the one year on 100 players and the training was be improve through two modules i.e. (a)

Training for Endurance: In order to improve the Kabaddi player performance in Endurance the training in 12 min run and walk was conducted like 12 minutes After this training improvement of the player's performance was be evaluated.

Training for Speed: In order to improve the Kabaddi player performance in Speed the training in 50 meter. run sprint was conducted like 50 meter run sprint After this training improvement of the player's performance was be evaluated.

Training for agility: In order to improve the Kabaddi player performance in agility the training in Shuttle Run was conducted like Shuttle Run After this training improvement of the player's performance was be evaluated.

Finally five scale test was conducted to understand improvement in the fitness of Kabaddi players.

The procedures adopted in endurance, Agility and Speed are as under.

**Variables:**

Experimental group and control group.

**Findings:**

After completion of one year weight training programme and physical exercise all the subjects participated in the post testing programme which was conducted like pre test.

The post test data were also recorded and preserved carefully for statistical analysis by using 't' test.

In this analysis of data **table 1** shows mean score and standard deviation of pre and post of the selected variable of the controlled and experimental group.

Table 2 shows paired samples correlations of per and post test of the selected variables in case of controlled and experimental group.

The comparison of mean gain and 't' value of pre and post test of the controlled and experimental group have been presented in table 3

Table 4 is a group statistics in which mean gain and standard devialtion of the controlled and experimental group have been presented.

comparison of mean gain between the controlled and experimental group by using Independence sample test have been presented in table 3.

**Data Analysis**

After completion of one year training period with weight training programme and physical exercise all the subjects participated in the post testing programme which was conducted like pre test. The post test data were also recorded and preserved carefully for statistical analyzed by using't' test.

**4.1Result of 50 Meter sprint**



In case of 50 Meter sprint Table 1 shows mean score of pre & post test. Mean score pre test is 8.1424 and the post test is 8.1405 and pre test SD is .55306, & post test SD is .55225

The mean score of pre and post test of the experiment group are and 8.3581 respectively and from Table 6 mean gain is 8.0083 sec. and pre test SD is .42213 sec. Post test SD is .44010sec.

Comparison of mean gain between the control and the experimental group reveals in Table 6. That the mean gain in case of 50 meter sprint of the Control group is .0029 sec. And the experimental group is .3578 sec. and their 't' value is 18.876 sec. From Table 5 Which is significant at .000 levels. Therefore the hypothesis Hypotheses sort in case of 50 meter sprint is accepted. Graphically presented in figure 4.1 has been accepted.

Thus the mean gain in speed (as assessed by 50 meter sprint test) is evident in experimental group as compared to the controlled one. Therefore, the Hypotheses have been accepted.

#### **4.1.2 Result on 12 Min Run & Walk**

In case of 12 Min run & walk Table 3 shows mean score of pre & post test. Mean score of pre test is 1933.9800 mts. and the post test is 1937.9800 mts.

The mean score of pre and post test of the experiment group are 1835.25 mts. and 202.195 mts. & pre test SD is 273.467 Mts. & post test SD is 140.80221 Ms. respectively.

Comparison of mean gain between the control and the experimental group reveals in Table 4 that the mean gain in case of 12 Min Run & walk of the control group is 4.0000 mts. and the experimental group is 167.1212 mts. and their 't' value is 16.901 mts. from Table 5 which is significant at .000 level.

Therefore, the hypothesis sort in case of 12 Min Run & walk is accepted, Graphically represented in figure No. 4.2.

Thus the mean gain in Endurance (as assessed by 12 min Run & walk test) is evident in experimental group as compared to the controlled one. Therefore the Hypotheses<sub>2</sub> has been accepted.

#### **4.3 Discussion of Result on 50 meter sprint Test**

It was evident from the result on 50 meter sprint test that although the control group not to showed significant improvement within group comparison, however, experimental group is maintained its superiority over the control group in speed. (Table 3 and 5). The exposure weight training programme was useful to improve speed among the subjects of experimental group; however, such gain in performance was not very good than experimental groups result of control group. The appearance of such result might have happened because during weight training programme, the players need a speed. Therefore, experimental grope improve their speed ability than control group. This result helps to interpret that the experimental group showed highly significant superiority over the control group, which in turn helps to interpret that weight training programme for 1 year period could improve speed as assessed by the 50 meter sprint test.

##### **4.3.1 Discussion of Result on 12 Min Run walks**

It was evident from the result on 12 min Run & Walk test. That although the control group not to showed significant improvement within group comparison, however, experimental group is maintained its superiority over the control group in Endurance (Table 3 and 5). The exposure of weight training programme was useful to improve Endurance. Among the subject of experimental group, however such gain in performance was not done by control group. But the experimental group performance was shows very good result.

The appearance of such result might have happened because during weight training programme, the player needs a good level of endurance he can run much more time. Therefore, experimental group players improve their ability of Endurance. This result helps to interpret that the experimental group showed highly significant superiority over the control group, which in turn helps to interpret that weight training programme for 1 year period could improve Endurance as assessed by the 12 Min Run & walk.

#### **4.1 Result on Raiding Analysis**

In case of Raiding Table 3 shows mean score of pre & post test. Mean score of pre test is 5.20 and the post test is 4.70 and pre test SD is .1.172 & post test SD is .1.193 and from Table 6 mean gain is -.50

The mean score of pre and posttest of the experiment group are 4.90 And 5.30 and pre-test SD is .1.307., post test SD is 1.106 sec. respectively and from Table 6 mean gain is .40. Thus the within group comparison of the experimental group the result shows there is improvements in the performance of Raiding.

Comparison of mean gain between the control and the experimental group reveals in Table 4. That the mean gain in case of Raiding of the control group is -.50 and the experimental group is .40 and their's't' value is 10.075 from Table 5 which is significant at .000 level. Their fore the hypothesis sort in case of Raiding is accepted. Graphically represented in Figure 4.1 has been accepted.

Thus the mean gain in raiding skill (as assessed by raiding test) is evident in experimental group as compared to the controlled one. Therefore the  $H_{03}$  has been accepted.

#### **4.1.1 Result of Blocking**

In Table 1 shows mean score of pre & post test. Mean score pre test is 5.10 and the post test is 5.00 and pre test SD is 1.307., & post test SD is 1.421.

The mean score of pre and post test of the experiment group are 4.80 and 5.00 respectively and from Table 6 mean gain is .20 and pre test SD is 1.172 post tests SD is 1.421 Comparison of mean gain between the control and the experimental group reveals in Table 6 that the mean gain in case of Blocking of the Control group is -.10 and the experimental group is .20 and their't' value is 5.745 from Table 5 which is significant at .000 levels. Therefore the hypothesis 1 sort in case of Blocking is accepted. Graphically presented in figure 4.1 has been accepted.

Thus the mean gain in blocking (as assessed by Blocking test) is evident in experimental group as compared to the controlled one. Therefore, the  $H_{01}$  has been accepted.

### 4.3.2 Discussion of Result on Blocking

It was evident from the result on blocking test. That although the control group not to showed significant improvement within group comparison, however, experimental group is maintained its superiority over the control group in Blocking (Table 3 and 5). The exposure of weight training programme was useful to improve Blocking. Among the subject of experimental group, however such gain in performance was not done by control group. But the experimental group performance was shows very good result.

The appearance of such result might have happened because during weight training programme, the player needs a good level of Blocking he can block much more time. Therefore, experimental group players improve their ability of Blocking. This result helps to interpret that the experimental group showed highly significant superiority over the control group, which in turn helps to interpret that weight training programme for 1 year period could improve blocking as assessed by the Blocking.

### 4.3.3 Discussion of Results on Raiding

It was evident from the result on Raiding Test that although the experimental group and the control group showed significant improvement within group showed significant improvement within the group comparison. However, it also maintained its superiority over the control group in Raiding. (Table 3 and 5). The exposure of weight circuit training programme was useful to improve Raiding among the subjects of experimental group. However, such gain in performance was not very good than experimental groups result among the subject of control group. The appearance of such result might have happened because during weight training programme, the players are frequently using dodging tactics which need a good level of Raiding. Moreover, the chase in Kabaddi also acts according to the players movement. Therefore, both these players improved their ability in Raiding. This result helps to interpret that the experimental group showed highly significant superiority over the control group, which in turn helps to interpret that the weight training programme for 1 year period could improve raiding as assessed by the raiding Test.

**Table 1**  
**Period Samples Statistics**

Sr. no	Independent Variable/Dependant		Pretest Mean	Posttest Mean	S.D. Pre Post		Corelation	T Value	Difference
1	Weight training E . G.	50 Mt.R.Sprint	8.3581	8.0083	.42213	.44010	0.894	17.568	
2	Weight training E . G.	Raiding Mean Gain	4.90	5.30	1.307	1.106	.923	-7.805	99
3	Weight	Blocking	4.80	5.00	1.172	1.421	.970	-4.975	99

	training E . G.	Mean Gain							
4	Weight training E . G.	12 Min Run and Walk	1835.25	1992.27	202.195	273.467	.888	- 11.818	99

**Table 2  
Correlations Samples Test**

Sr.No.	Independent Variable	Dependant Variable	Gr Compared	N	Mean Gain	Sd	t Value	Difference
1	Weight Training eg \$cg	50 Mt.R.Sprint	E.G.	100	.3578	.18705	18.876	198
			C.G.	100	.0029	.1898		
			C.G.	100	.0000	.0000		
			C.G.	100				
			C.G.	100	.54	.892		
2	Weight Training	Raiding Mean Gain	E.G.	100	.40	.512	10.075	198
			C.G.	100	-.50	.732		
3	Weight Training	Blocking Mean Gain	E.G.	100	.20	.402	5.745	198
			C.G.	100	-.10	.333		
4	Weight Training	12 Min Run and Walk	E.G.	100	167.1212	95.22554	16.901	198
			C.G.	100	4.0000	15.666699		
			C.G.	100	.05	.219		

**Table 3  
Independent Samples Test**

Sr.n o.	Independent Variable/Dependant	Pretest Mean	Posttest Mean	S.D. Pre	S.D. Post	Correlation	T Value	Difference
1	Weight Training C.G. 50 Mt.R.Sprint	8.1424	8.1405	.55306	.55225	.999	.9943	99
2	Weight Training C.G. Raiding Mean Gain	5.20	4.70	1.172	1.193	.809	6.834	99
3	Weight Training C.G. Blocking Mean Gain	5.10	5.00	1.307	1.421	.974	3.000	99

4	Weight Training .G	12 Min Run and Walk	1933.9800	1937.9800	334.47242	339.06175	.999	-2.553	99
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**Conclusions**

The investigator within the limitation of the study, made the following conclusions:

- ◆ Selected weight training programme for one year period has improved speed, endurance and agility, Raiding, Blocking, of the subjects of 18 to 23 years of age.
- ◆ Selected weight training programme for one year period improve the agility speed and endurance Raiding, Blocking, of boys Kabaddi players.

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## **Development of Environmental Handbook for D.Ed. Teacher Trainees for Integrated Teaching and Its Effectiveness**

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### **Introduction**

Today's man achieved towering development and reached to the pinnacle on the basis of strengths, intelligence, imagination, creative thinking and technology. The advancement of science and technology made the life more and more relaxed but this caused serious environmental crisis like pollution, degradation of ozone layer, global warming, green house effect, cyclone, Tsunami, drought, flood, volcano, earthquake, etc. Environmental education is the need of today. Teacher Education programme is core programme of the whole educational system. It is dedicated towards the development of quality teacher who are going to develop future generation of Nation. The international conference on the environment at Stokholm in 1972, the earth summit held in Rio-de-Janerio 1992 and Johannesburg 2002, for generating awareness among the masses towards environment. The National policy on Education 1986 states, 'there is paramount need to create the consciousness of environment.' In year 2005-2006 & 2006-2007 the environmental education is included in the school curriculum of primary level and environment as a special and compulsory subject was included at higher secondary level. There is need that the teacher educators of training colleges must think about this at different levels. But in the course of D.Ed. curriculum environment education is not included as a compulsory or a special subject. In the syllabus of standard fifth and sixth, Marathi, Science and Geography textbooks some units of environment at education was included. The knowledge, skills, competencies, application abilities about environment will be inculcate among the D.Ed. teacher trainees through teacher education but as there is no subject of environmental education, an attempt was made to provide a handbook of environmental education and training to D.Ed. teacher trainees of Maharashtra. The training centred around the environmental education innovative methods so that trainees could decide themselves how to inculcate environmental values to their students through integrated teaching of different subjects like Marathi, Science and Geography.

### **Review of Related Literature**

Trivedi, S. (1969), studied the assessment of interest of undergraduate students in relation to environment. The study revealed that interests were identifiable at the undergraduate level. The main effect of environmental factors included under the scope of present study most types of interests was significant and there also existed a significant interaction between a number of environmental variables.

Gupta and Grewal, (1981), conducted a comparative study of environmental awareness of children in schools. It was found that the difference

between formal urban and formal rural on environmental awareness was significant. Difference between nonformal education centres and formal urban was also significant an environmental awareness.

Poracharaj, (1991), studied the status of environmental knowledge, attitude and percepts on regarding environmental education among in service and pre service secondary school teachers.

Patel, (1995), attempted to investigate the environmental awareness and its enhancement in the secondary school teachers.

Naik, A. (2002) did a critical study in new science curriculum at secondary level in Orissa and concluded that there is a need for re-orientation in the objectives of science curriculum.

Chavan, D. (2003), developed the handbook of environmental education and found its effectiveness for B.Ed. teacher trainees. The results revealed that the handbook of environmental education was effective and useful for B.Ed. teacher trainees.

By taking of reviews the above said references, it is found that not a single study found related to D.Ed. teacher trainees. Therefore, the researcher decided to undertake the present study.

### **Rationale**

The rationale behind this innovative initiative was to find the environmental awareness of D.Ed. teacher trainees. Develop a handbook of environmental education and enable them to create the environmental awareness among the school students through integrated teaching of environmental education in different subjects.

### **The Statement of the Problem**

"Development of environmental handbook for D.Ed. teacher trainees for integrated teaching and its effectiveness."

### **Objectives**

1. To study the environmental awareness among D.Ed. teacher trainees.
2. To find the environmental units included in the textbook of subjects Marathi, Science and Geography of std. Fifth and Sixth.
3. To develop environmental handbook for D.Ed. teacher trainees for integrated teaching of environmental education through Marathi, Science and Geography of std. fifth and sixth.
4. To develop an environmental knowledge test.
5. To study the effectiveness of the developed environmental handbook for D.Ed. teacher trainees.

### **Hypotheses**

1. There is no difference between the level of environmental awareness of D.Ed. teacher trainees.
2. The units related to environment included in the subjects Marathi, Science and Geography of std. fifth and sixth are same in number.

3. The developed environmental handbook for D.Ed. teacher trainees may useful for integrated teaching of environmental education through Marathi, Science and Geography to std. fifth and sixth.

### **Sample of the Study**

The sample consisted of 235 D.Ed. teacher trainees randomly selected through 500 D.Ed. teacher trainees from R.C. Patel D.Ed. college, Shirpur in oborigine area of Maharashtra for survey study. Out of 235 trainees 125 female and 110 male trainees. Further for experimental study 30 teacher trainees were randomly selected from 235 teacher trainees.

### **Tools Used**

The following tools are used in the present study

1. **Environmental Awareness Questionnaire**

This test is constructed and standardized by Dr. Pravinkumarr Zaa. This test contains 51 statments. The reliability and the validity of the test is 0.74 and 0.83 respectively.

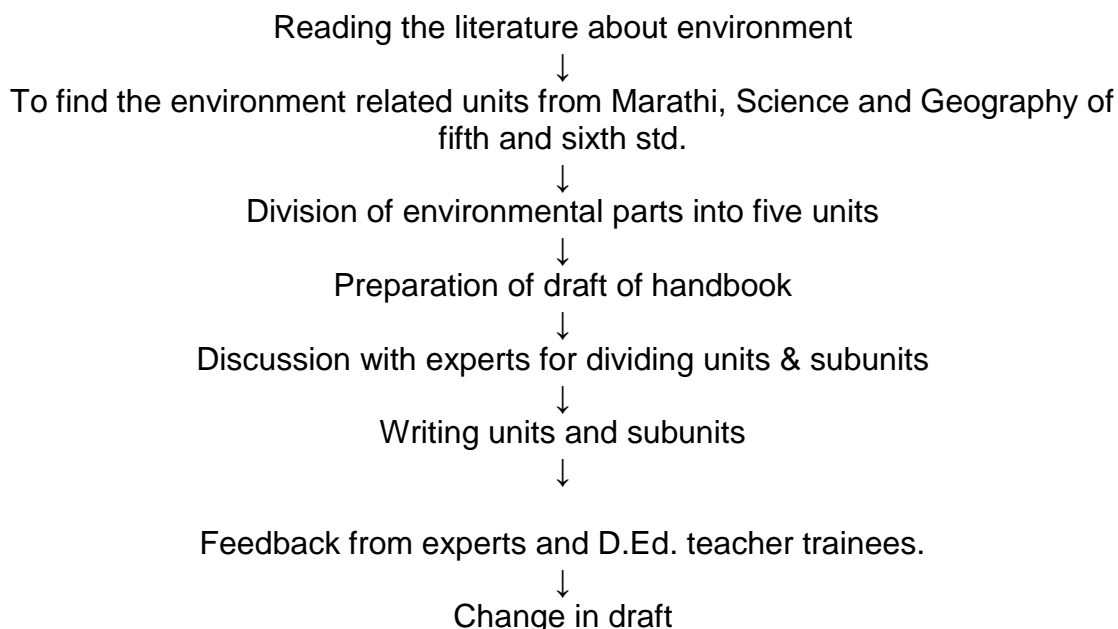
2. **Environmental knowledge test**

This test is constructed by researcher. This test contains 40 statements, it was checked by experts and then modified on the basis of pilot study.

3. **Practise lessons**

### **Procedure**

The tool namely Dr. Pravin Kumar Zaa's Environmental Awareness questionnaire was administered to selected 235 D.Ed. teacher trainees from shirpur, Dhule district. Then researcher developed environmental handbook as follws.





↓  
Finalization of environmental handbook.

The content of environmental handbook was fixed after discussion with experts of environment subject. The researcher constructed the units & subunits of environmental education handbook in Marathi considering the Marathi, Science and Geography of fifth and sixth standards as follows-

**Unit 1- Our Environment**

- i) Biotic factor.
- ii) Abiotic factor.
- iii) Natural Resources

**Unit 2- Environmental Effects & Control Measures**

- i) Pollution
- ii) Deforestation
- iii) Environmental disaster and management

**Unit 3- Population Education**

- i) Population Explosion effects and control
- ii) Environment and human health
- iii) cultural Environment
- iv) Relationship between man and environment

**Unit 4- Environment Protection and Fostering**

- i) Bio-diversity
- ii) Use of natural resources sparingly

**Unit 5- Recycling of Waste Material**

- i) Reuse of waste material
- ii) use of solar energy

Then the researcher conducted training of D.Ed. teacher trainees for the use of handbook as following.

**Time Table of Training**

Period	Subject	Time
1.	Importance & need of environmental handbook	12 to 1
2.	Different units included in handbook	1 to 2.30
3.	Recess	2.30 to 3
4.	Guidance of how to teach environment through integrated teaching of fifth & sixth lessons	3 to 4

5.	Guidance for integrated teaching Marathi, Science and Geography	4 to 5
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The researcher observed practice lessons of D.Ed. teacher trainees before & after giving training

### Analysis and Interpretation of Collected Data

**Table No. 1**

Sr. No.	Level of Environmental Awareness	Level of Scores	Number of D.Ed. teacher trainees	Percentage (%)
1.	High	37-51	163	69.36
2.	Medium	16-36	72	30.64
3	Less	0-15	00	00
		<b>Total</b>	<b>235</b>	<b>100</b>

**Table No. 2**

Sr. No.	Subject	Total units in textbooks of fifth std.	Units related to environment	Percentage (%)
1.	Marathi	19	13	68
2.	Science	21	12	57
3	Geography	13	08	61

**Table No. 3**

Sr. No.	Subject	Total units in textbooks of Sixth std.	Units related to environment	Percentage (%)
1.	Marathi	31	15	48
2.	Science	14	07	50
3	Geography	19	17	89

**Table No. 4**

Sr. No.	Environmental Content knowledge test	Number of Trainees	mean	SD	't' Value
1.	Pre-test	30	22.83	4.46	8.88
2.	Post-test	30	30.67	3.16	

### Interpretation

1. From table No.1 number of D.Ed. teacher trainees with high level of environmental awareness is 69.36%, medium environmental awareness is 30.64% and no teacher trainee was found with less awareness. Therefore it is concluded that mostly the D.Ed. teacher trainees have environmental awareness.

2. From table No.2, number of units in the textbooks of Marathi science and Geography & related environmental units revealed that 68% of environmental units in Marathi, 57% environmental units in science and 61% of environmental units in Geography textbooks of fifth standard. It is concluded that less number of environmental units are included in science textbook Marathi and Geography textbook of fifth Std.
3. From table No. 3 number of units in the textbooks of Marathi, Science and Geography and related environmental units revealed that of environmental units in Marathi, 48% environmental units in Science and 50% environmental units in science and 89% environmental units in Geography textbooks of Sixth standard. It is concluded that more number of environmental units are included in Geography textbook of sixth std. than Marathi & Science
4. From table No.4, Mean, standard Deviation and 't' value of environmental content knowledge pre-test and post-test of D.Ed. teacher trainees revealed that obtained t-value 8.88 is greater than the theoretical 't' value, for degree of freedom 29 at 0.01 and 0.05 level of significance. The obtained 't' value found to be significant. Therefore, it is concluded that, the environmental handbook was useful to D.Ed. teacher trainees effective for integrated teaching to school students.
5. The practise lesson contained the environmental part.

### **Conclusions**

After analysis and interpretation of data the following conclusions were drawn.

1. The D.Ed. teacher trainees mostly have environmental awareness.
2. The science textbook of fifth standard contains less number of environmental units as compare to science and Geography textbooks.
3. Geography textbook of sixth standard contains more number of environmental related units as compare to Marathi and Geography textbooks.
4. The environmental handbook developed was useful to D.Ed. teacher trainees and effective for integrated teaching to school students by different teaching methods.

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## **Comparison of Anxiety of Inter University and Inter Collegiate Players of Dr. Babasaheb Ambedkar Marathwada University**

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### **Abstract**

The purpose of this study was to compare the sports competition Anxiety between inter university and inter collegiate players of Dr. Babasaheb Ambedkar Marathwada University. The study was conducted on two hundred samples, consisting of hundred Inter-college and hundred Inter- university team game male and female players of different colleges affiliated to Dr. Babasaheb Ambedkar Marathwada University. Sports Competition Anxiety was obtained by administering Sports Competition Anxiety Test. The data collected through aforesaid tests were analysed with respect to competitive anxiety. T test was applied to compute the significances among two groups. The significance of data was judged at .05 level. The result of the study indicates that competitive anxiety of Inter-collegiate players was higher than Inter-university players.

### **Introduction:**

Anxiety is an emotional state, similar to fear, associated with physiological (somatic) and psychological (cognitive) arousal and with feelings of nervousness and apprehension. Anxiety is a complex emotional phenomenon. Anxiety describes the individual's level of emotionality. Anxiety and arousal are related because at the higher levels of arousal we considerably have more emotionality than at the lower levels. Since anxiety is an inferred emotional state of the organism and cannot be directly observed, investigations of anxiety rely heavily on having the individual report her own emotional states under various stress conditions.

Anxiety has been defined in a variety of ways such as :

“a disturbed state of the body” Johnson(1951), ‘Emotional reactivity.’.

Hardman and Johnson (1952), “Arousal and nervousness.”

Skubic(1956) and “unrealistic and unpleasant state of the body and mind.”

Anxiety is a multidimensional rather a uni-dimensional construct.

Spilberger (1966) is credited with formalizing the State-trait theory of anxiety.

Liebert and Morris (1967) hypothesized that anxiety comprises cognitive worry and emotional-arousal component.

Ford (1968) found that some competitors did better when their anxiety levels were high and that moderate levels of anxiety seemed to elicit increase in performance.

Mc Gowan (1969) found that basketball players scoring moderately high in a test of anxiety performed better in competitive situation than did those with lower anxiety scores.

According to Oxendine (1970), football blocking and tackling as well as weightlifting require extremely high A-state, where as basketball, boxing and soccer require moderate A-state. On the other hand archery, bowling and golf require low A-state for optimal performance. In his review of the major theories of anxiety, Fisher (1970) suggests that the concept of anxiety holds a central position in most psychological approaches.

Tutko(1971) obtained supporting evidence for the inverted U-hypothesis in his research measuring the effect of anxiety on the performance of athletic teams. His results showed that the level of anxiety felt by an athlete determined the extent to which he learned.

Singer (1972) has found supporting evidence for the inverted U-hypothesis, measuring the effect of anxiety on the performance of athletic terms as well as sportsmen.

Martens (1975) in the competitive process understand anxiety in competitive situations and with the help of Competitive State Anxiety inventory-cognitive anxiety, somatic anxiety and self confidence as these variables affect the competitive performance of a person.

**Delimitations:**

The study has been delimited to the inter-college and inters university level male and female players. Basketball, Cricket, Softball, Handball and Volleyball players, in the age group of 18-27 years, were drawn from Dr. Babasaheb Ambedkar Marathwada University Aurangabad and colleges affiliated to them.

**Objectives of the Study:**

The objectives of the study are stated as follows :

- 1) To study the competitive anxiety among male and female Inter University players of Dr. Babasahab Ambedkar Marathwada University.
- 2) To compare the competitive anxiety among male and female of Inter collegiate players.

**Hypotheses:**

- 1) There would be no significant difference between male and female Inter university players on competitive anxiety.
- 2) There would be no significant difference between male and female Inter collegiate players on competitive anxiety.

**Methodology:**

**Selection of Sample:**

The sample consists of two hundred male and female players of Dr. Babasahab Ambedkar Marathwada University. The subjects were drawn from the colleges affiliated to Dr. Babasahab Ambedkar Marathwada University Aurangabad. Random Sampling Technique was employed to select the subjects. The data was collected from Basketball, Cricket, Softball, Handball and Volleyball male and female players. The researcher will use survey research methodology for the study.

**Tools used:**

Ravi Kant and Vibhuti Narain Mishra's Sports Competitive Anxiety

Inventory has been taken to assess the anxiety. This questionnaire consisted of twenty seven statements.

**Method for Analysis:**

Student’s T test has been applied to find out the significant differences among two groups at 0.05 level of significance. The collected data were tabulated to find out the difference of competitive anxiety among two groups.

**Results and Discussion:**

**Table - 1**  
**Mean SDs and T-ratio of competitive anxiety between IUT and ICT players**

Variable	Group	N	Mean	SD	T-ratio
Competitive Anxiety	ICT	100	13.04	3.37	<b>47*</b>
	IUT	100	7.55	3.38	

\*Insignificant at .05 level.

Table 1 reveals that there is no significance between inter-university and Inter-collegiate players on competitive anxiety. Thus it may be concluded that anxiety of both, Inter-university and Inter-collegiate groups are same when male and female combined together.

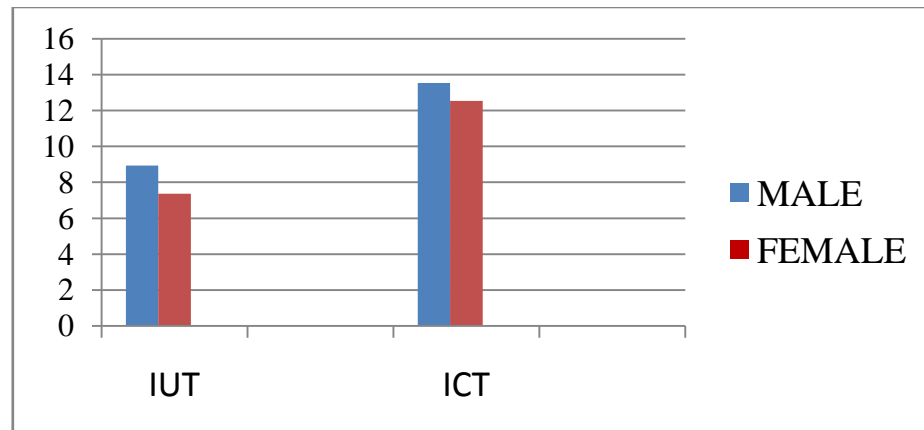
**Table - 2**  
**Mean SDs and t ratio of competitive anxiety for males & females for both ICT and IUT players**

Variable	Group	Sex	N	Mean	SD	T-ratio
Competitive Anxiety	ICT	Male	50	13.54	1.86	<b>2.98*</b>
		Female	50	12.54	1.47	
	IUT	Male	50	8.94	1.18	<b>6.07*</b>
		Female	50	7.36	1.84	

\* Significant at .05 level

Table 2 reveals that there is significant difference between inter-university male and female players on competitive anxiety. There is significant difference between inter-collegiate male and female players on competitive anxiety. It is inferred that the average anxiety of Inter-university male players was higher than female players. And also Inter-collegiate male players were higher than female players.

**Fig.1: Histograms showing mean scores of anxiety for male and female IUT and ICT players.**



Sports Competition anxiety level of Inter-collegiate players has been higher than Inter-university players. Due to lack of physical activity and social interaction, the Inter-collegiate players have higher level of competition anxiety than Inter-university players.

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## **Social Realism in the Poetry of O. P. Bhatnagar**

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### **Abstract**

Included in the Oxford University Press -Anthology of Indian Poetry, 1972 and listed in the Encyclopaedia of Post-Colonial Litterateurs in English (Routledge, London, 1996), O.P. Bhatnagar is regarded as a major Indo-English poet of our era, in whose opinion "Indian poetry in English is a poetry of encounters. The encounter is not merely with language but with all the contents of religion, culture, value, thought and attitudes which it unfolds as challenge to our sensibility. "The present paper is an effort to show that the poetry of O.P. Bhatnagar is assertion of all political, social changes of his age.

" Poetry being the pathos of life leads human sensibilities fj towards flexibility and sympathy. It touches man to compose something positive and aesthetic and meaningful out of one's sufferings and crises. Poetry or the creative process offers repose and leads one to recognize the element of the constructive in life. My art is but a way of overcoming the travails of my life including society, nation, god or man, which from and provide the context of and for life."

- O.P.Bhatnagar

O.P. Bhatnagar had emerged as a major Indo-English poet of our era. His was a powerful voice trying to mould the conscience of man for a better world order. His poetry was not bogged down in dreamy romanticism. He had made it stand on the firm ground of existential realism. His poetry was the poetry of protest. He refuted T.S. Eliot by remarking that: "Poetry is not extinction but awakening of personality to the realities of the present, a space that imagination gives to reality in concrete." Poetry to Bhatnagar is neither an outburst of emotion nor of metaphysics; it is a projection of the poet's deeply felt experience. Some of his poems revealed this trait. In his poem "Bounds of country care" included in his collection of 'Thought Poems', he wrote :

Dialectics cannot be a way of blurring reality  
Nor philosophy a way of doing away  
With vampires  
Santa Claus is not our image  
We need men who can clap their feet  
In mud. (T.P., p.25)

O.P. Bhatnagar was an independent spirit, a radicalist throughout his life. His poems were personal, political and social. While his style combined ease and strength, his attitude was tough and unfriendly. He was an embattled spirit throughout most of his life and he was also a plain speaker. He stressed the necessity of redefining the role and purpose of poetry today in "Making A Poem"

(Shadows in Floodlights)'.  
'

" A poem is a visible nuance  
Of the invisible remarking truth  
Like images east to enliven  
The diverted action: wind felt  
In the clapping of leaves  
And the delicate bouling of tender grass.

The purpose of poetry, according to Bhatnagar, is to train people into sensitive understanding of life and its reality in the present through intellectual reflection. He sought to awaken his people from the infernal abyss of corruption, inhumanity and injustice:

To shake the universe  
With the thunders from my throat  
And use the last breath of mine  
To keep my countrymen awake. (Feeling Fossils, p.12)

Bhatnagar was indeed a genius. His poems were amazingly rich in vitality and "age cannot wither them nor custom stale their infinite variety" as it was said of Cleopatra. What was painted in his poems? He took little worries, the little pleasures, the little hardships, and the little tragedies and irradiated them with his ever-flowing sympathy. Bhatnagar set himself seriously to the task of improving the lot of lower classes, who were wallowing in poverty, hunger and disease. The industrialists were sinfully selfish, hard hearted, cruel and tyrannical in the treatment of their employees. Who could say for them 'if winter comes, can spring be far behind'? Bhatnagar took kindly to them and tried to attract the attention of the powers-that-be and the generous public among his readers to improve the conditions of living of the working class and workhouse. Boldly he penetrated on the flagrant and crimes of society on the poor and down trodden. He said on the hunger death at Kalahandi:

"In cities, delicious lunch kills one half;  
Rich cuisine at night, the other;  
But the native, appetites at Kalahandi  
Run more novel and putrid  
To act distasteful and hurtingly enduring  
To a draft menu for an under grown taste.  
They eat air, chew sun and drink moonlight  
In the shadow of their country's dwarfed freedom;  
Hallow integrity, fading morals and synthetic pride.  
(Appetites at Kalahandi: (Cooling Flames of Darkness,p.23 )

He further said:

They wet the dry puddles of their needs

With the tears of their half-bent women  
And the sunburnt- sulking of their ghostly children  
To harvest more dream crops and drizzle  
To feed the desperate gnawing hunger  
Hung waspish by their chocked throats.  
In flawed moulds.

(Appetites at Kalahandi: (Cooling Flames of Darkness,p.23 )

Bhatnagar rallied at the world as a misanthrope but really he loved the humble and the poor. Having come from a very humble origin he had appreciation for the poor.

Through his poetry and critical writings, Bhatnagar had taken up the arduous task of exposing the wide spread corruptions, atrocities, adulterations and moral degradation rampant in the Indian society in a fiery voice which welled up like a live volcano. But his anger, as Suresh Nath said,"always solidifies into the creative lava for humanity" He voiced against the degradation in India:

A simple honest man  
In a worn out mode  
May still himself find  
Measuring life in value spoons  
Bribery, corruption and forgery  
For him a bitter poison be  
But the clever in it  
A meaty situation sees  
Dispensing poison like a doctor  
Normalizing a disturbed balance.

(Thought Poems, p.15)

Bhatnagar took an ironic view of the masters of the industrial India and parliamentarians and gave himself to drawing their grotesque pictures, as to drive home his point to them and to divest the readers with his sense of satire, sentiment and pathos. Politics is the key word of our life today and it is playing havoc in the country. Our democracy lives on elections. But in our country we see its corrupt and distorted face every time. The election agents "flit like gay birds pecking at every fruit in the Eden garden where plucky political dreams thrive"

The Indian society grows callous to the suffering of individual. While the individuals reel under the pain and suffering inflicted upon him by his compatriot. The poem "I can Question Only My Dreams" succinctly states the plight of the common man and the society's calculated nonchalance to the heart sending and pitiable condition of the suffering humanity.

The numberless  
Go blind of adulterated oils  
Making a smooth passage to dark  
And children thin out to death

For want of milk in the water  
Several to them as feed  
I cannot ask my conscience to revolt

For suffering has become our creed.  
In "A Lucky Star to Hang on" he said with sarcasm:

I know the crystal conscience of society  
And the soap it uses to wash clean its dirt  
While the privileged sunbathe  
The poor sweat out the heat. (Thought Poems, p.27)

The tones became pathetic when he concluded it with a sense of no hope for the miseries of the poor.

