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Socio-Political Concerns in Nayantara Sahgal's Mistaken Identity

Prof. Nirmala Pant*

ABSTRACT

Mrs. Nayantara Sahgal is a prolific and popular Indian English novelist who has practised her hand in autobiographical, historical and non-fiction writings. Her recent novel "Mistaken Identity" was first published in 1988 in London. As suggests the title of the novel, it revolves round the mistaken identity of Mr. Bhushan Singh, the protagonist of the novel and the son of a Raja of Vijaygarh, which brings innumerable sufferings for him for a long period of three years in jail. On social surface the novel acquaints us with pre-independence Indian social structure divided between Hindu and Muslim communities. Thus political and social realities of pre-independence India are some of the thematic concerns of this novel.

Mrs. Nayantara Sahgal is a prolific and popular Indian English novelist who has practised her hand in autobiographical, historical and non-fiction writings. K.R. Srinivasa Iyengar appreciates her in his well-known book "Indian Writing in English" in this way.

"A daughter of Mrs Vijayalakshmi Pandit, Nayantara Sahgal has also published both fiction (A Time to be Happy, This times of Morning) and non-fiction (Prison and Chocolate Cake, From Fear Set Free) To essay autobiography whether veiled or unveiled – is in her blood." (Iyengar, Indian writing in English⁴⁷²).

Mrs Sahgal's early childhood at Anand Bhawan in Allahabad with her maternal uncle Pt. Jawaharlal Nehru, her education at Wellesley College in America and the political and academic atmosphere at home provided her much intellectual maturity to deal with political and social realities of pre and post independence India. As she writes in her auto biography "Prison and Chocolate Cake".

"Our growing up was India's growing up into political maturity – a different kind of political maturity from any that the world had seen before, based on an ideology

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inspired by self-sacrifice, compassion and peace. The influence of these strange politics wove into our lives a pattern of unique enchantment.” (Sahgal, *Prison and Chocolate Cake*, 26)

Obviously these unique and unusual circumstances are very well reflected in her fictional output, where she deals with man in relation to politics and society. Her recent novel “*Mistaken Identity*” was first published in 1988 in London. As suggests the title of the novel, it revolves round the mistaken identity of Mr Bhushan Singh, the protagonist of the novel and the son of a Raja of Vijaygarh, which brings innumerable sufferings for him for a long period of three years in jail. The novel also represents various facts of Indian political and social system simultaneously. The novel acquaints us with Bhushan Singh’s journey of life right from Bombay airport to jail tortures including his childhood, love-affairs, dreams, ideals and marriage which he himself narrates in first person.

The novel opens with Bhushan Singh’s Landing at Bombay airport and his stay at hotel Taj where he meets a Parsi girl Sylla who comes much closer to him.

“..... and we lay wind milled across the unused bed, she shifted herself comfortably into position and took charge of operations with her commander’s skill, while I did the weary mechanical thing without a hope of recapturing my cleansing anger. The only evidence of it were her spiked crystal beads poking my sweaty cheek. I hadn’t given her time to take them off.” (Sahgal, *Mistaken Identity*, 5)

On his way back to Vijaygarh an Anglo-Indian police Sergeant who truly represents the tyrannical British raj appears with a warrant to arrest him, searches his luggage and the next day he is taken to police lockup. Poor protagonist who has nothing to do with crime or political activities becomes victim of false baseless charges:

“.....but I had been charged with ‘conspiracy to deprive the king Emperor of his sovereignty over India.’ This was such utter rubbish, I told him he must be off his head.” (13)

In fact this was a small example of the excesses done by Britishers to poor Indians. Due to insecurity they were stuffing hundreds of innocent Indians in jail. Murderers, political prisoners and innocents - all were equally punishable in the eye of British law. Bhaiji, Dey, Sen, Comrade Pillai, Comrade Iyer and Yusuf are some of the characters staying in jail and fighting against British raj but Bhushan Singh is unable to understand why he was caught. He represents hundreds of those innocent Indians who were maltreated in the name of politics. His trials are nonstop and he is thrown in jail with one pertnce or the other. The jail atmosphere is equally horrible.

"Our nights have more variety than our days. A grating, hawking cough across the yard rustles up enough phlegm to float a luxury liner. I hear the grunts, scuffles and roars of angry convicts when the night warder on his quarter. hourly rounds thumps them on the head as he cries out their numbers. Mirthless opium laughter, unnerving as a hyena's, binds us to the criminal jungle we inhabit." (45)

Thus through the protagonist of the novel we get a glimpse of Indian political prisoners who left no stone unturned to free their country from slavery. They are on hunger strike as a 19 year old boy Jatin Das dies in jail.

One more trial of Bhushan Singh takes place in August 1930 in which baseless questions are asked by enemy lawyer like why he stayed in Bombay, how he spent his time and on the basis of his answers he is declared a totally aimless, purposeless fellow. He feels that English judges, English lawyers and Indian lawyers have woven a trap in which he is easily caught and confined. No way of escape seems at hand.

Thus the corrupt judicial system during British Raj makes every one suffer Bhushan Singh's trials are non-stop in the court for the last two years with no punishment or release which reveals their intention to prolong the suffering of prisoners. Gradually his stay in jail and his contemplation make him energetic enough for future struggles and he determines to connect himself with outside world. He is taken to Allahabad High Court along with his companion freedom fighters where they are declared blameless, innocent and just.

"We stand outside the Allahabad highcourt blinking in the noonday sun, dumb founded at the ways of justice and providence." (176)

On social surface the novel acquaints us with pre independence Indian social structure divided between Hindu and Muslim communities. The protagonist's falling in love with a Muslim girl Razia, the daughter of one Inspector of schools and his physical contact with her gives rise to a Hindu-Muslim riot in Vijaygarh after which he loses her for ever but her absence disturbs him throughout and his search for her doesn't stop. He even searches her in Red Light district Kamatipur where he sees women from all over India from hills, Assam and North East with names like Annie and Ida.

"I stood in front of those caged and cubicled women with a humble exaltation. I don't know why I felt reasonably certain she was here, and here my search would end. There in no fathoming the contortions as ordinary life can be driven to." (138)

In fact, the protagonist is a poet, a dreamer who always remained far from surface reality. During his stay in America he comes in close contact with Willie

May who acquaints him with the glamour of west but he seems obsessed with his childhood love Razia, who is Muslim. Unfortunately Hindu-Muslim unity regarding love affair and marriage was considered a crime in traditional Indian society. This situation is beyond his understanding.

“I Challenged them to extricate my Hindu from my Muslim self, if they could. And then I gave a clarion call for Hindu-Muslim marriage Sexual unity was the acid test of unity, I said.” (119)

Besides, the novel also depicts the traditional Indian society ruled by the Raja of Vijaygarh who seems to be the true representative of Indian patriarchal social structure marrying three times. He lives with full luxury during British raj and in his reign a girl child has no right to live. His First wife, a 13 year old bride represents child marriage who suffers much and leads a loveless excluded and neglected life in her husband's house. But finally the circumstance make her bold enough to seek her self identity and she finds true happiness in remarrying Yusuf and leaving her husband's home forever.

As writes M.K. Naik in his book “A History of Indian English Literature :

“.....and daughter of Vijayalakshmi Pandit and niece of Jawaharlal Nehru, Nayantara naturally had an upbringing in which politics was inevitably a strong ambience; but along with the obvious political theme, her fiction is also preoccupied with the modern Indian woman's search for sexual freedom and self-realization” (Naik, A History of Indian English Literature, 250)

Obviously the tyrannical British raj, injustice done by them, violence, jail-tortures and murders and the traditional Indian society where a woman has no right to enjoy are some of the thematic concerns of this novel.

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Free Legal Aid and Role of Tripura State Legal Services Authority

Swapan Debbarma*

INTRODUCTION

The Constitution of India in Article 39A deals with the provision of free legal aid to the poor and weaker section of the society to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities. In order to fulfill the desired aspiration of this Article the Parliament of India passed the Legal Services Authorities Act, 1987. The Act provide necessary assistance both at the Centre and State Level. The Tripura State Legal Services Authority started its function from July 1987. Since then the State Legal Service has been carry out various activities such as providing free and competent legal services to the weaker sections of the society; to disseminate legal literacy among people through continuous awareness programme; to organize Lok Adalats and all other legal services activities to ensure that the operation of the legal system promotes justice on a basis of equal opportunity. The aim of this work is to understand the role of National Legal Services Authority, Tripura State Legal Services Authority, what are legal services, meaning of free legal aid, eligibility criteria, other basic question that will empower people in in order to claim justice ensured to people who are deprived due to financial constrains.

THE NATIONAL LEGAL SERVICES AUTHORITY (NALSA)

The Act constitutes the National Legal Services Authority (NALSA) with the principal objective to provide free and competent legal services to the weaker sections of the society and to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities, and to organize Lok Adalats for amicable settlement of disputes. Apart from the above mentioned, functions of NALSA include spreading legal literacy and awareness, undertaking

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social justice litigations etc. NALSA works in close coordination with the various State Legal Services Authorities, District Legal Services Authorities and other agencies for a regular exchange of relevant information, monitoring and updating on the implementation and progress of the various schemes in vogue and fostering a strategic and coordinated approach to ensure smooth and streamlined functioning of the various agencies and stakeholders. Presently, NALSA is housed at 12/11, Jam Nagar House, New Delhi-110011.

Tripura State Legal Services Authority

The Tripura State Legal Services Authority was constituted under Section-6 of the Legal Services Authority Act, 1987. The Act has bestowed the State Legal Services Authority with the power to undertake preventive and strategic Legal Aid Programme to protect the dignity and basic rights of the weaker and vulnerable sections of the society. To fulfill the Constitutional mandate the Authority is executing various plan in the state level. The office is situated at Melarmath, East Bank of Melarmath Dighi, Agartala.

The hierarchy of institute for seeking legal aid service in Tripura are High Court Legal Service Committee, there are 8 District Legal Services Authorities namely 1. District Legal Service Authority West Tripura, 2. District Legal Service Authority Unakoti, 3. District Legal Service Authority Gomati 4. District Legal Service Authority South Tripura, 5. District Legal Service Authority North Tripura, 6. District Legal Service Authority Dhalai, 7. District Legal Service Authority Khowai, 8. District Legal Service Authority Sepahijala and 14 Sub-Divisional Legal Services Committees to provide Legal Services.

Commitment of the Tripura State Legal Services Authority

The State Authority commits to empower the poor and disadvantaged citizens through legal literacy and legal awareness. Its endeavor will be always focused and centered around the following activities with sincerity and devotion.

- Free legal advice to all;
- Legal aid to the eligible persons as per provisions in the Act;
- Guiding the public to settle their disputes through counseling and conciliation;
- Organizing Lok Adalats for easiest, speediest and cheapest settlement of disputes;

- Organizing Legal Literacy and Awareness camps to educate people to their legal and constitutional rights and duties and Social Welfare schemes;
- Popularizing Alternative Disputes Resolution;
- Popularizing Alternative Dispute Resolution;
- Sensitizing all connected with Justice-delivery system;
- Sensitizing the Judicial Officers regarding Legal Services Programmes;
- Participation and involvement of 3-Tier Panchayati Raj Institutions in Legal Literacy Mission;
- Appointment of Legal Aid Counsel to give free assistance to persons in custody in addition to legal aid and advice.
- Legal empowerment of Tribal population in far flung and remote areas;

Providing Middle Income Group citizens the benefit of availing the specific scheme at nominal cost.

WHAT ARE LEGAL SERVICES?

Legal Services includes providing Free Legal Aid to those weaker sections of the society who fall within the purview of section 12 of the Legal Services Authority Act, 1987. It also entails creating legal awareness by spreading legal literacy through legal awareness camps, print media, digital media and organizing Lok Adalats for the amicable settlement of disputes which are either pending or which are yet to be filed, by way of compromise. NALSA also undertakes necessary steps by way of social action litigation with regards to any matter of special concern to the weaker sections of the society. Legal services also encompasses facilitating the beneficiaries to get their entitlements under various government schemes, policies and legislations.

WHO ARE ENTITLED TO FREE LEGAL AID

As per Section 12 of the Legal Services Authorities Act following section of people are enlisted for free legal aid:

- (a) A member of Scheduled Caste or Scheduled Tribe;
- (b) A victim of trafficking in human beings or beggar as referred to in Article 23 of the Constitution;
- (c) A woman or a child;
- (d) A mentally ill or otherwise disabled person;

- (e) A person under circumstances of underserved want such as being a victim of a mass disaster, ethnic violence, caste atrocity, flood, drought, earthquake or industrial disaster; or
 - (f) An industrial workman; or
 - (g) In custody, including custody in a protective home within the meaning of clause (g) of Section 2 of the Immoral Traffic (Prevention) Act, 1956 or in a Juvenile Home within the meaning of clause (j) of Section 2 of Juvenile Justice Act, 1986 or in Psychiatric Hospital or Psychiatric nursing home within the meaning of clause (g) of Section of Mental Health Act, 1987; or
 - (h) A person in receipt of annual income less than the amount mentioned in the schedule (or any higher amount as may be prescribed by the State Government), if the case is before a Court other than the Supreme Court, and less than Rs. 5 lakh, if the case is before the Supreme Court.
- The Income Ceiling Limit prescribed under Section 12(h) of the Act for availing free legal services in Tripura is Rs.1,50,000/-

What is included in Free Legal Services/Aid Provided by the Legal Services Authorities? / What is the Nature of Free Legal Services?

Free legal aid is the provision of free legal services in civil and criminal matters for those poor and marginalized people who cannot afford the services of a lawyer for the conduct of a case or a legal proceeding in any Court, Tribunal or Authority. These services are governed by Legal Services Authorities Act, 1987 and headed by the National Legal Services Authority.

Provision of free legal aid may include:

- (a) Representation by an Advocate in legal proceedings.
- (b) Payment of process fees, expenses of witnesses and all other charges payable or incurred in connection with any legal proceedings in appropriate cases;
- (c) Preparation of pleadings, memo of appeal, paper book including printing and translating of documents in legal proceedings;
- (d) Drafting of legal documents, special leave petition etc.
- (e) Supply of certified copies of judgements, orders, notes of evidence and other documents in legal proceedings.

Free Legal Services also includes provision of aid and advice to the beneficiaries to access the benefits under the welfare statutes and schemes framed by the Central

Government or the State Government and to ensure access to justice in any other manner.

According to Section 2 (c) of the Legal Services Authorities Act, 1987, “legal services’ includes any service in the conduct of any case or other legal proceeding before any court or other authority or tribunal and the giving of advice on any legal matter.

How can I Apply for Free Legal Aid?

You can apply for free legal aid either offline or online. You can fill up the ready-made form/application form that is available at you nearest Legal Service Authority and submit the same at either the Authority physically or post the application to the Authority. Application can be even made in writing on a simple piece of paper with the necessary details such as name, gender, residential address, employment status, nationality, whether SC/ST (with proof in support), income per month (with affidavit), the case for which legal aid is required, reason for seeking legal aid, etc. And submit it physically or sent by post.

Another option is to send the application online i.e. by email to NALSA (at nalsa-dla@nic.in), or through the online application form available online at NALSA’s website by going on the ‘Online Application’ like on the Home Page, along with uploading necessary documents.

It is also possible to make your application orally-a para Legal Volunteer or an Officer of the concerned Legal Service Authority will assist you in such cases.

Is Free Legal Aid Confined to the Cases before the Subordinate Courts?

No, Free Legal Aid is not confined to cases before the subordinate Court. Legal Aid is provided to the needy from the lowest Court to the Supreme Court of India. Legal Aid Counsel represent such needy persons before the lowest Courts, High Courts and also before the Supreme Court of India.

Can I choose a lawyer of my choice under the free legal services/aid?

Ye, it is possible to avoid the services of a lawyer of your choice under Free legal services. According to Regulation 7(6) of the Legal Services Authorityy (Free and Competent Legal Services) Regulations 2010, the application for legal services

will be scrutinized by the Member- Secretary or the Secretary and if the applicant has mentioned/ expressed his/her choice of a lawyer on the panel, such Member-Secretary or Secretary can consider and allow the same. In addition a person may also consult even if he do not want to pursue a proper case in the courts.

Can I get Free Legal Aid Lawyer at any Stage of case? Can I get Free Legal Aid at the Time of appeal even though I had my Personal Lawyer before the Appellate Stage?

Yes, you can apply to get free legal aid at any stage of the case as long as you are eligible to attain free legal services as per Section 12 of the Legal Services Authorities Act, 1987. Even if you had you personal lawyer before and require a lawyer under free legal aid only at the state of appeal and are eligible under Section 12 you can make an application to avail the benefit.

CONCLUSION

Thus it is evident that the Legal Services Authorities Act, 1987 mandates that no citizens will be deprived of justice due to poor financial condition. Every citizen has right to seek free legal aid provided that he is within the eligible criteria as mentioned in the Act. As found NASLA is very advance in terms of providing free legal service to the citizens as form are available online in the website.

The Tripura State Legal Services Authority is also equivalent in terms of fulfilment of the objective of the Act. They do not differ in the functioning as per the Act. However, the aim will not achieved until and unless people of the State are aware about the Tripura High Court Legal Service Committee, 8 District Legal Services Authorities and 14 Sub-Divisional Legal Services Committees are set up to provide Legal Services.

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Role of Women in Conservation of Environment

Kausar Tasneem*

ABSTRACT

In early times it was believed that women had nothing to do with the environment but after the onset of education and awareness in post-independent India they began to raise their voice against environmental degradation and launched a number of movements and these have so far paid rich dividends also. Even *Rio-Declaration* has emphatically said that women have a wider role in environmental management, they play a vital role not only in conservation of natural resources but also make contribution to the economic development. As they constitute approximately 50% of the population so their full participation is essential to achieve sustainable development. In this paper we have tried to evaluate the role of women in the conservation of natural resources and the development of environment in post-independent India and came to the conclusion that conservation of environment can't be achieved without the active participation of women.

Keywords: Environmental Degradation, Sustainable Development, Natural Resources, Conservation, Movements etc

It has been observed from the ancient times that women have played key roles in protecting and managing the environment. Environment denotes all resources which make up the totality of the productive base of a region which is inhabited or uninhabited but has profound influence on our lives. These resources include land, water, forests, livestock etc. While all human beings lives within the environment, the people who are closest to it, both as users and as nurturers, are women.

The Industrial Revolution, unsustainable use of natural resources and other human activities have constrained the natural system resulting in the grave degradation of the environment. Though it affects all, the principle victims are the women, especially the poor, as they depend on the biomass based resource for food, fuel, water,

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fodder and medicines. This has tremendous impact on their health, education and other aspects of life. Therefore there must be a realization that involvement of more and more women in environmental issues can help to make its conservation more effective.(Shiva,1988).

Before 18th and 19th century, it was considered that women have no role in environmental conservation so they were avoided in all major sphere of social life. But after spreading awareness about their rights and duties and taking cognizance of their surrounding they consciously tried to raise voice against environmental degradation. Three roles of women are important as maintainers of the natural environment, as rehabilitators of the natural environment in the sense of sustainable development and as innovators in the use of appropriate technology in the creation of new environments.(Aditya,2016).

Women, being primarily responsible for domestic and household management, interact more intensively with the natural environment and build the environment more than men. Consequently, they are more likely to suffer from pollution, human waste pollution, fumes from household fuel and the consequences of soil erosion and flooding.(Baviskar,1999). Therefore, the need to protect the environment becomes imperative. Women have recorded successes in solving environmental problems all over the world. In India, women realized that degradation of productive land has led to the erosion of top soil, especially in Andhra Pradesh and Maharashtra, the choking of water drainage is causing salinity and loss of food crops. They collectively lease the degraded land and revived them through traditional farming.(Agarwal,2009).

Since women constitute half of the human capital in the world. In India, they are popularly termed as '*adhi –abadi*' of the nation.. In the developing countries, women play a major role as farmer, animal tender, water and fuel collector etc. They are also active in environmental issues. Women have good knowledge of use of local flora and fauna like herbal medicines, food, fuel etc. As they are in the direct contact with the environment they get deep knowledge about it. Thus women have served as agriculturalists, water resource manager, and traditional scientists, among others.(Misra,1978).

Today, women struggle against alarming global trends, but they are working together to effect change. By establishing domestic and international non-governmental organizations, many women have recognized themselves and acknowledge to the world that they do not only participate in environmental dilemmas but they have different relationship with environment including different needs, responsibilities,

and knowledge about natural resources.(Das,2021). They have created a special value system about environmental issues. While it is true that poor women continue to suffer various kinds of deprivation, discrimination and atrocities, the country has mounted a concerted onslaught against these problems through various development/empowering strategies to instill a sense of confidence among women, bringing an awareness of their potential and to ensure their participation in their own development. An empowering strategy has been advocated by the Government based on promotion of literacy and education, credit, employment and income generation. Though the Government of India is working towards an environmentally sound and sustainable quality of life but the problems, challenges and issues are multi-faceted. Poor women in our country have brought a different perspective to the ongoing environment debate, because of their different experience and existential base. Poor women's lives are not compartmentalized and they see the issues in a broad and holistic perspective. They understand clearly that economics and environment are compatible. (Saraswati,1998).

On the other hand men have always looked at natural resources as commercial entities or income generating tools, while women have tended to see the environment as a resource supporting their basic needs. As an example, rural Indian women collect the dead branches which are cut by storm for fuel wood to use rather than cutting the live trees.

An example of female predominance in the defense of natural forests comes from India in 1906. As forest clearing was expanding conflict between loggers and government and peasant communities increased. To prevent resistance to the forest cleaning, the men were diverted from their villages to a fictional payment compensation site and loggers were send to the forests. The women were left in the villages, however, they protested by physically hugging themselves to the trees to prevent their being cut down and this is now called the *Chipko movement*.

Women have always been the principal conservers of bio-diversity. Even today they perform duties such as seed selection, multiplication and conservation. The *on farm* conservation traditions of rural and tribal women, with reference to agrobiodiversity are well known

Since women are affected differently than men by environmental degradation, deforestation, pollution and over pollution. Women are often the most directly affected by environmental issues, so they become more concerned about environmental problems. Studies have shown the direct effects of chemicals and pesticides on

human health. According to *United Nations Chronicle journal* researchers have found an association between breast cancer and the pesticide *DDT* and its derivative *DDE*, and also *World Health Organization* has found that women who are exposed to pesticides face a higher risk of abortion. These kinds of health problems cause women to feel more responsible regarding environmental issues. Both women and nature have been considered as subordinates entities by men throughout history, which conveys a close affiliation between them.

Ecological destruction and the marginalisation of women have been the inevitable results of developmental programmes and projects, they violate the integrity of one and destroy the productivity of the other. Women, as victims of the violence of patriarchal forms of development, have risen against it to protect nature and preserve their survival and sustenance. Indian women have been in the forefront of ecological struggles to conserve forests, land and water. They have challenged the western concept of nature as an object of exploitation and have protected her as *Prakriti* the living force that supports life. They have challenged the western concept of economics, production of profits and capital accumulation with their own concept of economics as production of sustenance and needs satisfaction

Vandana Shiva has pointed out that the development has led to environmental scarcity and civil unrest particularly in the developing countries. Rather than viewing nature as self-balancing and having integrity of its own scientists see it only as a source of raw materials for the creation of manufactured materials. (Shiva,2000).

One of the first environmentalist movements in India which were inspired by women was the *Chipko movement*. It is an example of female predominance in the defence of natural forests in 1906. The movement was an act of defiance against the state government's permission given to a corporation for commercial logging. Women of the village resisted, embracing trees to prevent their felling. The Chipko movement adopted the slogan '*ecology is permanent economy*'.

A mass movement led by a woman environmentalist *Medha Patkar* in connection with the Narmada Valley Development Project has created awareness among the public regarding the project's social and environmental impact on local population. She has been fighting for '*environmental socialism*'. Her crusade for environment is known as '*Save Narmada Agitation*'.

Like in India, *Amrita Devi* sacrificed her life for the protection of trees that was going to fell down by commercial logger in Uttarakhand. Vandana Shiva, an environmental

activist has also contributed in environment conservation and protection. She has organized women and people through the Navdanya movement of 1982. *Navdanya* is a NGO which promotes biodiversity conservation, organic farming, the rights of farmers, and the process of seed saving.

Another movement, which is one of the biggest in women and environment history, is the *Green Belt movement*. Nobel Prize winner *Wangari Maathai* founded this movement on the *World Environment Day* in June 1977. The starting ceremony was very simple a few women planted seven trees in Maathai's backyard. By 2005 30 million trees had been planted by participants in the Green Belt movement on public and private lands. The Green Belt movement aims to bring environmental restoration along with society's economic growth. This movement led by Maathai focused on restoration of Kenya's rapidly diminishing forests as well as empowering the rural women through environmental preservation. This conflict started because men wanted to cut the trees to use them for industrial purposes while women wanted to keep them since it was their food resource and deforestation was a survival matter for local people.

The contribution of women in development of the environment- the United Nations declared 2005 as a historic year for women. Women have a crucial role in sustaining a good environment. A report written for *UNEP's first Women Global Assemble on the Environment better known as the WAVE initiative — Women as the Voice for the Environment*.(UNEP Our Planet,1992).

'A Case Study of the *Oraons*', close relation between ecosystem and tribal life

The Oraons a tribal group of India are primarily agriculturists, they eat rice, vegetables and use many products available from the forests. (2) The Oraons use household goods which are made up of materials procured from the forests; (3) Even the hunting and fishing tools are made from materials available in the forests. The umbrella and the hooded waterproof coat is made up of the *gungu* leaves. Knowledge of the treatment of diseases is another sphere where there is a close relation between the Oraon community and the environment.

The '*Sarvodaya Model*' in '*Cultural Dimension of Ecology*' has focused on the importance of environment protection in the modern society. There is unabated destruction of natural resources in the world today through deforestation of flora and fauna leading to pollution of all kinds. For various 'development' activities the natural environment is adversely disturbed. If the problem of environmental degradation is not solved, man will face grave danger.(Nightangle,2006).

Women and the environment are closely interconnected. Throughout history, women have been immortalized as powerful symbols of nature: Mother Earth, Earth Goddess, and Artemis in the Greek mythology, and Mother River (the Yellow River) in Chinese history. Therefore, women as bearers and conservers of life, as those who first guide children, should be foremost in dedication to the environmental cause. Growing population and technological advancement are continuously putting a pressure on the environment and on country's natural resources. Over-exploitation of the country's resources has resulted in degradation of resources mainly due to industrial pollution, soil erosion, deforestation and urbanization. It is common knowledge throughout the world that the growth of technology and the processes of commercialization, industrialization, and globalization affect men and women differently. Women, forming 50 per cent of the population can be a very important human resource to combat environmental pollution. Role of women in increasing the awareness of the requirement of environmental protection is important. Individual and mass movements of women organisations in India have paid rich dividends. The Rio declaration on general rights and obligations says that women have a vital role in environmental management and development. The declaration finds that full participation of women is essential to achieve sustainable development. Women have the advantage of increasing the awareness about environmental protection.

India is one of the few countries of the world that have made a specific reference in the constitution to the need for environmental protection, control and preservation. The constitution (*42nd Amendment*) *Act of 1976* has made it a Fundamental duty to protect and improve the natural environment. *Article 51 (a)* provides that it shall be the duty of every citizen of India to protect and improve the natural environment including forests, lakes, rivers and wild life and have compassion for living creatures. *Article 21* of Constitution guarantee the right to life; a life of dignity, to be lived in a proper environment, free from danger of disease and infection. Besides there are number of Directive Principles which give indirect emphasis for protection of environment. In addition to Indian Constitutional aspect, certain special legislations are also available in India for Environmental protection such as

The Air (Prevention and control of pollution) Act 1981. The Water (Prevention and control of Pollution) Act, 1974. The Wildlife (Protection) Act, 1972. The India Forest Act, 1927. (Sarma, 2010).

This study has been done also with the aim of understanding the role of women's management and their collaborative role in development and promotion

of environmental culture. The theoretical framework of this paper is based on the opinions and beliefs that demonstrate the positive effects of management and participation of women in development and promotion of environmental culture. Women are the main medium of transmission of the culture of the environment to future generations. The result of this study suggest that women have always been closely associated with the environment and they directly or indirectly benefit surrounding. Women can solve the environmental problems by using their innate abilities and managerial talents they can work beyond the family's education and protect the environment and their rights.

CONCLUSION

Though undoubtedly, industrial development is important for economic growth, employment generation and improvement in the quality of life but industrial activities without proper precautionary measures for environmental protection has led to large scale pollution and other associated social problems. There is now a global consensus about environment protection but there is no total agreement on measures of altering human activities that cause greenhouse gases consequently leading to global warming. In India, due to climate change agricultural land will shrink. Since India needs to sustain 8 to 10 per cent economic growth rate, over the next few decades if it is to eradicate poverty and meet its human development needs and this would increase in greenhouse gas emissions. Therefore, India needs to chart out a roadmap for itself in the light of the report on climate change, like adopting new energy efficient technologies. The world's environment is very vital for global food security and development. It has been emphasized that the health of children lies in the health and nutrition of women, their physical condition, education and economic status. Women when mobilized, play a significant role in environment protection efforts, as have been demonstrated in many notable movements like the *Chipko Movement*, *Appiko Movemen*, *Narmada Bachao Andolan* etc. Women are considered to be better managers and conservators of the environment as they share a unique relationship with it. Therefore education is very important for girls, so that they develop better understanding and actively participate in issues related to environment protection. Women must be encouraged to actively participate in environment protection and management matters so that they can add to their knowledge and skills in protecting the environment both natural and social.

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National Commodity Clearing Limited (ICCL)

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National Commodity Clearing Limited is a Wholly-owned subsidiary of National Commodity and Derivatives Exchange Limited (NCDEX). NCDEX is a first largest agricultural derivatives exchange of India and second one largest commodity exchange of India after Multi Commodity Exchange (MCX). The MCX is better known for its trading in metal and energy product. NCCL provides clearing and settlement services of all trades which are trades executed on the exchange and is committed to provide a robust and transparent risk management platform for the collective benefit of the agroecosystem. It also provides secure counter party risk management and guarantee settlement of trades. NCDEX commenced its operation on December 15, 2003 as a recognized association under the Forward Contracts (Regulation) Act, 1952. NCDEX provided clearing and settlement in prior stage, so it launched National Commodity Clearing Limited for clearing and settlement of commodity which are trades on NCDEX platform. NCCL is incorporated 4 August, 2006 in Mumbai. NCCL registered at Registrar of Companies in Mumbai. It is public and Non-govt. Company and unlisted. NCCL is a company limited by shares. The combination of NCCL with NCDEX is transformation of the country's agricultural markets and facilitates growth of the sector while boosting the confidence of the market participants and shareholders in the commodity ecosystem. The authorized capital of NCCL is Rs 140 Cr and its paid up capital is Rs 122.75 Cr According to the Ministry of Corporate Affairs (MCA) records. The NCDEX has received in principle approval from commodity market regulator securities and Exchange Board of India (SEBI) to set up a standalone clearing corporation to be called National Commodity Clearing Limited (NCCL) in May 2018. The NCDEX has transferred the functions of clearing and settlement of trade to a separate clearing corporation as per SEBI mandate by September 28, 2018. The European Union (EU) market regulator European Securities and Market Authority (ESMA) wants power to monitor, supervise or audit Indian Clearing Corporation but Indian financial market regulators do not agree to ESMA agreement due to country favour.

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The Agricultural Product and Non-Agri-Product which are trades on NCDEX platform can be categories like cereals and pulses namely. Barley, Chana, Wheat, Moong, Paddy (Basmati), Bajra and Maize Feed Industrial Grade. In fibres like. Kapas and 29mm cotton and in Guar Complex are Guar Seed 10 MT and Guar Gum. In the oil and oil seeds are castor seed, Cotton seed oil cake, Soy Bean, Refined Soy oil, Mustard seed and Crude palm oil and other category Natural whitish sesame seeds are Turmeric, Jeera and Coriander while non-Agri products are metals and precious metals. All above Products clearing and Settlement are provided by NCCL.

The NCCL provides clearing and settlement through its Clearing Members which are traded on NCDEX platform. All trades shall be cleared and settled on a netted basis for daily settlement and gross basis for delivery settlement by NCCL as per determine the settlement obligation for the Clearing Members. The all responsibility of Clearing and settlement will be Clearing Members of NCCL which deals executed by Trading Members (T.M.S.) on NCDEX. The NCCL provide guarantee at fund pay-out till marketing of delivery and financial compensation in case of default after marketing of delivery to its Clearing Members (C.M.).

The Clearing Corporation has designated as Clearing Banks through which settlement of fund paid or received. In this sequence, NCCL also empaneled its Clearing Banks are Axis Bank Limited (formerly known as UTI Bank Limited), Bank of India, Canara Bank, HDFC Bank Limited, ICICI Bank Limited, IndusInd Bank Limited, Kotak Mahindra Bank Ltd. Punjab National Bank, Tamil Nadu Mercantile Bank Limited, Union Bank of India and Yes Bank Ltd. The above banks and their branches should provide settlement. The Clearing Member may Select any bank for Settlement of fund. The clearing Member may have their due diligence done about the bank they wish to select and/or appoint for clearing and settlement of the transaction done by them on NCCL.

