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Contents

Contents

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A STUDY OF RELATIONSHIP BETWEEN STUDY HABITS AND ACADEMIC ACHIEVEMENT OF STUDENTS

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Principal
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ABSTRACT

The present study which is an applied-cum- descriptive research is an attempt to ascertain the relationship between study habits and academic achievement of the students. Generally, study habits are the way of studying. It has assumed that Study habits and achievement are correlated with each other. In the present study investigator tried to know the relationship between two variables (study habits is independent variable and academic achievement is dependent variable); M.Ed, B.Ed, D.Ed and B.A 2nd semester students were taken as sampling of the study and study habits inventory by M. Mukhopadhyaya and D.N. Sansanwal had been used to collect the pertinent data from the respondents. Karl Pearson's product moment co-relation (r.) was used to analyze the data. It had been found that there is significant difference between the study habits and academic achievement of the students; it was also found that there is keen need to develop and improve the study habits of students through guidance and counseling.

KEYWORDS: Study Habits, Achievement

INTRODUCTION

The modern world is very complex and dynamic and it is changing in each and every moment in all walks of the society especially in the field of education. There is knowledge explosion, obsolesce and novelty which leads to the students for highest achievement. There are so many factors which effect the academic achievement of the students. Kumar (2015) stated that there are various factors that affect the students' academic achievement. Gupta (1973) academic achievements of teacher trainees are influenced by a number of factors which are abilities (intelligence, scholastic and attitude), effort (drive, achievement, motivation, aspiration) and environment (social, economic, condition in home and school). Exploration and acquisition of knowledge claims the good study habits which is the most important factor of highest achievement in academic field. Nneji (2002) added that study habits are learning tendencies that enable students work independently. Savita (2009) academic career of the students largely depends upon their study habits. Sasikala (2012) "how habits are developed in us and how finally our whole personality is influence by our habits and concludes that everything we are the result of habit- Swami Vivekanand" study habits are the ways that one study. Covey (2008) stated that students' study habits have positive relation with their performance. A number of experiences and studies found that good study habits enhance the achievement of learner and affect the academic grade of the students. Fielden (2004) stated that good study habits help the student in critical reflection in skills outcomes such as selecting, analyzing, critiquing and synthesizing. Robinson (2000) also found that certain bad study habits resulted in poor learning performance. Each student has his/her own study habits varying on his preferences with the place and time of studying, techniques in studying and more.

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Mittal (2009) found that different students have different study habits, but the achievement of the students depends on good study habits among students. Oakton community college (2008) study skills or habits are strategies that help us learn more efficiently. Aditya (2014) good study habits lead to good academic record and bad study habits lead to poor academic record as there is direct relationship between study habits and academic achievement. Husain (2000) stresses that lack of effective or positive study habits are a critical study problem among students at all levels. Good study habits also provide effective motivation to the learner. Without knowing the art of study, a student cannot learn and achieve much. Many students do not know how to study properly. In acquiring new knowledge, skill and efficiency, the need is to inculcate habits of effective study which help the students in learning more and more effectively and efficiently. Poudel (2016) said that it is essential to assess the current study habits and its effect on the achievement of students. It is good study habit which contributes in highest academic achievement in examination. Kumar (2015) it is generally believed that a student learns effective study habits in school. So college students are generally assumed to have effective study habits. But the environment of school and college are very different and there is need have effective study habits is even more at college level as compared to school. So, all these factors motivate the investigator to make a sincere effort/undertake the study to know the relationship between study habits and academic achievement with a suggestive perception.

STATEMENT OF THE PROBLEM

The output/vision of all teaching- learning programs is maximum learning and achievement; there are so many components which affect the learning and achievement of the students as teaching and learning is a composite process. One of the most important components which have a major positive effect on academic achievement of students is good study habits. Uju (2017) that study habit is very instrumental to the academic success of every student at all levels. But, the challenge is that a number of students do not know how to study/plan in the best way so that they may achieve and learn maximum. Howard (2009) stated that the most common challenge to the success of students in all ramifications is lack of effective or positive study habits. Some students study for a long time but their achievement is very low due to bad study habits. Therefore, the present study is focused/conceptualizes on the relationship between study habits and academic achievement of the students.

DEFINITION OF OPERATIONAL/KEY WORDS

Study habits:- Proctor (2006) study habits includes a variety of activities: time management, setting appropriate goals, choosing and appropriate study environment, using appropriate note-making strategies, choosing main ideas and organization or Suresh (2015) it is defined as the individual's systematic and efficient activities to improve learning activity. Good (1973) stated that study habits is tendency of the students when the opportunity is given; it is the pupil's way of study whether systematic, efficient or inefficient etc. study habits is a well planned and deliberate pattern of study, which has attained a form of consistency on the part of the students towards understanding academic subjects and passing examination (Pauk, 1962; Deese, 1952; Akinboye, 1974 cited by Siahi, 2015)

Academic achievement: - it refers to the level of success and proficiency attained in some specific area concerning academic work or it refers to what a person has acquired or achieved after the specific training or instruction. It can be also defined as academic performance of the students in their examination or subjects done in a particular period of time.

OBJECTIVES

1. To find out the significant relationship between the academic achievement and study habits of M.Ed course students.
2. To find out the significant relationship between the academic achievement and study habits of B.Ed course students.

3. To find out the significant relationship between the academic achievement and study habits of D.Ed course students.
4. To find out the significant relationship between the academic achievement and study habits of B.A course students.

HYPOTHESIS

There is significant relationship between the academic achievement and study habits of all courses students (M.Ed, B.Ed, D.Ed and B.A 2nd semester students)

METHODOLOGY

Sample

50 students from each course were (M.Ed, B.Ed, D.Ed and B.A 2nd semester students) selected by using incidental sampling method.

Tool and statistical technique

The study habits inventory developed by M. Mukhopadhyaya and D.N. Sansanwal had been used to collect the pertinent data from the respondents. The inventory contains 52 items or statements and seeks to measure the study habits of students in various aspects. The students have to reply in always, frequently, sometimes, rarely and never against each item; have all the items consisted of nine areas namely comprehension, concentration, task, orientation, interaction, drilling, supports, recording and language. The student does not know the area for which he/she is responding. The previous class/semester marks of the each course students had been considered to judge/ascertain their academic achievement; the marks had been categorized in to two parts up to 70 % and more than 70%. Karl Pearson's Product Moment Co-relation (r) was used to find out the co-efficient of co-relation between two variables.

FINDINGS, DISCUSSION AND CONCLUSIONS

Relationship between the Study Habits and Academic Achievement of the Students (Product Moment Correlation of Students' Academic Achievement in Relation to Their Study Habits)

<table>
<tr><th>Tables No</th><th>Courses</th><th>Study Habits</th><th>Academic Achievement Score</th><th>Calculated value of 'r'</th><th>Tabular value</th></tr>
<tr><td rowspan="2">01</td><td rowspan="2">M.Ed</td><td>∑X =3529</td><td>∑Y =4125.24</td><td rowspan="2">∑XY= 295790.1, N=50, r=0.78</td><td rowspan="8">Degree of Freedom (N-2)=48
Table Value at .05 level=.273 and at .01 level=.354</td></tr>
<tr><td>∑X² =259089</td><td>∑Y²=342570.1</td></tr>
<tr><td rowspan="2">02</td><td rowspan="2">B.Ed</td><td>∑X =3447</td><td>∑Y =4032.67</td><td rowspan="2">∑XY=281520.8, N=50, r=0.73</td></tr>
<tr><td>∑X² =245175</td><td>∑Y²=3327155.2</td></tr>
<tr><td rowspan="2">03</td><td rowspan="2">D.Ed</td><td>∑X =3514</td><td>∑Y =4135.15</td><td rowspan="2">∑XY= 294310,N=50, r=0.73</td></tr>
<tr><td>∑X² =255062</td><td>∑Y²=343928.78</td></tr>
<tr><td rowspan="2">04</td><td rowspan="2">B.A</td><td>∑X =3462</td><td>∑Y =4022.77</td><td rowspan="2">∑XY=283000 ,N=50, r=0.79</td></tr>
<tr><td>∑X² =249202</td><td>∑Y²=325796.5</td></tr>
</table>

The above mentioned tables in all categories at all levels showed that the value of r (0.78, 0.73, 0.73, 0.79) are greater than the tabular value .273 and .354 at both .05 and .01 levels respectively, therefore, all the hypotheses which were framed stand accepted. It implies that there exists significant relationship between the academic achievement and study habits of the students of all the courses which supports the findings of Cakiroglu (2014) that there is significant relationships between learning styles, study habits and learning performances. He also stated that concentration, note making, planning of subjects, preparation of examination, general habits and attitude home and school environment are components of study habits and determine the higher average score and found significant correlations between the study habits and scores of the students'.

Gogus and Gunes (2011) observed that academic performances increased when students used effective study habits. Rabia (2017) also found that there is significant relationship between study habits and academic performance of the students of the colleges. The result of this study also collaborates with the finding of Olofu (2017),Onwuegbuzie (2001) and Omotere(2011) found that academic success and study habits have positive relationship. Adeninyi (2011) stated that good study habits allow students to study independently at home and aspire for higher educational career. Marc (2011) admitted that developing good and effective study habits which are important part of the learning process and create a more efficient academic environment is very crucial for every students irrespective of his level of education; as it boosts students' ability to be self-disciplined, directed and ultimately successful in their degree programs . Ashish (2013) elaborated that if students must ensure academic success throughout the entire year, it is important to ditch bad habits and establish good ones irrespective of age, academic level and class.

Sawar (2009) analyzed that high achievers had better study orientation, study attitudes than the low achievers in Pakistan. Rana and Kausar (2011) stated that many students fail not because of the lack of ability but because of they do not have adequate study skills. Anwar (2013) and Maiyo (2015) found high positive and significant relationship between study habits and academic achievement and magnitude of the relationship is high and strong. Shakoori (2008) conducted study on medical students and found opposite result that study skills has significant correlation with educational achievement but correlation of study habits is not significant with educational achievement. Singh (2015) observed that the students who have better study habits have better academic achievement. Murthy (2016) found study habit is an important correlate of academic achievement.

Suresh (2015) concluded that independent variables such as study habits, achievements motivation are positively influence the dependent variables academic achievement. Inoubli (2014) found that study habits and skills affecting to the academic achievement of under graduate education students. The above discussion also supported by Chaudhari (2013) that there is significant difference positive relationship between study habits and academic achievement and better academic achievement depends on good study habits and Aquino (2011) that the high achievers have better study habits than the low achievers. Rai,1986 and Rao,1986 conducted study on study habits of B.Ed students, Lalithamma ,1988 on unemployed graduates, Patel,1986 on graduates students and Sobti,1988 on post-graduate students (cited from Savita,2009) found that the students who have good study habits perform better in their examinations.

It is concluded on the basis of above mentioned findings and discussion that there is strong and significant positive relationship between the study habits of the students and their academic achievement irrespective of their age, class, level of education and course. Good study habits lead to high academic achievement of all level students in all streams. Although there are others factors which affect the academic achievement of the students but study habits is the most important factor. It has been proved that student is very promising but academically he is very poor; student spends more time on study but academically he is also very poor; this all because of lack of good study habits.

IMPLICATIONS OF THE STUDY

The present study defines the importance and role of study habits in relation to the students' academic achievement and provides an idea for comprehensive academic intervention for all the stake-holders of education to develop and improve the study habits of the students. Aditya (2014) stated that early intervention can help the students to improve their study habits for better performance and to improve their academic achievement. This study will give new insight to the teacher, teachers 'educators and parents that they must plan and proceed to develop and improve the study habits of the students for high academic achievement. It will help the administrators of academic institution to improve the whole environment and class room management which affect the study habits of the students. This study will also help the stake –holders of education to ascertain all other factors are which affect the study habits of the learners so that they may improve them. This study envisages that study habit has significant effect on the academic achievement of the students. It means more the students devote their time in study in systematic manner; more will be achievement in their examination and may be helpful to improve academic achievement of students. The study is also useful for researchers to take an idea for his/her further research on relationship between study habits and other factors. The study will provide an idea to the policy makers of the education how to design the whole structure of education that it may be helpful in high academic achievement in easiest and effective way in relation to positive study habits of students. In brief, this study will act as a stronger foundation for all stake-holders of education for purposeful actions and research in this field.

RECOMMENDATIONS

All the stake-holders of education make/design a plan and process to identify the good and bad study habits in the students and how to rectify the bad ones. Siahi (2015) recommended that the teachers and parents should identify good study habits and find ways and means of enhancing them among students. Students and parents must be acquainted with good and bad study habits and their impact on their achievement and attitude.

The authorities of education provide guidance and counseling programs only for parents to acquaint them about good study habits; what the factors which influence the study habits are; how to develop and improve the study habits of their children. Institutions and parents provide a good conducive environment and facilities in school or at home that encourages students study habits.

Regular workshops, seminars, conferences, expert lectures, short –term courses, guidance and counseling programs and any other activities which are helpful in developing and improving study habits of the students must be organized by the authorities of the education for the students only. Patrick (1988) recommended that provisions of remediation courses, academic learning centers, academic advising, personal counseling, academic and career skill can be regarded as helpful in improving students' students' habits and attitudes. Al the programs must be monitored and evaluated in formative and summative way to know the effectiveness of all the activities for developing and improving study habits of students. A special workshop must be organized for the students that how to manage the time efficiently. As stated by Isidro (2015) that students responded that they need help on the different criteria on the study habits.

Follow these points to develop and improve the study habits:- attend the class regularly and listen the teacher very carefully, prepare and follow the time-table (time management) of studying and study every day, study at a peaceful and comfortable place at home and do not eat and watch T.V/listen music/use mobile and other electronic devices of entertainment during studying, not to study for a long time regularly; take regular break for some time, study a particular chapter from text-books and other help, text books and then prepare the notes of the lesson also includes the points/transcripts of teachers taught in the class-room and also use your empirical knowledge to prepare the notes. Do not borrow notes from anyone. Whatever you learn; write down it in your note book and review and revise the notes daily. Use library of your institution for enhancing your knowledge. Not to cram try to understand the concept of the lesson. Do not plagiarize. Prepare a list of questions and note-down answer of each question and Discuss with your teachers and class mates on your lesson.

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TRAINING EVALUATION AND CRITICAL ANALYSIS OF KIRKPATRICK MODEL OF EVALUATION

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ABSTRACT

Training has increased its importance in today's environment where jobs are getting more complex and are undergoing constantly change. A training is not complete until the results are evaluated i.e. the organizations need to understand the usefulness against the investment of time and resources. The paper focusses on various models of evaluation available through the literature and tries to understand the challenges faced while using the widely used Kirkpatrick model.

KEYWORDS: *Models of evaluation, Kirkpatrick model , Challenges using Kirkpatrick model*

1.0 INTRODUCTION

An organization’s ability to learn, and translate that learning into action rapidly is the ultimate competitive advantage. — Jack Welch, former General Electric CEO

Training has increased its importance in today's environment where jobs are getting more complex and are undergoing constantly change. Companies are investing in training because learning creates knowledge; often it is this knowledge distinguishes successful companies and employees from those who are not (Noe, 2012). A training is not complete until the results are evaluated i.e. the organizations need to understand the usefulness against the investment of time and resources. In the current VUCA world, the importance of training cannot be underestimated nor is its evaluation where more and more organizations are becoming cost conscious and Return of Investment on training becoming the need of the hour. Increasing competitiveness is putting pressure on companies to show the contribution of training intervention to its bottom line. (Holton, 1996).

Training Evaluation aids to measure the effectiveness of a training program. Evaluation helps in defining the learning outcomes, omits irrelevant training content, and ensures that the training method meets the training needs of the learners and consequently of the business. It also helps as it checks cost and provides feedback for the trainer.

Training evaluation can be both summative and formative Formative evaluation refers to the evaluation of training that happens during the program itself. It helps to know whether the program is going on smoothly or need some changes. This also captures the satisfaction of trainees with respect to the program. Summative evaluation refers to the change occurred in trainees as an effect of training. Have the trainees learnt the knowledge, skill or the behavioural outcomes as expected from the training program is ascertained. It can include quantitative evaluation through use of various tests, rating scales or can include measures of performance.

Through this paper the researchers have made an effort to comprehend the various models used in training evaluation and the challenges faced while implementing those models.

1.1 SIGNIFICANCE OF THE STUDY

An effective training program aids in increase in the knowledge or skills or attitude of an employee thus leading to his/her career enhancement. This, in turn, leads to achievement of the organizational objectives. Organizations invest money to train and develop its employees. It is one of the strategic initiatives that help in retention of employees. If the training does not deliver the value as expected, employees lose their interest in learning new things and thus affect the organization as a whole Effective training converts cost in to profitable, sustainable and renewable investment for the business enterprise (Mohammed Rejaul Karim, 2012).Hence, this paper is an attempt to understand the various models available for training effectiveness and the challenges faced while using those models.

1.2 RESEARCH METHODOLOGY

The paper is based on secondary data where the data is collected from the published sources like books, journals and websites.

1.3 OBJECTIVE:

1. To study the various models used in training evaluation.
2. To understand the challenges faced while using Kirkpatrick model.

1.4 VARIOUS MODELS OF EVALUATION

Goldstein (1993) defines evaluation as the "systematic collection of descriptive and judgmental information necessary to make effective decisions related to selection, adoption, value and modification of various instructional activities". Lewis and Thornhill (1994) define training evaluation as the process of attempting to assess the total value of training— that is, the cost benefits and general outcomes which benefit the organization as well as the value of the improved performance of those who have undertaken training. Kirkpatrick (1996) defines evaluation as determination of the effectiveness of a training programme. Evaluation of training as any attempt to obtain information on the effects of a training programme, and to assess the value of the training in the light of that information. (Jha, 2011)

Phillips (1991) defined evaluation as a systematic process to determine the worth, value, or meaning of something.

Holli and Calabrese (1998) defined evaluation as comparisons of an observed value or quality to a standard or criteria of comparison. Evaluation is the process of forming value judgments about the quality of programs, products, and goals.

Boulmetis and Dutwin (2000) defined evaluation as the systematic process of collecting and analyzing data in order to determine whether and to what degree objectives were or are being achieved.

Schalock (2001) defined evaluation as the determination of the extent to which a program has met its stated performance goals and objectives.

Stufflebeam (2001) defined evaluation as a study designed and conducted to assist some audience to assess an object's merit and worth.

The various frameworks used for evaluating training effectiveness include **Bushnell's** Systems Approach to Evaluation**, Kaufmans'** model, **Stufflebeam model, Brinkerhoff's** Six-Stage Model of Evaluation , CIRO model and **Kirkpatrick's** model.

Bushnell's model consisted of evaluation of training from the development through the delivery and impact (Jha, 2011). Step one involved the analysis of the System Performance Indicators that included the trainee's qualifications, instructor abilities, instructional materials, facilities, and training dollars (Jha, 2011).

Planning of training programs, designing of program, development and delivery of program are involved in step two. This step two is called as evaluation of the development process. Step three was defined as output which equated to the first three levels of the Kirkpatrick Model. Improved job performance, trainees' reaction, trainees increase in knowledge, skill gained by the trainees is included in the step three of the model. Bushnell separated outcomes or results of the training into the fourth step. Outcomes were defined as profits, customer satisfaction, and productivity. This model is often called as IPO Model (Input, Process, Output , Outcome model)

The next evaluation model includes the **Kaufman's** model of learning Evaluation. Kaufman's model considers the concept of input, processes, acquisition, application individual payoffs, organizational outcomes and societal contributions. In the first level of input and processes , quality and availability of physical, financial and human resources is considered .This is Level 1a .In level 1b that is Reaction , trainees are asked how they felt about the instruction .This level also evaluates the methods and processes of training program.

Levels 2 and 3 are classified as micro levels designed to evaluate individuals and small groups (Arthurs, 2017).Level two comprises the micro aspects of acquisition and application. Acquisition embraces the improvement of knowledge/ learning's imparted and application includes application of learning's learnt i.e. utilization of the learning's. Here, the trainees are monitored to determine how much and how well they implement in the organization, the knowledge they gained during the training session

Level four considers the organizational output which evaluates the contribution and payoffs of the organization as a whole as a result of training program. The level five of Kaufman's evaluation is the societal outcomes. Responsiveness, potential consequences and payoffs are gauged to determine the success of implementing the proposed training program. (Arthurs, 2017)

CIPP model of program evaluation is developed by Daniel L. **Stufflebeam** (1983). It refers to the four phases of evaluation: context evaluation, input evaluation, process evaluation and product evaluation. This model has connection to instructional system design concept. It emphasizes on collecting information from variety of sources. It is based upon the view that the most important purpose of evaluation is to improve the functioning of a programme.

Context evaluation: It assesses the equivalence of training goals to the training needs identified in the organization. This tries to determine whether the training program was in line with the needs or not

Input Evaluation: Input evaluation involves an examination of the intended content of the programme. It is designed to assess the extent to which programme strategies, procedures, and activities support the goals and objectives identified in the needs assessment and context evaluation.

Process Evaluation: Process evaluation is a continual assessment of the implementation of the action plan that has been developed by organisation. It is an ongoing and systematic monitoring of the programme. A process evaluation provides information that can be used to guide the implementation of programme strategies, procedures and activities as well as a means to identify successes and failures. (Topno, 2012)

Product evaluation: It involves measuring and interpreting the attainment of training and development objectives. In other words it can be said that the purpose of product evaluation is to measure, interpret and judge the extent to which an organisation‟s improvement efforts have achieved their short term and long term goals. (Topno, 2012)

Brinkerhoff's Six-Stage Model of Evaluation is based on the Instructional Systems Design training cycle and follows a circular pattern. It stresses the importance of continuous evaluation and the need to change a course of action if the proposed approach is not working. The six stage model is a comprehensive evaluation model that incorporates the results oriented aspects of the business and industry models and also the formative, improvement-orientated aspects of educational models --- a systems perspective with an emphasis on return on investment. (brinkerhoff.pdf) A basic assumption of the six stage model is that the primary reason for evaluation should be to improve the program (systems perspective). (Otero, 1997)

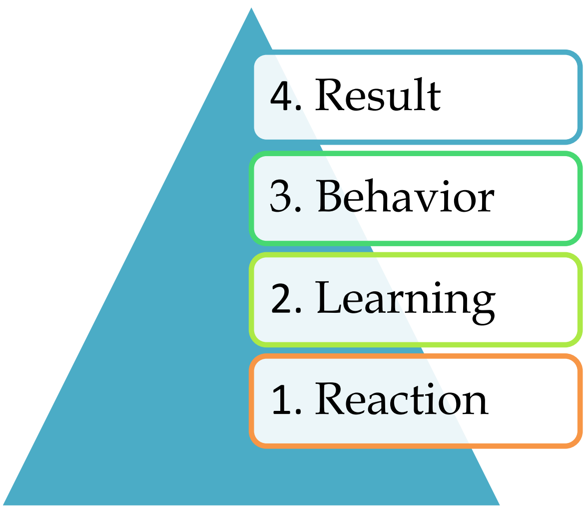
CIRO MODEL

The acronym stands for Context, Input, Reaction and Output. The context evaluates the context in which the performance management helped in identifying the learning objectives and how these objectives are linked to the competencies required to perform the job better.This is the operational level which provides objectives to training program .Input evaluation discusses the capacity building aspect of the organization and the resources needed to meet the performance .This aspect also focuses on the planning and designing of the program along with the delivery of the module. (P Tamkin, 2002) Reaction level analyses the viewpoint and suggestions from the participants with respect to training program Outcome looks at the immediate , intermediate and ultimate level outcomes. The focus of this model is improvise the training program

KIRKPATRICK'S MODEL

Kirkpatrick Model is used worldwide to evaluate the effectiveness of training. It is a common tool of evaluation in many of the organisations. It was originally developed by Donald Kirkpatrick in 1950s and has been modified and revised or refined over a period of time.