Some questions have no answers  
Some wounds no cure.

Bhatnagar was unhappy that the people of his nation have not cared to cultivate their brain and cultural aspects of human life. On the contrary, they have given themselves foolishly away to the gratification of the sensual urges. It hurts him to see:

We are a nation of spiritual past  
Which for its fossil values veil  
Forever last  
We may buy tickets  
In black market  
To see women raped in films

The voice we hear in much of his social poetry is more of a public voice in the manner of a simple protest or in an ironic recognition of the contradictory ways of the society.

Bhatnagar was not concerned about man's ultimate destiny, he was not disturbed by the fact that man and all his works may some day drift into the darkness of space a frozen and unseen monument to the vagaries of the creative process. His pessimism is of man of this world in which he must live and justify himself if life is to have a meaning. It is a pessimism which is born of man and that has in it some gleam of hope for it holds that man's greatest tragedies are of his making and thus it is a fair presumption to hope that man may unmake them.

If there be any cure for the suffering and disease of the common man of India, it lies in what Bhatnagar suggests in his existentialist poem "Getting to Live",

"why can't his will squeeze out his disease." (Thought Poems, p.28)

Bhatnagar believed that our tragedy is due to our forced compromise with evil. An average Indian has no voice and iron-will to ameliorate his lot. But if he is to

survive, he must resort to revolt which is the most effective and shortest way to success. His poem "On the Cross Roads" was inspired by his urge to revolt against suffering beyond measure. He concluded his poem by saying:

Uproot the signpost  
That has aged telling faded routes  
And bring down the milky way  
For the innocence to tread on. (Oneiric vision, p. 18)

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## **Effect of Specific Strength Training Programme on the Service Ability of Lawn Tennis Players**

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### **Introduction**

Strength, endurance, speeds and flexibility, co-ordination are the five major fitness factors for lawn tennis player and each requires an exercise routine.

In Lawn Tennis the service is a crucial stroke to a good start, generates confidence in the player and this is very important for the rest of the player's game. There is more individual interpretation of the service than almost any other stroke in the game but this does not affect the fact that good service is based on sound basics. In tennis, strength is utilized to generate speed, power and endurance. It is impossible to have great quickness, speed, power, anaerobic energy system development of flexibility without optimal strength.

The purpose of the study was to assess the effect of specific strength training programme on the service energy system of district – level lawn tennis players.

### **Methodology :**

30 male Lawn tennis player age ranged between 14 to 16 of Nanded Districts Lawn Tennis association were selected as subjects for the study. All subjects were assigned to the experimental randomly control group each were consisting of 15 subjects.

The experimental group was given specific strength training programme of 25 min. AlterNet day in the morning for 8 weeks as a experimental treatment. The training programme is composed of four specific strength exercises they are as following.

1. Push up : to develop the muscular strength endurance of the triceps, pectoral and deltoid muscles
2. Chin up: to develop strength endurance of the back and arm musculature, particularly latissinus darts which is a prime mover in the generation of velocity during stroke production.
3. Overhead medicine ball throw: to develop the ability of the upper body to exert force at a high speed.
4. Skipping: to develop the ability of the lower body to exert force at a high speed.

The control group was not given any treatment factor. Both the group continued their daily practice as usual in the evening except Sunday.

### **Data collection:**

To find out the effect of the specific strength training programme on the service ability of lawn tennis dist. Level players. Hewitt tennis service test was

selected. This test is composed of two test items 1) Service placement test 2) speed of service test. This test was used to measure the accuracy of a subject's service and speed of a served tennis ball.

The data was collected for each variable administering their respective tests the test was administered at tennis court on Nanded dist. Lawn tennis Assoc. To ensure that the data was reliable each subject was allowed 10 min. of warm up time on a court other than test court. The subject given test demonstrations and each subject was given 10 trials to perform the respective test for each variable. The data was collected giving the experimental treatment and at the end of treatment and at the end of training period.

**Data analysis**

For data analysis mean, standard deviation and 't' test were computed.

The analysis of data are presented in table 1 and 2

**Service placement test for accuracy**

**Table 1**

Comparison between post test of control & experimental group

Test	Mean	Mean difference	Standard division	t value
Control group	17.33		2.02	
		2.73		4.07
Experimental group	20.06		1.65	

**Speed of service test**

**Table 1**

Comparison between post test of control & experimental group

Test	Mean	Mean difference	Standard division	t value
Control group	14.86		1.85	
		2.4		3.07
Experimental group	17.26		2.43	

**Result of the study (Findings)**

The specific strength training programme development the service accuracy of district level lawn tennis players. Whereas control group does not develop service accuracy as experimental group.

The specific strength training programme developed the service speed of district level lawn tennis players. Whereas control group does not develop service speed as experimental group.

**Conclusion:**

The specific strength training programme of 8 weeks on experimental group result following conclusion.

It is evident from the findings that the specific strength training programme develops the service ability of district level lawn tennis players. Whereas control group does not develop service accuracy & service speed as experimental group.

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## **Changing Paradigm of Indian Banking**

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### **Introduction:**

Banking is an important sector that helps economic growth and development. It acts as a catalyst agent for nourishment of financial sector. It takes money from the place where it lies idle and moves to the place where it is needed.

In modern times banking system developed in the middle ages. The word bank is derived from the Greek Latin root 'Banco' referring to a place where transaction of money took place on wooden counters. The first bank in the world was the Bank of Venice. In India the first bank was The Bank of Kolakatta. Thereafter a number of banks were established.

### **Objective:**

The objective of this paper is to review the paradigm shift in Indian banking. The banking sector along with other economic sectors are the products of economic philosophy accepted by the state. The economic philosophy gives birth to economic system gives. The economic system in turn decides the strategic policy matters which further affect the economic transactions at large. Therefore the researcher has penetrated deep into the impact of economic philosophy on banking paradigms in India.

### **Limitations:**

The study is limited to a review of philosophical paradigm shift of Indian banking and its effects on the approaches and mindsets of bankers in India.

### **Hypothesis:**

The hypothesis of this paper can be stated as follows :  
Indian banking has gone through a sea change during the course of time. The history of banking in India has witnessed a paradigm shift from capitalism to socialism and again from socialism to capitalism.

### **Methodology:**

The researcher has adopted a methodology of historical review by means of content analysis of historical documents related with Banking in India.

This paper is therefore divided into following sections :

- a) Historical Development of Banking all over the world.
- b) Historical Development of Banking in India.
- c) Pre-Socialist Banking in India
- d) Socialist Banking in India
- e) Post- Socialist Banking in India

These are discussed in the following pages.

### **Historical Development of Banking all over the World**

Banking was also prevalent in ancient Rome. In ancient Rome bankers were called Aqnetarri, Mensarri, Numularri, Colybstoe. The Banks were called Tabernoc, Argentaria, Mensa or Numularice. Noting his observations about banking in ancient Rome Gilbert<sup>1</sup> writes: (Gilbert 1932.6)

“The mode of transacting business was some what similar to that which is in use in modern times. The Bankers, too, were moneychangers. They also lent money on interest and allowed a lower rate on money deposited in their hands”

However, the credit of developing banking in the second millennium goes to the Italians. The roots of present day banking are found in the business practices prevailing in ancient Italy. To quote Cooke<sup>2</sup> (1863.7-8): “In the Florentine Republic, it was customary for the Bankers and Merchants to conduct their transactions and write their Bills of Exchange upon benches in the market place and other public places through fares; and, when a Merchant or a banker lost his credit, and was unable to pay his debts his bench was broken.”

The major incidents in the history of banking in the Western world, from the beginning of the second millennium till the advent of industrial revolution and the resultant modern economy are presented here in a summarized form in table 1.

**TABLE No. 1**

**BANKING DEVELOPMENTS IN WESTERN COUNTRIES (HOP AD- 1800 AD)**

Sr. No	Establishment Year	Name of the Bank
1	1157 AD	Bank of Venice
2	1401 AD	Bank of Barcelona in Spain.
3	1407 AD	Bank of Genoa, at St. George
4	1609 AD	In Bank of Amsterdam
5	1619 AD	Bank of Hamburg
6	1694 AD	The Bank of England
7	1695 AD	The Bank of Scotland
8	1702 AD	The Bank of South Carolina
9	1727 AD	The Royal Bank of Scotland
10	1746 AD	The British Linen Co Inc.
11	1763 AD	Sir William Forbes Hunter Co.
12	1766 AD	Perth Banking Co.
13	1767 AD	The Amsterdam Bank
14	1783 AD	The Bank of Ireland

The table gives a brief outline of the various banks established in the West, following the establishment of the Bank of England in 1694 till the end of eighteenth century. At the end of eighteenth century on May 3, 1797, by virtue of the order of Council, The Bank Restrictions Act was passed which can be said to be the first enactment in the History of modern banking.

This is the brief history of banking all over the world. The researcher will now turn to discuss the development of banking in India.

**Historical Development of Banking in India**

Indian banking is very old. Reference to Indian banking are found right

from the vedic literature. In Rigveda<sup>3</sup> there is a word 'bekenatan', which means a dramatic act that shows one finger in the beginning and two fingers thereafter, meaning "I will give one but take back two." This means a money lender lends 1 rupee and recovers 2 rupees. This is the oldest reference of money lending in human history which is a part of banking business. The business of accepting deposits and lending money is also mentioned in the Aartha Shastra of Kautilya<sup>4</sup>. The code of Manu<sup>5</sup> and Yajnavalkya<sup>6</sup> mention standard rates of interest that should be applied while accepting deposits and lending money. Aartha Shastra<sup>7</sup> has narrated detailed rules and regulations of procedure and documentation for accepting deposits and lending money. In addition to this negotiable instruments like Hundi has a commercial usage in ancient Indian and has continued upto present times. Thus banking system had a full fledge development right from the ancient times in India.

### **Pre-Socialist Banking in India**

The period from 1876-1914 can be called the '**Era of Presidency Banks in India**'. 1876 is the year of establishment of presidency banks and 1914 is the year of First World War; after world war, practical steps were taken towards amalgamation of the presidency Banks and ultimately in 1920, the Imperial Bank came into existence.

The Presidency Bank Act (Act XI of 1876) brought into existence the three Banks, i.e. The Presidency Bank of Bengal, The Presidency Bank of Bombay and The Presidency Bank of Madras. The Act came into operation on May 1, 1876. The government, by virtue of law, ceased to be a shareholder of these Presidency banks, but retained strict control over the general manner and functioning of these banks. The banks continued to have charge of the public debt offices in the three Presidency Towns and the custody of a part of the Govt. Balances was also with the Presidency Banks. These banks could also engage in private commercial banking subject to certain limitations. The Presidency Banks has limitations as to the type of security they could accept as a collateral for loans & advances made by them. The government committed itself that it will keep some minimum balance at the Head office of the Presidency Banks. At the same time the government also laid down a maximum limit beyond which it will not keep balances.

It should be noted that the fortunes of the Presidency Banks were intimately tied up with those of the Indian Shroffs and bankers, through whom these banks lent money to local borrowers. The Presidency Banks used Indian Shroffs, Sahukars, and Chatties 86 Money lenders as intermediaries for their lending. A small borrower needed endorsement of a recognized Shroff / Chetti for obtaining a loan. Further these banks also made discrimination between the local Indian firms and the British firms. Bagchi<sup>8</sup> (1989. 227) has observed : "Although the Presidency Banks were greatly dependent on the Indian Shroffs it was generally the former rather than the latter who set rules of the game... In case of major conflicts between a Presidency Bank and Indian 'hundi' merchants or bankers... the former backed as it was by the power of the Colonial State, almost always won eventually".

Thus big landlords, 'Shroffs' and 'Sahukars' could easily get accommodations from these Presidency Banks, which worked as apex banking bodies operating in the Indian money market but small farmers, businessman and local people could not have an easy access to this system.

During the British Rule in the year 1921 the three Presidency Banks viz. Bombay, Madras and Calcutta were amalgamated and the Imperial Bank was established. The bank worked in the position of Central Bank of the country and enjoyed a good number of privileges.

In 1935 The Reserve Bank of India was established and started operation as the Central Bank of the country. The Imperial Bank now worked as an Agency House of the Reserve Bank of India.

### **Socialist Banking in India**

After Independence the question of Nationalization of the Imperial Bank of India was put forward in 1948. In the meantime the Reserve Bank of India was nationalized in 1949. All India Rural Credit Survey Report in 1951 recommended the formation of State Bank of India by amalgamation of state owned banks and the Imperial Bank. The Rural Banking Enquiry Committee<sup>9</sup> in its report stated :

“ If these Banks could be integrated into one institution and if that one institution could be effectively aligned to national policies then indeed that would be extremely important and extremely desirable line of actions”.

It would not be out of place here to outline in brief the background that led to the nationalization of 14 major banks in 1969.

The main reason behind nationalization of banks was that the government needed a strong institution through which it could inject credit into the vast rural areas and divert the national savings to the underdeveloped areas. The move towards nationalization in fact had started as early as in 1955 when the Imperial Bank was nationalized. C.D. Deshmukh<sup>10</sup> (See Narendra Kumar 1969.28-29) in his address to Lok-Sabha on April 16, 1955 on the eve of the Imperial Bank of India Bill observed.

“The policy which I have just announced is a further illustration of our practical approach to the economic problems to which I referred earlier. It is not any doctrine plunge into nationalization. It merely seeks to give control of a sector of commercial banking in order to facilitate comprehensive development...”

It was observed by Rangaswamy B.<sup>11</sup> (1985) reviewing the situation:

“ In March 1967, less than 200 persons dominated three fourth of the total resources of private banking and about 90% directors of banks were industrialists and businessman. Just 19% of the borrowal accounts with outstanding over Rs. 10,000/- each claimed as much as 96% of total credit and 435 accounts out of over a million accounts, accounted for more than 23%(Rs. 435crore) of total credit.”

The priority agriculture sector share in the total bank credit is as low as to 2% for the whole 19 year period from 1951-1969, whereas the credit was concentrated to industrial (large and medium), commercial and financial sector

ranged from 87% in 1951 to 90% in 1969; which can be called non-priority sector.

The fact was also observed in the All India Rural Credit Survey Committee Report, which emphasized the need for creation of a banking institution which was state partnered and state sponsored equipped with effective machinery of branches spread over the vast rural areas.

The process of social control ultimately resulted in the nationalization of banks with a view to channalise credit to priority sectors- this was done by means of Banking Companies (Acquisition and Transfer of Undertakings) Act of 1969. 14 major private sector banks were nationalized.

Then Prime Minister Indira Gandhi<sup>12</sup> in her address to the nation on the eve of nationalization dated July 19, 1969 said :

“Sometime ago we had adopted social control over banks. What is sought to be achieved through the present decision to nationalize the major banks is to accelerate the achievement of our objectives. The purpose of expanding bank credit to priority areas which have hitherto been somewhat neglected...”

The era of social banking, a review of which has been presented in the foregoing pages- i.e. the era from 1969-1991 can be said to be the ‘era of bonded banking’. Banking was bonded for the so-called objective of socialistic pattern leading towards the upliftment of downtrodden masses.

The business policy and regulations adopted by a government are primarily founded on the socio-political philosophy adopted by the state.

The researcher has reviewed here the impact of the philosophy of socialistic pattern of society with a view of establishing its relationship of Indian banking system.

### **Post- Socialist Banking in India**

The year 1991 can be said to be a revolutionary year in the economic history of India. In this year the Central Government adopted the New Economic Policy. The New Economic Policy brought about a number of fundamental changes in the policies relating to industry, trade and finance relating to industry, trade and finance, monetary and fiscal policy. With a view to analyse the impact of new economic policy on commercial banking industry in India it will not be out of place, even by accepting the defect of length presentation to brief here the approach and attitude of the New Economic Policy.

India adopted New Economic Policy in 1991. The distinguishing characteristic features of the New Economic Policy can be classified into three categorized viz:

1. Liberalization
2. Privatization
3. Globalization
4. Information Technology Revolution >

#### **Liberalization:**

The New Economic Policy is based on the philosophy of free trade as against the protectionist philosophy of the earlier policies. Liberalization implies allowing freedom to trade, commerce and industry and free it from the reign of

Government control.

The process of liberalization is an attempt to improve healthy competition among firms operating in an industry and to set free the field of business from the controls of bureaucratic set up.

**Privatization:**

Government interference in business through the process of nationalization and public sector enterprises was one of the primary features of the economic policy since freedom in 1947. This policy was guided by the philosophy of socialism, which used government and bureaucracy as a means of controlling the economic affairs of the state through abolition of private property and creating state ownership of all means of production. This led the government to adopt the policy of nationalization. But the new Economic Policy attempts to do away with the state interference in business and thus uses the tool of privatization of nationalization.

**Globalization:**

The term 'globalization' covers all spheres of life, viz, political, social, economic and cultural. Before this term has come to a stray, 'liberalization' and 'privatization' were the terms widely used in common parlance in India. Globalization refers to the emergence of global dimension of every problem facet and it emerged as a reality today. **THINK GLOBALLY AND ACT GLOBALLY** is today's slogan.

**Impact of the New Economic Policy on Commercial Banking Sector in India**

The New Economic Policy is an attempt to restructure and revamp the economy structural changes have been implemented on the advice of the IMF and the World Bank. These changes cover the entire spectrum of the economy. A number of far reaching and radical changes have been introduced in the administration of banks and also on the monetary policy.

The objectives of financial sector reforms have been summarized by M. Ranganathan<sup>13</sup> in the following words

1. To create a competitive spirit among the institutions and markets and enable them to improve their efficiency.
2. To link them up with the financial market of the world.
3. Effective control and Supervision of the bank.
4. Make the banks cost conscious.
5. Improve the profitability of the banks.
6. Make the banks market oriented.

With a view to make the Indian Commercial Banking System more market oriented and more autonomous, Chakravarty Committee<sup>14</sup> (1991) had recommended following measures:

1. Reduction in budgetary deficits.
2. Progressive reduction in CRR and SLR.
3. Progressive reduction in priority sector lending's.
4. Liberalization of long term lending rates.

5. Two-tier lending rates for Agriculture as recommended by Khusro Committee to low rate equivalent to deposit rate for certain sections and general rate for the rest.

The latest Report on Currency and Finance<sup>15</sup> (RBI-2001) has reviewed the impact of the New Economic Policy and the resultant financial sector reforms in the following words.

“The financial sector in the Indian Economy is undergoing a transformation towards a vibrant competitive and diversified system with a multiplicity of financial institutions having different risk profiles intermediating in various segments of the market spectrum. The development of the financial market is a critical element in the agenda of financial sector reforms in India”.

S.S. Kohli<sup>16</sup> (2001.5) Chairman and Managing Director of Punjab National Bank says:

“The Indian Financial sector has been undergoing significant transformation as a result of the reform process which has begun a decade ago. During this period, stupendous changes have occurred in the banking industry and it is encouraging to note that the reforms have been successful”.

Quotations can be multiplied a few quotations are sited here only with a view to support the point that the New Economic Policy and monetary reforms have brought radical changes in the Indian Banking System. The new approaches, attitudes and philosophy.

### **Conclusion:**

Thus it can be concluded that, Indian banking has gone through a sea change during the course of time. The history of banking in India has witnessed a paradigm shift from capitalism to socialism and again from socialism to capitalism.

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## **Effect of Yoga Training (Suryanamaskar) to Improvement of Skills of Elite Volleyball Players**

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### **Abstract :**

Regular practice of Yoga increases the energy level & one pointed concentration. Athletes are often subject to sore & tense lower back tight hamstring rigid, spine & repeated injuries learning to stress & discomfort. All of this can be addressed to Yogic practice of Yoga offers rest & regeneration as an essential part of Yoga. The athletes regular practice of Yoga can create well integrated & balanced athletic body with the enhance in performance & improvement in recovery phase of the performance. Yoga places great importance on methodical relation is sports training of season mainly opted for recovery. The Yogic Treatment also has an important impact in the recovery periods.

Aspects of physical fitness that are especially important to volleyball players are flexibility strength muscular endurance cardiovascular endurance and agility such aspects could be achieved in the practices of the Suryanamaskar of Yogic Practice.

### **Introduction:**

The Volleyball game is played with a very light weighted ball. A Physical education instructor William Morgan in Massachusetts of USA first developed this game in 1895. The nomination of the game initially was Minoctonette. In the game the really look off over the net & as volleying the ball the game learned as Volleyball. The game was introduced to the Olympics in Tokyo in 1964; now a day the game played to the best of five sets with a set lasting 25 points and the final set is of 15 points.

Swami Vivekanand proclaimed each soul is potentially divine. The goal is to manifest this divinity within by controlling nature external & internal. Do it either by work or worship psychic

### **Control or Philosophy:**

By one or more of all of these & be free. The systematic methodology of unfoldment of this inner potential divinity, by moving forward self-perfection referred to as Yoga. Yoga is this the process by which the animal man ascends through the stages Man0Man, Super Man & the divine man. This state of divinity of self perfection is the state of pure consciousness, maximum creativity & bliss.

The volleyball game needs concentration on service skill & body fitness. The concentration is the key for the performance of the players & the concentration could be achieved by the Yoga training that develop the skills of techniques of the volleyball players. Yoga can condition the muscles the entire body. This is especially useful in athletics when muscles are developed in the particular area due to its use in a chosen sports Yoga offer a support system that counteracts the overuse of specific muscle groups.



### **Background Study:**

1) Dynamic exercise :- GRAY (1965)<sup>2</sup> in this study of 43 wrestler were amongst the true group the training given to one group of the asometric and another isotonic exercise training program while one group Considered to be controller. The results show that the gain in the arms speed standing press arm curl an supin press isometric exercise practionses as 0.05 % level of Significance

The isotonic exercise practitioners have gain significantly in the arm curl and supine press.

2) Yogic type of training of sports performance:-

Lolage (2002)<sup>30</sup> Studied 40 male college level Kho Kho Players are range from 20-30 Pravra College of Physical Education were randomly assigned in to equal no. no. of subjects if experimental and control groups. Their cardiovascular capacity was assessed by administration of their tests viz harward (r = 0.63, P< 0.01) steps Test 8 minutes run test (r = 0.73, P<0.01) and 1600 mtr (r = 0.60, P<0.01) run test. The experimental group underweight training of pranayma into session of 45 minutes each they morning at evening 6 day a week for a total period of months.

The result of ANCOVA reveale 1) The treatment effect of Pranayma of their test of cardiovascular efficiency were not identical. 2) Harvard step test could measure cardiovascular efficiency with in sufficient reliability

(r = 0.30, P>0.05) whereas the offer to test 8 minute run test and 1600 mts run test could measure this variables with acceptable reliability (r = 0.82, P<0.01, r = 0.80 P< 0.01) 3) Selected pranayam were found to be useful In improving of the Kho Kho Players.

### **Methodology:**

The experimental group underwent training of Suryanamaskar each day morning & evening 6 day a week for a total period of 1 month. The subject of control group did not participate on the above program & were kept busy with interesting activities separately during experimental period. Pre test & post test of the test carried out with the help of the Bready's Volleyball test. Suryamaskar (Salutation of Sun)

Suryanamaskar combines Yogasanas & Pranayama as such it combines between the Vyayama & Yogasanas & bring about the general flexibility of the body Preparing it for further asanas & prayayama. This is usually dine at both sunrise & sunset fakcing the sun after chating some mantras.

There are mainly two models of performing Ssuryanamaskar. In one there are 12 step the other had 10 in each namaskar . Each rouner of Suryanamaskar is done after the Ultrance of Omkar with the appropriate Bija Mantra with the corresponding name of sun God Mantras.

The actual way of the collection of the data based on the George F. Brady's Volleyball playing ability test developed in Jan 1945.

The Validity of the test was found to be 0.86 and the reliability of test observed 0.925

### **Activity Analysis:**

Men’s volleyball may be roughly divided into three skills. Serving, general ball upon receipt of the serve & setup Valleys & a third general skill of spiking & the blocking.

**System Analysis & Design:**

The mean of every testing parameter was calculated one failed test had applied to found the level of significance of volleyball & handball player for various testing parameters.

$$\text{Mean} = M = \frac{\sum X}{N}$$

$$\text{S.D.} = \sqrt{\frac{\sum X^2 - (\sum Y)^2}{N(N-1)}}$$

$$T = \frac{M_1 - M_2}{\text{S.E.}} \text{ where S.E.} = \sqrt{\frac{\text{S.d. } M_1^2 + \text{S.d. } M_2^2}{n_1 + n_2 - 2}}$$

The tabulated value for the 58d f for one failed t- test at 5% level of significance is 1.645 & at 1% level of significance is 2.32

The correlation between the pretest & post test also calculated using the following Formula

$$r = \frac{\sum (x - \bar{x})(y - \bar{y})}{\sqrt{\sum (x - \bar{x})^2 \sum (y - \bar{y})^2}}$$

Where x & y are the sample mean Average (area y1) & Average (area y2)

**Table – 1**

Function	Pretest Score	Port Test Score
Σ	493	
Mean	16.43333333	16.63333333
Correlation between pre & port test		0.988507668
T-rest between pre& port test		0.68006387

t tab = 2.326 at 0.01 level of performance art 58 degree of freedom.

t tab = 1.645 at 0.05 level of performance art 58 degree of freedom.

Null Hypothesis :- 1) HO : U<sub>1</sub> = U<sub>2</sub> i.e. There is no significant difference between the control group of pre & port test Volleyball player of Brady’s volleyball playing ability test at 0.01 level of significance 58 degrees of freedom t tab at 0.05 level of performance of 58 degrees of freedom,

**Table 2:-** Total No.2: Total mean correlation & it value of the experimental group.

Function	Pretest Score	Port test Score
Σ	474	543
Mean	15.8	18.1
Correlation between pre & port test		0.942135258
T-rest between pre& port test		0.68006387

t tab = 2.326 at 0.01 level of performance at 58 degree of freedom

t tab = 1.645 at 0.01 level of performance at 58 degree of freedom

**Feasibility Analysis:**

Tests retests reliability was 0.925 & the validity of the test was found to be 0.86

**Implementation:**

It was said that exercise training may improve the performance of the individual or group of various games also improve the biochemical , physiological & psylogical level. The Yogic training are of the eefect on the improvement of sports performance in certain skill improvement.

**Conclusions:**

A above table no.1 indicates that the brady's Volleyball playing ability test for one minute Total pre score are 474 & post they are 543 the score difference is only the gain of 69 points of the experimentation group. These scores clearly show that the experimental group had certain change in the total score. This suggests that the training effect in the improvement of the playing ability of the volleyball players. Total pre score are 493 & post test are 499 the score difference of only gain of 6 points.

It could be concluded that the training off the Suryanamaskar might be useful in the development of the volleyball skills.

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## Online Education and Online Examination

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### Abstract :

Online education breaks down geographical barriers and gives an opportunity for the teachers as well as the students community to get in touch with each other, globally in a very short period. Today with the help of computer and internet access facilities, examinations can be conducted on line, libraries can be interlinked; on line cross country discussions can take place, teaching materials along with lot of information are available by downloading from the internet, training opportunities are also made available and the list goes on.

Online education is becoming a way of life for many a learner or knowledge thirsty people. This requires a very high caliber of knowledge and understanding of not only the discipline of study, but also the knowledge and understanding of the possibilities and limitations of the IT environment.

It is essential for all academicians to know about this new media of learning, its scope and limitations and how it is going to have an impact on how you teach and learn. For centuries the classroom format of teaching environment was accepted as the most optimum learning mechanism.

The use of term On line Education (OLE) is growing rapidly and is also frequently being used interchangeably with terms such as e-learning, virtual learning, distributed learning, networked learning, web based learning and also open and distance learning. The emergence of OLE is directly linked to the development of, and access to information and communication technology infrastructure.

The development in the area of Information and Communication technology has largely changed the teaching and education now. The classrooms of tomorrow will be quite different from the classroom of the past. ***The chalk & Duster based education will be replaced by the Mouse & Monitor based*** (On-line) education.

On-line education has been one of the most significant happenings in Indian IT life. On-line delivery of programmes through the Internet in this part of world (India and vicinity) is fast emerging, opening new gates for knowledge dissemination to learners placed geographically at distance places. This 'anytime anywhere' education has provided both an opportunity and a challenge for South Asian countries, especially to India, in creating a niche for itself in the huge market of offering on-line courseware. The onslaught of universities from the USA, the UK and Europe has flooded these countries by the providing accredited and non-accredited courses on-line. For example, Yale, MIT, Stanford, UCLA, the University of Wisconsin, Capella University, etc., offer good quality programmes in different disciplines. Staying ahead in such a cutthroat environment has become a challenge, particularly with the impact of globalization, WTO initiatives and issues related to GATS. On-line education (OLE) is a boon

for educating the masses in India as it offers a relatively cheap, convenient and effective mode of education. The UGC initiative linking the 273 Universities and 12,000 colleges of India is a right move in this direction, as it will help to cut cost, level disparities in teaching quality and infrastructure and improve access to higher education. The higher education system in India has grown phenomenally and witnessed great changes. At the time of Indian independence, there were only 19 Universities and 700 colleges. Today, India has 13,150 colleges and universities. The number of students and teachers has also grown from about a million and 15,000 to over 88 million and four million, respectively. In spite of this massive system of higher education, a large segment of the population is not covered under educational services. A population explosion and financial constraints have put great stress on the traditional educational system. It was in the third five year plan (1961-1966) that the proposal for establishing evening colleges and correspondence courses was proposed, and as a result a School of Correspondence courses and Continuing Education was established in 1962 at Delhi University. After that, many conventional universities started programmes through correspondence, but a thoroughgoing teaching and learning system was first initiated in 1982 with the establishment of the Andhra Pradesh Open University (now renamed the Dr.B.R.Ambedkar Open University) at Hyderabad.

The most significant milestone in the history of Indian education was in 1985 when the Indian Parliament passed the Act for establishment of the Indira Gandhi National Open University (IGNOU). IGNOU has national jurisdiction and is at the apex in offering high-quality distance education courses. As a result of the success of this system, the individual States followed suit and up state open universities. Currently there are 9 of them and the one National Open University. In addition, there is a National Institute of Open Schooling to cater to secondary education, which offers academic and vocational courses all over the country.

**Learners perspective :**

The greatest detriment to a high quality on-line learning experience for the students are problems with the technology and access to the internet (Cashion & Palmieri 2002). For students barriers can include bandwidth, fast and affordable internet access, speed of software and access to up to date equipment. Significant issues which may also constitute barriers include the level of technical support available for downloading information, participating in on-line discussions and quick response to problems. Their literacy and IT skills and other aptitudes such as ability to be self-directed, confident, motivated and willing to the interact with teachers and peers through e-mails, chat rooms etc.

**Teachers perspective :**

For teachers barriers relate to their ability to use the technology in ways which support a student centered and facilitation approach to teaching and the institutional structure in which they work. The studies found that most teachers were enthusiastic about on-line teaching, finding it challenging, enlivening, rewarding and enriching. Their concerns centered on the fact that the changes it demand of teachers working patterns are not recognized in budgets, working

conditions or other reporting.

On-line education is superior to the conventional Chalk & Duster based education on several parameters. OLE is more flexible convenient, accessible, interactive and less costly as compared to the conventional mode. On-line mode provide flexibility to learn at the time, place and pace that the students chooses; accessibility, convenience, freedom and blending delivery approaches to provide a variety of learning outcomes. The teachers who are motivators and helpers and respond promptly, thoughtfully, comprehensively and in informed way to request for help and in other contexts, keep in regular contact by bulletins, phone, e-mail or other means and indicate their availability.

Given the explosive growth of specialized knowledge and paradigm shifts in educational approaches. Lifelong education is needed above all by educators themselves. For on-line educators not to replicate the classroom but to take advantage of new media, new ways to communicate and to design educational experiences, renewed professional development for educators in virtually all fields of enquiry is also necessary. Educators are thus utilizing the Internet for professional networking regionally and globally to learn from one another about the new media and their application to education.

The multimedia course material that is fast to download, easy to read, up to read, up to date, interactive, comprehensive, and well designed. The students can judge their own progress on a real time basis. The assessment in this mode is more valid, reliable and easy to. The feedback is rapid, informative and comprehensive. On-line resources cater for a variety of learning styles and approaches.

You may have heard of an online degree or education program, but been unsure what it entailed or if it was something you could do. With today's technology, we are moving away from the classroom and toward virtual studies ! With distance learning, you have the opportunity to study virtually anything anywhere !

### **The Basics**

Online degree programs, as the name suggests, allow you to study online. You will have access to an online forum or class manager website where you can get your assignments, view messages from you professor and classmates, read related to you course (yes, sometimes you are not even required to buy a book !!) and turn in assignments.

**Communication** usually takes place via instant messenger services and email. In fact, you are more likely to get emails from your professor than phone calls !

Some classes are set so that you have specific assignments for specific dates, just like in-person classes, while other are more flexible and let you work as slow or as you want.

**Why it's So Great.** If you've ever fallen asleep during early morning college classes, missed too many classes and been penalized or been distracted by people in you on-campus class, you can imagine why studying from home is so

wonderful. Distance learning lets you set your own schedule (no more early classes) and focus directly on the work you need to get done.

### **Student – Centered Learning**

For students who have trouble learning in traditional learning environments, online education is ideal. Whether a student is shy, has a learning disability or just doesn't click with traditional teaching practices, online learning offers a solution for anyone.

**You Get to Decide.** Because e-learning focuses on student-centered learning, you get to decide how you work best. Maybe you want to study at the same time each day for a set time. Maybe you need the support of other students via chat boards to learn best. Or maybe you find you can really express yourself using chat boards and instant messaging, whereas you were too shy to speak up in a classroom.

**Visual Aid.** Many online teachers use visual aids for instruction. If you're the kind of person who needs visual tools to learn, you will enjoy watching video clips and PowerPoint presentations as part of your online education.

**Fond your Voice.** If you are shy, you probably never spoke up in class, even if you had great comments and questions. With online studies, you can 'talk' as much as you want without the pressure, using online chat and instant messaging.

**Group Meetings.** Meeting classmates for group activities on campus can be like herding cats into a bag. But with the ease of access online, you can meet classmates for a discussion or chat about a project virtually anywhere and any time.

### **Staying Up to Date Online**

With technology and current events constantly changing, college textbooks get outdated easily. An advantage to online education is that it's constantly on the cutting edge. Teachers do not have to wait for new editions of books to come out; the Internet is their resource.

Many professors don't even require students to buy hefty (and costly) textbooks; instead they provide students with website links, newspaper clippings and magazine articles. This way, the material is always up-to-date. Students are encouraged to read up on the subject on their own and discussions often form around related news as it is reported.

You probably remember reading things in history books that had changed since the book was written. The exciting thing about online courses is that news is happening while you take a class. For instance, if you are studying the Middle East, it is possible that the 'situation' could change while you are studying it. You stay alert on the latest happening around the world.

If your study material is constantly updated, your knowledge is never obsolete. Many of us don't read newspapers or news websites, so online learning can pique our interest in current events and teach us how to use technology to quickly find what we want to learn about.