Every Clearing Member is Required to Maintain and operate a settlement account with any one of the designated clearing bank branches. The clearing member shall be irrevocably authorized to clearing bank to access their clearing account for debiting and crediting their settlement account as per on prescribed format. The C.M. can deposit and withdraw funds from their account only in self-name. in case C.M. have balance in clearing account then it can stipulated before pay-in day. It is fund obligation of C.M. to-pay. The clearing members (C.M.) can not seek to close or de-activate clearing account without touching prior written consent of the NCCL. As per instruction received from Clearing Corporation from time to time clearing bank

shall debit/credit the clearing account of clearing member continuously till written consent of the clearing corporation.

In case when a clearing member wish to change designated clearing bank then it take permission by writing request letter to NCCL for close clearing account with one clearing bank and to open a clearing account with another designated clearing bank alongwith No objection certificate (NOC) from existing designated clearing bank. After them, clearing member can open new clearing account with other designated clearing bank and then it submit to NCCL along with related new clearing account document the NCCL with inform to clearing member a date from which new clearing account will be made operational and closing date for existing clearing account.

The NCDEX has pioneered the approved warehouse model of delivery. The most agricultural contracts traded on exchange platform. Logistics is very important segment in clearing and settlement. Warehouse service providers (WSPs) and Assayer monitored by logistics. The process of WSP empanelment approval of warehouses for deliveries and approval of assayer quality of goods checking are handle by Logistics department. The surveillance department of exchange should be inspected for approval of warehouse. The registered warehouse with WDRA should be approved by the NCCL. The NCCL approved warehouse service providers are National Commodities Management Services Limited is located in Navi Mumbai, National Bul Holding Corporation Pvt. Ltd. Andheri Mumbai, Shree Shubham Logistics Limited (SSL) Mumbai Suburbar Star Agri Warehousing and Collateral Management Limited. Andheri Mumbai, LTC Commercial Company Pvt. Ltd. Kolkatta, JICS Logistic Limited (Inactive), Indore (M.P.) and Janhavi Promoters Pvt. Ltd. Bikaner (RJ) All Service Providers are active expect JICS Logistic Limited.

There are three categories of Clearing Member who act on NCCL platform namely professional clearing member (PCM), Strategic Trading cum clearing member (STCM) and Trading cum Clearing Member (TCM). The minimum age of all clearing members (individual Proprietor /Director/Partner) should be 21 years and educational qualification graduate or above. The all categories clearing members (Designated Partmer/Designated Directors) educational qualification should be 12th pass or HSC or equivalent qualification 10th. The all categories Clearing Members (individual/sole proprietor/Designated Partner/Designated Directors) should have 2 years experience in commodities/securities market. Fit and Proper requirement for all categories Clearing Members (individual/sole proprietor/monaging partners/

Designated Partners/Designated Directors) should be as per criteria specified under SEBI (Intermediaries) Regulations, 2008. The paid up capital will be maintain Rs 30 Lakhs for all categories Clearing Members. The function of all categories Clearing member are :

1. **Professional Clearing Member (PCM) :-** It is a member who shall be entitled to clear and settle trade/transactions done by other members of concerned Exchange like TCMs or TMS affiliated with them are admitted by NCCL as PCM. The PCM are not allowed to trade on the concerned Exchange platform. It will be act only on NCCL platform.
2. **Strategic Trading Clearing Member :-** It is registered with NCCL and NCDEX in addition to existing rights and responsibilities as TCM It will be entitled and liable to settle and clear the trade/transactions done by the members affiliated with it vis. TCMs or TMs.
3. **Trading Cum Clearing Member (TCM) :-** It is admitted as TCM by NCDEX and NCCL. It shall be entitled to trade on NCDEX platform on behalf of their constituents/clients and/or on their own account and it will also be entitle to clear and settle all such trade done by them.

Corporate body, corporation or institutions incorporated under companies Act, 1956 and 2013 and scheduled commercial banks may be eligible to become professional Clearing Members (PCM) but only Companies, Corporation or institution which are incorporated under companies Act, 1956 and 2013 are eligible for Strategic Trading cum Clearing Members (STCM) while individuals, sole Proprietorship, Partnership firms who is registered under Indian Partnership Act, 1932, Limited Liability Partnership firm (LLP) who is registered under LLP Act, 2008, Companies, Corporation or institutions under companies Act, 1956 and 2013 can become TCM. The persons also become TCM those permitted by NCCL or NCDEX.

The person in case of Individual who is not a citizen of India can not become Clearing Member and in other case like corporate body which has committed by any Act/Law or which has a provisional liquidator or receiver or has been adjudged bankrupt, who has convicted of an offence involving a fraud/dishonesty, who has expelled or declared a defaulter by the commodity/stock exchange/clearing corporation and dis qualified under provision of securities contracts (Regulation) Act, 1956, (Stock Exchange and Clearing Corporation) Regulations, 2012 can not become the Clearing Member of NCCL.

The Clearing Members should pay fee, deposit and maintain net worth for membership of NCCL.

1. **Professional Clearing Member (PCM) :** The required net worth as PCM is Rs 25 Cr or variable net worth (which is higher). Base capital should be Rs 25 Lakh for NCCL as interest free cash security deposit and Rs 25 Lakh as Collateral security deposit. The base minimum capital for NCDEX is not applicable. The interest free security deposit is also not applicable to NCDEX for PCM. The PCM pay admission fee (one time, non-refundable) with applicable Tax Rs 5 Lakh for NCCL and also pay PCM annual membership fee with applicable Tax) Rs 1 Lakh to NCCL. The PCM should pay registration fees Rs 0.50 Lakh and annual Regulatory fees Rs 0.50 Lakh) along applicable to SEBI.
2. **Strategic Trading Cum Clearing Member (STCM) fee and Deposit net worth-**
 - Minimum Net Worth required : - Rs 10 Cr or Variable net worth (which is higher)
 - Base Capital (NCCL) – (i) Interest free cash security deposit Rs 20 Lakh.
(ii) Collateral security deposit – Rs 50 Lakh
 - Base Minimum Capital (NCDEX) :-
(i) Interest free cash deposit Rs 6.25 Lakh
(ii) Collateral Security Deposit Rs 18.75 Lakh
 - Interest free Security deposit (IFSD) NCDEX in the form of cash only Rs 10 Lakh.
 - NCCL-
(i) admission fee on time, non-refundable (with applicable Tax) Rs 5 Lakh
(ii) Annual Membership fees (with applicable Tax) Rs 25 thousand.
 - SEBI-
(i) Registration fees (with applicable tax) Rs 0.50 Lakh.
(ii) Annual Regulatory fees (with applicable tax) Rs 0.50 Lakh.
3. **Trading cum Clearing Member (TCM) fee, deposit, networth (which is higher)**
 - Minimum net worth required Rs 3 Cr or variable net worth (which is higher)
 - Base Capital (NCCL)
(i) Interest free cash security deposit Rs 25 Lakh
(ii) Collateral Security Deposit Rs 25 Lakh
 - Base Capital Minimum (NCDEX)

- (i) Interest free cash deposit Rs 2.50 Lakh
- (ii) Collateral Security Deposit Rs 7.50 Lakh
- Interest free security deposit (IFSD) NCDEX in form of cash only Rs 10 Lakh
- NCCL
 - (i) Admission fee (one time, non-refundable (with applicable tax) Rs 5 Lakh
 - (ii) Annual membership fees (with applicable tax) Rs 0.25 Lakh
- SEBI
 - (i) Registration fees (with applicable tax) Rs 0.50 Lakh
 - (ii) Annual Regulatory fees (with applicable tax) Rs 0.50 Lakh

Notes

- For all member application processing fees Rs. 2000 plus tax.
- If TMC is clearing through STCM/PCM, the member will have to maintain a base capital of Rs 50 Lakh with NCCL in cash.
- NCCL will block an amount of Rs. 50 Lakhs towards minimum liquid net worth from the existing deposits of the clearing members.

The NCCL additionally requires that settlement account and Exchange dues account mandatory for PCM and Repository account and Fidelity insurance policy also mandatory for PCM. The STCM should have all 4 types of account (Statement account, Exchange Dues A/C, own A/C and client pool A/C) and also mandatory to hold Repository A/C and Fidelity insurance policy. The trading cum clearing members (TCM) hold statement A/C, Exchange. Dues A/C, own A/C and client pool account and it also holds Repository A/C and Fidelity insurance policy as mandatory.

For professional clearing membership can apply to NCCL and TCM/STCM can apply to NCDEX office. The PCCM should submit application form with receipt fees and deposit. The membership recommendation committee (Internal Committee should take interview and thereafter it submit recommendation to membership selection committee (MSs) for admission as a clearing member (SEBI mandate committee). The NCCL create CMID and add segment on SEBI portal. After completion of operational requirement issued membership certificate.

According to 16th Annual Report of National Commodity Clearing Limited (NCCL) total income of NCCL was Rs 3068 Lakh as on 31 March 2022. While in same period on 31 March 2021 was Rs 2209 Lakhs. So corporation finance status

grow Rs 857 Lakhs, it is show 39 percent increased. While total expenditure also increased from Rs 2186 Lakhs on 31/3/2021 to reached on Rs 2430 Lakh in 2022 that Present expenditure increased about Rs 244 Lakh in comparison of last year. However corporation earn profit after tax Rs 460 Lakhs in financial year 2021-22. It is more than Rs 405 Lakhs in comparison of previous year. The total comprehensive in come of NCCL was Rs 444 Lakhs during financial year 2021-22, it was more than Rs 388 Lakhs. The NCCL traded 6,80,62,279 (MTs) 9832463 (Lots) which value was Rs 4,56,703 Cr in 2021-22 and the value Rs 318782 Cr in 2020-21. It is present 43 percent growth. The corporation settle of Rs 5148.73 Cr and Physical settle of Rs 2020.17 Cr Value in 2021-22. It is also more than previous year. Thus, NCCL show progress in all level and it will become more popular in future.

The NCCL'S corporates Social Responsibility (CSR) activities largely cover social and development sectors and with focus on education, healthcare, gender equality & empowerment of women, environment, sustainability and contribution to Prime Minister's National Relief Fund or any other fund set up by Central Govt for Socio economic development. NCCL contributed of Rs 6.17 Lakh amount towards CSR activities in 2020-21 to Prime Minister's National Relief Fund and it utilized to families of those billed in natural calamities and victims of the major accidents and riots. It assist to medical treatment also. In financial year 2021-23, NCCL contributed Rs 5 Lakh to Dignity Project under SR policy. In this year distributed Dignity kit which comprises sanitary pads, undergarments, Hand Soap, Hand Towel and a bag to girls students of seven schools which are situated at different locations across mumbai through Indian Development Foundation (IDF). In Financial year 2022-23 under CSR, Rs 5.15 Lakh is contributed by NCCL. This year through IDF to promoted children education and distributed Stationery kit which contains School Bag, Notebooks, Longbooks, Colouring Books, Drawing Books Slate, Pouch, Geometry Compass, Geometry Stencil, Wax colour, Water Colour, Magic kit (Pen, Pencil) and Writing Pad, This Project "Aashayein Project) helps to reach-out to the underprivileged children who were facilitated with books and stationary material for their education. Thus, NCCL play role in social development of Nation.

A Study on Occupational Stress and Role Commitment among Secondary School Teachers

Jiji S. Raju*

ABSTRACT

This study was conducted by school teachers working in schools. The purpose of this study is to evaluate the impact of the study is an endeavour to find out the causes of stress among teachers.

The teachers of private and junior schools were administered the Occupational Role questionnaire, a part of Occupational stress inventory (OSI).

A standardized survey was used to measure teachers' self-efficacy, self-efficacy, and burnout.

Topical Keywords: Education: Academic culture, Education policy, Educational administration and Schools.

INTRODUCTION

Ever since the dawn of civilization, teachers have been considered as the core of any educational system. They act as the reformers of education and rescue the world through education. As an educator, mentor and guide, they play a pivotal role of being a harbinger and facilitator of social change in the society. The skill and expertise of the teacher as a professional visualizes the future of learners and prepares them to be the good citizens of tomorrow (Kandu, 1988). It is recommended that teachers must be trained to become “reflective practitioners”. A teacher occupies an important and unique place in the system of education. He is the heart and soul of this system and leads the students from the darkness of ignorance to the light of knowledge and understanding. He acts as a pivot for the transmission of intellectual traditions and help to keep the lamp of civilization burning. Thus, the importance of a teacher for the community and educational system is very much evident. Although teaching is profession, yet people do not think of a teacher as a professional worker

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like other professions such as medicine, law, engineering etc. Many consider it not a profession but a mission.

The successful teacher must possess the ability and an academic competence for teaching. In this scientific age, the teacher must possess the ability to appreciate and understand the changing needs of the society and must understand the psychological bases of education which influence the education. Teacher education has led to some innovations in its various aspects to work out strategies for planning and implementing innovative programmes by making themselves familiar with the areas for innovations, process and skill of innovating new ways and methods of teacher education. In teaching profession, a teacher has to perform multiple activities like teaching, evaluating, communicating, guiding and counselling the students, organizing co-curricular activities etc., together with activities which are intrinsic to teaching and learning. This needs perfection in academic and professional preparation of teachers and teacher educators. It has found that teacher stress is related to high rates of absenteeism and turnover (Borg and Riding, 1991). These employment-related effects of teacher stress make it a potentially important issue for school administrators and educational policy makers.

Occupational stress is taken as any characteristic of the job environment which poses a threat to the individual, either excessive demands or insufficient supplies to meet his needs (French et al., 1976). Any challenge that exceeds the coping abilities of the individual becomes stress. There is no doubt that teaching has become a more demanding and intense job. Not surprisingly, teaching has been identified as one of the professions associated with high to very high levels of occupational stress (Acirrt, 2002; Punch & Tuetteman, 1996). Teacher job satisfaction has also been the subject of considerable literature (Dinham & Scott, 1996; 1998; 2000; McCormick, 1997a; 1997b; Woods & Weasmer, 2004). The relationship of job satisfaction to job stress and other negative factors such as intention to leave teaching has been studied in various contexts (De Nobile, 2003; McCormick, 1997; Woods & Weasmer, 2004). Job satisfaction has been defined as the extent to which a staff member has favourable or positive feelings about work or the work environment (De Nobile, 2003). It refers to the positive attitudes people may gain from work or through aspects of work (Furnham, 1997; Locke, 1976). Conversely, job dissatisfaction refers to unhappy or negative feelings about work or the work environment (Furnham, 1997).

Occupational stress and role commitment of teachers in relation to responsibility, over-load, role ambiguity, locality and personality factors of teachers have also been the interest of researchers (Ritu and Ajmer, 2012; Eres and Atanasorka, 2011;

Jude, 2011; Mondal, Shrestha and Bhaila, 2011; Weisun and Lie, 2011; Alan et.al. 2010; Ismail, 2009; Ahghar, 2008; Polychroni, 2006; Wang, et al. 2005; Gage, 1963; Hamachek, 1969; Koul, 1972; Gupta, 1976; Sharma, 1978; Maheswari, 1976; Mishra, 1980; Singh, 1981; Bhagoliwal, 1985; Wangoo, 1986; Mattoo, 1987). Occupational stress is considered as one of the most widely researched areas in organizations worldwide. It consistently attracted researchers' attention because it has been shown to play a role in certain job related attitudes i.e. job satisfaction and organizational commitment; and behaviors such as employee turnover (Sager, 1994).

Commitment is a term that teachers frequently use in describing themselves and each other. Teacher's Commitment has been identified as one of the most critical factors for the future success of education and schools, (Huber Man, 1993). Teaching is complex and demanding work and there is a daily need for teachers to fully engage in that work with not only their heads, but also their hearts (Day, 2004; Elliott and Cross well, 2001).

REVIEW OF RELATED LITERATURE

The review of the literature for the present investigation has been divided into two categories. These are as follows:

Studies on Occupational Stress

Ritu (2012) A Comparative Study of Occupational Stress Ajmer, S. of Secondary School Teachers in Relation to Their Gender, School and Locality.

This study has been carried out to find: i) the occupational stress of teachers on the basis of gender, ii) the occupational stress of teachers on the basis of type of school and iii) the occupational stress of teachers on the basis of locality.

Three hypothesis were designed for the present investigation: i) Gender does not make any difference in occupational stress of teachers, ii) Type of school does not make any impact in the occupational stress of teachers and residential dichotomy has no influence in the occupational stress of teachers.

The data was collected with the help of Occupational Stress Index by A.K. Shrivastva. A sample of 128 secondary school teachers was drawn randomly from various secondary schools of Rothak district of the state of Haryana. The sample comprised of both male and female teachers representing Junior and private schools. It needs to be mentioned that rural urban factor was also taken in consideration.

The collected data was put to statistical treatment by using Mean, SD, and test of significance.

The findings revealed that: i) gender could not differentiate teachers in occupational stress, ii) Private and Junior school teachers were different in some of the factors on occupational stress and iii) Locality had a significant influence in occupational stress of teachers.

Pabla (2012) Occupational Stress Amongst Teachers of Professional Colleges in Punjab.

This study attempts to study i) the occupational stress of teachers of professional colleges in Punjab to recommend suitable interventions to alleviate the occupational stress level. A sample of two hundred teachers were selected randomly from various professional colleges. The Occupational Stress Index, developed by A.K. Srivastava and A.P. Singh was used to carry out the study. The analysis revealed no significant difference between male and female teachers with respect to occupational stress level. However a significant difference between teachers teaching in the professional colleges located in rural and urban areas was reputed. To reduce the level of occupational stress deliberate efforts were made to find greater job security, accountability, workload, provisions for timely promotions, medical facilities and provisions of perks.

Lath (2012) A Study of Occupational Stress among Teachers of Privately Managed Schools and Junior Schools in Relation to Age, Gender and Experiences

The study is an endeavour to find out the causes of stress among teachers. The teachers of private and Junior schools were administered the Occupational Role questionnaire, a part of Occupational stress inventory (OSI) by Osipow, S. H. & Spokane, A. R. A sample of total 200 teachers was drawn and questionnaire was given to them. The values of t-ratios obtained indicate that teachers from different types of schools suffer stress in different ways.

The analysis also revealed that teachers working in Junior schools particularly males experience a little more stress as compared to their counterparts working in privately managed schools. Variables like age, gender and experience play an important role in perceiving the amount of stress

Kayastha and Kayastha (2013) A Study of Occupational Stress on Job Satisfaction among Teachers with Particular Reference to Corporate, Higher Secondary School of Nepal: Empirical Study.

The aim of the study was to investigate the relationship between teacher stress and job satisfaction facets with particular reference to corporate, Higher Secondary School of Nepal.

The findings of the study revealed that the reliability of both instruments were greater than 0.82. The determinants of job stress that have been examined under this study include, role overload, role ambiguity, role conflict, unreasonable group and political pressures, responsibility for person, under participation, powerlessness, poor peer relation, intrinsic impoverishment, low status, strenuous working conditions, unprofitability. The determinants of job satisfaction that have been examined under this study include work, pay, co-workers, supervision, promotion, job in general. The sample consists of a Junior, Private and Senior Higher Secondary School teacher of Nepal from Kathmandu and Latitpur District of Nepal. The results show that there is a significant relationship between job stressors, job stress and job satisfaction.

Katsapis(2018) The Incidence and Types of Occupational Role Stress among University Research Administrators.

This study explored the types of stressors prevalent in the self-reports of university research administrators (URAs) and examined whether or not the degree or type of role stress was influenced by: a) the affiliation of their office unit within their institution. Randomly selected members of NCURA were invited via e-mail to participate in an on-line survey. The Occupational Stress Inventory-Revised (OSI-R) and Occupational Roles Questionnaire (ORQ) were administered with additional questions about the URAs' professional characteristics.

The study revealed that role ambiguity was present at a level indicating a high probability of maladaptive stress and/or debilitating strain. Role overload was present at mild levels. Lastly, type, office unit organizational affiliation, and years of experience did not influence the occupational stressors. The results also reveal the degree of occupational stress as an indicative of a need for intervention from their institutions. The researcher recommends peer review, self-evaluation, and interventions to increase coping skills and reduce potential negative impacts on the URAs and their employers.

Studies on Role Commitment

Addae&Parboteeah (2008) Role Stressors and Organizational Commitment: Senior Sector Employment in St Lucia.

The purpose of this paper is to investigate the relationships among role conflict, role ambiguity, the three dimensions of organizational commitment, and turnover intentions. In addition, the paper tests the moderating effect of perceived alternatives in the relationship between continuance commitment and turnover intentions.

It was found that role ambiguity and conflict were negatively associated with affective and normative commitment. Also, there were negative relationships between the three dimensions of organizational commitment and turnover intentions. There was no significant relationship between employees' role stressors and their continuance commitment. Employees with continuance commitment develop turnover cognitions when alternative jobs are available.

Anari(2012) Teachers: Emotional Intelligence, Job Satisfaction, and Organizational Commitment.

The purpose of this study was to investigate the relationship between emotional intelligence and job satisfaction, between emotional intelligence and organizational commitment as well as the relationship between job satisfaction and organizational commitment among high school English teachers. Furthermore, the study examined the role of gender and age in emotional intelligence, job satisfaction and organizational commitment.

The results of the study indicate that there is a positive significant relationship between emotional intelligence and job satisfaction, between emotional intelligence and organizational commitment and also between job satisfaction and organizational commitment. It is also found that there is no significant difference among high school English teachers with different genders and age concerning their job satisfaction and organizational commitment. But concerning emotional intelligence, findings in this study provide support for gender differences, with females reporting higher emotional intelligence, but the results show no age differences among the participants.

Canrinus(2013) Self-efficacy, Job Satisfaction, Motivation and Commitment: Exploring the Relationships between Indicators of Teachers' Professional Identity.

This study investigates how relevant indicators of teachers' sense of their professional identity (job satisfaction, occupational commitment, self- efficacy and change in level of motivation) are related. A model is proposed, tested with structural equation modeling (SEM) and refined using data from 1,214 Dutch teachers working in secondary education.

Classroom self-efficacy and relationship satisfaction play a key influencing role in the relationships between the indicators. Using multiple- group SEM, the parameters of the overall model are similar for the novice, experienced and senior teachers in a constrained model.

Hunsel&Elisabeth(2018) Teachers' Work Engagement: A Deeper Understanding of the Role of Job and Personal Resources in Relationship to Work Engagement, its Antecedents and its Outcomes.

The aim of this study was to examine the factors that can influence work engagement of teachers and related outcomes such as organizational citizenship behaviours (OCB) and innovative behaviour. The roles of goal orientation, LMX, the interaction with pupils, HR practices, autonomy, occupational self-efficacy and high commitment HRM are examined as resources in these relationships.

The findings showed that the interaction with pupils and HR practices are positively related to work engagement and HR practices weakened the relationship between the interaction with pupils and work engagement. Goal orientation and LMX are moderators in the relationship between burnout and work engagement. Occupational self-efficacy and high commitment HRM mediated the relationship between work engagement and innovative behaviour and LMX and autonomy weakened the relationship between OCBI and OCBO respectively.

RATIONALE OF THE STUDY

Teaching profession occupies important and prestigious place in society. Teachers are considered as the creators of leaders, scientists, philosophers, advocates, politicians and administrators. Teacher is the principle means for implementing all educational programmes of the organizations of educations.

In general, occupational stress arises from the working conditions/environment of a system, when we talk of stress among teachers. Many factors cause stress among teachers. School teachers face high amounts of stress during teaching and handling students; Classroom in developing countries remain overcrowded and teacher face intensive verbal communications, prolonged standing, high volume of work load.

While going through the available literature with regard to the present investigation, the investigator found that no study has been conducted on the occupational stress and role commitment among secondary school teachers. The present investigator feels that there is a need to conduct a study on the occupational stress and role commitment amongst school teachers. The present study is an attempt in this direction.

OBJECTIVES OF THE STUDY

The following objectives are formulated for the proposed study:

- To assess and compare the level of Occupational Stress between male and female Teachers.
- To assess and compare the level of Occupational Stress between Government and private school Teachers.
- To assess and compare the level of role commitment between male and female Teachers.
- To assess and compare the level of role commitment between Government and private school Teachers.

HYPOTHESES OF THE STUDY

The following hypotheses are formulated to empirically validate the above objectives:

- There will be significant difference between male and female teachers with respect to occupational stress.
- There will be significant difference between male and female teachers with respect to role commitment.
- There will be significant difference between government and private school teachers with respect to occupational stress.
- There will be no significant difference between government and private school teachers with respect to role commitment.

METHODOLOGY OF THE STUDY

Every study is distinguished on the basis of its different purposes and approaches. Therefore, so many methods have been adopted. For the present study, Descriptive Method will be used. Because it is considered as one of the best method in education, it describes the current status of the research work. It involves interpretation, comparison, measurement, classification, evaluation and generalization all directed towards an understanding and solution of significant educational problems.

RESEARCH DESIGN

A 2 group research design will be used to study the occupational stress and role commitment among secondary school teachers.

POPULATION

Secondary school teachers working in government and private schools of Nagpur will be constituted the population of the study for the present investigation.

SAMPLING PROCEDURE

To conduct this study, the investigator will select a representative sample of total 120 teachers working in government and private schools of Nagpur. Out of which 60 will be from government school (30 male and 30 female) and 60 from private school (30 male and 30 female). Further, purposive sampling method will be used for the present study.

INCLUSION & EXCLUSION

Inclusion

- Teachers working in government and private schools in Nagpur will be included
- Those who in the age group 25 to 45 years will be included
- Those who has teaching experience of at least 5 years will be included
- Those who give consent and willing to participate will be included

Exclusion

- Those who does not give consent will be excluded
- Those who are below 25 years and above 45 years will be excluded

TOOL USED FOR DATA COLLECTION

Two tools will be used for the collection of primary data for the proposed study:

1. Sociodemographic data sheet will be used to gather information regarding name, sex category, Age name of the school and type of the school
2. Occupational stress Index developed by Dr. AK Srivastava and Dr. AP Singh will be used for the above study. The instrument which is used for the study of Occupational Stress Index (OSI) of Post Graduate, Trained Graduate and Primary teachers i.e. "The occupational stress index" By Dr.A.K. Srivastava and Dr. A.P. Singh (1979).The scale had 46 items each

to be rated on the five-point scale. Out of 46 items, 28 are “true keyed” and the balance 18 is “false keyed”. This test will be used to identify occupational stress of male-female, government-public school teachers in twelve areas as: 1. Role over- load (OL), 2. Role ambiguity (RA), 3. Role conflict (RC), 4. Group and political pressures (GPP), 5. Responsibility for persons (RS), 6. Under participation (UP), 7. Powerlessness (PL), 8. Poor peer relations (PPR), 9. Intrinsic impoverishment (II), 10. Low status (LS), 11. Strenuous working conditions (SWC), and 12. Unprofitability (UPR).

3. The role commitment scale developed by Dr.MeenaBuddhisagarRathod and MadhulikaVarma. This test will be used to assess the role commitment of male-female, government-public school teachers in six areas viz. (i) Student (ST), (ii) School (SC), (iii) Parent (PR), (iv) Society (SO), (v) Nation (NN) and (vi) Own Profession (OP).

TOOL FOR STATISTICAL ANALYSIS

The collected information shall be put to statistical treatment by calculating percentage statistics, mean, SD, t test and Pearson Product Moment correlation will be used.

The t test shall be used to find out if there exists any mean difference on various areas of occupational stress and role commitment of teachers under investigation. Further Pearson Product Moment correlation will be used to study the relationship between the variable.

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स्वातंत्र्योत्तर महिला कथा साहित्य

साधना मौर्या* और डॉ. सन्ध्या राय**

भारतीय समाज परम्परावादी रहा है और इसी परम्परावादी समाज में विद्रोह का स्वर भी समय-समय पर दिखाई दिया है, इसका स्पष्ट प्रभाव साहित्य और संस्कृति के बदलते हुए रूप में दिखाई देता है। स्वतंत्रता पूर्व भारत की पहले के कुछ वर्षों की स्थिति स्वतंत्रता के पश्चात भी बिल्कुल भिन्न नहीं थी। स्वतंत्रता को लेकर देखे गये सपनों की दुनिया उजड़ती हुई नजर आयी, परिणामस्वरूप यथार्थ जगत से इसकी प्रतिक्रिया स्वाभाविक थी, जिसके अन्तर्गत हिन्दी साहित्य सम्पूर्ण नवीन प्रवृत्ति और दृष्टिकोण को व्यक्त करने के रूप में उभरकर आया। “इतिहास गवाह है कि सम्पूर्ण संसार में अब तक जितने परिवर्तनों के मूल में कोई न कोई विचारधारा अवश्य कार्य करती रही है और इन विचारधाराओं का आविर्भाव साहित्य के माध्यम से ही संभव है।”¹ स्वातंत्र्योत्तर गद्य साहित्य में नव निर्माण पर बल दिया गया। इस युग का गद्य साहित्य सामाजिक जीवन से बहुत प्रभावित हुआ, इसलिए यह जनजीवन की अभिव्यक्ति का साधन रहा। फलतः इस काल में साहित्यकारों ने अपनी भूमिका का निर्वहन करते हुए समाज में व्याप्त विसंगतियों और विविध विषमताओं को अपनी रचनाओं के माध्यम से प्रकट किया। साहित्यकार ने समय के साथ परिवर्तित जीवन मूल्यों को अपने साहित्य में प्रकट किया है। “जीवन और समाज के बुनियादे ढाँचे में परिवर्तन के साथ-साथ नये विचारों मूल्यों की अभिव्यक्ति भी साहित्य में होने लगती है।”² नये साहित्यकारों ने अनास्था के अन्धकार से निकलकर जीवन में नवीन आस्था को खोजने के प्रयास किया है।

स्वतंत्रता प्राप्ति के पश्चात देशवासियों में नयी आशाओं का जन्म हुआ। साहित्य में इन्हीं नयी आशाओं, नये सपनों और कुछ नया कर दिखाने का अवसर आया। उसी के अन्तर्गत हिन्दी साहित्य में महिला लेखिकाओं ने अपनी लेखनी के माध्यम से एक अलग पहचान बनाई है। प्रारम्भ में महिला लेखिकाओं का सृजन क्षेत्र सीमित था, उनकी रचनाओं में सामाजिक, पारिवारिक जीवन के चित्र, राष्ट्रीय भावना, आदर्श प्रेम, उदात्त

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जीवन और नारी की समर्पणयुक्त छवि के मनोरम दर्शन होते हैं, समय के साथ उनकी रचनाओं की प्रवृत्ति बदली और वह पारिवारिक— सामाजिक जीवन से निकली तथा उसने औद्योगिकरण, तकनीकीकरण, वैज्ञानिकीकरण, आधुनिकीकरण के परिणामस्वरूप लोगों की मानसिकता में आए आमूल चूल परिवर्तनों को अत्यन्त सूक्ष्मता से अपने सृजन का आधार बनाया। महिला लेखिकाओं ने नारी के दुःख, दर्द उनकी सवेदनाओं को देखा परखा है, उसके साथ संघर्ष किया है और साहित्य के माध्यम से समाज के यथार्थ रूप को रखने का प्रयास किया है। स्वातंत्र्योत्तर महिला लेखिकाओं में मन्नू भण्डारी, कृष्णा सोबती, उषा प्रियंवदा, मेहरुन्निसा परवेज, दीप्ति खण्डेलवाल, ममता कालिया, निरुपमा सेवती, मृदुला गर्ग, सूर्यबाला, शशिप्रभा शास्त्री, अचला शर्मा, मालती जोशी, कृष्णा अग्निहोत्री, नासिरा शर्मा, सुधा अरोड़ा, वर्तिका अग्रवाल, चित्रा मुद्गल आदि ने अपनी अप्रतिम सर्जन प्रतिभा से पुरुष कहानीकारों के समानान्तर ख्याति अर्जित की है।

स्वातंत्र्योत्तर महिला कथा साहित्य में नारी

स्वातंत्र्योत्तर महिला कथाकारों ने अपने लेखन के माध्यम से नारी की परम्परागत छवि को तोड़कर उसे यौवन, प्रेम और स्वाभिमान को महत्व देने वाली नारी बना दिया है। महादेवी वर्मा की 'शृंखला की कड़ियाँ' में परतंत्रता की कड़िया तो टूट चुकी थी किंतु स्त्री शृंखलाबद्ध थी। शिक्षा के प्रसार के कारण स्त्रियों में नयी जागृति उत्पन्न हुई है। नारी अब माता, पत्नी ही नहीं वरन् एक सम्पूर्ण नारी को महिमा देने वाली है। नारी की परम्परागत बंधनों से मुक्ति अकुलाहट, उसकी आशा, आकांक्षा, प्रेमभावना जैसी सामाजिक—पारिवारिक समस्या पहले से ही कथा लेखन में रही है। भारतीय समाज पुरुष प्रधान होने के कारण स्त्रियों को कोई महत्व नहीं दिया गया उनकी समस्याओं को नजरअंदाज किया गया है, उसे समाज में दुय्यम स्थान दिया गया। "सभी धर्म स्त्री के प्रति कठोरता से पेश आते हैं। शायद इसका कारण यह भी होगा कि इस सभी धर्मों की स्थापना, धर्म ग्रंथों का निर्माण पुरुषों ने किया है।"³ मधु काँकरिया का उपन्यास 'सेज पर संस्कृत' हिन्दी का पहला ऐसा उपन्यास है जो जैन धर्म की इन्हीं अंदरूनी बातों को उद्घाटित करता है। परंतु आज बदलते समय के साथ — साथ नारी जीवन में भी बदलाव आया है। इस युग की नारी अपने अधिकारों के प्रति जागृत है, उसके समस्त मूल्य बदल गये हैं। "औरतें और अनुराग, स्त्रियाँ और कोमलता, महिलाएँ और मर्यादा — ये शब्द हैं जिनमें निष्ठा, आस्था,