The model consists of 4 levels. Each level is designed to measure a specific element of training.
Following are the 4 levels.



Level 1. Reaction:- It measures the learners reaction or attitude to the training. Happy Sheets are commonly used to in this level. This evaluation is done immediately after the training programme.

Level 2. Learning:- In this level it measures the knowledge acquired or the content learned as a result of training programme. Pre and post assessment test are conducted to indicate the amount of learning that is taken place.

Level 3. Behaviour:- It measures the transfer of learning at the work place i.e whether the trainees apply their learning's back to work. This level of evaluation is complex as it takes certain period of time to change the behaviour.

Level 4. Results:- This level measures the organisational impact as a result of training programme. It is ahead of individual assessment.
Phillips and Pulliam (2000)reported an additional measure of training effectiveness, return on investment (ROI), and was used by companies because of the pressures placed on Human Resource Departments to produce measures of output for total quality management (TQM) and continuous quality improvements (CQI) and the threat of outsourcing due to downsizing. Great debate was found in the training and development literature about the use of ROI measures of training programs. Many training and development professionals believed that ROI was too difficult and unreliable a measure to use for training evaluation (Barron, 1997).

1.5 DISCUSSION

Reid Bates expresses that the Kirkpatrick model focuses on the outcomes of the data collected post training. Hence, it eliminates the need of pre course measures or job performance measures for determining program effectiveness. The end results & conclusion are based on the outcome measures thus it reduces the various variables which the training evaluator needs to be concerned which means it ignores the factors affecting the training process and pre course learning measures. This model can be considered as incomplete model as its gives oversimplified view of training effectiveness that does not consider individual view or contextual influences in the evaluation. (Bates R. , 2004)Kirkpatrick model assumes consideration of these factors is not essential. Secondly, the model assumes causal linkages. 'if training is going to be effective ,it is important that trainees react favorably'(Kirkpatrick ,1994,p.27) & 'without learning ,no change in behavior will occur'(kirkpatrick,1994,p.51.) However, research has failed to prove this. (Bates R. , 2004)The Kirkpatrick model assumes that the next level provides important information over the last level i.e. incremental importance of information .Hence it has drawn a perception that level 4 is of utmost importance to gauge the training effectiveness. Bates argues that contextual factors such as learning culture in the organization, organizational or work unit goals , nature of interpersonal support in workplace for skill acquisition , climate for learning transfer and adequacy of material resources have shown to influence the effectiveness of process and outcomes of training .

According to Holton, Elwood F III ,The Kirkpatrick model has unclear causal linkages. Klimoski (1991,pp.254-256),building upon Dubin (1976),noted that theories/models should have 6 Components:

1. Elements or units-represented as constructs-are the subject matter
2. There are relationships between the constructs.
3. There are boundaries or limits of generalizations
4. System states & changes are described.
5. Deductions about the theory in operation are exposed as propositions or hypotheses.
6. Predictions are made about units.

The intervening variables are absent that affect the learning & transfer process. The effects of the intervening variables should be considered, measured& accounted to validate the evaluation model. As a result the relationships between the constructs are not specified. There are no limits of generalization (ElwoodFHolton, 1996). Due to the missing elements it is not possible to make accurate statements on system states, developing propositions &hypotheses & predictions. Kirkpatrick model fails when used as diagnostic tool. For example (Holton ,Elwood FIII,1996 .p.8.) "In case performance change or positive results are not found to occur. The only conclusion possible using the data within the 4 level model is that something is wrong with the training program. If the unmeasured intervening variables are considered, it is quite possible that the training program was well designed problem lies outside the classroom." (ElwoodFHolton, 1996)

Holton ,Elwood FIII,1996 has proposed the evaluation model in conceptual format it does not consider reaction as primary outcome. Individual performance is used rather than behavior as it gives broader construct & appropriate description.

Ms. Divya Sharma reiterates the point of non-consideration of intervening variables in the Kirkpatrick model. Kirkpatrick model excludes the trainee variables &organizational variables which could impact the overall assessment. The paper focused on the importance of splitting of four levels of Kirkpatrick into five which are reaction, learning, job behaviour , organization and ultimate value.

Expert Dan McCarthy says that there is Low level of correlation between the four levels of evaluation (Sharma, 2016) while Bernthal(1995) argues that this model mixes the concepts of effectiveness and evaluation and hence the continuum is missing.

Alliger & Janak 1989 highlighted the point that many evaluation studies that have evaluated training on 2 or more of Kirkpatrick levels have reported different effects of training for different levels. (Sharma, 2016).

(Bates T. C., 2005) Projects on the use of diagnostic tool of evaluation such as Learning Transfer Systems Inventory(LTSI) & how it can aid the evaluator to consider various factors affecting the effectiveness **of** trainings. LTSI in this research was used to provide information related to barriers or catalyst to training transfer such as - characteristics of workplace, training & design, content individual attributes & group variables. LTSI considers secondary influences, motivation factors, work environment force, & ability /enabling factors as a conceptual framework. Training is considered to be effective if whatever is learned is applied back to the job. Taking this into consideration the focus of four level model on outcomes becomes a shortcoming. In a research (Salas & Cannon-Bowers,2001;Tannenbaum& Yukl ,1992) has documented a presence of wide range of organisational ,individual& individual factors that can influence training effectiveness before ,during& after training. This has given a new definition of training effectiveness which considers such factors. Kirkpatrick ignores this & assumes consideration of this is not vital. Ignorance of these factors does not provide the understanding as to why the training is not effective and hence proficient recommendation cannot be provided. Inclusion of learning transfer system variables give complete & accurate picture of gaps in the training effectiveness.

Mahima Singh, provides information on various approaches of training evaluation. Discrepancy Evaluation Model is during the developmental stage of the program against the set standards.

In Transaction Model, feedback session between evaluator & staff on regular basis is used as a combination of monitoring with process evaluation. Various observational & interview techniques are used to obtain information & finding & the same is communicated for improvement in the training programs.

Goal Free Model of studies the program performs & how it attends the client needs.The program objective is not the criteria for doing this. However data is gathered by the evaluator & the analysis is drawn on the impact of the program on addressing the needs of the clients.

Systematic Evaluation model provides analysis on the extend the training contributed the organisation & training cost against the projected benefits. The various questions to be answered here include the reach of program to target population, effectiveness of program, cost of the program and the cost effectiveness.

Quasi legal Approach is used to evaluate the social programs. An inquiry is done by calling the witnesses. Art Criticism Model for critical review of the program operations before applying for the financial support or authorization. Adversary Model aids when different view are present over the actual happening over the program. Pre-Training ROI Calculator calculated the potential returns before nominating employee for the same. Paul Kearns' Three Box Model is an extension of Kirkpatrick model. He offers 3 box to classify the training programs like Box 1 is obligatory programs, Box 2 is programs that would enhance the organisation ,Box 3 is not a must have & people do not know its prospective in financial term. The paper stresses on the point that there is no one model which can consider all the factors rather there is a need of a comprehensive model of evaluation.

James D. Kirkpatrick and Wendy K. Kirkpatrick discussed about creating post training evaluation plan. Most of the organisations are comfortable with Level 1 and Level 2 of Kirkpatrick Evaluation. Level 3 & Level 4 are considered difficult, time consuming, or expensive. Author says begin with the end like use Level 4 results as target this will help to analyse the right track. Next comes Level 3 i.e. Behaviour, think about the specific behaviour the participants must contribute. Gaining clarity of what you want people to do and how it will contribute to organisational results aid in developing the learning objective and designing training. (Kirkpatrick, 2013) As a part of initial training design & development process post training support should be considered. The paper focuses on writing objectives as staements as to how the training will prepare the participants to perform their job better and thenm do the post training follow up. Training is provided to help the participants perform the tasks effectively however this objective is lost in the Level 1&2. Performance expectation needs to be communicated to the participants. Set up automatic reminders& appointments with the participants to follow up on the implementation of what they learned. Various factors affect on the job performance. Identification of such factors is utmost important. Reports should be made as soon as the participants begin to perform critical behaviours.

Though a direct linkage between the reaction level and the transfer of learning has been found, this relationship is mediated by the knowledge (Leach, 2003)

The survey of the ASTS & the Institute of Corporate Productivity 's (i4cp) study quoted that Kirkpatrick/Philips Model is the most common paratice. The survey showed atleast 92% measure their learning programs to at least level 1 as it is the easiest to track. The usage of the levels further drops due to the difficulty of obtaining information.81% reported the usage of level 2. 55% of the respondents indicated usage of Level 3. Only 37% evaluate to the degree of level 4. Level 5 was on the least consideration of 18% companies measuring ROI. Even though level 1 is most widely used it is found to be the least valuable level for the organisation. In the survey 36 % said level 1 is important .55% said level 2 & three quarters said the same about level 3&4.

The barriers that prevent companies from using all of the levels of evaluation are :Lack of useful evaluation system, difficulty in isolating learning as a factor that has impact on results, lack of data standardization, cannot be compared across functions and difficulty to interpret data. (Patel, 2010)

Jim Kirkpatrick talks about Level 3 behaviour the missing link between training evaluation & strategy execution. Training programs should arise from the strategic goals & objectives. However strategy execution depends on the effectiveness of the balanced evaluation program.

Level 3 is the forgotten level due to difficulty in measuring & time consuming, not popular among managers as it is up to them to see it is done, people behave as they are comfortable & development of new habit takes time. According to Kirkpatcrick , Level 3 should be assessed in simple way such as checklist, interview, action plans, observation ,etc. When employees and leaders are aware of level 3 evaluation happening in the organization , then the employees are more likely to apply learning, sense of care regarding the way a job is done and a high results. Hence level 3 leads to level 4 & thus successful execution of strategy. Balancing support & Accountability act as a catalyst for transfer of learning to behavior. (Kirkpatrick J.)

Shefali Sachdeva, talks about the difficulties in the measurement of ROI faced by the organization and how same can be addressed. The Kirkpatrick Approach does not answer whether the training & development was worth the cost invested. Hence Philips added the level 5 which urged the organization to use statistical & mathematical techniques to arrive at cost & benefits of HR interventions.

The barriers, Issues & challenges faced in the ROI evaluation are due to the inability to measure ROI as there is lack of awareness to collect information, lack of structured training need analysis, no support from top management, Level1 &2 are considered enough, improper ROI policy, involvement of high expenditure & resources, time consuming activity, direct contribution to the organizations cannot be measured, different value of ROI to different departments. (Sachdeva, 2014).The criticism such as ROI is mere base on estimations rather than real measures; it is the report of past This challenge can be overcome by defining policies for measuring the ROI. The ROI process should be included in the planning phase of the programme. ROI evaluation can serve for the purpose of various organisational strategies. (Sachdeva, 2014)

1.6 CONCLUSION

Evaluation is required to justify investment on training budget. It provides guidelines to design training programs so as to provide increased value and benefits to the firm. Evaluation ensures that the training programs objectives are met. It creates feedback loop. Some of the benefits of the training evaluation are as under:

1) Evaluation ensures accountability - Training evaluation ensures that training programs comply with the competency gaps and that the deliverables are not compromised upon.

2) Check the Cost - Evaluation ensures that the training programs are effective in improving the work quality, employee behavior, attitude and development of new skills of the employee within a certain budget.

3) Feedback to the Trainer / Training - Evaluation also acts as a feedback to the trainer or the facilitator and the entire training process.

There are various model of evaluation such as CIRO, Brinkerhoff's Six-Stage Model of Evaluation, CIPP model, Kaufmans' model, Stufflebeam model. However Kirkpatrick Model is widely used for the training evaluation as it is relatively simple to use and can be used across various types of training like the classroom training or e learning. Various modifications and revisions have been done in the model over the period of time. The effectiveness of training is a measurement of learning. It is determined by pre& post test scores and then comparing the same . It is basically to measure whether the set objectives are met. Measuring the effectiveness of training helps to understand the improvement in trainees knowledge, skills, behavior & to analyze the ROI.

Kirkpatrick model has various challenges like it is argued that the participants can repeat what they have learnt but may not necessarily apply it back to work. It is just the analysis of pre and post training results. It does not consider the various factors (environmental /organisational factors) that can affect the learning process. The model does not efficiently address the summative and formative questions like-was the training effective and how can it be modified to increase the effectiveness?

Evaluation on two or more of Kirkpatrick's levels have shows different effects of training for different levels .There is no continuum formed as its mixes the effectiveness and evaluation .

CHALLENGES USING KIRKPATRICK'S MODEL

1. It is considered to be cost and time consuming.
2. Poor Link between level 2 and Level 3 as good course cannot help in transfer learning to behavior change.
3. It fails to considered critical input factors that can influence the outcome. The model makes the assumption that such examination of these factors is not essential for effective training evaluation. Hence effective recommendations for improvements cannot be given.
4. The Kirkpatrick Model fails to answer the question as to why the training was not effective, what to evaluate and how to link results to strategy.
5. There is low correlation between the 4 Levels.
6. Level 2 does not tell what is needed to achieve result. It just answers pre and post learnings.

To conclude, Kirkpatrick model is the widely used model for understanding the training effectiveness. It helps the practioners as it is simple to understand and implement across both classroom as well as on the job and e learning programs. But, challenges starts from the level three and level four, where behaviour change is intended .The foremost aim of training function is to provide essential knowledge and skills for superior job performance. The learnings learnt need be applied on the job. This can happen only with top management support in learning and development function .The transfer of learning is only possible where the organizations have a learning culture. Organization's need to develop a culture where superiors encourage their subordinates to apply their learnings by providing a conducive environment. Therefore, organizational practices along with top management support play a key role in this. More so, a balanced evaluation program i.e. an evaluation linked to the strategy execution can help in overcoming the challenges of Kirkpatrick model.

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PSYCHOLOGICAL CONTRACT AND EMPLOYEE ENGAGEMENT: A REVIEW

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ABSTRACT

Psychological contract refers to mutual unwritten expectations that exist between an employee and employer regarding policies and practices in their organization. Psychological contract influences the job attitudes and performance of employees. This study is aims at developing a deeper understanding about psychological contract and employee engagement

KEYWORDS: Psychological contract, employee engagement, employee commitment, employer obligatioms

INTRODUCTION

The concept of PC introduced in 1960. Argyris and Levinson introduced the term “PC”. Argyris focused the different leader ship styles to study the concept of PC. Most research studies highlight the high employee turnover ratio among the employees. Therefore attract, retain and utilize the human resource is a major problem for the organizations. To find out answer for this problem employer needs to understand the expectations and obligations of its employees and vice versa. In this study mainly focus on employees and expectations and the obligations of employers.

OBJECTIVES OF THE STUDY

1. To understand the concept of Psychological Contract
2. To understand the different promises and obligations that affect the Psychological Contract
3. To find out the relationship between Psychological contract and employee engagement

RESEARCH METHODOLOGY

This paper is conceptual in nature. Data was collected from the secondary sources. This is descriptive in nature.

REVIEW OF LITERATURE

To get an idea about psychological contract and findout the concrete relationship with employee engagement, lot of literature has been reviewed based on the following research questions:-

1) What is the concept of psychological contract?
2) How to operate the psychological contracts?
3) What is employee engagement?
4) How employee engagements correlate with psychological contract?

This review spotlights on major advances and connections made within them.

WHAT IS PSYCHOLOGICAL CONTRACT?

The psychological contract refers to the unwritten set of expectations of the employment relationship as distinct from the formal, codified employment contract. This concept was developed in the year 1960s. Argyris (1960) highlighted the term to employee expectations in the workplace. The term psychological contract mainly explained by Denise Rousseau (1995) , according to him the psychological contract includes mutual beliefs and understandings , informal measures, , common goals and perceptions between the two employer and employee . Rousseau (2011) expanded his previous definitions related to Psychological Contract, is a unwritten expectations among the employer and employee in the organization and defined as the set of practical and emotional expectations of benefits that employers and employees can reasonably have of each other, was traditionally seen as an exchange of loyalty for security Hiltrop (1995) explained the psychological contract along with its practical implications also, "the psychological contract that gave security, stability and predictability to the relationship between employees and employers has dramatically altered in the past decades.

Table No. 1 Content of the psychological contract

Obligations of the employee		Obligations of the employer
Robinson et al. (1994))	De Vos et al. (2002	De Vos et al. (2002
Working overtime	Job Performance	Job Content
Loyality	Flexibility	Opportunities for career development
Extra Role behavior	Extra Role Behaviour	Social aspects
Notice	Loyality	Support
Transfer	Employability	Rewards
Competitor Support	Ethics	Respect for private life
Proprietary protection		
Minimum Stay		

Source Adapted from PSYCONES (2005, p. 16)

The psychological contract represents an unwritten agreement between the employers and employees based on jointly agreed promises and obligations among the employers and the employees (Sparrow and Marchington, 1998). When the promises and expectations are met the psychological contract can considered as fulfilled. If this Psychological Contract are fulfilled it leads to increase the job satisfaction, organizational citizenship behavior and decreased turnover.

Linde et al. (2008) also supported the views of Sparrow and Marchington (1998) with help of following diagram:-

Table No. 2 Psychological contract obligations and promises guideline

Employee Obligations	Employee promises	Employer obligations	Employer promises
Job performance	Good service	Job Content	Varied work
	Professional Manner		Limited disturbances
	General Honesty		Own work fashion
	Skills Development		Responsibility
	Satisfying Performance		Right to supervise
	Team Player		Right of own opinion
Loyalty	Protect Organisational Image		Departmental influence
	Confidentiality	Rewards	Flexibility
	Not support competitors		Fair Salary

Ethics	Honesty with leave		Job security
	Resignation notice		Additional rewards
	Cost effective		Allowances
Extra Role Behaviour	Respect company time		Recognition
	Innovation	Management Policy	Procedural fairness
	Assist others		Fair discipline
	Social participation		Communication structures
Flexibility	Accept transfer		Information
	Do non-required tasks	Social Aspects	Employer- Employee relationships
	Work extra hours		Supporting social activities
	Geographical mobility		Colleague assistance
	Conformity		Good working atmosphere
			Social net work
		Career Development	Reaching true potential
			Stimulating work
			Room for own initiatives
			Suitable work
			Ability to achieve progress
			Promotion abilities
			Skills development
			Horizontal job mobility
			Training opportunities
			Fair work pressure
		Organizational support	Quality products
			Customer satisfaction
			Feedback
			Righteous management
			Trust in management
			Efficient organization
			Good working conditions
			Good HRM
			Fair work times
			Reimbursement of costs
			Respect for private life

Source Linde et al. (2008)

EMPLOYMENT CONTRACT AND PSYCHOLOGICAL CONTRACT

One of the major arguments in the PC theory is whether it can be regarded as ‘contract’ in comparison to formal contracts. Sparrow and Marchington (1998) argue that there is an interrelationship between employment contracts and the PC as legal terms and conditions will affect perceptions of obligation. In terms of strict comparison, PC is an implicit reflection of the employment relationship resembling a legal contract only on a more broad scale. There are differences between the two concepts, but the similarities are enough to justify the use of the term as a signal of the power it carries in the employee Relations.

Table No.3 Difference between Employment Contract and Psychological Contract

Employment contracts	**Psychological contracts**
Written	Unwritten
Explicit	Implicit
Legally binding	No legal status
Doesn't tell us much about what people actually do at work	Tells us most things about what people actually do at work
May exert only a small influence on behaviour	Exerts a large influence on behaviour, feelings and attitudes

The Psychological Contract mainly based on the fair believes of the people in fulfilling its perceived obligations above and beyond the formed written contract of employment. It enhances commitment and positive attitude.

HOW TO OPERATE THE PSYCHOLOGICAL CONTRACTS?

Guest and Conway (2002) explained a Psychological Contract with the help of model. They mainly considered two dimensions , one is perception of employees of fairness and trust and another one is how employers keep the promise. Rousseau (1990 and 2011) explained the fulfillment of Psychological Contract for this explained the three concepts of PC, Mutuality, Alignment and Reciprocity. If Contract terms are silent and it is agreed by both the parties is called high level mutuality. If PC is balanced the reciprocity between employer and employee obligations is called alignment. If the employer and employee fulfill the obligations equally is considered as reciprocity.

Hess and Jepsen (2009) confirmed that there is a connection between psychological contract fulfillment and three cognitive responses: commitment , satisfaction, and turnover intention. Levels of fulfillment at work have also been shown to impact emotional attachment, affect and the desire to remain with the organization. Ng and Feldman (2009) revealed that if levels of fulfillment decrease employee also reduce their loyalty, trust , efforts and contributions.

WHAT IS EMPLOYEE ENGAGEMENT?

Employee engagement is a property of the relationship between an organization and its employees. An "engaged employee" is one who is fully absorbed by and enthusiastic about their work and so takes positive action to further the organization's reputation and interests. (*Wikipedia*). Engaged employee is nearly three times more loyal toward his job in comparison to those employees who are actively disengaged (Kular, Gatenby, Rees, Soane, & Truss, 2008). Therefore the organization should focus on the aspect of employee engagement in order to improve organizational performance (Basbous, 2011; Sundaray, 2011). Gallup, the Consulting Organization divided the types of employee engagement into Engaged Employees, Not Engaged and Actively Disengaged.

Table No.4 Definitions of Employee Engagement

Sources	Definition
Melanie Allen (2014)	Employee engagement is the emotional commitment employees feel towards their organisation and the actions they take to ensure the organisation's success; engaged employees demonstrate care, dedication, enthusiasm accountability and results focus.

Macey and Schneider, 2008a	psychological or affective state (eg commitment, involvement, attachment etc.), a performance construct (eg role performance, effort, observable behaviour, organizational citizenship behaviour etc;
Rotter, 1990 p. 490)	'leads to common understanding , is illustrated with many behavioral examples, stated in such a way that the operations for its measurement are clear and widely accepted as logical and reasonable'
Kahn (1990, p. 694)	"The harnessing of organization members' selves to their work roles; in engagement people employ and express themselves physically, cognitively, and emotionally during role performances."
Schaufeli& Bakker (2004, p. 295)	**"**A positive, fulfilling, work-related state of mind that is characterized by vigor, dedication and absorption."

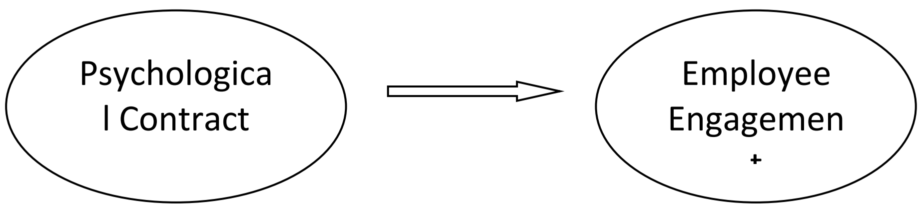
There is no concrete definition on the term employee engagement, employees willingness or commitment to do the job is considered as employee engagement. The way employees feel is related to their desire to act, engaged employees will put effort towards meeting what they understand the organizational goals to be. Melanie Allen (2014) claimed that Engaged employees work with passion and feel an emotional connection to their company. They drive innovation and move the organization forward. They are characterized as being loyal, committed, and productive and deliver results.

HOW EMPLOYEE ENGAGEMENTS CORRELATE WITH PSYCHOLOGICAL CONTRACT?