**Why Online :**

1. students can “attend” a course at **anytime, from anywhere**. This means that parents can attend to their children, then sit down to class” working students can attend classes no matter what their work schedule might be, folks that travel for business or pleasure can attend class from anywhere in the world that has internet access.
2. Online learning enables **student-centered teaching** approaches. Every student has their own way of learning that works best for them. Some learn visually others do better when they “learn by doing.”
3. Course material is **accessible 24 hours a day 7 days a week**. Students have the ability to read and re read lectures, discussions, explanations and comments. Often spoken material in the classroom passes students by due to a number of distractions, missed classes, tiredness or boredom.
4. In an online environment, attendance to class is only evident if the student actually participates in classroom discussion. This **increases student interaction** and the diversity of opinion, because everyone gets a say, not just the most talkative.
5. Online instructors come with practical knowledge and may be from any location across the globe. This allows students to be **exposed to knowledge** that can’t be learned in books and see how class concepts are applied in real business situations.
6. Using the internet to attend class, research information and communication with other students **teaches skills is using technologies** that will be critical to workers in the 21<sup>st</sup> century business community that works with colleagues globally and across time zones.
7. Participating online is **much less intimidating** than “in the classroom.” Anonymity provides students a level playing field undisturbed by bias caused by seating arrangement, gender, race and age. Students can also think longer about what they want to say and add their comments when ready. In a traditional class room, the conversation could have gone way past the point where the student wants to comment.
8. Because online institutions often offer “chat rooms” for informal conversation between students, where student bios and non class discussions can take place, there appears to be a **increased bonding camaraderie** over traditional class environments.
9. The online environment **makes instructors approachable**. Students can talk openly with their teachers through online chats, email and in newsgroup discussions, without waiting for office hours that may not be convenient. This option for communication provides enhanced contact between instructors and students.
10. Online course development **allows for a broad spectrum content**. Students can access the school’s library from their PC’s for research articles, e-book content and other material without worries that the material is already “checked out.”



11. Students often feel that they can actually listen to the comments made by other students. Because **everyone gets a chance to contribute**, students are less irritated with those that “over contribute” and can ask for clarification of any comments that are unclear.

12. Over 75% of colleges and universities in the U.S. offer online degree programs, with online degrees as respected as “on the ground” degrees. (Lewis)

13. Online classrooms also **facilitate team learning** by providing chat rooms and news groups for meetings and joint work. This eliminates the problems of mismatched schedules, finding a meeting location and distributing work for review between meetings.

14. Students often comment that online learning lets them attend class when fully awake and attend in increments of convenient time block, rather than rigid 2 or 4 hour stretches once or twice a week.

15. Because there are no geographic barriers to online learning, students can find a **diversity of course material** that may not be available to them where they live or work. This is especially true for professional training such as medical billing training or purchasing training and for students in remote rural areas that cannot support college or vocational training centers.

#### **Online Examination and its benefit**

- **About Online Examination**

It's a technological term for conducting exams on computers instead of the traditional paper and pen based exam, It can be conducted either offline or online.

- **Why online exam?**

It is a modern method of conducting examination widely accepted and hastily increasing environment of conducting examination through online in all the sectors of education and job. It will considerably replace the traditional paper and pen based exam in future. In present days the availability of the computers and the wide spread nature of the internet has laid a strong foundation paths for conducting most of the prestigious exams on-line.

- **How online exam will augment student's skill?**

With our usual process of manual examination it takes long time to out results, but in case of online exam student will get an immediate result of their performance with their percentile ranking, that compares how well a student has performed in comparison with other students who have taken exams at the same time. Because of percentile performance and immediate performance reports, students can measure their capabilities and save time from long waiting which would have been the case on traditional paper and pen based exam.

- **Logic behind this concept**

Only few students in India take advantage of online examination, though, they belong to a well establish family. These online exams will empower confidence on the students and will help them to fare well on the exams that they will take in their life. Our online examination questions are designed with the perspective that students can practice a lot of exams, get comfortable with the examination environment and then fare well on the day of the real exam.

- **How online exam will help student to make their own appraisal?**

Online exam is the most easiest and economic way to assess a student's own ability by saving time. It facilitate students with number of different question building options like-topic wise questions, chapter wise questions, unit wise questions, objective questions, descriptive questions, subject wise questions, complete examination paper etc. this option helps students to make their own appraisal to attain their own satisfaction level.

- **How online exams will prepare a student for further exams?**

Most of the exams today have been made online to exploit the path laid by internet to coordinate exams through out the world. In this era, it is possible with well advanced IT infrastructure for most institutions and companies to appoint students round the world to exploit their talents and skills to keep themselves growing. So it becomes important for every students to be well acquainted with the online examination skills and technology.

- **Why online examination is needed of every student to become an international level student ?**

It's the twenty first century where information and talents matter, it's not the time to think only at state level or national level but to think on international level as it is the era of globalization. The barrier between creed, cast and class is vanishing on this era. The only barrier that still exists is the latency of the people towards accepting new technologies towards the growth of the learning process.

- **Specification of our questions set for different exam**

The questions which have been set in our online test exam are minutely tested through our experts who have crafted according to the standards of different examinations conducted throughout the world / India. To give a class standard our exams are so designed that students after taking these exams can assess their exact ability. We have a team of experts who are working day and night to design new patterns for competitive exams that meet future challenges investigated by the academic institution and companies round the world.

### **Advantages**

- Compared to the traditional method of assessment, online testing offers a number of benefits.
- Students are provided a convenient and time saving way to prepare for competitive and other exams.
- Real-time results save time for both administrators & students. They benefit from the convenience of administering and taking tests without travel.
- Go beyond the limits of the classroom with this internet based application. By enabling Institutions, Corporate Houses to test students / employees from anywhere in the world, it helps in eliminating the classroom setup costs, reducing maintenance and other administrative burdens.
- Unlike classroom setup, with this web based application, there is no limit on the number of users appearing for the test at one point of time.

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## **Gender Differences in Personality Characteristics of North Maharashtra Region Kho-Kho Players**

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### **Abstract**

The aim of the study was to find out the gender difference in Personality traits of male and Female Kho-Kho players with regard to psychoticism, neuroticism, extraversion and Lie score. For this present study, 80 male and 80 female Kho-Kho players were selected as a subject.

The Eysenck Personality Inventory (E.P.I.) was used to measure Psychoticism, extraversion and neuroticism of Kho-Kho players, t-ratios has been used to compare the significantly gender difference between male and female Kho-Kho players who were participated in Kho-Kho tournament held at College of Physical Education, Jalgaon. Gender differences on Psychoticism was found between male and female Kho-Kho players ( $t=2.81$ ;  $P<.05$ ) where female players more psychotic than male. While analyzing the differences of Personality characteristic of male and female Kho-Kho players, gender differences on neuroticism was found between male and female Kho-Kho players ( $t=1.87$ ,  $P<.00$ ), where the male Kho-Kho players was found to have less score on neuroticism. So, for extraversion was concerned, significant gender difference was found to the male and female Kho-Kho players ( $t=3.73$ ,  $P<.01$ ), male Kho-Kho players has lower extraversion. Hence, female Kho-Kho players were more extroverts.

**Key Words:** - Psychoticism, Extraversion, Neuroticism

### **Introduction**

Kho-Kho is the most popular Indian game not only in Maharashtra but also in India. The Indian games are simple in nature, easy to organize, less expensive and common people also can participate. Hence Kho-Kho reaches to common people and both sex. Sports performance has been found to be related to some personality variables. Psychoticism, Extraversion and Neuroticism are among the variables which influence by sports performance with addition to many other personality variables. Psychoticism is the tendency in a person to be not caring for people, troublesome insensitive and not fitting in any where lacking in feeling and empathy. Neuroticism is a minor mental disorder, characterized by inner struggles and discordant social relationship. According to Eysenck "Neuroticism refer to emotionality, initiated by the inherited differences in liability and excitability of autonomic nervous system. The extroversion is a personality trait. The extrovert person's orientation is towards the external world. He deals people intelligently in social situation. He is conventional, outgoing, social, and friendly face from worries. In Eysenck's term, extraversion stands for central excitatory / inhibitory level and sociability. Lie scale is referring to social desirability measures a tendency on the part of some individuals take good. Majority of the investigator have indicated the male Kho-Kho players differ from female Kho-Kho players on

a number of personality traits and several investigator have tried to find personality differences between male and female Kho-Kho players but not many studies have been make about personality characteristics of Kho-Kho male and female players with regards to psychoticism, neuroticism and extroversion, So the attempt has been made to conduct the study regarding neuroticism psychoticism and extroversion of male and female Kho-Kho players.

### **Hypotheses of the Study**

There would be no significant gender difference with regard to (i) Psychoticis (ii) Neuroticism (iii) Extroversion (iv) Lie Score of the Male and Female Kho-Kho players.

### **Significance of the Study**

To find out the gender differences in personality characteristics of open category male and female Kho-Kho players with respect to Psychoticism, neuroticism, extraversion and Lie scale.

### **Delimitations of the Study**

The study was delimited to only four psychological variables.(1) Psychoticism (2) Neuroticism (3) Extraversion (4) Lie Scale.

Secondly, the study has been delimited to male and female open category Kho-Kho players only.

### **Methodology**

In this section, Selection of subject, Administration of the test and Statistical Analysis procedure has been described.

### **Selection of the Subjects**

Total 80 male and 80 female open category Kho-Kho players from different part of North Maharashtra (Jalgaon, Dhule, Nasik and Nandurbar) were participating in tournament held at College of Physical Education, Jalgaon, where randomly selected as a subjects for the present study.

### **Administration of the Test**

EYSENCK'S Personality Inventory (1985) were distributed to the males and females Kho-Kho players, before filling the EPI, instruction were given by the investigator to the players.

### **Statistical Analysis**

t-ratio was computed to compare, the significant differences between male and female Kho-Kho players. All the analysis were based on "Standard Statistical packages"

### **Results and Discussion**

The results of the present study in statistical form are presented in Table I and IV.

**Table - I**  
**Mean Scores, Standard Deviations and t-ratio of**  
**Psychoticism for Male and Female Kho-Kho Players**

Sr.No.	Kho-Kho Players	No. of Players	Mean	S.D.	t-ratio
1	Male	80	11.10	3.23	

2	Female	80	12.60	4.03	2.81*
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**\*Significant at.05 Level.**

The findings of Table-I, reveals that there was significant gender difference between male and female Kho-Kho players. (t=2.81, R<.05), in psychoticism dimension of personality. The female having more psychotic as compared to males, which means the male Kho-Kho player having less psychotic than female Kho-Kho player. Thus the hypothesis was not accepted. This may be due to nutritional habits, interest to participate in sports activities and parental motivation to involve sports activities of male and female Kho-Kho player.

**Table - II**  
**Mean Scores, Standard Deviations and t-ratio of Neuroticism for Male and Female Kho-Kho Players**

Sr.No.	Kho-Kho Players	No. of Players	Mean	S.D.	t-ratio
1	Male	80	9.89	2.36	1.87*
2	Female	80	11.02	3.53	

**\*Not Significant**

As Table-II shows no significant gender difference was found out in the extraversion of the Kho-Kho players. (t=1.87)

**Table - III**  
**Mean Scores, Standard Deviations and t-ratio of Extraversion for Male and Female Kho-Kho Players**

Sr.No.	Kho-Kho Players	No. of Players	Mean	S.D.	t-ratio
1	Male	80	13.18	2.03	3.73*
2	Female	80	14.93	2.58	

**\*Significant at .01 Level.**

As Table-III shows a significant gender difference was found out in the extraversion of the Kho-Kho players. (t=3.73, P<.01), the female having more extrovert as compared to males, which means that the male Kho-Kho players less extrovert than female Kho-Kho players. Thus the hypothesis was not accepted. These differences are probably due to emotional, biological and social difference between the male and female Kho-Kho players.

**Table - IV**  
**Mean Scores, Standard Deviations and t-ratio of Psychoticism for Male and Female Kho-Kho Players**

Sr.No.	Kho-Kho Players	No. of Players	Mean	S.D.	S.E.	t-ratio
1	Male	80	10.09	3.10	44*	1.84 NS
2	Female	80	11.29	3.37		

**\*Not Significant**

The Findings of Table-IV, that there is no significant gender difference between male female Kho-Kho Players. (t=1.84). It may be due to similarity of the nature of game. Thus the hypothesis was accepted.

### **Conclusions**

1. There were significant gender differences in psychoticism of Kho-Kho players, the males having less psychotic than female Kho-Kho players.
2. There were no significant gender differences in neuroticism of Kho-Kho players, the males having less neurotic tendency than the females.
3. There were significant gender differences in extraversion of Kho-Kho players. The males are found to be fewer extroverts than the females.
4. There were no significant gender differences in Lie-score of Kho-Kho players,

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## **A Study of Endurance of Training College Students & Non-Training College Student**

**P. A. Chabukwar:** Research Scholar, S.R.T.U'sity, Nanded

### **Introduction:**

In today's aging society, preventing or reducing disability is important. Physical fitness serves this goal. Generally, physical activity aims to enhance physical fitness, which in turn may prevent disability. The relationship between physical fitness and disability has been much less explored than the relationship between physical activity and physical fitness.

Physical Fitness as a term refers to the total dynamic physiological state of the individual on a continuous from optimal human performance to severe debilitation and death.

Physical fitness comprises two related concepts: general fitness and specific fitness. Physical fitness is generally achieved through exercise, correct nutrition and enough rest. It is an important part of life.

In previous years, fitness was commonly defined as the capacity to carry out the day's activities without undue fatigue. However, as automation increased leisure time, changes in lifestyles following the industrial revolution rendered this definition insufficient. These days, physical fitness is considered a measure of the body's ability to function efficiently and effectively in work and leisure activities, to be healthy, to resist hypokinetic diseases, and to meet emergency situations.

Since a primary goal of the profession is to promote an active healthy lifestyle (AAHPERD, AAHPERD vision statement, 1998) for everyone, those involved in professions related to physical activity and fitness should teach and model the most current "established" behaviors and processes for improving health and physical fitness.

Research on modeling related to a physically active lifestyle indicates that children of physically active parents (parent models) are more likely to be active than children of sedentary parents (Freedson & Evenson, 1991; Moore, Lombardi, White, Campbell, Oliveria & Ellison, 1991). Furthermore, the evidence suggests that children who are active with their parents are likely to be more active than children who do not exercise with their parents (Sallis, 1988a; Sallis, 1988b). Physical education teachers may be less powerful role models than parents, however, teachers are among the more important models for children and youth (Cardinal, 2001). In a study of sixth through eighth grade school children, Gilmer, Speck, Bradley, Harrell, and Belyea (1996) found teachers and coaches to be the most frequently cited non-family member adult role models. Modeling a physically active lifestyle by physical education teachers could have effects on youth similar to those of parents (Melville & Maddalozzo, 1988). To be physically fit is one of the major criteria for good health.

Physical activities play an important role in the management of mild-to-moderate mental health diseases, especially depression and anxiety. Although people with depression tend to be less physically active than non-depressed



individuals, increased aerobic exercise or strength training has been shown to reduce depressive symptoms significantly. However, habitual physical activity has not been shown to prevent the onset of depression. Anxiety symptoms and panic disorder also improve with regular exercise, and beneficial effects appear to equal meditation or relaxation. In general, acute anxiety responds better to exercise than chronic anxiety. Studies of older adults and adolescents with depression or anxiety have been limited, but physical activity appears beneficial to these populations as well. Excessive physical activity may lead to overtraining and generate psychological symptoms that mimic depression. Several differing psychological and physiological mechanisms have been proposed to explain the effect of physical activity on mental health disorders. Well controlled studies are needed to clarify the mental health benefits of exercise among various populations and to address directly processes underlying the benefits of exercise on mental health.

Physical Fitness=Speed+Strength+Endurance+ Flexibility +Body Composition

**Endurance:**

Endurance is one of the important components of Physical Fitness for Athlete or armature sports person

**Endurance is the ability for a human being to exert itself for a long period of time.**

**Methodology:**

To examine of endurance of training college students and non training college Students

**Hypothesis:**

Training college students have significantly high endurance than non training college students

**Sample:**

For the present study 100 male students were randomly selected from PES College of Physical Education/M.S.M College of Physical Education/Milind College of Arts, Aurangabad. The effective sample consisted of 100 subjects out of whom 50 students were of training college and 50 students from non training college. The age ranges of subjects were 18-25 years.

**Tools:**

Cooper's 12 Minute Run/Walk test has been used to measure Endurance. The subject were requested to run/walk for 12 Minute in 400 Meter track. The validity of test was **0.90**

Equipment: 400 mtr. Running Track, markers, whistle, stopwatch

**Variable:**

- Independent:** 1.Training college students  
2. Non training college students
- Dependent:** Endurance

**Procedure of Data Collection:**

Students in group of 5 to 10Nos.were called on the ground (Dr.Babasheb Ambedkar Stadium) and asked to do some stretching exercise to warm their body .Prior administration of the test instruction such as they has to run or walk in 12 minutes on the track to find out how far students of training college and non training college can run/walk in twelve minute. The test was administrated & filed copies of test was collected.

**Estimation equation**

**VO2 Max**

Age	Excellent	Above Average	Average	Below Average	Poor
20-25	>2800 m	2400-2300m	1800-2199m	1500-1799m	<1500m

**Statistical treatment of Data**

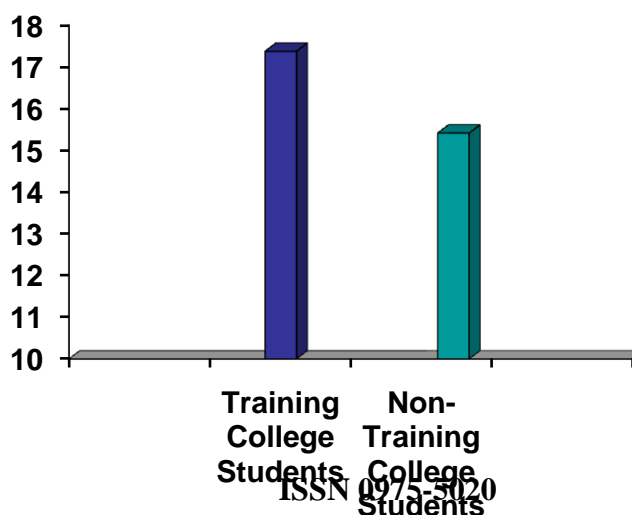
Training and non- training college students Mean, S.D., & t value towards “Endurance”

	Training college students	Non training college students	T
Mean	17.32	4.38	3.62**
SD	15.41	4.96	
N	50	50	

**Significant at - .01 levels**

The results related to the hypothesis have been recorded. Mean of endurance score of training college is 48.98 and that of non training college students 21.61.The difference between two mean is highly significant ‘t’=28.45\*\*

Thus the Hypothesis is conformed training college students have more endurance than non training college.



**Result:**

Training college students have high endurance capacity than non training college students.

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## **A Study of Attitudes of College Teachers towards Physical Education**

**R. K. More:** Research Scholar, Dravidian University, Kuppam

### **Introduction:**

Existing research techniques are being improved constant and new research techniques are being developed. Modern psychologists are interested in the nature and problems of the athlete and physical educationists.

Some of the specialized psychologists, sociologists, physical educationists have taken sincere efforts to find out the social and psychological phenomenon of athletes, coaches and physical Directors.

It is a fact that education is an incomplete one without physical Education. In this regard Herbert opinions that "Physical Education must be in order to promote the body image, emotional well-being and self control and motor functioning

The most obvious uses are in the sphere of practical affairs much as application of medical services to the disease. However the skills of teaching or research in the pure intellectual disciplines are also cases of much uses.

Education starts with to acculturation of human society embracing all fundamental rules, principles and significant areas, acculturation which its breadth of vision. Amalgamates, culture, social vocational knowledge character formation and the utilitarian aims of urban education. In its cultural aspects educational equips the individual with traditions, customs, languages, more habits, skill, beliefs and attitudes.

### **Attitude**

An attitude is a hypothetical construct that represents an individual's degree of like or dislike for an item. Attitudes are generally positive or negative views of a person, place, thing, or even this is often referred to as the attitude object. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes the item in question.

### **Methodology:**

To examine of attitudes of college teachers towards Physical Education

### **Hypothesis:**

There is significant role of attitude of college teachers towards Physical Education of Aurangabad

### **Sample:**

For the present study 200 college teachers were selected from Aurangabad city. The effective sample consisted of 100 subjects.

### **Tools:**

'Likart Scale' of attitude response was used .The test consisted of 30 items. The subject were required to respond to each item in terms of 'strongly agree', 'agree', 'Undecided', 'disagree', 'strongly disagree'

### **Procedure of Data Collection:**

Prior administration of test, through informal talk appropriate rapport form the instruction and suggestion of the test' author explained to the subject. The tests were administrated and filed copies of each test was collected.

**Statistical Interpretation of Data:**

Chi square was used to identify the respond

	Strongly agree	agree	Undecided	disagree	strongly disagree
Fo	23	18	24	17	18
Fe	20	20	20	20	20

Fo- Fe	3	2	4	3	2
(Fo-Fe)	9	4	16	9	4

$X^2 = 2.10$

df= 2

p. lies between .70 & .60

**Result:** College teachers have positive role towards physical education

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## **Effect of Gender and Age on Ego-Strength of Senior College Students**

**Dr. Quadri Syed Javeed:** Associate Professor in Psychology, M.S.S. Art's Commerce & Science College, Jalna – 431203 (M.S.) India.

### **Ego Strength:**

We all have an ego. And your ego has the ability to deal with reality and stress differently than my ego, your mother's ego, or anyone else's ego. To that extent your ego is able to do all of this, maintain emotional stability, and deal with stress is your "ego strength". In a clinical setting (when dealing with psychological disorders) we can say that ego-strength is a person's capacity to maintain his/her own identity despite psychological pain, distress, turmoil and conflict between internal forces as well as demands of reality.

In Sigmund Freud's psychoanalytic theory of personality, ego strength is the ability of the ego to effectively deal with the demands of the id, the superego and reality. Those with little ego strength may feel torn between these competing demands, while those with too much ego strength can become too unyielding and rigid. Ego strength helps us maintain emotional stability and cope with internal and external stress.

According to Sigmund Freud, personality is composed of three elements: the id, the ego and the super-ego. The id is composed of all the primal urges and desires and is the only part of personality present at birth. The super-ego is the part of personality that is composed of the internalized standards and rules that we acquire from our parents and from society. The ego is the part of personality that mediates between the demands of reality, the urges of the id and the idealistic standards of the super-ego.

In situations involving psychological disorders, ego strength is often used to describe a patient's ability to maintain their identity and sense of self in the face of pain, distress and conflict. Researchers have also suggested that acquiring new defenses and coping mechanisms is an important component of ego strength.

### **High Ego Strength**

An individual with strong ego-strength approaches challenges with a sense that he or she can overcome the problem and even grow as a result. By having strong ego-strength, the individual feels that he or she can cope with the problem and find new ways of dealing with struggles. These people can handle whatever life throws at them without losing their sense of self.

### **Low Ego Strength**

On the other hand, those with weak ego-strength view challenges as something to avoid. In many cases, reality can seem too overwhelming to deal with. These individuals struggle to cope in the face of problems, and may try to avoid reality through wishful thinking, substance use and fantasies.

William J. Mueller, Harry A. Grater (*April 1965*) Aggression conflict, anxiety, ego and strength. Aggression conflict scores were obtained for 95 universities

female and 86 male Ss. Conflict scores were derived from Ss' responses to a group of concepts presented in the form of a semantic differential. Ss were considered to have aggression conflict if Ss described aggression as active and potent but negatively evaluated it. Results for females were in the hypothesized direction. Female Ss with aggression conflict scored higher on manifest anxiety ( $p \leq .01$ ) and lower on ego strength ( $p \leq .05$ ) than no conflicted Ss. The responses of conflicted male Ss were not found to be significantly related to either experimental variable. It was suggested that findings regarding female Ss may be useful for process-analysis-type research and that further descriptive work be undertaken regarding meaning of sex differences.

**Methodology:**

**Aim and Objective of the Study:**

To examine the Ego-Strength of Male and Female Senior college Students.

**Hypothesis:**

Female College Senior Students have significantly high Ego-Strength that the Male College Senior Students.

**Sample**

For the present study 200 Sample were selected from various College in Jalna, Maharashtra State. The effective sample consisted of 200 subjects, out of which 100 subjects were male and 100 subjects were female. The age range of subjects where 18 to 25 years.

**Tools**

**PDS:** It necessary collects the information.

**Multi Assessment Personality Series (MAPS):**

This scale was constructed and standardize by Psy Com. It consists 147 complete sentences and each item is provided three alternatives the subjects had to select one of the three alternative and complete sentences this test highly reliable and valid.

**Procedures of data collection**

Each of the two instruments could be administered individuals as well as a small group. While collecting the data for the study the later approaches was Adopted. The subjects were called in a small group of 20 to 25 subjects and there seating arrangements was made in a classroom. Prior to administration of test, through informal talk appropriate rapport form. Following the instructions and procedure suggested by the author of the tests. The tests were administered and a field copy of each test was collected. Following the same procedure, the whole data were collected.

**Variable**

<b>Independent variable-</b>	Sex	a) Male	b) Female
	Age	a) 22-25y	b) 18-21y
<b>Dependent Variable</b>	1.	Ego-Strength	

**Male and Female Senior College Students shows the mean S.D. and 't' value of Ego-Strength**

Factor	Group	A1B1	A2B1	A2B1	A2B2
Ego-Strength	Mean	13.3	7.8	10.7	5.86
	S.D.	0.76	0.88	1.18	1.04

**A = Gender B = Age A1 = Female A2 = Male B1 = 22-25y B2 = 18-21Y**

**Summary of Two Way ANOVA**

Source	Ss	df	MS	F	P
A Gender	251.18	1	251.18	261.93	< 0.01
B Age	1325.42	1	1325.42	1382.12	< 0.01
A x B	11.23	1	11.23	11.71	< 0.01
Within	187	196	0.96		
Total	1774.83	199			

From the Summary and graph it is seen that main effect A is highly significant main effect A refer to the factor Gender. It was varied at two levels i.e. Male and female it was assumed Male and female differs significantly with regards to Ego-strength. Since the main effect A is highly Significant (F = 261.93, df = land 192, P < 0.01) It is Clear that Male and female Subjects Differ Significantly From each other from the mean scores and graph it was found that the female Students have Significantly ego-strength than the male High school Students. This Result Support the Hypothesis.

The Second Independent Variable the Factor of Age It was also varied at two levels. The effective sample was divided in to two groups, 22-25years Senior College Students and 18-21 years Senior Students. Main effect has yielded highly significantly result and F = 1382.12 for 1 and df 192 is significant beyond 0.01 level (P < 0.01). And Support the Hypothesis 22-25 years Senior College Students has Significantly Ego-Strength than the 18-21 years Senior College Students.

Interaction AxB is (f = 11.71, df = 1 & 192, P < 0.01), Which suggest that all the two dependant variable namely Gender and Age are interdependent on each other.

**Results:**

Female College Senior Students have significantly high Ego-Strength than the Male College Senior Students.

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## नवम् दशक की कहानियों में मानव प्रतिमा

प्रा. सौ. कोटुळे बायजा महादेव: वसुंधरा महाविद्यालय, घाटनांदूर, ता. अंबाजोगाई जि. बीड

### प्रस्तावना :-

हमेशा से साहित्य अपने युग का प्रतिबिम्ब अपने में समाता आ रहा है। सामाजिक जीवन में परिवर्तन हर युग में होते हैं और उन्हीं परिवर्तनों के आधार पर जीवन मूल्य विकसित होते हैं, ये जीवन मूल्य ही व्यक्ति के चरित्र और उसकी सभ्यता एवं संस्कृति के मापदण्ड बनते हैं, और सामाजिक जीवन की प्रतिमाएँ बनाते हैं। 'परिवर्तनशीलता' ठीक संस्कृति की तरह साहित्य की विशेषता रही है। हम देखते हैं कि प्रत्येक युगीन साहित्यकार ने अपनी समसामयिक परिस्थितियों का चित्रण अपनी रचनाओं में किया है। प्रत्येक युग में साहित्यिक गतिविधियों ने उस परिवेश में बनती बिगड़ती खण्डित अखण्डित जीवन की प्रतिमाओं को उजागर किया है।

मानव प्रकृति की सर्वोत्कृष्ट कृति है। मानव विश्व का वह अनूठा उपादान है। जिसकी प्रतिष्ठा तथा स्वतंत्रता की महत्ता सभी धर्मों, विश्वासों तथा विचारधाराओं में स्वीकार की गयी है। मानव को परिभाषित करना सरल कार्य नहीं है क्योंकि मानव स्वयं प्रकृति की एक जटिलतम रचना है। फिर भी मानव प्रतिमा मानव के सभी आयामों को समाहित कर लेती है।

### विषय की प्रेरणा :-

इस दिशा में अध्ययन करते हुए मैंने पाया कि, 'कहानी' ही ऐसी विधा है, जिसमें संघर्षशील मानव प्रतिमा का प्रभावोत्पादक चित्रण होता है। युगजीवन और आधुनिकता बोध को समग्र रूप में व्यक्त करने की क्षमता अन्य विधाओं की अपेक्षा कहानी में अधिक है। कहानी जीवन के लघुतम तथ्यों को पूरी स्वच्छंदता, स्पष्टता एवं पूर्णता के साथ प्रस्तुत करती है। आज के जीवन की मुख्य प्रवृत्तियों में यथार्थता स्पष्टवादिता, मांसलता, बौद्धिकता एवं गतिशीलता का अंकन कहानी ही सक्षम रूप से कर सकती है।

### विषय का महत्व :-

नवम् दशक तक आते – आते हमारा परिवेश बड़ी ही तीव्रता से बदला है। महानगरों में हमारे अमानवीकरण की प्रक्रिया तेजी से हुई है। मानव मूल्यों की हत्या की साजिशों में हम अन्ततः आत्महन्ता बने हैं। हमारे सम्बन्धों के तमाम पुल या तो टूटे हैं या उनके मूलाधार बुरी तरह हिल गए हैं। दाम्पत्य सम्बन्धों में हो रहा वज्रपात, उनके सम्बन्धों में उग रही जंगली घास, बाहर के आदमी के साथ उसकी भूमिका, परिवर्तन, तीन पिढियों में अन्तराल और कटा हुआ संवाद, दफ्तरी परिवेश में निकले स्त्री – पुरुष दिशाहीनता में सही मुहावरे की तलाश में भटक रहा है। सारा का सारा तंत्र ही बिखर गया है। परिवार खण्डित हो गए, दाम्पत्य जीवन ध्वस्त हो गया है।

नवम् दशक की मानव प्रतिमा को दो वर्गों में विभाजित किया जा सकता है – स्त्री प्रतिमा और पुरुष प्रतिमा।

नवम् दशक में नारी सम्बन्धी परम्परागत धारणा बदली है। आज नर – नारी दोनों समान धरातल पर शिक्षा ग्रहण करते हैं। आज नारी विवाह से पूर्व पारिवारिक जिम्मेदारियों को निभाती है। 'स्वयंवर' और 'मरुस्थली' कहानी की प्रतिमाएँ ऐसी ही पारिवारिक जिम्मेदारियों को निभाती हुई दिखाई देती हैं।

अविवाहित नारी प्रतिमा की ऐसी भी कहानियाँ हैं जिसमें प्रेम सम्बन्धों के कारण पारिवारिक यातनाओं को

झेलना पडा है। 'साउथ एक्स की सीता' कहानी की सीता की प्रतिमा ऐसी ही है। कुछ प्रतिमा ऐसी भी है जो अपने ही परिवार के लोगों द्वारा दिए गए यातनाओं के कारण घर से भाग जाने को सोचती है।

विवाहपूर्व नारी की प्रतिमा कुण्ठा, तनाव वन्द का शिकार होती दिखाई देती है। ममता कालिया की 'मनहुसाबी' कहानी की नायिका उषा की प्रतिमा ऐसी ही है। विवाह पूर्व यौन सम्बन्धों के प्रति स्वच्छन्द दृष्टि रखने वाली नारी प्रतिमाएँ भी है। निर्मल वर्मा की अमालिया की 'अमालिया' यौन – सम्बन्धों के प्रति स्वच्छन्द है।

नवम् दशक में पति द्वारा दी गई यातनाओं के प्रति मानसिक आक्रोश एवं विद्रोह करनेवाली नारी प्रतिमा का भी चित्रण हुआ है। जैसे सुरेन्द्र अरोडा की 'भेडिए' यादवेन्द्र शर्मा की 'नाजायज कब्जा' आदि कहानियों में पति की क्रूरता और यातनायों को देखा जा सकता है। इतना ही नहीं तो सम्बन्धों के त्रिकोण को नये सन्दर्भों में उद्घाटित किया गया है। दशक कोई भी रहने दो माँ और पिता की प्रतिमा वही ममता या वात्सल्य की भावना सहज, स्वाभाविक और प्राकृतिक है। चन्द्रकांता की 'देहलीजपर न्याय' तथा कैलाश की 'पिता' आदि कहानियों में माँ और पिता की वात्सल्यमय प्रतिमा दिखाई देती है। समाज में विधवा की समस्या आज उतनी भयावह नहीं है जितनी स्वतंत्रता पूर्व थी। क्योंकि आज नारी की प्रतिमा स्वतंत्र है। वेश्या की प्रतिमा भी अलग अलग रूप में दिखाई देती है।

इस प्रकार नवम् दशक की हिन्दी कहानी में परिवार एवं परिवारेत्तर सम्बन्धों की दृष्टि से नारी के विभिन्न प्रतिमाओं का चित्रण किया गया है। जिस प्रकार नारी प्रतिमा का चित्रण किया है उसी प्रकार पुरुष प्रतिमा का भी चित्रण किया गया है। नवम् दशक में बच्चे की प्रतिमा भी संघर्षरत है।

#### उपलब्धियाँ :-

१. मानव की प्रतिष्ठा तथा स्वतंत्रता की महत्वा सभी धर्मों, विश्वासो तथा विचारधाराओं ने स्वीकार की है।
२. युग तथा परिस्थितियों के अनुरूप मानव प्रतिमा बदलती रही है तथा कहानी मानव प्रतिमा के इन बदलावों को समग्रता के साथ चित्रित करती आयी है।
३. युगजीवन और आधुनिकता बोध को समग्र रूप में व्यक्त करने की क्षमता अन्य विधाओं की अपेक्षा कहानी में अधिक है।
४. नारी को पुरुष के समान अधिकार मिलने से नारी सार्वजनिक क्षेत्र में अग्रसर हो गयी है। आज नारी पुरुष के समान पारिवारिक जिम्मेदारियों को निभाती है। विवाह – पूर्व यौन सम्बन्धों के प्रति स्वच्छन्द दृष्टि रखनेवाली नारी प्रतिमाएँ देखने को मिलती है।
५. नवम् दशक में माँ और पिता की प्रतिमा वात्सल्यपूर्ण स्वाभाविक और प्राकृतिक है।

#### संदर्भ संकेत :-

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- ० २. डॉ. कमलकुमार – मनोरमा (प्रथम अंक) फरवरी १९८३
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- ० ४. रामेश्वर शुक्ल अंचल – मरुस्थली – पृ. १२
- ० ५. मणिका मोहिनी – साउथ एक्स की सीता – पृ. २६

## स्त्री आंदोलनों का इतिहास

डॉ. नितीन सुरेशराव माने: वसुंधरा कला महाविद्यालय, घाटनांदरू ता. अंबाजोगाई जि. बीड

भारतीय समाज विविध धर्मों, जातियों एवं वर्गों से बना है। जबकि भारत कई भू-प्रदेशों का समूह है। इस देश में परम्परा से ही पुरुष – सत्ता की प्रधानता रही है जिसमें स्त्रियों का स्थान गौण है। पुरुषों ने अपने स्वार्थ के लिए स्त्री को साधन बनाया तथा अपनी स्वार्थ - पूर्ति के लिए स्त्री को देवी मानकर उसकी पूजा की है तो दुसरी ओर उसे हाथ का खिलौना मानकर उसके साथ अन्याय अत्याचार करता आया है। इसी कारण स्त्री – जीवन विविध समस्याओं से भरा हुआ है। पहले भी स्त्री के लिए समस्याएं थी और आज भी है, लेकिन बदला केवल उसका स्वरूप एवं कारण।