अंधविश्वास की जगह तो है मगर समझ, तर्क, कानून का स्थान नहीं। मर्द समाज ने औरतों से जुबान सुनना कभी पसंद नहीं किया और न ही उनकी समझदारी को आदर की दृष्टि से देखा। जो कानून बने उसका लाभ उसको कभी उठाने नहीं दिया गया। दरअसल वे औरतों की अथाह शक्ति से हमेशा घबराए, मगर जिन मर्दों के मन में औरत को लेकर कोई ग्रन्थि नहीं रही, उन्होंने औरत जात के लिए हमेशा रास्ता साफ किया, उन्हें अपने बराबर खड़ा किया और उनके लिए कानून बनाए।⁴ महिला सशक्तिकरण ने महिला को हर क्षेत्र में स्वयं को परखने का अवसर दिया। आज नारी हर क्षेत्र में दृढ़ता के साथ खड़ी है और अपनी प्रतिभा का प्रदर्शन भी कर रही है। महिलाओं में स्वयं ये चेतना जगी है कि उनका विकास उनके द्वारा ही हो सकता है। महिला कथाकारों ने अपनी रचनाओं में इस भाव को अपनी लेखनी का विषय बनाया और नारी के व्यक्तित्व को विकसित करने का ध्येय रखा। आज पुरुष लेखन के वर्चस्व को चुनौती देती हुए स्त्रियों की एक कतार खड़ी है – महाश्वेता देवी, अनिता देसाई, प्रतिभा राय, अरुंधती राय, कृष्णा सोबती, मन्नू भण्डारी, अलका सरावगी आदि। महिला लेखिकाओं में पहले उषा देवी मित्रा ने 'वचन का मोल', 'पिया' आदि उपन्यासों की माध्यम से नारी की वैयक्तिक स्वतंत्रता के प्रश्नों को मार्मिक ढंग से प्रस्तुत किया है। आज की महिला लेखिका ने न सिर्फ नारी के जीवन की ही प्रस्तुति की है बल्कि समग्र रूप से समाज को भी पकड़ने की कोशिश की है। कृष्णा सोबती सुविख्यात हिंदी कथाकार है इन्होंने नारी जीवन के अंतरंग रूप का चित्रण किया है। 'डार से बिछुड़ी', 'मित्रो मरजानी', 'सूरजमुखी अंधेरे के' आदि उपन्यास काफी चर्चित रहे। जिनमें स्त्री-पुरुष के सम्बंधों का यथार्थ चित्रण के साथ-साथ यौन सम्बन्धों का चित्रण हुआ है। अलका सरावगी का 'शेष कादम्बरी' में स्त्री के अस्तित्व और अस्मिता की लड़ाई का चित्रण बड़े ही यथार्थ रूप से हुआ है। नायिका रुबी गुप्ता अपने अस्तित्व को खोजते हुए एक समाज सेविका रुबी दी में परिवर्तित हो जाती है। उनके इस परिवर्तन में उनका संघर्ष परिलक्षित होता है। मैत्रेयी पुष्पा का 'चाक' में नारी का विद्रोही स्वर उभरकर आता है जहाँ पर सतीत्व की रक्षा के नाम पर पुरुष अपने अहं की तुष्टि करता है।

आधुनिक स्त्री लेखन

सन् 1960 के बाद से साहित्य में जो नयी प्रवृत्ति दिखाई दी उसे आधुनिक कहा गया। इस समय युद्ध के कारण लोगों में समाज से अलग और आत्मस्थ होने की प्रक्रिया

शुरू हुई, जिसका प्रभाव लेखकों और साहित्य पर भी पड़ा। “लेखकों में अन्तर्मुखता बढ़ी, कलात्मक रुझानों के प्रति अधिक सजगता आई। वे तकनीकी प्रदर्शन की ओर उन्मुख हुए। आन्तरिक संशयग्रस्तता का गुंजलक और कस गया। साहित्य में अंधकार, पलायन, अलगाव, व्यक्तित्व-विभाजन की अनुगूँज सुनाई पड़ने लगी। मानवीय सम्बन्धों में विचित्र बदलाव आया – पति-पत्नी में, प्रेमी-प्रेमिका में, माता-पिता और पुत्र-पुत्री में।”⁵ आधुनिक कथा साहित्य में रोजमर्रा की जिंदगी की तमाम बातों को अपनी रचनाओं का विषय बनाया गया है। आधुनिक युगबोध के कारण परिवार का आकार भी बदला है और उसके साथ ही जीवन मूल्य भी बदल गये हैं। परिवार, एकल परिवार बन गए और सभी अपनी जिंदगी में इतने व्यस्त हो गए कि उन्हें अपने आस पास क्या हो रहा है इसका भी पता नहीं होता। पहले हम अपनी रोजमर्रा की जिंदगी की तमाम छोटी-छोटी परेशानी और सुख दुख एक दूसरे से बाँटते थे, लेकिन बदलते परिवेश में जिंदगी की हँसी-मजाक, मौजमस्ती, अपनापन, विश्वास, आत्मविश्वास सब कुछ बदलता चला गया इसकी जगह अकेलापन, उदासी, अजनबीपन आदि मूल्यों ने ले ली, यहां तक कि पति-पत्नी जैसे सम्बन्धों में भी प्रेम, अपनापन, विश्वास जैसे मूल्य बदल गये हैं। समग्र रूप से हमारा वर्तमान परिवेश आज की असहजताओं से घिरा है जहां पर सभी मूल्य बदल गये हैं, हर जगह कपटपूर्ण स्वार्थी राजनीति है और धार्मिक स्तर में भी मक्कारी की हद तक पहुँची भंगिमाओं के दर्शन होते हैं। 1960-71 तक मुख्यतः आधुनिक उपन्यास लिखे गए। इसमें पुरुष लेखकों के साथ महिला लेखिकाओं ने भी योगदान दिया। आधुनिक युग की महिला लेखिकाओं का कथा साहित्य न सिर्फ मानवीय संवेदना और सामाजिक सरोकार से संपृक्त हैं बल्कि इनमें आज के समय में व्याप्त सामाजिक समस्याओं को केन्द्र में रखा है जिनमें नक्सली गतिविधियाँ, साम्प्रदायिक दंगे, आदिवासी जीवन, धर्म परिवर्तन, शेयर मार्केट, आतंकवाद, मशीनीकरण, शारीरिक अपंगता, आर्थिक व मानसिक तनाव झेलते माता-पिता, महानगरीय जीवन शैली, भ्रष्ट कानूनी व न्यायिक व्यवस्था का चित्रण मिलता है। उषा प्रियंवदा, मन्नु भण्डारी, नासिरा शर्मा, मणि मधुकर, कृष्णा सोबती, ममता कलिया, अलका सरवगी आदि लेखिकाओं के नाम उल्लेखनीय हैं। उषा प्रियंवदा का ‘रुकोगी नहीं राधिका’ उपन्यास राधिका की स्वतंत्रता, कुण्ठित मातृहीनता की कहानी है, जो विदेश जाकर जड़ता के बोध में बंद हो जाती है। उनकी ‘वापसी’ कहानी में अकेलेपन और बेबसी का चित्रण है। मन्नु भण्डारी का ‘आपका बंटी’ पति-पत्नी के विफल सम्बन्धों का परिणाम झेल रहे एक बच्चे

की कहानी है जो अपने माता-पिता के तलाक से उत्पन्न परिस्थितियों से टूट जाता है। नासिरा शर्मा का 'ठीकरे की मँगनी' उपन्यास में पुरुष वर्चस्व से पिसती नारी के जख्मी स्वाभिमान को जगाया है। मणि मधुकर का 'सफेद मेमने' में उदासीनता, तटस्थता और अकेलेपन का चित्रण है। मैत्रेयी पुष्पा की कहानियाँ ग्रामीण और नगरीय जीवन मूल्यों की कहानियाँ हैं। कृष्णा सोबती की 'सिक्का बदल गया', डरो मत मैं तुम्हारी रक्षा करूँगा' आदि कहानियाँ मानवीय संवेदना का जीवंत साक्ष्य हैं। ममता कालिया का 'एक पत्नी के नोट्स' कहानी में भारतीय समाज में नारी के विविध पक्षों को आधुनिक चमक दमक के साथ प्रस्तुत किया गया है, जिसमें महानगरीय छाप है। अलका सरावगी आधुनिक बोध वाले कथा साहित्य में महत्वपूर्ण मानी जाती हैं। उन्होंने कहानी और उपन्यास साहित्य में अकेलापन, उदासी, अजनबीपन आदि आधुनिक बोध के तत्वों को अपने सृजन का विषय बनाया है। उनकी कहानी 'आपकी हंसी', 'ये रहगुजर न होती', 'बहुत दूर है आसमान', आदि कहानियाँ सामाजिक-पारिवारिक संघर्ष, अंतर्द्वंद्व, जीवन की सहज घटना और तनावों से जुड़ी हुई व्यष्टि के माध्यम से समष्टि की कथा कहती है। 'कलिकथा-वाया वाइपास', 'जानकीदास तेजपाल मैशन', 'कोई बात नहीं', 'एक सच्ची-झूठी गाथा' आदि उनके महत्वपूर्ण उपन्यास हैं। स्वातंत्र्योत्तर महिला साहित्यकारों में गीतांजलि श्री का नाम विशेष उल्लेखनीय है। उन्होंने अपने साहित्य के माध्यम से स्त्री जीवन की मार्मिक अनुभूतियों, रोजमर्रा के यथार्थ को बड़ी ही बारीकी से उकेरा है। 'माई', 'हमारा शहर', 'तिरोहित' आदि उनकी प्रसिद्ध रचनाएँ हैं।

उत्तरआधुनिक स्त्री लेखन

आधुनिकता के पश्चात आने वाले परिवर्तनों को उत्तरआधुनिक कहा गया। उत्तरआधुनिक में आधुनिक जीवन के मूल्यों, सिद्धान्तों, पद्धतियों और सांस्कृतिक परम्पराओं को पूरी तरह नकार दिया गया। उसने पश्चिम के आर्थिक पुनर्निर्माण, सत्ता संघर्ष और सांस्कृतिक नवजागरण का अनुकरण न करके पूर्व के स्वनिर्मित मूल्यों और विचारधाराओं को अपनाया। उत्तरआधुनिक ने स्थानीयता को स्वीकारा है जो अपनी जड़ों की ओर लौटने, स्थिति को समझने में मदद करता है। यह समाज में स्थित भिन्नता पर विचार करता है और उसे यथार्थ रूप में सबके सामने उपस्थित करने में सहायक होता है। "उत्तरआधुनिकतावाद ने इस बात को बार-बार अपने ढंग से रेखांकित किया है कि समाज का एक समूह दूसरे

समूहों से अपनी मूल सांस्कृतिक – सामाजिक – राजनीतिक संरचनाओं के कारण संस्कृति, संवेदना, परम्परा, रीति— रिवाज, भाषा, विश्वास, लोककथानुष्ठानों, लोक अभिप्राय के कारण भिन्नता रखता है। यह भिन्नता उनकी पूरी जीवन – प्रक्रिया की गति को निर्धारित करती है। साहित्य में इस भिन्नता के कारणों पर विचार किया जाना चाहिए ताकि हम समान यथार्थ से परिचित हो सकें।⁶ स्वातंत्र्योत्तर महिला लेखिकाएँ उत्तरआधुनिक विमर्श से बहुत प्रभावित हैं। उन्होंने अपने साहित्य में जीवन के विभिन्न अन्तर्विरोधों को उतारा और उसे सृजन का क्षेत्र बनाया तथा जिंदगी और रचना को एक ही दृष्टि से देखकर यथार्थ को प्रस्तुत किया। महिला लेखिकाओं की सृजनात्मक क्षमता अपने युग समाज से क्रिया – प्रतिक्रिया करते हुए अस्तित्व ग्रहण कर रही है। यह भारत में निर्मित होती महिलाओं की विषम परिस्थितियों और संघर्षों का परिणाम है। “साहित्य प्रेम, घृणा, आपसी व्यवहार, सेक्स के रिश्ते, विवाह के बंधन और दुश्मनी तथा दोस्ती में भी एक अलग एहसास की पहचान कराने लगा। एक औरत होने के नाते ही एक औरत साहित्यकार, स्वानुभवों पर आधारित होकर अपने खुद के दृष्टिकोण से अधिक प्रमाणिक, अधिक विश्वसनीय साहित्य रचने लगी। भले कई पुरुषों ने भी संवेदना के बल पर सहानुभूति के नाते उसकी पीड़ा को व्यक्त किया है पर वह औरत की तरह अनुभवजन्य प्रामाणिक नहीं हो सकता। ठीक वैसे ही जैसे प्रसव वेदना को जब औरत झेलती है, उस समय वह किन विचारों के रूबरू होती है, क्या—क्या संकल्प लेती है उस पीड़ा से बचने के लिए जिन्हें वह स्वयं ही बाद में सहर्ष तोड़ती भी है, को एक पुरुष व्यक्त नहीं कर सकता।”⁷ वर्तमान कथा साहित्य ने पश्चिम के नारी को पुरुषों की तरह सजग बनाया, जिससे महिलाएँ न सिर्फ घर के कामों के आलावा सामाजिक कार्यों में भी अपना सहयोग देने लगी हैं। उन्होंने तमाम विषम परिस्थितियों का सामना कर अपनी पहचान बनायी है। जिनमें मन्नू भण्डारी, कृष्णा सोबती, उषा प्रियंवदा, अलका सरावगी आदि लेखिकाओं के नाम प्रमुख हैं। मन्नू भण्डारी ने अपनी रचना में आपातकाल के बाद की परिस्थितियों, निष्प्रभाव राजनीति के कारण जनता का संघर्ष और उसकी यातना को बड़े ही यथार्थ रूप में चित्रित किया है। साथ ही मध्यवर्गीय परिवार की विसंगतियों को भी उजागर किया है। अलका सरावगी ने विभाजन के समय की त्रासदी, और उससे उत्पन्न अस्तित्व के संकट के साथ—साथ जीवन में उत्पन्न होने वाली अनेक विषम परिस्थितियाँ, बाजारवाद, नक्सलवाद, भ्रष्टाचार आदि अनेक समस्याओं पर अपनी लेखनी चलाई है।

निष्कर्ष

कुल मिलाकर स्वातंत्र्योत्तर साहित्य में महिला लेखिकाओं ने अपनी लेखनी सभी क्षेत्रों में चलाई है, कोई भी क्षेत्र इनकी लेखनी से अछूता नहीं रहा है। आज उनका लेखन अपने सामर्थ्य के बल पर पुरुषों के साथ उसका सहभागी बनने की योग्यता रखता है। आज का स्वातंत्र्योत्तर हिंदी कथा साहित्य उषा देवी मित्रा, मन्नू भण्डारी, उषा प्रियंवदा, नासिरा शर्मा, कृष्णा सोबती, चित्रा मुद्गल, प्रभा खेतान, राजी सेठ, शिवानी, अनीता देसाई, मालती जोशी, मृणाल पाण्डेय, मैत्रेयी पुष्पा, ममता कालिया, मालती जोशी आदि महिला लेखिकाओं के योगदान के कारण स्मरणीय है, जिन्होंने अपनी लेखनी में समाज के सभी क्षेत्रों को माध्यम बनाया। आज साहित्य में सांस्कृतिक परम्पराएं, पारिवारिक— सामाजिक समस्या, भ्रष्टाचार, प्रशासन, न्यायिक व्यवस्था, राजनीति, नक्सलवाद, बाजारवाद, नारी विमर्श, जनजातीय विमर्श, आदिवासी विमर्श आदि कोई भी क्षेत्र इनकी लेखनी से अछूता नहीं रहा है। वर्तमान में महिला लेखिकाओं ने सिर्फ भारत में ही नहीं विदेशों में भी अपनी प्रतिभा की छाप छोड़ी है।

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Ignorance Physical Activity : Effects on Child Mental Health

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ABSTRACT

The current paper highlights the why physical activities are important for physical fitness as well as mental health also. Children need to play regular sports for physical fitness. But sports improve not only physical health but also mental health. Regular play is essential for children's mental health. It should include both outdoor and sedentary sports. But most of the parents do not allow their children to go out of the house for the safety of the children or for the fear of falls. When children neglect play, they lose their sense of autonomy. They are not encouraged to think independently, to imagine or dream, or to deal with the complexities of the world around them. Constantly staying within four walls reduces their communication skills and makes these children suffer from stress, anxiety and depression.

Keywords:- physical activity, child, mental health, physical fitness

INTRODUCTION

Physical Activity

Physical exercise is described as any bodily movement, produced by using skeletal muscles, that requires energy. This consists of things to do undertaken whilst working, playing, carrying out family chores, touring and attractive in leisure pursuits. Examples of such things to do are lifting, carrying, walking, cycling, mountaineering stairs, housework, shopping, dancing, and gardening. The Compendium of Physical Activities is used to estimate the metabolic depth of an recreation in contrast to a resting state. the human physique is built to move, and essential systems, inclusive of the skeletal, muscular, metabolic, circulatory, digestive and endocrine systems, do no longer boost and feature top except motivated by way of usual bodily activity. As such, bodily recreation has each a preventive and therapeutic impact throughout

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countless illnesses and stipulations and contributes to high-quality of existence in many ways.

The most important focal point of the WHO international motion sketch for the prevention and manipulate of non-communicable illnesses is on prevention and remedy of coronary heart disease, cancer, respiratory sickness and diabetes; the principal reasons of terrible fitness and early loss of life in worldwide. Physical state of being inactive is recognized as a frequent modifiable chance issue for these illnesses alongside smoking, an unhealthy diet, and alcohol misuse.

There are other, per chance underestimated, advantages of bodily activity. This consists of intelligence development, social benefits, emotional benefits, job overall performance and productivity. Bailey et al have defined how all the advantages of being energetic interrelate, guide and decorate every other, making them more desirable than the sum of their parts. For example, bodily recreation can enhance existence abilities such as determination, self-discipline, time management, aim setting, emotional manage and selection making, which in flip can have a effective impact on success during life, influencing incomes potential, social inclusion and emotions of self-worth.

Child

In school-aged teens and youth, bodily endeavor is mainly necessary as it lays appropriate foundations for an lively lifestyles and a healthful adulthood. Active kids have correct cardiovascular health and robust muscle mass and bones. Weight bearing bodily endeavor is particularly essential for teenagers and younger teens due to the fact this stimulates bone mass. The biggest features in bone mass manifest in the years simply earlier than and all through puberty with top bone mass being executed at the give up of puberty. This helps to defend in opposition to osteoporosis and bone thinning in historic age. The equal tremendous dose response relationship between bodily exercise and fitness is found in children, however the advocated stage is greater than in adults.

Mental Health

There is proof that bodily recreation can decrease the signs of melancholy through boosting temper and emotions of well-being. Even small quantities of bodily exercise can enhance reactivity to stress and advantage sleep quality.

Regular bodily recreation can additionally enhance intellectual acuity. It has been proven to enhance educational overall performance in younger human beings and to make a contribution to the protection of thinking, getting to know and judgement competencies in adults. In older adults, maintaining lively can enhance intellectual functioning in areas such as planning, brief time period reminiscence and choice making and lengthen the onset of dementia.

In some individuals, being bodily lively can also grow to be an obsession associated to immoderate weight manipulate issues, whereby exercising is seen as a extra perfect choice to disturbed eating. Strategies to cope with this behaviour are comparable to these used for ingesting disorders.

Most of the time, it is the teachers who locate out the infant in distress. It suggests the want for a mother or father to be nearer to the youngster and spend greater time with them. Usually, when we discuss to youngsters we locate the influence of the absence of a parent. Counselling amenities in colleges are figuring out the troubles with children in growing number. The 'trust' of a toddler is necessary for them to communicate up

The pleasant surroundings inside a household is essential for a healthful childhood. "A infant wants interest and the tendency to good buy with young people to make certain their compliance and obedience has grow to be widespread. This additionally makes youngsters inclined to breakdowns and violent behaviour when they are unable to have their way. Buying the children cloth matters is good. But for the duration of the increase stage, it is necessary the infant has the parents' time and attention,"

Social Development

During early childhood, taking part in energetic play affords an possibility for bonding between young people and their caregivers or peers. When a mother or father and infant have interaction through play, there are possibilities created to research to talk greater effectively, particularly for youth who may additionally have difficulties speaking their needs. When fathers participated in a application that worried rough-and-tumble play with their children, the fathers felt that the play more desirable their relationships and their children's development. Fathers felt that defeating the infant every so often was once advisable for the children's psychological and social development. Time spent in outside areas is additionally related with children's Physical Activity levels. Parents can make use of accessible resources, such as nearby sidewalks and neighborhood parks to inspire Physical Activity.

Among their peers, youngsters can construct friendships, analyze to share, get to the bottom of conflicts, and increase self-advocacy and management capabilities via Physical Activity. Peer acceptance is influenced via the child's gender and the playmate's gender for the duration of bodily energetic play, such as rough-and-tumble play and workout play. Playgroups grant kids the chance for ordinary play. Introducing unstructured materials into the play surroundings can convey collectively young people who have now not in the past interacted, consisting of youth who have been earlier left out of playtime activities. Natural areas and unstructured playgrounds provide extra possibilities for innovative and myth play, teamwork to construct the play space, and socialization now not centered on bodily abilities. As teens mature into adolescence, a high quality affiliation for Physical Activity amongst friends inside a friendship team emerges. Therefore, constructing a buddy crew that is headquartered on Physical Activity should be really helpful as the kids mature.

Benefits of Physical Exercise

Physical exercise performs an vital function in growing the intelligence and assisting indispensable intellectual functions.

Exercise leads to accelerated motor capabilities (such as hand-eye co-ordination), higher questioning and problem-solving, enhanced interest abilities and accelerated learning. Not surprisingly, these all mix to advantage college performance. Even the easy act of taking part in outdoor with pals has been linked to young people performing higher on checks and assignments.

If your toddler has signs of despair or anxiety, or even simply an "off" day, bodily recreation may additionally be the ultimate element on their mind. However, bodily endeavor can assist substantially with keeping intellectual wellbeing. "Feel-good" chemical compounds in the brain, regarded as endorphins, are launched via the intelligence at some point of bodily undertaking and assist to enhance mood, strength stages and even sleep. Together, these fantastic results assist to enhance self-confidence and resilience. Kids who get energetic each and every day are additionally higher sleepers.

Reduced Anxiety

Children who ride heightened anxiousness have a tendency to center of attention on anxiety-inducing things, which in flip makes them greater anxious, so developing

a vicious cycle. But, through bodily activity, an anxious baby can ruin the cycle via focusing on the needs of the bodily activity, creating new competencies and attaining a feel of accomplishment. See your medical doctor if your toddler suggests any signs and symptoms and signs of anxiety.

Improved Relationships

If a toddler or teen is feeling lonely and unable to make friends, shared bodily things to do can provide them a experience of belonging and companionship. A toddler or teen with social anxiety may locate it tough to be in a team environment, however a focus, such as a sport, may also relieve some of the social pressure. Over time, the act of sharing experiences with others, creating rapport and working toward frequent desires can assist a toddler center of attention and boost the self belief to communicate up in class. It can additionally assist foster friendships in faculty if the things to do are school-based.

Recommandetion

- Physical activity at-least 30 min in a day.
- Preschools must spend at least a hundred and eighty minutes (3 hours) a day doing a range of bodily things to do spread all through the day, which include energetic and out of doors play. The greater the better.
- The a hundred and eighty minutes have to consist of at least 60 minutes (1 hour) of moderate-to-vigorous depth bodily activity.
- Children underneath 5 need to now not be inactive for lengthy periods, barring when they're asleep. Watching TV, visiting via car, bus or train, or being strapped into a buggy for lengthy intervals are no longer properly for a kid's fitness and development.

Children and Younger Human beings aged 5 to 18 should

- Aim for an common of at least 60 minutes of average or energetic depth bodily pastime a day throughout the week
- Take phase in a range of kinds and intensities of bodily endeavor throughout the week to advance motion skills, muscle groups and bones
- Reduce the time spent sitting or mendacity down and smash up lengthy intervals of now not transferring with some activity. Aim to unfold undertaking at some point of the day

SUMMARY

Physical inaction is a vast and growing burden on health, intellectual well-being and economies, making an extend in bodily endeavor tiers a world public fitness challenge. There is a dose-response relationship between the stage of bodily undertaking and discount in the important non-communicable disorder danger - the greater bodily active, the higher the advantages to health. Current tips have been set at the minimal quantity of pastime required to stop the fundamental non-communicable diseases, a stage not going to have any destructive consequences on musculoskeletal health. Further fitness positive aspects can be predicted above these minimal requirements. There is a clear want for change, ranging from elevated awareness, education, political support, a supportive social and city environment, and multi-stakeholder interventions for sustained modifications in bodily endeavor behaviour.

CONCLUSION

The advantages of Physical Activity prolong past distal bodily fitness benefits, which are numerous, and encompass different greater proximal holistic benefits, such as social development, motor ability development, and cognitive development. Behaviors and attitudes hooked up throughout early childhood can have an impact on behaviors over the lifespan; therefore, clinicians need to motivate mother and father to turn out to be extra bodily energetic and to consist of their kids in Physical Activity. An surroundings in which adults mannequin these behaviors is imperative to enlarge the probability that youth will interact in healthful behaviors.

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Law of Parliamentary Privileges in India – An Overview

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“In the Indian Democracy Parliament is the temple and Constitution is sacred
textbook “
- Ritvik Gandhi.

ABSTRACT

This is biggest question on the face of the Democracy that is there any need of any privileges to the representations of people over the people in the government of people. In certain nations legislator having privileges which are protection shield and tremendous rights of the parliamentarian. The rights are known as Parliamentary Privileges. These privileges are providing protection from civil and criminal accountabilities. Few peculiar advantages granted to the person who is representing people and making law for the nation. There are some countries after British era known as commonwealth countries having special rights, advantages and benefits which are known as Parliamentary privileges. This paper tries to examine all these issues in a more pragmatic and comparative manner.

Introduction

Article - 105 and Article - 194 grant privileges or advantages to the members of the parliament so that they can perform their duties or can function properly without any hindrances. Such privileges are granted as they are needed for democratic functioning. These powers, privileges and immunities should be defined by the law from time to time. these privileges are considered as special provisions and have an overriding effect in conflict. The most important parliamentary

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immunity inherited from the British system is freedom of speech in parliament. The freedom of speech and debates or proceedings in parliament ought not be impeached or questioned in any court or place out of parliament. This means that Member of Parliament cannot be taken to court and prosecute for anything they say or do in the course of parliamentary proceedings.

In countries whose constitutions are based on the Westminster system there parliamentary privileges are known as an absolute privilege while in others as parliamentary immunities. Apart from India, Canada and Australia have the Westminster system also. Although United States was not modelled on Westminster system but her system of privileges is based on Westminster system in actual practice. The parliamentary privilege is innate to our parliamentary democracy the objective of the parliamentary privilege is to safe guard the freedom of the authority and the dignity of the institution of parliament and its members. Thus privileges are enjoyed by the individual member because as the House cannot perform its functions without unimpeded use of the services of its members

Keywords: Its nature and origins, Position in the United Kingdom, Privileges mentioned in the Constitution, The balance of fundamental rights and Parliamentary Privileges and Judicial responses.

INTRODUCTION

Parliament in India is one of the most important pillars standing with an aim to achieve the goals of national reconstruction and nurturing the values of freedom, secularism and democracy. There are three main organs of Indian Government namely Legislative, Executive and Judiciary. As a microcosm of the nation it has consistently reflected the feeling, hopes and aspiration and even weakness and frustrations of the people. It has been considered as the most vital political institution on whose working depends nation's success. But all this is possible only if its members devote themselves whole-heartedly to meet the rising expectations of the teeming millions. A proper exercise of their duties and responsibility want certain liberties and immunities on their part so as to enable them to carry out their obligations unhindered by external force and internal pressure what we call them parliamentary privileges. The term privilege does not mean any special benefits or entitlements enjoyed by Members of Parliament or state legislators but the immunity from ordinary law that,

together with the potential exercise of parliamentary powers, enables the Houses of Parliament (and state legislatures) to carry out their primary functions of legislating, debating and inquiring more effectively, efficiently and independently. Parliament is entrusted with important function of law making. Besides this, by means of resolutions, motions for adjournment, discussions and questions addressed by members to ministers, the parliament also exercises control over the administration of the country and safeguard people's liberties. To perform the task of such a great importance it is necessary that the august House and its members must be free. Then only unhindered and uninterrupted outcome is possible. Privilege is a special right, benefit or advantage given to a person. In interpreting these privileges, therefore, regard must be had to the general principle that the privileges of Parliament are granted to members in order that "they may be able to perform their duties in Parliament without let or hindrance"². The fundamental principle is that all citizens, including members of Parliament, have to be treated equally in the eye of the law. Unless so specified in the Constitution or in any law, a Member of Parliament cannot claim any privileges higher than those enjoyed by any ordinary citizen in the matter of the application of law³.

The word 'privilege' in general parlance means a special right or immunity available to certain individual or persons. It connotes an exemption from a rule or a norm which puts its possessor in a different position from others. However when it is used in the context of parliament it means rights and immunities enjoyed by each House of Parliament and its committees collectively, and by the members thereof individually without which they cannot discharge their functions efficiently and effectively.

Black's Law Dictionary, defines privilege as, "A particular and peculiar benefit or advantage enjoyed by a person, company, or class, beyond the common advantages of other citizens. An exceptional or extra ordinary power or exemption. A peculiar right, advantage, exemption, power, franchise, or immunity held by a person or class, not generally possessed by others."⁴

According to Erskine May 'parliamentary privilege' is "the sum of the peculiar rights enjoyed by each House collectively as a constituent part of the High Court of Parliament, and by the members of each House, individually, without which they could not discharge their functions, and which exceed those possessed by other bodies or Individuals.. ..Other such rights and immunities such as powers to punish for contempt and the power to regulate its own Constitution belongs primarily to each

House as a collective body, for the protection of its Members and the vindications of its own authority and dignity. Fundamentally, however, it is only as a means to the effective discharge of the collective functions of the House that the individual privileges are enjoyed by Members.”⁵

Thus, privilege, though part of the law of the land, is to certain extent an exemption from the general law. Certain rights and immunities such as freedom from arrest or freedom of speech belong primarily to individual members of each House and exist because the House cannot perform its functions without unimpeded use of the services of its members. Other such rights and immunities such as the power to punish for contempt and the power to regulate its own Constitution belong primarily to each House as a collective body, for the protection of its members and the vindication of its own authority and dignity.

Parliamentary privileges do not discharge the member from the obligations to society which apply to him as much and perhaps more closely in that capacity, as they apply to other subjects. They do not place a Member of Parliament on a footing different from that of an ordinary citizen in the matter of the application of laws, unless there are good and sufficient reasons in the interest of Parliament itself to do so. It is only a means to the effective discharge of the collective functions of the House of Parliament. However it is not something that puts MPs or peers above the law, rather it is part of law required to make functioning of Parliament smooth.

In Halsbury’s Laws of England, it has been stated that: “The House of Lords and the House of Commons claim for its members, both individually and collectively, certain rights and privileges which are necessary to each House, without which they could not discharge their functions, and which exceed those possessed by other bodies and individuals. In 1705 the House of Lords resolved that neither House had power to create any new privilege nor when this was communicated to the Commons, that House agreed. Each House is the guardian of its own privileges and claims to be the sole judge of any matter that may arise which in any way impinges upon them, and if it deems it advisable, to punish any person whom it considers to be guilty of a breach of privilege or a contempt of the House.”⁶

According to D.D. Basu “privileges are certain rights belonging to each House of Parliament collectively and some others belonging to members individually, without which it would be impossible for either House to maintain its independence of action.”⁷

In re, Keshav Singh⁸ Sarkar, J. (as His Lordship then was) stated; “I would like at this stage to say a few general words about “powers, privileges and immunities” of

the House of commons or its members. First I wish to note that it is not necessary for our purposes to make a distinction between “privileges”, “powers” and “immunities”. They are no doubt different in the matter of their respective contents but perhaps in no otherwise. Thus the right of the House to have absolute control of its internal proceedings may be considered as its privilege, its right to punish one for contempt may be more properly described as its power, While the right that no member shall be liable for anything said in the House may be really an immunity.”