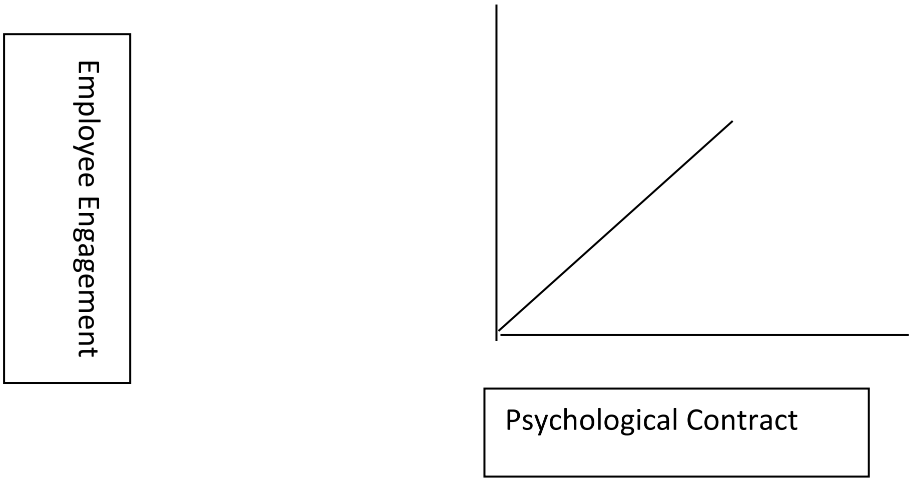
Harold Patrick measured the relationship between psychological contract and employment relationship in IT industries with the help of 202 employees by using Millward and Hopkins psychological contract scale. This study revealed that employees' commitment/ obligations to employers was higher than employers commitment/obligation to employees. More studies have conducted on the issue of psychological contract and employee relationship, but very little studies focused on psychological contract and employee engagement. Between employees' contribution (hard-work, ability, loyalty, etc.) and incentives given by the employer (pay, promotion, job security, etc.) was discussed by Mominson , pointed out that the psychological contract was usually defined as a set of faiths was held by employees about mutual responsibilities. These faiths were based on making sense of promise, while they might not be known by the organization or its agent. So, scholars who held the same view of one-way expectations as Rousseau were called Rousseau School. Li, J., & Dai, L. T. (2015), if employees could be loyal, committed, sincere, they would get the recognition, support and professional development, but managers are fed up with the attitude of the employees, so, psychological contract- the understanding and realizing the exchange relationship between the organization and the employee, gained more popular among the researchers, academicians and business world also.

In order to explore research question as how employee engagement correlate with psychological contract a model is used for study. This model mainly focused on how a change in psychological contract is related to a change in employee engagement. Psychological contracts considered as independent variable and employee engagement as dependent variable.

Conceptual Model of the Study (Fig.1)



From the review of literature and focus group study it is revealed that if there is a proper accomplishment of psychological contracts, an increase in employee engagement. The following figure represents the **graphical representation of this relationship. (Fig 2)**



Traron Moore (2014) mainly highlighted the relationship between psychological contract fulfilment , employee engagement and generational affiliation in retail industries. This study gives substantial learning at the intersection of psychological contracts and employee engagement by considering the factors like pride, satisfaction, commitment and advocacy. Julius E Rohodes (2013) claimed that psychological contract and employee engagement both served the same purpose. He also pointed out that equity, trust, commitment, well being and performance are still important in the organisation. If organisation are able to develop humanistic approaches towards the employees they provides best result to the organisation.

Devendra Lodha (2017) Employee engagement is very important aspect behind the efficiency of the employees and thereby leads productivity of the organization. This study revealed the psychological contract like Trust worthiness amongst the employee of the organization hoe it effect on the employee engagement. In working women from the academic institution, among which majority from the age group of 20-30 years and majority working with the graduate institution are considered as respondents for this study. Analysis of the variables of the Physiological contract with the employee engagement revealed that the Psychological contract carrying the impact on the employee engagement

The success of the psychological contract depends on how well the individual believes in the organization is in accomplishing its perceived obligations more than the formal contract of employment. Peiro, 1992). Highlighted that “If organizations are to achieve and keep quality HRs in line with its goals, they have to pay closer attention to [employee] expectations and quality of\ life demands. They will not only fulfill legal contracts but also the ‘psychological contract’…”

LIMITATIONS AND SCOPE FOR FURTHER RESEARCH

There is lot of research work on PC, it was some issues when comparing the research results of foreign researchers. There is no proper tool to measure psychological contract for our local market. Mostly studies focused on the local issues related to psychological contract and its breach. Almost all related studies paying attention on the contract between employer and employees, but psychological contract between organization and managers are totally ignored from the study.

The future study can think about the dynamic steps of psychological contract between organization and managers and to find out the relationship with employees attitudes, perceptions and behaviour.

CONTRIBUTION OF THE STUDY

Based on the above mentioned literature, this study aims to make a contribution in the following ways:

1. Previous studies on psychological contract have discovered relationship with employee relationship and some other studies find out the relationship between psychological contract and satisfaction and organizational commitment. This research mainly contributes by providing the conceptual background about the employee engagement with psychological contract.
2. Furthermore, the study has been carried out with the help of review of literature. The psychological contract influences how employees behave, according to their relationship they have with the organization and other staff. If employee feels they are getting less as compared to their input and same they are not getting proper treatment from employer, the balance is skewed and the psychological contract is breached.
3. Psychological Contract played an crucial role in the daily work activities. Employees who take psychological contract in a positive way, leads to high score on employee engagement and employee commitment.

PRACTICAL IMPLICATIONS

This research gives implications for organisation to know the content of psychological contract. The human resource department should take full care while conveying promises to the job candidates and to the existing employees also. Line managers are also responsible for HR activates as per the strategic HRM therefore Line managers also should consider their promises. The working conditions, conditions of the job, incentives and obligations of the employees towards the organization must be clearly communicated. Management should constantly meet the employees to bring the ideal employer employee relationship. Fair and justifiable treatment is very important to maintain psychological contract i.e Fairness or balance (typically as perceived by the employee) between:

- how the employee is treated by the employer, and
- what the employee puts into the job.

The managers should make reasonable promises to the employees at the time of recruitment, as later on, if the organization fails to meet its obligations this will increase the employee turnover. It also reduces the commitment and loyalty among the employees. Employees identify that they are giving more to the employer and getting less from the employer (in terms of commitments/obligations). Hence they have propensity to leave work at the time of their choice and not making personal sacrifices. Employees engagement should be based on employers strategy like motivation, open communication, flexi working plans, involvement in decision making process, recognition for good work, development opportunity not on the basis of coercion. Employees should develop a proper working relationship with employer's representatives within the organization. It is suggested that psychological contract be a part of organizations business strategy and be line up with the corporate strategy.

Psychological contract is a model and a philosophy which can direct the way we structure and guide the organizations. It also helps the managers how to support their people's needs within the organization. Psychological concept is a powerful tool to expand the thinking and possibilities for people and work.

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A COUNTER TO ORIENTALIST BY AMITAV GHOSH THROUGH "THE CULCUTTA CHROMOSOME".

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ABSTRACT

"Orientalism" (1978) is a written by Edward Said to describe a pervasive Western tradition and explores the points to counter and unfold the principles of western power and exposed the European Universalism, supremacy & authority. This book develops Antonio Gramsci's theory of cultural hegemony and Michel Foucault's 'discourse' which is the *relationship between the knowledge and power. This present research paper traces the concept of Orientalism and its maxims as well as Amitav Ghosh's "The Culcutta Chromosome" as a counter to orietalist by science fiction.*

KEYWORDS: *Orietnalism, Science Fiction, Ideology, Discourse.*

Orientalism is a term that is used by art historians, literary and cultural studies scholars for the imitation or depiction of aspects in Middle Eastern, South Asian, and East Asian cultures (Eastern cultures). These depictions are usually done by writers, designers and artists from the West. In the words of Edward Said "What other sorts of intellectual, aesthetic, scholarly, and cultural energies went into the making of an imperialist tradition like the Orientalist one? How did philology, lexicography, history, biology, political and economic theory, novel-writing, and lyric poetry come to the service of Orientalism's broadly imperialist view of the world? ….what is the meaning of originality, of continuity, of individuality, in this context? How does Orientalism transmit or reproduce itself from one epoch to another?..But this is not to say that such a study establishes a hard-and-fast rule about the relationship between knowledge and politics. My argument is that each humanistic investigation must formulate the nature of that connection in the specific context of the study, the subject utter, and its historical circumstances."(Edward Said,p. 23)

The same questions like Said, Amitav Gosh raised in "The Culcutta Chromosome"(1995)that why did Dr. Ross not choose the field to investigate Malaria his own country? Why such kind of investigation had not done by origin people? Is there any intellectual thief of native people? He tries to convey this idea. In the canvas of the world, Why India have been always portrayed the uncultured international politics? Because the Imperialist people and their psyche about orient people always shown the bias .We cannot proudly say that we got Oscar for Slum dog Millionaire due to the presentation of Indian is shameful. This picture film creates our (Indian) image as a criminal, corrupted, immoral, and greedy and so on .Alike that Amitabh Gosh explicitly express politics behind the cure of Malaria through his novel "The Culcutta Chromosome". There is a crisis between Eastern and Western country culture and ideology.Edward Said examined these kinds of socio-political and cultural questions are raised by Orintalist.

According to Said the western Oreintalist misrepresented the Orient in the following respects:

i) It was assumed that the west is rational,developed,humane,superior;the Orient is aberrant, under-developed and inferior;

ii) The Oreintalist was guided by the classical texts in his attitude to the Orientt rather than modern Oriental realities;

iii) The Orient was considered to be unchanging and uniform;

iv) Finally since the Orient is incapable of defining itself, an objective assessment of the east must be made by the western Orientalist.

Amitav Ghosh used a science fiction genre to counter Western power institution. He used it to show off his idea that how west always depicted East in academic area too. Firstly "Science fiction is a genre of fiction in which the stories about science and technology of the future. It is important to note that science fiction has a relationship with the principles of science—these stories involve partially true partially fictitious laws or theories of science. It should not be completely unbelievable, because it then ventures into the genre fantasy. The plot creates situations different from those of both the present day and the known past. Science fiction texts also include a human element, explaining what effect new discoveries, happenings and scientific developments will have on us in the future. Science fiction texts are often set in the future, in space, one different world, or in a different universe or dimension.

The Calcutta Chromosome' is basically a science fiction, although a ghost story and a detective story also constitute the fabric of the plot of the novel. The novel fits into the definition of a science fiction. It is an attempt to rewrite the story of Ronald Ross's discovery of the life cycle of malaria mosquito and how it causes the disease to human beings. The British bacteriologist is more close to the people of Calcutta as he did his path breaking research in this city only.

The novel begins with Sir Ronald Ross's short poem in which he refers to 'His secret deeds', implying a scientific discovery. The novel is divided into two sections- "August 20: Mosquito Day" and "The Day After". The tile of the novel and even the titles of the sections indicate that the thrust of the narrative is on "the Discovery" in regard to the cause of malarial fever.

Amithav Gosh writes, In the beginning of the novel, Antar, an Egyptian programmer and an employee of the International Water Council is introduced. He is a Computer Programmer works on AVA/II e' system which is a Super Computer. He is an Egyptian but work in New York in the 21st century. Quite accidently, he comes across on Ava screen, ID card of an employee of life watch where he, too, was working in the past. Slowly, steadily, he gets to know that the ID card was of L. Murugan with whom he was working on 'Life Watch' and who was missing in Calcutta from August 21, 1995.

L. Murugan was keen on discovering the missing link in Ronald Ross's discovery when he was in New York, working for 'Life Watch'. He had written an article entitled, "Certain Systematic Discrepancies in Ronald Ross Account of Plasmodium B". Ronald Ross and his mentor Patrick Manson had arrived at the conclusion that Malaria Parasite was transmitted from mosquitoes through drinking water. They were went wrong path. However, Ronald Ross suddenly changed his view and came to conclusion that there was a connection between Plasmodium zygote and Anopheles. L. Murugan was puzzled by this sudden change in Ronald Ross's approach to the cause of malaria as the change in his approach occurred within a very short span time.

It was L. Murugan's theory that some native people deliberately interfered with Ronald Ross's experiment and pushed the research in a particular direction, of course, he did not know the reason of it and he desired to do research on it and for that, he was keen on going to Calcutta where Ronald did his research. L. Murugan was obsessed with this idea. In this connection, he told Antar, "You could find a thousand people no, two thousand, may be ten who could do what I'm doing now. But you won't find another person alive who knows more than I do about the subject, I specialize in". (p.43)

L. Murugan's search started when he reached Calcutta in 1995. After that, whatever he did was connected with Ronald Ross. He got to know about him through his dairy, documents, letters and also through Ross's 'Memoir'. The image of Ronald Ross, he visualized was that of a European who completed medical education and who was a jolly young man who saw movies, played polo, drank whisky, wrote poetry. What distinguished Ross from other was that he had a deep interest in Science. L. Murugan also got to know a detailed account of Ronald Ross's entry into the search for the cause of Malaria. Ross was the first bacteriologist to make efforts to find out the cause of malaria fever. French Army Surgeon, Alphonse Laveran had already informed the Academy of Medicine that a bug-like worm was responsible for Malaria. Ronald Ross contracted the bug-theory. When Ross came to India, he started his experiment. He was ready to pay money for a few drops of malarial blood, but he did not get responses. One May 17, 1895, he got his first case of Malaria. A patient called Abdul Kadar approached him and Ross made an experiment on him. According to L. Murugan, it was unusual for part of Abdul Kadar to approach Ross as the natives were very much scared of approaching Ronald Ross. L. Murugan tells Antar that Ross never had questions such as "Why this guy Abdul Kadar here, if no one else is?" Where's he from?, "What's he doing here"? And "What's his story" (p.62). L. Murugan's search begins with these questions in his mind. Murugan firmly believes that there may be'another mind' behind this entire operation of research and discovery. Another mind was none but an Indian, who find out the real cause of Malaria.

A mysterious person who helped Ross in his experiment was Lutchman. He was a faithful servant of Ross. In fact, it was Lutchman who found a specific species of mosquito (Anopheles) that caused malaria and who informed it to Ross.

Mangala is another key figure who played an important role in Ross's experiment. In fact, she was a sweeper woman. Still, she seemed to have knowledge about medical science, particularly about bacteria. She used malarial bacteria to cure syphilis. It was a way of using one disease to cure another. She also found that the treatment caused side effect like personality disorder and she stumbled over something that may be called Calcutta Chromosome. She did not know what it was, but it was related to transformation of personality. Thus, the discovery of malarial bacteria leads to the discovery of Calcutta chromosome. This Calcutta chromosome, as we shall see later in detail, is a freak chromosome. It is unusual because it cannot be isolated and detected by standard techniques. Unlike our regular chromosomes, it is not present in every cell. It is not even systematically paired. It does not run from one generation to the other. Ghosh fantasizes that this chromosome develops out of a process of recombination, which is unique to every individual. It is found only in the non-regenerating tissue, the brain. It can be transmitted through malaria. It is this stray DNA carrier that Murugan calls 'The Calcutta Chromosome'. Thus Murugan proves his theory of counter science in malarial research. It is primarily a science fantasy which raises fever and delirium.The novel's sub-title "A Novel of Fevers, Delirium and Discovery" is applied to refer to the mystical aspect of the novel which represents a principle of science and counter-science.

Thus, the discovery of malarial bacteria leads to the discovery of Calcutta Chromosome and L. Murugan draws the conclusion that Abdul Kadar, Lutchman, Mangala were the persons who were deliberately planted so that Ronald Ross's discovery would be helpful in discovering Calcutta Chromosome. Of course, L. Murugan himself could not prove its existence. It is clear that Eastern people's intellectuality has been theft by western people, and called Eastern as an uncivilized people.

The span of time is during 1995, means after shortly the emergence of Globalization, Amitav Gosh stands a counter to orientalist through "The Calcutta Chromosome".

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ASSESSING THE ROLE OF CUSTOMER SATISFACTION IN ATTAINING CUSTOMER LOYALTY: A STUDY OF FAST FOOD RESTAURANT IN KOLHAPUR CITY.

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ABSTRACT

Fast food refers the food that sold in a restaurant or store with preheated or precooked ingredients and served to the customer in a packaged form for take-out/take-away. India's growing middle class and their changing food habits offer unprecedented growth opportunities to the quick-service restaurant industry. To reap the benefits of Indian market many global brands have entered the market. In a competitive marketplace, customer satisfaction is seen as a key differentiator and important marketing objectives to be achieved. Customer satisfaction is the customers' evaluation of goods or services in terms of whether that goods or services have met his needs and expectations. Numerous studies show the positive and significant relationship between customer satisfaction and customer loyalty. Besides, there are studies indicating customer satisfaction is only one antecedent of customer loyalty. The present study explores components of customer satisfaction through using exploratory factor analysis at Rolls Mania a fast food service restaurant at Kolhapur City. The empirical evidence of 154 customers reveals that dining experience; accessibility, convenience & affordability and product test are the important components of customer satisfaction. The regression analysis result reveals significant relationship between customer satisfaction and customer loyalty.

KEYWORDS: Fast food restaurant, Customer satisfaction & Customer Loyalty.

INTRODUCTION

Fast food, the term was first defined by Merriam–Webster dictionary in 1951. Fast food refers the food that sold in a restaurant or store with preheated or precooked ingredients and served to the customer in a packaged form for take-out/take-away (Merriam–Webster dictionary). Fast food restaurants are traditionally separated by their ability to serve food via a drive-through (Dube, 2017). Fast food restaurants are also known as quick serve restaurants (QSR) (KPMG India, 2016).

According to the report, global fast food market was valued at over USD 539.63 billion in 2016, is expected to reach above USD 690.80 billion in 2022 and is anticipated to grow at a CAGR of slightly above 4.20 percent between 2017 and 2022 (Zion Market Research, 2017). India is not distanced from growth story of QSR global market. CRISIL, India's largest independent and integrated research house, estimated that Indian QSR Industry accounts for 34 billion dollars in 2012. CRSIL predicted, Indian

QSR industry to grow by leaps and bounds rate. The annual turnover of Indian QRS industry has reached to 70 billion USD in 2015-16, with an annual growth rate of 27 percent. CRISIL analyzed average per-household expenditure on organized fast food or QSR in Tier I and Tier II cities in India. Annual spend on QSR in Tier II city's middle-class family, expected to surge by 150 percent and reach 3750 customer per annum by 2015-16. Whereas, for the same period, Tier I cities are expected to grow by 60 percent with an average annual expenditure of 6000 INR. The growth is expected through both from existing QSR outlets and the opening of new outlets (CRISIL, 2013).

India's growing middle class and their changing food habits offer unprecedented growth opportunities to the Quick-Service Restaurant industry. To reap the benefits of Indian market many global brands have entered the market, either through company own stores for franchisee model or a mix of both (CRISIL, 2013). The Quick-Service Restaurant industry is a multi-billion dollar global industry that consists of multiple and diverse players in a market. In a competitive industry success of a quick-service restaurant is attributed to remarkable customer services offered and great product testing. (Ketana, 2014). Perceived good product performance is a key driver of brand loyalty and also significantly influences customer satisfaction (Awan & Rehman, 2014). The relationship between customers satisfaction is positive and significant with loyalty, because more the satisfied customer higher is the customer loyalty (Lee, Lee, & Hansuk, 2013).

In a competitive marketplace where businesses compete for customers, customer satisfaction is seen as a key differentiator and increasingly has become a key element of business strategy. As a result of customer satisfaction, the customer becomes loyal to your brand and loyal customers will consistently purchase products of their preferred brands, regardless of convenience or price (Bhatnagar & Kushwah, 2013).There is a significant positive relationship between customer perception towards the service quality, product quality, physical design, price, physical environment, taste, & promotion and customer satisfaction in the fast food restaurants (Manjunath & Reginald, 2016). The purpose of this study is to understand the components of customer satisfaction for a fast food restaurant and its impact on customer loyalty.

CONCEPTUAL BACKGROUND:

This research paper has mainly discussed Service quality, Customer satisfaction, and Customer Loyalty. An attempt is made to discuss these concepts.

Customer satisfaction: Customer satisfaction is the customers' evaluation of goods or services in terms of whether that goods or services have met their needs and expectations. To deliver a high level of customer satisfaction firm do things differently from their competitors (Lamb, Hair, Sharma, & McDaniel, 2012). Customer satisfaction is a key influencer on the future buying behavior of the people. The satisfied customer will buy the product again and tell others about their good buying experience. Dissatisfied customer on other hand switch to competitor's product and also discourages others from buying the product (Karunakaran, 2013). Customer satisfaction is core strategic objective for any firm. Customers are the primary source of all positive cash flows. Therefore, attracting and retaining profitable customers must be one of the firm's most fundamental tasks (Morgan, Anderson, & Mittal, 2005).

Service Quality: Quality can be defined broadly as superiority or excellence. Further, the term quality can be classified as objective quality and perceived quality. Objective quality" is the term used in the literature to describe the actual technical superiority or excellence of the products. The term refers to measurable and verifiable superiority on some predetermined ideal standard or standards (Zeithaml, 1988). Perceived service quality can be defined as the customer's judgment about the superiority or excellence of a product while the perceived value is the customer's overall assessment of the utility of a product based on perceptions of what is received and what is given (NQRC, 1995).

Customer Loyalty: Kincaid (2003) "defines loyalty of customer as a consumer behavior, built on positive experience and value, which leads to buying products, when that may not appear to be the most rational decision".The researchers classified loyalty basically into two types one behavioral (continued patronage), and attitudinal loyalty(beliefs, feelings and purchasing intention) (Buttle, 2009). Customer loyalty is viewed as the strength of the relationship between an individual's relative attitude and repeat patronage towards a company's product. The relationship is intervened by social norms and situational factors. Cognitive, affective, and conative antecedents of relative attitude are identified as contributing to loyalty, along with motivational, perceptual, and behavioral consequences (Dick & Basu, 1994).

Customer Satisfaction and Customer Loyalty: A study on the relationship between customer satisfaction and customer loyalty has remained the keenly interested subject for marketing researchers. There are numerous studies shows the positive and significant relationship between customer satisfaction and customer loyalty. Besides, there are studies indicating no significant relationship between customer satisfaction and customer loyalty.

Customer satisfaction is only one of the key determinant or antecedent for customers' propensity or willingness to retain availing the services (Tweneboah-Koduah & Farley, 2016). Trust towards the organization, organisation commitment, and consumer satisfaction simultaneously has a significant influence on customer loyalty (Sutanto & Djati, 2017). Customer expectations, perceived price level were the critical factor influencing on customer satisfaction and customer satisfaction significant influence customer loyalty (Al-Msallam, 2015). Companies some time inflict switching costs on their customers, to inhibit them from defecting to new suppliers; effects of switching costs on the association of customer loyalty, customer satisfaction and perceived value are significant only when the level of customer satisfaction or perceived value is above average (Yang & Peterson, 2004). Customers are more likely to visit stores that consistently deliver on service expectations and innovations play a major role in customer engagement and retention (Nanda, Kuruvilla, & Murty, 2013).

Satisfaction is one of several antecedents of loyalty. A key influence on loyalty is the offer of unique value-delivering advantages not provided by competitors (Buttle & Burton, 2002). Satisfaction and loyalty in a business services setting are different constructs and that while the relationship is positive, high levels of satisfaction do not always yield high levels of loyalty (Bennett & Rundle Thiele, 2004). Corporate image and customer satisfaction are not two separate routes to customer loyalty. Corporate image impacts customer loyalty directly whereas customer satisfaction does not. Customer satisfaction is not the primary route to customer loyalty. (Andreassen & Bodil, 1998)

LITERATURE REVIEW

Deivanai (2013) explained that Dominos pizza mostly competes on price, location and food quality. An adult plays an important role in the buying process reasons such as tasty and cleanliness. Convenience, family outings, and celebration of special occasions are considered important in buying pizza. Customers eat out for a change from home prepared food but they do not believe that fast foods provide good nutritional value.

Bhatnagar & Kushwah (2013), explained that the Domino name carries the company's main brand as the market leader in its field of operation. Since inception, Domino's understands customer's needs and publicising the Domino's brand with developing new products and use of technology (information technology and E-commerce). Predilection (liking), satisfaction, services, excitement, and influence, all the five factors showed liking and satisfaction level is in favor of Domino's Pizza.