स्त्री जबसे अपने अस्तित्व के प्रति जागृत हुई है तबसे वह पुरुषों द्वारा किये जानेवाले अन्याय अत्याचार का विरोध करने लगी। तथा संगठित होकर अपनी ताकत, अस्तित्व की पहचान संसार को दिखाने लगी।

उन्नीसवीं सदी में स्त्रियों की अच्छाई - बुराई को लेकर उनके जीवन में सुधार लाने के प्रारंभिक प्रयास पुरुषों द्वारा ही किए गए। लेकिन आगे चलकर इस काम में नारियों ने स्त्री – शिक्षा जैसे अभियानों से प्रभावित होकर हिस्सा लेने लगी।

बीसवीं सदी की शुरुवात में ही नारी सक्रियता की एक पहल शुरु हुई। स्वाधीन भारत के संविधान में स्त्री – पुरुष की समानता को महत्व दिया गया। लेकिन आगे चलकर स्त्री – पुरुष समानता की वास्तविकता सामने आने लगी तो महिला आंदोलन में भी तेजी आयी। जो आठवे दशक तक रही। इसी कारण पुराने संघठन पुनःसक्रिय हो गये। इस दौरान स्त्रियों की दशा में सुधार लाने के अनेक अभियान उदार लोकतांत्रिक आधार पर चलाए गए। तथा स्त्री को पुरुष की अपेक्षा हेय मानना गलत एवं अनुचित समझा जाने लगा। पहले के समाज सुधाकर स्त्री को पुरुष से भिन्न होने के कारण उन्हे हेय मानने के पक्ष में नहीं थे, लेकिन आगे के सुधारकोंने स्त्री की भिन्नता के आधार पर उसे उपयोगी माना उसे माँ, राष्ट्रमाता, उग्र रूप धारण करनेवाली महाकाली एवं सहनशीलता का प्रतिरूप माना जाने लगा। परन्तु यह भी पुरुषों की एक चाल थी। उसने स्त्री के लिए दायित्व एवं अपने लिए अधिकार की व्यवस्था की जिससे वह स्त्री का शोषण कर सके।

“मंडम कामा तथा सरोजनी नायडू ने स्त्रियों के लिए स्व-स्त्रैण एवं राजनीति का नारीकरण करने का प्रयास किया इसी कारण उन्हें भारतीय नारी आंदोलन के जनक के रूप में ख्याति मिली।”<sup>1</sup> उन्होंने स्त्री के स्वाभाविक गुणों के बारे में राय दी जिनका अनेक नारिवादियों ने स्वागत किया।

स्वतंत्र भारत का नारी आंदोलन स्त्री की उपेक्षा, शोषण, श्रम में लिंग आधारित भेदभाव को समाप्त करने तथा समनता का दृढतापूर्वक पालन करने की नीति से शुरु हुआ। उसमें स्त्री – पुरुष की समानता की बात को प्रमुख रूप से उठाया गया। अब उसे देवी, माँ की अपेक्षा कामकाजी महिला के रूप में पेश किया। समकालीन स्त्रीवादियों ने लडकी के रूप में पैदा होने की लाचारी एवं पीडा का वर्णन किया। उनकी यौवन उत्पीडन की चिन्ता, विवाह करने पर दूर भेजे जाने का डर, विवाह से खत्म होनेवाली निजता, उसे लडकी होने का डर, और परित्याग को रेखांकित किया गया। इन नारिवादियों ने स्त्रियों को पत्नी – माता – शक्ती रूप का त्याग करके उन्हें आर्थिक रूप

से आत्मनिर्भर होने के लिए प्रेरित किया। साथ ही उनमें वर्ग चेतना पैदा करके संघटित होने एवं राजनीति में हिस्सा लेने के लिए उकसाया। 1970 में नारिवादियों ने वर्ग जागरूकता के साथ — साथ भारत में स्त्री — पुरुष, स्त्री — स्त्री के बीच बढ़ती असमानता की असंख्य जानकारियाँ इकट्ठा की जिनका आधार था, जाति, भाषा, धर्म, क्षेत्र और वर्ग।

आठवीं शती के दौरान स्त्रियों में पुरुषों से समानता की माँग पहले की अपेक्षा थोड़ी कम महत्वपूर्ण हो गई तथा स्त्रियों द्वारा अपने निजी जीवन पर उसके नियंत्रण के अधिकार को लेकर आवाजें उठने लगीं। आर्थिक आत्मनिर्भरता इसका सबसे सशक्त पहलू था। साथ ही अन्य क्षेत्र में समान अधिकार की माँग के साथ महत्वपूर्ण थी स्त्री उनके देह पर नियंत्रण के अधिकार की माँग।

उन्नीसवीं सदी के प्रारंभ में आंदोलनवादियों की स्त्री के प्रति जो धारणा थी वह बीसवीं सदी के आरंभ तक बदल गई। उनका सारा ध्यान स्त्रियों को समाज का उपयोगी सदस्य समझने पर केन्द्रित हो गया तथा बीसवीं सदी के उत्तरार्ध तक महिलाओं को अपने जीवन के बारे में स्वयं निर्णय लेने के अधिकार की माँग उठाई गई।

इस प्रकार महिला आंदोलन में समय के अनुसार परिवर्तन होता गया। इन आंदोलनों में पुरुषों के नियंत्रण को चुनौती दी गई। जैसे — जैसे स्त्री अपने अधिकार, अस्तित्व के प्रति स्वतंत्र हुईं वैसे — वैसे उसने अपने विरोधियों को शर्मसार करने की नीति अपनाई। वह सामाजिक तथा राजनीतिक क्षेत्र में भी अन्याय के प्रति विद्रोह करने लगीं। शराब विरोधी, पत्नी — उत्पीडन विरोधी तथा दहेज विरोधी अभियानों में स्त्रियों ने पुरुष अभियुक्तों के मुंह पर कालिख पोतकर उन्हें समाज में सार्वजनिक तौर पर प्रताडित किया।

आज भी समाज में स्त्री को कई समस्याओं का सामना करना पड़ रहा है। जैसे दहेज के लिए हत्या, बलात्कार आदि। छेड़खानी करके अपराधी सजा से बचने के लिए दूसरे राज्यों में भाग जाते हैं। इसी बात को लेकर विगत दो शताब्दियों में महिला उत्पीडन के खिलाफ आंदोलनो द्वारा कानून बनाने की जोरदार माँग हो रही है। सरकारने अपराधी को सजा देने का कानून तो बनाया है लेकिन उससे बचने के कई रास्ते मौजूद हैं। इस प्रकार की खबरों के बारे में नारिवादियों ने 1970 – 80 में कई सवाल उठाये जिनमें से एक यह है कि जो सुरक्षा कानून की अवधारणा को पूरा नहीं करती उनमें कटौती कर रहीं हैं।

महिलाएँ अपने अस्तित्व एवं हक्क के प्रति जागृत हुईं। वे केवल जागृत होकर चुप नहीं रही, बल्कि उन्होने समस्याओं के जड़ तक जाकर उसे समूल नष्ट करने का प्रयास किया। समाज में पत्नी — उत्पीडन की समस्या सत्तर, अस्सी के दशक में प्रमुख थी। इस से बचने के लिए महाराष्ट्र के मोआद, शहादा जैसे गांव में महिलाएँ संघटित हुईं। “अगर किसी गाँव की कोई औरत दूसरे गाँव में जाकर बताती कि उसके पति ने उसकी पिटाई की है तो उस गाँव की औरतें पीडित महिला के गाँव में जाकर उसके पति की खुलेआम पिटाई कर देती और पति से सबके सामने अपनी पत्नी से माफी माँगने को कहती।”<sup>4</sup> वहाँ पर पत्नी उत्पीडन का मूल कारण था पतियों की नशाखोरी। परिणाम-स्वरूप स्त्रियों में शराब विरोधी आंदोलन का उदय हुआ। महिलाओं ने शराबी पतियों के साथ-साथ शराब विक्रेताओं के विरोध पर ध्यान केंद्रित किया। आगे चलकर स्त्रियों द्वारा किये जानेवाले आंदोलन काफी मात्रा में बढ़ चुके हैं। गुजरात, बिहार, उत्तरप्रदेश, राजस्थान आदि राज्यों में नारिवादी आंदोलनो, संस्थाओं ने स्त्रियों में जागृती लाने के लिए नुक्कड़ नाटकों, भित्ति पत्रिकाओं, संयुक्त, प्रदर्शन आदि का प्रयोग

किया।

उन्नीसवीं सदी में अंग्रेज और भारतीयों में काफी मतभेद पनपे इसी के परिणाम स्वरूप देश में कई समाज सुधार आंदोलनों का विकास हुआ। इन आंदोलनों में स्त्री पुरुष की पुनर्परिभाषा पर काफी जोर दिया गया। अठारहवीं सदी में मुस्लिम राज्य का हास एवं अंग्रेजों का विकास काल माना जाता है। आंदोलनवादियों ने मुसलमानों को राक्षस माना तथा कहा कि हिन्दू स्त्रियों को उन्होंने भ्रष्ट कर सामाजिक स्तर पर निकृष्ट कर दिया। इस दिशा में अन्य राज्यों की अपेक्षा बंगाल एवं महाराष्ट्र अग्रणी रहे हैं।

जैसे – जैसे देश में शिक्षा का प्रसार होने लगा वैसे – वैसे देश में स्त्रियों के प्रति आंदोलनवादियों की दृष्टि दृढ़ होती गई। सबसे पहले बंगाल में राजाराम मोहनराय ने 1815 में प्रस्थापित आत्मिय सभा के माध्यम से शिक्षा के महत्व को लेकर सार्वजनिक बहस छेड़ी। उसी वर्ष उन्होंने सती प्रथा का विरोध करते हुये लेख लिखा। इस प्रथा का विदेशी मिशनरियों ने हिंदू पशुता माना। सच तो यह है कि भारत में सती प्रथा बंद करने में अंग्रेजों का महत्वपूर्ण योगदान है। सन 1818 में बंगाल के तत्कालीन प्रांतीय गवर्नर विलिमय बैटिक ने सती प्रथा पर रोक लगा दी। जब वे 1829 में भारत के गवर्नर बने तो उन्होंने सती प्रथा निर्मूलन एक्ट पास किया। आशिष नंदी ने सती प्रथा को बंगाली बिमारी मानकर उसकी आलोचना की। स्त्रियों की दशा में सुधार लाने में एक ओर सती – उन्मुलन आंदोलन जिम्मेदार रहा तो दुसरी ओर स्त्रियों की शिक्षा का आंदोलन।

“भारत में लड़कियों के लिए सबसे पहले स्कूल अंग्रेज एवं ईसाई मिशनरियों ने उन्नीसवीं शती के आरंभ (1810) में शुरू किये थे। जबकि स्त्रियों की शिक्षा संबंधी पहली पुस्तक गुरुमोहन विद्यालंकार ने 1819 में लिखी थी। 1927 तक अकेले हुगली जिले में 12 कन्या पाठशालाएं चलाई जाने लगी। तथा पाठ्यक्रम बंगाली आवश्यकतानुसार तैयार कर लिया था।”<sup>2</sup>

महाराष्ट्र में स्त्री – शिक्षा को उन्नीसवीं शती में महात्मा ज्योतिबा फुले एवं उनकी पत्नी सावीत्रीबाई फुले ने खूब प्रश्रय दिया। 15 में 1848 को पुना के महारवाडा में पहली कन्या पाठशाला निकाली। तथा 1 सप्टेंबर 1848 में अस्पृश्य कन्याओं के लिए दूसरी पाठशाला शुरू की। 1852 तक उन्होंने तीन कन्या पाठशालाएं शुरू की महात्मा फुले ने शिक्षा का महत्व अपने ‘शेतकन्याचा आसुड’ किताब में व्यक्त किया है।

इसी कारण फूले को स्त्री उदगाता तथा स्त्री शिक्षा का उदगाता के रूप में जाना जाता है। उन्नीसवीं सदी में विधवा स्त्रियों की स्थिति अत्यंत दयनीय थी। इस पर लोकहितवादी गोपाल हरी देशमुख ने बड़ी आलोचना की जबकि ईश्वरचंद्र विद्यासागर, विष्णुशास्त्री पंडित, कर्वे अदि ने स्वयं विधवाओं से विवाह करके लोगों को विधवा – विवाह के लिए प्रेरित किया।

महर्षी धोंडो केशव कर्वे ने 1899 में अनाथ बालिकाश्रम की शुरूवात की। आगे 1907 में उन्होंने विधवा एवं आम लड़कियों को शिक्षा दिलाने हेतु महिला महाविद्यालय की स्थापना की। स्त्रियों के लिए एक स्वतंत्र राष्ट्रीय विश्वविद्यालय हो ऐसा उन्हें लगता था। तथा इस विश्वविद्यालय में लड़कियों को प्रपंचशास्त्र, आरोग्यशास्त्र, चित्रकला, गानकला आदि स्त्री जीवन के लिए आवश्यक विषयों का ज्ञान मिले ऐसा उनका उद्देश्य था। इसी दृष्टि से प्रयत्न करके उन्होंने सन 1916 में भारतीय महिला विश्वविद्यालय की बम्बई में स्थापना की। जिसे आज श्रीमती नाथीबाई दामोदर ठाकरसी महिला विश्वविद्यालय, के नाम से जाना जाता है।

उन्नीसवी सदी में कलकत्ता में बाल – विवाह को लेकर आंदोलन चलाये जाने लगे, लेकिन जेसोर इंडियन एसोसिएशन ने स्त्री के विवाह की उम्र बढ़ाने के लिए कि गई याचिका को सामाजिक तथा नैतिक आधार पर ठुकरा दिया। परन्तु इस आंदोलन में स्त्रियों ने भी हिस्सा लिया। 1890 में महिला चिकित्सको ने स्त्री के विवाह की उम्र बढ़ाने हेतु समाज सुधारकों के तर्कों का समर्थन किया तथा लगभग सोलह सौ हिंदू स्त्रिया ने कानूनी सुधार करने के लिए विक्टोरिया के सम्मुख याचिका प्रस्तुत की। तब तक महाराष्ट्र विशेषतः बम्बई एवं पूना में भी बाल विवाह के विरोध में आंदोलन शुरू हुआ था।

दयानंद सरस्वती द्वारा चलाया गया सम्प्रदाय आर्यसमाज सन 1880 के बाद महिलाओं के सुधार कार्य में काफी सक्रिय हुआ। इस संस्था ने विधवा पुनर्विवाह, बाल विवाह विरोध, स्त्री शिक्षा आदि के लिए महत्वपूर्ण कार्य किया। इस संस्थाने सन 1890 में जालन्धर में एक कन्या पाठशाला शुरू की। एक वर्ष बाद इस स्कूल में अविवाहित लड़कियों के साथ विधवाओं को भी प्रवेश दिया जाने लगा। लुधियाना में नवगठित आर्य स्त्री समाजने कन्या पाठशाला एवं विधवाओं के लिए आश्रम शुरू किया।

उन्नीसवी शती के तक अन्त विविध समाज सुधारकों द्वारा चलाये गये आंदोलनों का असर दिखाई देने लगा। समाज में विद्रोही स्त्रियों की संख्या बढ़ने लगी। बंगाल में निरुपमादेवी, अनुरुपादेवी जैसी उपन्यासकारों का नाम सर्वोपरि था तो महाराष्ट्र में काशीबाई कानेटकर। महाराष्ट्र की प्रथम महिला डॉक्टर आनंदीबाई जोशी ने पुरुष सत्ता के प्रति खुलकर विद्रोह किया। जबकी ताराबाई शिंदे ने अपनी पुस्तक स्त्री – पुरुष तुलना में पुरुषों ने स्त्री के प्रति कि धोखेबाजी, छल, स्वार्थ की निंदा करते हुये उनकी पोल खोल के रख दी। तथा स्त्री को पुरुष से श्रेष्ठ सिद्ध करने का प्रयास किया। हरियाणा जैसे पिछले इलाकों में भी माई भगवती जैसी उपदेशिकाओं ने महिला सबलीकरण पर जोर दिया।

आगे चल कर समाज सुधार करनेवाले सम्प्रदायों ने स्त्रियों को उपदेशक, समाज सुधारक, प्रचारक के रूपमें नियुक्त किया।

उन्नीसवी शती के उत्तरार्ध में कलकत्ता जैसे महानगरों में पर्दा प्रथा के विरुद्ध ब्राम्हण महिलाओं ने जन अभियान की शुरुआत की। इसी काल में स्त्रियों ने राष्ट्रवादी आंदोलनों, संघटनों में हिस्सा लेना आरंभ किया। इन अधिवेशनों, संघटनों के माध्यम से महिलाओं ने अपनी समस्याओं को उठाना चाहा जिन में वेश्यावृत्ति पहला एवं प्रमुख मुद्दा था।

वेश्याओं के सुधार के लिए प्रथम प्रयास कलकत्ता के माइकल मधुसूदन दत्त ने किया। उन्होंने वेश्याओं के लिए थियटर में कलाकार बनने के प्रस्ताव रखे सच्चाई यह है कि दत्ता कुछ गिने - चुने समाज सुधारकों में से एक थे जो वेश्याओं के लिए सकारात्मक प्रयास करते नजर आए। जिस प्रकार दत्ता ने वेश्या – सुधार का प्रयास किया उसी प्रकार सुरेन्द्रनाथ बॅनर्जी ने राष्ट्रीय समाज सम्मेलन के माध्यम से स्यापा (स्त्रियों द्वारा सार्वजनिक शोक प्रदर्शन) के विरुद्ध अभियान चलाने का प्रयास किया।

रवीन्द्रनाथ की पुत्री स्वर्णकुमारी देवी तथा उनकी पुत्री सरला देवी घोषाल ने स्त्री – सुधार के लिए महत्वपूर्ण कार्य किया। “सरला देवी बीसवी सदी के मातृ केंद्रित राष्ट्रवास तथा उसके फलस्वरूप क्रांतिकारी आतंकवाद की सूत्रधार थी। ऐसा करते समय उन्हें अपने परिवार का विरोध सहना पडा।”<sup>3</sup>

सरोजनी नायडू के नेतृत्व में मांटेग्यू तथा चेम्सबोर्ड की समिती के समक्ष स्त्री – सुधार की मांग की। इसमें स्त्री शिक्षा, स्वास्थ्य, प्रसूति सेवाएं तथा वोट देने का अधिकार की मांगे प्रमुख थी। सरला देवी ने इन मांगों के साथ विधवाओं के लिए विशेष शिक्षा संस्थान खोलने, हिन्दू पत्नियों, पुत्रियों के विरासत के अधिकारों के लिए कानून बनाने की मांग की।

सन 1910 से 1920 तक का दशक ऐसा था जिसमें सर्व प्रथम अखिल भारतीय महिला संघटनों के गठन के प्रयास किये गये। बंगाल में बंग महिला समाज एवं अघोरिकामिनी नारी समिती, महाराष्ट्र में सातारा अबोलन्ती सभा, बंगलूर में महिला सेवा समाज, बनारस में भारत महिला परिषद तथा इलाहाबाद में प्रयाग महिला समिती आदि क्षेत्रीय एवं स्थानीय संघठन बनाकर स्त्री सुधार के लिए प्रयास किये गए।

**संदर्भ संकेत :-**

- स्त्री अस्मिता के प्रश्न-सुभाष सोतिया – कल्याणी शिक्षा परिषद पृ.सं.160
- सामान्य ज्ञान (से अनुदित) – के सागर पृ.स. 40
- स्त्री संघर्ष का इतिहास – राधा कुमार – वाणी प्रकाशन पृ.स. 90
- स्त्री मुक्ति का सपना – कमला प्रसाद – वाणी प्रकाशन पृ.स. 120

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## महाराष्ट्रीय संत जनाबाई तथा राजस्थानी संत मीराबाई का भारतीय सन्त साहित्य में योगदान

प्रा.कावळे रेविता बलभीम : बहिर्जी स्मारक महाविद्यालय, बसमत, जि. हिंगोली.

राज्य में साहित्यिक गतिविधियों को प्रोत्साहित करने के लिए संत साहित्य अत्यंत प्रेरणादायी है । वर्तमान जीवन में संत साहित्य की प्रेरणा से सामाजिक स्थितियों में परिवर्तन लाया जा सकता है । क्यों कि साहित्य समाज का दर्पण माना जाता है और उसका आधार जीवन है । वह हमेशा युग का प्रतिबिम्ब रहा है । व्यक्ति का जीवन, चरित्र, संस्कृति और सभ्यता साहित्य के मेरुदण्ड है हर युग में समाज जीवन परिवर्तित होता है और जीवनमूल्यों का विकास भी होता है । किसी भी प्रांत की भाषा और साहित्य को देखें तो ही सत्य उद्घाटित होता है । तत्कालीन सत्य का बोध तत्कालीन साहित्य से ही सामने आता है । विविधता में एकता भारत देश की विशेषता है । अपने देश में भिन्न भाषाएँ हैं लेकिन भाव एक ही है । इस महान देश के विशाल भूभाग में अनेक प्रांत, भाषाएँ, जातियाँ हैं लेकिन इस विविधता के द्वारा एक ही भाव अभिव्यक्त होता है । यही भारतीय 'आत्मा' की पहचान है ।'

मेरे अध्यात्मिक 'गुरु' श्री.वासुदेव खंदारे गुरुजी की प्रेरणा से मुझे संत साहित्य में रुचि निर्माण हुई है । इसलिए संत साहित्य का अध्ययन करना यह मेरी रुचि का विषय है । संत साहित्य की शुरुवात बहुत प्राचीन है । हिंदी साहित्य में कबीरदास, तुलसीदास, सूरदास, मीराबाई से संत साहित्य की शुरुवात मानी जाती है तो मराठी साहित्य में ज्ञानेश्वर, तुकाराम, नामदेव, जनाबाई से संत साहित्य की शुरुवात मानी जाती है साहित्य के क्षेत्र में नारी संत का भी महत्वपूर्ण स्थान है । हिंदी साहित्य में भी नारी संत का महत्वपूर्ण स्थान है । हिंदी साहित्य में नारी संत साहित्य परम्परा संत मीराबाई से मानी जाती है तो मराठी साहित्य में नारी संत साहित्य की परम्परा संत जनाबाई से मानी जाती है । इन दोनों नारियों को भारतीय संत साहित्य की आत्मा कही जाती है । इस आत्मा की पहचान कराने का प्रयास इस शोध आलेख से किया जा रहा है । भक्ति की प्रेरणा से ही दोनों नारियों की जन्मजात प्रतिभा साहित्य में प्रतिष्ठित हुई है । दोनों ने सामाजिक चेतना को जगाया है । वह चेतना आज भी अधिकांश लोगों के चित्त में किसी न किसी अंश में आरुढ़ हुई है । हिंदी में कृष्णकाव्य की प्रथम कवयित्री मीराबाई कही जाती है । मराठी में विठ्ठल काव्य की प्रथम कवयित्री जनाबाई कहीं जाती है । दोनों ने धर्म, दर्शन, नीति के सभी उत्कृष्ट सिद्धांतों की रचना की है । सम्प्रदायों से अलग रहकर स्वतंत्र काव्य रचना कर बाकी साधना करनेवाली नारियाँ हैं । इनकी भक्ति पद्धति में साम्प्रदायिकता का तनिक भी आग्रह नहीं है । उनमें सगुण और निर्गुण का स्वभाविक समन्वय पाया जाता है । मीराबाई और जनाबाई के पदों की रचना तथा भक्ति भाव अन्य काव्यों से बेजोड है । मीराबाई कृष्णभक्त थी। धर्म, संस्कृति, काव्य, भक्ति और लोक साहित्य के क्षेत्र में मीराबाई एक ऐसा प्रतीक है जो राजस्थान ही नहीं तो सम्पूर्ण भारत की परिसीमा को लांघती है। मीराबाई के सम्बन्ध में ऐसे अनेक आयाम जिस पर अनेक बार मनन-चिंतन करने को मन चाहता है । चित्तोडगढ़ के 'मीरा स्मृति संस्थान' ने देश – विदेश के विद्वानों को ऐसे अवसर दिए हैं कि मनन-चिंतन करनेवाले सहृदय से स्पष्ट रूप में निः संकोच भाव से प्रस्तुत करें। चित्तौडगढ़ भारत की शक्ति और भक्ति का अप्रतिम केंद्र रहा है । भक्ति के क्षेत्र में मीराबाई जैसी भक्त



और शक्ति के रूप में अनेक राजा सुपरिचित है। भारतीय संस्कृति को चित्तौड़ में संचरित करने के लिए मीराबाई ने वह कार्य किया जो भक्ति के क्षेत्र में कबीर, रामानन्द और नानक ने किया। मीराबाई की भक्ति की भगीरथी आज भी करोड़ों लोगों तक बह रही है। मीराबाईने अनेक मानवमूल्य जन – जन को समर्पित किए है। मीराबाई किसी धार्मिक या दार्शनिक विचारों की आचार्य नहीं तो वह जन – मानस की भक्ति की भगीरथी है जो आज भी करोड़ों लोगों तक बह रही है। मीराबाई किसी धार्मिक या दार्शनिक विचारों की आचार्य नहीं तो वह जन – मानस की शंकराचार्य मानी जाती है। राजस्थान की मीराबाईने सोलहवीं शताब्दी में जन्म लेकर, हिंदी में काव्य रचकर, भारत की भक्ति परम्परा को अक्षय बना रखने का प्रयास किया है।

महाराष्ट्र की भूमि भारत की भूमि का एक छोटासा भाग है। महाराष्ट्र की संस्कृति विशेष मानी जाती है वह भी भारतीय संस्कृति का एक आम हिस्सा है। भिन्न-भिन्न रंगों के फूल होते है, उनकी गंध और आकार भी भिन्न-भिन्न होता है। लेकिन भूमि एक ही होती है। भारतीय संस्कृति भी विविध रूपों की है, लेकिन एक ही आत्मा उसमें रहती है। विविध रूपों में एकरूपता भारतीय संस्कृति का हृदय है, बारहवीं, तेरहवीं शती से महाराष्ट्र की संस्कृति भाषा, साहित्य स्वायत्तता और अध्यात्म साधना विशेष रूप की बनी है। मराठी भाषा ग्रंथों के माध्यम से समृद्ध बनी है। जनाबाई के पदों के द्वारा भी मराठी का विकास हुआ है।

जनाबाई विठ्ठल भक्त थी। जनाबाई की भक्ति एक साक्षीमय अनुभूति है। जनाबाई चिंतनमय रूप में ही सामने आती है। जनाबाई के पदों से उनके भक्तिमय जीवन का दर्शन होता है। महाराष्ट्र की संस्कृति और साहित्य में जनाबाई के बराबरी का कोई नहीं है वह अनमोल है। उनके कष्टमय जीवन का भी दर्शन होता है। उनकी सगुण भक्ति महाराष्ट्र में सभी लोगों तक पहुँची हुई है। उनकी सख्य भाव की भक्ति मधुरा भाव में परिवर्तित होती है। संत जीवन की अतिउच्च सीमा तक वह भक्ति के माध्यम से पहुँच चुकी है। दासी रूप से संत रूप प्राप्त करनेवाली जनाबाई आज भी समाज के लिए एक आदर्श व्यक्तित्व है। आज की नारियों के लिए प्रेरणा स्रोत है। जनाबाई ने अपने पदों (अभंग) के माध्यम से समाज में काफी परिवर्तन किया है। तत्कालीन समाज में परिवर्तन लानेवाली एक मात्र संत कवयित्री का महत्व पूर्ण योगदान है। उनकी काव्य की चेतना चिरकाल तक सजीव रही है।

तेरहवीं शती में महाराष्ट्र के हर परिवार में ब्रम्हज्ञान की दिवाली आई। ज्ञान, आत्मज्ञान और मुक्ति के लिए जो दलित जनता तरसती थी ओ अब ज्ञान, प्रेम और भक्ति रस में डूब गयी है। खुशियाँ मनाने लगी। साक्षात्कारी अनुभूति का अद्भुत दर्शन हुआ। जनाबाईने अपने मन का उत्कट प्रेम भाव और भक्तिभाव शब्दों में व्यक्त किया। उसी समय विठ्ठल भक्ति का बगीचा फूला। पंढरपूर आज भी भक्ति का बगीचा है। वहां विठ्ठल भक्ति की लेन – देन होती है। निवृत्ती, सोपान, ज्ञानेश्वर, मुक्ताबाई, नामदेव, जनाबाई इनके अभंगों का उद्घोष होता है। उसी समय भागवत पुराण में भी ऐकान्वित प्रेम भक्ति का संगम हुआ है। उसी समय महाराष्ट्र के लोक जीवन में अध्यात्मिक स्वायत्ता की सुनहरी सुबह हुई। जनाबाईने अपने दैनिक जीवन में साक्षात् अनुभूतियों को प्रत्यक्ष 'अभंग' के माध्यम से व्यक्त किया। तेरहवीं शती में जनाबाईने जन्म लेकर मराठी में काव्य रचकर महाराष्ट्र की ही नहीं तो सम्पूर्ण भारत की भक्ति परम्परा को अग्रस्थान प्राप्त कर दिया।

मीराबाई और जनाबाईने भक्ति परम्परा को अक्षुण्ण बनाए रखने का प्रयत्न किया दोनों के जाति, धर्म, सम्प्रदाय, देश, काल, वातावरण, वेशभूषा, भाषा, रीति-रिवाज, परम्पराएँ आदि में भिन्नता है किन्तु भक्ति के

धरातल पर एक बन कर भारतीय भावात्मक एकता के दर्शन कराती है। दोनों भी भक्ति मार्ग पर अग्रसर एक अटल साधिका थी। दानों ने ब्रम्हचर्य का पालन करते हुए सदगृहिणी बन, कौटुम्बिक जीवन बिताया था। साधना के क्षेत्र में मीराबाई और जनाबाई मार्गदर्शिकाएँ बनी हुई है। जैसे — जैसे भक्ति साधना में परिपक्वता पाती गई वैसे — वैसे लोगों की दृष्टि में अधिक पगली समझी जाने लगी। रामायण, महाभारत, भगवद्गीता, भागवत एवं रामकृष्ण परमहंस, विवेकानंद की जीवनियों के समान इन दोनों की जीवनियाँ मनुष्य के अध्यात्मिक जीवन की नींव बनी।

**निष्कर्ष:** इन देवियों के प्रति मन में आकर्षण होने के कारण इनके अध्ययन में रुचि निर्माण होती है। इन दोनों देवियों में कुछ मात्रा में समानताएँ भी है। इसमें दो विभिन्न भाषा की भक्त कवयित्रियों को एक साथ मिलाकर समग्र दृष्टि से यह शोध प्रबन्ध प्रस्तुत किया है। इन दोनों की जीवनियों में अधिकतया समानताएँ पाई जाती है, तो कई विषयताएँ भी पाई जाती है। उनकी कृतियों में समान भावनाएँ अभिव्यक्त है। उनकी जीवनी एवं कृतियाँ अलग — अलग नहीं है, उनका पारस्परिक अटूट संबंध है। जीवनी ही कृतियों में अभिव्यक्त है और कृतियाँ ही जीवनी है। इन दोनों की रहस्यानुभूतियाँ विश्वात्मा के प्रेम की विश्वव्यापी अनुभूतियाँ है। दोनों की समानताएँ दिखाकर भारत की भक्त मुक्तात्माओं की अभिन्नता दर्शाना इस शोध प्रबन्ध का मुख्य उद्देश्य है।

श्रीमद् भागवत की यह पंक्तियाँ यहाँ दृष्टव्य है —

“क्वचित् क्वचित् महाराष्ट्रे गुर्जरि ज्जीर्मतां गता ।

वृंदावनं पुनः प्राप्य नवीनेव सुरु पिणो ।

ज्ञाता हं युवती सम्यकप्रेष्ठरुपा तु साम्प्रतम् ॥”

अर्थात् भक्ति महाराष्ट्र में सम्मानित हुई, परंतु वृंदावन में आने से एक सुन्दर नवयुवती हो गई। भक्ति की लता महाराष्ट्र से होकर राजस्थान में जाकर फली — फूली। भक्ति रूपी फल सारे भारत को प्राप्त हुआ। उसे चखकर सम्पूर्ण भारत पवित्र हुआ। भक्ति की धारा गोदावरी से हिमालय तक पहुँची और उसने सारे भारत को पवित्र बनाकर मुक्ति का मार्ग सुगम बनाया। दोनों देवियों के काल में मौजूदा राजनीतिक, धार्मिक, सामाजिक एवं साहित्यिक परिस्थितियों की पृष्ठभूमि पर उनको ईश्वरीय प्रेम — साधना तथा संघर्षमय जीवन का सामना करना पडा। धर्म बाहर का आवरण है, भीतर प्रवेश करने पर ‘सर्वधर्मान्परित्यज्य मामेकं शरणं ब्रज’ को चरितार्थ करते हुए, अखण्ड ब्रम्ह के दर्शन होते हैं। धर्म के बाहरी आवरण को चीरकर धर्म से परे मूलभूत समानताओं को दिखाकर कृष्ण और विठ्ठल से परे, उस अनादि ब्रम्ह तक पहुँचती है। दोनों देवियों की कृतियों का अलोचनात्मक सर्वेक्षण करना, उसमें निहित साम्य और वैषम्य दिखाना इस शोध प्रबन्ध का उद्देश्य है। मेरे मन में दोनों के प्यित जिज्ञासा है, इस जिज्ञासा की पूर्ति हेतु इस विषय का मैंने थोड़ी बहुत मात्रा में अध्ययन करने का प्रयास किया है। संत मीराबाई को हिंदी जगत जानता ही है किन्तु हमारे महाराष्ट्र की संत कवयित्री जनाबाई का भी हिंदी जगत से परिचय कराना इस शोध प्रबन्ध का उद्देश्य रहा है।

**संदर्भ ग्रंथ :**

१. संत जनाबाई - डॉ. सुहासिनी इल्लेकर
२. मीराबाई का व्यक्तित्व और कृतित्व — संपा. संजय मलहोत्रा

३. प्राचीन हिंदी काव्य – संपा. प्रा. नागनापथ कुंटे
४. संत जनाबाई चरित्र एवं काव्य – संपा. प्रा. चिटणीस व कार्यकारिणी

### महाराष्ट्रातील कुस्तीचा विकास-उणिवा व उपाययोजना

डॉ. शेखर ना. शिरसाठ : शारीरिक शिक्षण विभाग प्रमुख, देवगिरी महाविद्यालय, औरंगाबाद.

कुस्ती हा खेळ प्राचीन काळापासून खेळत आलेल्या खेळां पैकी एक खेळ; परंतु पूर्वी त्याच्याकडे एक प्रकारचे युद्ध म्हणून बघितल्या जात असे. जसाजसा काळ बदलला, तसेतसे कुस्तीचे स्वरूप बदललेले दिसू लागले आणि कुस्ती हे युद्ध न होता, ह्याला खेळाचा दर्जा मिळू लागला. शक्ती आणि युक्तीच्या कुस्तीमध्ये विविधता आली. शारीरिक, मानसिक, बौद्धिक, तांत्रिकतेचे एकत्रिकरण म्हणजेच आधुनिक कुस्ती होय. मूळ फारशी शब्द 'कुस्त' या शब्दावरून कुस्ती असे नाव आले. प्राचिन काळापासून चालत आलेले कुस्तीचे प्रकार हनुमंती, जाबवंती, जरासंधीवरून आधुनिक फ्री-स्टाईल, ग्रीकोरोमन व भारतीय शैलीची कुस्ती आली ती नियमबद्ध झाली, त्याला शास्त्रोक्तोपणा आला. चीतपटाऐवजी गुणावर विजय व वेळेची मर्यादा या नियमाच्या चौकटीत कुस्ती नियमबद्ध झाली.