The sources of parliamentary privileges, which is basically derived from the British system, are to be found chiefly in ancient practice, asserted by Parliament and accepted over time by the Crown and the courts as the law and customs of Parliament.⁹This ancient practice is recorded in the rolls of Parliament and the journals of the two Houses. Some of the Commons ancient privileges, such as freedom from arrest, were claimed from the Sovereign and upheld

With his consent.¹⁰Other privileges were established by Parliament itself. Freedom of speech, for instance, claimed by the Commons under Elizabeth I and frequently asserted thereafter, was fully established only after the long struggle of the House of Commons in the seventeenth century to assert its independence against the Crown and the courts. What the House of Commons originally claimed as customary rights, in the course of repeated efforts to assert them, hardened into legally recognized privileges.¹¹They are part of the common law, in that their existence and validity are recognized by the courts, but they are unique in also being enforceable by Parliament itself through the exercise of its penal powers.¹²

In India, the law of of privileges is contained in Articles 105 and 194 of the Constitution. In these articles the privileges of Freedom of Speech in Parliament and Immunity to members from any proceedings in any court of law in respect of anything said or vote given by them in Parliament or any committee thereof have been specifically provide for in the Constitution. The Constituent Assembly decided to leave the powers,privileges and immunities of each House of Parliament and state legislatures and as well as their members and committees in other respects,ti be defined by law by the respective House from time to time.¹³

Explaining the reasons for leaving the parliamentary privileges undefined in the constitution, Dr. Ambedkar, the Chairman of the Drafting Committee pointed out that apart from the privileges of freedom of speech and immunity from arrest, the privilege of Parliament were much wider and extremely difficult to define. In this view, it was not possible rather practicable to enact a complete

code on privileges and immunities of Parliament as part of the Constitution and the best course was to leave it to Parliament itself to define its privileges and in the meanwhile to confer on Parliament the privileges enjoyed by the interim reference to the House of Commons.¹⁴ Dr. Rajendra Prasad, the President to sound a somewhat prophetic note, when he said: "...the Parliament will define the powers and privileges but until the Parliament has undertaken the legislation and passed it, the privileges and powers of the House of Commons will apply so it is a temporary affair".¹⁵ The chairman, Late Shri. G.V.Mavalankar expressed the view that it was better not to define their privileges and it would render them in to difficulties to adjust to new situation whenever it arises.¹⁶ The Constitution Assembly Debates show that the intention of the framers of the Constitution was to provide for clause 3 of Articles 105 and 194 as only temporary. They envisaged codification of privileges Parliamentary privilege includes a wide variety of disparate matters as they pertain to Members individually and to the assembly collectively. It mainly includes freedom of speech without being called to account in the courts in respect of proceedings in, but not outside, the assembly; freedom not to answer to court subpoenas when the assembly is in session; exemption from jury duty; and molestation, including intimidation by the Speaker. ¹⁷In contrast to the privileges of individual Members, which are finite, the privileges of the House collectively do not lend themselves to specific definition. The privileges needed by the House to perform its constitutional duties require the power to protect itself and punish any transgressions against it. Much like a court of law, the parliament enjoys very wide latitude in maintaining its dignity and authority through contempt proceeding, which is inherent to any Superior court. However in India contempt power of Parliament is subject to the power of the review by Supreme Court. Such power of the Parliament in India is different from power of the Parliament in United Kingdom as in United Kingdom Parliament is sovereign while in India constitution is supreme law of the land. In India privileges are generally subject to Fundamental Rights and the Courts have the power to determine the legality and constitutionality of legislative procedure. Similarly sovereignty enjoyed by the Parliament in United Kingdom cannot be claimed by state legislatures in India as in India we have federal constitution which requires separation of power and for its interpretation we have independent judiciary unlike the system in United Kingdom where no such strict separation of power was present.

POSITION IN THE UNITED KINGDOM

Centuries ago, the British House of Commons began its struggle to win its basic rights and immunities from the King. The earliest cases go back to 14th and 15th centuries when several Members and Speakers were imprisoned by the King who took offence to their conduct in Parliament, despite the claims of the House that these arrests were contrary to its liberties. The need was strongly felt to resist the 'stronger will of the sovereign' in order to secure certain rights for the House. 'Elected Speaker of the House of Commons in 1523, Sir Thomas More was among the first Speakers to petition the King to seek the recognition of the certain privileges of the House a trend which became a fixed practice by the end of the 16th century.

The struggle for the supremacy over parliament continued between the House of Commons and the Sovereign (Monarch). Privilege was unable to prevent the detention or arrest of Members at the order of the Crown. 'On several occasions in the early 17th century, Members were imprisoned without trial while the House was not sitting or after the dissolution of Parliament. In 1626, Charles I arrested two Members of the House while it was in session and, in 1629, judgments were rendered against several Members for sedition. These outrages by the Crown were denounced after the Civil War and in 1667 both Houses agreed that the judgment against the arrested Members had been illegal and contrary to the privileges of Parliament ¹⁸

'In 1689, the implementation of the Bill of Rights confirmed once and for all the basic privilege of Parliament, freedom of speech.¹⁹The Bill of Rights which contains the relevant legislation was passed by Parliament in December 1689 and laid down the template for today's system of government by enshrining in law the monarch's requirement to rule with the consent of the people.²⁰Article 9 of the said Bill of Rights stated: "That the freedom of speech and debates or proceedings in Parliament ought not to be impeached or questioned in any court or place out of Parliament²¹." Thus the Bill of Rights once and for all settled the position vis-à-vis the freedom of speech in parliament laying strong foundations of parliamentary privileges. Of the several privileges, the most controversial has been the privilege of the House of Commons to punish for its contempt. In regard to the privilege claimed by the House to punish for contempt, it is necessary to point out that there is a well-established convention recognised by the English courts that contempt of either House is in practice within its exclusive jurisdiction, since the facts constituting the alleged contempt need not be stated on the warrant of committal²².

But the extent and borders of privileges stayed undefined. In the late 17th and 18th centuries, there were numerous cases to test the extent of privileges of Parliament in UK. Sometimes, it even extended to servants of the Members, their properties, etc. But as the same caused an obstruction to the ordinary course of justice, the same was sought to be curtailed by law. Thus privilege came to be recognised as only that which was absolutely necessary for the House to function effectively and for the Members to carry out their responsibilities as Members. With the passage of time, the House of Lords and the Commons acknowledged that there was a need to establish balance between the need to protect the essential privileges of Parliament and at the same time to avoid any risk of undermining the interests of the nation. Thus, in 1704, it was consciously agreed by the Houses that neither House of Parliament had any power, in the manner or vote or declaration, to create for themselves any new privileges not warranted by the known laws and customs of the Parliament. Since then, no new privilege, beyond the ones already petitioned for by Speakers or already established by precedent and law have been claimed by the Parliament. The Parliamentary Privilege Act, 1770 was enacted by the UK Parliament. Currently only two of the Sections of the Act stay valid being Sections 1 and 2. In section 1, the right to sue any Parliamentarian for matters concerning other than what may be encompassed in his function as a parliamentarian are covered and he is at par with a common man. In section 2 of the Act, the immunity is provided in the following words concerning parliamentary privileges:

Provided nevertheless, that nothing in this act shall extend to subject the person of any of the knights, citizens, and burgesses, or the commissioners of shires and burghs of the House of Commons of Great Britain for the time being, to be arrested or imprisoned upon any such suit of proceedings²³.

To determine the limits of parliamentary privileges, there happened a plethora of cases in the nineteenth century in the UK, with the most famous case of *Stockdale v. Hansard*²⁴. In 1836, a publisher by the name of John Joseph Stockdale sued Hansard (the printer of the House of Commons) for libel on account of a 'report published by order of the House'. 'Despite numerous resolutions of the House protesting the court proceedings and the committal to prison of Stockdale by the House, the courts refused to acknowledge the claims of the House because it has not been proven that the claimed privilege existed. In the end, the situation was partially resolved by the enactment of the Parliamentary Papers Act of 1840, which gave statutory protection to papers published by order of either House²⁵

The British House of Commons now takes a more narrowly defined view of privilege that was formerly the case, with the emphasis being placed on parliamentary proceedings²⁶. In 1967, the Select Committee on Parliamentary Privilege accepted the need for radical reform of the law, practice and procedure relating to privilege and especially contempt, with a modus of bringing simplification and harmony with present day thought. The Committee further expressed conviction that the recognised rights and immunities of the House must be enforced by the courts as part of the laws of the land. Even though the House took notice of the Report, it was never adopted. In 1977, the Committee of Privileges re-examined the meaning of privilege and contempt, and the general thrust and conclusions of the 1967 were reiterated and this report was later adopted by the House. The Committee recommended that the application of privilege be limited to cases of clear necessity in order to protect the House, its Members and its officers from being obstructed or interfered with in the performance of their functions²⁷. After about two decades of the acceptance of the Report of 1977, a Joint Committee on Parliamentary Privileges was constituted to examine parliamentary privilege. This committee made a number of recommendations including calling for the codification of various matters of privilege. Even though the Report was debated upon in Commons, it was never adopted and no legislation has yet been passed by the parliament in this regard.

As recent as 2010, the UK had again faced a matter concerning parliamentary privilege concerning three Labour MPs Elliot Morley, David Chaytor, Jim Devine and a Tory Peer Lord Hanningfield who had been charged with 'false accounting over their expenses claims'²⁸. The biggest defence all four of them pleaded was of 'parliamentary privilege'. But the UK Supreme Court rejected their argument and held that they were not entitled for protection as per parliamentary privileges in the matter titled *R v. Chaytor & Others*²⁹. Before the Crown Court their conviction was determined for certain periods of incarceration and compensation to be paid, respectively. Thus, in brief, the concept of Parliamentary Privileges, which found its ground in UK, has seen an enormous amount of change for the better or for the worst. At one hand, it gives an edge to the Parliamentarians over the common folk and on the other it makes them duty bound and responsive to the needs of the common folk.

Finally, and most recently, the government has put forward proposals for a general reform of the corruption statutes. The proposals include clarifying

the law relating to bribery of members of the both Houses of Parliament in their Parliamentary capacity. These proposals have important implications for parliamentary privilege, calling for thorough examination before any legislation is introduced.

PRIVILEGES MENTIONED IN THE CONSTITUTION

The powers, privileges and immunities of either House of the Indian Parliament and of its Members and committees are laid down in Article 105 of the Constitution. Article 194 deals with the powers, privileges and immunities of the State Legislatures, their Members and their committees. The language of Article 105 is “mutatis mutandis” the same as that of Article 194 except that for the expression “Parliament” in the Article 105 the expression “Legislature of a State” is used in Article 194.

Article 105(3) again contains two parts. Part one says that in other respect the powers, privileges, and immunities of each House of Parliament, and of the Members and the committees shall be such as may from time to time be defined by Parliament by law. Part two says that until so defined, the powers and privileges shall be those of the House of Commons of the parliament of the United Kingdom and of its Members and committees at the commencement of the Constitution. Accordingly whenever a question arises with regards to the availability of a privileges, it becomes necessary to ascertain the powers, privileges. And immunities of the House of Commons as on the 26-01-1950.

Many a times, these privileges are in conflict with the fundamental rights that are guaranteed by our Constitution. Keeping in mind the necessity of these privileges, it therefore becomes imperative to lay down whether they will be subject to fundamental rights or not. As has been decided by the courts, Articles 105 and 194 are special in nature and the fundamental rights general. However, this is only with reference to the fundamental right of speech and expression. As far as other fundamental rights are concerned, like Articles 21 and 22, they will always prevail over the fundamental rights.

Though the Indian Constitution does not exhaustively enumerates all the privileges of parliament or state legislature but it simply lays down under Article 105(3) and 194(for state legislature) that other powers and privileges of the House and its Members and Committees would be the same as those of the House of Commons in England on the date of commencement of the constitution.

The important privileges of each House of Parliament and of its members and committees are:

- **Freedom of speech in Parliament** – The Constitution says, “Subject to the provisions of this Constitution and to the rules and standing orders regulating the procedure of Parliament, there shall be freedom of speech in Parliament.
- **Immunity to members** – The Constitution says, “No member of Parliament shall be liable to pay proceedings in any court in respect of anything said or any vote given by him in Parliament or any committee thereof”.
- **Constitution prohibits the court in respect of proceedings** – It says” (1) the validity of any proceedings in Parliament shall not be called in question on the ground of any alleged irregularity of procedure”.
- “No officer or member of Parliament in whom powers are vested by or under this Constitution for regulating procedure or the conduct of business, or for maintaining order, in Parliament shall be subject to the jurisdiction of any court in respect of the exercise by him of those powers”.³⁰

Privileges Specified in the Statute, Rules of Procedure and Evidence

1. Freedom from arrest of members in civil cases during the continuance of the session of the House and forty days before its commencement and forty days after its conclusion.³¹
2. “Immunity to a person from any proceedings civil or criminal, in any court in respect of the publication in newspapers of a substantially true report of any proceeding of either House of Parliament unless the publication is proved to have been made with malice”.³²
3. Right of the House to receive immediate information of the arrest, detention, conviction, imprisonment and release of member – when a member is arrested on a criminal charge or for a criminal offence or is sentenced to imprisonment by a court or is detained under an executive order, the committing judge, magistrate or executive authority, as the case may be, shall immediately intimate such fact to the chairman indicating the reasons for the arrest, detention or conviction, as the case may be as also the place of detention or imprisonment of the member in the appropriate form set out in the Second Schedule.³³

4. "Exemption of the members from services of legal process and arrest within the precincts of the House".³⁴
5. "Prohibition of the disclosure of the proceedings or decisions of the secret sittings of the House".³⁵
6. Members or Officers of the House cannot give evidence or produce documents in courts of law, relating to the proceedings of the House without the permission of the House.³⁶
7. Members or Officers of the House cannot attend as a witness before the other House or a Committee thereof without the permission of the House and they cannot be compelled to do so without their consent.³⁷

THE BALANCE OF FUNDAMENTAL RIGHTS AND PARLIAMENTARY PRIVILEGES

The term parliamentary privilege is defined by Sir T. May as "Some of the peculiar rights enjoyed by each house collectively as a constituent part of the Parliament and by the members of each house individually without which they could not discharge their functions and which exceed those possessed by the other bodies or individuals". In other words, parliamentary privileges are referred to as the rights and the immunities enjoyed by the members of the Parliament in their capacity. The concept of parliamentary privileges has been adopted from the British Parliament. Article 105 and Article 194 of the Constitution of India, impart privileges to the legislature in India. Article 105 deals with the privileges related to the Parliament and Article 194 deals with the privileges related to the State Legislatures.

There are two points of conflict that can be observed are:

1. Parliamentary privileges state that the members in the Parliament have the right to prohibit publication of proceedings and reports in their respective sessions and the freedom of press and speech, but this comes in conflict with the Fundamental Right of the freedom of speech and expression, which states that it is a right guaranteed to express one's convictions and opinions freely by words of mouth, writing, printing, pictures or any other mode.
2. Parliamentary privileges are referred to as independent rights, with no reasonable restrictions, but the fundamental right of Article 19(2) is an absolute individual right with reasonable restrictions.

In accordance with these conflicts, the legal question and a judicial interpretation arise, as to which of the two will prevail in case there is a conflict between the fundamental rights and parliamentary privileges.

These can be reviewed and interpreted through various judgments.

*G.K. Reddy v. Union of India*³⁸ In this case, a writ petition was filed under Article 32 to the Supreme Court under the Constitution of India praying that GK Reddy, an editor of the magazine, was held for the contempt of a privilege and was under illegal detention. The petition stated that he was arrested in Bombay and was taken into custody by the Luck now Police and was to be produced before the Speaker of UP to answer a charge of breach of privilege. The journalist was not even produced before the Magistrate within twenty-four hours and was under illegal detention under the custody of the Speaker of the Legislative Assembly of UP. The Supreme Court held that the failure to produce the arrested person before the Magistrate within twenty-four hours amounted to an illegal arrest, which would act as a violation of his right guaranteed under Article 22(2) of the Constitution. *Anandan Nambiar v. Chief Secretary Government of Madras*³⁹ In this case, the petitioners were members of the Parliament and were detained under Defence of India Rules, 1962. The petitioners challenged the order of detention on the ground that a legislature could not be detained to prevent him from exercising the constitutional rights as legislature while the Legislative chamber to which he belonged was in session. The Supreme Court held that if a person was detained under valid detention, he could not claim parliamentary privilege and should not be given special status under that of an ordinary citizen and that he was liable to be arrested and determined under it as any other citizen. If an order of detention validly prevents a member from attending a session of Parliament, no occasion would arise for the exercise by him of the right of freedom of speech. *Keshav Singh v. Speaker, Legislative Assembly*⁴⁰ In this case, Keshav Singh, who was not a member of the U.P. Assembly was held guilty for contempt of the House and was sentenced to imprisonment for seven days. The petitioner moved the court under the Habeas Corpus petition alleging that his detention was illegal and mala fide as he was not given an opportunity to defend himself, which in itself is a breach of the principles of natural justice. The Allahabad High Court granted interim bail to the petitioner and he was released. The Assembly, aggrieved by the decision of the court, passed a resolution that the Judges, Keshav Singh, and his advocate have committed contempt of the House and should be taken into custody. The case was then directed to the Supreme Court and it was held by the

court that the Judges were not guilty of committing contempt of the House by the issuance of an interim bail order and also stated that the High Courts under Article 226 have the jurisdiction to order the release of a person from illegal detention as this is his fundamental right guaranteed by the Constitution under Article 22.

Need for Codifying Privileges and giving Primacy to the Fundamental Rights

The concern for codifying the parliamentary privileges has been a debatable topic since the emergency declaration of 1975. There has been a misuse of powers and rights by the members of the Parliament and Legislative Assembly which results in the violation and infringement of fundamental rights. There is a need to codify parliamentary privileges because:

- The idea of constitutionalism is to grant limited powers to the different bodies of the government, as held in the case of *Keshavanada Bharati*. Consequently, there is an absence of defined powers in the Constitution for the members of the Parliament, and these undefined privileges or unlimited powers pose before it a threat to the rights of the citizens.
- There have been instances in the past and even in the present where the members and the ministers have misused these privileges by framing false accusations and charges to tarnish the representation of the citizen with a fraudulent intention.
- Unlike the British Parliament, the Constitution of India is the supreme authority and has the power to introduce and enact new laws and legislation, and eventually can codify these privileges to prevent misuse.
- While the framing of the Constitution, it was elucidated that the parliamentary privileges would remain similar to those of the British House of commons but can also be changed and introduced if the legislators want so, but the legislators have maintained a status quo on this issue.
- Constructive criticism and dissent are the essentials of democracy. Thus, restraining the citizens from exercising their fundamental rights of freedom of speech and expression would be amounting to infringement of their fundamental rights and against the ideals of democracy.
- If parliamentary privileges are codified, the accountability and the administration of the members would increase thereby benefiting the democracy.

- The arbitrary nature of the powers led to the misuse, which was intended to ensure independence and efficiency but ended up becoming political tools breaching harmony and peace.

It was held in the case of *Keshavanada Bharati*,⁴¹ that the fundamental rights and the limited power of Parliament, and the power of Judicial Review form the basic structure of the Constitution. Thus, it can be stated that fundamental rights should be considered of prime importance and the limited powers should be imposed upon the Parliament in accordance with the parliamentary privileges. The National Commission in 2003 noted that the Constitution should be reviewed and also stated that “The only idea behind parliamentary privilege is that members who represent the people are not in any way obstructed in the discharge of their parliamentary duties and are able to express their views freely and fearlessly inside the Houses and Committees of Parliament without incurring any legal action on that account”. Further, it opined the “Privileges of members are intended to facilitate them in doing their work to advance the interests of the people. They are not meant to be privileges against the people or against the freedom of the Press. The Commission recommends that the time has come to define and delimit privileges deemed to be necessary for the free and independent functioning of Parliament”.

PARLIAMENTARY PRIVILIGES: JUDICIAL RESPONSE

Clause (1) of Article 105 has been construed by Supreme Court in several decisions, namely, *MSM Sharma vs. Srikrishna Sinha*,⁴² *Keshav Singh's case*⁴³ and recently in *PV Narasimha Rao vs. State*,⁴⁴ It has been held by the Court that the freedom of speech guaranteed by clause(1) to the Members of Parliament is in addition to the freedom of speech and expression guaranteed to the citizens of this country by Article (19)(1)(a) and that the said freedom guaranteed to the Members of Parliament is not subject to the reasonable restrictions contemplated by clause (2) of Article 19. Of course the said freedom is available only within the Houses of Parliament and is “subject to the provisions of this Constitution”(which expression has been construed to mean subject to the provisions of the Constitution which regulate the procedure of Parliament, namely, Articles 118 and 121). The said right is also subject to the rules and standing orders regulating the procedure of Parliament. It has also been held that even if a Member of Parliament makes a statement in the House which is defamatory of a citizen, no course, if the member makes such

an allegation or repeats the said allegation outside the House, he shall be liable to be sued for defamation or being proceeded against for liable in a criminal court.

In Sharma's case, ⁴⁵the petitioner contented that the privileges of the House under Article 194(3) are subject to the provision of Part III of the Constitution. In this case the Court held that in case of conflict between fundamental right under Article 19(1) (a) and a privilege under Article 194(3) the latter would prevail. As regards Article 21, on facts the Court did not find any violation of it. In *Powers, privileges and Immunities of the State Legislature, Re*, the proposition laid down in Sharma's case was explained not to mean that in all cases the privileges shall override the fundamental rights. The following legal principles were laid down by the Supreme Court.

- As on 26-01-1950, the privilege of prohibiting the publication of its debates belonged to the House of Commons and as such by operation of Article 194(3), the Indian legislatures do have this privileges.
- Article 194 is not subject to Article 19. Article (19) (1) (a) is a general provision and Article 194 is a special provision. As a general provision cannot override a special provision, Article 194 will have overriding effect. To resolve conflict, if any, between these two articles, the rule of harmonious construction must be applied.
- Deprivation of personal liberty as a result of proceedings before a committee of privileges was deprivation in accordance with the procedure established by law and hence Article 21 is not violated.

In Keshav's Singh ⁴⁶ case, it has been laid down that any law made under Article 194(3) would be considered as law within the meaning of Article 13 and the courts would therefore be competent to examine its validity vis-à-vis fundamental rights.

*Raja Ram Pal vs. Hon'ble Speaker, Lok Sabha*⁴⁷ the Court held that, "If a citizen, whether a member of the legislature or a non-member, complains that his fundamental rights under Article 20 or 21 had been contravened, it is the duty of his Court to examine the merits of the said contention, especially when the impugned action entails civil consequences".

In *Tej Kiran Jain vs. Sanjiva Reddy*⁴⁸, while examining the importance of Article 105(1) and 105(2) Supreme Court observed that, the derogatory words used by the members of the Parliament against the Jagadguru Shankaracharya, were completely immuned from court's jurisdiction. However, the Speaker of the Parliament may take suitable action against such members.

In a recent judgment by the Supreme Court judges in the case of *Alagaapuram R. Mohanraj v Tamil Nadu Legislative Assembly*,⁴⁹ it was held that the principle of the natural justice cannot be violated by the privilege committee. On 19-02-2015, some members of the Tamil Nadu Legislative Assembly was suspended on the ground of unruly conduct. In furtherance of this, a privilege committee was formed to inquire about the conduct of the members and further proceedings related to breach of privilege. It was found and recommended by the committee to take necessary action against six members for the breach of privilege. By a resolution dated 31-03-2015, the members were suspended for a period of ten days for the next session. Further it was extended to cutting of their salaries and giving any other benefit till the suspension period. A writ petition was filed by the members in the Supreme Court under Article 32 of the Constitution. The contention was raised by the petitioners that their fundamental rights under Article 19(1) (a), 19(1) (g), 14 and 21 of the Constitution have been violated by the said resolution. The court rejected the contention of the petitioners that the resolution violated Article 19(1) (a) and 19(1) (g). It further accepted the contention that the rights were violated under Article 14 of the Constitution. The court observed that the video recording which showed the act of the members amounting to the breach was not presented before the petitioners. If it would have been presented then they might have had the chance to explain their conduct. It was further directed by the court to restore the salary and other benefits of the petitioner.

CONCLUSION

- The privileges are conferred on the members for smooth functioning of the parliament. But, these rights should always be in conformity with the fundamental right because they are our representatives and work for our welfare. If the privileges are not in accordance with the fundamental rights then the very essence of democracy for the protection of the rights of the citizen will be lost. It is the duty of the parliament not to violate any other rights which are guaranteed by the constitution. The members should also use their privileges wisely and not misuse them. They should always keep in mind that the powers do not make them corrupt. The parliament cannot adopt every privilege that is present in the House of Commons but should adopt only those privileges which accordingly suits our Indian democracy.

- More than six decades have elapsed since the adoption of the Indian Constitution and whether the experience gained in the working of the Constitution in this long period is not sufficient to guide the process of codification of legislative privileges. It is, therefore, suggested that steps be taken to codify legislative privileges in India. In the age of equality, justice, freedom and universal human rights there is no scope of supremacy of any person or institution. Every matter should be regulated by well-established law.

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Indian Diaspora and its Impact on Literature

Prof. S. M. Abid Rizvi*

INTRODUCTION

The Indian Diaspora is one of the largest in the world, with an estimated 18 million people of Indian origin living abroad.

- The US, Saudi Arabia, the United Arab Emirates, Malaysia, Myanmar, the UK, Sri Lanka, South Africa, and Canada host an Indian diasporic population of at least one million each.
- According to **Global Migration Report 2020**, India continues to be the largest country of origin of international migrants, with a 17.5 million-strong Diaspora across the world.
- According to a **World Bank Report**, India received approximately 87 billion dollars in remittances in 2021 with the USA being the biggest source, accounting for over 20% of these funds.

Country	Population of Indian Diaspora (approximate)
United Arab Emirates	Around 3.5 million
United States of America	Around 2.7 million
Saudi Arabia	Around 2.5 million
Malaysia	Around 2 million
United Kingdom	Around 1.4 million

Country	Percentage of population (approximate)
Qatar	Around 30.5 %
United Arab Emirates	Around 27 %
Bahrain	Around 19 %
Oman	Around 18 %
Kuwait	Around 17.5 %

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Source Country	Share in remittances
United States of America	23.4 %
United Arab Emirates	18 %
United Kingdom	6.8 %
Singapore	5.7 %
Saudi Arabia	5.1 %

WHO QUALIFIES TO BE PART OF THE INDIAN DIASPORA?

Indian Diaspora is a generic term used for addressing people who have migrated from the territories that are currently within the borders of the Republic of India and settled in different parts of the world. It constitutes NRIs (Non-resident Indians) and OCIs.

- Non-Resident Indian (NRIs): is a term that refers to an Indian citizen who resides outside India 182 days in a financial year, but still maintains strong ties to their homeland.
- Overseas Citizenship of India (OCI) is a form of permanent residency available to people of Indian origin and their spouses, which allows them to live and work in India indefinitely.
- People of Indian Origin (PIOs) are people of Indian birth or ancestry who are not citizens of India but are citizens of other nations.
- The government of India merged the PIO under the OCI programme in 2015.

WHAT ARE THE DISTINCT CHARACTERISTICS OF THE INDIAN DIASPORA?

- **Diversity:** The Indian Diaspora is extremely diverse, comprising people from different regions, religions, castes, and socioeconomic backgrounds.
- **Large population:** The Indian Diaspora is one of the largest in the world, with an estimated 18 million people living outside India.
- **Economic success:** Members of the Indian Diaspora are often highly educated and successful in business and entrepreneurship, with many holding influential positions in their host countries.
- **Cultural preservation:** Despite living in foreign countries, the Indian Diaspora has maintained strong connections to their cultural roots and often celebrates their customs and traditions.

- **Political involvement:** Many members of the Indian Diaspora are involved in politics and advocacy, both in their host countries and in India.
- **Strong family values:** Family is an important aspect of Indian culture, and this value is often preserved among members of the Diaspora, who maintain close ties with their families in India.
- **Strong sense of identity:** Despite being a diverse group, members of the Indian Diaspora often share a strong sense of Indian identity and are proud of their heritage and culture.

WHAT ARE THE FACTORS THAT LED TO A LARGE INDIAN DIASPORA?

India has one of the largest Diaspora populations in the world, estimated to be over 18 million. There are several reasons why India has such a large Diaspora, including historical, economic, and social factors.

- **Historical factors:** India was ruled by the British for over two centuries, and many Indians were taken to various parts of the world as indentured laborers. These laborers were brought to British colonies like Mauritius, South Africa, Fiji, and the Caribbean to work on sugarcane plantations.
- **Economical factors:** India has been experiencing rapid economic growth in recent years, but it has not been able to generate enough jobs to keep pace with its growing population. As a result, many Indians have been forced to look for job opportunities abroad.
- **Social factors:** Indians are known for their strong family ties and support networks. This has enabled many Indians to establish themselves in different parts of the world and create successful businesses and careers.
- **Other factors such as culture:** India has a rich cultural heritage and traditions that have been exported to different parts of the world through the Diaspora. Indian cuisine, music, dance, and spirituality have all been embraced by people in different parts of the world.

WHAT IS THE SIGNIFICANCE OF THE INDIAN DIASPORA?

The Indian Diaspora is significant for several reasons:

- **Economic contributions:** Indian Diaspora members have started businesses, created jobs, and invested in their home countries. They have also contributed

to India's economy through remittances. Ex: India being the largest receiver of remittances in the world

- **Cultural influence:** The Indian Diaspora has had a significant cultural influence on their host countries. Indian food, music, dance, and clothing have all become popular in various parts of the world due to the influence of the Indian Diaspora. Ex: Indian restaurants in America.
- **Political impact:** Indian Diaspora members have been elected to public office in various countries, and they have used their positions to advocate for issues that are important to the Indian community. Ex: UK Prime Minister
- **Diplomatic relations:** Indian Diaspora members have served as cultural ambassadors, and they have helped to foster greater understanding and cooperation between India and their host countries. Ex: Role of Indian Diaspora in India-Canada relations.

WHAT ARE THE VARIOUS GOVERNMENT INITIATIVES TO ENGAGE WITH THE INDIAN DIASPORA?

The Indian government has implemented a number of policies and initiatives to engage with the Indian Diaspora and provide them with opportunities to connect with their roots and contribute to the development of India. Some of these policies include

- **Overseas Citizenship of India (OCI) Scheme, 2005:** This scheme allows foreign nationals of Indian origin to apply for a lifelong visa to visit India without any restrictions on the duration of stay, and also provides them with some other benefits, such as the ability to open bank accounts, buy property, and invest in India.
- **Pravasi Bharatiya Divas (PBD):** This is an annual event organized by the Indian government since 2003 to celebrate the contributions of the Indian Diaspora and provide a platform for them to connect with each other and with India.
- **Pravasi Bharatiya Samman Award:** It is the highest honour started in 2003, which is conferred on NRIs, a PIO, or an organization or institution established and run by them.
- **Pravasi Bhartiya Bima Yojana 2006:** It is a mandatory insurance scheme aimed at safeguarding the interests of Indian emigrant workers falling

under the Emigration Check Required (ECR) category going for overseas employment to ECR countries.

- **Swarna Pravasi Yojana- New Plan Scheme:** to increase Indian workers' employability abroad by giving them the necessary training.
- **Tracing the Roots:** to facilitate PIOs in tracing their roots in India. In addition to all of these, the government has made social security agreements with numerous foreign nations to safeguard the Indian community in those nations.
- **Voting rights for citizens abroad:** It was through the Representation of the People (Amendment) Act, 2010, that eligible NRIs were allowed to vote.
- **Indian Community Welfare Fund (ICWF):** The Indian government has established this fund to provide financial assistance to Indian nationals in distress overseas.
- **Know India Program:** It is a flagship initiative of the Ministry of External Affairs, Government of India, that aims to familiarize young Indian Diaspora (aged between 18-30 years) with their Indian roots and contemporary India.

WHAT ARE THE MEASURES NEEDED FOR THE WELFARE OF THE INDIAN DIASPORA?

Some measures that can be taken for the welfare of the Indian Diaspora are:

- **Consular services:** The Indian government should ensure that consular services are available to Indian expatriates in all major countries. This includes issuing visas and passports, as well as assisting Indian citizens in distress abroad.
- **Employment opportunities:** Encourage Indian companies to set up overseas operations and create job opportunities for the Indian Diaspora. This would not only provide employment but also foster a sense of belonging among Indians living abroad.
- **Cultural programs:** Organize cultural programs and events in foreign countries to promote Indian culture and provide a platform for the Diaspora to connect with their roots.
- **Legal assistance:** The Indian government should provide legal assistance to the Diaspora in case they face any legal issues in the foreign countries they reside in.

- **Education:** The Diaspora should have access to quality education, especially for their children. This could include scholarships and subsidies for education, as well as special programs to promote the learning of Indian languages.
- **Financial assistance:** The government can offer financial assistance to the Indian Diaspora in times of crisis, such as natural disasters or emergencies.
- **Health services:** Facilitate access to health services for the Indian Diaspora, including telemedicine services, health insurance, and health camps.