Prabhavathi, Krishna, & Kumar (2014), explained that young, unmarried, working professionals having own lifestyle and well-educated persons forms major consumer segment in the fast food sector. Taste, convenience, and alternate to home food were found to be major reasons for consuming fast food. Fast food restaurants provide satisfaction to the young consumers in the form of matching their taste needs and relaxation with friends. Hence the affordable price of the menu, friends influence, healthy menu, service quality, taste, location proximity and restaurant ambiance were important factors which made the young consumers to prefer fast food restaurants.

Warraich, Ahmad, & Qureshi (2013), explained that in today's fast progressing competitive market, the baseline of a firm's promotion and marketing strategies, tactics and procedure are to make profits and add to the growth of the company. Customer satisfaction, contentment, quality of the service, excellence, and retention are the global matters which influence all organizations. This includes all type of organizations whether large or small, global or local profit or non-profit service providers.

Ling, Mun, & Ling, (2011), the role of perceived switching cost in mediating the relationship between trust and customer loyalty is studied in the research. The study depicts that corporate image; trust and perceived switching cost were positively related to the customer loyalty. The study emphasis that trusts is positively related to customer loyalty, mediated by perceived switching cost. The study recommended the strategies as offering value meal and implementing various corporate social responsibility activities and customer relationship management practices to increase the level of trust, perceived switching cost, corporate image and customer loyalty.

RESEARCH OBJECTIVES:

1. To check customer satisfaction towards Rolls Mania.
2. To understand factors determining customer satisfaction in fast food restaurants.
3. To find a relationship between customer satisfaction and customer loyalty in fast food restaurants.

HYPOTHESIS TESTING:

Following hypothesis was envisaged to study the relationship between customer satisfaction and customer loyalty.

H0: There is no significant relationship between customer satisfaction and customer loyalty.

H1: There is a significant relationship between customer satisfaction and customer loyalty.

RESEARCH METHODOLOGY:

Data Collection: The study is descriptive and diagnostic in its nature. It intends to describe the components of customer satisfaction in quick service restaurant and diagnosis its relationship with customer loyalty. To test the stated hypothesis primary data was collected through self-designed structured questionnaire. The questionnaire mainly comprises of two sections. Section I collects the basic demographic information about the respondents. Section II comprises of two scales one is to assess customer satisfaction level towards Rolls Mainia services and second to assess the level of customer loyalty. To assess the customer satisfaction the attributes of Rolls Mania services were identified and respondents were asked to grade their satisfaction on a five-point category scale, where 1 represents highly dissatisfied and 5 highly satisfied. The customer loyalty assessment scale comprises the Likert type statements, prepared through an extensive literature survey. The respondents were asked to grade Likert-type statements on a five-point scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Sampling Design and Sample Size: The study is conducted at Rolls Mania, a quick service restaurant outlet at Kolhapur city. Total customers visiting the outlet of Rolls Mania were population under the study. The population under study is infinite in its nature. The customer visited the outlet and willing to fill up the questionnaire happens to be the sample unit under the study. Hence sampling method for the study was convenience sampling. Customers were requested to fill-up the questionnaire once they availed the services of Rolls Mania and their payments session is over, so as to get the customers response on entire experience at the outlet and their intention of post-purchase behavior. Total 154 respondents have filled the questionnaire and it was sample under the study.

Data Analysis: For analysis MS office Excel and SPSS 20.0 was used. To understand the attributes influencing of customer satisfaction principle component analysis was run on customer satisfaction scale and factors were identified. Reliability of the statements under each factor was assessed through Cronbach alpha. Finally, regression analysis was performed to test the hypothesis of a relationship between customer satisfaction and customer loyalty.

ANALYSIS AND DISCUSSION:

The important objective of this research work is to identify the factors contributing to customer satisfaction in the fast food industry. Here with a thorough literature review, fifteen category scale statement were prepared and respondents were asked to grade their satisfaction level for the services of Rolls Mania on the given statement. Factor analysis is used to identify the significant factors contributing to customer satisfaction.

Table No.1 Results of Sampling Adequacy Test and Validity of Factor Analysis Data

Test	Result
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.819
Bartlett's Test of Sphericity	.000

To test the sampling adequacy KMO (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) test was performed. KMO test statistic score is 0.819. The Barlett's Test of Sphericity testing for the significance of the correlation matrix of the variables indicates that the correlation coefficient matrix is significant as indicated by the p-value(0.00) corresponding to the chi-square statistic. The sample size of 154 is more than 5 times the number of variables (seventeen). All these justify the use of factor analysis for the given set of data (Chawla & Sondhi, 2016).

Table No. 2 gives eigenvalues, variance explained and cumulative variance explained for factor solution.

Table No.2 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.754	38.358	38.358	5.754	38.358	38.358
2	1.517	10.116	48.473	1.517	10.116	48.473
3	1.209	8.061	56.535	1.209	8.061	56.535
4	1.082	7.216	63.751	1.082	7.216	63.751
5	.972	6.481	70.232			
6	.775	5.168	75.400			
7	.746	4.976	80.376			
8	.592	3.945	84.321			
9	.505	3.370	87.691			
10	.419	2.791	90.482			
11	.384	2.557	93.040			
12	.343	2.285	95.325			
13	.323	2.155	97.480			
14	.214	1.424	98.904			
15	.164	1.096	100.000			

There are only four factors, each having Eigenvalue exceeding 1 for customer satisfaction. The Eigenvalues for the four factors are 5.754, 1.517, 1.209 and 1.082 respectively. The percentage of the total variance is used as an index to determine how well the total factor solution accounts for what the variables together represent. The index for the present solution accounts for 63.75 percent of the total variations in Customer satisfaction. It is good extraction as it can reduce the number of factors (from fifteen items to four factors). The percentages of variance explained by factor one to four in customer satisfaction are 38.358, 10.116, 8.061 and 7.216 respectively.

Table No.3 Factors with its Descriptive Statistics and Reliability Analysis

Variables	Factor load	Factor Name	Mean	Standard Deviation	Cronbach Alpha Score
Staff Communication	0.798	Dining experience	3.55	.63	0.805
Service	0.790				
Staff Guidance about product information	0.661				
Music System	0.654				
Dining	0.622				
Location	0.819	Accessibility	3.99	0.65	0.729
Overall Environment	0.743				
Packaging	0.651				
Parking	0.835	Convenience and Affordability	3.76	0.68	0.721
Billing Time	0.625				
Delivery System	0.613				
Price Offers and Discount	0.583				
Variety	0.670	Product Test	4.05	0.57	0.714
Quality	0.669				
Taste	0.568				
Total Customer Satisfaction Score			3.82	0.49	------

Table No. 3 shows the rotated factor loading score, title assigned for each factor, mean score, standard deviation, and Cronbach's alpha score. As Cronbach's alpha score for all factors is well above 0.7 hence the factor shows good reliability to measure the stated construct. (Zikmund, Babin, Carr, & Adhikari, 2013). Identified constructs are discussed below.

Dining experience: This is most important factor explains 37.0 percent of the variance. The factor has four significant variables. The variables are staff communication, services, and staff guidance about product information, music system and dining experience faced by the customer in the fast food outlet. When customers visit the fast food outlet he expects congenial communication and product information from the staff, efficient service, clean dining facility and pleasant music. Service quality is the most important attributes of a dining experience that influence on customer satisfaction (Canny, 2014).

Accessibility: This factor explains 9.5 percent variance. This factor explains the variables as location, overall environment and packaging. Fast food consumption is an impulse purchases decision. Customers won't travel to the fast food outlet as they travel to the countryside restaurant. Hence good location is essential for profitable fast-food operations (Love, 1972).

Convenience and Affordability: This factor explains 7.6 percent variance. It has variables as parking, billing time, delivery system, price offers & discount. The fast-food industry is based on the principles of quality food served fast (Brox, 2010). Hence the availability of quick parking, fast delivery and minimum billing time at affordable pricing is imperative.

Product Taste: This factor explains the 6.7 percent variance. It has significant variables as product variety, quality of the product and product taste. Presentation and taste of the product served to the customers significantly influence the customer purchase intention of fast food product (Shaharudin, Mansor, & Elias, 2011).

Customer Loyalty: Customer loyalty is viewed as the strength of the relationship between an individual's relative attitude and repeat patronage towards a company's product (Dick & Basu, 1994). To measure the customer loyalty scale was prepared. The scale comprises of five Likert type statements. Descriptive analysis and reliability of the scale are presented below.

Table No 4: Measurement Items & Descriptive Analysis of Customer Loyalty

Statement	**Mean**	**Standard Deviation**
Rolls Mania is ideal destination for satisfying fast food need	3.84	0.72
To be at rolls mania is enjoyable	3.81	0.79
Rolls mania is affordable treat	3.90	0.76
I would recommend rolls mania to my friends and relatives	4.18	0.72
I would like to visit rolls mania again & again	4.22	0.70

HYPOTHESIS TESTING RESULT:

The important objective of this study is to assess the relationship between customer satisfaction and customer loyalty. Customer satisfaction is measured using customer satisfaction scale; customer satisfaction has four attributes. Customer loyalty is measured using customer loyalty scale. Regression analysis is used to test the significant relationship between these two variables. Results are presented in the following tables.

Table No. 5: Regression Analysis Model Summary

R	.527
R Square	.277

A correlation coefficient (R square value) for the model is .527 it indicates a positive relationship between dependent variable (Customer Loyalty) and independent variables (Customer Satisfaction) because R-value is positive. The R square value indicates that 27.7 percent variations in the dependent variable are explained by the independent variable.

Table No.6: ANOVA Test Result

Test	F	**Significant**
R Square	14.295	.000

Table No.6, ANOVA results show F value 14.295 and the p-value is 0.00. It is significant at the 0.05 level. Here the null hypothesis is rejected and it is concluded that there is a significant relationship between customer satisfaction and customer loyalty**.**

Table No.7: Result of Coefficients

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.129	.300		7.087	.000		

Dining experience	.286	.075	.346	3.808	.000	.588	1.700
Accessibility	.154	.070	.189	2.211	.029	.661	1.512
Convenience and Affordability	.158	.066	.206	2.411	.017	.662	1.511
Product Test	.200	.080	.216	2.519	.013	.659	1.517

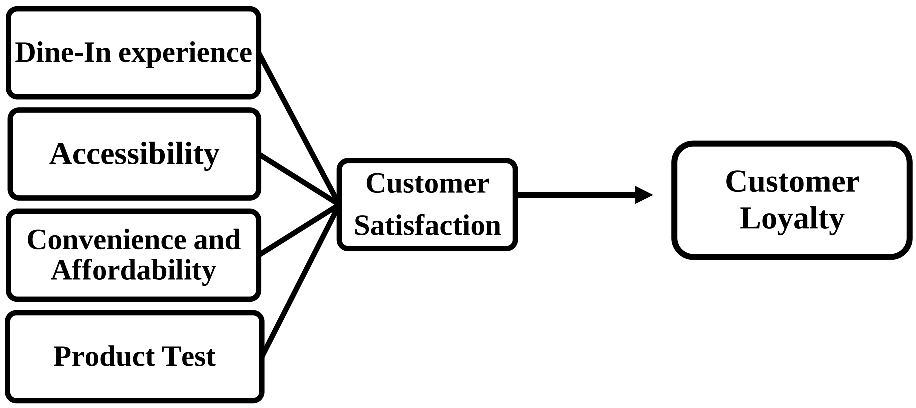
Table No. 7 indicates that The VIF value of less than 10 for all variables show that the problem of multicollinearity has not existed and all data are mutually exclusive. Here all four components of customer satisfaction dining experience (Beta 0.286 & P Vale 000), accessibility (Beta 0.15 & P Vale 0.029), convenience & affordability (Beta 0.158 & P- value .017) and product test (Beta .200 & P-value 0.013) are significant. As for all these four factors, P- value is lesser than 0.05 ($P<0.05$). Here the regression analysis result does not support the null hypothesis and it is concluded that there is a significant relationship between customer satisfaction and customer loyalty. It is interpreted that all four components of customer satisfaction dining experience, accessibility, convenience & affordability, and product test predicts customer loyalty. Fitted regression equation can be written as follows:

Y= 2.129 + 0.286*Dining experience + .154*Accessibility +.158*Convenience and Affordability + .200* Product Test

FINDINGS AND RESULTS DISCUSSION:

Determinants of Customer satisfaction: The study intends to understand the determinants of customer satisfaction in quick service fast food restaurant. Factor analysis result reveals that customer's perception of dining experience, accessibility, convenience, and product test determines the customer satisfaction towards quick service fast food restaurant.

The relationship between Customer Satisfaction & Customer loyalty: Regression analysis reveals the significant relationship between customer satisfaction and customer loyalty. Dining experience, accessibility, convenience and product test determinants of customer satisfaction significantly predict customer loyalty.



Conceptual Model: Based on the hypothesis testing results conceptual model of factors of customer satisfaction and its relationship between customers loyalty is proposed as above.

MANAGERIAL IMPLICATIONS

The findings have important implications for the marketers of Quick service restaurants. Customer satisfaction is one of the complex objectives QSR marketers have to achieve. This study has revealed that the customer satisfaction is an outcome of customer's perception of several service quality components offered by the QSR. An exploratory factor analysis result indicates that customer satisfaction is an outcome of customer’s opinion about the Dining experience, accessibility to the QSR, convenience & affordability of the product and product test.

Dining experience is customer's perception of staff communication, service and staff guidance about product information, music system and dining experience faced by the customer in the fast food outlet. Apart from enjoying the taste of fast food, important objective of customers visiting the particular fast food restaurant are they want a pleasant experience at the restaurant. Proper communication of staff members is important to make customers visit pleasant to the particular QSR. Marketers of QSR shall train their staff members for effective communication. Music spread enthusiasm in the environment, hygiene seating arrangement ensures the delivery of joy to the customers. Marketers shall focus on delivering a uniquely pleasant experience to the customers when they visit QSR.

Fast food consumption is an impulse purchases decision. Customers won’t travel to the fast food outlet as they travel to the countryside restaurant. Accessibility highlights the importance of location in the success of QSR. Effective packaging helps customers to carry the food for household consumption and increase total sales volume.

The fast-food industry is based on the principles of quality food served fast. QSRs are roadside outlets, where customers make impulse purchasing. For the success of QSR parking facility, quick billing time, and delivery system are important. Marketers shall ensure that sufficient and quick parking space availability, timely billing and delivery of the food item to the customer. Increase competition compels QSR for offering competitive prices, offers & discount in the market.

Product taste is a factor that explains the customer's satisfaction with product variety, quality of the product and product taste. Favorable customer opinion about these service factors leads to achieving customer satisfaction.

The hypothesis testing result reveals that there is a significant relationship between customer satisfaction and customer loyalty. Loyal customers have a positive attitude towards the brand and comparatively more patronage for a repeat purchase.

CONCLUSION

Changing lifestyle, an influence of westernized culture, the impact of media, people's readiness to explore new delicious food all these factors are fuelling the growth of fast food industry in India. Initially the industry was ruled by few dominant players, today seeing young Indian entrepreneurial minds venturing the opportunities of it. The industry is exposed to intense competition and customers are the beneficiary of the competition. To sustain in cutthroat competition achieving customer satisfaction and gaining customer loyalty has become a paramount marketing strategy at front of the QSR. The study has revealed that Dining experience, accessibility, convenience & affordability and product test are the important factors of customer satisfaction. The study reveals that there is a positive relationship between customer satisfaction and customer loyalty. However, the study results are based on customers contacted at one outlet of Rolls Mania in Kolhapur city. Results of the study may not applicable to other QSR outlets. Further studies needs to be conducted at various other fast food outlets to understand the factors of customer satisfaction and its impact on customer’s loyalty.

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NO LITERATURE WITHOUT WOMEN

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ABSTRACT

'Women Empowerment', the very words induce the woman folk to ponder, Is it needed? Were they not omnipotent? They were, are and will always be. History proves this, and what the people need is just to change their perspective globally. Though women are always taken as objects, poor men, suffering from the syndrome of ***'****Superman'****,*** *do not know women's existence as omnipotent, omniscient and omnipresent in the framework of family, society and nation. Literature is the manifestation of life and women are not objects, but inevitable elements in it. They have their own world and they possess their own power that makes them different from the male characters. This power is both, constructive and destructive, as well. At which the woman intends is dependent on her psyche and circumstances. The present paper articulates a new perspective to look at on the current fashionable social revolution called 'women empowerment' under the title,* **No Literature without Women.**

KEYWORDS: Power, empowerment, product, beloved, motherhood, *Tarini*, re-conceptualize

I

God created this beautiful world and awestruck on seeing His own great creation. But the instinct of to be appreciated is not confined to the human beings only. The Creator too, pined for it which ultimately set him to work on Adam, the father of mankind, who was placed in the midst of the grandeur of Heaven in exchange of which he was to appreciate Him and His creation. But with the passage of time his realization that 'something is missing' ultimately set God again to work on another creature i.e. WOMAN**.**

Thus, the woman is the product of need, not a burden on this earth. Man and woman are like those two railway tracks, which never meet, however, they are dependent on each other and one loses one's existence in the absence of another. Nevertheless, we cannot close our eyes and ears to the fact that the world we dwell in is male dominated, where women are underestimated, taken for granted, in a well mannered term, taken as 'second citizen', and their power in various forms are over looked. In literature we find multifaceted women's world that manifests women's strength and potentiality in various forms.

Talking about the potentiality of the woman depicted in literature, the first image that comes to the mind is that of Beatrice — the beloved, guide and philosopher of Dante, the poet of a famous Medieval Italian epic, *Divine Comedy,* which depicts the realms of the afterlife. At the outset of the poem the poet writes, Midway upon the journey of our life

I found myself within a forest dark,

For the straight forward pathway had been lost. (Divine - Inferno, Canto-1)

Words mentioned above are a sort of declaration of guilt. It is universally noted that once a man indulges into the worldly desire, he is bound to lose the straightforward path of the beautiful expedition of life on earth. The same thing happened with Dante and in his middle age he found himself fallen into the pit of dirty politics and other vices of the age. However, one thing was there that remained constant and pious at the same time and it was his love for Beatrice. Beatrice was a Florentine woman, whom Dante had met in his childhood, but she remained a subject of admiration for throughout his life from a far and for his other literary work, like *La Vita Nuova.* In *Divine Comedy***,** Beatrice is like a lighthouse that fills hope in the heart of the sailor when he is near the destination and about to drown. In *Inferno* and *Purgatorio,* Dante is guided by Virgil, a Roman poet. Many times Dante loses his courage and thinks to retreat. But Virgil reminds him about Beatrice who is there in *Paradiso*. Dante's desire to meet Beatrice heartens him to reach the *Paradiso*. And there in *Paradiso***,** it is Beatrice, his celestial guide who leads him to his ultimate destination through the nine celestial spheres of Heaven to achieve salvation and divine love.

Beatrice's love has that power to dissolve the ego of Dante and melt him into the divine. It is a hope and a key for the union with God. Beatrice was Dante's real life love interest and acted as the muse for much of his poetry, so it is not exaggeration to consider her his guide to the Divine. She is the main agent of Dante's salvation, so some critics believe her to be a sort of Christ figure for Dante. When we scrutinize the poem we find it to be as much about Dante's praise of and journey to Beatrice as it is about his journey to God.

Like other people Dante was distracted by earthly pleasure and deaf to God's calling. He strayed from the path towards Him. But in *Paradiso***,** Beatrice coddles him like a concerned mother. She corrects and convinces him by giving authentic answers of his numerous queries and doubts. She gives him the knowledge of truthfulness, of contingent and absolute will. It is from Beatrice that Dante learns that the secret of living happily in blessedness is conforming one's individual will to God's will. If one has a will to do good no one can endanger that person's own chances at salvation. Beatrice's beauty surpasses everything, but the dazzling power of her smile is like that thousand splendid suns that reflects a simple love for God and God's love shines through her smile and eyes at Dante and conveys the infinite compassion God has for all His blessed. Ultimately, Dante's love for Beatrice teaches him that love is the bond which connects not only man with man, but with everything which exists. Love for God is incomplete without love for God in all. Using human love one can arrive at the divine love. And therefore, one should deepen one's love by more and more self giving. According to Beatrice the will of the human being will be truly effective only when we develop an impersonal calm and impersonal love within ourselves. And when we succeed to reach this level we will lend in the lap of Divine love. Therefore, we should learn to learn everything for its own sake, not for what it can give us. Following words of Dante speak a volume of Beatrice's potentiality.

O Lady, thou in whom my hope is strong,

And who for my salvation didst endure

In Hell to leave the imprint of thy feet,

Of whatsoever things I have beheld,

As coming from thy power and from thy goodness,

I recognize the virtue and the grace,

Thou from a slave hast brought me into freedom, By all those ways, by all the expedients,

Whereby thou hadst the power of doing it.

Preserve towards me thy magnificence,

So that this soul of mine, which thou has healed,

Pleasing to thee be loosened from the body. (Divine - Paradiso, Canto-31)

Thus, first earthly and then spiritual love for Beatrice impel Dante towards the love for God that gives the entire universe its proper order, for everything moves in accord with God's will. Our love for God may be in varying forms. Charity is the best and most selfless kind of love, most sanctioned by God. Other divine attributes are care, concern compassion, mercy, temperance, tolerance. These actually set the soul to work for the well being of the mankind.

In Shakespeare's plays we find a vast women world possessing a variety of powers. In *Macbeth*, Lady Macbeth's behavior proves that woman possesses two divergent powers – i.e. destructive and constructive. It depends on at which she intends. Like three witches, Lady Macbeth encourages her husband's ambitions and his violent behavior, and provides the drive and the will behind his plotting. Her behavior certainly shows that women can be just as ambitious and ruthless as men. She manipulates her husband by questioning his manhood, saying, "…yet do I fear thy nature; It is too o' the milk of human kindness/ To catch the nearest way (Macbeth, I.V):" and ultimately it results in her suicide and the tragic death of Macbeth. Similarly, in *King Lear*, Lear becomes the victim of the obsequiousness of his ruthless and aggressive daughters Goneril and Regan. Lady Macbeth, Goneril, Regan, Cleopatra, they all possess a sort of destructive power, while Cordelia and Miranda possess the power that may even blossom the wasteland.

In *King Lear*, Cordelia is found to be very simple hearted which does not know her sisters' art of sycophancy and therefore, Lear disowns and banishes her from his kingdom. However, the reader has extremely high regards for Cordelia's love, loyalty and constancy for her father. It is Cordelia who cures Lear in his lunacy. Kent finds in her a combination of idealized female beauty and quasi-religious savior figure. The Gentleman describes her in the following ways.

Not to a rage: patience and sorrow strove

Who should express her goodliest. You have seen

Sunshine and rain at once: her smiles and tears

Were like a better way: those happy smilets,

That play'd on her ripe lip, Seem'd not to know

What guests were in her eyes; which parted thence,

As pearls from diamonds dropp'd. In brief,

Sorrow would be rarity most beloved,

If all could so become it (King Lear, IV-III)

The strength of Cordelia's daughterly love is reinforced. The following dialogue between Lear and Cordelia moves the reader.

Lear: Do not laugh at me;

For, as I am a man, I think this lady

To be my child Cordelia.

Cordelia: And so I am, I am (King Lear, IV. VII).

In Shakespeare's comedies like *The Merchant of Venice, As You Like It* and *Midsummer Night's Dream*, women characters like Portia, Rosalind, and Hermia are found more powerful than the male characters. On the one hand we find puckish Portia, while on the other hand we find Miranda, an unblemished and untarnished character of *The Tempest*. She is cheerful in temperament. Her simplicity, innocence, sympathetic and gentle nature makes her the most adorable person. She cannot bear the suffering of the people around her and therefore, she urges her father Prospero,

O, I have suffered with those that I saw suffer: a brave vessel,

Who had, no doubt, some noble creature in her,,

Dash'd all to pieces. O, the cry did knock

Against my very heart. Poor souls, they perish'd.