महाराष्ट्राच्या कुस्ती परंपरेच्या संदर्भात विचार केल्यास कोल्हापुर हे कुस्तीचे माहेर घर म्हणून ओळखले जाते. शाहु महाराजांनी महाराष्ट्रातील नव्हे तर भारतीय कुस्तीला एक वेगळे स्वरूप प्राप्त करून दिले. कुस्तीगिरांबाबत त्यांच्या इतके कल्याणकारी धोरण दुसऱ्या कोणत्या राजाने राबविल्याचे आढळत नाही. शाहु महाराजांनी विविध अखाडे तयार केले तसेच कुस्तीगिरांना मार्गदर्शनासाठी वस्ताद, पौष्टिक आहार, निवारा, नोकऱ्या, पेन्शन, बक्षिसे, कुस्तीगिरांच्या कुटुंबीयांना आधार देण्याचे काम केले. त्यामुळे महाराष्ट्रातील कुस्तीला मोठा जनाधार लाभला आहे. भारताचे प्रसिद्ध कुस्तीपटू संतपाल यांनी म्हटले आहे, "मी जो उत्साह महाराष्ट्रातील कुस्तीप्रेमी जनतेत पाहीला, तसा जगात कोठेही पहावयास मिळाला नाही. तर जागतिक दर्जाचे कुस्तीगिर विश्वंभर यांनी म्हटले आहे. महाराष्ट्रातील कुस्तीप्रेमी जनतेची संख्या सर्वाधिक आहे." स्वतंत्रपूर्व काळामध्ये शाहु महाराजांनी महाराष्ट्रातील कुस्तीगिराचा दर्जा वाढविण्यासाठी महाराष्ट्राबाहेरील उत्कृष्ट कुस्तीगिरांना कोल्हापुरात आणले होते. स्वातंत्र्यपूर्व काळामध्ये महत्वाचे म्हणजे १९२० साली कोल्हापुरचे मल्ल दिनकराव शिंदे यांनी भारतातर्फे अँटपर्व ऑल्म्पिकमध्ये कुस्त्या गाजविण्याचा पहिला बहुमान मिळवला होता. स्वातंत्र्योत्तर काळामध्ये महाराष्ट्रातील कुस्तीगिराची पहिली भरारी म्हणजे १९५२ च्या हेलसिंकी ऑलिम्पिकमध्ये ५२ किलो ग्रॅम वजन गटात कै. खाशाबा जाधव यांनी मिळवलेले कास्यपदक होय. सन २००८ साली बिजींग येथे झालेल्या ऑलिम्पिक स्पर्धेत ५६ वर्षांनी भारताला कास्यपदक मिळवून देणारा सुशीलकुमार (दिल्ली) याची कामगिरी ही महत्वाची आहे. महाराष्ट्राचे राहुल आवरे, नरसिंग यादव आणि इतर उदयन्मुख कुस्तीगिर ऑलिम्पिक पदकाचे दावेदार आहेत.

आधुनिक काळात संचार साधनामुळे जगातील सर्वच राष्ट्रे जवळ आली. संस्कृतीप्रमाणे कुस्ती परंपरेतही देवाणघेवाण सुरु झाली. व त्यातुनच आजच्या आधुनिक कुस्तीचा जन्म झाला. अर्थात, आजची आधुनिक कुस्ती ही प्राचीन कुस्ती परंपरेचे फलित आहे. आधुनिक कुस्ती ही 'फिला' मार्फत जागतिक पातळीवर नियमित व

संचलीत केली जाते. त्यामुळे जागतिक कुस्ती परंपरेत एकवाक्यता निर्माण होण्यास निश्चितच मदत होत आहे.

आंतरराष्ट्रीय स्पर्धांमध्ये महाराष्ट्रीयन कुस्तीगिर टिकविण्यासाठी महाराष्ट्रातल्या व्यायामशाळेत बदल झाले आहेत. आज बऱ्याच तालमीत (व्यायाम शाळेत) आधुनिक कुस्ती मॅट एन. आय. एस. कुस्ती मागदर्शन मिळाले आहेत. महाराष्ट्रात कोल्हापूर, सांगली, सातारा, पुणे, मुंबई, येथे आधुनिक कुस्तीचे धडे मिळत असल्याचे दिसते आंतरराष्ट्रीय स्पर्धेत टिकण्यासाठी महाराष्ट्रातील पारंपारीक कुस्तीत बदल घडवून महाराष्ट्र राज्य कुस्तीगिर परिषद महत्वाची भूमिका निभावत आहे.

#### संशोधनाची उद्दिष्टे :

- १) महाराष्ट्रातील कुस्ती विकासाचा अभ्यास करणे.
- २) महाराष्ट्रातील कुस्तीगिर व कुस्ती विकासातील उणिवा शोधून उपाय योजना सुचविणे.

#### गृहितकृत्य :

- १) कुस्तीची लोकप्रियता प्राचिन काळाच्या तुलनेत घसरत असल्याची दिसते.
- २) कुस्तीसाठी आधुनिक साधन सुविधांचा उपयोग अत्यल्प कुस्तीगिरांना होतो.
- ३) पारंपारिक मातीवरील कुस्ती आधुनिक मॅटवरील कुस्तीकरीता पोषक आहे.
- ४) कुस्तीगिरांना त्यांच्या उदरनिर्वाहाची चिंता असते.

#### संशोधन पद्धती :

“महाराष्ट्रातील कुस्तीचा विकास-उणिवा व उपाय योजना” शोधण्यासाठी सदरील संशोधन हाती घेण्यात आले होते. अभ्यासासाठी सर्वक्षण पद्धतिचा वापर करण्यात आला आहे.

#### संशोधनाची व्याप्ती व मर्यादा :

संशोधनाची व्याप्ती महाराष्ट्र राज्यापुरतीच मर्यादित होती. महाराष्ट्रातील ग्रामीण व शहरी सर्व जिल्हातील कुस्तीगिरांचा समावेश अभ्यासासाठी केला गेला. सदरील संशोधनासाठी १८ वर्षा पेक्षा जास्त वयाचे (प्रौढ पुरुष) तसेच कुस्ती मार्गदर्शक, पंच, संघटक व पालक निवडण्यात आले होते.

#### माहिती संकलन :

संशोधनाच्या माहिती संकलनासाठी प्राथमिक व द्वितीय दोन्ही स्रोतांचा वापर करण्यात आला होता. प्रश्नावलीच्या माध्यमातून पंच, मार्गदर्शक, पालक, संघटक व कुस्तीगिरांच्या मतांचे संकलन केले गेले. या शिवाय विविध ग्रंथालयामधून उपलब्ध झालेल्या विविध संदर्भ ग्रंथ, मासिके, जरनल्स, वृत्तपत्रांचा आधार संशोधनासाठी घेण्यात आला.

#### नमुना निवड :

कुस्तीगिर, कुस्ती मार्गदर्शक, पंच, पालक, संघटक यांच्याकडून प्रश्नावली भरून घेण्यासाठी यादृच्छिक नमुना निवड पद्धत (Random Sampling) लॉटरी पद्धतीचा वापर करून २०० कुस्तीगिर, ५० पंच, ५० कुस्ती मार्गदर्शक, ५० संघटक व ५० पालक प्रश्नावली भरून घेण्यासाठी निवडण्यात आले होते.

#### निष्कर्ष :

महाराष्ट्रातील कुस्तीचा विकास-उणिवा व उपाययोजना या संशोधनाच्या संदर्भात केलेल्या कुस्तीगिर, कुस्ती मार्गदर्शक, पंच, संघटक आणि पालक यांच्या सर्वेक्षणाचे विश्लेषण करून पुढील निष्कर्ष मांडण्यात येत

आहे.

१. कुस्ती क्षेत्रात येणाऱ्या बहुतांश कुस्तीगिरांच्या कुटुंबातील व्यवसाय हा प्रामुख्याने शेती हा आहे. अर्थातच ग्रामीण व शेतकरी कुटुंबांत कुस्ती क्षेत्राबद्दल अधिक आकर्षण आढळते.
२. कुटुंबातील कुस्ती परंपरेचा फायदा बहुतांश कुस्तीगिरांना होतांना दिसतो.
३. कुस्तीची लोकप्रियता कमी झाल्याचे दिसते व त्याला मुख्यतः विदेशी खेळांचे आकर्षण, प्रसार माध्यमांचे तसेच शासनाचे दुर्लक्ष हे घटक जबाबदार असल्याचे दिसते.
४. ग्रामीण भागातल्या बहुतांशी कुस्तीगिरांना तज्ज्ञ मार्फत कुस्ती मार्गदर्शन मिळत नाही.
५. क्रीडा वैद्यक तज्ज्ञाचे मार्गदर्शन, सल्ला अत्यल्प कुस्तीगिरांनाच मिळते.
६. ग्रामीण भागातील कुस्तीगिरा पर्यंत आधुनिक कुस्ती नियम तसेच प्रशिक्षण अत्यल्प प्रमाणात मिळते.
७. कुस्तीगिरासाठी आवश्यक आधुनिक साधन सुविधेचा अभाव आहे.
८. कुस्तीसाठी आवश्यक पोषाक आहाराची आवश्यकता असते परंतु प्रत्यक्षात अत्यल्प कुस्तीगिरांनाच पोषक आहार मिळतो.
९. पारंपारिक मातीवरील कुस्ती आधुनिक मॅटवरील कुस्तीला पोषक आहे. परंतु अति परंपरा प्रियतेमुळे कुस्तीचे आधुनिक स्वरूप व तंत्र स्वीकारण्यासह मर्यादा येतात.
१०. कुस्तीची राज्य संघटना कार्यक्षम आहे. परंतु महाराष्ट्राच्या काही जिल्हा व शहर संघटना कार्यक्षम व कर्तव्यदक्ष नसल्याचे जाणवते.
११. शासनाने दिलेल्या सुविधा ग्रामिण भागातील कुस्तीगिरांपर्यंत पोहचत नाही.
१२. महाराष्ट्रातील बहुतांश कुस्तीगिरा ग्रामिण गरीब शेतकरी कुटुंबातले असल्यामुळे त्यांना दैनंदिन उदरनिर्वाहाची चिंता असते.
१३. बरेच कुस्तीगिर उच्च शिक्षणापासून वंचित असल्याचे दिसते.
१४. महाराष्ट्राच्या विविध भागामधील तालमित भौतिक सुविधांचा अभाव आहे.

एकंदर महाराष्ट्रातील कुस्ती क्षेत्र प्राचिन परंपरा व कुस्तीचे आधुनिक स्वरूप या द्वंद्वीत अडकल्याचे दिसते. पूर्वीपेक्षा कुस्ती क्षेत्राचे सामाजिक पाठबळ कमी होत असले तरी आधुनिक नियमबद्ध कुस्तीमुळे कुस्ती क्षेत्राकडे आकर्षित होणारा एक नवा वर्ग उदयाला येत आहे. आज कुस्ती क्षेत्रासमोर विविध समस्या दिसतात व त्या सोडविण्यासाठी शासकीय पातळीवर व कुस्तीगिर परिषदेकडून काही प्रमाणात प्रयत्न होताना दिसतो; परंतु महाराष्ट्रातील कुस्ती क्षेत्राच्या उज्वल भविष्यासाठी काही जाणीवपूर्वक प्रयत्न होणे आवश्यक आहे.

**उपाय योजना :**

सदरील संशोधनाच्या निष्कर्षावरून आणि महाराष्ट्रातील कुस्तीगिर, मार्गदर्शक, पंच, संघटक व पालक यांच्या सर्वेक्षणावरून पुढील उपाययोजना सुचविण्यात येत आहे.

१. कुस्तीगिराचे पालक व कुस्ती शौकिन नागरिकांच्या मानसिकतेचा फायदा घेवून शासनाने व कुस्तीगिर परिषदेने योग्य नियोजन आखल्यास कुस्ती क्षेत्राला वैभव प्राप्त होऊ शकते.
२. महाराष्ट्र शासनाने आणि कुस्तीगिर परिषदेने संयुक्त रित्या गाव तेथे तालीम व उस्तादांची सोय त्याचबरोबर आधुनिक व्यायाम साधन उपलब्ध करून द्यावी.

३. ग्रामिण भागातील कुस्तीगिरांना योग्य प्रशिक्षण देण्यासाठी कुस्ती मार्गदर्शक असावा तसेच त्याने मार्गदर्शनाचे विविध अभ्यासक्रम पूर्ण केलेला असावा.
४. राष्ट्रीय व आंतरराष्ट्रीय स्पर्धेत नैपुण्य मिळवलेल्या कुस्तीगिरांना मोठ्या बक्षिसांची व भविष्याच्या सुरक्षितेची तरतुद शासनाने करावी.
५. महाराष्ट्रातील ग्रामिण भागात आधुनिक मॅटवरील कुस्तीची लोकप्रियता वाढविण्यासाठी जास्तीत जास्त स्पर्धांचे आयोजन करावे. तसेच विविध चर्चा सत्रे व सेमिनार आयोजित करून त्याच्यात आधुनिक कुस्तीबद्दल माहिती देवून जागृकता वाढवावी.
६. महाराष्ट्र शासनाने गरीब होतकरु नैपुण्यप्राप्त कुस्तीगिरांना निवडून त्यांच्या सकस आहाराची व प्रशिक्षणाची सोय प्रत्येक जिल्ह्याच्या ठिकाणी करावी.
७. कुस्तीगिरांच्या दुखापतीवर योग्य उपचारासाठी जिल्हास्तरावर क्रीडावैद्यक तज्ञांची व फिजियोथेरेपी तज्ञांची व्यवस्था करावी.
८. कुस्तीच्या जिल्हा, शहर व तालुका संघटनांना कार्यक्षम बनवून त्यांना कुस्ती विकासासाठी निधी देण्यात यावा.
९. शासन स्तरावर खेळाडुंसाठी, कुस्तीगिरांसाठी विविध योजना तयार केल्या जातात; परंतु भ्रष्टाचार, दफ्तर दिरंगाई न होऊ देता त्याचा फायदा प्रत्यक्ष ग्रामिण भागातील कुस्तीगिरांना करून देण्यात यावा.
१०. कुस्तीगिरांना कुस्ती प्रशिक्षणा बरोबर उच्च शिक्षित होण्यासाठी प्रोत्साहित करून मार्गदर्शन करावे.

महाराष्ट्रातील कुस्ती क्षेत्राच्या प्रगतीचे भविष्य उज्वल असल्याचे कुस्ती संघटक, मार्गदर्शक, पंच आणि पालकांना वाटते; परंतु यासाठी शासकीय, अशासकिय तथा वैयक्तिक पातळीवर व्यापक प्रमाणात प्रयत्न हाती घ्यावे लागतील.

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### अन्न सुरक्षा व भारताची भूमिका

प्रा. सुदाम कोरडे : अर्थशास्त्र विभाग, यशवंत महाविद्यालय, नांदेड.

#### प्रस्तावना :

भारताची २००१च्या जनगणनेनुसार १०२.७० कोटी एवढी लोकसंख्या आहे. जगात लोकसंख्येत भारताचा दुसरा क्रमांक लागतो. तेव्हा कुठलीही व्यक्ती उपाशी पोटी राहू नये हे कल्याणकारी राज्याचे उद्दिष्ट असते. जगभर अन्न सुरक्षेच्या संदर्भात मंथन सुरू आहे. अन्न ही मानवाची मूलभूत गरज आहे, ती पूर्ण करणे यासाठी प्राधान्य दिले जाते. भारताच्या राष्ट्रपतींनी ४ जुलै २००९ रोजी दारिद्र्य रेषेखालील कुटुंबांना अन्न मिळण्याची खात्री देण्यासाठी 'राष्ट्रीय अन्न सुरक्षा कायदा' करण्याची शासनाची वचनबद्धता जाहीर केली. ही योजना अंमलात येण्यापूर्वी योजनेवर तपशीलात चर्चा होणे जरूरीचे आहे. देशातील सर्व नागरिकांना अन्नाची सुरक्षा प्रदान करणे हा या विधेयकाचा हेतू आहे. या विधेयकाचा प्रमुख भर दारिद्र्य रेषेखालील जनतेला अन्नविषयक सुरक्षितता प्रदान करण्यावर राहणार आहे. अशा जनतेला दर महिन्याला धान्याचा विशिष्ट कोटा नियमित मिळण्याची हमी कायद्यात असणार आहे. दारिद्र्य निर्मूलनाच्या हेतूने उचलण्यात येणारे हे मोठे पाऊल असून जगात अशा तऱ्हेचा कायदा प्रथमच अस्तित्वात येणार आहे.

भारताने अन्नधान्य उत्पादनाच्या बाबतीत जरी स्वयंपूर्णतः प्राप्त केली असली तरी लोकांना पुरेसा समतोल आहार मिळत नाही. अन्न टंचाई असलेल्या ९७ देशांपैकी पहिल्या २५ देशांमध्ये बांगलादेश आणि येमेन शिवाय भारत हा एकमेव अशियाई देश आहे. उरलेले सर्व देश हे आफ्रिकेतील आहे. संयुक्त राष्ट्रांच्या अहवालानुसार भारतात जगातील कुपोषित जनतेच्या २५ टक्के जनता राहात आहे. जगातील कमी वजनाच्या बालकांपैकी ४१ टक्के बालक भारतात आहेत. पाच वर्षाखालील ४७ टक्के बालके ही कमी वजनाची आहेत. ४५ टक्के बालकांची वाढ खुंटली आहे तर १६ टक्के बालके ही कुपोषित आहेत. असे कुपोषणाचे प्रकार केवळ तीव्र अन्नटंचाई असलेल्या देशात आढळतात. एक वेगाने विकास पावत असलेल्या भारतासारख्या शक्तीशाली राष्ट्राला देशात असुरक्षित आणि भूकेल्या जनतेची इतकी मोठी संख्या परवडणार नाही. प्रदीर्घ काळापासून प्रलंबित असलेली अन्न सुरक्षा एखाद्या राष्ट्राच्या विकासावर विपरित परिणाम घडवू शकते.

#### अन्न सुरक्षा म्हणजे काय ? :

सर्व जनतेला पुरेसे, वेळेवर व सर्वकाळ चांगल्या दर्जाचे अन्न मिळणे म्हणजे अन्न सुरक्षा असे ढोबळ मानाने म्हणता येईल. संयुक्त राष्ट्रसंघाच्या अन्न व शेती संघटनेने अन्न सुरक्षेची व्याख्या अशी केली आहे. "सर्व जनतेला क्रियाशील व सशक्त आयुष्याकरिता आहारविषयक गरजापूर्ती व अन्नाचा प्राधान्यक्रम भागविण्यासाठी नेहमी, पुरेसे, सुरक्षित व सकस अन्न प्रत्यक्ष व आर्थिकदृष्ट्या सुसाध्य असणे हे अन्न सुरक्षेचे लक्षण आहे." १९९६ साली रोम येथील परिषदेत प्रस्तुत केलेल्या जाहीरनाम्यात ही व्याख्या केली आहे.

अमेरिकेच्या शेती विभागाने म्हटले आहे की, "आरोग्यपूर्ण व क्रियाशील आयुष्यासाठी कुटुंबातील सर्व

सदस्यांना केव्हाही पुरेसे व सकस अन्न मिळू शकणे यास कुटुंबाची अन्न सुरक्षा म्हणता येईल. थोडक्यात अन्न सुरक्षेत किमान खालील बाबी अपेक्षित आहेत. (१) पुरेशा, सुरक्षित व सकस आहाराची तात्काळ उपलब्धता आणि (२) सामाजिकदृष्ट्या अन्य मार्गांनी असे अन्न मिळविण्याची लोकांमध्ये क्षमता असण्याची खात्री. थोडक्यात, अन्नाची उपलब्धता आणि ते अन्न मिळविण्यासाठी जनतेकडे पुरेशी कार्यशक्ती असणे यामुळे अन्न सुरक्षा येऊ शकते.”

दुष्काळ व भूकबळी या दोन्ही गोष्टींमुळे अन्न असुरक्षिततेत आहेत. डॉ. अमर्त्स सेन यांनी म्हटल्याप्रमाणे दुष्काळात अनेक लोकांचे भूकबळी पडतात, याचे कारण अन्नधान्याची कमतरता असते असे नाही तर धान्य खरेदी करण्याची क्षमता जनतेकडे नसते. अर्थात धान्यसाठी पुरेसा असूनही ते गरिब जनतेपर्यंत न पोहोचल्याने त्यांचा मृत्यू ओढवतो.

भारतासारख्या विकसनशील देशामध्ये अन्न सुरक्षेला फार महत्त्व आहे. कारण लोकसंख्येचा मोठा हिस्सा हा गरीब आहे आणि त्याचा खर्च हा अन्नधान्यावर जास्त होतो. भारतीय शेती क्षेत्र हे एक महत्त्वाचे क्षेत्र या अन्न सुरक्षिततेशी संबंधित आहे. शेती क्षेत्रावरच अन्न सुरक्षेचा प्रश्न आधारित आहे. ज्यावेळी अन्नधान्य, तेल, डाळी यांचे उत्पादन मोठ्या प्रमाणात होतो, त्यावेळी हा प्रश्न जास्त भेडसावत नाही. परंतु दुष्काळ, पूर, वाढती लोकसंख्या, अन्नधान्याचा जैव इंधन निर्मितीसाठी वाढता उपयोग, हवामानातील बदल, पृथ्वीवरील पाण्याच्या पातळीतील घट, शेतजमिनीचा उद्योग व राहण्यासाठी वापर अशा विविध कारणामुळे अन्नटंचाई निर्माण होत आहे. अन्नधान्याची टंचाई झाल्यामुळे हा प्रश्न गंभीर बनला आहे, हा प्रश्न शेतीतील उत्पादनाशी निगडित आहे.

जगात अति गरिबीमुळे सुमारे ८५ कोटी लोक भूकेले आहेत. अनिश्चित उत्पन्नामुळे सुमारे २०० कोटी लोकांना अन्न सुरक्षा नाही. पुरेसे व सकस अन्न न मिळाल्याने दरवर्षी सुमारे ६० लाख मुले मरण पावतात. म्हणजे रोज भूकेने मरणाच्या बालकांची संख्या १७,००० आहे.

जगभरात अन्नावरून निदर्शने, दंगे होत आहेत. इटालीमधील 'Pasta Protests', मेक्सिकोमधील 'Tortilla Rallies' ही काही उदाहरणे देता येतील. बांगलादेशाला दरवर्षाला ५ लाख टन धान्याची मदत घ्यावी लागते. यावरून तेथील अन्न असुरक्षेची कल्पना येते. विकासाच्या प्रक्रियेत दरडोई उत्पन्न वाढत असले तरी उत्पन्न विषमता प्रचंड प्रमाणात वाढत आहे. परिणामतः अत्यल्प उत्पन्न गटातील लोकांची संख्या वाढत आहे. त्यांना अन्न विकत घेणे शक्य होत नसल्याने अन्न असुरक्षेला तोंड द्यावे लागत आहे. २००८ साली संपूर्ण जगाला अपुरा अन्नधान्याचा पुरवठा व प्रचंड प्रमाणात वाढलेल्या किंमतीचा अनुभव आला. तसेच २०१० हे चालू वर्ष महागाईचे वर्ष म्हणून ओळखल्या जात आहे.

#### भारताची वाटचाल :

भारताने अन्न सुरक्षेच्या दृष्टीने काही पावले उचलली आहेत. ४ जून २००९ रोजी अन्न व सार्वजनिक वितरण मंत्रालयाने 'राष्ट्रीय अन्न सुरक्षा कायदा' बाबत एक संकल्पना तयार केली. सध्या भारतात लागू असलेल्या अन्न पुरवठ्याच्या योजनेतून २७७ लाख टन धान्याचे वाटप होते व त्यासाठी ३७,००० कोटी रूपयांचे अर्थसहाय्य दिले जाते.

प्रस्तावित कायदानुसार ग्रामीण व शहरी भागातील दारिद्र्य रेषेखालील कुटुंबांना किमान मात्रेत गहू, तांदूळ व डाळी यांच्या पुरवठ्याशी खात्री देऊन अन्न सुरक्षा राखली जाईल. भारतात मार्च २००९च्या शेवटी १० कोटी



६८ लाख कुटुंबासाठी दरमहा २५ किलो धान्य कमी किंमतीत ३ रूपये प्रति किलो पुरविण्याचा प्रस्ताव आहे. दारिद्र्य रेषेखालील रेशनकार्डस् ५ वर्षाकरीता वैध राहतील व त्यानंतर ती आपोआप रद्द होतील. सध्या अन्नधान्य पुरविण्याच्या सुरू असलेल्या योजना रद्द करून कायदानुसार २५१ लाख टन धान्य उपलब्ध करून दिले जाईल व त्यासाठी सुमारे ४०,३८० कोटी रूपयांचे अर्थसाह्य शासन पुरवेल. १३ जुलै २००९ रोजी राष्ट्रीय अन्न सुरक्षा कायद्याचा अभ्यास करण्यासाठी प्रमुख मंत्र्यांची एक समिती नेमण्यात आली.

भारतात सध्या अंत्योदय अन्न योजना अंमलात आहे. या योजनेनुसार दारिद्र्यरेषेखालील कुटुंबांना प्रत्येक महिन्याकरिता ३५ किलो तांदूळ २ रूपये प्रति किलो दराने पुरविला जातो.

अन्न सुरक्षा योजनेनुसार केवळ २५ किलो धान्य ३ रूपये प्रति किलो दराने पुरविले जाणे अपेक्षित आहे. म्हणजेच प्रत्येक कुटुंबाला दरमहा १० किलो धान्य कमी मिळेल. मिळणाऱ्या २५ किलोसाठी किंमत १ रुपया जास्त द्यावी लागेल. शासनाच्या धोरणानुसार सध्या २७७ लाख टन धान्याचे वाटप होते ते आता नवीन अन्न कायदानुसार २५१ टन इतकेच लागेल. अन्न सुरक्षा कायदा लागू करण्यापूर्वी अस्तित्वात असलेल्या टारगॅटड सार्वजनिक वितरण योजना, अंत्योदय अन्न योजना, एकात्मिक बालविकास योजना, मध्यान्ह योजना इत्यादी योजना रद्द करावयाच्या आहेत.

#### निष्कर्ष :

- १) बी.पी.एल. योजनेसाठी जी सबसिडी देण्यात येते त्यापैकी ३६ टक्के सबसिडी मधल्या मधेच गडप केली जाते आणि केवळ ४२ टक्के सबसिडी बी.पी.एल. कुटुंबापर्यंत पोहोचते अशी वस्तुस्थिती समोर आली आहे.
- २) सर्वांसाठी अन्न सुरक्षा कायदा करावा. हा कायदा लागू केल्याने देशाच्या अर्थव्यवस्थेवर जर ताण पडणार असेल तर प्रत्येक कुटुंबासाठी दिले जाणारे धान्य ३५ किलोऐवजी २५ किलो करण्यात यावे आणि योजना सर्व कुटुंबासाठी खुली करण्यात यावी. जेणेकरून भ्रष्टाचार कमी होईल.
- ३) दारिद्र्य रेषेखालील लोक शोधणे, त्यांना कार्ड देणे, पाच वर्षांनी ते रद्द झाल्यावर पुन्हा ही प्रक्रिया करणे, सर्वेक्षण करणे इत्यादी गोष्टी करताना व्यवहारात हे शक्य होईल का ? त्याची अंमलबजावणी करताना अनेक अडचणी येतील, ही वस्तुस्थिती नाकारता येणार नाही.
- ४) दारिद्र्य रेषेखालील ती कुटुंबे आहेत त्यापैकी ३८ टक्के कुटुंबे अंत्योदय अन्न या योजनेत येतात. नवीन विधेयकामुळे या योजनेची व्याप्ती सर्व बी.पी.एल. कुटुंबे असणार आहे. त्यामुळे देशातील अन्न सुरक्षा व्यवस्थेत क्रांती घडून येणार आहे.
- ५) लोह, आयोडिन, अ-जीवनसत्व यासारख्या अन्न घटकाची कमतरता भारतीयांत दिसून येते. त्याचा परिणाम क्षमतेत घट होण्यावर होतो. अशा अन्न घटकाचे कुपोषण रोखण्यासाठी योग्य त्या धोरणाची गरज आहे.
- ६) कृषी क्षेत्रातील निकृष्ट दर्जाच्या संशोधनामुळे कृषी क्षेत्राचे उत्पादन कमी होत आहे. उदाहरणार्थ गेल्या १० वर्षांत गहू व तांदळाच्या उत्पादन क्षमतेत वाढ झालेली दिसत नाही.

#### उपाय :

अन्न असुरक्षा ही तात्पुरती किंवा गंभीर असू शकते. त्यामुळे तिच्यावरील उपाययोजना तिच्या स्वरूपानुसार

ठरवावी लागते.

१. देशात दुसरी हरित क्रांती घडवून आणण्यासाठी विद्यमान अन्न व कृषी धोरणाचा फेरआढावा घेण्याची वेळ आली आहे.
२. भारतातील कृषी संशोधनात क्रांती घडवून आणण्यासाठी चांगली दृष्टी असणारे नेतृत्व व नाविण्यपूर्ण योजनांच्या मार्गदर्शनाखाली संघटीतपणे काम करण्याची गरज आहे. येत्या १० ते १५ वर्षांत उत्पादन दुपटीने वाढविले तर अन्न सुरक्षा हे उद्दिष्ट गाठता येईल.
३. सरकारला सार्वजनिक वितरण प्रणाली मजबूत करावी लागेल, त्यासाठी भारतीय धान्य महामंडळाच्या काम करण्याच्या पद्धतीत सुधारणा करावी लागेल. हे महामंडळ धान्याचा शिलकी साठा असलेल्या राज्यातून धान्याची खरेदी करीत असते आणि ते धान्य तुटीच्या राज्यांना पाठवित असते.
४. स्वस्त धान्य दुकानातून धान्याचे वितरण चांगल्या प्रकारे व्हावे यासाठी त्यात सुधारणा घडवून आणणे गरजेचे झाले आहे. नव्या अन्न सुरक्षा कायद्यात धान्याच्या वितरण प्रणालीत सुधारणा घडवून आणण्यासाठी अनेक सुयोग्य बदल आवश्यक आहेत.
५. अन्न सुरक्षा कायदा करणे व तो अंमलात आणणे हे एक मोठे आव्हान आहे. त्यासाठी राजकीय प्रबळ व सकारात्मक इच्छाशक्ती असणे आवश्यक आहे.
६. शेतीमध्ये अन्नधान्याचे उत्पादन होत असते, त्या शेतजमीनीचा इतर कार्यासाठी वापर होत असेल तर अन्न टंचाई उद्भवणार. उदा. शेतीयोग्य जमीन रस्ते, विमानतळ, नागरीकरण यासाठी वापर होत आहे. अन्न सुरक्षिततेसाठी जमीन ठेवणे आवश्यक आहे. दुसऱ्या हरित क्रांतीची गरज आता प्रकर्षाने जाणवत आहे. शेतीमध्ये मोठे बदल घडविण्याची गरज आहे. त्यासाठी शेतीमध्ये संशोधन करणे जरूरीचे आहे.

**समारोप :**

अन्न सुरक्षितता हा प्रश्न ताबडतोब सुटेल असे नाही पण भविष्यकाळातील लोकसंख्या वाढीचा विचार करून शेतीचे नियोजन करून अन्नधान्याचे उत्पादन वाढविणे गरजेचे आहे.

भारताचा विकास आणि जागतिक महासत्तेचे स्वप्न पाहताना, देशातील मोठ्या प्रमाणावरील जनता अन्नधान्यापासून वंचित राहिली तर अडथळा ठरू शकते. त्यासाठी सर्वांसाठी अन्न सुरक्षा शक्य आहे. म्हणून धान्य उपलब्ध करून देण्याबरोबरच शेतमालाचे उत्पादन व उत्पादकता वाढविणे, जीवनावश्यक अन्नधान्य उत्पादनाला प्राधान्य देणे, देशाच्या आर्थिक वृद्धीचा दर वाढवून धान्य आयातीची शक्यता वाढविणे, वितरणात समानता आणणे आणि उत्पन्न विषमता कमी करणे यासारख्या दीर्घकालीन उपायांनी खरं तर अन्न सुरक्षा साध्य होईल.

**संदर्भ :**

- १) व्यावसायिक पर्यावरण, प्रा. के. एच. ठक्कर, फडके प्रकाशन, कोल्हापूर
- २) व्यावसायिक पर्यावरण, प्रा. के. एम. भोसले / प्रा. के. बी. काटे, फडके प्रकाशन, कोल्हापूर
- ३) योजना मासिक, जूलै २००८

४) दैनिक लोकमत, १२ जानेवारी २०१० (मंगळवार)

५) दैनिक लोकमत, २१ एप्रिल २०१० (बुधवार)

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### ग्रामीण महिला बचत गट – विकासाचे एक प्रभावी माध्यम

प्रा. गोपाळ गोरख कोल्हे : फैजपूर ता. यावल जि. जळगाव

प्रा. डॉ. अनिल पी. शरोदे : धनाजी नाना महाविद्यालय, जळगाव

#### प्रस्तावना :

महिला बचत गट या विषयावर कोठेही अभ्यास झालेला नाही म्हणून या योजनेचा सुक्ष्म अभ्यास करून या योजनेची अधिक चांगल्या पध्दतीने अंमलबजावणी होण्यासाठी काय करण्याची गरज आहे हे पाहणे आवश्यक वाटते त्यादृष्टीने संशोधकाने ह्या विषयाची निवड केली आहे.

माणूस जन्माला आल्यापासून त्याला अनेक समस्या भेडसावत असतात. व्यक्ती जसजशी मोठी होत जाते तसतशी जास्तीत जास्त समस्यांमध्ये ती गुरफटत जाते व समस्या सोडवता सोडवता तीला नाकेनऊ येतात. अशा अनेक महत्वाच्या समस्यांपैकी अत्यंत महत्वाची समस्या म्हणजे आर्थिक समस्या होय.

सुखी जीवन जगायचे असेल तर माणसाची आर्थिक स्थिती कमीत कमी चांगली हवी. आर्थिक स्थिती चांगली असेल तरच माणसाला समाजात सन्मानाने जगता येते. अन्यथा अनेक समस्यांना तोंड द्यावे लागते व समाजात त्याची किंमत शुन्य असते.

मुलांचे शिक्षण, लग्न कार्य, घरबांधणी, कुटुंबातील व्यक्तींचे आजारपण इ. सारख्या कठिण समस्यांच्या वेळी आपणांस आर्थिक मदतीची आवश्यकता असते. अशा वेळी आपणांस कोटूनतरी आर्थिक मदत मिळावी अशी अपेक्षा असते. मात्र कठिण प्रसंगी रक्ताची नाते असलेली मंडळीसुद्धा आपल्याला ऐनवेळी मदत करू शकत नाहीत. त्यावेळी आपणांस कर्जरूपाने इतर संस्थांकडे मदतीची याचना करावी लागते.

सर्वच क्षेत्रात स्त्रियांचे योगदान उल्लेखनीय आहे. एवढेच नव्हे तर त्यांचे योगदान वाढत आहे. स्त्रियांना निसर्गाने शक्ती दिली परंतु आपल्या समाज रचनेने तिला गौण स्थान दिलेले दिसून येते. प्रगतीचा मार्ग विस्तारीत करावयाचा असेल तर महिलांना उद्योजकतेच्या क्षेत्रात पदार्पण करण्यास, संधीचा लाभ घेण्यास प्रोत्साहन देणे ही काळाची गरज आहे.