LITERATURE AND INDIAN DIASPORA

Literature of the Indian Diaspora constitutes a major study of the literature and other cultural texts of the Indian diaspora. It is also an important contribution to diaspora theory in general. Applying a theoretical framework based on trauma, mourning/impossible mourning, spectres, identity, travel, translation, and recognition, this anthology uses the term 'migrant identity' to refer to any ethnic enclave in a nation-state that defines itself, consciously or unconsciously, as a group in displacement. The present article examines the works of key writers, many now based across the globe in Canada, Denmark, America and the UK - V.S. Naipaul, Salman Rushdie, Balachandra Rajan, M.G. Vassanji, Jhumpa Lahiri, Gautam Malkani, Shiva Naipaul, Tabish Khair and Shauna Singh Baldwin, among them - to show how they exemplify both the diasporic imaginary and the respective traumas of Indian diasporas.

DIASPORIC LITERATURE – MEANING AND FEATURES

Diasporic Literature is a very vast concept and an umbrella term that includes in it all those literary works written by the authors outside their native country, but these works are associated with native culture and background. In this wide context, all those writers can be regarded as diasporic writers, who write outside their country but remained related to their homeland through their works. Diasporic literature has its roots in the sense of loss and alienation, which emerged as a result of migration and expatriation.

Generally, diasporic literature deals with alienation, displacement, existential rootlessness, nostalgia, quest of identity. It also addresses issues related to amalgamation or disintegration of cultures. It reflects the immigrant experience that comes out of the immigrant settlement. Uma Parameswaran has defined it as follows;

-----first is one of nostalgia for the homeland left behind mingled with fear in a strange land. The second is a phase in which one is busy adjusting to the new environment that there is little creative output. The third phase is the shaping of diaspora existence by involving themselves ethnocultural issues. The fourth is when they have 'arrived' and start participating in the larger world of politics and national issues. (Parmeswaran, 165)

The immigrants, whatever their reason for migration be, financial, social, political, no matter whether they migrated for trade and commerce, as religious preachers, as laborers, convicts, soldiers, as expatriates or refugees, exiles (forced or voluntary), or as guest workers in search of better life and opportunities have shared some common things as well as differences which are based on their conditions of migration and period of stay in the adopted land. Mostly the migrants suffer from the pain of being far off from their homes, the memories of their motherland, the anguish of leaving behind everything familiar agonizes the minds of migrants. William Safran has observed that; “---they continue to relate personally or vicariously, to the homeland in a way or another, and their ethnic-communal consciousness and solidarity are importantly defined by the existence of such a relationship.” (Safran, 1991:23)

The diasporic Indians too, do not break their relationship with the ancestral land. There is a search for continuity and 'ancestral impulse', an effort to look for their roots.

Settlement in alien land makes them experience dislocation. Dislocation can be considered as a break with the old identity. They experience the sense of loneliness in an alien land feel as they face non-acceptance by the host society and also experience ethnic discrimination.

The immigrants attempt to assimilate, adapt and amalgamate with the society of their host country. Their attempts of adaptation and adjustment are not without their concern to maintain their original culture and identity. The marginal groups try to guard themselves against the dominant host group. The most important means used for insulation is the continuation of the cultural practices and social traditions. The first generation immigrants are always concerned with keeping the social, cultural baggage which consists of among other things their religion, language, music, art, dress, cuisine, etc. intact. Conscious attempts are made by the diasporic communities to pass their traditions to the future generation. The experiences of these cultural elements have been varied in different diasporic situations. Some of these elements have vanished, some have persisted or survived, others have experienced

assimilation, syncretism or change, and few elements ought to be rejuvenated. The immigrants in these situations are compelled to feel that they stand on the borderline belonging neither to their motherland nor their adopted country. In their attempt to integrate with the adopted culture while maintaining their inheritance, they develop a dual identity, and their culture becomes a sandwich culture. Their efforts for assimilation and failure to do so dishearten them. The feeling of rootlessness, alienation, confusion, nostalgia, dislocation and sufferings due to discrimination on the basis of race, culture, religion and language concludes into conflicts, fight for identity and on the other hand lead to birth of feeling of marginality in the minority group. This results in the creation of a fractured identity.

As they torn between the two places and two cultures and often languages; the expatriate writer navigates a new literary space. The diasporic literature arises under these circumstances. The broken psyche of the immigrants sheds off its psychosis into writing. Therefore, the migrant writer feels a forceful need to write and with their multicultural ethos and a profound understanding of socio-cultural and economic realities around them, they have been successful in transforming their experiences into writings. Another important reason for writing by the creative talent in the diasporic community is to make their existence recognized. The very act of creation is a purposeful effort to form a cultural identity.

Diasporic writing unfolds these experiences of unsettlement and dislocation, at some or the other level. A diasporic text can be investigated in terms of location, dislocation and relocation. The changing designation of home and accompanying nervousness about homelessness and unfeasibility of going back are recurrent themes in diasporic literature.

The expatriate literature also deals mostly with the inner conflict in the context of cultural displacement. The immigrants away from the families fluctuate between crisis and reconstruction. They are thrice alienated from the native land they left behind, from their new host country and their children. Diaspora literature is in constant conversation with the metahome. The longing to regain lost home often culminates in the creation of a different version of home. As Salman Rushdie observes;

“--- one physical alienation from India at almost inevitably means that we will not be capable of redeeming precisely the thing that was lost, that will, in short, create fictions not actual cities or villages, but invisible ones, imaginary homelands, Indians of mind.”(Rushdie, 1991:10)

Nostalgia, loss, betrayal and duty are the foundations of new homes as diasporic protagonist adjust to new countries. In adjusting to new countries, issues of acculturation and assimilation become the central point as these immigrants negotiate the unbalance of their hyphenated identities. Usually, the first generation diaspora clings to food and clothes as the most obvious markers of Indianness that sets them apart and highlights their difference. The insistence on this difference is often a conscious declaration of belonging to another place. On the other hand, second generation diaspora declines and removes such identity markers to assimilate the dominant culture.

WRITER'S DIASPORIC CONDITION AND DIASPORIC SENSIBILITY

In today's literary field, it is accepted by all that diasporic or expatriate writers are those writers who have preferred to settle in countries other than home country, distinguishing them from "Desi" or "rooted" counterparts. It should be noted that while early expatriate writing were generally those of a tourist on a short period away from home. Many of the present days expatriate have chosen to settle abroad. However, the present days writing by expatriate writers, the backdrop and inspiration is always derived from the homeland.

It is agreed that the expatriate writer is like a voyager starting out from a fixed point and shifting along to wherever life takes him or her. The reason behind the journey is the desire to explore, to leave behind familiar spaces and move out into unknown regions, to reach out to the unbounded blue skies. The artist or a writer is just like a voyager, an explorer, who out of the quarrels with himself, out of his or her personal discontents, moves on impatiently, in search of new adventure, discovering new continents, new worlds, find solutions to problems encountered on route, often regretting world left behind, lamenting on the banks of Rivers of Babylon, or by the Thames or by the Ganges, coming to terms with the changing circumstances. As Salman Rushdie maintains, "The immigrant, the man without frontiers, is an archetypal figure of our age." (Rushdie, 2002:115)

It is not that expatriate writing is the 20th-century trend. As there have always been migrants or expatriates in the writer community. T. S. Eliot moved eastward, across the Atlantic; W. H. Auden moved west in the opposite direction. Sylvia Path, Ezra Pound, Seamus Heaney, all of them relocates themselves even before the term like 'diasporic sensibility' had come into regular use in the literary field.

It is often claimed that expatriate writer more often remains in what may be called a state of animated suspension, anxious about his new surroundings, unsure of his affiliations and his roots. In the expatriate condition, there is a loss of geographical markers, de-territorialization that seems unalterable. With this 'de-territorialisation,' there appears a change in individual sensibilities. Here, we can also equate this condition, with that of Trishanku, a famous story from Baal-Kaand of the 'Ramayana'. As per the story, Trishanku is poised between three worlds, sea-earth- sky, the heavens, the earth and the underworld, hanging in between these three worlds, in the foreign form that is enforced on him, he becomes the master of a new world, not one he desired for, but one that is formed for him.

Trishanku' is also the title of a collection of poems by the Indian-born expatriate writer Uma Parameswaran, who is now settled in Canada. This symbol of 'Trishanku' appropriately describes the predicament of expatriate writers. Similarly, a suggestive metaphor by Feroz Jussawalla, equally describes the condition of an expatriate as he says; "We are like chiffon saris – a sort of cross-breed attempt to adjust to pressures of a new world while actually being from an older one.(Jussawalla, 1988:583-595)

The expatriate writer always tackles a number of buzz words like diaspora, immigration, nationality ethnicity, marginality, hybridity William Safran applies the terms 'diaspora' to expatriate minority communities which have dispersed from an original center to two or more peripheral or foreign regions, to people who retain their myths about their motherland and feel alienated in the new land. (Safran, 1991:83-89)

As the expatriate writer experiences cultural, geographical and emotional displacement, there emerges a diasporic sensibility that mirrors the plural identity of the writer. Their writing is characterized by a pluralistic vision. There is a constant shifting between two worlds, voyaging back and forth between two locales. The writer few times visualizes his or her home country as a place of violence, poverty, corruption and sometimes it is romanticized. We also see that in the floating world, aggressive forces pushing him or her from all sides longing to hang on to old tradition, customs and ways but caught in the world he ultimately calls his own way not be the one he desired for, nor the one he left behind, but an uncertain land which he must merge now. This pendulum movement is found in most expatriate writing with the writer caught between the past and the present.

ROLE OF MEMORY IN DIASPORIC WRITING

Memories always remain a significant factor in expatriate writing. The memories evoked are of by past times, place and people as they were when the writer experienced them, as they are now, at this point of time they may immensely altered. Besides, these memories are now colored by imagination and nostalgia. In the fictional world of these writers, different worlds are negotiating each other, real world and the imaginary. The separating lines are thin and faint; the two worlds merge and fuse so that they are not easily noticeable, as the perspectives keep shifting. These worlds are a blend of memory and desire memory of a bygone time and perhaps, the desire to get back the same. Very often, there is a wish to return 'home' which remains haunting presence and anguish of individual loss in the case of most expatriates. However, not all the writers are like Hari Kunzru as India is simply a country where his relatives live and where he occasionally comes for a holiday or to attend family weddings. Agha Shahid Ali, who taught Creative Writing at the University of Massachusetts, argued that he did not think that the relocation had done much to modify his thoughts and personality. Anxiety for belonging is also not so evident in the works of Shashi Tharoor, who has lived away from India all his adult life and occupied an important position in the United Nations and now functions as Indian MP. His concept of home is surely India even though he has led a roaming life, the unsure suspension between different worlds, and the anguish of uprooted is not the case with him. However, still his work like *The Great Indian Novel* substantiates that the umbilical string has not yet been cut off. Another present-day writer Vikram Seth has created waves with his first novel *A Suitable Boy*. Through this novel, like most of the expatriate writers, he is looking back at a land left behind, a home that is on the edge of vanishing into the darker recesses of the memory.

COLLECTIVE MEMORY

In the study of diaspora literature 'Displacement' or 'Dislocation' is important notion that is used not only to express the physical movement of an individual from one place to the other but it also shows how with the movement of a person the aggregate of a whole nation, to which he or she belonged, carried with them. Dislocation leads to cross-cultural encounters that have always affected the lives of immigrants and there is constantly the possibility of rejection, confusion and

tension when people from different cultures intermingle. This interaction portrays the immigrants caught in flight between boundaries, an astonishingly complicated web of memories, relationship and images. The migrants in the foreign culture lie in soft bond memory of the motherland. The relocation has its disgust for one thing when one does not have a home (where there is a sense of belonging) he has to live in the reminiscences, a collective memory representing a symbolic relationship between past and present.

IMPACT OF CULTURAL DISPLACEMENT

The expatriate novelist's works investigate the cultural displacement and its impact. The uprooted immigrants face varied situations, problems of rejection and acceptance. If accepted, the problem would be an adjustment, coping with the anxiety, monotony, disappointment, isolation and finally they face failure and rejection.

Rejection: The works of expatriate writers depict the effect of cultural uprootedness and the never-ending experiences of which social rejection is central. Social rejection is when a group of people decides, to reject one or more persons from participation in their group. Social rejection can be of many different ways. Sometimes people out rightly reject someone by telling them they are not wanted. Sometimes, there is a potentially more cruel rejection that is not easy to accept in human beings, and there is always a natural sentiment of the need for acceptance in groups.

Loneliness: In loneliness, a psychological state, an immigrant experiences a strong sense of emptiness and loneliness. Loneliness is more than a sense of having company of another person. It is a feeling of being detached, disconnected, and/or cut off from other people so that it feels difficult or even often feel empty or depressed inside. Feelings of estrangement or isolation from the world are common amongst those are lonely.

MAIN CONTRIBUTORS OF INDIAN DIASPORIC LITERATURE IN ENGLISH

It is interesting to note that the history of Indian diasporic writing is as old as the diaspora itself. The first Indian writing in English is attributed to Dean Mohamed, who was born in Patna, India. His book *The Travels of Dean Mahomet* was published in 1794. It predates by about forty years the first English text written by an Indian residing in India. Khyas Chunder Dutt's 'Imaginary History' A Journal of Forty-Eight hour

of the year 1945 published in 1835. The first Indian English novel, Bankimchandra Chatterjee's *Rajmohan's Wife*, was to be published much later in 1864. It proves that the contribution of the Indian Diaspora to Indian English writing is not new. It is also interesting to note that, the descendants of the Indian indentured laborers in the so-called 'girmit colonies' have mostly favored writing in English. Writers like See Prasad Naipaul and later Shiva Naipaul, V. S. Naipaul, Cyril Dabydeen, David Dabydeen, Sam Selvon, M.G. Vassanji, Subramanian, K.S. Maniam, Shani Muthoo and Marina Budos are important contributors in this field.

V. S. Naipaul's characters like Mohun Biswas from *A House for Mr. Biswas* or Ganesh Ramsumair from *The Mystic Masseur*, are instances of persons who are generations away from their original homeland, India, but their inheritance gives them a realization of their past. They become examples of the outsider, the unhoused, for the world to see. Naipaul's characters are not governed by actual displacement but by an inherited memory of dislocation. For them, their native land India is not a geographical space but a creation of the imagination. Their predicament can be explained in Rushdie's words as he remarks; "-- the past is a country, from which we have all emigrated, that its loss is part of our common humanity." (Rushdie, 1991:87)

Literature of old generation of diasporic Indian writers like Raja Rao, G. V. Desani, Santha Rama Rau, Dhalchandra Rajan, Nirad Chaudhari, Ved Metha,, mainly look back at India and hardly ever record their experiences away from India as expatriates. It is as if these writers have discovered their Indianness when they are out of India. Evidently, they have the benefit of looking at their homeland from the outside. The distance offers detachment that is so required to have a clear insight of their native land. Gradually, the old diaspora of indentured laborers is replaced by the new diaspora of International Indian English Writers live in the market driven world. These writers register their away from India experiences and even if they look back at their motherland it is often in a melancholic tone rather than nostalgia. These modern diasporic Indian writers can be grouped into two different classes. One class includes those who have spent a part of their life in India and have carried the baggage of their native land offshore. The other class comprises those who have been raised since childhood outside India. They have had a vision of their country only from the outside as an alien place of their origin. The writers of the previous group have a factual displacement whereas those belonging to the latter group find themselves rootless. Both the groups of writers have created an enviable corpus of English literature. These writers while portraying migrant characters in their fiction

investigate the theme of displacement, alienation, assimilation, acculturation, etc. The diasporic Indian writers' portrayal of dislocated characters gains immense significance if seen against the geopolitical background of the vast Indian subcontinent. That is exactly why such works have an international readership and a lasting appeal.

Two of the earliest novels that have effectively depicted diasporic Indian characters are Anita Desai's *Bye Bye Blackbird* and Kamala Markandaya's *The Nowhere Man*. These novels reveal how racial prejudice against Indians in the UK of 1960's isolates the character and deepens their sense of displacement. Bharati Mukherjee's novels like *Wife and Jasmine* depict Indians in the US – the land of immigrants both legal and illegal – before globalization got its momentum. Salman Rushdie in his novel *The Satanic Verses* approaches the metaphor of migration by adopting the technique of magic realism. Chitra Banerjee Divakaruni in her novel *The Mistress of Spices* depicts Tilo, the protagonist, as an exotic character to reveal the migrant's anguish. Amitav Ghosh's novel *The Shadow Lines* shows the extent of rootlessness encountered by character born and brought up on a foreign land. Amit Chaudhuri, in his novel *Afternoon Raag*, portrays the lives of Indian students in Oxford. These writers also depicted the positive aspect of displacement. There are benefits of living as a migrant, the opportunity of having a double perspective of being able to experience diverse cultural modes. It is often this advantage that enables diasporic Indians, particularly of the second generation; face the dilemma of dual identities. Such ambivalence produces existential anguish in their psychology.

The ranks of second generation diasporic Indian writers like Meera Syal, Shashi Tharoor, Hari Kunzru, Sunetra Gupta, Jhumpa Lahiri, etc. have faithfully demonstrated the lives of both first and second generation immigrants in the US. This is possible because big issues like religious discrimination and racial intolerance are no longer the main concern of these writers. What matters now in the present world are the small things. Little unappreciated things gain enormous significance in changed conditions. It is here that the different reactions by Indian, westerns and diasporic characters towards similar situations are bound to differ only apparently. It reveals that the inner needs of all human beings are the same.

The great writers of Indian English fiction like Raja Rao, Mulkraj Anand, R. K. Narayan, Kamala Markandaya, had a strong dedication to expose cruel realities of life to effect the desired change in society. Nationalism, Partition Poverty, Peasantry, Subjugated Women, Rural-Urban Divide, East-West encounter, Feudal Practices, Casteism, and Communalism were some of the themes quite closer to their hearts.

All of them are well known for realistic portrayal of contemporary Indian life. Taking departure from the first generation of Indian English novelists, the postmodern Indian English novelists have concentrated on an completely new set of themes which are wide ranging and inclusive as the life in the age of globalization is immersed in the emerging issues of globalization and subsequent multiculturalism, feminism, queer theories, diasporic sensibility, glamour, consumerism, commoditization, upward mobility, erosion of ethical values are some of main issues raised by contemporary novelists and short stories writers

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Impacts of Covid-19 on Indian Economy

Prof. Faheem Hasan*

ABSTRACT

The impact of coronavirus pandemic on India has been largely disruptive in terms of economic activity as well as a loss of human lives. Almost all the sectors have been adversely affected as domestic demand and exports sharply plummeted with some notable exceptions where high growth was observed. An attempt is made to analyze the impact and possible solutions for some key sectors.

IMPACT ON INDIAN ECONOMY

GDP Growth Rate

- The Organisation for Economic Co-operation and Development (OECD) has slashed India's growth forecast for 2020-21 by 110 basis points (bps) to 5.1%, warning that the impact of the Covid-19 outbreak on business confidence, financial markets and the travel sector, including disruption to supply chains, could shave 50 bps off global growth in 2020.
- **Pharmaceuticals:** Given the pharmaceutical industry's deep linkages to China, the supply chain of raw materials of drugs has taken a hit.
- The production facilities in Himachal Pradesh — largest pharma hub of Asia — have warned of suspension.
- Active Pharmaceutical Ingredients (APIs), also called bulk drugs, are significant ingredients in the manufacture of drugs. The Hubei province of China, the epicentre of the coronavirus, is the hub of the API manufacturing industry.
- India is heavily import-dependent for APIs from China. India's API imports stand at around \$3.5 billion per year, and around 70%, or \$2.5 billion, come from China.

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Automobile Industry

- China is one of the leading suppliers of auto components in India, accounting for 27% of the total imports.
- The coronavirus is expected to have an impact on the Indian automotive industry and therefore also on the automobile component and forging industries, which had already reduced their production rate due to the market conditions and on account of the impending change over to BS-VI emission norms from BS-IV from April 2020.

Stock Market

- On 28th February 2020, the Indian stock market registered one of its worst crashes in a single day. Indian indices fell over 3.5%, marking the second biggest fall in Sensex history.
- The Sensex plunged 1,448.37 points to close at 38,297.29, while the Nifty tanked 3.711% or 431.55 points to settle a little above the 11,200 mark.
- The Sensex's worst fall in history was on 24th August, 2015, when the indices fell 1,624 points on the back of a slump in the Chinese markets and rising crude oil prices.

Currency

- The month of March is typically good for the Indian currency as remittances, from both overseas citizens and companies, tend to boost the exchange rate.
- In the past decade, the rupee has appreciated seven times against the dollar in March. But March 2020 could be hard on the exchange rate and the rupee's sharp drop to 73.25 per dollar on 3rd March, 2020 is evidence of this. One of the reasons is an increase in the number of reported cases of coronavirus in India.

Global Scenario

Global Growth: The world's economy could grow at its slowest rate since 2009 this year due to the coronavirus outbreak, according to the Organisation for Economic Cooperation and Development (OECD). The OECD has forecast growth of just 2.4% in 2020, down from 2.9% in November 2019

- **Fall in Customer Demand:** Some people are choosing to avoid activities that might expose them to the risk of infection, such as going out shopping. Restaurants, car dealerships and shops have all reported a fall in customer demand.
- **Travel Industry:** The number of cases diagnosed is increasing around the world every day. Thus, many countries have introduced travel restrictions to try to contain the virus's spread, impacting the travel industry massively.

Beneficiaries

- Consumer goods giant Reckitt Benckiser, for example, has seen a boost in sales for its Dettol and Lysol products. The disinfectant is seen as providing protection against the spread of the disease, although its effectiveness has not yet been scientifically proven.
- The price of gold - which is often considered a "safe haven" in times of uncertainty - has also increased. Its spot price hit a seven-year high of \$1,682.35 per ounce in February 2020.

Global Response

- The COVID-19 outbreak was declared a Public Health Emergency of International Concern by the WHO on 30th January 2020.
- According to recommendations by the World Health Organization, the diagnosis of COVID-19 must be confirmed by the Real Time- Polymerase Chain Reaction (PCRT-PCR) or gene sequencing for respiratory or blood specimens, as the key indicator for hospitalisation.
- \$15 million dollars has been released from the UN's Central Emergency Fund to help fund global efforts to contain the spread of the COVID-19 coronavirus, particularly vulnerable countries with weak health care systems.
- Vaccines are being developed.

INDIAN RESPONSE

- The Indian government arranged for the evacuation of 366 Indian citizens from Wuhan in a special Air India flight on 31st January 2020. The passengers were placed under quarantine for a period of 14 days.

- A second batch of passengers, including seven Maldivian citizens evacuated by the government, arrived from Wuhan on 1st February 2020. The repatriated passengers were also monitored.
- The government has already introduced travel restrictions and suspended visas from affected countries.
- A detailed containment plan has been shared with states. States have been asked to identify possible isolation areas in hospitals that can accommodate larger numbers.
- The Indian health minister advised people to approach the government helpline numbers regarding the doubts related to symptoms of the deadly disease. The situation is being monitored at the highest level.
- PCR Test: If PCR test is positive, the sample is sent to the National Institute of Virology in Pune, which is the only government laboratory currently doing genome sequencing, for final confirmation.

Food & Agriculture

Since agriculture is the backbone of the country and a part of the government announced essential category, the impact is likely to be low on both primary agricultural production and usage of agro-inputs. Several state governments have already allowed free movement of fruits, vegetables, milk etc. Online food grocery platforms are heavily impacted due to unclear restrictions on movements and stoppage of logistics vehicles. RBI and Finance Minister announced measures will help the industry and the employees in the short term. Insulating the rural food production areas in the coming weeks will hold a great answer to the macro impact of COVID-19 on Indian food sector as well as larger economy.

Aviation & Tourism

The contribution of the Aviation Sector and Tourism to our GDP stands at about 2.4% and 9.2% respectively. The Tourism sector served approximately 43 million people in FY 18-19. Aviation and Tourism were the first industries that were hit significantly by the pandemic. The common consensus seems to be that COVID will hit these industries harder than 9/11 and the Financial Crisis of 2008. These two industries have been dealing with severe cash flow issues since the start of the pandemic and are staring at a potential 38 million lay-offs, which translates to 70

per cent of the total workforce. The impact is going to fall on both, White and Blue collar jobs. According to IATO estimates, these industries may incur losses of about 85 billion Rupees due to travel restrictions. The Pandemic has also brought about a wave of innovation in the fields of contactless boarding and travel technologies.

Telecom

There has been a significant amount of changes in the telecom sector of India even before the Covid-19 due to brief price wars between the service providers. Most essential services and sectors have continued to run during the pandemic thanks to the implementation of the 'work from home' due to restrictions. With over 1 billion connections as of 2019, the telecom sector contributes about 6.5 per cent of GDP and employs almost 4 million people. Increased broadband usage had a direct impact and resulted in pressure on the network. Demand has been increased by about 10%. However, the Telco's are bracing for a sharp drop in adding new subscribers. As a policy recommendation, the government can aid the sector by relaxing the regulatory compliances and provide moratorium for spectrum dues, which can be used for network expansions by the companies.

Pharmaceuticals

The pharmaceutical industry has been on the rise since the start of the Covid-19 pandemic, especially in India, the largest producer of generic drugs globally. With a market size of \$55 billion during the beginning of 2020, it has been surging in India, exporting Hydroxychloroquine to the world, esp. to the US, UK, Canada, and the Middle-East.

There has been a recent rise in the prices of raw materials imported from China due to the pandemic. Generic drugs are the most impacted due to heavy reliance on imports, disrupted supply-chain, and labour unavailability in the industry, caused by social distancing. Simultaneously, the pharmaceutical industry is struggling because of the government-imposed bans on the export of critical drugs, equipment, and PPE kits to ensure sufficient quantities for the country. The increasing demand for these drugs, coupled with hindered accessibility is making things harder. Easing the financial stress on the pharmaceutical companies, tax-relaxations, and addressing the labour force shortage could be the differentiating factors in such a desperate time.

OIL AND GAS

The Indian Oil & Gas industry is quite significant in the global context – it is the third-largest energy consumer only behind USA and China and contributes to 5.2% of the global oil demand. The complete lockdown across the country slowed down the demand of transport fuels (accounting for 2/3rd demand in oil & gas sector) as auto & industrial manufacturing declined and goods & passenger movement (both bulk & personal) fell. Though the crude prices dipped in this period, the government increased the excise and special excise duty to make up for the revenue loss, additionally, road cess was raised too. As a policy recommendation, the government may think of passing on the benefits of decreased crude prices to end consumers at retail outlets to stimulate demand.

Beyond Covid: The new normal

In view of the scale of disruption caused by the pandemic, it is evident that the current downturn is fundamentally different from recessions. The sudden shrinkage in demand & increased unemployment is going to alter the business landscape. Adopting new principles like 'shift towards localization, cash conservation, supply chain resilience and innovation' will help businesses in treading a new path in this uncertain environment.

WAY FORWARD

It is critical to mount a coordinated and coherent response. This not only means involvement of both public and private sectors but also allopathic and non-allopathic medical systems, different departments such as police, fire, transportation, tourism, food supplies and other sectors.

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Privatization of Higher Education and Its Impact on Women and the Poor in North East India: Nurturing Inclusivity in the Era of Globalization

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ABSTRACT

The privatization of higher education in India, including in the North Eastern states, has been a subject of debate and discussion for several years. The North Eastern Region of India which is located in the north and easternmost part of India is a region where both tribal and non-tribal population reside. Most of the states and their residents face geographical and natural calamities challenges, grapples with a deficit in educational infrastructure and resources. The growing trend of privatization in higher education raises concerns about accessibility and affordability, particularly for women and the economically poor section of people. This article explores the implications or both advantages and disadvantages of privatization of higher education on these demographics and proposes alternative strategies to ensure equitable access to higher, advanced, and technical education.

Keywords: Privatization, Higher Education, Women, Poor, North East India, Globalization, Educational Policies, Inclusivity, BJP Government, Accessible Education.

INTRODUCTION

The North Eastern region of India, comprised of eight states with a predominantly tribal population in six states namely: Arunachal Pradesh, Nagaland, Manipur, Mizoram, Meghalaya and Sikkim. The remaining two states namely, Assam and Tripura have both tribal and non-tribal population. Maximum parts of these region grapple with multifaceted challenges, including geographical and natural barriers, educational disparities, and economic marginalization. As globalization continues to influence various sectors, the Indian government, led by the Bharatiya Janata Party (BJP), has been promoting privatization in higher education. While this initiative aims to enhance the quality of education and foster innovation, concerns arise regarding its impact on women and the economically disadvantaged in this region.

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Before going in depth let us have a quick look on the percentage of poor and female literacy of North Eastern states of India:

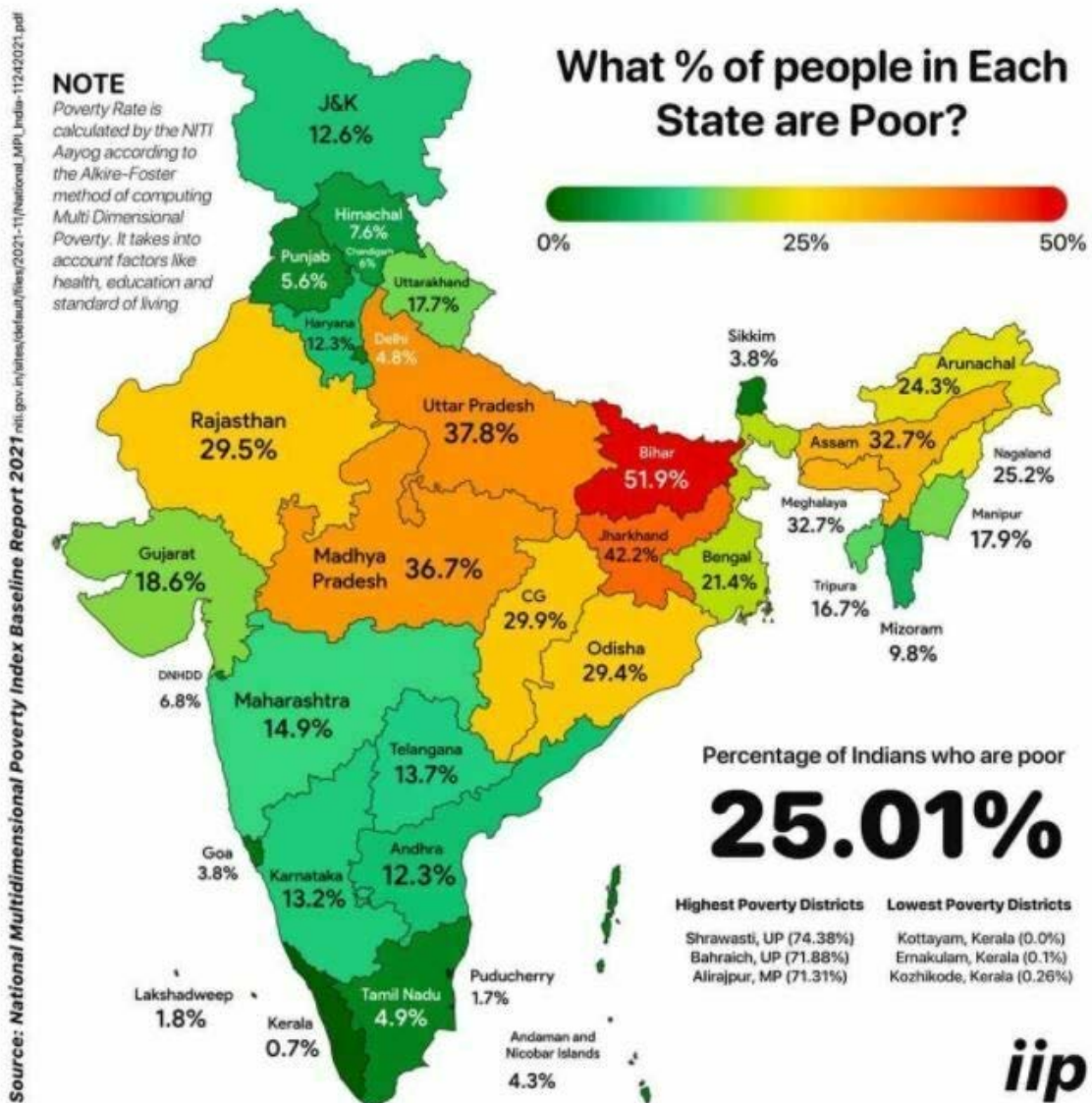
Recently, NITI Aayog released the Multidimensional Poverty Index (MPI) which alarmingly shows that two Northeast Indian states - Assam and Meghalaya - are the poorest states in the entire country. There was a silver lining in the form of Sikkim, however, as the Himalayan state is among those with the lowest number of poor people. So, what is the percentage of poor people in each state? Sikkim has shown the lowest population poverty levels in the Northeast Indian region, as only 3.8% people of the state are poor. Mizoram has the second least percentage of poor people (9.8%) followed by Tripura (16.7%) and Manipur (17.9%). Arunachal Pradesh (24.3%) and Nagaland (25.2%) poor are next on the list. Assam and Meghalaya both have the same percentage of poor people - 32.7%. Bihar has the highest proportion of people of the state's population followed by Jharkhand and Uttar Pradesh who are multidimensionally poor. Kerala registered the lowest population poverty levels, followed by Puducherry, Lakshadweep, Goa and Sikkim. Bihar also has the highest number of malnourished people followed by Jharkhand, Madhya Pradesh, Uttar Pradesh, and Chhattisgarh. According to Global MPI 2021, India's rank is 66 out of 109 countries. The National MPI is aimed at deconstructing the Global MPI and creating a globally aligned and yet customised India MPI for drawing up comprehensive Reform Action Plan. The national MPI measure uses the globally accepted and robust methodology developed by the Oxford Poverty and Human Development Initiative (OPHI) and the UNDP.