Had I been any god of power, I would

Have sunk the sea within the earth… (Tempest, I. II)!

Miranda is so adorable, so enchanting that Ferdinand is bound to fall in love with her. It would not be exaggeration if we say that every woman would like to be praised the way Ferdinand praises her uniqueness,

Indeed the top of admiration!…Full many a lady

I have eyed with best regard…for several virtues

Have I liked several women: …but some defect in her

Did quarrel with the noblest grace she owed…but you,O you,

So perfect and so peerless, are created

Of every creature's best (Tempest, III. I)!

We find another form of the woman's power in Rachael, who at the first glance seems to be a very minor character of Dickens novel, *Hard Times*, but is very unique when scrutinized her role. She is a simple yet honest hand who loves Stephen Blackpool. However, they are unable to marry as he is already married to a horrible drunken woman. But this marriage results into a curse for him. Everything is misplaced and disordered. It fails to provide him an ideal companion in the form of the wife. But his quest is satisfied in Rachael. She is a shelter that provides him peace of mind. In Rachael he finds the bliss of heaven and he pines to live a moment with her. To him she represents domestic happiness and moral purity. And he can enjoy them only when he can get divorce from his first wife, so that he can marry to Rachael. But he knows that divorce is a luxury for those who have born with a gold spoon in their mouth, not for a hand like him.

Rachael is the only person to whom Stephan can open his closed heart on the subject of his miseries. Stephen recalls his past and thinks of the waste of the best part of his life. In his reminiscence, the reader is introduced with the unique form of the woman in Rachael. Rachael was very young when they were first brought together in certain circumstances. She has seen number of girls and women getting marry. She has seen around her many homes with children in them growing up. However, she has contentedly pursued her own lone quiet path for Stephen, without claiming and blaming for anything to him. And now she has reached to the middle age and become enough mature. And while thinking about all these and many other things when Stephen reaches at home, he is surprised and shocked at the same time as he finds everything in its place and order as he used to keep it before his marriage. The little fire is newly trimmed and the hearth is freshly swept. His eyes are filled with tears when he finds

Rachael sitting near the bed of his wife and taking her care. She looks at him earnestly with tears in her eyes and simply says,

> I came to do what little I could, Stephen: first, for that she worked with me when we were girls both, and for that you courted her and married her when I was her friend—And next, for that I know your heart, and am right sure and certain that 'tis far too merciful to let her die… (Hard Times, XIII, 53-54)

Stephen is speechless as he knows that such hospitality is unexpected from an ordinary woman. Humanity is deeply rooted in Rachael. She is remorseful for Stephen's condition due to his marriage, at the same time she does not want his wife to die so wretchedly. She says in her compassionate accent,

> Thou hast been a cruel sufferer, Heaven reward thee. I am thy poor friend, with all my heart and mind. (Hard Times, XIII, 54)

Rachael could have stopped Stephen advancing toward her, avenged him for choosing her friend instead of her, but she simply confines herself and feels content for what she finds in his eyes for herself. Stephen does not stop his wife when she is about to swallow a lethal amount of one of her medicines. But Rachael at that time suddenly awakens, seizes the bottle and saves her life. Stephen feels ashamed for his inability to stop his wife from committing suicide. He goes down on his knees before her, puts an end of her shawl to his lips and says,

> Thou art an Angel. Bless thee, bless thee! ...Thou changest me from bad to good. Thou, mak'st me humbly wishfo' to be more like thee, and fearfo' to lose thee when this life is ower and a' the muddle cleared awa'. Thou'rt an Angel; it may be, thou hast saved my soul alive. (Hard Times, XIII, 57)!

In the same novel the character of Sissy Jupe – the girl of fancy and imagination is equally an important character as her fantasy and compassionate nature melt the stone hearted Gradgrind. At the time of crisis in the life of Louisa, it is Sissy who heals her psychological wound and gives her moral support. Again it is Sissy who helps Gradgrind in the case of Tom's bank robbery and she changes his philosophy of education. Her simplicity and innocence finally wins the heart of Gradgrind and Louisa. Discontented in her marriage with Josiah Bounderby, Louisa is easily tempted by James Harthouse and gets ready to elope with him, but ultimately her inner consciousness does not allow her to do so, and instead of eloping with Harthouse, she goes to her father and makes him realize how he and his ridiculous philosophy of education have ruined her life. Thus, her decision power not only saves her chastity but wins the heart of the reader forever.

Tess' capacity to forgive Angel is also a sort of power that only the woman possesses. When a woman gets marry she very easily and heartily accepts her in-laws, her husband's past and present without any question. His desires and his wants become the only goal of her life to achieve. But the ego of the man would never allow him to accept the woman with her past. In *Tess of D'Urbervilles*, Hardy shows Tess as a puppet in the hands of Alec and Angel. But when the torments of Alec go beyond her capacity of tolerance, she takes the form of Goddess Durga and brings a permanent end of her suffering by killing Alec.

Elinor in *Sense and Sensibility*, Elizabeth in *Pride and Prejudice* and Fanny Price in *Mansfield Park,* represent the power of sense, steadfastness and courteousness respectively and ultimately win the heart of Edward Ferrar, Mr. Darcy and Edmund Bertram respectively.

The woman characters like Cordelia and Miranda remind the reader Mariam, the paradigm for the reader, and immaculate portrayal of woman by Hosseini in his novel, *A Thousand Splendid Suns*. Her power of love and devotion to the people are something beyond understanding for the ordinary reader and these capacities of Mariam have made her inimitable and elite. She had expected only one thing from her life, i.e. the love of her father. But in the very early stage of her life she has been told by her mother that she is nothing but a '*harami*'. Poor girl, unaware about the meaning of the new epithet that she has been given, dreams for a life with Jalil, her biological father. But when her mother commits suicide, he gives her hand in marriage to Rasheed, who is 20-25 years older than Mariam, while she is only 15. Mariam bears seven sons but none of them could live for a long and therefore, ultimately she is subjected to the domestic violence. To bear Rasheed's scorn, his ridicule, his insults, his walking past her like she is nothing but a house cat—all these become her life. But all these things teach her how much a woman can tolerate when she is afraid. Mariam herself is afraid. She always lives in fear of Rasheed's shifting moods, his volatile temperament, of his punches, slaps and kicks. With the passage of time Laila is replaced to Mariam as the third wife rather machinery to bear him a son. Laila has to accept Rasheed's proposal of marriage to save her child by Tariq.

Motherhood is such a power that only woman possesses without which life on the earth is not feasible. It is a God's grace to the woman, for which the man ought to oblige to God and the woman as well. Tess goes beyond her capacity of endurance to save her child, and Laila also sacrifices her life for her child, while what to say about Mariam, though she has not given birth to Aziza, Aziza becomes the only reason for her life to live and she is so ***aziz*** (very dear) to Mariam that ultimately she sacrifices her life for her. Aziza's birth brings a drastic change not only in Laila's but Mariam's life as well. Her eyes always springs open, when she first spots Mariam in the morning. She begins mewling and squirming in her mother's grip, she thrusts her arms toward Mariam, demanding to be held. And as soon as Mariam takes her in her arms, she shoots her thumb into her mouth and buries her face in Mariam's neck. Mariam has been never wanted like this before. Love has never been declared to her so guilelessly, so unreservedly. Aziza only mutters contentedly and digs her face in deeper, when Mariam says,

> Why have you pinned your little heart to an old, ugly like me? ...Huh? I am nobody, don't you see. (Thousand, 246)?

Mariam swoons. Her eyes water, and she marvels at how, after all these years of rattling loose, she has found in this little creature the first true connection in her life of false, failed connection. Love for Aziza is so powerful in her that for her goodwill and for the happy life of Laila, Tariq and Zalmai, Rasheed's son, she sacrifices her life. Miranda and Mariam are the finest creations in the world of literature. Like Tess, Laila also takes the form of Goddess Kali and kills Rasheed in order to bring an end to the eternal sufferings of all due to him. Optimism is the biggest power in Laila. She has a hope for the bright future of Afghanistan. In spite of the war going on in Afghanistan, she wants to go back to Kabul. She is very loyal to her country and wants to go back for her fellowmen and women. Suffering of women, in spite of having all such potentialities, points at only one thing that man has failed to know the power that the woman possesses as they can never reach and even never try to reach the soul of the woman.

II

Now-a-days 'Women Empowerment' has become the most burning and spicy topic for debate and seminar, for media, magazine and newspapers. People talk a lot about the empowerment of the women as if it has become a movement in the 21st century, but when the time comes for the action no man would ever come forward for the rights of women. Ami Tahiliani's incident, took place on 23rd Feb. 2015, in Ahmedabad, provokes the reader, especially the woman reader, as in this incident both, the car driver who harassed Ami and our passive police, raise the question at the security of the woman and the so called movement of Women Empowerment.

The media should be criticized for the role it plays whenever there is any gang rape takes place. On the street having mikes in their hands, journalists would go from person to person asking their opinion about the incident, and there would be live programs in which the so-called celebrities or say intellectual minds would be called to have a discourse on the tragedy of the rape victim. It would go on for a few days. Then with the passage of time people would forget the incident, the victim and the candle march that they had in order to seek the justice from the government, from the judicial system, and media's attention would turn to something else. Only the rape survivor knows how the life becomes hell on the earth for her later. This reminds me Lucy's gang rape in *Disgrace*, a novel by Coetzee. Lucy is determined not to seek justice from the South African government as she is sure about the verdict, and she also thinks that she has paid the penalty of her ancestors' deeds. Lucy is a white South African and she is raped twice by the black South Africans. Being a woman she senses out that the treatment she had been given was not a sudden outbreak of the ungoverned impulse, but it was done with personal hatred. Lurie's words mentioned below recapitulate the history.

> It was history speaking through them. A history of wrong. Think of it, that way, if it helps. It may have seemed personal, but it wasn't. It came down from the ancestors. (Disgrace 156).

Lucy's rape in *Disgrace* does not prove her to be a weak creature that needs to be empowered. It doesn't spoil her chastity as chastity is beyond the realm of bodily sphere. But it points at masculinity of the man. It points at the erosion of social, moral and ethical values. It consequences in the permanent lose of the faith of a woman on the man. Rape is the consequence of "the gender difference where the man has always exploited and violated the dignity and chastity of the later. It is not a nightmare that becomes faint when we get up and gradually vanishes from our memory. It is rape. The victim may suffer physically once, but mentally hundredths of time – throughout her life, till the last breath of her life. The Time can never heal this wound. Later she can never trust on any man – neither father, brother, nor any male. She may have a caring and loving husband but the married life is bound to be affected by the reverberation of the incident. The victim may not be able to differentiate the marital relation with the incident. Even in that sanctimonious relation she may feel uncomfortable and may doubt on the genuine love" (Postcolonial Impact, 82).

And in 21st century, in the age of science and technology where women are standing shoulder to shoulder with the men, the people are talking about 'Women Empowerment: a Global Perspective'. It is the high time for the people to answer the question, 'Is it needed?' 'Were they not omnipotent?' They were, are and will always be. And history proves this, and what we need is just to change our perspective globally. What the society needs is to re-conceptualize the definition of POWER or say EMPOWERMENT. When in all over the world women are being exploited, sexually harassed, when gang rape has become very customary, when the security of even a girl child of a few months is at the stake, what we need is not a revolution to empower the woman, as there is no such need, but to appraise the POWER they possess. Nana in *A Thousand Splendid Suns*, teaches a very hard lesson to her daughter, Mariam, "Like a compass needle that points north, a man's accusing finger always finds a woman" (Thousand, 7). Such man can never understand the power of love, care, compassion, sympathy, empathy, sacrifice, forgiveness, forbearance, sense of taking right decision at the right time, steadfastness, courteousness etc. that women possess. These are the powers that have made women, in the form of Beatrice, Cordelia, Miranda, Rachael, Sissy, Tess, Elizabeth, Elinor, Fanny, Mariam, Laila, Lucy, the *Tarini*, i.e. one who rescues, protects, frees or leads the man to salvation.

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SMARTPHONE ADDICTION AND PSYCHOLOGICAL WELL-BEING AMONG KASHMIR UNIVERSITY STUDENTS

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ABSTRACT

This study was carried out to examine the relationship between smart phone addiction and psychological well-being among university students. The sample of the study consists of 61 students from various departments of University of Kashmir selected by random sampling method. Psychological Well-Being Scale developed by Ryff (1995) and Smartphone Addiction Scale-Short Version (SPAS_SF) developed by Kwon et al. (2013) were used to collect data. The collected data was analysed by various statistical techniques like correlational analysis, regression analysis and comparative analysis. The results of correlational analysis revealed that there is a negative correlation between smart phone addiction and psychological well-being. The regression analysis revealed that 20% of variance in psychological well-being can be attributed to smart phone addiction. The results of comparative analysis revealed that there is a significant mean difference in smart phone addiction with respect to gender, Further; smart phone addiction was found to be higher in males than that of female students. However, no significant difference was found in psychological well-being with respect to gender.

KEYWORDS*: Smartphone, Psychological well-being, University students*

INTRODUCTION

The World Health Organization defines health as not merely the absence of disease or infirmity but as a state of complete physical, mental and social well-being and (Kesgin & Topuzoglu, 2006). Based on the above mentioned definition, it is necessary to maintain a balance between physical, mental and social states in order to ensure complete well-being. “Psychological well-being” was previously stated as the absence of negative psychological traits such as, anxiety, anger and depression, however over the time the perspective on the term has changed (Yilmaz, 2013). Psychological well-being has been related with positive social relationships and positive understanding (Akin, 2009). Psychological well-being is closely related to autonomy, environmental mastery, personal growth, positive relations, purpose in life, self-acceptance and besides healthy physiology without stress and other mental problems (Ryff, 1989). Ryff’s psychological well-being theory is based on the concepts in clinical psychology and developmental psychology. According to Ryff’s psychological well-being theory, psychological well-being depends on individual’s positive functioning in some areas of life (Osmanoglu & Kaya, 2013). In present age, it is well-known that there are many variables that affect psychological well-being of individuals, and technological products are one of the most important variables affecting human psychology.

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Technology is known to have a measure influence on human life. Using Smartphone holds an important place in the social life of individuals. Thanks to technology, Smartphone's have become an integral element of life and their usage has increased day by day (Tali, 2015; Dogan & Karakus, 2016). Using Smartphone's has turned into a new passion among young people especially students who have a tendency to look at or give attention to their Smartphone's regardless of the setting. This situation may be interpreted as Smartphone-passion or –addiction (Gumus & Orgev, 2015). As Smartphone's are aimed to enrich computing and communication have as many negative effects as positive ones on young people's social behaviour, achievements, learning skills and even relationships with the environment. Other than the benefits the Smartphone's brought to the people's lives, these devices brought some serious problems depending on their usage in different times and places (Gumus & Orgev, 2015). The most significant problems caused by smart phones usage is the possibility of behavioural addictions. In the behavioural addiction, the person cannot prevent himself from doing the relevant behaviour and with prohibition he may show tension and unrest (Grant et al., 2010). In that condition, the person cannot control his behaviour and is led to the downfall (Dogan, 2011). Smart phones having an important place in the life of University students affect their communication as well. As some people have all the time access to their phones, while some others prefer to limit their usage (Karaaslan & Budak, 2012: Chen & Katz, 2009). The use of smart phones has becomes an interesting and common behavioural addiction type among young people and is assumed to have an influence on psychological well-being.

Problematic and overuse of mobile phones is associated with anxiety, insomnia, depression, psychological distress, and unhealthy lifestyle (Thomee et al., 2011). Researchers have shown that excessive use of mobile phones has negative impact on physical and mental health of students (Igarashi, Motoyoshi, Takai and Yoshida 2008). According to Babadi-Akashe et al (2014), there is a relationship between addiction to mobile phones and physical and psychological health. In a survey conducted by Harwood, Dooley, Scott and Joiner (2014) on a sample of 274 adults, showed that there is a significant positive association between stress level and smart phone addiction. Excessive mobile phone use could present a pattern of dependency involving in negative consequences like being unable to maintain concentration in a task, using mobile phone notifications consistently even during serious matters like relationships (Oltaz Lopez-Fernandez, 2015).

OBJECTIVES

Keeping the need and purpose in mind the following research objectives were formulated:

I. To study the relationship of smart phone addiction with psychological well-being among Kashmir University students.
II. To study smart phone addiction as determinant of psychological well-being among Kashmir University students.
III. To compare smart phone addiction and psychological well-being among Kashmir University students with respect to gender.

METHODOLOGY

TOOLS

The following tools were used.

I. **Ryff's Psychological Wellbeing Scale (Ryff, 1995):** This scale is adopted to measure the psychological wellbeing of respondents. It consists of 18 items which measures six dimensions of psychological wellbeing (Autonomy, Environmental mastery, Personal growth, Positive relations, Purpose in life, Self-Acceptance) and each item is scored using a six-point scale.
II. **Smartphone Addiction Scale:** The Smart phone Addiction Scale- Short Form (SPAS-SF) was developed by Kwon et al (2013). The Scale consists of 10 items and evaluated using the 6-point Likert scale. The items are scored from 1 to 6, and the scale scores ranges from 10 to 60 points.

PROCEDURE:

The study was conducted on Kashmir University students. The entire process of filling the inventory was explained to them fully and clearly. The instructions given on the questionnaire were explained to them. It was made clear to them that their scores would be kept secret.

RESULTS AND INTERPRETATION

After collecting data from various departments of Kashmir University the scoring of the obtained data was done according to the manuals. Relevant statistical tests like correlation analysis, regression analysis and comparative analysis were applied.

Table 1: Correlation between smart phone addiction and psychological well-being

Variable	Psychological wellbeing	Significance level
Smart phone addiction	-.454**	0.01

***significant at the 0.01level*

As per the above table, smart phone addiction has significant negative correlation with psychological well-being .

Table 2: Showing multiple regression analysis of smart phone addiction and psychological well-being

Multiple regression analysis (ANOVA summary)

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	849.801	1	849.801	15.327	.001ᵇ
Residual	3271.183	59	55.444		
Total	4120.984	60			

Multiple regression analysis (summary of predictor variables)

	Unstandardized coefficients		Standard coefficient	t	Sig.
	B	Std. Error	Beta		
(Constant)	87.481	3.088		28.333	.001
SA	-.327	.084	-.454	-3.915	.001

R^2=.206

Table 3: Mean difference in smart phone addiction and psychological well-being in University students with respect to gender.

Variable	Gender	N	Mean	SD	Df	T value
Smart phone addiction	Female	39	32.74	11.17	59	2.245**
	Male	22	39.40	11.06		
Psychological wellbeing	Female	39	77.33	8.5	59	1.721
	Male	22	73.59	7.3		

***P ≤ 0.01 level*

The result of the analysis as presented in table 3 indicate that there is a significant mean difference in smart phone addiction (t = 2.24, P =.001) with respect to gender, smart phone addiction was found higher in males (M= 39.40, S.D= 11.06). However there is no significant difference in psychological well-being with respect to gender.

DISCUSSION AND CONCLUSION

The present study attempted to investigate the relationship of smart phone addiction and psychological well-being among the students of Kashmir University .The results of the present study showed that there is a significant negative correlation between smart phone addiction and psychological well-being. The result is in line with Kumcagiz &Gunduz, (2016). The regression analysis revealed that 20% of variance in psychological well-beingcan be attributed to smart phone addiction. The present study further found significant difference between male and female university students in terms of smart phone addiction, as smart phone addiction among male students was higher than that of female students. The result is in line with Bisen & Deshpande, (2016).

While we do not advocate for the ban of the use of smart phone on campus as it could also facilitate learning if used for learning purposes. University management could prevent or minimize the negative impact of Smartphone addiction on their students by taking proactive steps at preventing or minimizing the occurrence of Smartphone addiction through sensitization programme on the dangers of being addicted to their Smartphone.

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AGRARIAN CRISIS AND FARMER SUICIDES IN KARNATAKA: CAUSES AND REMEDIES

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ABSTRACT

Agriculture still continues to be the principal source of livelihood for more than 55 percent of the population of the country. Despite involvement of more than 50 percent of workforce in agriculture sector, contribution of agriculture in Gross Domestic Product is merely 14 percent. Highly erratic/ inadequate Monsoon in last 2/3 years has aggravated the problems for persons engaged in farming sector, manifestations of these in extreme situations can be seen in the form of farmers' suicides. The recently released report showed that several factors such as bankruptcy, crop failure and illness were among the major reasons for the suicides. Karnataka also recorded the second highest number of farmer suicides in the country in 2015 after Maharashtra. While 4,291 farmers and agricultural labourers committed suicide in Maharashtra in 2015, the number was 1,569 in Karnataka. However, the percentage increase was more pronounced in Karnataka. While the increase was only a marginal 7.2 per cent in Maharashtra - 4,004 in 2014 and 4,291 in 2015; Karnataka registered an increase of 104.3 per cent — that is, 1,569 suicides in 2015 as compared to 768 in 2014. Karnataka recorded the highest numbers in South India. Farmers in Karnataka, it can be recalled, have been hit by consecutive droughts. The saga of farmer suicides continued even in 2016, with 457 farmers ending their lives between April 1 and November 10. In this present paper an attempt has been made to analyse the agrarian distress and farmers suicides tendencies and its causes, consequences in Karnataka state.

KEYWORDS: Agrarian distress, Farmer, Suicides, Karnataka.

I. INTRODUCTION

There are increasing concerns among policy makers, social scientists, and the media about recent reported high numbers of suicides in rural areas in some developing countries, most notably India. In fact, since the late 1990s, there has been a marked increase in the number of suicides among farmers in southern Indian states. India is an agrarian country with around 55% of its people depending directly or indirectly upon agriculture. Farmer suicides account for 11.2% of all suicides in India. In response, a number of articles in the popular press blame various economic stress factors for this phenomenon, most notably weather conditions, crop failure, the dependency on volatile prices, missing or inappropriate irrigation facilities, and failure of agricultural policy. From an academic viewpoint, these stress factors are risks of income shortfalls and asset depletion that are common in low-income agriculture. Agriculture in India is undergoing a structural change leading to a crisis situation. Nearly 80% of farmers in India are small and marginal, and 65 % of farming is rain-fed. But high input costs, low returns, the consequent inability to repay farm loans, and general neglect have made agriculture unviable for the small and marginal farmer. A majority of farmers are in the clutches of private moneylenders. A failed crop pushes growers into deeper debt, from which it is not easy to escape.

Between the years 2014 and 2015, farmer suicides in the country have increased by over 40 percent. The number of farmer suicides went up from 5,650 cases in 2014 to over 8,000 in 2015. Karnataka witnessed the sharpest spike from 321 cases in 2014 to over 1,300 in 2015. Suicide data in India are collated by the National Crime Records Bureau (NCRB), a wing of the Ministry of Home Affairs, Government of India. The NCRB began recording farm data in its annual Accidental Deaths & Suicides in India reports in 1995. As per latest report of NCRB, a total of 3.8 lakh farmers have committed suicide in India since 1995. Between 1995 and 2014, the NCRB reported 3,08,805 farmers' suicides, which is 13.3 per cent of all reported suicide cases (23,19,265). In 2014, Maharashtra continues to be the leader with over 2,500 farmer suicides followed by Telangana with 898 farmer suicides and Madhya Pradesh with 826 suicides. The three states accounted for 45.5 per cent, 15.9 per cent and 14.6 per cent suicides respectively.