सृष्टी उत्पत्तीचे संगोपनाचे महान कार्य निसर्गाने जवळपास ८० टक्के स्त्रीवर सोपवलेले आहे. हे महान कार्य स्त्री यथायोग्य पार पाडते. मातृत्व ही निसर्गाने स्त्रीला दिलेली महान देणगी आहे. तसेच स्त्रीस सौंदर्य, कल्पकता, काटकसर, उद्योजकता, भाषण कौशल्य हे नैसर्गिक गुण बहाल केले आहेत. महिलांनी सौंदर्य, संस्कार, संसार टिकवून ठेवले आहेत. महिला सतत उद्योगशील असतात. संत बहिणाबाईने म्हटल्यानुसार “अबलाचा जन्म देऊन देव चुकला व रात्रंदिवस बैल घाण्याला जुपला.”

भारतीय महिला विनयशील नीती, त्याग, पापभीरुपणा, माधुर्य, चातुर्य, सौंदर्य या दैवी गुणांचा खजिना असतात.

देशभरात महिलांच्या सक्षमीकरणाबद्दल बोललं जात असताना अपरिहायपणे स्वयंसहाय्यता बचतगटांचा संदर्भ

येतोच. जवळपास दहा वर्षापूर्वी एक सरकारी योजना म्हणून आलेल्या या संकल्पनेनं आता चळवळ म्हणून चांगलंच मूळ धरलय. याचे कारण म्हणजे या योजनेची वैशिष्ट्यपूर्ण उद्देश होय.

बचत गट चळवळीचा मागील काही काळातील कामकाजाचा परामर्श घेतला असता बचत गट चळवळीने नेत्रदीपक प्रगती केल्याचे स्पष्ट होईल. रविंद्रनाथ टागोरांनी त्यांच्या एका कवितेत मानवी जीवनात अर्थक्रांतीची बीजे पेरलेली दिसतात, “मावळतीकडे चाललेला सूर्य मागे वळून पृथ्वीला विचारतो, माझ्या अस्तानंतर माझे हे कार्य कोण करेल?” पृथ्वीवरील कुणीच उत्तर देत नाही हे पाहून एका कोपण्यात तेवत असलेली पणती सूर्याला म्हणते, “हे सूर्या तुझ्यानंतर तुझे हे कार्य मी माझ्या परीने करेनऽऽ मी माझ्या परीने करेन”, ती पणती म्हणजेच महिलांचा बचत गट होय.

सन २००१ च्या जनगणनेनुसार भारताच्या एकूण लोकसंख्येमध्ये स्त्रियांची संख्या ४८.१५ टक्के इतकी आहे. यापैकी १२० दशलक्ष स्त्रिया दारिद्र्य रेषेखालील जीवन जगत आहे. जोपर्यंत या स्त्रिया विकासाच्या मुख्य प्रवाहात येणार नाहीत तोपर्यंत भारताचा सामाजिक, आर्थिक विकास होणे शक्य होणार नाही.

#### व्याख्या :

“एकाच वाडी-वस्तीवरील, एकाच सामाजिक, आर्थिक स्तरामधील, समविचारी, समान गरजा असणाऱ्या १० ते २० महिलांच्या संघटनेस स्वयंसहाय्यता बचत गट म्हणतात”.

“प्रादेशिक समानता असलेल्या समविचारी, समान गरजा, समान अपेक्षा असलेल्या १० ते २० महिलांनी स्वल्पबचत करून बचतीचा विनियोग उपभोगासाठी करून कर्ज घेऊन, व्यवसाय करणाऱ्या व लोकशाही मार्गाने संघटन करणाऱ्या समूहास स्वयंसहाय्यता बचत गट म्हणतात”.

“सर्वार्थाने साधर्म्य असणाऱ्या सभासदांनी वाजवी संख्येने, स्वेच्छेने एकत्र येऊन सर्वांगीण उन्नतीकरिता बनविलेला व चालविलेला समूह म्हणजे स्वयंसहाय्यता गट होय”.

“स्वतःची सहाय्यता स्वतः करणे या उद्देशाने बचतीची सवय वाढविण्याच्या दृष्टिने, आर्थिक प्रश्नांची सोडवणूक करण्यासाठी व सामाजिक विकासासाठी कमीत कमी १० व जास्तीत जास्त २० व्यक्तींनी एकत्र येवून तयार केलेला समूह म्हणजे स्वयंसहाय्यता महिला बचत गट होय”.

#### स्वयं सहाय्यता महिला बचत गटाचे उद्देश : (Objectives)

- १) गटातील गरजू महिला सभासदांना त्वरीत कर्जाची उपलब्धता करून देणे.
- २) गटातील सभासद महिलांच्या कौशल्य आणि विश्वासात वाढ करणे.
- ३) गटाच्या सहाय्याने स्वतःचा उद्योग / व्यवसाय सुरू करणे.
- ४) गटातील महिलांची बचत करण्याची सवय वृद्धिंगत करणे.

#### गृहितकृत्य : (Hypothesis)

महिला बचत गटामुळे महिलांची बचत करण्याची सवय वृद्धिंगत झाली आहे.

#### व्याप्ती व मर्यादा : (Scope & Limitations)

केंद्रसरकारने सुवर्ण जयंती ग्रामीण स्वरोजगार योजना १९९९ मध्ये सुरू केली आहे. महाराष्ट्रात १,५५,४९९ इतके बचत गट संख्या असून त्यापैकी १,१५,१९७ इतके महिला बचत गट आहेत.<sup>१</sup> स्रोत<sup>१</sup> : लोकराज्य मासिक – माहिती व जनसंपर्क महासंचालनालय, म. शा. डिसेंबर २००७ ते मार्च २००८.

जळगाव जिल्ह्यात बचत गटांचे कार्य केंद्रसरकार मार्फत राबविल्या जाणाऱ्या सुवर्ण जयंती ग्रामीण स्वरोजगार योजने मार्फत जिल्हा परिषदेतील ग्रामीण विकास यंत्रणेच्या मदतीने या योजनेची अंमलबजावणी जिल्हा मध्यवर्ती सहकारी बँक, इतर सहकारी बँका तसेच राष्ट्रीयकृत बँका यांच्या मार्फत चालते.

सध्याच्या स्थितीत उपलब्ध माहितीचा विचार करता जळगाव जिल्ह्यात सुवर्ण जयंती ग्रामीण योजनेअंतर्गत १९९९-२००० या वर्षात फक्त २५२ महिला बचत गट होते तर मार्च २०१० अखेर बचत गटांची संख्या ११५४४ असून त्यात १९६९ इतके महिला बचत गट असून ४६१६ महिला बचत गटांना ९८७.८२ लाख रु. कर्ज व ४४८.१२ लाख रु. अनुदान दिलेले आहे.<sup>३</sup> स्रोत : जळगाव जिल्हा ग्रामीण विकास यंत्रणा कार्यालय, जळगाव

जळगाव जिल्हा मध्यवर्ती सहकारी बँक, जळगाव च्या अंतर्गत मार्च २००८ अखेर जवळपास ४३६७ महिला बचत गट आहेत.

जळगाव जिल्ह्यातील विविध बँकांचा विचार करता जिल्ह्यात १९३ कमर्शियल बँकांच्या शाखा आहेत तसेच जळगाव जिल्हा मध्यवर्ती बँकेच्या २६१ शाखा आहेत.

#### स्वर्णजयंती ग्रामीण स्वयं रोजगार योजनेअंतर्गत

जळगाव जिल्ह्यातील तालुकानिहाय बचत गटांची माहिती दर्शविणारा तक्ता<sup>३</sup> स्रोत : जळगाव जिल्हा ग्रामीण विकास यंत्रणा कार्यालय, जळगाव

अ.क्र.	तालुका	महिला बचत गट संख्या १९९९-२०००	महिला बचत गट संख्या मार्च २०१०
०१	जळगाव	२८	५९५
०२	चोपडा	००	३६३
०३	यावल	०८	५८५
०४	रावेर	५५	८४८
०५	मुक्ताईनगर	५५	६२७
०६	भुसावळ	००	२३९
०७	बोदवड	००	२३६
०८	जामनेर	०५	६३०
०९	पाचोरा	०५	३४०
१०	४० गाव	६५	५३५
११	भडगाव	१६	४०५
१२	पारोळा	१०	१४८०
१३	एरंडोल	०५	३४०
१४	धरणगाव	००	१८०७
१५	अमळनेर	--	१३९

	एकुण	२५२	९१६९
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उपरोक्त तक्त्यावरून असे निदर्शनास येते की, सुवर्ण जयंती ग्रामीण योजनेअंतर्गत धरणगांव तालुक्यात सर्वात जास्त म्हणजे १८०७ महिला बचत गट स्थापन करण्यात आलेले आहेत, त्याखालोखाल पारोळा तालुक्यात १४८० महिला बचत स्थापन करण्यात आलेले आहेत. तर सर्वात कमी म्हणजे अमळनेर तालुक्यात १३९ महिला बचत गट स्थापन करण्यात आलेले आहेत.

त्याच प्रमाणे जर बचत गटांच्या स्थापनेपासूनचा विचार केला असता असे निदर्शनास येते की, सुरुवातीला सन १९९९ मध्ये जळगाव जिल्ह्यात महिला बचत गटांची संख्या अत्यल्प होती म्हणजे फक्त २५२ इतकी होती. त्यात ५ तालुक्यांमध्ये एकही बचत गट स्थापन करण्यात आलेला नव्हता.

उपरोक्त महिला बचत गटांपैकी संशोधकाने १०० महिला बचत गटांना प्रत्यक्ष भेटी देवून गटातील महिलांशी चर्चा केली त्याचप्रमाणे सदर गटांकडून प्रश्नावली भरून घेतली.

#### संशोधनाचे महत्त्व : (Research Importance)

बहुतांश सर्व जगामध्ये स्त्रीयांची परिस्थिती हलाखीची आहे असेच म्हणावे लागेल किंबहुना काही अविकसित देशांमध्ये व परंपरागत समुदायांमध्ये स्त्रियांची परिस्थिती अत्यंत सोचनिय आहे. अशा परिस्थितीत बांगला देशातील अर्थतज्ञ व नोबेल पारितोषिक विजेते डॉ. महंमद युनुस यांनी महिला बचत गटाच्या मार्गाने एक आशेचा किरण दाखविलेला आहे. आणि त्यानुसार जी काही थोडीफार बचत गटांनी प्रगती केली आहे त्यामुळे दारिद्र्यात खितपत पडलेल्या महिलांना एक नविन मार्ग सापडलेला आहे. त्या दृष्टिने जे काही प्रयत्न होत आहे ते बऱ्याच अंशी यशस्वी होतांना दिसून येतात. तसेच प्रस्तुत विषयावर कोठेही अभ्यास झालेला नाही म्हणून या योजनेचा सुक्ष्म अभ्यास करून या योजनेची अधिक चांगल्या पध्दतीने अंमलबजावणी होण्यासाठी काय करण्याची गरज आहे हे पाहणे आवश्यक वाटते त्यादृष्टीने संशोधकास महत्वाचे वाटते.

#### संशोधनाची पध्दती : (Research Methodology)

- १) प्राथमिक पध्दत : संशोधनाची प्राथमिक माहिती व आकडेवारी प्रश्नावलीद्वारे व मुलाखतीद्वारे महिला बचत गटातील सभासदांकडून गोळा केली त्याकरिता जिल्ह्यातील विविध तालुक्यांतील महिला बचत गटांकडून प्रतिनिधीक स्वरूपात नमुना निवड पध्दतीचा वापर करून साधारणपणे १०० महिला बचत गटांकडून प्रश्नावली भरून माहिती घेतली.
- २) दुय्यम पध्दत : प्रस्तुत संशोधन पेपरासाठी संशोधकाने शासनाने प्रकाशित केलेले विविध मासिके, राजपत्र, विविध शोध प्रबंध, ग्रंथ, नियतकालीके, वर्तमानपत्रे तसेच जिल्हा मध्यवर्ती सहकारी बँक, जिल्हा ग्रामीण विकास यंत्रणा, महानगरपालिका / नगरपालिका इ. द्वारे प्रकाशित केलेले विविध परिपत्रके यांचा वापर केलेला आहे.

#### तथ्यसंकलन विश्लेषण व स्पष्टीकरण : (Data Collection, Analysis & Interpretation)

उपरोक्त पध्दतीचा वापर करून संशोधकाद्वारा पुढील काही निष्कर्ष काढण्यात आले आहेत.

- साधारणतः महिला बचत गटातील महिला सदस्यांची संख्या मर्यादित असते. किमान १० व जास्तीत जास्त २० सभासद महिला असतात.

- महिला बचत गटांची नोंदणी ही पंचायत समिती किंवा महानगरपालीका / नगरपालिका यांचे कडे करण्यात आलेली दिसून येते.
- महिला बचत गटांतील महिलांचे साक्षरतेचे प्रमाण कमी दिसून आलेले आहे.
- महिला बचत गटांतील महिला सदस्यांची वर्गणी साधारणतः ५० रु. इतकी आहे. त्यापेक्षा जास्त सुध्दा असू शकते.
- जुन्या महिला बचत गटांना संबंधित बँकेकडून अनुदान तसेच अर्थसहाय्य मिळालेले दिसते.
- महिला बचत गटांनी आपली स्वतःची नियमावली तयार केलेली आहे.
- महिला बचत गटांनी आपल्या गटाचे सर्व आवश्यक ते कागदपत्रांचे रेकॉर्ड ठेवलेले आहे.
- महिला बचत गटांमधील महिला सदस्यांमध्ये साक्षरतेचे प्रमाण कमी असल्याने ज्या साक्षर महिला सदस्या आहेत त्याच महिला गटाचे कामकाज पाहतात. त्याचप्रमाणे सदर महिला गटाच्या अध्यक्षा किंवा सचिव दिसून येतात.
- महिला बचत गटातील अध्यक्षांवर इतर महिला सदस्यांचा विश्वास असल्याने साधारणतः अध्यक्षा किंवा सचिव ठराविक कालावधीनंतर बदलतांना दिसून येत नाही.
- महिला बचत गटांच्या महिला सभासदांची पाक्षिक / मासिक सभा साधारणतः संध्याकाळी ७ वाजेनंतर किंवा त्यांचे सोईनुसार घेण्यात येते. सभेचे ठिकाण अध्यक्षांचे घर किंवा गावातील मंदिर हे असते.
- महिला बचत गट आपल्या सदस्यांना साधारणतः २ टक्के मासिक दराने व्याज आकारतात.
- महिला बचत गटातील सदस्यांनी घेतलेले कर्ज परत फेडीचा दर ८० ते ९० टक्के इतका दिसून येतो.
- महिला बचत गटांचा आर्थिक उत्पन्नाचा विचार केला असता उत्पन्न मिळण्याचे प्रमाण फारच अल्प दिसून येते.

#### उपाययोजना :

- महिला बचत गटात बँकानी उद्योगासाठी आवश्यक त्या प्रमाणात कमी व्याज दरात त्वरित कर्ज उपलब्ध करून द्यावे.
- महिला बचत गट आपल्या महिला सभासदांना दरमहा दर शेकडा २ टक्के प्रमाणे कर्ज पुरवठा करतांना दिसून येतात प्रत्यक्षात सदरची टक्केवारी ही दरसाल दर शेकडा २४ टक्के इतकी होते. सदरचा दर हा खुपच जास्त प्रमाणात आहे असे दिसून येते गटांनी आवश्यक त्या प्रमाणात कमी व्याज दरात त्वरित कर्ज उपलब्ध करून द्यावे.
- महिला बचत गटांना तालुका व जिल्हास्तरावर आपला उत्पादित केलेला माल विक्री करण्यासाठी बाजारपेठ उपलब्ध करून देण्यात यावी.
- महिला बचत गटाच्या अध्यक्ष / सचिव ठराविक कालावधीनंतर बदलण्याबाबत सक्तीचे करण्यात यावे.
- महिला बचत गटाचे उत्पन्न वाढविण्यासाठी व्याजाच्या दरात वाढ न करता वेगवेगळ्या प्रकारचे उद्योग सुरु करावेत व त्यातून नफा / उत्पन्न मिळविण्याचा प्रयत्न करावा.

**संशोधनाची उपयोगिता : (Utility of Research)**

संशोधकाने सादर केलेल्या नित्कर्षावरून विविध प्रकारच्या शिफारशींचा उपयोग समाजातील बचत गटाच्या क्षेत्रात काम करणाऱ्या व्यक्तींना तसेच समाजास चांगल्या प्रकारे होऊ शकेल कारण 'जे जगाला द्याल ते फुकट जाणार नाही आणि हृदय ओतून जे द्याल त्याची तर किंमतच नाही' या उक्तीचा निश्चितच फायदा होते हे यावरून समजते.

सचोटी, प्रामाणिकपणा, सेवा, काटकसर इत्यादी सहकार क्षेत्राला आवश्यक असलेल्या गुणांचे वर्धन करून बचत गटाच्या सभासदांनी सुध्दा आपल्या सभासदांचे हित जोपासले पाहिजे. जेणेकरून सदर बचत गट आदर्श बचत गट म्हणून समाजापुढे उभे राहून त्या गटांचे अनुकरण इतरही गट करतील.

महिला बचत गटामुळे स्त्रीयांचे सक्षमीकरण करण्यास मदत होईल. समाजामध्ये त्यांना प्रतिष्ठा लाभेल. जी निम्मी श्रमशक्ती वाया जात आहे. तीचा उपयोग होईल. आर्थिक सबलीकरण व सामाजिक दृष्टिकोन बदलेल. पर्यायाने पुढील पीढी योग्य रितीने वाटचाल करू शकेल.

**सारांश :**

महिला बचत गटाचा अभ्यास करतांना असे निदर्शनास आले की,

- पुष्कळशा महिला बचत गटांच्या बैठकीचे आयोजन नियमितपणे केले जाते व सभेला महिलांची चांगल्या प्रमाणात हजेरी असते.
- महिला बचत गटांना दिलेली कर्जे सहसा बुडत नाहीत. महिला आपल्या कर्जाचे हप्ते नियमित जमा करतात असा सर्व बँकांचा अनुभव दिसून येतो.
- महिला बचत गटांच्या सभासद महिलांसाठी विविध स्वरूपाचे उद्योग सुरु करणेबाबत त्यांना प्रशिक्षण दिले जाते मात्र गटांनी तयार केलेल्या मालास बाजारपेठ उपलब्ध करून देणे आवश्यक दिसून येते.
- महाराष्ट्र शासन ग्राम विकास व जलसंधारण विभाग, मुंबई यांनी जिल्हा परिषदेमार्फत राबविण्यात येणाऱ्या सुवर्ण जयंती ग्राम स्वरोजगार योजनेद्वारे महिला बचत गटांची स्थापना करतांना तालुक्यातील महिलांच्या संख्येच्या प्रमाणात बचत गट स्थापन करण्याचे धोरण आखणे आवश्यक आहे असे वाटते. जेणेकरून जिल्ह्यातील सर्व महिलांचा सर्वांगीण विकास करता येणे सोईचे होईल.
- ग्रामीण भागातील बचत गटांच्या माध्यमाने ग्रामीण भागातील महिलांचा सक्रीय सहभाग दिसून येतो. महिला बचत गटामुळे बचतीला चालना मिळून पतनिर्मिती होते व रोजगार निर्माण होऊन ग्रामीण अर्थव्यवस्था मजबूत होत आहे.
- बहुतांशी महिला बचत गटांकडून वृक्षारोपण, खाऊवाटप, हळदीकुंकू, स्वच्छता अभियान इ. सारखे सामाजिक उपक्रम राबविले जातात.
- महिला बचत गटांना मिळणाऱ्या वार्षिक उत्पन्नाचा विचार करता ते फारच अल्प असल्याचे दिसून येते त्यात वाढ होणे गरजेचे आहे जेणेकरून महिला बचत गट कायमचे अस्तित्व टिकून राहण्यास मदत होईल.
- महिला बचत गटामुळे महिलांच्या अंगी असलेल्या कौशल्यात व आत्मविश्वासात वाढ झालेली दिसून येते. त्याचप्रमाणे त्यांच्या सामाजिक स्थितीत फरक झालेला दिसून येतो.



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## इंग्रजांनी हिन्दुस्थानातील जनतेची केलेली पिळवणूक : एक दृष्टीक्षेप

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### Abstract :

इंग्रजांनी शेकडो राजे-राजवाड्यांना आपले मांडलिक बनवून संपूर्ण हिन्दुस्थानावर आपले वर्चस्व स्थापन करण्यापूर्वी वेगवेगळ्या प्रदेशावर मराठे, मुसलमान, राजपूत, शीख आदि. राजे राज्ये करीत होते. आपआपल्या राजकारभाराची स्वतंत्र व्यवस्था व धोरण आखले जात होते. राज्यविस्तार हे धोरण त्यात प्रमुख होतेच. ईस्ट इंडिया कंपनी हिन्दुस्थानात येण्यापूर्वी हिन्दुस्थान साऱ्या जगात 'सुवर्णभूमी' म्हणून परिचित होता. पण ईस्ट इंडिया कंपनीने व्यापारापेक्षा येथील जनजीवनाचा अभ्यास करून, सारा भारत पादाक्रांत केला. आणि या देशातील निरनिराळे प्रदेश आपल्या वर्चस्वाखाली कसे येतील याविषयीची कपटनिती सुरु केली. कोणतेही कारण नसतांना भारतातील राज्याच्या कारभारात हस्तक्षेप करून साम, दाम, दंड, भेद व अनेक प्रसंगी गुंडगिरीचा अवलंब करून इंग्रजांनी आपला प्रवेश केला. म्हणून प्रस्तुत निबंधात भारतीय समाजव्यवस्थेत इंग्रजांच्या हस्तक्षेपामुळे झालेली जनतेची पिळवणूक, छळ, अन्याय व अत्याचाराची स्थिती शोधण्याचा प्रयत्न केला आहे.

### पार्श्वभूमी :

इंग्रजी कालखंडाच्या अगोदरच्या काळाचा विचार केल्यास भारतातील बहुतांश लोक हे उपजिवीकेसाठी शेतीवर अवलंबून असल्याने सामाजिक व आर्थिक व्यवहाराचे केंद्रबिंदू खेडे होते. खेड्यातील जमिनीचे दोन भाग पाडले गेले होते. १) पांढरी व २) काळी.

१) पांढरी - ज्या ठिकाणी प्रत्यक्ष वसाहत केली जात असे म्हणजे ज्या ठिकाणी गावात राहणाऱ्या लोकांची घरे वसलेली असे त्या भागाला पांढरी असे म्हणत असे.

२) काळी - ज्या जमिनीचा शेती करण्यासाठी उपयोग केला जात असे व ज्यातून उत्पन्न काढले जात असे. त्याला काळी असे म्हणत तसेच काळी जमिनीचेही काही वाडी, खारी पाडी, मजरा, इत्यादी उपविभाग असे.

गावामध्ये दोन वर्ग असत एक जमिनीचे मालक व दुसरा सेवा पुरवठादाराचा वर्ग या व्यतिरिक्त गावातील सत्ता १) राजसत्ता २) गोतसत्ता ३) धार्मिकसत्ता ४) व्यापारी सत्ता अशा चार भागात विभागण्यात येत असे यातील गोतसत्ता ही सामाजिकदृष्ट्या अतिशय महत्त्वाची होती. गावाची कामे करणाऱ्या व त्यासाठी सारामुक्त जमीन असणाऱ्या लोकांना वतनदार म्हटले जाई. यामध्ये पाटील व कुळकर्णी यांचा समावेश असे.

वतनदारानंतर गावात मिरासदारांचा वर्ग महत्त्वाचा होता. या वर्गाकडे जमीन मालकीचे प्रमाण अधिक होते हा वर्ग नियमानुसार आकारलेला शेतसारा, कर भरीत असे. वतनदारानंतर गावात बलुतेदाराचा वर्ग असे. जो गावाला विविध प्रकारच्या सेवा पुरवित असे अशा प्रकारची गावातील व्यवस्था होती.

१) वतनदार - पाटील, कुळकर्णी, चौगुला, शेते - महाजन, देशपांडे व देशमुख.

- २) मिरासदार - जमिन मालकीचे प्रमाण अधिक असणारा.  
 ३) बलुतेदार - व्यावसायिक व कारागीर, सेवकवर्ग, धार्मिकसेवा.  
 ४) उपरी - गावातील शेवटचा वर्ग.

खेड्यात जीवनाश्यक सर्व वस्तुंची निर्मिती होत असल्यामुळे प्रारंभीचे खेडे हे स्वयंपूर्ण होते. खेड्यातील व्यवसाय हे जातीवर आधारीत असल्यामुळे प्रत्येक जातीला समाजात निश्चित स्थान व काही संरक्षण मिळत असे. गावात तयार झालेला पक्का माल शहरात विकण्यासाठी दळणवळणाची साधने खेड्यात पोहोचण्यासाठी या काळात दळणवळणासाठी रस्ते निर्माण करण्यात येऊ लागले म्हणून या काळात दळणवळणाच्या मार्गाचा विकास सुरु झाला. या काळात पायवाटा, गाडीवाटा, जलमार्ग इ. चा विकास झाला.

उद्योगधंद्यामध्ये वाढ झाली. या उद्योगधंद्याचा विकासासाठी विज पुरवठ्याची गरज भासू लागली ही गरज पूर्ण करण्यासाठी सावकार वर्गाचा उदय झाला.

**अध्ययनाचे उद्दिष्टे :**

- १) इंग्रज काळात भारतीय जनतेची झालेली पिछेहाटाच्या कारणाचा शोध घेणे.  
 २) शेतसारा, करवसुली धोरणामुळे शेतकऱ्यांची लुबाडणुकीचे धोरण अभ्यासणे.  
 ३) भारतीय जनतेच्या एकंदरीत सामाजिक स्थितीचे अध्ययन करणे.

शिवपूर्वकाळात राजेशाही अस्तित्वात होती. गावगाडा चालविण्यासाठी राजाने वतनदार, जहागीरदार, पाटील, कुळकर्णी इ. नेमलेले असत. ते गावगाडा चालवित होते. गावावर नियंत्रण ठेवित होते. ही मंडळी शेतसारा, कर वसूल करताना समाजातील दुर्बल, शेतकऱ्यास छळत असत. राजा प्रत्यक्ष जनतेपर्यंत पोहचतच नसल्यामुळे जनतेवरील अन्यायाची जाणीव राजाला होत नव्हती. न्याय मागूनही मिळत नसल्यामुळे जनता राजापर्यंत पोहचत नव्हती. व न्याय मागत नव्हती. गुलामी स्विकारणारी मानसिकता तयार झाली होती. राजाला केवळ शेतसारा हवा होता व गावावर आपले नियंत्रण हवे होते.

मात्र शिवकाळात ही परिस्थिती बदलली. या काळातील हा राजा जनतेपर्यंत पोहोचू लागला. शिवकाळात तसेच शिवपूर्वकाळात सुध्दा बहुतांश लोक उपजीवीकेसाठी शेतीवर अवलंबून असल्याने सामाजिक व आर्थिक व्यवहारांचा केंद्रबिंदू खेडे होते. शिवकाळात शिवाजी महाराजांनी खेड्यांची व्यवस्था लावण्यात महत्वपूर्ण भूमिका बजावली. शिवाजी महाराज जनतेच्या अडीअडचणी समजून घेऊ लागलेत. अन्याय करणाऱ्या लोकांना शिक्षा देऊ लागले. या राज्यात आपल्याला न्याय मिळतो म्हणून जनता विश्वासाने राजापर्यंत पोहचू लागली. न्याय मागू लागली. या काळात शेतकऱ्यांची शेतसाराच्या माध्यमातून होणारी लुबाडणूक थांबली.

सन १७६४ च्या उत्तरार्धात बक्सर येथे दिल्लीचा बादशहा शाहआलम लखनौचा नबाब सुजाउदौला व बंगालचा नबाब मीर कासीम यांनी एकत्र येऊन इंग्रजांना मोठा लढा दिला. त्यात मात्र त्यांचा पराभव झाला. त्यामुळे बादशहा शाह आलम याला रॉबर्ट कलाईव्ह यांच्याशी तह करावा लागला यातूनच कंपनी सरकारचे अधिपत्य प्रस्तापित झाले. कंपनी सरकारकडे भूमिकर वसुलीचा अधिकार व नबाबांकडे त्या प्रदेशाचा राज्यकारभार यामुळे जनतेला आर्थिक शोषणास बळी पडावे लागले. यातूनच जनतेच्या दारिद्र्याला सुरुवात झाली. ईस्ट इंडिया कंपनी ही केवळ व्यापारी संस्था न राहता ती हिन्दुस्थानातील एक प्रबळ राजकीय शक्ती बनली म्हणूनच सरजेम्स स्टीफन म्हणतो 'भारतात ब्रिटीश सत्तेचा प्रारंभ बकसरच्या युध्दानेच झाला'. नंतर ग्वाल्हेरचे

शिंदे, इंदोरचे होळकर, नागपूरचे भोसले यांच्याशी स्वतंत्र तह केल्यामुळे त्यांचे हजारो सैनिक बेकार झाले.

ईस्ट इंडिया कंपनीला ज्या प्रदेशाचे दिवाणी अधिकार प्राप्त झाले. त्या प्रदेशातील भूमिकर वसुलीचे काम दिवाणांकडे (बंगाल - मुर्शिदाबाद - रजाखाँ व बिहार - ओरीसा - पाटणा - सिताबराय) सोपविले. त्या दिवाणांनी वसुलीच्या कामासाठी ठेकेदार नेमले आणि ठेकेदारांनी आपल्या पध्दतीने अर्थातच दंडकेशाहीचा वापर करून जनतेची लुबाडणूक केली.

ठेकेदार शेतकऱ्यांकडून प्रमाणापेक्षा जास्त भूमिकर वसूल करू लागले. भूमिकर हा धान्याऐवजी रकमेत वसूल करण्याचे आदेश होते. भूमिकर हा मोगलांच्या काळातील भूमिकरांपेक्षा किती तरी जास्त होता. तत्कालीन अनेक शेतकऱ्यांना भूमिकर देणे अशक्य झाले होते. त्यामुळे असमर्थ शेतकऱ्यांच्या जमिनी ठेकेदार जप्त करीत असत त्या जमिनी लिलावाव्दारे विकू लागले. जे जास्त भूमिकर देतील अशा धनिकांनी त्या जमिनी घेतल्या. यातूनच जमीनदार वर्ग उदयास आला.

ज्यांनी ठरलेला भूमिकर दिला नाही अशांच्या जमिनी लिलावात विकल्या जात असे व तो जमीनदार जास्तीत जास्त भूमिकर वसुली करून देई, त्यांच्याकडे सोपविल्या जाऊ लागल्या यातच शेतकरी आपल्या जमिनी वाचविण्यासाठी गावातील पाटलांकडून, जमीनदारांकडून, व्यापाऱ्यांकडून कर्ज काढून भूमिकर भरू लागले. पण त्या कर्जाचे व्याज एवढे होते की शेतकऱ्यांकडून ते पिढ्यानपिढ्या फिटत नसे. म्हणून जमिनीचा मूळ मालक असलेल्या शेतकऱ्याला जमिनदाराच्या जमिनीवर शेतमजुरी करावी लागली.

भूमिकर वाढविण्याच्या दृष्टीने कंपनी सरकार व ठेकेदार यांनी आपले चक्र डोंगरदऱ्यात वास्तव्य करणाऱ्या दुर्लक्षित आदिवासीकडे वळविले. ते आदिवासी कडूनही त्यांच्या जमिनीवर भूमिकर वसूल करू लागले. कंपनी सरकारकडून भूमिकर वसुली सक्तीने होऊ लागली. दुसरीकडे याच डोंगराळ भागात ख्रिस्ती मिशनऱ्यांचा धर्मप्रचारही सुरू होता. त्यामुळे आदिवासी समाज हा अडचणीत सापडला होता. आपल्या स्वातंत्र्यासाठी आदिवासी जनता कंपनी सरकारशी झुंज देत होती.

हिन्दुस्थानच्या संपूर्ण पूर्व भागावर कंपनी सरकारची पकड भक्कम झाली होती. मात्र उर्वरित हिन्दुस्थानात मराठे, मुसलमान, राजपूत आदी राज्ये होती. त्या राज्यांना अवघ्या पन्नास - पाऊणशे वर्षात इंग्रजांनी कपटनितीने आपल्या अधिपत्याखाली आणले त्यांना आपले मांडलिक बनविले. विविध प्रकारचे स्वतंत्र स्वरूपाचे तह केले. राज्यांचे हजारो सैनिक बेकार केले. बेकार सैनिकांतील काही सैनिक टोळ्यांनी राहू लागले. टोळ्यांनी राहणाऱ्यांचे वस्तीस्थान जंगल होते. कंपनी सरकारने या टोळ्यांवर आक्रमण करण्यासाठी प्रथम जंगलावर आक्रमण केले. जंगले तोडून त्यांची आश्रमस्थाने नष्ट केली. दुसरीकडे राजांना विविध करारांनी बांधून घेतले. प्रत्येक राजाच्या दरबारात आपला एक प्रतिनिधी ठेवण्याची व्यवस्था केली. त्यांच्या मनाप्रमाणे हा राजा वागत असे. या पध्दतीमुळे कंपनी सरकारने हिन्दुस्थानी राजांचे स्वातंत्र्यच हिरावून घेतले. त्यांनी अनेक राज्ये नष्ट केली. ज्या जाती जमातीतील शूर, पराक्रमी लोकांकडे वतने होती ती वतने कंपनी सरकारने काढून घेतली. त्यामुळे या जातीजमाती उघड्यावर पडल्या.

इंग्रजांचे हे अमानुष षडयंत्र हिन्दुस्थानातील जनतेला असाह्य झाले होते. त्यांचा प्रतिकार करण्याकरीता हिन्दुस्थानातील वेगवेगळ्या भागातून उठावांच्या मशाली पेटू लागल्या यामुळे क्रांतीविरांचे साहस वाढू लागले. परीणामी चिडलेल्या इंग्रजांनी हिन्दुस्थानातील जनतेचे अतोनात छळ, अत्याचार यात वाढ केली. हे सर्व करीत

असतांना इंग्रज क्रांतीवीरांचे भय देखील ओळखून होते. पण ठेकेदार, जमीनदार यांच्या मदतीने काही प्रसंगी इंग्रज यशस्वी होत होते. इंग्रज आणि हिन्दुस्थानी जनता असा संघर्ष सुरु झाला. हिन्दुस्थानी जनतेमध्ये मवाळ आणि जहाळ असे दोन्ही गट सक्रिय होते. शेवटी अन्याय, अत्याचाराचा अंत झाला असे म्हणावे पण...