State-Wise percentage of female literacy in North-East India according to 2001 and 2011 census.

Sl. No.	Name of State	2001	2011	Rank
1.	Arunachal Pradesh	43.5	57.7	8th
2.	Assam	54.6	66.3	7th
3.	Manipur	60.5	70.3	6th
4.	Meghalaya	59.6	72.9	5th
5.	Mizoram	86.8	89.3	1st
6.	Nagaland	61.5	76.1	3rd
7.	Sikkim	60.4	75.6	4th
8.	Tripura	64.9	82.7	2nd
All India		53.7	64.6	

Source: Census of India 2001 and 2011.

The above table shows that the four states of North Eastern India which have lowest female literacy rate being: Arunachal Pradesh, Assam, Manipur and Meghalaya. Assam and Meghalaya are also the poorest states of India as stated above.



Current Education Policies of Government and causes of privatization

The Bharatiya Janata Party (BJP) government in India has been advocating for privatization in various sectors, including higher education. This involves reducing

government involvement in educational institutions and encouraging private entities to play a more prominent role. There are several factors that contribute to the privatization of higher education in this region, and various policies have been implemented to facilitate this trend.

The possible causes of privatization of higher education in North East India being: Increased demand for higher education; Inadequate capacity of public higher educational institutions; Economic growth; Government encouragement; Diversity of courses; Infrastructure development; Flexibility in Admission; Financial Autonomy; Industry linkage and global collaboration; economic interests of private players etc. Let us explain these points in detail:

- (i) Increased demand for higher education: The North East Region of India has a young population, with a median age of 27 years. This means that there is a large number of young people who are eligible for higher education. However, the public higher education system in the region is struggling to meet this demand. For example, the Gross Enrolment Ratio (GER) for higher education in the North East is only 23%, compared to the national GER of 28%.
- (ii) Inadequate capacity of public higher educational institutions: The public higher education system in the North East is also struggling to meet the demand for quality education. Many public universities in the region are overcrowded and have poor infrastructure. For example, the students of Assam do not get admission in the Gauhati University and Bodoland University as these universities cannot provide seats to students inspite of having good pass percentage. Students of Assam are compelled to leave their state and go to other states of western India for higher education. The Rajiv Gandhi University in Arunachal Pradesh has a student teacher ratio of 150:1.
- (iii) Economic growth: The North East region has experienced economic growth, leading to an increase in disposable income. As a result, more families can afford private education, encouraging the growth of private colleges and universities.
- (iv) Government encouragement: Governments in the North Eastern states have sometimes actively encouraged the establishment of private institutions to meet the educational needs of the region. Governments provide land, infrastructure, or other incentives to promote private investment in education.

- (v) Diversity of courses: Private institutions generally offers a wider variety of courses and specializations than public institutions, attracting students who seek specific educational programmes not available in government colleges.
- (vi) Infrastructure development: Private institutions often have modern infrastructure, better facilities, and more conducive learning environments. This attracts students and parents looking for quality education.
- (vii) Flexibility in Admission: Private institutions often have more flexible admission policies, allowing them to admit students based on various criteria, including merit, donations and management quotas.
- (viii) Financial autonomy: Private institutions have more financial autonomy, enabling them to invest in faculty development, research and infrastructure without relying on government funding.
- (ix) Industry linkage and global collaboration: Private institutions establishes stronger connections with industries and businesses, leading to better placement opportunities for students. Private universities also have more collaborations with foreign universities, offering students international exposure and opportunities for exchange programmes.
- (x) Economic interests of private players: There is a growing number of private companies and individuals who are interested in making profits from higher education. This has led to a number of private players setting up colleges and universities in the North East India. However, some of these private players are more interested in making money than in providing quality education.

To make the privatization of education happen the state governments of the North eastern states have formulated several policies and undertaken various measures to promote privatization in higher education. Some of the policies have been: Provision of land and infrastructure; Financial incentives; Regulatory framework; Public-Private Partnership (PPPs); Scholarships and Student Aid; Support for Research and Development; setting up new private universities; Allowing foreign universities to set up campuses in the region; providing financial incentives to private universities.

However, it is essential for governments to strike a balance between promoting private education and maintaining the quality and accessibility of higher education in the region. Privatizing higher educational institutions in the North Eastern states of India, given their unique geographical and socio-economic conditions, comes with both advantages and disadvantages. Here's an overview of the pros and cons:

ADVANTAGES

1. Increased access to education: Privatization can help bridge the gap in higher education availability by establishing more colleges and universities in remote areas where government institutions are scarce. This can enable students in rural and tribal areas to access higher education.
2. Diverse course offerings: Private institutions often offer a broader range of courses and specializations, catering to the specific needs and aspirations of students in the region. This can encourage more students to pursue higher education.
3. Improved infrastructure: Private institutions often invest in modern infrastructure, including well equipped classrooms, libraries and laboratories providing a conducive learning environment.
4. Quality education: Competitions among private institutions can lead to a focus on quality and innovation in education. They may attract qualified faculties and implement effective teaching methods.
5. Industry collaboration: Private institutions may establish stronger ties with industries and businesses, leading to better internship and placement opportunities for students, which is particularly beneficial in economically disadvantaged areas.

DISADVANTAGES

1. Expensive: Private education can be expensive, making it unaffordable for economically disadvantaged students, which is a significant concern in the North Eastern states where a significant portion of population is economically poor.
2. Commercialization of education: The profit motive of private institutions may lead to a commercialization of education, where the focus shifts from quality education to revenue generation, potentially compromising educational standards.
3. Exclusivity: Private institutions may primarily cater to urban areas, leaving rural and remote regions underserved. This can exacerbate the urban-rural divide in educational access.
4. Regulatory challenge: Ensuring quality standards and preventing exploitation can be challenging in the absence of strong regulatory mechanisms. Some private institutions may compromise on quality to maximise profits.

5. **Limited social inclusion:** Private institutions may have limited provisions for scholarship and financial aid, which can hinder students from economically disadvantaged backgrounds from pursuing higher education.
6. **Lack of accountability:** Private institutions may not be as accountable as government institutions in terms of transparency, adherence to quotas, and reservation policies for marginalised communities.
7. **Regional disparities:** Privatization may lead to regional disparities in access to quality education, with urban centres benefiting more than rural areas.

Current Challenges in North East India's Education System

- *Infrastructure Deficit:* The region faces a scarcity of educational institutions and skilled teachers, hindering academic growth and innovation.
- *Poverty and Education:* Approximately 30% of the population in the North East lives below the poverty line, making higher education financially unattainable for many.

Alternative Strategies for Inclusive Higher Education

- *Government Investment:* Increased government investment in higher education to improve existing institutions and establish new ones, focusing on remote and underserved areas.
- *Scholarship Programs:* Establishing extensive scholarship programs specifically targeting women and economically disadvantaged individuals to ease the financial burden of higher education.
- *Skill Development Initiatives:* Collaboration with industries to develop skill-based training programs, enabling individuals to acquire technical skills and knowledge without high costs.

Fostering Innovation and Creativity

- *Promoting Entrepreneurship:* Encouraging entrepreneurship and startups, providing necessary resources and support to boost innovation and creativity in the region.
- *Research and Development Grants:* Allocating funds for research and development, encouraging a culture of innovation and academic excellence.

CONCLUSION

The privatization of higher education in the North East region of India warrants a careful assessment of its potential impact on women and the economically disadvantaged. While globalization pushes for modernization and innovation, it is crucial to ensure inclusivity in education. Implementing alternative strategies such as government investment, scholarship programs, and skill development initiatives can pave the way for a more accessible and affordable higher education system. By nurturing innovation and creativity, the region can progress towards sustainable growth and development.

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Examining the Relationship Between Mathematics Teacher Competency and Academic Performance of Secondary School Students in the NTR District of Andhra Pradesh

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ABSTRACT

The title of this research paper underscores the researcher's commitment to exploring the intricate relationship between mathematics teachers' competency and its direct influence on the academic performance of secondary school students, specifically within the distinctive educational landscape of the NTR District in Andhra Pradesh. Education plays a pivotal role in a nation's progress, and the competence of educators stands as a fundamental determinant of educational quality. This study embarks on an in-depth examination of mathematics teachers' competency, considering multiple dimensions encompassing their effectiveness in teaching mathematics, their attitudes towards this subject, and their mastery of mathematical content. Simultaneously, it conducts a thorough assessment of students' academic performance in mathematics through a comprehensive achievement test. The research findings reveal an encouraging trend; a substantial proportion of mathematics teachers in the NTR District exhibit commendable levels of competency, marked by strong academic foundations, active engagement in professional development programs related to mathematics instruction, positive attitudes toward teaching mathematics, and demonstrable teaching competence. Concurrently, variations in student performance across different schools indicate the presence of several influencing factors on students' mathematical proficiency. The central discovery of this research underscores a statistically significant and

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positive correlation between teacher competency in mathematics and student performance. Schools with highly competent mathematics teachers consistently produce superior results in mathematics assessments, highlighting the profound impact of teacher competence on the educational outcomes of secondary school students. These findings hold profound implications for educational policy and practice in Andhra Pradesh, emphasizing the pressing need for investments in the professional development of mathematics teachers as a direct pathway to improving student performance. Importantly, these results should be situated within the broader context of ongoing educational reform initiatives in the region. This study adds valuable insights to the ongoing discourse concerning educational quality, offering guidance to policymakers, educators, and all stakeholders dedicated to enhancing the educational landscape in the NTR District and beyond. Moreover, it points toward future research avenues, including a more comprehensive exploration of the effective teaching strategies employed by highly competent mathematics teachers and a broader assessment of the influence of teacher competency in various other academic subjects.

INTRODUCTION

The NTR (Nandamuri Taraka Rama Rao) district in Andhra Pradesh, with its rich cultural heritage and economic diversity, faces unique challenges in providing high-quality education. Ensuring that students in this region have access to a well-structured mathematics curriculum and are guided by capable and motivated educators is essential for their academic success and future prospects. However, achieving these goals hinges on gaining a deep understanding of the current state of mathematics education in the district. The quality of mathematics education in the NTR district is influenced by various factors, with particular importance placed on the design and implementation of the mathematics curriculum and the competency of mathematics teachers. The mathematics curriculum serves as the foundation for teachers' instructional strategies, while the competence and teaching abilities of educators play a central role in shaping students' learning experiences and overall educational outcomes.

Mathematics education in India holds a pivotal role for numerous compelling reasons, serving as the cornerstone for various aspects of individual and societal

development. First and foremost, it's an essential life skill, integral to managing personal finances, making informed decisions, calculating distances, and understanding time. Moreover, mathematics is the language underpinning scientific and technological advancements, indispensable in fields such as engineering, computer science, physics, and other STEM domains, driving innovation and discoveries. In an increasingly globalized world, a strong foundation in mathematics is crucial for maintaining global competitiveness, ensuring that India remains a key player in international markets and industries. This foundation in mathematics also paves the way for high-paying, in-demand careers in engineering, data science, finance, computer programming, and research, and fosters problem-solving skills that are transferable to various aspects of life. Additionally, as we navigate the era of big data, mathematical proficiency is imperative for data literacy, making informed decisions in fields like business, healthcare, and policy. Mathematics plays a pivotal role in research and innovation across disciplines, facilitating the modelling and simulation of real-world phenomena and supporting predictions. Furthermore, a mathematically literate population contributes significantly to a nation's overall development by participating in economic activities, engaging in entrepreneurship, and contributing to the country's growth. It also plays a fundamental role in fostering financial literacy and addressing global challenges such as climate change, healthcare, and sustainable development. Beyond this, the study of mathematics enhances cognitive development, stimulating memory, attention to detail, pattern recognition, and spatial reasoning. It is also instrumental in achieving inclusive education and bridging educational disparities, thus ensuring equal opportunities for all segments of the population. Mathematics, with its universal language, promotes global collaboration and communication among researchers, scientists, and professionals worldwide. In India, initiatives like the National Mathematics Policy (adopted in 2020) are aimed at strengthening mathematics education, improving pedagogy, and enhancing overall mathematical literacy. Concentrating on mathematics education is, therefore, of utmost importance for India's development and its citizens' ability to thrive in an increasingly complex and interconnected world.

RESEARCH PROBLEM

“Examining the Relationship Between Mathematics Teacher Competency and Academic Performance of Secondary School Students in the NTR District of Andhra Pradesh.”

RESEARCH OBJECTIVES

1. Assess the efficacy of the mathematics curriculum within NTR District, Andhra Pradesh.
2. Gauge the level of teacher competency in the instruction of mathematics.
3. Scrutinize the academic achievements of secondary school students in mathematics.
4. Analyse the intricate interplay between the mathematics curriculum, teacher competency, and student performance.
5. Offer practical recommendations for enhancing mathematics education in the NTR District.

HYPOTHESES

Hypothesis-1: It is hypothesized that there is no statistically significant difference in the teaching competency in mathematics among secondary school teachers, irrespective of factors including Gender, school management type, Age, teaching experience, School location, Qualifications, and caste category.

Hypothesis-2: This hypothesis suggests that there is no statistically significant difference in the performance of secondary school students in mathematics content based on factors such as gender, school location (urban or rural), school management and caste.

LITERATURE REVIEW

The core objective of conducting a literature review is to offer context, identify research voids, and amalgamate discoveries from a diverse array of published materials, encompassing books, scholarly articles, conference papers, and other credible sources. This essential undertaking aids researchers, scholars, and students in comprehending the historical progression of a particular subject, evaluating the current corpus of knowledge, and constructing a solid groundwork for their own research endeavours or academic pursuits.

In 2023, Surekha S. conducted a study titled “Teaching Competency of Mathematics Teachers with Respect to School Location and Management Type.” Her study had two main objectives. Firstly, she aimed to compare the teaching competency levels of mathematics teachers in government and private schools. Secondly, she sought to evaluate the teaching competency of mathematics educators

in rural and urban school settings. By pursuing these objectives, she aimed to gain insights into the variations in teaching competence among different teacher groups. The study's findings revealed significant insights. Firstly, mathematics teachers in private schools exhibited slightly higher teaching competency compared to their counterparts in government schools, implying the influence of the school type on teaching effectiveness. Secondly, the research found a notable difference in teaching competency between rural and urban school mathematics teachers, with urban teachers generally demonstrating higher competency, possibly due to better access to resources and professional development opportunities. These results emphasize the need for tailored support and training programs for teachers in various school contexts to ensure equitable educational quality.

In 2022, Tiewsoh I. conducted a study on "Teacher leadership competencies of secondary school teachers in Meghalaya." The primary objectives of this research were to develop a standardized scale for assessing teacher leadership competencies, assess these competencies among secondary school teachers, and explore variations in these competencies based on several factors. The study successfully established a standardized scale for evaluating teacher leadership competencies. It also revealed the presence of a wide spectrum of leadership skills and attributes among secondary school teachers. Furthermore, the research shed light on how these competencies can differ based on factors like gender, training, experience, educational qualifications, subjects taught, geographic location, and school type. These findings hold valuable insights for shaping teacher development programs and strategies geared towards enhancing teacher leadership in the realm of secondary education.

In 2020, Vimal Vidushy, conducted a study titled "Teaching competence in relation to teaching aptitude, attitude towards teaching, and sense of responsibility among secondary school teachers." The research set out to explore various dimensions of teaching competence, teaching aptitude, attitudes towards teaching, and the sense of responsibility among secondary school educators. It also aimed to uncover potential connections between these aspects and variations based on gender, location, and teaching experience. The study provided valuable insights into the intricate relationships between teaching competence, teaching aptitude, attitudes towards teaching, and the sense of responsibility among secondary school teachers. It also underscored the predictive capacity of certain factors and identified variations based on gender, location, and teaching experience. These findings offer essential guidance for teacher training and development programs, with the ultimate goal of enhancing the quality of teaching in secondary education.

In 2019, Yazon A.D. and Leonano A.V. conducted a research study titled “Effectiveness of Mathematics Intervention Program (MIP) Among Primary School Teachers.” The study had several key objectives. First, it aimed to assess the effectiveness of the Mathematics Intervention Program among primary teachers at Calamba Elementary School, collecting information about their profiles, including age, gender, educational background, and specialization. Furthermore, the study sought to evaluate changes in teacher competency in teaching mathematics by comparing their performance before and after participating in the MIP. This assessment focused on various aspects, including Content Knowledge, Teaching Skills, Material Organization and Presentation, Management of Learning Environment, and Teaching Attitude. Lastly, the research analysed the mean scores of the mathematics teachers in the pre-test, formative assessments, and post-test, providing valuable insights into the program’s impact on their performance and comprehension of the subject matter.

RELEVANT EDUCATIONAL POLICIES AND INITIATIVES IN ANDHRA PRADESH

In 2020, India introduced the National Mathematics Policy to enhance mathematics education across the country, including Andhra Pradesh. The policy prioritizes early mathematics education, improved teacher competency, curriculum development, and technology integration. Andhra Pradesh is actively investing in teacher development programs to keep educators updated with modern teaching strategies, reflecting the state’s commitment to delivering quality education. Aligning with the Digital India initiative, the government is leveraging technology for more engaging and accessible mathematics education, utilizing digital resources and e-learning platforms. In tandem with the national trend, Andhra Pradesh is moving towards standardized assessments through initiatives like the Continuous and Comprehensive Evaluation (CCE) system, offering a comprehensive view of student progress, including mathematics performance. Inclusive education is a priority, with the state creating tailored teaching methods and resources to cater to students with disabilities. Regular revisions to the mathematics curriculum ensure alignment with national standards, focusing on relevance, application, critical thinking, and problem-solving. Simultaneously, infrastructure improvements, including well-equipped mathematics labs and conducive classrooms, support effective mathematics instruction. Please note that education policies are subject to change, and the most current updates should be sought from the Andhra Pradesh state government and the Ministry of Education, Government of India.

RESEARCH DESIGN

In this research, a quantitative approach takes centre stage, focusing on the collection of numerical data and subsequent statistical analysis. This choice is underpinned by a multitude of vital factors and advantages that make it particularly suitable for the study titled “Examining the Relationship Between Mathematics Teacher Competency and Academic Performance of Secondary School Students in the NTR District of Andhra Pradesh.”

In this study, the researcher selected the normative survey method, primarily because the research focuses on evaluating the existing teaching capabilities of mathematics teachers and the academic performance of secondary-level students in mathematics. The normative survey method aligns well with this objective as it is designed to depict and explain the current conditions and circumstances effectively.

The choice to employ a quantitative research approach in this study is in harmony with the research goals, necessitating precise measurement, statistical analysis, objectivity, the capacity for generalization, hypothesis testing, and the handling of extensive data. It proves to be an apt method for methodically examining the connections between Mathematics curriculum, teacher competency, and student performance in the NTR District of Andhra Pradesh.

DATA COLLECTION

To ensure an accurate representation of the diverse target population in the study titled “Examining the Relationship Between Mathematics Teacher Competency and Academic Performance of Secondary School Students in the NTR District of Andhra Pradesh,” both stratified random sampling and simple random sampling techniques were utilized. The target population encompasses secondary schools, mathematics teachers, and students within the NTR District of Andhra Pradesh. This combination of sampling techniques helps in capturing the full spectrum of the population effectively.

From a total of 42 schools selected through the stratified technique, the study gathered a sample of 40 mathematics teachers from government schools and 40 from private schools, making a total of 80 teachers. Additionally, the study included a sample of 480 students for the research.

The central aim of research endeavours is to amass a comprehensive dataset to scrutinize hypotheses and address research inquiries. Various methodologies have been devised to unearth factual information, potentially revealing previously

undisclosed insights. In the current study, several tools were employed to accumulate data for assessing objectives and testing hypotheses. These tools encompass:

1. The Teaching Competency Scale for Teachers (TCS).
2. The Attitude Scale for Teachers in Mathematics Instruction.
3. Achievement Tests designed for assessing teachers' understanding of the mathematics curriculum.
4. Achievement Tests for secondary students, targeting their grasp of mathematics content.

DATA ANALYSIS

Statistical methods for data analysis in this study include descriptive and differential analyses. For the descriptive analysis, measures like **mean and standard deviation** are employed to provide a summary of the data's central tendency and variability. In the differential analysis, statistical techniques such as **Pearson correlation, t-test (independent samples), t-test for two factors with unequal variances, and analysis of variance (ANOVA)** are utilized to explore relationships, differences, and variations within the data. These methods offer a comprehensive means of examining and interpreting the collected data.

PARTICIPANTS

To construct its sample, the research utilized a Stratified Simple Random Sampling technique to pick 42 schools, which included a mix of 24 Government schools (6 urban and 18 rural) and 18 Private schools (7 urban and 11 rural). Within each of these schools, about half of the mathematics teachers were selected as participants, totalling 80 teachers. In addition, the study encompassed 10th-grade students instructed by these selected mathematics teachers, resulting in a total of 480 students. As a result, the study's overall sample was composed of 560 individuals from 42 secondary schools within the NTR district.

RESULTS RELATED TO TEACHER COMPETENCY ANALYSIS

1. The study highlights a significant disparity in mathematics teaching proficiency among secondary school teachers concerning their age, with teachers aged 22 to 32 demonstrating superior performance (131.83) compared to their peers.

2. Experience, as revealed by this study, does not appear to significantly affect teaching competency in mathematics among secondary school teachers, debunking the notion that more experience leads to better mathematical teaching.
3. There is no apparent connection between teachers' teaching competency in mathematics and their caste category, as indicated by the study's findings.
4. Teacher qualifications do not serve as a reliable indicator of enhanced teaching competency in mathematics, as per the study's results.
5. The type of educational institution management, whether government or private, does not seem to influence a teacher's teaching competency in mathematics, based on the study's findings.
6. Notably, the study shows a significant distinction, with rural teachers achieving higher scores (131 as mean score) in mathematical teaching competency compared to their urban counterparts (114.9), suggesting potential variations.
7. Despite a slightly higher efficiency exhibited by male teachers (125.1) in mathematical competency, the study's findings lead to the conclusion that there isn't a significant difference in teaching competency in mathematics based on gender.
8. The study clearly indicates a substantial difference in attitudes toward mathematics among secondary school teachers, notably, teachers in the 22-32 age group demonstrate a more positive attitude (199.5) towards the subject.
9. Experience, according to this study, does not appear to have any influence on teachers' attitudes towards teaching mathematics.
10. There is no noticeable relationship between teachers' caste and their attitudes toward mathematics instruction, as indicated by the study's findings.
11. The study's findings suggested that there isn't a significant difference in attitudes toward teaching mathematics, regardless of teachers' qualifications.
12. The school's management does not appear to significantly impact teachers' attitudes toward the teaching profession, according to the study.
13. Statistically significant differences exist between teachers in rural and urban management schools, with rural teachers displaying a higher level of dedication in their attitude toward mathematics.

14. The research suggests that there isn't a conspicuous association between the attitudes of male and female teachers regarding the teaching of mathematics.
15. There's a notable variation in mean scores among teachers of different age groups in their mathematics content performance. Senior teachers, specifically those aged 52-62, achieve higher performance, hinting at the potential influence of age-related factors or experiences.
16. The results confirm that there is no significant difference in mathematics content achievement among teachers with varying levels of experience. Although variations exist within specific experience groups, the overall relationship is not statistically significant.
17. Caste does not appear to significantly influence mathematics content achievement among secondary school teachers, as suggested by this observation.
18. The data reveals that, despite some variations within specific qualification groups, qualifications, in general, do not exert a statistically significant influence on mathematics content achievement.
19. Government-employed teachers display slightly higher levels of achievement in mathematics content compared to their private institution counterparts, as evidenced by the study's results.
20. The findings indicate that there is no significant difference in mathematics content achievements among secondary school teachers based on their geographical location. The data suggests that achievement in mathematics content is not significantly influenced by locality.
21. There is no statistically significant difference in the mean scores of male and female teachers in the mathematics content achievement test, indicating that both genders perform equally in mathematics content.

RESULTS RELATING TO STUDENT PERFORMANCE

1. The study revealed that there's no significant difference in mean scores between boys and girls on the mathematics content achievement test, although there is a slight average score distinction. This implies that both boys and girls can perform equally well in mathematics content achievement.
2. The research uncovered a notable performance gap in content achievement between students in government schools and private schools. This signifies

clear differences in content achievement levels, with students in private management schools achieving higher scores (20.6) compared to their peers in government schools (with a mean score of 18.3).

3. The results highlight a significant variation in mathematics content achievement among secondary school students, strongly influenced by their geographical location. Moreover, students' mathematics content achievement is notably affected by their location. There's a considerable gap between rural (20) and urban (18.8) students in their mathematics content achievement, with rural students slightly outperforming their urban counterparts.
4. This observation suggests that caste plays a significant role in shaping mathematics content achievement among students. The data strongly support a causal relationship between caste and mathematics content achievement.

RESULTS RELATING TO BOTH OF TEACHERS AND STUDENTS

1. The positive t-statistic (20.8) shows that, on average, teachers tend to achieve higher math scores than their students. This suggests a positive relationship, meaning that teachers with higher math achievements tend to have students with better math performance.
2. The calculated t-statistic is positive (45.46), indicating that, on average, teachers generally have a higher level of attitude competency in mathematics compared to their students' performance in the subject. This data implies a positive relationship, suggesting that teachers with more favourable attitudes tend to have students with better math performance.
3. The calculated t-statistic is positive (52.43), revealing that, on average, teachers tend to have a higher level of teaching competency in mathematics compared to their students' performance in the subject. This data points to a positive relationship, indicating that teachers with greater teaching competency tend to have students with better math performance.
4. The 0.26 correlation between teaching competency and teachers' achievements indicates a mild positive relationship, with teaching competency contributing modestly to teachers' achievements. In contrast, the strong coefficient of 0.95 between teaching competency and students' achievement underscores a potent and consistent connection, highlighting the significant influence of teaching competency on students' math success.

CONCLUSION

This comprehensive study sheds light on several key findings. First, it reveals that age significantly impacts the teaching proficiency of secondary school teachers, with those aged 22 to 32 exhibiting superior performance. Experience, however, does not seem to affect teaching competency, debunking the notion that more experience leads to better mathematical teaching.

Intriguingly, there is no apparent relationship between teaching competency and teachers' caste category or qualifications. Additionally, the type of educational institution management, whether government or private, does not appear to influence teaching competency.

When it comes to attitudes, age plays a role, with teachers in the 22-32 age group demonstrating more positive attitudes. However, experience does not influence teaching attitudes, and neither do qualifications or school management.

These variations are also observed in students' performance. There's no significant difference in mean scores between boys and girls in math content achievement. However, there is a substantial performance gap between students in government and private schools, with the latter outperforming the former. Geographical location significantly influences student performance, with rural students slightly outperforming urban students.

Caste appears to play a role in shaping math content achievement, and the study suggests a causal relationship between caste and student performance. Additionally, the findings reveal a positive relationship between teachers' achievements and their students' math performance, highlighting the substantial influence of teaching competency on student success.

RECOMMENDATIONS

Policy Recommendations

1. **Age-Related Training Programs:** Educational policymakers should consider implementing age-specific training programs for teachers. Focusing on educators aged 22 to 32, who demonstrate superior teaching proficiency, can help enhance the overall quality of education. These programs should incorporate modern teaching methods, technology integration, and student engagement strategies.

2. **Teacher Experience:** Contrary to the belief that experience automatically leads to better teaching, this study suggests otherwise. Policymakers should encourage continuous professional development for teachers at all experience levels. This can help ensure that both novice and experienced educators stay up-to-date with evolving pedagogical techniques and curriculum changes.
3. **Inclusive Teacher Development:** Given the study's findings on caste, it's important for policymakers to promote inclusive teacher development programs that cater to teachers of all backgrounds. Training should be designed to be accessible, relevant, and equitable for teachers from diverse caste categories.
4. **Educational Institution Management:** The research reveals that government or private school management does not significantly impact teaching competency. Policymakers should focus on improving infrastructure, resources, and teaching support in both types of institutions to ensure equitable access to quality education.

EDUCATOR RECOMMENDATIONS

1. **Age and Attitude Awareness:** Teachers should be aware of the impact of age and attitude on their teaching effectiveness. Younger teachers should leverage their enthusiasm and positive attitudes, while older teachers should consider incorporating newer teaching methods and technologies to stay effective.
2. **Lifelong Learning:** Experience alone is not enough to enhance teaching competency. Educators should proactively engage in lifelong learning and professional development to keep their teaching skills and knowledge up-to-date.
3. **Cross-Cultural Competency:** Teachers should aim to create inclusive classrooms and foster a culturally sensitive environment. Understanding the potential influence of caste on student performance can help educators provide equal opportunities for all students.

RESEARCH RECOMMENDATIONS

1. **Deeper Exploration of Caste Influence:** Future research should delve deeper into the relationship between caste and student performance. Investigating

the specific factors within caste dynamics that affect mathematics content achievement can provide valuable insights for targeted interventions.

2. **Geographical Location Factors:** To understand why rural students slightly outperform their urban peers, further research could explore the role of infrastructure, access to resources, and local teaching practices in different geographic areas.
3. **Longitudinal Studies:** Conducting longitudinal studies to track teachers and students over time could provide a more nuanced understanding of the interplay between age, experience, and teaching competency, as well as their impact on student outcomes.
4. **Qualitative Investigations:** Complementing quantitative data with qualitative research can help uncover the nuanced attitudes and practices that influence teaching and student achievement, shedding light on the “how” and “why” behind these findings.

LIMITATIONS

1. This study is constrained to the confines of NTR District in Andhra Pradesh.
2. The scope of this research is restricted solely to the state of Andhra Pradesh.
3. The focus of this study is exclusively on mathematics teachers.
4. This research specifically targets the secondary school level.

FUTURE RESEARCH

1. The scope of this research could be expanded to include other districts within Andhra Pradesh.
2. This research has the potential to encompass other states across India.
3. There’s room for this research to extend its reach to other countries worldwide.
4. This research could be extended to encompass higher-level academic studies as well.