The phenomenon of suicides amongst farmers in Karnataka has been a recurrent theme in the agricultural sector since 1998. In Karnataka, too, drought played havoc, with as many as 140 of 176 taluks in the state being declared drought-hit by the government in 2015. So that, mounting debts and increased compensation to the next of kin of farmers who commit suicide have been cited as reasons for the spike in suicide rate in the state.The recently released report showed that several factors such as bankruptcy, crop failure and illness were among the major reasons for the suicides. Karnataka also recorded the second highest number of farmer suicides in the country in 2015 after Maharashtra.While 4,291 farmers and agricultural labourers committed suicide in Maharashtra in 2015, the number was 1,569 in Karnataka. However, the percentage increase was more pronounced in Karnataka. While the increase was only a marginal 7.2 per cent in Maharashtra - 4,004 in 2014 and 4,291 in 2015; Karnataka registered an increase of 104.3 per cent — that is, 1,569 suicides in 2015 as compared to 768 in 2014.Data also shows that the number of farmers who committed suicide increased almost fourfold, while the suicides of agricultural labourers saw a decline. Farmer suicides rose from 321 in 2014 to 1,197 in 2015. In terms of agricultural labourers, 447 committed suicide in Karnataka in 2014, while 372 killed themselves in 2015. Farmers in Karnataka, it can be recalled, have been hit by consecutive droughts. The saga of farmer suicides continued even in 2016, with 457 farmers ending their lives between April 1 and November 10. With a normal monsoon in 2016, the government hopes the number of farmer suicides would come down this year.

The suicides point to two things: first, a serious agrarian crisis shaped by an increase in cultivation costs and a decline in agricultural income, which is pushing farmers into a debt trap; and second, the sociological pressures that farmers face because of the disparity between their income and those in urban areas.

II. OBJECTIVES OF THE STUDY

Major objectives of the study are:

1. To understand the farmers suicidal tendencies in Karnataka.
2. To examine the causes for farmers suicides in various parts of the state.
3. To suggest policy implications to reduce farmer suicides in future.

III. METHODOLOGY

This paper is purely a descriptive in nature and based on secondary data, which have been collected from various sources such as National Crime Records Bureau (NCRB), Economic survey reports, Karnataka Agriculture Department Statistics, related books, Periodicals, Journals, website, etc.

IV. FACTORS ASSOCIATED WITH FARMERS SUICIDES IN KARNATAKA

A large number of studies were undertaken in India and studied the causes associated with farmer suicides. Suicide is a complex phenomenon largely associated with Economic, Social and Psychological distress of the family as well as of the victim. In recent years, many farmers in India have committed suicides, most of which are linked with the problem of indebtedness, crop failure, volatile price of agricultural products, insufficient irrigation, illness, continues drought, lack of institutional credit, failure in agricultural policy, lack of government support etc. the NCRB in its latest report observed that the indebtedness as the major leading causes of farmer suicides in 2014. The top five major causes of farmers suicides in 2014 were indebtedness (21%), family problems (20%), farming related issues (17%)- such as crops failure, distress due to natural calamities, inability to sell produce, illness (13.2%) and drug abuse and alcoholic addiction (4.4). according to sainath (2007), on average, one Indian farmer committed suicide every 32 minutes between 1997 and 2005.

The first study on farmer suicides in Karnataka was undertaken by Vasavi (1999) in Bidar district, Vasavi in her study observed that spate of suicide in farming community is having resulted from a combination of ecological, economic and social crisis. Another study covering 99 suicide cases and an almost equal number of control cases, by Deshpande (2002) provides the impression that imperfect market conditions and crash in prices of agricultural produce are major reasons for farmer’s suicides in Karnataka, as they lowered the farm income beyond expectation. Deshpande and Shah (2010) also observe that suicides are mainly attributable to social reasons such as family problems, old-age and illness, drinking, gambling habits.Government officials say crop loss, drought and pressure from private money lenders are the main reasons. A majority of the farmers who committed suicide in the sugarcane belt of Mandya and Mysuru is also because of the fall in sugar prices, they add.But what is worrying is the continuous unfavorable orders from the Supreme Court on the Cauvery dispute and the prevailing drought condition in several districts of Karnataka. These two factors may further affect the farmers.

The total number of farmers who have committed suicide in state due to agrarian problems has crossed the 1,100 mark in the year 2015. Farmers were brought loans from moneylenders and various commercial banks for their agricultural purposes and personal needs at higher interest rate which will increase the total amount of debtness of the farmers in rural area. According to NCRB data, indebtedness is the major cause which accounted 79% for ending lives of the farmers (Table 1). Mandya, Mysuru, Haveri, Belagavi, Bidar, Shivamogga, Tumkur, Gadag, Dharwad and Davangere districts have recorded the highest number of farmer suicides in Karnataka

Table-1: Causes-wise Distribution of Farmers Suicides in Karnataka During-2015:

Causes	Male	Female	Total	%
1. Property dispute	10	00	10	0.84
2. Marriage related issues.	09	00	09	0.75
3. Family problems	21	00	21	1.75
4. Farming related issues	122	04	126	10.53
5. Illness	24	00	24	2.01
6. Bankruptcy or Indebtedness	926	20	946	79.03

7. Drug abuse/Alcoholic addiction.	13	00	13	1.09
8. Causes not known.	25	00	25	2.09
9. Other causes.	23	00	23	1.92
Total	**1173**	**24**	**1197**	100.00

Source: NCRB, 2015

V. CONCLUSIONS AND RECOMMENDATIONS TO PREVENT FARMER'S SUICIDES:

According to the NCRB statistics, farmers' suicides surged from 5,650 in 2014 to 8,007 in 2015, a 42% increase in a span of a year. Among the various causes, crop failure and indebtedness appear to have prompted these farmers to take their lives. The statistics indicate a geographic concentration in the farmer suicides; 87.5% occurred in seven states including Maharashtra, Karnataka, Telangana, Madhya Pradesh, Chhattisgarh, Andhra Pradesh and Tamil Nadu. On the other hand, rising cost of seeds, pesticides and fertilisers is accompanied by falling prices of agricultural produce. This has devastated farmers, leaving them with mounting debts and no means to pay back their loans. Under pressure from money lenders, they commit suicide. Continuing farmer suicides over the past two decades are the declining farm incomes is also one of the reasons for it. Therefore, a comprehensive approach that takes into account agrarian reforms, rural credit, agricultural insurance, crop changes, etc is needed for the development of agriculture.

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IMPACT OF POPULATION GROWTH AND DENSITY ON LAND USE CHANGES FROM 1901-2011: A CASE STUDY OF MYSORE CITY

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ABSTRACT

The main aim of the study is to analyze the growth of population and density impacts on changing land use pattern of Mysore city. Urbanization considered as a part of development process but if it is unplanned it creates shortages of housing, shelter, basic health services, sanitation, clean air drinking water , education, transport energy etc. Hence an attempt has made in the present study reveals the growth of population and density of Mysore city from 1901 to 2011. The article also reviews the changing land use pattern of the city from 1901 to 2011. The population of the city is 68,111 and density is 3505 in 1901 it increases to 9.14 lakh and 10881 in 2011 respectively. On the other hand land use area increases from 850 hectares (1901) to 15669.49 hectares (2011) According to 2011 Land use pattern of Mysore city shows major portion of city occupy the residential area constituted by 43.45% of total built up area and it is expected to increase in future.

KEYWORDS: Agriculture, Density, Industrialization, Land use, Migration, Urbanization.

INDRODUCTION

Urbanization is one of the most striking human induced land transformations of the current era. Cities are expanding is size and relative important in many parts of the world due to the rapid expansion of urban population. Many reasons surplus rural population is released and pushed out. In the mean time, a pull force on account of industrialization in urban areas has attracted the potential rural emigrants to the cities. With rapid pace of industrial development in the towns, progressive mechanization in the farm, disintegration of joint family system and an increasing demand for men and material in commercial enterprises and public utility services. The migration of rural population in to urban areas, in search of food and shelter, is expected to continue unabated. Besides above reasons the attraction furnished by job opportunities, greater economic insecurity of the adjoining villages, the lure of improved social facilities for recreation, medical care, education and higher recreation comfort have also caused the influx of people from rural districts to the cities. All these factors responsible for the increasing the growth of population and its impacts on changing land use of Mysore city.

STUDY AREA

Mysore city is the second fastest growing city of Karnataka state . It is one of the famous, historical, Cultural and tourist center of Karnataka State and also situated at a distance of 140km away from Bangalore city. It is a former capital of the kingdom of Mysore. The city lies at an altitude of 762 meters above mean sea level. The city is drained by Cauvery and kabini rivers. It is popularly known as cultural capital of Karnataka. Recently the government of Karnataka promoting Mysore as an alternative destination for the Information Technology (IT) industry and developing it is a counter magnet city to Bangalore. The total land use area of the city is 15669 hectares with the total population of 9.14 lakhs in 2011. The latitude and longitudinal extent of the city is $12^{0}18^{1}$ between North latitude and $76^{0}39^{1}$ East longitude. The salubrious climate of the Mysore city is due to it's elevation on the plateau surface and it's situated in the rain shadow region of the Western Ghats.

The physical expansion of the mysore city inevitably bring in concomitant changes in the physical as well as social aspects of life in the city and surrounding region. The growth of industry, commerce, administration and institution of learning art and health generate the job for the rural population. Which an resulted high degree of urbanization, population growth the surrounding areas have resulted loosing its agrarian characteristics and switching to secondary and tertiary sector. The development secondary and tertiary sector is invites the population not only from the city's hinter land but also from outside places of the city.

METHODOLOGY

The multi-temporal data are required to study the changing land use pattern of a city over a period of time; both in terms of area and population hence the data pertaining to the study includes population growth, density and changes in land use pattern of different periods. The study is mainly based on secondary data collected from various sources, such as census reports, Mysore city corporation (MCC) and Mysore urban development authority (MUDA) reports. The data has been analyzed to identify the influence of population growth and density factor on land use change of Mysore city over a period of time. GIS software has been used to make a land use map of Mysore city.

IMPACT OF POPULATION GROWTH AND DENSITY ON LAND USE CHANGES IN MYSORE CITY FROM 1901 - 2011

Mysore is an educational, commercial and administrative centre and also an important tourist and heritage centre. Presently, Mysore is the second fastest growing city of Karnataka next to Bangalore.

The geographical factor, infrastructure facility, employment opportunity, educational institutions, tourism development, commercial activities and industrial development of Mysore City are favourable for the dwelling of the citizens. All these factors influenced to the Migration of people from other areas towards Mysore City. It is directly or indirectly influencing on the rapid growth of population density and it create a huge demand on land for the housing, commercial activities and economic activities. Therefore in this research paper we discussed population growth, density impacts on land use changes of Mysore City. Population growth, density and land use changes of Mysore City studies in five stages from 1901 to 2011.

STAGE I: 1901 to 1931

Between 1901-1931 population of Mysore City increases from 68111 (1901) to 107142 (1931). Population density also increases from 3505 (1901) to 4136 (1931). At the same time the total developed area stood at 850 hectares. It is significant to note that during early part of the 20th century, the palace provides jobs to considerable number of people directly and many more depended on it indirectly to earn livelihood. The built up space confined to a small area around the palace. During this period that the area around the palace was densely populated.

In 1903 the City Improvement Trust Board (CITB) came into the existence to improve sanitation it is the oldest trust board next only to one that had came into being in Bombay. The trust board was instrumental in achieving a certain degree of population dispersal.

In 1916 Mysore University was established. The Zoo Garden, Summer Palace, Polo Ground and cantonment came up in the eastern side of the city. The Santhepet which is the most important market for food products was an important commercial centre in the north eastern part of the city.

STAGE II – 1931-1951

During 1931-1951 there was a large scale Migration of people that had reached a peak during the World War II. The core of the City consequently was congested. During this period the city population increases from 104,142 to 244, 323, density also increases to 4136 (1931) to 6738 (1951). Because of the growth of population, the core of the city consequently was congested.

Lakshmipuram was developed as a low density area where people worked for the Royal family were accommodated. The city witnessed the establishment of some major industries like Mysore Silk Factory, K.R. Mill, and Sandal Wood Oil Factory etc. during this period.

Migration and Development of industries influences on the rapid growth of population 1,07,142 to 2,44, 323 at a growth rate of 27.62% to 62.3% respectively. On the other hand land use area of Mysore city increases from 850 hectares to 1250 hectares in 1931 - 1951.

STAGE III – 1951-1971

The period from 1951 to 1961 while population increases from 2,44,323 to 2,53,865 with a growth rate of 3.9%. The density also increases very marginal 6738 (1951) to 6806 (1961). This marginal rise of population is attributed to large scale migration of people to Bangalore which was the capital after Independence which hence became the most important industrial centre.

During the period of 1961-1971 the population again rises from 2,53,865 to 3,55,685 at a growth rate of 40.1% and density also increase 6806 to 9535. On the other hand developed area increases to 2977 hectares. This is due to growth of population as well as establishment of CFTRI (1966), the DFRL and industrial estate came into the existence by this period as also a two wheeler industry.

During this period a planned growth of city existed under the supervision of the planning authority. In this period 40.1% of population growth existed. It influences on demand for residential sites. The City Trust Board (CITB) develops the new residential layouts in this period. On the other hand on industrial suburb was also developed in the Southern part of the City.

STAGE IV – 1971-1991

During 1971-1991 the city underwent tremendous changes in physical terms as also in respect to the population. Population had gone upto 355,685 (1971) to 6,53,345 (1991) at a growth rate of 37.12%. But the density of population declined to 9535 (1971) to 5823 (1991). This is due to the includes some of the municipal areas. The total developed area increases from 2977 hectares (1971) to 7568.77 hectares (1991). While the residential area covered 40% industrial area covered 13.40% of the total developed area. However, few large and medium units especially in the northern side but away from the city limits had generated considerable demand for housing. It is evident that there is a gradual residentification within the city.

STAGE V – 1991-2011

A rapid development characterized the period from 1991-2011, the main reason for the development of economic activity, industrialization, tourism and IT, BT industries.

During this period the population increases from 6,53,345 (1991) to 9,14,919 (2011). At the same period the density of population also rapidly increases from 5823 (1991) to 10,881 (2011). This is strongly influences on the demand for land on residential purposes. On the other side the area of the land use also increases from 7568.77 hectares to 15669.49 hectares. While during this period the residential area covered 40.4% (1991) to 43.45% (2011). During the period of 2001 to 2011 a tremendous physical changes takes place in Mysore City. Due to the establishment of IT and BT industries are important on the other side impact of excessive population in Bangalore and the consequent land value. The Bangaloreans emerging in the form of rising demand for residential houses in Mysore.

Table 1: Population growth and land use from 1901-2011

No.	During the period	Population growth	Land use area (in hectares)
1.	1901-1931	68,111-107142	850
2.	1931-1951	107,142-244323	1250
3.	1951-1971	244323-355685	3797
4.	1971-1991	355685-476446	7568.77
5.	1991-2011	476446-914919	15669.49

Source: CDP Report of MUDA – 2011 and Census of India

Table 2: Growth of Population in Mysore city 1901-2011

Year	Population	Variation in %
1901	68111	-
1911	71306	+ 4.69
1921	83951	+ 17.73
1931	107142	+ 27.62
1941	150540	+ 40.51
1951	244323	+ 62.3
1961	253865	+ 3.9
1971	355685	+ 40.1
1981	476446	+ 33.95
1991	653345	+ 37.12
2001	785800	+ 20.27
2011	914919	+ 14.11

Source: Census of India

Table 3: Density of Population in Mysore city 1901-2011

Years	Density
1901	3505
1911	2897
1921	3411
1931	4136
1941	4471
1951	6738
1961	6806
1971	9535
1981	5823
1991	5823
2001	6859
2011	10881

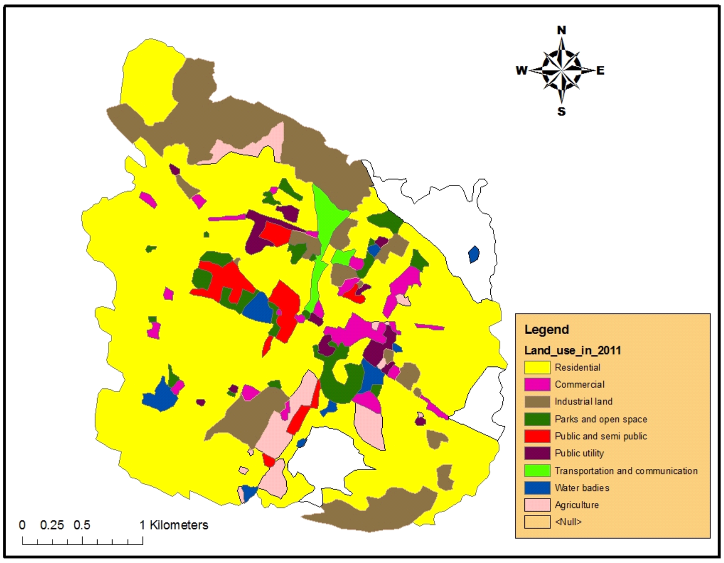
Source: Census of India

Table 4: Land use of Mysore city - 2011

Category	Land use in (2011)	
	Area in hectares	**% Area**
Residential	6097.87	43.45
Commercial	344.07	2.45
Industrial	1855.05	13.22
Park and open spaces	1055.05	7.52
Public and semipublic	1180.78	8.41
Traffic and transportation	2380.56	16.96
Public utility	43.35	0.31
Water sheet	178.95	1.22
Agricultural	898.99	6.41
Nehru loka	1634.82	-
Total	15669.49	100

Source: MUDA

Land use map of Mysore city - 2011



Source: MUDA

FINDINGS

After completion of the entire study the following findings have been recorded.

1. Population growth of Mysore city continuously increasing from 1901 to 2011. It was 68111 in 1901 which increases to 9.14 lakhs in 2011. On the other land use area also increases from 850 hectares to 15669.49 hectares in 1901 to 2011 respectively.
2. The growth of the city is unevenly distributed, city is expanded more towards the north eastern direction. In recent years residential areas expanding in all the directions.
3. The rapid physical expansion of Mysore city strongly affected on agriculture land. The government bodies and private developers acquire more than 6000 hectares of agriculture land from 1901 to 2011 for the developing of residential layouts and small area of land for industrial development. According to the recent report from Karnataka government highest agriculture land is converted in Mysore taluk. This is the main reason for declining food production. So that government should take necessary action and encourage the agriculture activity and protect the farmers.
4. Due to the increasing the population the demand of land for residential purposes rapidly increases. In 2011 the total land use of area of the city is 15669.49 hectares among this 6097.87 hectares or 43.45% of the land allocated for residential purpose. This trend shows that the demand of residential land increases from period to period.

CONCLUSION

The main intention of the paper is to analyze the population growth and density impacts on changing land use pattern of Mysore city. The physical expansion of the Mysore city inevitably brings concomitant changes in the physical as well as social aspects of life in the city and surrounding village. Urbanization is considered as a part of development process but it is unplanned it creates a series of problems such as shortage of housing, shelter, basic health services, sanitation, clean air, drinking water, education, transport, energy, mushroom growth of slums etc. The other major problem is declining agricultural land. The agricultural land is converted in to residential, industrial, commercial and other purposes. Mainly the conversion agricultural land used for residential purposes this is due to the increasing of population. The changing land use pattern of the city impacts on the surrounding areas and also it changes the morphology of the city .The growth of population, industrial development and other factors leads to the urbanization at the same time they are responsible for changing land use pattern of Mysore city from period to period.

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કઠોપનિષદમાં શિક્ષણપ્રક્રિયા-એક અભ્યાસ

પ્રણવકુમાર રોહિતકુમાર ઉપાધ્યાય
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સારાંશ

ઉપનિષદો ભારતીય દર્શનશાસ્ત્રના પાયાના ગ્રંથો છે. પ્રધાન ઉપનિષદોમાં એક મહત્વના ઉપનિષદ તરીકે કઠોપનિષદનું આગવું મહત્વ છે. કઠોપનિષદમાં ગુરુ યમદેવતા અને શિષ્ય નાચિકેતા વચ્ચેનો સંવાદ ઘણો પ્રચલિત છે. સંશોધકે આ ઉપનિષદનો અભ્યાસ વિષયવસ્તુ વિશ્લેષણ પદ્ધતિથી કર્યો અને તેમાં રહેલ શ્લોકોના અભ્યાસ પરથી શિક્ષણ પ્રક્રિયા માટે જરૂરી નિદિધ્યાસન, પુનઃપૃછા, વિદ્યાર્થિની યોગ્યતા, વિદ્યાર્થીનું યોગ્ય મૂલ્યાંકન જેવા પાસાનો શૈક્ષણિક ફલિતાર્થ અહીં રજૂ કરેલ છે.

ચાવીરૂપ શબ્દો: *નિદિધ્યાસન, પુનઃ પૃછા, વિદ્યાર્થિની યોગ્યતા, વિદ્યાર્થીનું યોગ્ય મૂલ્યાંકન*

1. ભૂમિકા :

ભારતીય દર્શનશાસ્ત્રમાં ઉપનિષદો, ભગવદગીતા અને બ્રહ્મસૂત્રને પ્રસ્થાનત્રયી તરીકે ઓળખવામાં આવે છે. જે પૈકી ઉપનિષદો સૌથી પાયાના ગ્રંથો છે. ઉપનિષદો બ્રહ્મવિદ્યાના મુખ્ય ગ્રંથો છે, જેમાં ઘણી જગ્યાએ બ્રહ્મવિદ્યાના જિજ્ઞાસુ શિષ્યો અને તેના માટે સમર્થ ગુરુઓ વચ્ચેનો સંવાદ પણ જોવા મળે છે. આવા જ કઠોપનિષદમાં પણ ગુરુ શિષ્ય સંવાદમાં ખુબજ રસપ્રદ શિક્ષણ પ્રક્રિયા જોવા મળે છે. સંશોધકે તેનો અભ્યાસ કરી શિક્ષણપ્રક્રિયાના મહત્વના પાસાઓ અને તેમનો શૈક્ષણિક ફલિતાર્થ અહીં રજૂ કરેલ છે.

2. અભ્યાસનો હેતુ:

- કઠોપનિષદમાં શિક્ષણપ્રક્રિયાનો અભ્યાસ કરવો.

3. કઠોપનિષદનો પરિચય:

1કૃષ્ણયજુર્વેદની તૈત્તિરિય શાખાનું આ ઉપનિષદ કાઠક તરીકે પણ ઓળખાય છે. તેના બે અધ્યાયો છે. જે દરેકમાં ત્રણ-ત્રણ વલ્લીઓ છે. જેમાં નાચિકેતની કથા છે. તેમજ પરમ પદની પ્રાપ્તિ અર્થે સાધન

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તરીકે યોગનો ઉપદેશ છે. પ્રથમ અધ્યાયમાં નાચિકેતાને મળેલા ત્રણેય વરદાનો અને યમ દેવતા દ્વારા સમજાવવામાં આવેલા આત્મા-પરમાત્મા સંબંધી વિવિધ પક્ષોનું વર્ણન છે. બીજા અધ્યાયમાં પરમેશ્વરની પ્રાપ્તિમાં પડતી મુશ્કેલીઓ અને નાચિકેતાને બ્રહ્મપ્રાપ્તિનું વર્ણન છે. "एकमेवाद्वितीयम्" એ આ ઉપનિષદનો શંખનાદ છે.

4. કઠોપનિષદમાં શિક્ષણપ્રક્રિયા:

શિક્ષણપ્રક્રિયા અંતર્ગત સંશોધકે ગુરુ અને શિષ્ય વચ્ચે થતાં સંવાદ માંથી શિક્ષણ કેવી રીતે નિષ્પન્ન થાય છે, તેનો અભ્યાસ કર્યો છે. નેડ ફ્લેન્ડર્સના વર્ગવ્યવહારમાં વિશ્લેષણમાં પણ મુખ્યત્વે ગુરુ અને શિષ્ય વચ્ચેના આ સંવાદનેજ વિશ્લેષિત કરવામાં આવે છે. પ્રસ્તુત સંશોધનપત્રમાં કઠોપનિષદની શિક્ષણપ્રક્રિયાનો અભ્યાસ કરવામાં આવેલો છે. અભ્યાસ કરતાં સંશોધકને શિક્ષણપ્રક્રિયાને લગતા નીચેના એકમો(શ્લોકો) પ્રાપ્ત થયા.