**निष्कर्ष :**

- १) शिवपूर्वकाळातील राजाला केवळ प्रदेशावर नियंत्रण व शेतसारा, करवसुली हवी असल्यामुळे त्यांना जनतेच्या प्रश्नाविषयी काहीही देणे – घेणे नव्हते, परिणामी गावातील पाटील, कुळकर्णी, देशमुख वसुली करतांना आपल्या आडमुठेपणाने जास्तीची वसुली करत होते.
- २) शिवकाळात मात्र ही परिस्थिती बदलली. या काळातील लोकांचे जीवनमान सुखी होते.
- ३) इंग्रज काळात कर वसुलीसाठी जे दिवाण नेमले होते. त्या दिवाणांनी वसुलीचे काम ठेकेदारांकडे सोपविले परिणामी ठेकेदारांनी दंडकेशाहीचा उपयोग केला. यातून जनतेचा छळ होऊ लागला.
- ४) ठेकेदारांनी आकारलेला कर मोगलांच्या काळातील करापेक्षा कितीतरी पट जास्त होता.
- ५) अल्पभूधारक, शेतकरी यांच्या जमिनी, कर न भरल्यामुळे लिलावाद्वारे विकल्या जावू लागल्या.
- ६) कंपनी सरकार व स्थानिक नव्याने निर्माण झाला जमीनदार वर्गा (दलाल) कडून शेतकऱ्यांची अमानुष पिळवणूक सातत्याने होत होती.
- ७) कंपनी सरकारने आपल्या ताब्यातील हिन्दी शिपायांच्याच बळावर शेकडो राजे राजवाडे यांना आपले मांडलिक बनवून हिन्दुस्थानावर वर्चस्व स्थापन केले.
- ८) कंपनी सरकारने स्थानिक राज्यासोबत युध्द केलेत त्यात जी काही कंपनीची आर्थिक स्थिती खालावली ती भरून काढण्यासाठी त्यांनी कर वसुली तसेच खंडणी वसूल करून झीज भरून काढलीत.
- ९) कंपनी सरकारची झळ ग्रामीण समुदायातील शेतकरी वर्गाला सर्वप्रथम बसली असली तरी कंपनी सरकारच्या अन्याय, अत्याचाराविरुद्ध प्रथम बंड हे आदिवासी समुदायातील काटक, शूर, पराक्रमी, धाडसी आदिवासी लोकांनी केले.
- १०) कंपनी सरकारने हिन्दुस्थानी राजांच्या दरबारात आपला प्रतिनिधी ठेवण्याची पध्दती सुरु केली. यामुळे हिन्दुस्थानी राजांचे स्वातंत्र्यच हिरावून घेण्यात आले व त्यांना अपमानास्पद करारांनी बांधून घेतले.
- ११) शेतकरी आपल्या जमिनी वाचविण्यासाठी गावातील पाटील, जमीनदार, व्यापारी, अशा धनाढ्य लोकांकडून कर्ज काढून जमिनकर भरत असे.
- १२) याच काळात आदिवासी भागात ख्रिस्ती मिशनऱ्यांचा धर्मप्रचारही जोरात होता. त्याचाही परिणाम आदिवासी जनजीवनावर होत होता.
- १३) साधन – संपन्न (सैन्यबळ, शस्त्रबळ व पोलीस यंत्रणा) इंग्रज सत्तेविरुद्ध लढा देण्याचे अभूतपूर्व साहस भारतीय महान क्रांतीकारकांनी केले.

**संदर्भसूची :**

- १) प्रा. डॉ. अत्रे, प्रा.रायरीकर, केंजळे - महाराष्ट्र संस्कृती -डायमंड पब्लिकेशन्स, पुणे.
- २) झांबरे, श्री.स.ध. - महान भारतीय क्रांतीकारक-महा. राज्य साहित्य आणि संस्कृती मंडळ, मुंबई
- ३) प्रा. डॉ. आगलावे - संशोधन पध्दतीशास्त्र व तंत्रे - विद्या प्रकाशन, नागपूर.

\* \* \*

### वीरशैव संप्रदाय आणि विविध संप्रदाय

प्रा.मिलिंद भिवाजी कांबळे, मु.पो. जायकवाडी कॅम्प लोहा, ता.लोहा, जि.नांदेड  
 भिमराव दत्ता कांबळे, मु.पो. तिरुपती नगर, धनेगाव (पंचशिल किराणा स्टोअर्स) ता.जि. नांदेड.

कोणताही संप्रदाय निर्माण होण्यामागे वैचारिक अधिष्ठान असते. एक वैश्विक ध्येय असते. मानवी कल्याणाविषयी आस्था असते. जादूची कांडी फिरवल्या बरोबर एखादी मनोरंजन करणारी जादू निर्माण व्हावी तसा संप्रदाय निर्माण होत नाही. तो बऱ्याच संघर्षातून निर्माण होतो. संप्रदाय भाषा आणि प्रदेश अशा सीमारेषा ओलांडून खूप पुढे गेल्याचे आपल्याला ठळकपणे दिसते. या दृष्टीने वीरशैव संप्रदायाचा आणि बौद्ध, जैन, इस्लाम, वारकरी, महानुभाव, नाथ, चैतन्य, सूफी, नागेश इत्यादी धर्मसंप्रदायाचा विचार आपल्याला करता येईल. या संप्रदायांनी भारतीय आणि महाराष्ट्रीयन संस्कृतीच्या जडणघडणीत मोलाचा वाटा उचलला. त्यातून संस्कृती संपन्न झाली. 'वीरशैव मराठी संत' या लेखात प्रा.डॉ.शे.द. पसारकर संप्रदाया संदर्भात आपली भूमिका मांडताना म्हणतात की, "महाराष्ट्रातील नाथ, महानुभव, वारकरी, या संप्रदायांनी मराठी साहित्यधारा संपन्न केली आणि महाराष्ट्र संस्कृतीच्या जडणघडणीला हातभार लावला. जडणघडणीत वीरशैव संप्रदायाचाही मोठा वाटा आहे. आजवर दुर्लक्षित राहिलेले वीरशैवांचे मराठी वाङ्मय जसजसे प्रकाशात येत गेले आणि त्याचे अध्ययन सुरु झाले तसतसे वीरशैव संप्रदायाचे महाराष्ट्राच्या सांस्कृतिक इतिहासातील स्थान निश्चित होत गेले. "

वीरशैव संप्रदाय आणि नाथसंप्रदाय या दोन संप्रदायाचा विचार करता आपल्या लक्षात येईल की, या दोन्ही संप्रदायामध्ये गुरुंची परंपरा त्यांचे अनुयायी वर्ग, मठ इत्यादी फरक दिसतो. तसेच या दोन्ही संप्रदायाची पार्श्वभूमी पशुपत संप्रदायाची दिसते. उपास्यदैवत आणि शिवशक्तीमध्ये समानता जाणवते. तसेच नाथसंप्रदाय आणि वीरशैव संप्रदायाबद्दल समानता सांगतांना रत्नाकर बापूराव मंचरकर म्हणतात, "इसवी सनाच्या पहिल्या शतकात गुजराथेत उदय पावलेल्या लाकुलीश पाशुपत संप्रदायाचा आंध्र, कर्नाटक व महाराष्ट्र येथे मोठा प्रभाव होता. पुढे हे पशुपतनाथ आणि वीरशैव या पंथांत समाविष्ट झाले. नाथशैव असूनही ज्ञानदेवांनी विठ्ठल भक्ती स्वीकारली. त्यामुळे वीरशैव आणि वारकरी या संप्रदायांना जोडणारा एक दुवा म्हणून नाथ संप्रदायाकडे पहाता येते. डॉ.रा.चिं.ढेरे दाखवितात त्याप्रमाणे ज्ञानदेवांची पुण्यभूमी आळंदी ज्ञानदेवपूर्वकाळापासून एक शैवागमोक्त शक्तिपीठ म्हणून वीरशैवांच्या प्रभाव कक्षेत होती. वीरशैव संप्रदायाचे पुनरुज्जीवन वारकऱ्यांच्या पंढरपूराजवळ असलेल्या मंगळवेढ्यात झाले. ज्ञानदेवांचे परात्पर गुरु गोरक्षनाथ वीरशैव संप्रदायाचे धुरीण अल्लमप्रभू यांच्या संपर्कात आले होते. या सर्वांचा परिणाम म्हणून वीरशैवांच्या प्रभावाच्या खुणा प्राचीन मराठी वाङ्मयत दिसतात. " यापुढे जावून डॉ.रा.चिं. ढेरे नाथ आणि वीरशैव या दोन शैवसंप्रदाया बद्दल सांगतात की, "नाथ आणि वीरशैव या दोन शैवसंप्रदायांचा परस्पर संबंध महाराष्ट्राच्या दृष्टीने अत्यंत परिणामकारक ठरलेला आहे. आपली शिष्या मुक्तादेवी योगिनी हिच्यासह श्रीपर्वतवरील कर्दळीबनात राहिलेल्या गोरक्षनाथांची आणि वीरशैव संप्रदायाचे श्रेष्ठ धुरीण अल्लमप्रभू यांची त्याच ठिकाणी भेट झाली. प्रतीतिचक्रवर्ती अल्लमप्रभूंनी गोरक्षनाथांना कार्यसिध्दीची व्यर्थता पटवून, त्यांच्यावर वैचारिक प्रभाव प्रस्थापित केला. या प्रभावाचे प्रत्यंतर गोरक्षशिष्या मुक्तादेवीने

उपदेशिलेल्या चांगा वटेश्वरांच्या पंरपरेत स्पष्टपणे दिसून येते. विसोबांचा 'षट्स्थल' हा ग्रंथ वीरशैवांच्या षट्स्थळ सिध्दांताची धारा अल्लमप्रभू - गोरक्षनाथ - मुक्तादेवी - चांगावटेश्वर - कृष्णनाथ - विसोबा या तीर्थक्रमाने वाहत आल्याचा पुरावाच आहे. ”

महानुभव संप्रदायाचा संबंध वीरशैव संप्रदायाशी नाथसंप्रदाया इतका अतुट नसला तरी काही प्रमाणात का होईना पण या दोन संप्रदायाचा संबंध आला. महानुभव संप्रदायाचे प्रवर्तक चक्रधर स्वामी यांचा श्रीपर्वतावरील वास्तव्यात असताना वीरशैव संप्रदायाशी म्हणजेच वीरशैवांशी संबंध आला असावा असे वाटते. वीरशैव आणि महानुभव संप्रदायात आचार विचारात साम्य असल्याचे ठळकपणे दिसते. दोन्ही संप्रदायात काही एक साम्य स्थळे दाखवताना रत्नाकर बापूराव मंचरकर म्हणतात की, “वीरशैवांची पंचाचार्य ही कल्पना आणि महानुभवांची पंचकृष्ण ही कल्पना यात काही साम्य आढळते. 'स्थल' ही वीरशैवांची पारिभाषिक संज्ञा महानुभवांनीही स्वीकारली आहे. ”

वारकरी संप्रदाय ही महाराष्ट्रीय संस्कृतिची जोपासना करणारा साधा, सरळमार्गी भक्तीसंप्रदाय आहे. वारकऱ्यांचे अराध्यदैवत पंढरपूरचे विठूराया आणि ज्ञानेश्वर माऊली. वीरशैव संप्रदाय आणि वारकरी संप्रदायांचा खूप जवळचा संबंध आहे. ज्ञानेश्वरी आणि मुक्ताबाईंच्या अभंगात वीरशैवांची भाषा आलेली दिसते. 'षट्स्थल' या ग्रंथातून वीरशैवसंप्रदाय आणि वारकरी संप्रदायांच्या सीमारेषा घट्ट होताना दिसतात. प्रा.डॉ.शे.द. दसारकर वीरशैव संप्रदाय आणि वारकरी संप्रदायाची तुलनात्मक विवेचन शब्दबद्ध करताना सांगतात, “वीरशैवांच्या प्रभावशालित्वाच्या खुणा तेराव्या शतकापासून मराठी वाङ्मयात उमटलेल्या दिसतात. विसोबा खेचरांच्या 'षट्स्थल' (शडूस्छळ) हा नवोपलब्ध मराठी ग्रंथ वीरशैव प्रभावाचा द्योतक आहे, तर वारकरी संताच्या अभंगवाणीचा वारसा सोळाव्या शतकातील आणि त्यानंतरचे वीरशैव संतकवी स्वाभिमान मिरवतांना दिसतात. 'ज्ञानेश्वरी'त वीरशैवांची परिभाषा उमटलेली दिसते, तर मन्मथस्वामींच्या 'परमरहस्य' वर ज्ञानेश्वरीचा संस्कार झालेला आढळतो. वीरशैव आणि वारकरी या दोन्ही संप्रदायातील संतांची अंतरिक एकरूपता मन मोहविणारी आहे.” वीरशैव संतकवी आणि वारकरी संतांच्या साम्यस्थळा संदर्भात बोलताना प्रा.डॉ.शे.द. पसारकर म्हणतात, “मराठी वीरशैव संतकवींच्या वाङ्मयात वारकरी संतकवींच्या वाङ्मयात वारकरी संतांच्या प्रभावखुणा पदोपदी जाणवतात. मन्मथस्वामी ज्ञानेश्वरांना अनुवादीत आहेत असे सारखे वाटत राहते. 'जे जे भेटे भूत । ते ते मानिजे भगवंत' ह्या ज्ञानेश्वरांच्या व्यापक भक्ती योगाची मांडणी 'जे जे देखिजे भूतमात्र । ते ते जाणिजे आत्मसूत्र' या सूत्रात मन्मथस्वामींनी केले आहे. खरा वीरशैव कसा असतो हे सांगताना ते निःसंकोचपणे 'ज्ञानेश्वरीच्या' तेराव्या अध्यायातील ज्ञानलक्षणे उचलतात. ज्ञानेश्वरांची शब्दकळा त्यांच्या रचनेत जागोजाग उमटताना दिसते. वारकरी संतांच्या 'हरिपाठाच्या' धर्तीवर वीरशैव संतकवी 'शिवपाठ' लिहितात, अभंगरचना करतात, बाळसंतोष, आंधळा, जोहार इत्यादी भासडे आणि आध्यात्मिक कुटेही लिहितात. प्रा.डॉ.शे.द. पसारकरांच्या मताने दुजोरा देत रत्नाकर बापूराव मंचरकर लिहितात की, “वारकरी संतांच्या अभंगवाणीचा वारसा मराठी वीरशैव मराठी कवींनी तोलामोलाने सांभाळला वारकऱ्यांच्या 'हरिपाठ' प्रमाणे 'शिवपाठ' ची ही रचना केली. 'बाळसंतोषा' यासारखी भासडे लिहिली आणि आध्यात्मिक कूटरचनाही केली. मन्मथस्वामी शिवलिंगाच्या 'परमरहस्य' वर ज्ञानेश्वरीच्या विवेचनाची छाप आहे. वारकऱ्यांच्या आकर्षणक्षेत्रात राहून मराठी वीरशैवांना स्वतःचा संप्रदाय जपायचा होता म्हणून आपल्या अनुयायांना वारकऱ्यांच्या ज्या ज्या वैशिष्ट्यांचे आकर्षण वाटते. ती ती वैशिष्ट्ये हेरून त्यांनी

आपल्या संप्रदायात समाविष्ट केली. मराठी वीरशैवांनी वारकऱ्यांप्रमाणेच भजन मंडळे चालविली आणि कीर्तनपरंपरा जोपासली.’’ वीरशैव संप्रदाय आणि नागेशसंप्रदाय यांनी जीवशिवऐक्यविचार मानला आहे. शिव आणि शक्ती ही उपासनेची दैवते दोन्ही संप्रदायांनी मानल्याचे समजते. नागेशसंप्रदाय हा अद्वैती आहे. दोन्ही संप्रदाय मानवतावादी दृष्टी स्वीकारल्याचे समजते. ‘महात्मा बसवेश्वर आणि महाराष्ट्र’ या लेखात डॉ. अशोक कामत या दोन संप्रदायाचा बाबतीत विचार मांडतात, “वरीशैव आपल्या षट्स्थलसिध्दांताच्या भक्कम आधारेने साधनेतील अवस्था स्पष्ट करतात. अशी व्यवस्था नागेश संप्रदायात दिसून येत नाही. पण शिवतत्व हेच अंतिम सत्य आणि त्याशी एकरूप होणे हेच जीवाचे अंतिम ध्येय, असे मात्र दोन्ही सांप्रदायिक सांगतात. वरीशैव ‘लिंगैक्य’ म्हणतात. नाथ ‘समरसीकरण’ वा ‘सामरस्य’ म्हणतात. नागेश संप्रदायात या परिभाषेशिवाय तोच आशय मांडला जातो. शिवरात्री महात्म्य दोहोंनी स्वीकारले लिंगोपासना नागेशांनीही मानली. ज्योतिर्लिंगे अथवा नागेश संप्रदायात पाहात नाही. ज्योतिर्लिंगे अथवा शिवस्थाने दोहोंना प्रिय आहेत. पण त्याकडे तीर्थस्थाने म्हणून वीरशैव अथवा नागेशसंप्रदाय पाहात नाहीत.’’

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## किसान क्रेडीट कार्ड योजना – अमंलबजावणी व विश्लेषण

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### प्रस्तावना :(Introduction)

स्वातंत्र्यपूर्व काळात भारताची ओळख एक कृषीप्रधान देश म्हणून होती. आज स्वातंत्र्य मिळून ६३ वर्षे झालीत तरीही भारताची ओळख कृषीप्रधान देश हीच आहे. स्वातंत्र्योत्तर काळात भारताने विकासाचा बराच पल्ला गाठलेला आहे. परंतु आजही देशातील जवळजवळ ६८ टक्के लोक ग्रामीण भागात राहतात. ग्रामीण भागात राहणाऱ्या लोकांचा प्रमुख व्यवसाय शेती व शेतीशी निगडीत आहे.

हरित क्रांतीनंतर भारताच्या कृषी व्यवसायाचे स्वरूप बदलून गेले आहे. आजचा कृषी व्यवसाय हा भांडवलप्रधान झालेला आहे. शेतकऱ्यांना कृषी उत्पादनासाठी अल्पकालिन, मध्यमकालिन आणि दीर्घकालीन वित्त पुरवठ्याची गरज भासते. व ही गरज स्थिर राहते व सतत भासत असते. तसेच ही गरज उत्पादनापेक्षा कृषी क्रियांच्या वैशिष्ट्यावर आधारलेली असते. मागील काही वर्षांमध्ये पाऊस व इतर नैसर्गिक परिस्थिती यामुळे कृषी उत्पादनात वाढ किंवा घट झालेली दिसून येते. मात्र वित्त पुरवठ्याची गरज कमी अधिक प्रमाणात सारखीच दिसून येते. वेळेच्या गतिप्रमाणे कृषी तंत्रज्ञानात विविध बदल झालेले आहेत. त्यामुळे कृषी वित्ताच्या आवश्यकतेमध्ये सुध्दा वाढ होत गेलेली आहे.

शेतकऱ्यांना शेती आणि उत्पादन या संबंधिच्या क्रिया पार पाडण्यासाठी कर्ज घ्यावे लागते. तंत्रज्ञानातील प्रगती व हरितक्रांती लक्षात घेता अजूनही भारतीय शेती निसर्गावर अवलंबून आहे. किंबहुना निसर्गाच्या लहरीपणावर आधारलेली आहे. शेती उत्पादनातील अनिश्चिततेमुळे व्यापारी बँका व विमा कंपन्यांच्या दृष्टीने शेती व्यवसायाला जोखीम पूर्ण व्यवसाय मानला जातो.

भारतातील लहान शेतकरी की ज्यांची संख्या मोठी आहे. त्यांना केवळ उत्पादक कार्यासाठीच कर्जाची गरज भासत नाही तर उपभोगासाठी सुध्दा गरज भासते. पुर्वी ही गरज ग्रामीण भागातील सावकारामार्फत भागविली जात होती. मात्र ग्रामीण भागात जसजसा बँका व पतसंस्थांचा विकास होऊ लागला तसतसे सावकारांचे प्रस्थ कमी होतांना दिसून येत आहे. काही भागात अजूनही सावकारी व्यवसाय दिसून येतो. शेती विकास कार्यक्रमांसाठी वित्तपुरवठा ही सर्वात महत्वाची बाब आहे. स्वातंत्र्यप्राप्तीनंतर शेतकऱ्यांना स्वस्त आणि पुरेसे अर्थसहाय्य उपलब्ध करून देण्यासाठी बहु एजन्सी पध्दती (Multy Agency Approach) स्विकारण्यात आली. व या पध्दतीनुसार सहकारी संस्था, व्यापारी बँका व क्षेत्रीय ग्रामीण बँका यांच्यावर कृषी वित्तपुरवठ्याची जबाबदारी सोपविण्यात आली. या सर्व संस्थांनी कृषी वित्त पुरवठ्यासाठी विविध योजनांची आखणी कृषी मंत्रालयाच्या मार्गदर्शक तत्वानुसार केलेली आहे. त्यापैकीच एक योजना म्हणजे “किसान क्रेडीट कार्ड” होय.

योजनेची उद्दिष्टे : (Objectives of Scheme)

या योजनेचा प्रमुख उद्देश शेतकऱ्यांना बँकांच्या मार्फत पुरेसे आणि वेळेवर कर्ज उपलब्ध करून देणे व विशेषतः शेतकऱ्यांची अल्पकालीन कर्जाची गरज झटपट भागविणे हा आहे.

### गृहितके (Hypothesis)

- १) किसान क्रेडीट कार्ड योजनेद्वारे पुरेसे कर्ज उपलब्ध होते.
- २) कर्जावरील व्याजाचा भार शेतकऱ्यांवर कमी पडतो.
- ३) कर्जदार शेतकरी कर्जाची परतफेड वेळेवर करतात.
- ४) घेतलेले कर्ज उत्पादक कामासाठी वापरले जाते.

### व्याप्ती व मर्यादा (Scope and Limitations)

ग्रामीण भागातील शेतकऱ्यांना कृषी उत्पादनात वाढ घडवून आणण्याच्या दृष्टीने व त्यांची वेळेवर होणाऱ्या कर्ज पुरवठ्याची गरज लक्षात घेऊन भारताच्या कृषि मंत्रालयाने ऑगस्ट १९९८ पासून “किसान क्रेडिट कार्ड” ही योजना सुरु केलेली आहे. या योजनेची कार्यवाही २७ व्यापारी बँका, ३७३ राष्ट्रीय सहकारी बँका व १९६ क्षेत्रीय ग्रामीण बँकांच्या माध्यमातून केली जात आहे. १९९८-९९ मध्ये या योजनेअंतर्गत ६०७ हजार कार्ड वितरण करण्यात आले व त्यांच्या माध्यमातून २०८४ कोटी रुपयाचे कर्ज मंजूर करण्यात आले. पुढील ५ वर्षात म्हणजेच २००३-०४ पर्यंत वितरीत करण्यात आलेल्या कार्डची संख्या ९२.५० लाख इतकी झाली. तर कर्जाची रक्कम २१७८५ कोटी रुपयांपर्यंत पोहचली. मार्च २००७ अखेर वितरीत करण्यात आलेली कार्डची संख्या ६ कोटी ४२ लाख इतकी आहे. या योजनेअंतर्गत दिल्या जाणाऱ्या कर्जावर ७ टक्के व्याज आकारले जाते. प्रत्यक्षात हा दर ९ टक्के असून २ टक्के रक्कम सरकारकडून सबसिडी दिली जाते. ही योजना सुरु होऊन जवळ जवळ १२ वर्षे झालीत व या कालावधीत ही योजना प्रचंड यशस्वी झालेली आहे याची कल्पना वरील आकडेवारी वरून दिसून येते.

### संशोधन पध्दती (Research Methodology)

- १) प्राथमिक पध्दत : संशोधनाची प्राथमिक माहिती व आकडेवारी किसान क्रेडीट कार्डधारक शेतकऱ्यांकडून प्रश्नावलीच्या द्वारे व मुलाखतीद्वारे गोळा केली. त्याकरीता विविध तालुक्यातील शेतकऱ्यांची व बँक अधिकाऱ्यांची प्रातिनिधीक स्वरूपात नमुना निवड पध्दतीचा वापर करून १०० शेतकऱ्यांकडून व २० बँक अधिकाऱ्यांकडून प्रश्नावली भरून माहिती घेतलेली आहे.
- २) दुय्यम पध्दती :- प्रस्तुत संशोधन निबंधासाठी संशोधकाने विविध मासिके, शोधप्रबंध, ग्रंथ, वर्तमानपत्रे यांचा वापर केलेला आहे. तसेच जिल्हा मध्यवर्ती सहकारी बँक, स्टेट बँक ऑफ इंडिया इत्यादी द्वारे प्रकाशित केलेले विविध परिपत्रके यांचा वापर केलेला आहे.

### तथ्यसंकलन विश्लेषण व स्पष्टीकरण :(Data Collection, Analysis & Interpretation)

प्रस्तुत शोधनिबंधात “किसान क्रेडीट कार्ड” योजनेची अंमलबजावणी कशा प्रकारे झालेली आहे. व योजनेची उद्दिष्टे साध्य झालेली आहेत किंवा नाही याची संशोधनांती जी माहिती निदर्शनास आली ती पुढीलप्रमाणे दिलेली आहे.

- १) कृषी क्षेत्रात शेतकऱ्यांना उत्पादन कार्याबरोबरच उपभोगासाठीसुध्दा कर्जाची गरज भासते.

उत्पादनात वाढ करण्याच्या हेतूने उत्पादक स्वरूपाचे कर्ज घेतले जाते. शेती क्षेत्रात विविध प्रकारच्या सुधारणा करण्यासाठी या कर्जाची गरज असते. उदा. विहीर खोदणे, विहीर बांधणी व दुरुस्ती, कुपनलिका खोदणे, वीजपंप बसविणे, पाईपलाईन टाकणे किंवा दुरुस्ती, कृषी अवजारे व यंत्रसामुग्री खरेदी करणे. किटकनाशके, बि-बियाणे, खते, इ. खरेदी करणे, मजुरी देणे, याचबरोबर उत्पादन तयार झाल्यानंतर कापणी, मळणी, वाहतूक, साठवणूक इ. कार्यासाठी कर्जाची गरज भासते. या कर्जातून उत्पादनात वाढ होते. वाढलेल्या उत्पादनामुळे उत्पन्नात वाढ होऊन कर्जाची परतफेड करणे शेतकऱ्याला शक्य होत असते.

पिकांच्या लागवडीपासून ते उत्पादनाची विक्री होईपर्यंत शेतकऱ्यांना आपल्या दैनंदिन गरजा भागविण्यासाठी कर्जाची गरज भासते. दैनंदिन गरजा भागविण्यासाठी कर्जाची गरज भासते. दैनंदिन गरजा पूर्ण करण्याबरोबरच काही आकस्मिक खर्च शेतकऱ्याला करावे लागतात. अशा सर्व खर्चांमुळे उत्पादनात वाढ होत नाही मात्र कर्ज परतफेड सुध्दा होत नाही. त्यामुळे हे कर्ज शेतीच्या उत्पन्नामधूनच परतफेड केले जाते म्हणून हे कर्ज उपभोगासाठीचे कर्ज मानले जाते.

२) स्वातंत्र्योत्तर काळात संपूर्ण देशात सहकारी क्षेत्राचा झालेला विकास, व्यापारी बँकांचे राष्ट्रीयीकरण आणि पंचवार्षिक योजनांमध्ये शेतीक्षेत्राला दिलेले प्राधान्य यामुळे शेतीक्षेत्राला होणाऱ्या वित्तपुरवठ्यामध्ये सातत्याने वाढ झालेली आहे. या वाढत्या वित्तपुरवठ्यामुळे कृषी उत्पादनावर परीणाम झालेला आहे किंवा नाही याची माहिती मिळविण्यासाठी प्रत्यक्ष मुलाखती आणि प्रश्नावली या तंत्राचा वापर केला असून त्यातून असे आढळून आले की, बहुतांशी शेतकऱ्यांनी या वित्तपुरवठ्याचा सकारात्मक उपयोग केलेला आहे. मात्र नैसर्गिक परिस्थिती, रासायनिक खतांची वेळेवर उपलब्धता नसणे, पिकांवर वारंवार पडणारे रोग यामुळे उत्पादनात हवी त्या प्रमाणात वाढ झालेली नाही. त्यामुळे कर्जाची परतफेड वेळेवर होऊ शकलेली नाही.

३) वित्तीय संस्थांकडून जे कर्ज दिले जाते ते प्रामुख्याने उत्पादक कार्यासाठी मात्र या कर्जाचा वापर पूर्णपणे त्याच कामासाठी केला जाईल याची खात्री नसते. उत्पादक कार्याबरोबर दैनंदिन खर्च व अनुषंगिक खर्चावर कर्जाची रक्कम खर्च होत असते. जन्म, मृत्यू, विवाह, धार्मिक विधी, सण, उत्सव, परंपरांची जोपासना इ. वर मोठ्या प्रमाणात रक्कम खर्च केली जाते व हा खर्च करणाऱ्या शेतकऱ्यांची संख्या जवळजवळ ५०% पर्यंत इतकी आहे.

४) “किसान क्रेडिट कार्ड” योजना ऑगस्ट १९९८ पासून अंमलात आली. व तिची अंमलबजावणी जिल्हा सहकारी मध्यवर्ती बँक व राष्ट्रीयकृत बँकांमार्फत होत आहे. या योजनेमुळे बँकांच्या कार्यक्षेत्रांमध्ये निश्चीतच वाढ झालेली आहे. सर्व जिल्हा सहकारी बँकांनी मार्च १९९९ पासून ही योजना आपल्या सर्व शाखांच्या माध्यमातून सुरु केली व प्रत्येक शाखेने मोठ्या प्रमाणात कार्डचे वितरण करून कर्ज पुरवठा केलेला आहे. तसेच स्टेट बँक ऑफ इंडिया, सेंट्रल बँक ऑफ इंडिया, पंजाब नॅशनल बँक, युनियन बँक ऑफ इंडिया या बँकांनी सुध्दा सातत्याने कार्ड वितरण करून कर्जपुरवठा केलेला आढळून येतो.

५) जिल्हा मध्यवर्ती बँक व राष्ट्रीयकृत बँका यांनी योजनेच्या सुरवातीपासून ते आजपर्यंत मोठ्या प्रमाणात कार्डचे वितरण करून कर्जपुरवठा केलेला आहे. या कर्जपुरवठ्यामुळे बँकांच्या थकबाकीवर निश्चीतच परीणाम झालेला आहे. व त्याचे प्रमाण वाढल्याचे संशोधकाला आढळून आले. कारण शेतकऱ्यांकडून या कार्डवर जे कर्ज घेतले जाते ते अनेकांना पुरेसे वाटत नाही व ते अनुत्पादक कार्यावर खर्च केले जाते असे आढळून आले.

त्यामुळे त्याची परतफेड वेळेच्या आत करण्यात आलेली नाही. तसेच मागील २ वर्षातील नापिकी, निसर्गाचा लहरीपणा यामुळे अनेक शेतकरी अनुत्पादकतेमुळे कर्ज परतफेड करू शकलेले नाहीत. याबरोबरच शेतकऱ्यांची कर्जमाफ होईल अशी वाढती मनसिकता त्यामुळे अनेकांची आर्थिक स्थिती योग्य असतांना कर्ज परतफेड न करणे यामुळे बँकांच्या थकबाकीत वाढ झालेली आढळून आली.

६) “किसान क्रेडीट कार्ड” या योजनेचे शेती विकासात निश्चितच महत्वाचे स्थान असल्याचे आढळून आले आहे. कारण या योजनेअंतर्गत शेतकऱ्यांना कॅश क्रेडिट किंवा दीर्घ मुदतीचे कर्ज मिळण्याची सुविधा आहे. तसेच भाजीपाला, फुले, नगदी पिके, भुसार पिके, गळीत पिके, तृणधान्य, फळबागा इ. पिकांसाठी कर्ज मिळत असल्याने शेती विकास होण्यास मदत झालेली दिसून येते.

**निष्कर्ष :**

‘किसान क्रेडीट कार्ड’ योजना भारतात ऑगस्ट १९९८ पासून सुरु झाली. महाराष्ट्रात या योजनेची अंमलबजावणी एप्रिल १९९९ पासून खऱ्या अर्थात सुरु झाली. व तेव्हापासूनच जळगाव जिल्ह्यात ही योजना सुरु झालेली आहे. सदर शोधनिबंधासाठी २००३-०४ पासून ते २००८-०९ पर्यंतची माहिती संकलित करून तिचे वर्गीकरण, विश्लेषण करून योजनेच्या यशापयशाचे मुल्यमापन करून जे निष्कर्ष काढलेले आहेत ते पुढीलप्रमाणे

- १) सर्वच बँकानी शेतकऱ्यांना जी किसान क्रेडीट कार्ड वितरीत केले त्यामध्ये सर्वात जास्त सहभाग जिल्हा सहकारी बँकेचा आहे. याचे कारण म्हणजे प्राथमिक शेती सहकारी संस्थांचा शेतकऱ्यांशी येणारा प्रत्यक्ष संबंध होय. प्राथमिक शेती सहकारी संस्थांनी बहुतेक वेळेला शेतकऱ्यांना जो कर्ज पुरवठा जिल्हा बँकेच्या शाखांच्या मदतीने केलेला आहे तो किसान क्रेडीट कार्डच्या माध्यमातूनच त्यामुळे साहजिकच किसान क्रेडीट कार्डच्या संख्येत वाढ झालेली आहे.
- २) कार्ड आणि कर्ज वितरणात सर्वात जास्त वाटा जिल्हा सहकारी बँकेचा आहे. तो ८८.४४ % आहे व इतर बँकांचा सहभाग ११.५६ % इतका आहे.
- ३) बँकानी शेतकऱ्यांना जो विविध कर्जपुरवठा केलेला होता. त्यामुळे सुरवातीला म्हणजे १९९९ मध्ये किसान क्रेडीट व्दारा केलेल्या कर्जपुरवठ्याचे प्रमाण फारच कमी होते. मात्र २००९ पर्यंत किसान क्रेडीट कार्डव्दारा वितरीत केलेल्या कर्जाची रक्कम वाढलेली असून त्याचे प्रमाण जवळजवळ ४५ % पर्यंत आहे.
- ४) या योजनेची व्याप्ती, शेतकऱ्यांची निवड, कर्जमर्यादा मंजूरी, किसान क्रेडीट कार्ड वापरासंबंधी व कर्जवाटपाची कार्यपध्दती, कर्जाची परतफेड व्याजदर तसेच इतर अनुषंगिक बाबी संबंधीचा अभ्यास करता असे आढळून आले की प्रत्येक बँकेच्या कार्यपध्दतीत सारखेपणा आवश्यक असतांना अनेक बाबतीत तफावत आढळून आली. काही बँकांनी जास्त व्याजदराने आकारणी केलेली आहे. तर दंडव्याजाचा दर वेगवेगळा ठेवण्यात आलेला आहे.
- ५) किसान क्रेडीट कार्ड वरील छापिल नमुन्यात असलेली माहिती सभासद पूर्ण भरत नाहीत. त्यामुळे याचा त्रास बहुतेक बँकाना झाल्याचे दिसून आले.
- ६) अनेक शेतकऱ्यांच्या क्रेडीट कार्ड (पासबुक) मध्ये मंजूर कर्जमर्यादा, कर्जउचल, परतफेडीची अंतीम तारीख व कर्जाचा व्याजदर इ. माहिती नमूद करणे गरजेचे असल्यावर ती माहिती दिसून आली नाही.