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विद्यालयों में कार्यरत शिक्षकों द्वारा शैक्षिक नवाचार (Educational Innovation) के प्रयोग का एक अध्ययन

बिमलेश कुमार सिंह*

शिक्षा में नवाचार का अर्थ

नवाचार वह है जो परिवर्तन करे तथा शिक्षण अधिगम में नवीनता लाये। शिक्षा एवं शिक्षा देने वाले शिक्षक के प्रशिक्षण में जो नये विचार, अवधारणाएँ, प्रयोग आदि विकसित किये जाते हैं, वे नवाचार की श्रेणी में आते हैं। नवाचार केवल परिवर्तन नहीं है। यह एक ऐसा विचार है जिसके लिये खोज एवं अभ्यास किसी विशेष उद्देश्य की प्राप्ति के लिये किये जाते हैं नवाचार और उनका प्रयोग परीक्षण व प्रयोग की कसौटी पर खरा उतरने के बाद प्रभावित निष्कर्ष देता है, अतः इसे विज्ञान भी कहा जा सकता है।

इस भौतिक जगत में सभी कुछ परिवर्तनशील है। परिवर्तन प्रकृति का नियम है। प्रकृति की भाँति समाज में भी परिवर्तन होता रहा है। आज जीवन के सभी पक्षों सामाजिक, आर्थिक, राजनैतिक, सांस्कृतिक और शैक्षिक उद्देश्यों में परिवर्तन दिखाई पड़ता है। आधुनिक समाज में प्रौद्योगिकी और तकनीकी विकास, मशीनीकरण नगरीकरण, हरितक्रान्ति, यातायात और जनसंचार की सुविधाओं के कारण जीवन के प्रत्येक क्षेत्र में परिवर्तन दिखाई पड़ता है।

परिवर्तन समाज के जीवन्त होने का प्रमाण है हमारी आधुनिक सभ्यता, संस्कृति और शिक्षा व्यवस्था सामाजिक परिवर्तन की देन है क्योंकि शिक्षा और समाज का बहुत घनिष्ठ सम्बन्ध है सामाजिक परिवर्तन के साथ ही शिक्षा का स्वरूप भी परिवर्तित होता रहता है। शिक्षा में परिवर्तन होने से उसमें नई चेतना और स्फूर्ति आती है। परिवर्तन में जहाँ शिक्षा में नवीनता आती है वहीं शिक्षा का स्वरूप सम-सामयिक हो जाता है।

आधुनिक प्रौद्योगिकी युग में जिस गति से समाज में परिवर्तन एवं विकास हो रहा है उस गति से शिक्षा के क्षेत्र में परिवर्तन नहीं हो पा रहा है। आज समाज की माँग है कि शिक्षा में जन-आकांक्षाओं और सामाजिक लक्ष्यों के अनुरूप परिवर्तन एवं सुधार किया जाये। यदि शिक्षा को जीवन्त और सम-सामयिक रखना है तो उसमें रचनात्मक नूतन प्रवृत्तियों को स्थान देना होगा। आज शिक्षा को विविध चुनौतियों का सामना करना पड़ रहा है। पिछड़ेपन को समाप्त करने और आर्थिक उड़ान भरने के लिए एक प्रमुख साधन शिक्षा ही है। अतः विश्व के

*शोधार्थी, भगवंत विश्वविद्यालय, अजमेर, राजस्थान।

परिप्रेक्ष्य में हो रहे प्रौद्योगिक और तकनीकी विकास को ध्यान में रखते हुये शिक्षा मनीषियों और मनोवैज्ञानिकों ने शिक्षा प्रणाली में सुधार लाने के लिए जिन नूतन विचारों, कार्यक्रमों, विधियों, प्रविधियों और तकनीकी का समावेश करने का समर्थन किया है उन्हें हम नवाचार की संज्ञा देते हैं। शैक्षिक नवाचार में शिक्षा के अन्तर्गत नूतन प्रवृत्तियों प्रयोगों और सिद्धान्तों का उद्गम हुआ है।

शिक्षा वह साधन या वह परम धन या निधि है जो मानव की सभी परिस्थिति में सहयोग करती है, उसका साथ देती है। शिक्षा के सफर में शिक्षक व शिक्षा पाठ्यक्रम का विशेष योगदान है। शिक्षक को योग्य, ज्ञानी व शिक्षण के प्रति समर्पित होना चाहिए क्योंकि शिक्षा ने धीरे धीरे अपने परिवेश में नवीनता - का दामन थामा है। यह नवीनता शिक्षा में नवाचारों के प्रयोग से है।

शिक्षक व शिक्षा दोनों ही सर्वोत्तम पायदान पर अवस्थित है। शिक्षा सीखने सिखाने की क्रिया है। शिक्षा व्यक्ति के जन्म से मृत्यु पर्यन्त चलने वाली प्रक्रिया है। मानव अपने सम्पूर्ण जीवन में जो कुछ भी क्रिया करता है, ज्ञान प्राप्त करता है, वह शिक्षा ही तो है। शिक्षा का स्वरूप बहुत ही व्यापक है। क्योंकि इसका उद्भव व विकास भी व्यापक भाषा संस्कृत की शिक्ष धातु से हुआ है अनादिकाल से शिक्षा या विद्या ने व्यक्ति को वातावरण के साथ अनुकूलन करना सिखाया है। बालक के शारीरिक, मानसिक, सामाजिक व सांस्कृतिक सभी प्रकार के विकास में शिक्षा का विशेष योग होता है। सभी प्रकार के विकास एक दूसरे के पूरक हैं क्योंकि सभी प्रकार के विकास का आधार शिक्षा है अरस्तु ने कहा भी है कि- «स्वस्थ शरीर मे स्वस्थ मस्तिष्क निवास करता है।» जैसे-जैसे व्यक्ति की आयु वृद्धि होती है वैसे वैसे उसका सामाजिक व आध्यात्मिक - वातावरण के साथ सामंजस्य होता रहता है। इस सफर में वह अनेक अनुभव अर्जित करता है शिक्षा में सीखने सिखाने की प्रक्रिया निरन्तर चलती रहती - है।

शिक्षा का उद्देश्य व्यक्ति के समग्र व्यक्तित्व का निर्माण करना है। शिक्षा का उद्देश्य जीवन में सीखने की सम्पूर्णता है। शिक्षा मानव के भीतर छिपी शक्तियों को बाहर निकालती है। सच्ची शिक्षा वही है जो मानव में निहित शक्ति सामर्थ्य को उजागर और विकसित करे। शिक्षा व्यक्ति को तामसिक प्रवृत्ति से मुक्त करवाती है तथा उसे सही अर्थों में मानव बनाती है। शिक्षा का विस्तृत स्वरूप है लेकिन कुछ लोग इसे सीखने सिखाने की सीमित प्रक्रिया ही मानने - की भूल करते हैं।

व्यक्ति अपने जन्म के समय असहाय होता है और दूसरों की सहायता से अपनी आवश्यकताओं को पूरा करता है। जैसे जैसे वह बड़ा होता है वैसे वह उनको पूरा करना और अपने वातावरण से अनुकूलन करना सीखता है। इनके कार्यों में शिक्षा उसे विशेष योग देती है। शिक्षा न केवल उसे अपने वातावरण से अनुकूलन करने में सहायता देती है वरन् उसके व्यवहार में ऐसे वांछनीय परिवर्तन भी करती है कि वह अपना और अपने समाज का कल्याण करने में सफल होता है।

वर्तमान युग में वैज्ञानिक उन्नति के परिणामस्वरूप कई प्रकार के परिवर्तन हुए हैं। इन परिवर्तनों के अनुरूप शिक्षा में भी परिवर्तन तथा परिमार्जन की आवश्यकता होने लगी है। शिक्षा में नवीन प्रयोग, पद्धति अपनाकर

सामाजिक एवं वैयक्तिक आवश्यकताओं की पूर्ति अन्तर्राष्ट्रीय व राष्ट्रीय परिप्रेक्ष्य में करके भविष्य तथा वर्तमान की चुनौतियों पर विजय प्राप्त की जा सकती है। शिक्षा को को समाजिक मूल्यों के अनुरूप परम्परागत एवं आधुनिक शिक्षण विधियों द्वारा प्रभावी बनाया जा सकता है तथा शिक्षा के स्तर में सुधार लाया जा सकता है।

वर्तमान समय में विद्यालयों में विद्यार्थियों की संख्या में निरन्तर वृद्धि हो रही है। लेकिन अध्यापन तथा गुणात्मकता में उतनी वृद्धि नहीं हो रही जिसकी आवश्यकताएँ हैं। विद्यालयों को आज समाज ने जिम्मेदारियाँ ज्यादा दे दी है। ऐसी परिस्थिति में अध्यापक अपने शिक्षण कार्य में उतना प्रभावी नहीं हो पा रहा जितना ज्ञान का विकास हो रहा है। इसके लिये हमें शिक्षण को प्रभावी बनाना होगा, जिसके लिये प्रभावी शिक्षण विधियों, शिक्षा में नवाचारों के प्रयोग की आवश्यकता है। इन नवाचारों के प्रयोग से ही विद्यार्थी के व्यवहार में परिवर्तन, वांछित दिशा व गति के अनुसार ढाला जा सकता है। नवीन तकनीकी प्रयोगों के कारण परम्परागत शिक्षण विधियों के स्थान पर नवीन विधियों की आवश्यकता महसूस होने लगी है।

ज्ञातव्य है कि समाज परिवर्तनशील है। समाज के अनुसार शिक्षण व्यवस्था में भी परिवर्तन आवश्यक है। वर्तमान समय में शिक्षा में नये-नये प्रयोग हो रहे हैं। वर्तमान समय में शैक्षिक नवाचारों का प्रयोग हो रहा है। नवाचारों के रूप में पाठ्यक्रम तथा पाठ्येत्तर सहगामी क्रियाएँ शामिल हैं जिन्हें नवीनता प्रदान कर शिक्षा के उद्देश्यों को प्राप्त किया जा सकता है। गत पांच से छः दशकों से नवाचारों की प्रगति व प्रयोग में वृद्धि तीव्रता से होने लगी है। पाठ्यपुस्तक व्याख्याना का स्थान शिक्षण प्रतिमनों तथा नवाचारों ने ले लिया है। आज यह आवश्यकता आदत में परिवर्तित होती जा रही है। इन नवाचारों का प्रभावी उपयोग विषय के शिक्षण के समय करवाना तथा उनका अभ्यास करवाने से व्यावहारिक वांछित व्यवहार परिवर्तन को प्राप्त किया जा सकता है। प्रशिक्षण के समय सूक्ष्म शिक्षण की सहायता से शिक्षण कौशलों का अभ्यास करवाना, खण्ड शिक्षण द्वारा शिक्षण व्यूह रचना की समग्र एवं एकीकृत जानकारी वनशाला कार्यक्रम द्वारा ही प्रभावी व योग्य राष्ट्र निर्माता का निर्माण होगा।

अध्यापक सम्पूर्ण शिक्षा व्यवस्था का आधार होता है। योग्य एवं प्रभावी अध्यापक ही भावी सन्तति को दिशा एवं स्वरूप प्रदान करता है। यदि अध्यापक स्वयं नवीनतम ज्ञान की पूर्ण जानकारी नहीं रखता है तो वह सफल नहीं हो सकता।

शिक्षण नवाचारों का प्रयोग सिद्धान्त के रूप में तो काफी समय से ही रहा है किन्तु व्यावहारिक रूप में इनका उपयोग आज भी अपर्याप्त है। विद्यार्थियों का उपलब्धि स्तर उच्च करने तथा शिक्षण को बोधगम्य बनाने के लिये शिक्षण की कठोर तकनीक के पूरक के रूप में मृदुल तकनीक का उपयोग नवाचारों के रूप में करके सीखने के तीनों स्तरों यथा - स्मरण स्तर, बोध स्तर व चिन्तन स्तर को समस्त उद्देश्यों की प्राप्ति के लिये किया जा सकता है। अध्यापक को यदि इन क्रियाओं का आयोजन एवं उपयोग करना नहीं आयेगा तो उद्देश्यों की प्राप्ति भी नहीं हो सकेगी। कुशल अध्यापक अपने प्राप्त ज्ञान द्वारा शिक्षण व्यूह रचना को विद्यार्थी की आवश्यकता के

अनुरूप निर्मित कर सकता है उसे व्यूह रचना के रूप में नवीन पद्धतियों पर आधारित पाठ सहायक सामग्री एवं मूल्यांकन के उपकरणों की तैयारी करनी पड़ती है, जो नवाचारों के ज्ञान व अभ्यास से ही अभ्यास से ही सम्भव है। सीखने और सिखाने वाला दोनों भावात्मक रूप से तैयार हो ऐसी अधिगम परिस्थितियों का निर्माण हो जिससे विषय वस्तु अधिक बोधगम्य बने और भावी जीवन की तैयारी तथा उनके मूल्यों एवं अभिरूचि के विकास में मदद करें। शिक्षा साध्य नहीं वरन् साधन है स्पष्ट है सीखने वाले के व्यवहार के तीनों पक्षों ज्ञानात्मक भावात्मक एवं क्रियात्मक में वांछित परिवर्तन हो। नवाचारों के प्रयोगों द्वारा ही शिक्षण कौशलों का विकास, उद्देश्यानुरूप अध्ययन अध्यापन की स्थिति तथा मूल्यांकन प्रक्रिया का ज्ञान होगा। निष्पत्ति परीक्षण को मानदण्डीय परीक्षण में परिवर्तित करने का अभ्यास मनोवैज्ञानिक क्रम को तार्किक क्रम में सहज अनुभूत करवाना नवाचारों द्वारा ही हो सकता है। परम्परागत शिक्षण विधियाँ केवल मानसिक पक्ष के विकास पर अधिक केन्द्रित थी जबकि नवाचार द्वारा सर्वांगीण विकास का अवसर प्राप्त होता है। कार्यशाला में विभिन्न शिक्षण अन्तः क्रिया में प्रयुक्त होने वाले कौशलों का प्रशिक्षण व विकास करके भी कक्षा शिक्षण को अर्थपूर्ण रोचक व बोधगम्य बनाया जा सकता है उद्देश्य लेखन कौशल से पाठ के समापन तक प्रयुक्त होने वाली समस्त क्रियाओं में समन्वय तथा उपयुक्त प्रयोग भी नवाचार के द्वारा किया जा सकता है।

नवाचार के प्रकार

शिक्षण अधिगम प्रक्रिया के संचालक के रूप में एक शिक्षक अपने कार्यों के संचालन के समय नवाचार का प्रयोग करता है। वर्तमान युग शैक्षिक तकनीक द्वारा शिक्षा को परिवेश से जोड़ कर शिक्षा को व्यक्तिगत आवश्यकताओं के अनुरूप प्रदान करने पर बल देता है। अतः इस हेतु एक शिक्षक नवाचार के निम्न प्रकारों को आधार बना कर अपनी कार्यकुशलता को समृद्ध करता है: -

1. तकनीकी नवाचार :- नवाचार को क्रिया रूप में परिवर्तित करने हेतु तकनीकी प्रक्रिया एवं संगठनों में समय एवं स्थान के संदर्भ में नई तकनीकों का तार्किक क्रम में प्रस्तुतीकरण किया जाता है, इसमें ज्ञान एवं कौशल को आधार बनाया जाता है।
नवाचार की प्रक्रिया में संगठनात्मक प्रक्रियाओं को बदलने या व्यवहार्य उत्पादों और सेवाओं को बनाने के लिए नए ज्ञान का प्रयोग शामिल है। नवीन तकनीक, अन्तर्दृष्टि, प्रतिस्पर्धी जानकारी रचनात्मकता प्रयोग के परिणाम, संप्रेषण की गुणवत्ता आदि नवाचार के श्रोत हो सकते हैं।
2. उत्पाद सेवा नवाचार उत्पाद सेवा नवाचार प्रक्रिया के आउटपुट का सन्दर्भ प्रस्तुत करते हैं। इस प्रकार का नवाचार अंतिम उपयोगकर्ताओं के लिए नए उत्पादों एवं सेवाओं को विकसित करने के

प्रयासों को संदर्भित करता है 1 उत्पादन सेवा या प्रक्रिया नवाचार अक्सर नए रणनीतियों से जुड़े होते हैं क्योंकि कई प्रक्रिया सुधारों का उद्देश्य संचालन की लागत को कम करना होता है।

3. रणनीति और संरचनात्मक नवाचार :- रणनीति और संरचनात्मक नवाचार किसी प्रक्रिया की संगठनात्मक प्रशासनिक भाग का अंश होता है। इसके द्वारा संगठन में प्रबंधन, पर्यवेक्षण, नीति, श्रम, समन्वय, सूचना और नियंत्रण प्रणाली में परिवर्तन शामिल है।
4. सांस्कृतिक अभिनय:- सांस्कृतिक नवाचार उप परिवर्तनों को संदर्भित करते हैं। जो प्रक्रिया को संचालित करने वाले व्यक्तियों के दृष्टिकोण, मान्यताओं, मूल्यों, अपेक्षाओं, क्षमताओं और व्यवहार में हो सकते हैं। सांस्कृतिक नवाचार कर्मचारियों के विचारों को बदलता है ये प्रौद्योगिकी संरचना का उत्पादों और सेवाओं की बजाय मानसिकता में परिवर्तन है। किसी संगठन में संस्कृति की शक्ति का उपयोग करने के तरीके की खोज करने से संगठन को प्रतिस्पर्धात्मक लाभ प्राप्त करने में मदद मिलती है।

नवाचारी शिक्षण पद्धति

वर्तमान शिक्षण पद्धति वैज्ञानिक विधियों उपकरणों एवं मनोवैज्ञानिक सिद्धान्तों के प्रयोग द्वारा शिक्षण अधिगम प्रक्रिया को बालकेन्द्रीत बनाने पर बल देती हैं। अन्तर्राष्ट्रीय शिक्षा आयोग (1996) में शिक्षा के चार आधार स्तंभ- जानने के लिए शिक्षा कार्य करने हेतु शिक्षा, सीखने हेतु शिक्षा एवं एक दुसरे के साथ जीवन यापन एवं सामंजस्य हेतु शिक्षा द्वारा बालकों को वातावरण एवं परिस्थितियों से संबद्ध कर शिक्षण पर बल देने की बात कही गई है। इस हेतु कुछ प्रमुख प्रचलित विधियों यथा-खेल विधि प्रोजेक्ट विधि प्रयोग विधि, क्रिया विधि, अनुसंधान विधि, मस्तिष्क उद्वेलन विधि, भ्रमण विधि, अभिक्रमित अनुदेशन, एवं बहुमाध्यम उपागमों का प्रयोग आदि को इस प्रकार समायोजित तथा तार्किक रूप से प्रयोग किया जा सकता है जिससे बालक वातावरण से संबंधित होकर स्वयं अनुभव कर सके। इसके लिए शिक्षक परिधिजन्य परिवेश के अनुरूप शिक्षण विधियों का एकल या मिश्रित रूप से तार्किक प्रयोग कर सीखने हेतु नवीन विधियों, प्रविधियों एवं परिस्थिति का निर्माण कर शैक्षिक क्रियाकलापों में नवाचार को प्रस्तुत कर वह अपने शिक्षण अधिगम प्रक्रिया को सफल सुगम एवं सुग्राह्य बना कर शिक्षण अधिगम के प्रभाव को प्रभावशाली बना सकता है।

स्पष्ट है कि वर्तमान युग तकनीकी उन्नति एवं वैज्ञानिक प्रगति का युग है। इससे शिक्षा जगत भी अछूता नहीं है। बदलते परिवेश में शिक्षा के मनोवैज्ञानिकरण हो जाने के कारण शिक्षा को बाल केन्द्रित बनाने पर बल दिया जा रहा है। बदलते परिवेश में बालकों के नैसर्गिक विकास में सहायता प्रदान करने के लिए शैक्षिक नवाचार अत्यन्त आवश्यक है। शिक्षण अधिगम प्रक्रिया के संचालक के रूप में एक शिक्षक को शैक्षिक नवाचार का

अवसर प्राप्त होता है। वह कक्षा कक्ष की जटिलताओं को दूर करने के लिए प्रचलित शैक्षिक विधियों प्रविधियों आदि का समयानुकूल प्रयोग तार्किक क्रम में करता है तथा साथ ही साथ इन विधियों के संगठनात्मक स्वरूप में थोड़ा बहुत परिवर्तन कर नवाचार की प्रक्रिया को पूर्ण करता है। इससे वह अपने कक्षागत जटिलताओं को दूर कर अपने शिक्षण अधिगम की प्रक्रिया को सरल सुगम तथा सुग्राह्य बना कर अपने शिक्षण कार्य की प्रभावशीलता को बढ़ाता है। यहाँ नवाचार से तात्पर्य सर्वथा नवीन तकनीकों एवं विधियों के विकास से ही नहीं होता है। वरण कक्षा की शैक्षणिक जटिलताओं को दूर करने के लिए प्रचलित विधियों, तकनीकों आदि का समयानुकूल तर्किक प्रयोग, आंशिक प्रयोग अथवा परिवर्तन भी शैक्षिक नवाचार कहलाता है।

वर्तमान युग में शिक्षा के क्षेत्र में नित नई वैज्ञानिक विधियों, अनुसंधानों तथा तकनीकी उपकरणों के प्रयोग के कारण शिक्षण अधिगम की प्रक्रिया में असाधारण रूप से परिवर्तन हो रहा है। आज वर्तमान युग में शिक्षा हेतु बालक के निर्माण पर नहीं अपितु बालकों की आवश्यकताओं के अनुरूप शिक्षण प्रक्रिया के निर्धारण पर बल दिया जा रहा है, ताकि मानव संसाधनों का उचित रूप से दोहन किया जा सके तथा साथ ही बालक भी अपनी क्षमता को नैसर्गिक रूप से विकसित कर सके। यून तो सीखने सीखाने की अनेक पद्धतियों अनादि काल से प्रचलित रहीं हैं तथा समय के सापेक्ष इनका महत्व आज भी प्रसांगिक है परन्तु वर्तमान शैक्षिक आवश्यकताओं की पूर्ति हेतु शिक्षकों में नवाचारी प्रवृत्तियों का विकास आवश्यक है ताकि शैक्षिक समस्याओं का समाधान सुगमतापूर्वक किया जा सके।

नवाचार का अर्थ :- केवल नई विधियों, प्रविधियों एवं तकनीकों के विकास से ही नहीं होता बल्कि प्रक्रिया या सेवा में थोड़ा या कुछ बड़ा परिवर्तन अथवा पूर्व की कार्य पद्धति या विधियों के क्रम में परिवर्तन को भी नवाचार में शामिल किया जाता है जिसका सार्थक प्रभाव शैक्षणिक उपलब्धि की प्रक्रिया में देखने को मिलता है।

आधुनिक युग में शिक्षा को अधिक प्रभावोत्पादक एवं गुणवत्तापूर्ण स्वरूप प्रदान करने हेतु नित अभिनव प्रयोग हो रहे हैं। हमारी परंपरागत शिक्षा प्रणाली से अलग नई विधियों, नई कार्यपद्धतियों एवं नई तकनीक द्वारा अधिकाधिक फलदायी एवं परिवर्तित रूप में प्रस्तुत करने के लिए जिन नई गतिविधियों या क्रियाकलापों का समावेश किया गया है, उनमें नवाचार की विशेष एवं महती भूमिका है। नवाचार वस्तुतः नव व आचार दो शब्दों के योग से बना है, जिसका आशय किसी सेवा या उत्पाद या प्रक्रिया में नवीन प्रयोग से हैं, जिससे उसकी गुणवत्ता में संवर्धन हो।

शिक्षण संस्थानों खासकर प्राथमिक विद्यालयों में शिक्षा को और अधिक अर्थवत्ता प्रदान करने तथा उसे रोचक एवं आनंदपूर्ण बनाने हेतु नवाचार का प्रयोग शिक्षा के नए प्रतिमानों की स्थापना में सहायक साबित हो रहा है। राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005 सुझाती है कि बच्चों को उनके स्कूली जीवन से बाहर के जीवन से जोड़ा जाना चाहिए। राष्ट्रीय पाठ्यचर्या की रूपरेखा द्वारा विद्यार्थियों में रटने की प्रवृत्ति की जगह बोधात्मक शिक्षण के द्वारा सीखने पर विशेष बल दिया गया है। वस्तुतः गतिविधियों और क्रियाकलापों के माध्यम से

बच्चों को सीखने के लिए प्रेरित करना और उनमें कल्पनाशीलता को बढ़ावा देना नवाचार की मूल अवधारणा है। शैक्षिक विधाओं में नवाचार ने अपनी उपादेयता और सार्थकता सिद्ध कर दी है।

ऐसा करने से अध्यापक व विद्यार्थी दोनों का उपलब्धि स्तर बढ़ेगा तथा आत्म-विश्वास बढ़ेगा और उनके मूल्यों एवं अभिरूचि के अनुरूप शिक्षण होगा। नावचारों के प्रयोगों की निरन्तर वृद्धि में सूचना तकनीकी से प्राप्त सूचनाएँ भी हैं। तकनीकी ज्ञान के विस्फोट में शिक्षा ही एक मात्र ऐसा सशक्त साधन है। जिसके द्वारा मानव श्रृंखला जुड़ी हुई है। वर्तमान समय में पूरे विश्व में वैश्वीकरण बढ़ता जा रहा है। शिक्षा के विभिन्न आयामों को प्रभावपूर्ण बनाना तथा विज्ञान के बढ़ते हुए हस्तक्षेप से प्रभावित शिक्षा के विभिन्न स्रोतों, उपायों एवं साधनों को नयी दिशा एवं मोड़ देना होगा। शिक्षा के विकास के लिये जैसे शिक्षक तैयार होंगे वैसी ही शिक्षा व्यवस्था, शिक्षा नीतियाँ राष्ट्र तथा विश्व को प्रभावित करेंगी। ऐसे में शिक्षकों के लिये ऐसी नवीन शिक्षण विधियों व प्रविधियों की आवश्यकता है जो भावी समाज की आवश्यकताओं के अनुरूप प्रभावी परिणाम दे सके और एक ऐसी दिशा व सोच की गहरी आवश्यकता विभिन्न विषय के शिक्षण में भी है। क्योंकि ये प्रभावी परिणाम ही भावी सन्तति को एक दिशा व सोच तथा निर्देश प्रदान करते हैं।

जब बालक शिक्षा प्राप्त कर रहा होता है तब उसके पास अपने विचार, संवेग व अनुभव होता है जोकि अपरिपक्व अवस्था में होते हैं। ऐसे समय में केवल शिक्षक ही उसका आदर्श होता है जो शिक्षा के माध्यम से अविकसित भावनाओं, विचारों व सिद्धान्तों को एक निश्चित दिशा अवसर व गति प्रदान करता है। बालक को भावी जीवन की तैयारी करनी होती है। इस अवस्था में वह अवसर व गति प्रदान करता है। बालक को भावी जीवन की तैयारी करनी होती है। इस अवस्था में वह आत्मनिर्भर बनना चाहता है। शिक्षण विधियों एवं प्रविधियाँ उसकी बौद्धिक क्षमता के साथ उसकी अन्य मानसिक योग्यता जैसे- अभिव्यंजना शक्ति कल्पना शक्ति, तर्क शक्ति, चिन्तन शक्ति आदि को सकारात्मक स्वरूप प्रदान करती है। इन सभी प्रविधियों का विकास एवं उपयोग होने लगा है। प्राथमिक कक्षा में नवाचार पद्धतियों को अपनाकर प्रभावी परिणाम प्राप्त किया जा सकता है जो बालक तथा समाज को उनकी आवश्यकता के अनुरूप उद्देश्यों के निर्धारण के साथ साथ प्रभावी अधिगम परिस्थिति उत्पन्न करके वांछित मूल्यांकन के अवसर प्रदान करेगा।

“नवाचार अंग्रेजी भाषा के शब्द Innovation शब्द का हिन्दी रूपान्तरण है।

यहाँ इसका अर्थ नई रीति या नये विचार का प्रचलन या नवनिर्माण है। नवाचार दो पदों के संयोग से बना है ये पद हैं-नव्+आचार यहाँ नव शब्द नवीनता का परिचायक है और आचार शब्द का अर्थ आचरण, व्यवहार या परिवर्तन से है। नवाचार ऐसा परिवर्तन है जो पूर्व स्थापित विधियों, कार्यक्रमों, वस्तुओं और परम्पराओं नवीनता का समावेश दृढ़ इच्छा शक्ति से करे। यूनेस्को सम्मेलन (1971) के दस्तावेज में नवाचार के लिए कहा गया है- नवाचार एक नूतन विचार की शुरुआत है यह एक तकनीकी प्रक्रिया है जिसका विस्तृत उपयोग प्रचलित

व्यवहारों तथा तकनीकी के स्थान पर किया जाता है। यह मात्र परिवर्तन के लिए परिवर्तन नहीं है बल्कि इसका क्रियान्वयन और नियन्त्रण परीक्षण तथा प्रयोगों के आधार पर किया जाता है।

“शिक्षा में नवाचार का अभिप्राय स्थापित शिक्षा प्रणाली में नये व्यवहार अर्थात् नवीन विधियों एवं रीतियों का समावेश करना है। नवाचार को विद्वानों ने अपने-अपने शब्दों में परिभाषित करने का प्रयास किया। नवाचार को स्पष्ट करने के लिए कुछ परिभाषाएँ इस प्रकार हैं-

ई० एम० रोजर्स के अनुसार नवाचार एक ऐसा विचार है जिसकी प्रतीति व्यक्ति नवीन विचार के रूप में करें।

एच० एस० भोला के अनुसार «नवाचार एक विचार है, एक अभिवृत्ति है,

कौशलयुक्त एक यन्त्र है या इनमें दो या दो से अधिक ऐसे तथ्य हैं जिन्हें व्यक्ति ने या संस्कृति ने पहले व्यवहारिक रूप से अपनाया हो।

एच० जी० वारनेट के अनुसार- नवाचार एक विचार है, व्यवहार है अथवा वस्तु है, जो नवीन है और वर्तमान स्वरूप से गुणात्मक दृष्टि से भिन्न है।» कोठारी आयोग ने भी सामाजिक व आर्थिक परिवर्तन के परिप्रेक्ष्य में शैक्षिक नवाचार अपनाने पर बल दिया है।

स्पष्ट है कि नवाचार के अन्तर्गत नवीन और उपयोगी विचार, नियोजित प्रयास उन्हें अपनाने की इच्छा शक्ति विद्यमान होती है। नवाचार में कुछ ऐसा लागू करना निहित होता है जो प्रचलित से भिन्न उपयोगी और नवीन हो प्रत्येक नवाचार अपने में कुछ विशेषता अवश्य समेटे होता है।

नवाचार का महत्व

आज इस बात की माँग है कि शैक्षिक संरचनाओं तथा अन्तर्वस्तु का नवीनीकरण किया जाए जिससे कि वे सामाजिक परिवर्तन में न्यूनाधिक मात्रा में प्रत्यक्षतः योगदान कर सकें। यह निश्चय ही सम्भव है बशर्ते कि हमारे समक्ष समाज की एक स्पष्ट तस्वीर हो जिसे दृष्टि में रखकर शैक्षणिक लक्ष्यों को तैयार किया जाए अर्थात् शिक्षा सामाजिक व आर्थिक विकास के लक्ष्यों से युक्त हो। आज आवश्यकता है कि शिक्षा सुस्पष्ट सामाजिक लक्ष्यों को प्राप्त करने में सफल हो। विज्ञान और प्रौद्योगिकी शिक्षा के किसी भी उपक्रम के प्रमुख और स्थाई तत्व हो। बच्चों, युवकों और प्रौढ़ों की प्रत्येक शिक्षात्मक गतिविधि का वे अंग बनें, ताकि प्रत्येक व्यक्ति न केवल प्राकृतिक और उत्पादक शक्तियों वरन् सामाजिक शक्तियों पर भी नियन्त्रण रख सके, साथ ही व्यक्ति में ऐसी वैज्ञानिक दृष्टि विकसित करने में मदद मिले कि वह विज्ञान का गुलाम न रहकर भी उसकी उन्नति कर सके। उपर्युक्त दृष्टिकोण को ध्यान में रखते हुये शिक्षा में नवाचारों की महत्ता स्वीकार की जा रही है। यह भी सत्य है कि हम अपने प्राचीन गौरव को भूलना नहीं चाहते। साथ ही आधुनिकता को भी अपनाना चाहते हैं। अतः प्राचीनता और आधुनिकता के संयोग से ऐसे नवाचारों को विकसित करना चाहते हैं जो आधुनिक शिक्षा में

उपयोगी गुणात्मक उन्नति कर सकें तथा जो विकासशील भारत की प्रगति में सहायक हो अतः नवाचार शैक्षिक व्यवस्था और कार्यप्रणाली को जीवन्त बनाये रखने के लिए आवश्यक है।

इनके अभाव में शैक्षिक लक्ष्यों और प्रक्रिया में व्यापक अन्तर पड़ जायेगा। इनके अपनाने से शिक्षण में गुणात्मक उन्नयन होता है जिससे व्यक्ति, समाज तथा राष्ट्र की प्रगति का मार्ग प्रशस्त होता है। ज्ञान से विस्फोट के साथ नवाचारों को अपनाना अब एक नियत बन गया है। नवाचारों से शिक्षा को

दिशाबोध प्राप्त होता है। ऐसी समाजोपयोगी उन्नत और स्तरीय शिक्षण पूरी तरह से शैक्षिक नवाचारों पर आधारित होती है।

सामाजिक, आर्थिक, राजनैतिक, सांस्कृतिक, वैज्ञानिक और शैक्षिक दृष्टिकोण से शैक्षिक नवाचारों की महत्ता स्वीकार की जाती है। लोकतान्त्रिक, समाजवादी विकासशील भारत के लिये उपर्युक्त सभी दृष्टिकोण में शैक्षिक नवाचारों का महत्व स्पष्ट दिखायी पड़ता है। हमारा संकल्प है कि 6 से 14 वर्ष के बच्चों के लिए अनिवार्य निःशुल्क सार्वभौमिक प्राथमिक शिक्षा को सुलभ करायेंगे। इस लक्ष्य को प्राप्त करने में शैक्षिक नवाचारों का उपयोग सहायक होगा। इसी प्रकार सभी को शिक्षा के समान अवसर सुलभ कराना, दूरस्थ शिक्षा, पत्राचार शिक्षा, अनवरत शिक्षा आदि ऐसे लक्ष्य हैं जिन्हें पाने के लिए नवाचारों की सहायता लेनी होगी। निरक्षरता उन्मूलन के लिए संचार माध्यमों एवं अन्य नूतन प्रणालियों का सहारा लेना ही होगा। नवाचारों को अपनाकर ही अनुसूचित जातियों, जनजातियों, अल्पसंख्यकों तथा महिलाओं में शिक्षा का प्रसार करने में सहायता मिलेगी। इसके साथ ही कृषि क्षेत्र औद्योगिक क्षेत्र ऊर्जा क्षेत्र, विज्ञान और तकनीक के क्षेत्रों में विकास कार्यों को सजीव बनाये रखने के लिए शैक्षिक नवाचारों को अपनाना होगा।

अतः कोई भी व्यवस्था यथास्थिति में अधिक दिन नहीं टिकती, व्यवस्था से जुड़े लोग ही परिवर्तन की माँग करने लगते हैं। परिवर्तन प्रायः विकास का सूचक होता है परिवर्तनों को लाने में और उन्हें स्वीकार करने में शिक्षा की महत्वपूर्ण भूमिका होती है परिवर्तनों की पृष्ठभूमि में लीक से हटकर कुछ न कुछ नवीनता या उपयोगिता अवश्य होती है। स्पष्ट है कि शैक्षिक परिवर्तनों को लाने में नवाचारों की भूमिका को नकारा नहीं जा सकता बशर्ते वह परिवर्तन सोच-समझकर लाया जा रहा हो हमारी मान्यता है कि शिक्षा में नवाचारों को सदैव स्थान दिया गया है और आगे भी यह क्रम जारी रहेगा।