ક્રમ	શ્લોક	અર્થ	અર્થઘટન
1.	**लोकादिमग्निंतमुवाचतस्मैयाइष्टकायावतीर्वायथावा। सचापितत्प्रत्यवदद्यथोक्तं अथास्यमृत्युःपुनरेवाहतुष्टः॥१५॥**	ત્યારબાદ યમચાર્યે, લોકોની આદિકારણભૂત અગ્નિવિદ્યાને,નાચિકેતા સમક્ષ કહી. જે પ્રકારની જેટલી ઇષ્ટકાઓની જે રીતે પસંદગી કરવાની છે, એની સંપૂર્ણવિધિને સમજાવી. નચિકેતાએ પણ જેવુ એને કહેવામાં આવેલ હતું, બરાબર એવી જ રીતે યમરાજાની સમક્ષ ફરીથી સંભળાવી દીધું. ત્યારે સંતુષ્ટ થઈને યમદેવે ફરીથી કહ્યું.	પ્રસ્તુત શ્લોકમાં નચિકેતાએ ગુરુ દ્વારા કહેવામાં આવેલ અગ્નિવિદ્યાને યથા સ્વરૂપે પુનઃ કહી બતાવી અને શિક્ષણ પ્રક્રિયાનું શ્રેષ્ઠ ઉદાહરણ દર્શાવ્યુ છે.
2.	**येयंप्रेतेविचिकित्सा मनुष्ये- ऽस्तीत्येकेनायमस्तीतिचैके। एतद्विद्यामनुशिष्टस्त्वयाऽहं वराणामेषवरस्तृतीयः॥२०॥**	મનુષ્યનું મરણ થઈ ગયા પછી આત્માનું અસ્તિત્વ રહે છે, એવું જ્ઞાનીઓનુ કહેવું છે અને બીજા બધાની એવી માન્યતા છેકે, મરણબાદ અસ્તિત્વ રહેતું નથી. આપના ઉપદેશથી, હું એ શંકામાંથી મુક્ત થઈને આત્મરહસ્યને સારી રીતે જાણી શકું. વરદાનોમાં આ મારુ ત્રીજું વરદાન છે.	આ શ્લોકમાં નચિકેતા પોતાના મનમાં રહેલ શંકાને સ્પષ્ટ કરી તેના સમાધાન માટે પૃછા કરે છે.

3.	**शतायुषःपुत्रपौत्रा न्वृणीष्वा बहून्पशून्हस्तिहिर ण्यमश्वान्। भूमेर्महदायतनंवृ णीष्व स्वयंचजीवशरदो यावदिच्छसि॥२३॥**	હે નચિકેતા! તમે સો વર્ષ સુધીનું જીવન ધારણ કરનારા પુત્ર અને પૌત્રોને,ઘણા બધા પશુઓને તથા હાથી,સોનું અને ઘોડાઓને માંગી લો. પૃથ્વીના ખુબજ મોટા વિસ્તારવાળા સામ્રાજ્યની માંગણી કરો. જાતે પણ જેટલા વર્ષો સુધી જીવવા ઇચ્છતા હો,જીવતા રહો.	પ્રસ્તુત શ્લોકમાં યમરાજા નચિકેતાની ઈચ્છા શક્તિની વિવિધ પ્રલોભનો દ્વારા પરીક્ષા લઈ રહ્યા છે.
4.	**सत्वंप्रियान्प्रियरू पांश्चकामान्अभि ध्यायन्नचिकेतोऽ त्यस्राक्षीः। नैतांसृङ्कांवित्तमयी मवाप्तोयस्यांमज्ज न्तिबहवोमनुष्याः॥ ३॥**	હે નચિકેતા! સંસારિક ભોગ-વિલાસના નશ્વર સાધનોને તમોએ વિચારપૂર્વક ત્યાગ કરી દીધો છે. ભૌતિક જગતના જે માયાવી પ્રલોભનોમાં અજ્ઞાની પુરુષ જકડાઈ રહે છે- તમે એ બેંધનોમાં પડ્યા નહીં.	આ શ્લોકો દ્વારા યમે નચિકેતાની કરેલી પરિક્ષાનું વર્ણન કરેલ છે
5.	**कामस्याप्तिंजगतः प्रतिष्ठां क्रतोरानन्त्यमभय स्यपारम्। स्तोममहदुरुगायंप्र तिष्ठांदृष्ट्वाधृत्याधी रोनचिकेतोऽत्यस्रा क्षीः॥११॥**	હે નચિકેતા! આપે ભોગ્ય સાધનોથી ભરપૂર યજ્ઞના, ચિરસ્થાયી ફળથી યુક્ત, અસિમ નિર્ભયતાથી યુક્ત, સ્તુત્ય અને પ્રસંશનીય પ્રતિષ્ઠાથી સંપન્ન સ્વર્ગલોકને ધીરજપૂર્વક છોડી દીધું છે, એ આપનો અત્યંત બુદ્ધિપૂર્વકનો નિર્ણય છે.	આ શ્લોકમાં ગુરુ યથાયોગ્ય વખાણ દ્વારા શિષ્યને બિરદાવે છે.
6.	**उत्तिष्ठतजाग्रत प्राप्यवरान्निबोधत। क्षुरस्यधारानिशि तादुरत्यया दुर्गंपथस्तत्कवयो वदन्ति॥१४॥**	(હે મનુષ્ય!) જાગો, ઊઠીને ઊભા થઈ જાઓ અને શ્રેષ્ઠ તેમજ જ્ઞાની પુરુષો પાસેથી જ્ઞાન મેળવીને પરમાત્મ તત્વને જાણો. વિદ્વાન લોકો કહે છેકે, આ માર્ગ એટલો જ મુશ્કેલ છેકે, જેટલું છરાની ધાર ઉપર ચાલવું.	અહીં ગુરુ શિષ્યને પોતાના ધ્યેય પ્રત્યે જાગરૂક બની તેને પ્રાપ્ત કરવા માટે સતત તત્પર રહેવાનુ કહે છે.

5. તારણો (શૈક્ષણિક ફલિતાર્થો) :

ઉપરોક્ત શ્લોકો પરથી ફલિત થતાં શૈક્ષણિક ફલિતાર્થો આ પ્રમાણે તારવી શકાય.

- પ્રથમ શ્લોકમાં દર્શાવ્યા પ્રમાણે વિદ્યાર્થીએ હંમેશા ગુરુ દ્વારા કહેવામા આવેલ વિષયવસ્તુઓને સારી રીતે શ્રવણ કરવી જોઈએ અને તેનું યોગ્ય નિદિધ્યાસન પણ કરવું જોઈએ.

- બીજા શ્લોકમાં દર્શાવ્યા પ્રમાણે ગુરુ દ્વારા કહેવામા આવેલ બાબતો પૈકી ન સમજાયેલ બાબતો વિશે ગુરુને વિનયથી પુનઃપૃછા કરી સ્પષ્ટતા કરવી ખુબજ જરૂરી છે, કારણકે આ સ્પષ્ટતા જ વાસ્તવિક જ્ઞાન તરફ લઈ જઈ શકે છે. અન્યથા વિદ્યાર્થી કાયમી જે તે વિષયમાં ઘોર અંધકાર તરફ અજાણતાજ ધકેલાઇ જાય છે.
- તૃતીય શ્લોકમાં ગુરુ દ્વારા નચિકેતાની પરીક્ષા કરવા તેને વિવિધ પ્રલોભનો આપવામાં આવે છે. આમ ગુરુ માટે પણ જરૂરી છે, કે પહેલા વિદ્યાર્થિની યોગ્યતા જાણવી અને પછી જ જ્ઞાનની વાત શરૂ કરવી. વર્તમાનમાં વિષયભિમુખ કૌશલ્ય તરીકે જાણીતા અતિ આવશ્યક શૈક્ષણિક કૌશલ્યનો હેતુ પણ એ જ જણાય છે.
- ચતુર્થ અને પાંચમા શ્લોકમાં ગુરુ દ્વારા વિદ્યાર્થીની પરીક્ષાનું યોગ્ય મૂલ્યાંકન કરી શિષ્યને તેની યોગ્યતાને અનુરૂપ બિરદાવવામાં આવ્યો છે. આમ, વિદ્યાર્થીને યોગ્ય સમયે પ્રોત્સાહિત પણ કરવો જ જોઈએ.
- છઠ્ઠા શ્લોકમાં ગુરુ દ્વારા શિષ્યને પોતાના લક્ષ્ય તરફ સજાગ થઈ સતત જ્યાં સુધી પ્રાપ્તિ ન થાય ત્યાં સુધી મંડ્યા રહેવા માટે આવહન કરે છે. આ શ્લોક્ને સ્વામી વિવેકાનંદે જીવી બતાવ્યો છે. તેમણે ઉત્તમ શિષ્યનું ઉદાહરણ બની વિશ્વને માર્ગદર્શિત કર્યા છે.

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सारः—

विमुद्रीकरण एक आर्थिक गतिविधि हैं जिसमें सरकार पुरानी मुद्रा को समाप्त कर नई मुद्रा चालू करती हैं। कालाधन और जाली नोटों को खत्म करने के लिए विमुद्रीकरण लागू किया जाता हैं। भारत में दो बार विमुद्रीकरण लागू हुआ हैं, पहली बार जनवरी 1978 में 1000रु, 5000रु और 10000रु का विमुद्रीकरण हुआ। दूसरी बार 8 नवम्बर, 2016 को 500रु और 1000रु के नोटों को उसी रात 12 बजे से बंद किए जाने की घोषणा की। विमुद्रीकरण को आम जनता को नकद आधारित प्राणाली से कैशलेस सिस्टम (डिजिटल सिस्टम) में ले जाने की प्रक्रिया के रुप में भी देखा जा सकता हैं।_विमुद्रीकरण ने व्यापक रुप से समाज के विभिन्न वर्गों को प्रभावित किया हैं। समाज के ये सभी वर्ग भारत के विकास में प्रत्यक्ष एवं अप्रत्यक्ष रुप में योगदान करते हैं। भारत के भविष्य अर्थात् विद्यार्थी वर्ग पर भी विमुद्रीकरण का व्यापक असर हुआ हैं। इसी प्रभाव को जानने हेतु प्रस्तुत पत्र में लेखक द्वारा विमुद्रीकरण का महाविद्यालयी विद्यार्थियों पर एक सर्वेक्षणात्मक अध्ययन किया गया हैं। प्रस्तुत शोध के लिए लेखक द्वारा अध्ययन के लिए पाली शहर का चयन किया हैं। इस शोध के लिए प्रश्नावली विधि का प्रयोग किया गया हैं। प्रतिदर्श के रुप में दैव प्रतिचयन के द्वारा समग्र का सुविधा पूर्वक चयन किया गया हैं। इस शोध हेतु पाली जिले के कुल 5 महाविद्यालयों के 500 विद्यार्थियों पर अध्ययन किया गया हैं। परिणाम के रुप में अधिकांश विद्यार्थियों का यह मानना हैं कि इस कदम से असुविधा तो हुई लेकिन यह कदम देश के अच्छे भविष्य के लिए जरुरी भी था। अनेक चुनौतियों जैसे बढती हुई मंहगाई, राजनैतिक असहयोग, नोटों की कमी के बावजूद यह निर्णय देश में सुचारु रुप से लागु हो गया हैं तथा देश की अर्थव्यवस्था भी धीरे—धीरे पटरी पर आ रही है।

प्रमुख शब्दः— विमुद्रीकरण, नोटबन्दी, कालाधन, आंतकवाद, डिजीटल सिस्टम, कैशलेस प्रणाली।

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परिचयः–

जब किसी देश की सरकार अपनी पुरानी मुद्रा को कानूनी तौर पर प्रतिबन्धित कर देती हैं, तो इस प्रक्रिया को विमुद्रीकरण कहते हैं। विमुद्रीकरण एक आर्थिक गतिविधि हैं, जिसे सरकार कई कारणों से लागु कर सकती हैं। इस प्रक्रिया में सरकार छोटे नोटों की जगह बडे नोटों का विमुद्रीकरण कर देती हैं। जब देश में कालाधन बढ जाता हैं तो कालेधन को खत्म करने के लिए सरकार बडी राशि के नोटों का विमुद्रीकरण करती हैं। आतंकवाद, तस्करी जैसे आपराधिक गतिविधियों में भी बडे पैमाने पर नकद लेन–देन होता हैं। इन अपराधों से सम्बन्धित लोग अधिकतर नकद राशि अपने पास जमा रखते हैं। बाजार में कई बार नकली नोट प्रचलन में आ जाते हैं तब सरकार नकली नोट को समाप्त करने के लिए पुराने नोट बदल देती हैं। जब देश में लोग टैक्स चोरी करने के उद्देश्य से नगद लेने–देन ज्यादा करने लगते हैं तब मुद्रा की जमाखोरी बढने लगती हैं और इस नगद लेन–देन को हतोत्साहित करने के लिए भी सरकार कई बार विमुद्रीकरण का रास्ता अपनाती हैं। जालासाजी से बचने के लिए नई तकनीक से तैयार किये गये नये नोट बाजार में लाने के लिए भी सरकार विमुद्रीकरण कर देती हैं। इस प्रकार विमुद्रीकरण से भ्रष्ट्राचार, कालेधन, जालीनोट और आतंकवाद पर अकुंश लगता हैं। विमुद्रीकरण की प्रक्रिया सिक्कों पर भी लागु होती हैं। विमुद्रीकरण को आम जनता को नकद आधारित प्रणाली से कैशलेस सिस्टम (डिजिटल सिस्टम) में ले जाने की प्रक्रिया के रुप में भी देखा जा सकता हैं।

विमुद्रीकरण ने व्यापक रुप से समाज के विभिन्न वर्गों को प्रभावित किया हैं। समाज के ये सभी वर्ग भारत के विकास में प्रत्यक्ष एवं अप्रत्यक्ष रुप में योगदान करते हैं। भारत के भविष्य अर्थात विद्यार्थी वर्ग पर भी विमुद्रीकरण का व्यापक असर हुआ हैं। इसी प्रभाव को जानने हेतु प्रस्तुत पत्र में लेखक द्वारा विमुद्रीकरण का महाविद्यालयी विद्यार्थियों पर एक सर्वेक्षणात्मक अध्ययन किया गया हैं। इसके अन्तर्गत पाली जिले के सरकारी एवं गैर सरकारी महाविद्यालय के 500 विद्यार्थियों का प्रतिदर्श लिया गया। कालेधन को बाहर निकालने के लिए मोदी सरकार द्वारा लिये गये विमुद्रीकरण के निर्णय से कई छात्र सहमत हैं, परन्तु कुछ का मानना हैं कि आंतकवाद एवं भ्रष्ट्राचार के विरोध में सरकार का यह कदम शुरुआती हो सकता हैं, लेकिन इसके दुरगामी प्रभाव सकारात्मक नहीं होगें। विद्यार्थिंयों के इसी संतोष एवं असंतोष का प्रमाणिक रुप में जानने के लिए लेखक द्वारा यह अध्ययन किया गया हैं, जो विमुद्रीकरण के भविष्य को एक सार्थक आधार प्रदान करेगा।

साहित्य की समीक्षाः–

सम्बन्धित शोध पर विभिन्न लेखक द्वारा निम्न मत प्रस्तुत किए गए हैं–

कुमार वीरा के. (2017) ने अपनें लेख में बताया हैं कि मोदी सरकार द्वारा लिया गया उच्च मूल्य के नोटों के विमुद्रीकरण का निर्णय भारतीयों के लिए एक बडा झटका हैं। विमुद्रीकरण अनेक अवैध गतिविधियॉ जैसे– करचोरी, जालीनोट और आंतकवाद आदि के वित्त पोषण को रोकने के लिए लिया गया एक कदम हैं। कुछ लोग निर्दिष्ट सीमा से अधिक राशि अपने बैंक खाते में जमा करवा रहे हैं। जिसका पता उनके खाते में सामान्य सीमा से अधिक आय, उच्च कर और अन्य विवरणों से चला हैं। दूसरी और इसके सकारात्मक पक्ष में भारत में वैकल्पिक भुगतान जैसेः– ई–वॉलेट, ई–बैंकिग, ऑनलाईन लेन–देन हेतु डेबिट व क्रेडिट कार्ड के उपयोग में वृद्धि हुई हैं। लेखक के मतानुसार यह कदम भारत को एक कैशलेस देश बनानें में बुनियादी कदम हो सकता हैं।

बेदी अंजना (2017) ने अपने लेख में बताया हैं कि विमुद्रीकरण नें उन सभी ईमानदार भारतीयों को गम्भीर चोट पहुॅचाई हैं जो नकद में मजदूरी, नकद में लेन–देन और नकदी वैध रुप से बचाते हैं। यह अच्छी तरह से समझा जाता हैं कि कालेधन एक देश की अर्थव्यवस्था के लिए हानिकारक हैं। सभी कालाधन नकदी में नहीं होता हैं, नकदी केवल एक छोटे अंश में होती हैं। कालेधन के धारक अचल सम्पत्ति, सोना, विदेशी बैंक में खातों में जमा राशियों और BTI लेन–देन के रुप में अपनी सम्पत्ति रखते हैं। सरकार ने ऐसे अवैध धन के धारकों को सामने लाने के लिए इस फैसले को लिया हैं। नकदी मुद्रा को स्थिर करने के लिए भी यह कदम उठाया गया। निष्कर्ष रुप में डिजिटल अर्थव्यवस्था वास्तव में भारत का भविष्य नहीं हैं, लेकिन लेखक के अनुसार देश ऐसे तत्काल परिवर्तन के लिए तैयार नहीं हैं।

सिंह बृजेश (2017) के लेख के अनुसार विमुद्रीकरण थोडे समय बाद सकारात्मक बन जाएगा, लेकिन वर्तमान में अधिकांश उद्योगों को घाटें से भारी नुकसान से जूझना पड रहा हैं, क्योकि वे अर्थव्यवस्था का समर्थन नहीं कर पा रहे हैं, उद्योग अच्छा प्रदर्शन नहीं कर रहे हैं, इसका अर्थव्यवस्था पर सीधे प्रभाव पड रहा हैं। सकारात्मक परिणाम प्रदर्शन करने के लिए इस फैसले को काफी समय लगेगा। निष्कर्ष में यह कहा गया हैं कि विमुद्रीकरण प्रभाव भारतीय भुगतान प्रणाली के आधुनीकरण, बैंकिग सेवाओं की लागत में कमी और उच्च सुरक्षा जोखिमों में कमी के रुप में महसूस किया जाएगा।

कौर मनप्रीत (2016) ने अपने लेख में बताया हैं कि विमुद्रीकरण से कैशलेस प्रणाली को प्रोत्साहन मिला हैं। कैशलेस लेन–देन प्रणाली दिन–ब–दिन बढती जा रही हैं। जैसे ही बाजार वैश्वीकृत बनता जा रहा हैं, बैंकिग व्यवस्था में लोग अधिक से अधिक नकदी के स्थान पर कैशलेस व्यवस्था को अपना रहे हैं। कैशलेस प्रणाली आज समाज के सभी वर्ग के लिए आवश्यक हैं। ऑनलाईन बाजार में कैशलेस प्रणाली

की एक महत्वपूर्ण भूमिका हैं। कैशलेस प्रणाली न केवल नकद लेन–देन से सुरक्षित हैं बल्कि इसमें भुगतान में भी कम समय लगता हैं, लेखक के अनुसार अगर लगातार भारत में कैशलेस प्रणाली का उपयोग होता रहा तो भारत भविष्य में पूर्ण रुप से कैशलेस प्रणाली वाला देश बन जायेगा।

सोनी कुनाल बी (2016) ने अपने लेख में बताया हैं कि अधिकांश ग्रामीण अर्थव्यवस्था नकद पर आधारित हैं, और विमुद्रीकरण का फैसला ग्रामीण अर्थव्यवस्था को बहुत प्रभावित करने वाला फैसला हैं। इस निर्णय से रियल एस्टेट, निर्माण कार्य, आभूषण, हाई–एण्ड–रिटेल, व्हाइट गुडस और पर्यटन यातायात जैसे नकद लेन–देन के बडे आकार के क्षेत्र पर प्रतिकूल प्रभाव पडने की सम्भावना हैं। यह निर्णय बैंकिग प्रणाली में नकद प्रवाह में कमी के कारण अर्थव्यवस्था को आघात करती हैं। लम्बे समय के बाद में अर्थव्यवस्था को कालेधन की कमी से फायदा होगा। जिससे उच्च कर संग्रह, बेहतर कारोबारी वातावरण, कम भ्रष्ट्राचार और पारदर्शित बढ जाऐगी। निष्कर्ष रुप में इससे देश के वितीय घाटे की स्थिति में सुधार होगा, हालांकि ऑनलाईन लेन–देन प्रणाली में अभी देश बहुत प्रारम्भिक अवस्था में हैं।

राव किरण et al (2016) का यह पत्र कामकाजी कागजात के विनिमय के पक्ष में वर्णित हैं। इसका मुख्य उद्देश्य भारतीय अर्थव्यवस्था पर विमुद्रीकरण के प्रभाव का विश्लेषण करना हैं। लेखक के अनुसार यह पत्र क्रेडिट की उपलब्धता, खर्च और गतिविधि और सरकार के वित्तपोषण पर इस तरह के कदम के प्रभाव को दर्शाता हैं।

सरकार सुकंटा (2010) ने भारत में सामांतर अर्थव्यवस्था पर अध्ययन किया हैं जिसमें उन्होंने भारत में कालेधन के कारणों और प्रभावों के अस्तित्व एवं सरकारी पहलुओं पर ध्यान केन्द्रित किया हैं। उनके अध्ययन के अनुसार कालेधन के पीछे मुख्य कारण भारतीय राजनीति हैं। भारत सरकार का ध्यान कालेधन को मिटाने के लिए प्रणाली क्रियान्वयन के बजाय सिर्फ समितियां बनाने पर केन्द्रित हैं। अध्ययन में निष्कर्ष निकला हैं कि हमारी अर्थव्यवस्था में कालेधन को नियंत्रित करने के लिए कानून ठीक रूप से लागू किया जाना चाहिए।

भारत में विमुद्रीकरण का प्रभाव सकारात्मक रहेगा या नकारात्मक रहेगा, यह कुछ समय पश्चात् प्रदर्शित हो जाएगा, परन्तु उपरोक्त साहित्य की समीक्षा के पश्चात् यह कहा जा सकता हैं कि विमुद्रीकरण से देश डिजिटल इकोनोमी की ओर जाऐगा। मोदी सरकार के इस निर्णय का देश की अर्थव्यवस्था पर तो सार्थक प्रभाव होगा, लेकिन इस निर्णय ने समाज के कई वर्गो को प्रभावित किया हैं। समाज के कई वर्गो पर गहन प्रभाव के बावजूद कई असामाजिक कार्य जैसे आतंकवाद, कालाधन, चुनावो में बेहिसाब खर्च आदि पर रोक के लिए विमुद्रीकरण का निर्णय एक समाधान के रुप में हो सकता हैं। इसीलिए

प्रस्तुत शोध में लेखक द्वारा समाज के एक महत्त्वपूर्ण वर्ग अर्थात् विद्यार्थियों पर विमुद्रीकरण के प्रभाव का अध्ययन प्रासंगिक हैं।