- ७) कर्जाची उचल आवश्यकतेनुसार हप्त्याहप्त्याने करावयाची असतांना सुध्दा बऱ्याच कार्डधारक शेतकऱ्यांनी मंजूर केलेली कर्जमर्यादेऐवढी रक्कम एकाच वेळी उचल केलेली आहे. व अशा कार्डधारकांचे प्रमाण शे.८०% इतके आहे.
- ८) काही प्राथमिक शेती सहकारी संस्थांनी अल्पमुदत कर्जाचा धनादेश कार्डधारक शेतकऱ्यांना दिला असून तो त्यांनी बचतखाती जमा करून रक्कम उचल केलेली आहे. त्यामुळे असा व्यवहार किसान क्रेडीट कार्डवर आलेला नाही व असे व्यवहार करणाऱ्या कार्डधारकांचे प्रमाण १२% पर्यंत आहे.
- ९) मध्यम मुदत व इतर पिक कर्जाची वसुलीस पात्र रक्कम वसूल करण्यासाठी प्राथमिक शेती सहकारी संस्था प्रयत्नशील राहतात. परंतु शेतकऱ्यांशी असलेले संबंध लक्षात घेऊनच सक्तीची वसुली झालेली दिसून आली नाही. याबाबतीत शेतकऱ्यांशी प्रत्यक्ष चर्चेतून विविध माहिती प्राप्त झाली ती पुढीलप्रमाणे.
- अ) पाऊसाच्या अनियमितपणामुळे पुरेसा हंगाम न येणे.
- ब) उन्हाळ्यामध्ये होणारे चक्रीवादळ, गारांचा पाऊस यामुळे केही पिकांचे मोठ्या प्रमाणात गेल्या ५ वर्षांपासून नुकसान होणे.
- क) पिकांवर वेळोवेळी पडणारे विविध रोग यामुळे उत्पादनात घट होणे.
- ड) पिकाच्या उत्पादनापासून प्राप्त झालेले उत्पन्न इतर देणे, परतफेडीसाठी व कौटुंबिक गरजा पूर्ण करण्यासाठी वापरली जाणे.
- ई) शेती कर्ज सरकारकडून माफ केले जाईल या अपेक्षेने वेळेवर परतफेड न करणे.
- १०) बँकाकडून वेगवेगळ्या पिकांसाठी जी पतमर्यादा निश्चित केली जाते ती बँकपरतवे वेगवेगळी दिसून येते व ती वर्तमान परिस्थितीशी सुसंगत दिसून येत नाही.
- ११) शेतीविकासाच्या योगदानामध्ये किसान क्रेडीट कार्ड ही योजना महत्वाची भूमिका बजावत आहे असे दिसून येते. ८०% कार्डधारक शेतकऱ्यांना ही योजना योग्य वाटते कारण या योजनेमुळे अल्पकालीन कर्जाची गरज पूर्ण होत असते. तसेच ज्या दिवसापासून कर्जाची उचल केली जाते त्या दिवसापासून व्याजआकारणी केली जाते. त्यामुळे व्याजाचा बोजा इतर कर्जावरील व्याजापेक्षा कमी पडतो असे शेतकऱ्यांना वाटते.

#### सूचना आणि उपाय योजना :

किसान क्रेडीट कार्ड या योजनेची योग्य अंमलबजावणी व्हावी आणि त्यातून निश्चित केलेली उद्दिष्टे साध्य व्हावीत यासाठी अध्ययनातून काही सूचना आणि उपाययोजना सुचविलेल्या आहेत त्या पुढीलप्रमाणे –

- १) सरकारी रेकॉर्डनुसार शेतीच्या ज्या किंमती असतील त्या किंमतीप्रमाणे शेतकऱ्यांच्या शेतीची व स्थावर मालमत्तेची किंमत काढली जावी व त्या किंमतीच्या २५% या मर्यादेपर्यंत बँकेने त्याचे कर्ज मंजूर करून ठेवावे.
- २) मंजूर केलेली कर्जरक्कम त्याच्या गरजेप्रमाणे केव्हाही व ठरवून दिलेल्या मर्यादेपर्यंत कितीही रक्कम उचलण्याचे स्वातंत्र्य शेतकऱ्याला दिले पाहिजे. त्यासाठी शेतकऱ्यांवर विश्वास दाखविला पाहिजे.
- ३) कर्ज देण्यासंबंधी विशिष्ट पिकासाठी विशिष्ट कर्ज अशी अट असता कामा नये.
- ४) बँकानी कर्जवसुलीचे धोरण कठोरपणे राबविण्यासाठी, प्रसंगी शेतकऱ्याची मालमत्ता जप्त करून तिची

- विक्री करुन कर्ज वसुली करण्याचे अधिकार कायद्याने मिळवून द्यावे.
- ५) जिरायत पिकांच्या बाबतीत दुष्काळ पडला व बागायती पिकांच्या बाबतीत विहीरीचे पाणी मिळाले नाही तर याबाबतीत बँकांनी आपले वसुलीचे धोरण लवचिक ठेवले पाहिजे व इतर वेळेला कठोरपणे वसुलीचे धोरण राबवावे.
  - ६) वेळेवर कर्जफेड करणाऱ्या शेतकऱ्यांची पत अधिक ठरवून त्याला सरकारी सवलतीमध्ये अग्रक्रम द्यावा जेणेकरुन कर्जफेड वेळेवर करणाऱ्यांचे प्रमाण वाढून थकबाकीचे प्रमाण कमी होण्यास मदत होईल.
  - ७) सहकारी संस्था व बँका यांनी वेळेवर कर्जफेड करणाऱ्या शेतकऱ्यांसाठी प्रोत्साहनपर योजना राबवाव्यात.
  - ८) शेतीसाठी सुलभपणे पुरेसे कर्ज उपलब्ध करुन दिल्यास शेतकऱ्यांना काही प्रमाणात दिलासा मिळू शकतो.
  - ९) प्राथमिक शेती सहकारी संस्थांनी व्याजाचे दर कमी करणे आवश्यक असून दंड व्याजाचे दर सुध्दा कमी करणे आवश्यक आहे. सर्वच बँकांनी प्रचलित दराने व्याजआकारणी करणे आवश्यक आहे.
  - १०) प्रत्येक पिकासाठी किती उत्पादन खर्च येतो याची प्रत्यक्ष आकडेवारी घेऊन त्याप्रमाणे प्रत्येक पिकाची कर्जमर्यादा बँकांनी ठरवून घ्यावी.
  - ११) शेतकरी व इतर व्यावसायिक यांना एकाच पध्दतीने कर्ज देण्याची पध्दती स्विकारल्यास शेतकऱ्यांना आपल्यावर अन्याय झाल्यासारखे वाटणार नाही.

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- ९) अर्थशास्त्रीय संशोधनाची तोंडओळख -पाटील, पठाण, ताम्हणकर,कॉन्टीनेंटल प्रकाशन, पुणे.
- १०) संशोधन पध्दती – वा.भा.पाटील- प्रशांत पब्लिकेशन, जळगांव.
- ११) दैनिक अँग्रोवन – दि.१९ मे २००८ व २० जुलै २००८.
- १२) दैनिक लोकसत्ता – दि.२३ मार्च २००४

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## कोल्हापूर जिल्ह्यातील वकिल व्यवसाय करणाऱ्या व्यक्तींचे मानसिक आरोग्य व वैयक्तिक ताण यांचा अभ्यास

लाड निता नारायणराव : राजाराम कॉलेज, कोल्हापूर

सारांश :

संशोधनाचा हेतू वकिल करणाऱ्या व्यक्तींचे मानसिक आरोग्य व वैयक्तिक ताण यांचा अभ्यास हा होता. सदर संशोधनासाठी कोल्हापूर शहरातील ६० वकील निवडण्यात आले. पैकी ३० पुरुष व ३० स्त्रिया होत्या. आनंदकुमार व गिरीधर ठाकूर यांची मानसिक आरोग्य भावनी व अरुण के. सिंग, आशिष के. सिंग व अपर्णा सिंग यांची वैयक्तिक ताण मापनी वापरली.

१) वकिल व्यवसाय करणाऱ्या स्त्रियांपेक्षा पुरुषांचे मानसिक आरोग्य चांगले असते.

२) वकिल व्यवसाय करणाऱ्या पुरुषांपेक्षा स्त्रियांमध्ये वैयक्तिक ताण कमी असतो असे निष्कर्ष मिळाले.

प्रस्तावना :

मानसिक स्वास्थ्य लाभलेली व्यक्ती समतोल व्यक्तीमत्वाची असते. मानसिक स्वास्थ्य हे मनाच्या शरीराच्या निकोप वाढीचे लक्षण आहे.

मानसिक ताणाचा विचार मानसिक आरोग्यात येतो. मानसिकतेला बिघडू नये आणि मानसिक आरोग्य सुधारावे याकरीता मानसशास्त्रीय तत्वांचा अवलंब करून मानसिक समस्यांचा अभ्यास करणारे शास्त्र म्हणजे मानसिक आरोग्य होय.

मनाच्या व शरीराच्या कोणत्याही व्याधीपासून पूर्णपणे मुक्तता मिळवणे, म्हणजे स्वास्थ्य होय.

मानसिक आरोग्य

जहोदा (१९५८)

“स्व अभिवृत्ती आत्मवास्तवीकरण, वास्तवाचे कार्यक्षम संवेदन स्वयतत्ता परिसरावर प्रभुत्व आणि व्यक्तिमत्व संघटन म्हणजे मानसिक आरोग्य होय. ”

मॅस्तो (१९६२)

“निरोगी व्यक्तिमत्व म्हणजे केवळ विकृत वर्तनाचा अभाव नाही तर जीवन अधिकाधिक समृद्ध आणि विकसित करण्याचा मार्ग म्हणजे मानसिक आरोग्य होय. ”

ए.एस.शर्मा (१९९८)

“उत्तम समायोजनाची अवस्था, क्षमतांचा आणि योग्यतांचा उत्तम उपयोग करून जीवन सुखी, समाधानी जगण्याची अवस्था म्हणजे मानसिक आरोग्य होय. ”

ताण (व्याख्या)

“दुःख, कष्ट, वेदना, चिंता यासारखे भावनिक अनुभव निर्माण करणारा अंतर्गत तसेच बाह्य

वातावरणातील कोणताही घटक म्हणजे ताण होय. ”

**झिंबाब्वे (१९८८)**

“व्यक्तिमध्ये असंतुलन निर्माण करणाऱ्या किंवा तिच्या जुळवून घेण्याच्या क्षमतेवर भार टाकणाऱ्या घटनेवर दिलेल्या व्यक्तिच्या सामान्य प्रतिक्रिया म्हणजे ताण होय.”

**बिहर व न्युमन**

व्यक्तिंच्या व तिच्या व्यवसायाच्या आंतरक्रियेपासून उद्भवलेली अशी परिस्थिती की जी व्यक्तीला तिच्या सामान्य क्रियेपासून दूर नेते.

**उद्दिष्टे**

- १) वकिल व्यवसाय करणाऱ्या व्यक्तींचे मानसिक आरोग्य व वैयक्तिक ताणाचा अभ्यास करणे.
- २) वकिल व्यवसाय करणाऱ्या स्त्री – पुरुषांच्या मानसिक आरोग्याचा अभ्यास करणे.
- ३) वकिल व्यवसाय करणाऱ्या स्त्री – पुरुषांचा वैयक्तिक ताणाचा अभ्यास करणे.

**सिद्धांत कल्पना / गृहितके**

- १) वकिल व्यवसाय करणाऱ्या स्त्रीयांपेक्षा पुरुषांचे मानसिक आरोग्य चांगले असते.
- २) वकिल व्यवसाय करणाऱ्या पुरुषांपेक्षा स्त्रीयांमध्ये वैयक्तिक ताण अधिक असतो.

**लोकनमुना :** सदर संशोधनात वकिल व्यवसाय करणाऱ्या व्यक्तींचे मानसिक आरोग्य व वैयक्तिक ताण यांचा अभ्यास करण्यासाठी ६० लोकनमुना घेतला.

**साधने :** सदर संशोधनासाठी अरुण के. सिंग व अपर्णा सिंग यांची वैयक्तिक ताण मापनी वापरण्यात आली. चाचणीची विश्वसनीयता ऑड एव्हन पध्दतीने .७८ व यथार्थता .६८ आहे. डॉ. आनंद कुमार व गिरीधर ठाकूर यांची मानसिक आरोग्य मापनी वापरण्यात आली. चाचणीची विश्वसनीयता टेस्ट रि टेस्ट पध्दतीने .८७ व यथार्थता ७९.०१ आहे.

**संख्याशास्त्र**

**तक्ता क्र. १**

वकिल व्यवसाय करणाऱ्या पुरुष व स्त्रियांच्या मानसिक आरोग्याचे मध्यमान, प्रमाण, विचलन

व 't' मूल्य दर्शविणारा तक्ता

Sample	No.	Mean	S.D.	T	सार्थकता
पुरुष	३०	१३६.६१	१७.०५	२.०३	०.०५ पातळीवर सार्थ भेद दर्शवितो.
स्त्रिया	३०	१४४.५	१२.७२		

**तक्ता क्र. २**

वकिल व्यवसाय करणाऱ्या पुरुष व स्त्रिया यांच्या वैयक्तिक ताणाचे मध्यमान, प्रमाण, विचलन

व 't' मूल्य दर्शविणारा तक्ता

Sample	No.	Mean	S.D.	T	सार्थकता
पुरुष	३०	५४.५	७.८८	०.१६	०.०५ पातळीवर



स्त्रिया	३०	४५.८४	७.९२		सार्थ भेद दर्शवित नाही.
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### चर्चा

तक्ता १ – वकिल व्यवसाय करणाऱ्या पुरुषांचे मानसिक आरोग्याचे मध्यमान १३६.६१ व प्रमाणविचलन १७.०५ आले तर स्त्रियांचे मध्यमान १४४.५ व प्रमाण विचलन १२.७२ आले व मध्यमानातील फरकाचे 'टी' मूल्य २.०३ इतके आले म्हणजेच ०.०५ पातळीवर सार्थ भेद दिसून येतो. यावरून वकिल व्यवसाय करणाऱ्या स्त्रियांपेक्षा पुरुषांचे मानसिक आरोग्य चांगले असते हे गृहितक सार्थ ठरले.

तक्ता २ – वकिल व्यवसाय करणाऱ्या पुरुषांच्या मानसिक आरोग्याचे मध्यमान ४५.५० व प्रमाण विचलन ७.८८ आले तर स्त्रियांचे मध्यमान ४५.८४ व प्रमाणविचलन ७.९२ आले व मध्यमानातील फरकांचे टी मूल्य ०.१६ इतके आले म्हणजेच ०.०५ पातळीवर सार्थ भेद दिसून येत नाही. यावरून वकिल व्यवसाय करणाऱ्या पुरुषांपेक्षा स्त्रियांमध्ये वैयक्तिक ताण अधिक असतो हे गृहितक सार्थ ठरले नाही.

### निष्कर्ष :

- १) वकिल व्यवसाय करणाऱ्या स्त्रियांपेक्षा पुरुषांचे मानसिक आरोग्य चांगले असते.
- २) वकिल व्यवसाय करणाऱ्या पुरुष व स्त्रियांमध्ये वैयक्तिक ताण सारखाच असतो.

### मर्यादा :

- १) संशोधनासाठी प्रदत्त कोल्हापूर जिल्ह्यातील असल्याने तो मर्यादित होता. त्यामुळे मर्यादित स्वरूपाच्या प्रस्तावावरून काढलेल्या निष्कर्षांचे सामान्यीकरण करता येणार नाही.
- २) संशोधनामध्ये वय, अनुभव या परिवर्तकांचा परिणाम अभ्यासला नाही.

### शिफारशी :

- १) यापेक्षा वेगळा व अधिक प्रदत्त घेऊन संशोधन करता येईल.
- २) यापेक्षा वेगळा संख्याशास्त्र वापरून संशोधन करता येईल.
- ३) संशोधनासाठी वय, अनुभव या परिवर्तकांचा विचार करता येईल.

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## क्रिडा प्रशिक्षणामुळे आदिवासी विद्यार्थ्यांच्या वर्तनात झालेला बदल अभ्यासणे.

प्रा. विनोद एल. पाटील (शा.शि.संचालक) : अ.यु.क.के.संचलित, महिला महाविद्यालय, अनमोल नगर, देवपुर धुळे.

### प्रस्तावना :

जागतिक क्रिडांगणावर भारताचे स्थान काय ? असा प्रश्न अनेकदा डोळ्यासमोर उभा रहातो. विशेषतः जागतिक स्तरावरील ऑलम्पिक आणि तत्सम आंतरराष्ट्रीय स्पर्धा सुरु झाल्या की हा प्रश्न प्रकर्षाने सतावतो. आज जर प्रत्यक्षपरिस्थिती अभ्यासली तर उच्च माध्यमिक व महाविद्यालयीन स्तरावर क्रिडा क्षेत्राकडे पूर्णपणे दुर्लक्ष होत आहे. त्यामुळेच क्रिडा क्षेत्रातील समस्यांचे स्वरूप गंभीर होत आहे. १९९३ हे आदिवासी वर्ष म्हणून घोषित करण्यात आले. नागर संस्कृतीपासून खुप दुर अलिप्त राहिलेल्या, डोंगराळ मुलखात वस्ती करून राहिलेले ते आदिवासी भारताच्या लोकसंख्येच्या ६० टक्के आहेत. भारतीय घटनेत आदिवासींनी भारताच्या मुळ प्रभावात आपली अस्मिता टिकवून सामावून घ्यावे म्हणून विशेष तरतुदी केल्या बऱ्याचदा या तरतुदींचा गैरफायदा बिगर आदिवासींनीच घेतला आहे. म्हणूनच संशोधकाने धुळे जिल्ह्यातील महाराष्ट्र राज्य आदिवासी विभाग अंतर्गत माध्यमिक आश्रमशाळा ता. जि.धुळे. बिलाडी येथील इयत्ता ८ वी व ९ वी च्या वर्गातील आदिवासी विद्यार्थ्यांची निवड केली. सातत्याने क्रिडा क्षेत्राकडे न्हासाची कारणे कोणती आहेत. हे शोधणे गरजेचे आहे संशोधक स्वतः शारिरीक शिक्षण संचालक असल्यामुळे महाविद्यालयीन क्षेत्रावर क्रीडा क्षेत्राचा विकास कशामुळे खुंटला व क्रीडा क्षेत्र कसे दुर्लक्षित आहे. हे संशोधकाने स्वतः अभ्यासले आहे.

### १.२) समस्या विधान :

क्रिडा प्रशिक्षणामुळे आदिवासी विद्यार्थ्यांचा वर्तनात झालेला बदल अभ्यासणे.

### १.३) समस्येचे स्पष्टीकरण :

प्रस्तुत समस्येत क्रिडा प्रशिक्षणामुळे आदिवासी विद्यार्थ्यांमध्ये कसा बदल होत गेला त्यांची कारणे कोणती होती. नगांव एज्युकेशन सोसायटी संचलित माध्यमिक आश्रमशाळा बिलाडी ता.जि. धुळे. या शाळेची निवड करण्यात आली. हे सर्व विद्यार्थी आदिवासी संवर्गातील होते. इ. ८ वीच्या वर्गातील ४० आदिवासी विद्यार्थ्यांना पुर्व चाचणी दिली. बोरसे व पारीक यांनी प्रमाणित केलेली वर्तन निर्धारण चाचणी विद्यार्थ्यांना देण्यात आली. त्या शाळेतील क्रिडा शिक्षकांशी संपर्क साधून त्या विद्यार्थ्यांना व्हॉलीबॉल, खो-खो, कबड्डी आणि मैदानी खेळ या खेळांचे प्रशिक्षण रोज सायंकाळी नयमित एक तास दिले. ह्याच बरोबर विद्यार्थ्यांच्या विविध समस्यांची जाणीव करून घेतली.

### १.४) समस्येची व्याप्ती आणि मर्यादा :

प्रस्तुत समस्येची व्याप्ती आश्रम शाळेतील इ. ८ वी व ९ वी. च्या वर्गातील आदिवासी विद्यार्थ्यांवर आधारलेली असून विषयाची व्याप्ती विद्यार्थ्यांशी संबंधित आहे. आश्रमशाळेतील हे विद्यार्थी आदिवासी प्रवर्गाचे होते. धुळे जिल्ह्यातील शहरापासूनच जवळ महाराष्ट्र राज्य आदिवासी विभाग अंतर्गत खाजगी आश्रमशाळेची

आदिवासी विद्यार्थी निवडले गेलेत.

**मर्यादा :**

- १) आदिवासी विकास विभाग अंतर्गत एका खाजगी आश्रमशाळेचा विचार केला.
- २) माध्यमिक आश्रमशाळेतील आदिवासी मुले इ. ८ वी आणि इ. ९ वी च्या वर्गाचे विद्यार्थ्यांची निवड केली.
- ३) सदरचा अभ्यास करताना जास्तीत जास्त ४० आदिवासी विद्यार्थ्यांच्या गटावर आधारलेला होता.
- ४) आदिवासी विद्यार्थ्यांचा वयोगट १२ ते १४ वर्षे वयोगटाचा होता.
- ५) सदरच्या अभ्यासात फक्त व्हॉलीबॉल, खो - खो, कबड्डी आणि मैदानी खेळाचाच उपयोग केला. त्या संबंधीत खेळांचे कौशल्य प्रशिक्षण म्हणून दिले.

**१.५) पारिभाषिक शब्दांच्या व्याख्या :**

**प्रशिक्षण :** “प्रशिक्षण ठराविक अभ्यासक्रमासाठी ठराविक वेळेमध्ये तज्ञ व्यक्तीकडून प्रशिक्षणार्थीना जे ज्ञान दिले जाते त्याला प्रशिक्षण असे म्हणतात.”

Training: Training is the basic form of preparation of sportsman - by Mat Wejew

**वर्तन :** “व्यक्तीचे वर्तन म्हणजे परिसराच्या संदर्भात घडून येणारा व्यक्तीचा अनुक्रियात्मक व्यवहार होय.”

- वुडवर्थ आणि वॉटसन

**आदिवासी :**

“एका विशिष्ट भूप्रदेशावर राहणारा समान बोली भाषा बोलणारा, समान सांस्कृतिक जीवन जगणारा परंतु अक्षर ओळख नसलेल्या स्थानिक गटाचे एकत्रीकरण म्हणजे आदिवासी होय.” - गिलिन आणि गिलिन

**क्रिडा :**

“जी कती आनंददायक, स्वयंस्फूर्त, आत्मनियंत्रित, निर्णायक, आत्मविष्कारयुक्त असते. ती कृती म्हणजे क्रिडा होय.” - जेम्स रॉस

**बदल :**

“वर्तनावर क्रिडा प्रशिक्षणामुळे जो अनुकूल किंवा प्रतिकूल बदल आदिवासी विद्यार्थ्यांमुळे होणारा आहे. याला बदल असे म्हणता येईल.”

**१.६) संशोधनाचे गृहितके :**

अ) आदिवासी विद्यार्थ्यांमध्ये शारिरीक दृष्ट्या चिकाटी, उत्साह व सहनशिलता खुप आहे.

ब) आदिवासी विद्यार्थ्यांना प्रशिक्षण दिल्यावर त्यांच्या वर्तनातील बदलात प्रभाव पडतो.

क) आदिवासी विद्यार्थ्यांमधील समस्या, सवय, कौटुंबिक वातावरण व सामाजिक वातावरण यांच्याशी निगडीत असतील.

**शुन्य गृहितके :**

१) क्रिडा प्रशिक्षणामुळे आदिवासी विद्यार्थ्यांच्या वर्तन समस्येत भेद आढळत नाही.

२) पुर्व चाचणी व उत्तर चाचणी यात भेद आढळत नाही.

**१.७) संशोधनाचे महत्व :**

क्रिडा प्रशिक्षणामुळे आदिवासी विद्यार्थ्यांमध्ये वर्तनात बदल होतो का? त्यांच्या व्यक्तीमत्व विकासात वाढ होते का? त्यांच्या व्यक्तीमत्व विकासात वाढ होते का? हे पडताळण्यासाठी संशोधकाला या अभ्यासाचे महत्व जाणविले. कारण संशोधकाने या पार्श्वभूमीवरील बोरसे १९९८ आगासे १९९७, आरती बक्षी २०००, पीटरसनस आणि क्युई १९६७ यांनी केलेल्या संशोधनात खेळामुळे विद्यार्थ्यांच्या व्यक्तीमत्वात बदल होतो. असे त्यांना आढळले. तसेच स्पिर्वॉक आणि स्पॉट यांनी १९६८ मध्ये केलेल्या अभ्यासांत क्रिडा प्रशिक्षणाचा साहस आणि आत्मविश्वास वाढतो.

#### १.८) संशोधनाची उद्दिष्टे:

- १) क्रिडा प्रशिक्षणाद्वारे आदिवासी विद्यार्थ्यांमध्ये वर्तनात झालेले बदल अभ्यासणे.
- २) आदिवासी विद्यार्थ्यांमधील वर्तन समस्येचा अभ्यास करणे.
- ३) आदिवासी विद्यार्थ्यांना खो – खो, कबड्डी, व्हॉलीबॉल व मैदानी खेळ यांचे प्रशिक्षण देणे.
- ४) क्रिडा प्रशिक्षणानंतर पुन्हा वर्तन समस्येत आदिवासी विद्यार्थ्यांमध्ये बदल झालेला आहे. का हे अभ्यासणे.

#### १.९) संशोधनाची परिकल्पना:

- अ) क्रिडा प्रशिक्षणामुळे आदिवासी विद्यार्थ्यांमध्ये शडतीस्त्रोत आहे.
- ब) आदिवासी विद्यार्थ्यांमध्ये सहनशिलता अति उच्च असते.
- क) आदिवासी विद्यार्थ्यांमध्ये आत्मविश्वास निम्न पातळीवर असतो.
- ड) आदिवासी विद्यार्थ्यांमध्ये सामाजिक चातुर्य भिन्न पातळीवर असते.
- इ) आदिवासी विद्यार्थ्यांमध्ये आत्मगौरव निम्न पातळीवर असतो. त्यामुळेच त्यांना अपयश येऊ शकते.
- ई) क्रिडा प्रशिक्षणामुळे सहभागातुन आनंद मिळतो व व्यक्तीगुणात बदल दिसून येतो.
- उ) आदिवासी विद्यार्थ्यांच्या पूर्व चाचणीत व उत्तर चाचणीत भेद दिसून येतो.

#### १.१०) समस्येशी निगडीत चले:

समस्येशी निगडीत संशोधकाने खालील प्रमाणे चलांची निवड केली.

- १) स्वाश्रयी चले – आदिवासी विद्यार्थी
- २) आश्रिय चले - वर्तन समस्या व क्रिडा प्रशिक्षण

#### २) संबंधीत साहित्याचा अभ्यास:

संशोधकाने क्रिडा क्षेत्राच्या समस्येची निगडीत सत्यस्थिती अभ्यासासाठी व क्रिडा प्रशिक्षण दिल्यामुळे आदिवासी विद्यार्थ्यांमध्ये निश्चित पणे बदल झालेला आढळून येतो. त्याकरीता क्रिडा प्रशिक्षण देत असताना अनेक अडचणी येऊन संशोधकाला मात करता आली त्यासाठी संशोधकाने संबंधीत विषयाशी संशोधन केलेल्या साहित्याचा आढावा घेतला. त्यांत बोरसे, नारायण पाटील १९९८, क्रिडा प्रशिक्षणामुळे आदिवासी विद्यार्थ्यांच्या वर्तनावर कसा प्रभाव पडतो या झालेल्या संशोधनाचा संदर्भीय आढावा घेतला. म्युरक एम.सी. आणि फॉनर एस. जे. १९९१ यांनी व्यक्ती आणि सांघिक खेळाडुंवर कसा बदल होतो. पारिक आणि बोरसे १९९१, आनंद कुमार १९९४, खेळाडुंच्या मानसिक क्षमतेचा अभ्यास, कृष्णा पाटील व बोरसे २००३, ठुसे व शर्मा १९९६, आगासे १९९६, कुलकर्णी १९९७, सोमलिंगम १९९७, शर्मा २०००, राजेंद्रसिंग व कुमार १९९५.

**३) संशोधनाची कार्यपध्दती :**

संशोधकाने समस्या निराकरणासाठी प्रायोगिक पध्दतीचा वापर केला आहे. समस्येचे स्वरुप क्रिडा प्रशिक्षण देऊन आदिवासी विद्यार्थ्यांच्या वर्तनात झालेला बदल किंवा सुधारणा तसेच ८ वी च्या विद्यार्थ्यांना पूर्व चाचणी देऊन वर्षभर खो-खो, कबड्डी, व्हॉलीबॉल, व मैदानी खेळ यांचे कौशल्य क्रिडा प्रशिक्षण म्हणुन शिकविले. यासाठी प्रायोगिक पध्दतीची निवड संशोधकाने केली.

**३.१) नमुना निवड :**

संशोधकाने धुळे शहरालगत असलेल्या महाराष्ट्र राज्य आदिवासी विकास अंतर्गत नगांव एज्युकेशन सोसायटीचे माध्यमिक आश्रमशाळा बिलाडी ता. जि. धुळे या शाळेची निवड केली. इ. ८ वी च्या एकुण ४० विद्यार्थ्यांची निवड पूर्व चाचणीसाठी केली. हे सर्व विद्यार्थी आदिवासी संवर्गातील होते.

**३.२) माहिती मिळविण्याचे साधने :**

संशोधकाने माहिती मिळविण्यासाठी बोरसे व पारिक यांची प्रमाणित वर्तन निर्धारण चाचणीचा वापर पूर्व चाचणी व उत्तर चाचणी म्हणून केला. त्या चाचणीची विश्वसनियता ०.९२ ऐवढी रिटेस्ट व टेस्ट ०.९१ ऐवढी आहे. त्या दर्शनी वैधता १०० टक्के स्विकृत आहे. व आशय वैधता लिंडा ब्राऊन चाचणीशी ०.७२ ऐवढी आहे. तसेच मोनी प्रब्लेम चेक लिस्टची ०.७२ वैधता आहे. ही चाचणी आदिवासी विद्यार्थ्यांना दोन वेळा देण्यात आली.

**४) संख्याशास्त्रीय फलीते :**

माध्यमिक आश्रमशाळेतील ४० आदिवासी विद्यार्थ्यांना वर्षभर क्रिडा प्रशिक्षण दिल्यानंतर वर्तन समस्येतील निगडित घटकांचा अभ्यास केला. त्याच खेळाडुंची पुन्हा उत्तर चाचणी घेऊन त्या गटातील विद्यार्थ्यांमध्ये खालील घटकानुरूप बदल दिसून आला. संशोधकाने संख्याशास्त्री विशलेषणाद्वारे मिळालेले फलिते खालील परितक्त्यात दर्शविलेली आहे.

**पूर्वचाचणी आणि उत्तर चाचणी मधील संख्याशास्त्रीय फलीते**

अ.क्र.	वर्तनाशी निगडीत घटक	पूर्वचाचणी		उत्तरचाचणी		टि मूल्य
		मध्यमान	प्रमाणविचलन	मध्यमान	प्रमाणविचलन	
०१	घराकडील ओढ	२०.५५	२.५२	१५	३.१८	१५.५४
०२	व्यसन	२४.०२	५.००	१६.७	२.७९	२०.८५
०३	आरोग्य शिक्षण जागृती	५३.७	७.१०	६३.७	६.७९	१२.७५
०४	न्युनगंड	४३.३	१०.४९	२७.३	१०.७०	११.६२
०५	एकलकोंडेपणा	१८.५	२.८८	१३	२.४२	२१.५४
०६	शैक्षणिक मागासलेपणा	२२.१८	३.१८	१६	३.४२	२०.९७
०७	संप्रेषण उणीवा	२२.४	४.३३	१६.८	४.२८	२२.९९

०८	मैत्रीपूर्ण संबंध	३१.५	५.३२	३७.७	५.१२	१६
०९	आत्मविश्वास	३६.८	५.५८	४३.३	७.७९	१४.८८
१०	नियमितपणा	२०.३	३.४५	२७.१	३.९३	२४.९६

वर्तनाशी निगडीत १० घटकांच्या बाबतीत आदिवासी विद्यार्थ्यांमध्ये पूर्व आणि उत्तरचाचणीत भेद दिसून आला प्राप्त टी मूल्य दोन्ही चाचणींमध्ये सुचक भिन्नता दर्शविते. सर्वसाधारणपणे आरोग्य शिक्षण जागृती, मैत्रीपूर्ण संबंध आत्मविश्वास आणि नियमितपणा यात वाढ झालेली दिसून येते. याठिकाणी हा एक सकारात्मक बदल झालेला दिसून येतो तसेच घराकडील ओढ, व्यसन, न्युनगंड, एकलकोंडीपणा, शैक्षणिक मागासलेपणा आणि संप्रेषण उणीवा यात पूर्व चाचणीपेक्षा उत्तर चाचणीत प्राप्तांक कमी झालेले आढळून येतात. याबाबतीत देखील सकारात्मक बदल आदिवासी विद्यार्थ्यांमध्ये दिसून आला.

#### ५) निष्कर्ष:

- १) आदिवासी विद्यार्थ्यांची पूर्व आणि उत्तर चाचणी भिन्नता आढळली.
- २) आदिवासी विद्यार्थ्यांमध्ये आत्मविश्वास, मैत्रीपूर्ण संबंध, आरोग्य शिक्षण जागृती आणि नियमितपणा या घटकांमध्ये वाढ झालेली आढळते.
- ३) घराकडील ओढ, व्यसन, न्युनगंड, एकलकोंडीपणा, शैक्षणिक मागासलेपणा आणि संप्रेषण उणीवा या घटकांमध्ये आदिवासी विद्यार्थ्यांमधील प्राप्तांक उत्तरचाचणीत कमी झालेला आढळला असा सकारात्मक बदल क्रिडा प्रशिक्षणामुळेच दिसून आला.
- ४) व्हॉलीबॉल, खो-खो, कबड्डी आणि मैदानी खेळ यांचे क्रिडा प्रशिक्षण दिल्यानेच संबंधीत मुलभूत.
- ५) क्रिडा कौशल्यांचा विकास झालेला दिसून आला. क्रिडा प्रशिक्षणामुळे आदिवासी विद्यार्थ्यांना नियमित घराकडील ओढा तीव्र कमी झालेला आढळला.
- ६) आदिवासी विद्यार्थी वस्तीगृहात निवासी रहात असताना त्यांच्यातिल संप्रेषण उणिवांचा अभाव कमी दुर झालेला आढळला. शालेय दिनक्रमात देखील त्याचा परिणाम जाणवला.
- ७) आदिवासी विद्यार्थी हे व्यसनाच्या आहारी गेलेले होते क्रिडा प्रशिक्षणामुळे त्यांच्या व्यसनाच्या प्रमाणात घट झाली बरेचसे विद्यार्थी निरव्यसनी झाल्याचे आढळले.
- ८) क्रिडा प्रशिक्षणानंतर देखील आदिवासी विद्यार्थ्यांमध्ये चिंतेचा खेळ कौशल्यावर परिणाम झालेला दिसून आला.
- ९) आदिवासी विद्यार्थ्यांमध्ये परस्परांमधील सहकार्य मैत्री या भावनांमध्ये पुर्वीपेक्षा अधिक प्रमाणांत वाढ झालेली आढळली.

#### ५.१) शिफारशी:

- १) प्रस्तुत संशोधनात अधिक मोठ्या प्रमाणावर प्रदत्त निवडावा त्याची पुढील संशोधनात दिशा द्यावी.
- २) पुढील संशोधनासाठी वर्तन निर्धारण चाचणी व क्रिडा प्रेरणाचाचणीचा उपयोग करण्यात यावा.
- ३) प्रशिक्षक आदिवासी विद्यार्थ्यांना पुढील संशोधकांनी दरवर्षी त्या विद्यार्थ्यांच्या वर्तनात झालेला बदल टिकतो की नाही याचा आढावा घ्यावा.
- ४) पुढील संशोधनात आदिवासी मुलींचाही विचार करण्यात यावा.

५) दिलेल्या प्रशिक्षणाचा लाभ निरंतर राहतो की नाही यासाठी पुढील वर्षी या मुलांचे प्रांतभरण व मुल्यांकन करण्यात यावे.

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