नवाचार की आवश्यकता

आज देश और समाज में बदलाव आ रहा है, देश विकास के पथ पर अग्रसर है बदलाव और विकास की प्रक्रिया ने शिक्षा के सामने अनेकों संकट पैदा कर दिये हैं शिक्षा इन संकटों से तभी छुटकारा पा सकती है जब वह सामाजिक आकांक्षाओं के अनुरूप अपने स्वरूप में परिवर्तन कर लें। इस हेतु उसे शैक्षिक नवाचारों को

स्वीकार करना होगा। जनसंख्या वृद्धि एक जटिल समस्या है। इसने सामाजिक, आर्थिक और शैक्षिक समस्याओं को जन्म दिया है। शैक्षिक आवश्यकताओं की पूर्ति के लिए हमें पहले से अधिक विद्यालय, शिक्षक, शिक्षण जेएवं वन जमानी और अधिक पन्ना की भावना है। आपन आधुनिक विश्व में प्रौद्योगिकी का अवबोध अत्यन्त महत्वपूर्ण है और इसे प्रत्येक व्यक्ति की आधारभूत शिक्षा का अंग होना चाहिए। वर्तमान समय में शिक्षा में प्रौद्योगिकी का प्रतिपादन व्यवस्थित तथा वैचारिक ढंग से नहीं हो रहा है। शिक्षा की पाठ्यचर्या में प्रौद्योगिकी विषय को सम्मिलित किया जाए, शिक्षण प्रविधि के रूप में मशीनों का उपयोग किया जाय। प्रमुख रूप से दो नवाचारों, प्रथम- जनसम्पर्क के साधन (रेडियो, टी०वी०, ट्रांजिस्टर) और दूसरा साईबरनेटिक्स का उपयोग शिक्षण अधिगम और प्रशिक्षण के लिए करना होगा, तभी हम इतने विशाल जनसमुदाय को सही रूप में शिक्षित प्रशिक्षित करने में कामयाब होंगे।

आधुनिक विश्व में विज्ञान बड़ी तेजी से आगे बढ़ रहा है। दैनिक जीवन में वैज्ञानिक उपकरणों (टी०वी० टेलीफोन, फैक्स, संगणक, कम्प्यूटर) का उपयोग बढ़ रहा है। यदि शिक्षा को इन सामाजिक गतिविधियों के साथ चलना है तो उसे भी इन वैज्ञानिक आविष्कारों को आत्मसात् करना होगा। यह कार्य शैक्षिक नवाचारों को अपनाकर ही सम्भव हो सकता है। भारत में शिक्षित बेरोजगारी की गम्भीर समस्या है। यह समस्या प्रतिवर्ष बढ़ रही है बेरोजगारी का कारण जनसंख्या वृद्धि, धीमा औद्योगिक विकास, संसाधनों की कमी तथा उनका समुचित उपयोग न होना एवं शिक्षण का परम्परागत स्वरूप है।

सामाजिक, आर्थिक विकास लाने में शिक्षा की महत्वपूर्ण भूमिका होती है। आधुनिक समाज को व्यवसायपरक तकनीकी एवं व्यावहारिक शिक्षा की आवश्यकता है। अतः आवश्यकता है कि शिक्षा सामाजिक उपेक्षाओं के अनुरूप अपने स्वरूप एवं कार्यक्रमों में परिवर्तन करें। इसके लिए नूतन प्रविधियों को शिक्षा में सम्मिलित करना होगा। शैक्षिक कार्यक्रमों एवं पाठ्यचर्याओं को रोजगारोन्मुख बनाना होगा। इसके लिए शैक्षिक नवाचारों को अपनाना होगा।

प्रौद्योगिक विकास के दौर में शिक्षा की पाठ्यवस्तु में परिवर्तन करना नितान्त आवश्यक है। शिक्षकों को भी नूतन पाठ्यचर्याओं का ज्ञान तथा उनमें प्रशिक्षण प्राप्त करना होगा। इस प्रकार शिक्षा की पाठ्यचर्या में नवाचारों को सम्मिलित करने की आवश्यकता है।

किसी भी राष्ट्र का उत्थान, विकास और प्रगति उसके मानवीय संसाधनों पर निर्भर करती है। मानवीय संसाधन का संरक्षण और उसका समुचित उपयोग विकास की दिशा में किया गया सकारात्मक प्रयास होगा। शिक्षण-प्रशिक्षण के द्वारा मानव का विकास किया जाना चाहिए और यही शिक्षा का उद्देश्य होना चाहिए। प्रदूषण से बचने की शिक्षा, स्वास्थ्य संरक्षण की शिक्षा, विभिन्न बीमारियों और उनके उपचार की शिक्षा आदि ऐसे नवाचार हैं, जिन्हें शिक्षा में अपनाना चाहिए तथा अनवरत् इसकी जानकारी दी जानी चाहिए।

सभी के लिए समान शिक्षा के अवसर सुलभ कराना, जनशक्ति को विकसित करना, रोजगारपरक शिक्षास्तरीय शोध कार्यों को प्रोत्साहन तथा शिक्षा के स्तर एवं गुणवत्ता में वृद्धि लाना हमारा लक्ष्य है।

शिक्षा में सुधार लाने के लिए राष्ट्रीय और राज्य स्तर पर कार्य हो रहा है। 1 आधुनिक बदली हुयी परिस्थितियों में सामाजिक विकास को जीवन्तता प्रदान करने के लिए तथा विकास की गति को बनाए रखने के लिए शैक्षिक नवाचारों को अपनाना और उनके अनुरूप शिक्षा के कार्यक्रम क्रियान्वित करने की आवश्यकता है।

शैक्षिक नवाचारों की आवश्यकता निम्न हैं:

शिक्षा में गुणात्मक सुधार तथा मात्रात्मक प्रसार करने के लिए।

सामाजिक आकांक्षाओं एवं अपेक्षाओं की पूर्ति के लिए।

बढ़ती हुयी जनसंख्या की शैक्षिक आवश्यकताओं की पूर्ति हेतु।

वैज्ञानिक एवं तकनीकी ज्ञान का प्रसार करने हेतु।

शिक्षित बेरोजगारी को रोजगार के अवसर सुलभ कराने हेतु।

शिक्षा के उद्देश्य, उसकी पाठ्यचर्या में नूतन विषय सामग्री सम्मिलित करने हेतु।

मानवीय संसाधन का विकास करने के लिए।

शिक्षण प्रशिक्षण कार्यक्रम तथा शिक्षा प्रविधियों में मशीनों एवं संचार साधनों का उपयोग करने के लिए।

शिक्षण संस्थाओं में प्रवेश की समस्या का हल खोजने के लिए।

सामाजिक विकास को जीवन्तता प्रदान करने के लिए तथा विकास की गति बनाये रखने के लिए शैक्षिक नवाचारों को अपनाने की आवश्यकता है।

परिवर्तनशील समाज के अनुरूप शिक्षा का स्वरूप विकसित करने के लिए।

शैक्षिक नवाचारों का क्षेत्र

शैक्षिक नवाचारों का क्षेत्र व्यापक है। बदली हुयी परिस्थितियों में शिक्षा में आमूल-चूल परिवर्तन करने की आवश्यकता है। कोठारी कमीशन और राष्ट्रीय शिक्षा नीति (1986) में भी नवाचारों को अपनाने पर बल दिया गया है। शिक्षा का क्षेत्र बहुत व्यापक है, जो जीवन के प्रत्येक पहलुओं को प्रभावित करती है तथा यह बालक को भावी जीवन के लिए तैयार करती है। शिक्षण अधिगम के सुधार हेतु स्थानीय समुदाय / परिवेश के संसाधनों की

पहचान और उपयोग कर मूल्यांकन

शिक्षण अधिगम प्रक्रिया में शिक्षकों के अन्दर बालकों / बालिकाओं के प्रति एक पुरानी धारणा थी कि बालक / बालिका एक खाली घड़ा है, कोरी स्लेट है या कच्ची मिट्टी का घड़ा है। इसका अभिप्राय यह था कि

जब बालक विद्यालय में प्रथम बार पढ़ने आता है तब वह कुछ नहीं जानता अर्थात् खाली घड़ा है। शिक्षक को उसमें ज्ञान भरना है। लेकिन अब यह अवधारणा खण्डित हो गई हैं। विद्यालय में प्रथम बार नामांकन हेतु आया बालक/बालिका खाली घड़ा नहीं है.. वह अपने घर से बहुत कुछ सीख कर आता है तथा बहुत कुछ जानता भी है। इसलिये अध्यापक से अब बच्चे के साथ खाली घड़ा जैसे व्यवहार करने की अपेक्षा नहीं की जा सकती है बल्कि उसे नये प्रकार से बालकों के प्रति सोचना होगा और तदनुसार शिक्षण प्रक्रिया का प्रयोग करना होगा। यह बालकों के प्रति नवीन सोच है, जिसे शिक्षा में लागू किया जा रहा है। अब शिक्षक, शिक्षण अधिगम की समस्याओं का समाधान क्रियात्मक शोध के माध्यम से स्वयं कर रहे हैं जो शिक्षा में नवाचार है।

पूर्व प्रचलित शब्द परीक्षा के स्थान पर वर्तमान में 'मूल्यांकन' शब्द का प्रयोग किया जा रहा है। यह शैक्षिक नवाचार की देन है। डॉ० बी०एस० ब्लूम ने परीक्षा शब्द को संकीर्ण अर्थों में लिया है और उसके स्थान पर मूल्यांकन शब्द को उचित बताया है। मूल्यांकन का अर्थ है शिक्षा के उद्देश्यों, पाठ्यचर्या और शिक्षण विधियों आदि की उपयोगिता का पता लगाना और उनके परिणामों की सापेक्षिक जानकारी प्राप्त करना।

मूल्यांकन के क्षेत्र में विविध नवाचार परम्परागत ढंग से त्रैमासिक, अर्द्धवार्षिक व वार्षिक परीक्षाओं के स्थान पर सतत व्यापक मापन और मूल्यांकन की संकल्पना का प्रयोग किया जाने लगा है जिससे मूल्यांकन हेतु विविध प्रकार के प्रश्नों (वस्तुनिष्ठ, लघुउत्तरीय, अति लघुउत्तरीय, दीर्घ उत्तरीय प्रश्न) का प्रयोग किया जा रहा है। मूल्यांकन से पूर्व मापन की व्यवस्था की जाती है। प्राप्तांकों के आधार पर 'ग्रेड' प्रणाली प्रयोग की जाने लगी है तथा विद्यालय श्रेणीकरण में मूल्यांकन को सम्मिलित करके विद्यालय सुधार योजनाएँ बनायी जाती हैं। यह शिक्षा में मूल्यांकन के क्षेत्र में नवाचार है। मूल्यांकन हेतु नयी-नयी प्रविधियों, विचारों का समावेश किया जा रहा है। प्रार्थना स्थल की गतिविधि विद्यालय में परम्परागत ढंग से अध्ययन अध्यापन प्रारम्भ होने से पूर्व ईश्वर की प्रार्थना की जाती रही है जिसमें केवल एक निश्चित पद्य का पाठ होता है लेकिन अब नवाचार के रूप में प्रार्थना स्थल पर निम्नलिखित क्रियाकलाप भी किये जाने का विभागीय निर्देश है-

1. बच्चों की साफ-सफाई की जाँच तथा स्वस्थ आदतों के विकास हेतु प्रेरणा प्रदान करना।
2. किसी महापुरुष द्वारा धर्मग्रन्थ में वर्णित सदवाक्य का वाचन तथा उसका अनुसरण करने की प्रेरणा।
3. प्रेरणाप्रद सूक्तियों का वाचन / श्रवण।
4. उस दिन का प्रमुख समाचार का वाचन।
5. उस दिन के आयोजित किये जाने वाले अतिरिक्त प्रमुख कार्यक्रमों की घोषणा।
6. किसी भी विषय पर छात्रों / छात्राओं का प्रार्थना स्थल पर प्रस्तुतिकरण।
7. योग।

पाठ्य सहगामी क्रियाकलाप

शिक्षा जीवन पर्यन्त चलने वाली प्रक्रिया है यह केवल कक्षा-कक्ष तक सीमित नहीं रह सकती है। शिक्षा का संचालन शिक्षा विधाओं पर होता है। परम्परागत शिक्षण विधाओं में प्रवचन लेक्चर आदि आते हैं जिसमें अध्यापक व पाठ्यक्रम मुख्य रहता है, छात्र गौण हो जाते हैं। लेकिन अब पुरानी शिक्षण विधाओं के स्थान पर «खेल पद्धति» गतिविधि करके सीखें «भ्रमण व प्रयोग», पद्धति का नवाचारी प्रयोग किया जा रहा है; यह पाठ्य सहगामी क्रियाकलाप के अन्तर्गत आते हैं। जिसमें छात्र / छात्रा अधिक सीखते हैं। पाठ्य सहगामी क्रियाकलापों के माध्यम से छात्रों में बौद्धिक विकास के साथ-साथ शारीरिक, सामाजिक, सांस्कृतिक एवं रचनात्मक क्षमता का विकास होता है। इसमें अब शिक्षक की भूमिका ज्ञानी, विद्वान अभिभावक की न रहकर शिक्षक अब छात्रों का अनुभवी एवं वरिष्ठ मित्र सलाहकार एवं मार्गदर्शन की भूमिका निभाता है। अब विद्यालय में दण्ड तथा अनुशासन के नाम पर स्थापित भय का वातावरण समाप्त हो गया है। विद्यार्थियों की रुचि क्षमता व आवश्यकता को देखते हुये पाठ्य सहगामी क्रियाकलाप को अपनाकर नवाचार प्रयोग किये जा रहे हैं। बहुश्रेणी व बहुकक्षा शिक्षण इसमें सम्मिलित हैं।

कहानियों, कविताओं, संगीत, महापुरुषों के दृष्टान्त तथा नाटक बच्चों को सांस्कृतिक विरासत से जोड़ते हैं तथा उन्हें अनुभवों को समझने का अवसर देने के साथ ही उनमें दूसरों के प्रति संवेदना विकसित करना भी सिखाते हैं। सामुदायिक सहभागिता शिक्षा में समुदाय के लोगों की सक्रिय भागीदारी का नवाचारी प्रयोग किया जा रहा है। पहले शिक्षा के संचालन हेतु औपचारिक रूप से ग्राम शिक्षा समिति होती थी, जो प्रायः निष्क्रिय रहती थी। लेकिन प्राथमिक शिक्षा में समुदाय की सक्रिय भागीदारी सुनिश्चित करने हेतु अनेक शासनादेश तथा विभागीय आदेश निर्गत किये गये हैं, जिसके अन्तर्गत ग्राम शिक्षा समितियों को अनेक दायित्व व तत्सम्बन्धी अधिकार प्रदान किये गये हैं। प्रत्येक विद्यालय में अभिभावक शिक्षक संघ (पी० टी० ए०) माता शिक्षक संघ (एम० टी० ए०) एक ब्लॉक स्तर की समिति बनायी गई है। शिक्षा सामुदायिक सहभागिता की सक्रीयता हेतु विभिन्न स्तरों पर ग्राम संसाधन समूह, ब्लॉक संसाधन समूह, जिला संसाधन समूह का गठन किया गया है। अब शिक्षा व्यवस्था के संचालन का दायित्व केवल सरकार पर न होकर समुदाय के लोगों पर भी डालकर नवाचार किया जा रहा है। अन्य शिक्षा प्रेमी नागरिकों को भी विद्यालय में सहयोग हेतु आमन्त्रित किया जाता है। विद्यालय प्रबन्धन परम्परागत तरीके से विद्यालय के प्रबन्ध में शिक्षा विभाग के निर्देशों के अनुसार प्रधानाध्यापक का एकाधिकार व एकल दायित्व समझा जाता है लेकिन नवाचार में अब प्रधानाध्यापक ही विद्यालय प्रबन्धन का एकाधिकारी नहीं है। इसमें सामुदायिक सहभागिता व जन सहयोग का नवाचारी प्रयोग करके «ग्राम शिक्षा समिति को वैधानिक स्वरूप प्रदान करके उसे कार्य अधिकार व दायित्व सौंपा गया है जिससे विद्यालय भवन का निर्माण, विद्यालय में टाट पट्टी, फर्नीचर उपकरण के प्रबन्धन, मिड-डे-मील, छात्रवृत्ति गणवेश आदि का वितरण तथा विद्यालय रख-रखाव में ग्राम शिक्षा समितियों का बाह्यकारी सहयोग लिया जा रहा है। विद्यालय प्रबन्धन

द्वारा स्थानीय समुदाय की विभिन्न स्वरूपों में सहभागिता कराकर नवाचार किया जा रहा है। विषयगत कक्षा शिक्षण समसामयिक दृष्टान्त वर्तमान समय में विद्यार्थियों का जब कक्षा में शिक्षण कार्य किया जाता है तो शिक्षक सीधे अपने विषयवस्तु को पढ़ाने लगता है जिससे विद्यार्थी 19/25 समझने में परेशानी होती है। अतः शिक्षकों को सम्बन्धित पाठ को ध्यान में रखते हुये उससे सम्बन्धित समसामयिक या ऐतिहासिक दृष्टान्त का वर्णन करते हुये समझाना चाहिए, जिससे उनके मस्तिष्क पर अमिट छाप पड़ती है। जैसे कक्षा-6 के बच्चों को यदि अकबर के बारे में पढ़ाया जा रहा है तो उन्हें यह बता सकते हैं कि अकबर का राज्यारोहण जिस उम्र में हुआ उसी उम्र में हुआ था। बच्चों से पानी रखने वाली बोतल को दिखाकर पूछा जाए कि इस बोतल का उपयोग किस-किस तरीके से किया जा सकता है। प्रत्येक बच्चा कम-से-कम पाँच-पाँच उपयोग बताएँ। बोतल का उपयोग जैसे पिचकारी बनाने में ड्रापर बनाने में, फ्लावरपॉट ग्लास आदि बनाने में किया जा सकता है।

लैब एरिया

शिक्षण-अधिगम प्रक्रिया में गुणात्मक उन्नयन के क्षेत्र में «लैब एरिया» एक नवीन अवधारणा है। लैब एरिया एक ऐसा परिक्षेत्र होता है, जिसके अन्तर्गत स्थित लगभग दस ग्यारह अथवा बारह विद्यालयों की शिक्षण अधिगम से सम्बन्धित गुणात्मक उन्नयन के संदर्भ में अनुश्रवण तथा पृष्ठपोषण से सम्बन्धित कार्य किसी अकादमिक व्यक्ति को सौंप दिया जाता है। प्राथमिक अथवा उच्च प्राथमिक विद्यालयों से सम्बन्धित लैब एरिया की जिम्मेदारी जिला शिक्षा और प्रशिक्षण संस्थान के प्रवक्ता अथवा अन्य अधिकारियों की होती है। इस अकादमिक व्यक्ति को मेण्टर के नाम से जाना जाता है।

मेण्टर्स को महीने में एक अथवा दो बार अपने लैब एरिया में स्थित सभी विद्यालयों का भ्रमण करना होता है। भ्रमण के दौरान कक्षा-कक्ष में संचालित शिक्षण का अवलोकन सुधारात्मक दृष्टि से करता है। महत्वपूर्ण सुझावों के साथ-साथ शिक्षकों को शिक्षण की दृष्टि से तथा बच्चों को अधिगम की दृष्टि से तत्काल निर्देशन प्रदान करता है। स्थानीय निर्देशन के अतिरिक्त विगत दिनों में शिक्षण अधिगम तथा सम्प्राप्ति से सम्बन्धित आने वाली कठिनाइयों का निवारण भी किया जाता है।

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Civil War and Oil Politics in Sudan

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ABSTRACT

This article wants to discuss, examine, and investigate on how oil is a main issue for the ongoing conflict in Sudan. The natural resources especially (Oil) which is a cause for conflict not only the continent of Africa but also the whole world. After second world war oil geopolitics has been a crucial division among political, social, and economic instability in Sudan. The country has now in transition for a peaceful democratic nation after the 30 years authoritarian rule of Bashir. Sudan has been facing socio-economic and political challenges and presently the country has transitional government with the starting of the oil deficit money. Oil war in Sudan has been started after Sudan from the colonial period and so many international organisation and factors are responsible for creating war among the Sudanese oil sectors. The country has divided different ethnicity and oil areas which is the division between oil politics in Sudan-South Sudan. Is the oil that creates conflict, war and human rights violations, international balance deficit in Sudan and which international factors are responsible for this division in Sudan? How oil is the main factors for the occur of violence in Sudanese political, economic, and social instability.

Keywords: Civil War, Oil Politics, Sudan, International Factors, External Factors.

INTRODUCTION

Since the colonial time the state of Sudan has facing political and economic challenges to established a peaceful democratic nation. After the country has got independent in the year of 1956 from Britain, again the civil war has been started in Sudan. Oil is the most important issues yet to get real solution. Wealth of the nation is being transferred to select majoritarian ethnic elites such as railways sails, oil companies, ports, airports etc which further results in concentration of wealth in few hands disregarding sentiments in majoritarian of Sudan.

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The Republic of Sudan was facing two longest civil war, (the first civil war was from 1956-1972) and the (second Sudanese civil war was from 1983-2005), the war was over through the CPA comprehensive Peace Agreement. since colonial period to still now the country has facing socio-economic and political challenges and oil discovered by the USA (Chevron) company, the change of demarcation in the North-South oil related area's which was a reason for second Sudanese civil war (Ziada 2007). After the country has got independence in the year of 1956, was facing severe oil economic transit fees deficit, border disputes and established a peaceful democratic nation. But in the year of 2011 when South was divided from North through the (CPA 2005) peace agreement and conflict was started in Sudan. From the colonial period the state of Sudan was facing major challenges social, political, and fiscal exclusion, as a result the peoples of Sudan from the regional to central level could not access oil economy money and a sustainable development. The author has said that how the both nations will manage their war over resources especially on oil, the oil which was a reason for the North-South war from the 2nd Sudanese battle fight. The major cause for war in Sudan is the not centralising of political power among the peoples and capturing the oil money by the Sudan's political leaders (kock 2011).

Sudan has facing problems those are, good governance, poverty, poor economic performance in nation and lack of sustainable development because of longest civil war. We will discuss some literature which has been showing that what is the dimensions the country has facing to established a stability nation.

CIVIL WAR IN SUDAN

The country has facing economic and political challenges to established a peaceful democratic nation but absence of true legislature system which is the cause of failure state in Sudan. For an example that (Darfur) ongoing crisis, if the country will free from civil war the decision-making system, should have wide-ranging and advice-giving (Murphy 2011).

The country was facing two longest civil war and the second Sudanese civil war was taking place in the year of 1983 after the (Addis Ababa) peace negotiations. Former political leader of Sudan (Jafar Nimeiri) authoritarian rule over South like (Sharia Islamic law), the administration of Sudan separately revoked the (Addis Ababa) peace negotiations and was separated the Southern of Sudan in 3 areas, reduces the local power from the administration, was imposing (Islamic sharia laws)

over non-Muslim Christians in South which was a tension and conflict among the Sudanese administration and the rebellious groups from Southern Sudan. The North South war in Sudan which was started in second Sudanese civil war, the authoritarian rule of imposing (Islamic Sharia laws) over the Southern cluster (Deng 2001).

The second Sudanese civil war was taking place in the year of 1983, because of this war around (2 million) peoples had been deceased and (4 million) had been evacuated. Because of this 20 years civil war, famine, epidemic and starvation has increased in the oil region parts in Sudan. The war in Sudan has taking place because of the possession of Southern Sudan oil area was contested through the South Sudan's cluster group which was central by (SPLM/A). the Sudanese administration wanted to established security in the oil area those areas are in the Southern part of Sudan but the Southern peoples had no human rights to join in his personal administration process before the open of oil. According to this author, the oil was discovered in the year of 1978, through the (USA, Chevron) corporations in the Southern part of Sudan (Rone 2003).

The country has facing socio-economic and political challenges, the economic background in Sudan is in total collapse. The dualistic socio-economic system in Sudan keeps the poor and marginalised in their status quo. Inequalities and discriminations are increasing on the ground of race and colour. The country's economic system is destroyed in the name of privatization and corporatization. The Sudanese government's neglected has create civil war in the centre and peripheries.

Similarly, how the resources create conflict in Sudan, other articles have said that the country has facing a longest war in the year of 1983 and this longest war was over through the (CPA 2005) peace negotiations. This second Sudanese battle fight had some condition over resources money especially Oil wealth. some conditions had ended the second Sudanese civil war through (CPA), one is part-political (power sharing) among North-South Sudan and the other was (oil wealth) economy sharing between North-South, Sudan and South Sudan boundary area demarcation and the Southern Sudan's divided from North Sudan. The 2nd battle fight was the formation of (Dr. Garang's) new Norther Sudan and established of (SPLM/A) in the year of 1983. In the old Sudan there was no financial and political division among peoples so, (Dr. Garanga) wated to established a new country which can provide financial and political distribution. Sudan was taking support from western countries and neighbouring countries that is why the North-South civil war was took place. Because of this war the around 2 million peoples had been deceases and 4 million had

been evacuated, famine, and other viruses has increases in Sudan. the all-peace negotiations by internal and external factors have been trying to do but all peace process has been failed because in the year of 1990 the (Clinton administration) was declaring against the country “War on Terror”. The second Sudanese battle fight was over through the (CPA 2005) peace treaty and this agreement was taking place by the (Machakos 2002) pact (Curless and Rodt 2013).

The country was facing two longest civil war for stability a peaceful democratic nation but oil resources which is conflict in Sudan.

RESEARCH METHODOLOGY

The propose study will be focusing on historical and analytical methods. The research has involved both qualitative and quantitative analysis. In the qualitative part, a set of variables will be analysed deeply to access the performance of civil war and oil politics in Sudan. The sources of this research will have both primary and secondary. The primary sources will include published government’s documents, press, report in Sudan. The secondary sources will include books, research articles, journals, news reports, online sources and seminar and conference papers etc. This study will also focus on civil war and oil politics after Sudan got independent in 1956, how the countries growth and development has facing challenges.

OIL POLITICS

The geopolitical problems in Sudan were started since its colonial period. The geopolitical issues are not only happening in the Sudan but also the whole African nations has faced the oil resources civil war. The country has got independent from (Anglo-Egypt) in the year of 1956 and after that the nation was falling in battle fight and financial, party-political was the main reason for this war. The 1st battle fight was over through this (Addis Ababa) negotiation. The 2nd Sudanese civil war was taking place in the year of 1983, as result the resources war had been started between North and South. The United States of America (Chevron) corporation has started oil discovered in Sudan in 70s near (Melut and Muglad) region (Patey 2007).

Similarly, the second Sudanese civil war was battle between Sudan and South Sudan over the issues of political ideas and religion conflict among Christian-Muslim. The second Sudanese civil war which was taking place in the year of (1983). The socio-political and financial condition was distorted, the debt system issues has

been rising. Because of this war the, the nation has faced so many challenges, so many peoples have been displaced and migrated. As a result, the migrants have rising from the neighbours' countries. After the secession of South from North, the internal war has been taking place in Sudan especially on economic and political issues (Voll 1990).

My articles are shows that how resources especially oil has created conflict in North South civil war in the year of 1983. In 70s the first Sudanese civil war was ended over the (Addis Ababa) peace agreement and the oil were examined by the (Chevron) corporations' sector. The political leader (Nimeiri) has divided the South Sudan into to three provinces for acquiring oil resources areas which is a conflict between North-South civil war and the second Sudanese battle fight was taking place. The author has said that the first Sudanese battle fight was because for (religious and political identity) and the second Sudanese battle fight was for (Oil) resources war. The natural resources especially (Oil) which was the main reason for the divided of North and South Sudan. The second Sudanese civil war was ended over through the (CPA 2005) peace agreement in Sudan (Kock 2011).

Similarly, the country has found its first (Oil) in the year of 70s for the Sudan's sustainable growth and development. But this development and exploration of oil has created war, differences among the North-South. Because of this second Sudanese civil war the country has facing financial development, balance crisis, uncertainty, unemployment, hunger, migration issues.

IMPACT OF CIVIL WAR AND OIL POLITICS IN SUDAN

From the Socio-economic and political views, the country has facing conflict since its colonial period. Sudan has got independent from Britain in the year of 1956 and after that both these two countries have facing ideological political elites and religious issues that is called first Sudanese civil war and this war was over through the (Addis Ababa peace agreement in 1972) and this harmony agreement had taking place over oil debt money sharing between North and South but after the discovery of oil the conflict has been taking place. Around 78s the USA (Chevron) corporations' sector has examined its first oil exploration in North-South borderline areas. After that president Nemeiri has redrawing the map of the country's oil resource's areas especially borderline region. Nimeiri has changed the map of oil regions and this has been taking place for second Sudanese civil war.

The second Sudanese battle fight was taking place in the year of 1983 which was a longest war in the world history, as a result (2 million) persons death and (4 million) persons has been expatriate. Because of this longest war (22 years) the country has facing stability challenges for a democratic nation. So many societal problems had taking place like, starvation, dead, migration issues. After the examined of (oil) in the year of 1970s this war was taking place in Sudan. Basically, the oil was discovered in the South-North border regions which is a god gifted for these two countries but after oil discovered which was a ferocity between North-South and international oil companies. The international multinational companies had investing money on Sudan's oil sector for countries growth and sustainable development like infrastructure, roads, communications, railways, telecommunication sectors, service sectors etc. the study has shown that the conflict of Sudan because of ideological difference among the governments, oil and absence of decision-making power which is a cause of socio, political and financial instability in Sudan (Howell 2013).

From the social aspects of Sudan along with party-political, the country has faced a stable democratic and financial nation because of this long running war. And after the South got independent from North the country has faced the same issues for established a stability nation. Basically the (Oil) was discovered in the Southern part of Sudan and all the tube, transport communication is in the northern part of Sudan. the national and international actors have included in Sudan's oil industry areas. The international oil corporation sectors like (India, China, Malaysia is collaboration with (Greater Nile Petroleum Operating Company GNPOC) in Sudan. they have invested in Sudan's oil sector (Nour 2011).

From the colonial time the country has facing civil war for ethnic and religious conflict but after the discovery of oil in the year of 1970s the country has facing two longest civil war for oil. The natural resources of oil have directly or indirectly connected for the civil war in Sudan.

My articles have found that all the resources areas are situated in the Southern part of Sudan, the elite political ideologies were pointing that areas which was controlled under the (Bashir) government administration. The USA imperialism on Sudan's oil area has created conflict. The country has facing two longest civil war and after the ending of 1st Sudanese battle fight through the (Addis Ababa) peace negotiations the USA (Chevron) partner had exploration (Oil) in Sudan. The USA oil corporations' sector was jointly cooperations with Sudan and outed after the three employee's death and the Second Sudanese battle fight was started in

the year of (1983). After 99s the country had wants to new international actors who could invest in Sudanese oil sector and (China) was the major partner in Sudanese oil industry. This second Sudanese civil war was over through the (CPA 2005) peace negotiations and it was debt/power distribution among the North and South Sudan which was coming from the natural resources of the nation (Tonnesen 2023).

Oil which is resources create conflict not only in the whole African continent but also whole over the world facing war for oil geopolitics. Especially the natural resources (oil) which was examined in the year of 70s, formed pressures among North-South Sudan in the (Heglig and Unity) regions. This was the president Nimeiri's period who was redraw the map and changing the name of oil areas which was based in the Southern part of Sudan and the tensions was creating. In the year of (1983) the second Sudanese civil war was eruption. The USA (Chevron) corporation sectors has discovered oil in the (Muglad and Bentiu) regions of Sudan. Both these two nations had fighting for (oil) tube lines for transporting, communicating and factory (Johnson 2012).

Oil is the main reason for the ongoing conflict in Sudan, after the Republic got independence, again conflict is continuing because of distribution of lubricant. Both the country's financial backbone is oil economy but the problems is that if a country facing political, social, and economic challenges and the government always tries to failed the peace negotiations, so how can capable of getting high price tax. Another major chief actor who always creates conflict like corruption or international actors that a nation facing its stability.

Financial incomes are not using the country's people for good health, education, food, sanitary, communication, an internet network, the money using for import weapons, and for violence. Outside player they also need to take their oil interest and supply for arms to the country. secretly the country is facing major Oil values to establish a peaceful stability country and sustainable development growth but stability is impossible there. Everywhere massacre, murder, torcher, ethnic violence. The administration of the nation is full of corruption, they using finance for their personal development. During the ongoing violence, all public and private property has been destroyed in the nation, but the administration does not care, they involvement with outside nation and create conflict in their tribal cluster. It is impossible for stability a peaceful country because these problems in the country ongoing during the colonial period to still now.

CONCLUSION

Both these countries had agreed to share oil revenues after dividing by the (CPA Comprehensive Peace Agreement) which was taking place in 2005. But after South Sudan independent civil war again started, continued civil war famine is declared there in the year 2017 the UN declared the whole country is full famine. The Republic of Sudan is facing problems of stability because of Weak government, Single party system, Heavy Corruption with government, Increases rape, murder, violence, mass killing, torcher, Destruction government property with private property, health, education, drinking water, Ethnic violence, Community feelings based political party, Backwardness of health education, Backwardness agricultural system, Lack of good governance, Rivalry among diverse ethnic groups, Poor quality of infrastructure, Constant power struggle, Internal and external actors take their interest and create conflict, Lack of conflict resolution. So, the country is needs decision making policy and peace negotiations to established a peaceful stability nation.

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