शोध प्रविधिः–

प्रस्तुत शोध में निम्न दो माध्यमों से तथ्यों का सग्रंहण किया गया हैं–

प्राथमिक स्त्रोतः–

प्रस्तुत शोध के लिए लेखक द्वारा अध्ययन के लिए पाली शहर का चयन किया हैं। इस शोध के लिए प्रश्नावली विधि का प्रयोग किया गया हैं। प्रतिदर्श के रुप में दैव प्रतिचयन के द्वारा समग्र का सुविधा पूर्वक चयन किया गया हैं। इस शोध हेतु पाली जिले के कुल 5 महाविद्यालयों के 500 विद्यार्थियों पर अध्ययन किया गया हैं जिसमें से 2 राजकीय महाविद्यालय तथा 3 निजी महाविद्यालय हैं। प्रतिदर्श के चयन हेतु लिंग को समानुपात विभाजित किया गया हैं, जिनमें 250 छात्र हैं तथा 250 छात्राएँ हैं।

द्वितीयक स्त्रोतः–

इस शोध पत्र में लेखक द्वारा द्वितीयक समंकों का भी उपयोग किया गया हैं। द्वितीयक संमकों हेतु लेखक द्वारा विभिन्न पुस्तकों, अखबारों और इन्टरनेट का उपयोग किया गया हैं।

शोध विष्लेषणः–

प्रस्तुत पत्र में लेखक द्वारा किये गये सर्वेक्षणात्मक अध्ययन में विद्यार्थिंयों से पन्द्रह प्रश्न पूछे गये हैं। जिसे निम्न चार श्रेणियों में विभक्त कर विश्लेषण किया गया हैंः–

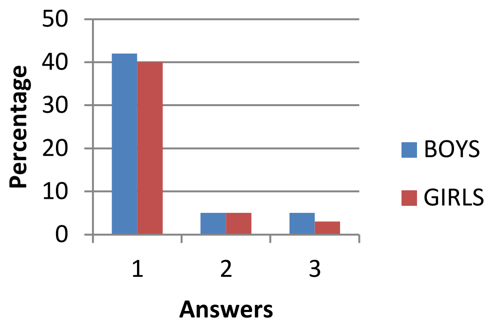
- विमुद्रीकरण तथा विद्यार्थियों की सोच
- विमुद्रीकरण और विद्यार्थियों पर प्रभाव
- विमुद्रीकरण तथा चुनौतियाँ
- विमुद्रीकरण तथा अर्थव्यवस्था पर प्रभाव

विमुद्रीकरण तथा विद्यार्थियों की सोचः–

इस शोध में **500** विद्यार्थियों के प्रतिदर्श पर कार्य किया गया हैं। शोध के इस शीर्षक में लेखक ने विद्यार्थियों की विमुद्रीकरण पर सोच का विश्लेषण किया हैं। विश्लेषण में पाया गया हैं कि अधिकांश विद्यार्थी मोदी सरकार के विमुद्रीकरण के निर्णय से पूर्ण सहमत हैं। अर्थात् मोदी सरकार ने जो ये निर्णय लिया हैं, यह भारत को एक डिजिटल अर्थव्यवस्था वाला देश बनाने और भारत में कैशलेस ट्रांजेक्सन बढाने के लिए एक महत्त्वपूर्ण कदम के रुप हो सकता हैं, ऐसा 82% विद्यार्थियों का मानना हैं। इसके साथ ही 86% विद्यार्थी यह भी मानते हैं कि देश में फैले भ्रष्टाचार, आतंकवाद, कालाधन आदि आपराधिक गतिविधियों में भी कमी आई हैं। राजस्थान पत्रिका के एक सर्वे के ऑकडों के अनुसार विमुद्रीकरण लागू करने के बाद देश में लगभग 53000 मामले केवल भष्टाचार के लिए दर्ज हुए हैं। विमुद्रीकरण के बाद लोगों के पास नकद कम होने से कालाबजारी, चोरी, रिश्वत और अपहरण जैसे अपराध न के बराबर रह गए थे, और शोध में भी लगभग 62% विद्यार्थियों का भी मानना हैं कि विमुद्रीकरण से इन आपराधिक गतिविधियों में कमी आई हैं। इसके साथ ही इसके नकारात्मक प्रतिक्रिया के रुप में यह बात सामने आई हैं कि जिन लोगों के पास कालाधन था उन्होनें अपने कालेधन को खपाने के लिए कईं ओर चोर रास्ते भी निकाल लिए हैं जैसेः– जनधन खातों में अपने पैसे जमा करवाना, बैक के कर्मचारियों से किसी सेटिंग के तहत कालेधन को नई मुद्रा में बदलवाना आदि, ऐसा सर्वें के 84% विद्यार्थियों का मानना हैं। मोदी सरकार द्वारा देश में विमुद्रीकरण का प्राथमिक उद्देश्य 66% विद्यार्थियों के अनुसार भ्रष्ट्राचार के खिलाफ एक हडताल के रुप में लागू करना था। जबकि 16% विद्यार्थियों का मानना हैं कि यह अर्थव्यवस्था में एक वित्तीय कदम से अधिक नहीं हैं। इस निर्णय से रियेल एस्टेट के दामों में भी लगभग 30% कमी आई हैं जिससे आम आदमी भी कम दाम पर रियल एस्टेट में विनियोग कर पायेगा। नव भारत टाइम्स में प्रकाशित एक लेख के अनुसार विमुद्रीकरण के बाद के वर्तमान समय में बैंकों के पास करीब 6 लाख करोड रुपये जमा हैं, जिससे बैंक कम ब्याज दर पर आम आदमी को आवश्यकता के अनुसार ऋण दे सकेंगी। शोध में भी 60% विद्यार्थी इस मत से सहमत हैं कि विमुद्रीकरण से रियल एस्टेट, उच्च्च शिक्षा, स्वास्थय सुरक्षा तक आम आदमी पहॅुच सम्भव होगी। चित्र 1 में प्रस्तुत शोध में विमुद्रीकरण पर विद़्यार्थियो की सोच के सम्बन्ध में पूछे गये प्रश्नों का चित्रात्मक प्रस्तुतिकरण प्रदर्शित किया गया है।

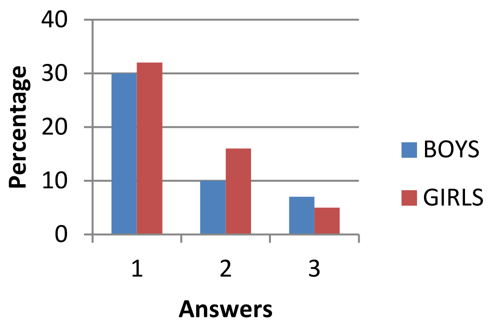
- क्या मोदी सरकार के विमुद्रीकरण के निर्णय से आप पूर्ण सहमत है?

मत	छात्रों का %	छात्राओं का %	कुल %
1.पूर्ण सहमत	42	40	82
2.असहमत	5	5	10
3.कह नहीं सकते	5	3	8



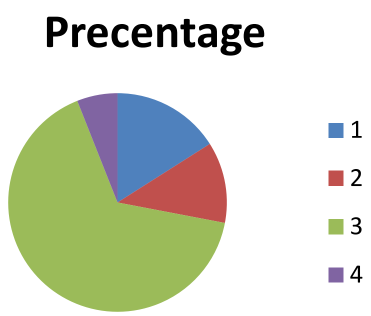
- क्या विमुद्रीकरण से कालाधन ,भ्रष्ट्राचार और आंतकवाद में कमी आई हैं ?

मत	छात्रों का %	छात्राओं का %	कुल %
1.हॉ	30	32	62
2.नहीं	10	16	26
3.कह नहीं सकते	7	5	12



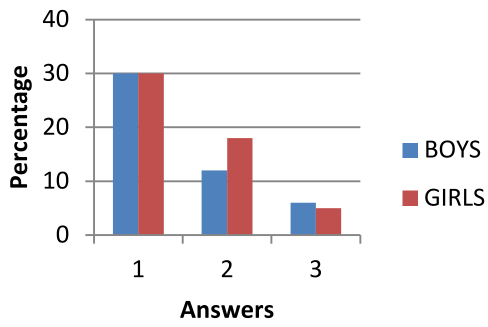
- आपको क्या लगता है कि इस कदम के लिए प्राथमिक उद्देश्य क्या था ?

मत	कुल %
1.वितीय	16
2.राजनैतिक	12
3.यह भ्रष्ट्राचार के खिलाफ एक हडताल थी	66
4.अन्य	6



- विमुद्रीकरण से रियल एस्टेट ,उच्च शिक्षा ,स्वास्थय सुरक्षा (हेल्थ केयर) तक आम आदमी की पहुॅच बनेगी ?

मत	छात्रों का %	छात्राओं का %	कुल %
1.पूर्ण सहमत	30	30	60
2.असहमत	12	18	30
3.कह नहीं सकते	6	4	10



चित्र 1: विमुद्रीकरण पर विद्यार्थियो की सोच के सम्बन्ध में पूछे गये प्रश्नों का चित्रात्मक प्रस्तुतिकरण

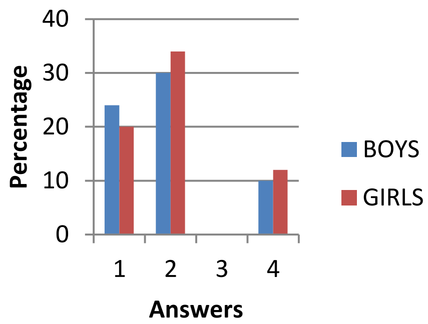
विमुद्रीकरण और विद्यार्थियों पर प्रभाव :–

विमुद्रीकरण का विद्यार्थियों पर मानसिक तथा कुछ हद तक आर्थिक प्रभाव भी पडा हैं। प्रस्तुत शोध में यह जानने का प्रयास किया गया हैं कि मोदी सरकार द्वारा जो बाजार में 1000रु और 500रु के बडे नोटों का विमुद्रीकरण करके 2000रु और 500रु की मुद्रा के नये नोट जारी कियें गयें हैं उनकें इस्तेमाल में विद्यार्थियों को किस प्रकार की समस्या का सामना करना पडा हैं। विद्यार्थियों के अनुसार उन्हें 2000रु की मुद्रा के इस्तेमाल में कुछ ज्यादा परेशानी नहीं आई हैं, क्योंकि विद्यार्थियों को तो केवल महाविद्यालय शुल्क व पुस्तकों के लिए ही नकद की आवश्यकता हुई, जिनका भुगतान विद्यार्थी 2000रु के नोट से कर सकते थे। ज्यादातर वस्तुओं का भुगतान आज के युवा वर्ग और विद्यार्थी वर्ग आनलाईन करती हैं जिससे 2000रु के नोटों के इस्तेमाल का सवाल ही नहीं उठाता हैं। इसके चलते सर्वे के अनुसार भी 64% विद्यार्थियों को कभी–कभी ही 2000रु के नोटों के इस्तेमाल में परेशानी का सामना करना पडा। लेकिन डिजिटल साक्षरता के अभाव में केवल 14% विद्यार्थियों को ही 2000रु के नोट के इस्तेमाल में ज्यादां परेशानी आई हैं। जिन विद्यार्थियों को अपने प्रवेश शुल्क के लिए नकद की आवश्यकता हुई उन्हें बैंकों और एटीएम में नकदी की लगातार आपूर्ति नहीं होने के कारण भी काफी परेशानी का सामना करना पडा। आरबीआई के ऑकडों के अनुसार भारत में कुल 2,15,039 के करीब एटीएम हैं और कुल 53,000 बैंक की शाखाएँ हैं। इसके बावजूद राजस्थान पत्रिका में प्रकाशित एक सुचना के अनुसार नोटबन्दी के पहले केवल 4.94 लाख करोड के 2000रु के नोट ही छापे थे। नोटों की कम मात्रा में छपाई के कारण बैंकों और एटीएम में नकदी की लगातार आपूर्ति नहीं हो पायी। 26% विद्यार्थी भी ऐसा मानते हैं उनके क्षेत्र के बैंक व एटीएम में लगातार नकद की आपूर्ति नहीं हो पायी। लेंकिन 52% विद्यार्थी जो अधिक आबादी वाले क्षेत्र में रहते हैं उन्हें तो बैंकों और एटीएम में नकद की

कमी महसूस नहीं हुई। यदि करियर के दृष्टीकोण से देखा जाए तो विमुद्रीकरण के बाद मुद्रा की कमी के कारण 34% विद्यार्थियों को अपने करियर व व्यक्तिगत जीवन से सम्बन्धित सम्भावित अवसरों को छोड देना पडा क्योंकि शिक्षा के कुछ क्षेत्र जैसेः– इंजीनियरिंग, नर्सिग, एम बी बी एस आदि क्षेत्र में अधिक फीस के साथ–साथ दान (डोनेशन) भी देना होता हैं। इसलिए उन्हे अपने करियर के चयन के निर्णय को मुद्रा की कमी के कारण बदलना पडा। इस प्रकार विमुद्रीकरण ने विद्यार्थियों को काफी हद तक प्रभावित किया हैं। विमुद्रीकरण के इसी प्रभाव को चित्र 2 में दर्शाया गया है।

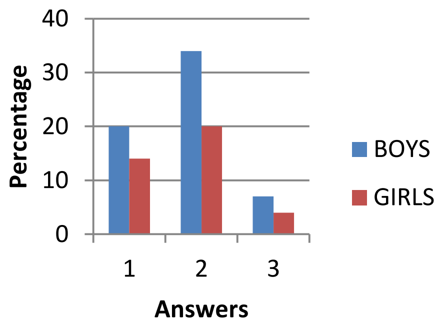
- क्या आपको बाजार में 2000रू की नई मुद्रा का इस्तेमाल करना मुश्किल लगता हैं ?

मत	छात्रों का %	छात्राओं का %	कुल %
1.हमेशा	24	20	44
2.कभी कभी	30	34	64
3.अकसर	0	0	0
4.कभी नहीं	10	12	22



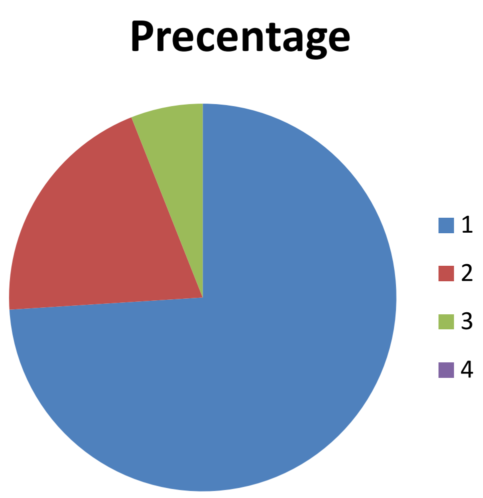
- क्या आपको मुद्रा की कमी के कारण कैरियर/व्यक्तिगत जीवन से सम्बन्धित किसी भी सम्भावित मौको को छोड देना पडा ?

मत	छात्रों का %	छात्राओं का %	कुल %
1. हॉ	20	14	34
2. नहीं	34	20	54
3. हॉ पर प्रबन्ध कर दिया	7	5	12



- भ्रष्ट्राचार, कालाधन, आंतकवाद और नकली नोटों पर अंकुश लगाने की लडाई में हुई असुविधा को आपने कितना महसूस किया ?

मत	कुल %
1. असुविधा महसूस हुई लेकिन ये कदम जरुरी था।	74
2. असुविधा महसूस नहीं हुई लेकिन ये कदम जरुरी था।	20
3. असुविधा महसूस हुई लेकिन ये कदम जरुरी नहीं था।	6
4. असुविधा महसूस नहीं हुई लेकिन ये कदम जरुरी नहीं था।	0



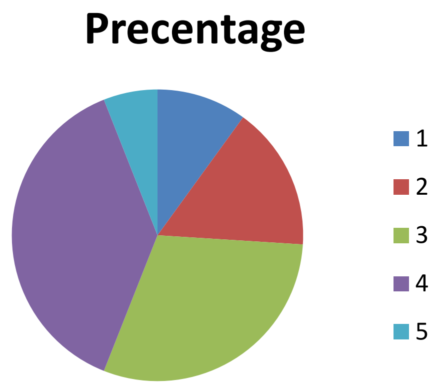
चित्र 2: विद्यार्थियो पर विमुद्रीकरण के प्रभाव से सम्बन्धित प्रश्नों का चित्रात्मक प्रस्तुतिकरण

विमुद्रीकरण तथा चुनौतियॉः–

देश में विमुद्रीकरण की नीति लागु करने के बाद देश की सरकार को अनेक प्रकार की चुनौतियों का सामना करना पडा हैं। प्रस्तुत शोध में उन्हीं चुनौतियों में से विद्यार्थियों के नजरिये से कुछ चुनौतियों पर ध्यान केन्द्रित किया गया है। इसमें विद्यार्थियो के अनुसार सबसे बडी चुनौती के रुप में बैंकों और एटीएम में लगनें वाली लम्बी कतारे रही हैं। राजस्थान पत्रिका प्रकाशित एक सूचना के अनुसार पूरे देश में लगभग 105 लोगों को नकद के लिए लम्बी कतारो में खडें रहने के कारण अपनी जान गवानी पडी हैं। अतः प्रशासन के लिए लॉ एण्ड ऑर्डर को बनाए रखना मुश्किल चुनौती था। इसके साथ ही नई मुद्रा लागु करने सें देश की अर्थव्यवस्था पर नए नोटों के छपाई की अतिरिक्त लागत का भार भी पडा। यदि यह लागत नोटबन्दी से होने वाली लाभों से अधिक है तो विमुद्रीकरण का कोई अर्थ ही नहीं रह जाता। विद्यार्थियों के अनुसार एक अन्य चुनौती के रुप में कालाधन का पूर्ण रुप से बाहर नहीं आ पाना भी रहा हैं क्योंकि लोगों ने अपने कालेधन को रियल एस्टेट व गोल्ड खरीदनें में विनियोजित कर दिया। जिसके परिणामस्वरुप देश की जीडीपी में भी लगभग 2% की कमी आई हैं। इसके साथ ही विद्यार्थियों के अनुसार कैशलेस ट्रॉजेक्शन हेतु जनता को प्रोत्साहित करना भी विमुद्रीकरण की एक बडी चुनौती रही हैं क्योंकि कैशलेस ट्रॉजेक्शन में करेंसी का भौतिक स्वरुप खत्म करके इसे आभासी रुप में प्रस्तुत किया जाता हैं। कैशलेस ट्रॉजेक्शन में अशिक्षित जनता और डिजिटल साक्षरता के अभाव में नकदी को आभासी रुप में इस्तेमाल करने में कई दिक्कते सामने आई हैं। सरकार ने भी करीब 94 करोड रुपये

केवल ई पेमेंट के विज्ञापन के लिए खर्च किये। एक प्रमुख आर्थिक संस्था ई. पी. डब्ल्यू. के संपादक परजॉय गुहा ठाकुरता के अनुसार विमुद्रीकरण से कालाधन पर लगाम लग सकती है, कैशलेस समाज बन सकता है, परन्तु वास्तव में हमारी अर्थव्यवस्था तो अधिकांशतः कृषि आधारित हैं। देश में 18 साल से ऊपर 85 करोड लोग हैं, इनमें से केवल 54 करोड लोगों के पास ही बैंक खाते हैं। 31 करोड के पास अब भी बैंक खाते नहीं हैं। अतः फिलहाल कैश्शलेस समाज बनाना मुश्किल है। इसके साथ ही देश विमुद्रीकरण के मे बाद बढती हुई मंहगाई, राजनैतिक असहयोग, नोटों की कमी आदि चुनौतियों भी प्रस्तुत शोध में सामने आई हैं, जिसे चित्र 3 में दिखाया गया है।

जवाब	कुल %
1. जीडीपी मे कमी	10
2. जनता का असहयोग	16
3. विरोधी पक्ष	30
4. मंहगाई में वृद्धि	38
5.अन्य	6



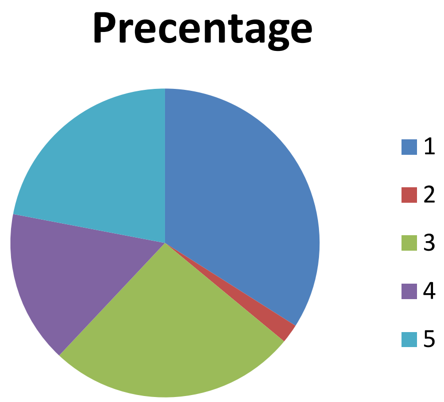
चित्र 3: विमुद्रीकरण पर विद्यार्थियों के दृष्टिकोण में चुनौतियाँ

विमुद्रीकरण तथा अर्थव्यवस्था पर प्रभावः–

विमुद्रीकरण की नीति के बाद देश की अर्थव्यवस्था बहुत अधिक व प्रत्यक्ष रुप से प्रभावित हुई हैं। देश की अर्थव्यवस्था की सबसे छोटी इकाई के रुप में देखें, तो किराना जैसे व्यवसाय को छोड कर लगभग सभी सेक्टर पर इसका असर पडा हैं। व्यवसाय वर्ग में सबसे ज्यादा असर किसानों व बडे व्यापारियों पर आंका गया हैं। नोटबन्दी के बाद वाहन व्यवसायियों के सेल में 40% से 50% तक की गिरावट आई हैं। नोटबन्दी से बडे कारोबार में ब्रिक्री घटकर आधी रह गई हैं। भारत के गवर्नर श्री उर्जित पटेल का कहना हैं कि नोटबन्दी से रिर्जव बैंक ने मौजूदा वित्त वर्ष में आर्थिक वृद्धि के अनुमान को घटाकर 6.9 फीसदी कर दिया था, जो पहले 7.0 फीसदी रखा गया था। उन्होंने कहा हैं कि यह गिरावट छोटी अवधि के लिए हैं, परन्तु आर्थिक वृद्धि 2017–2018 के लिए 74% हो जाएगी। साथ ही आर्थिक्रान्ति के निदेशक श्री अनिल बेकिल का मानना हैं कि विमुद्रीकरण के बाद समाज के मध्यम वर्ग पर बहुत अधिक नकारात्मक प्रभाव नहीं पडा है हांलाकि लघु अवधि के लिए थोडा असर है लेकिन हम नकारात्मक सोच के साथ देश विकास की बातें नहीं कर सकते हैं इसलिए हमे चितंत होने ही जरुरत नहीं हैं। परन्तु प्रस्तुत शोध में 42% विद्यार्थियों का मानना हैं कि नोटबंदी का मध्यम वर्ग पर सर्वाधिक प्रभाव पडा हैं। विद्यार्थियों के अनुसार मध्यम वर्ग के लोगों के पास कम मात्रा में ही नकद होता हैं और वे ऑनलाईन

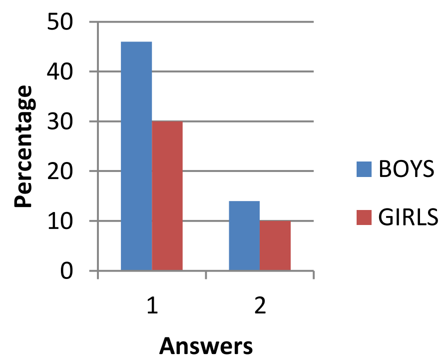
ट्रांजेक्शन पर कम विश्वास रखते हैं। जितने पैसे उनके होते हैं वे उन्हें अपने पास ही रखना ज्यादा बेहतर समझते हैं और इस नीति के कारण उन्हें अपनें छोटी मात्रा की राशि को भी बदलवानें के लिए भी घंटों कतारों में खडा रहना पडा। जबकि 36% विद्यार्थियों का मानना हैं कि विमुद्रीकरण के निर्णय से अर्थव्यवस्था की श्रैणी में उच्च वर्ग को अधिक प्रभावित किया हैं क्योंकि उनके पास बडी मात्रा अघोषित मुद्रा कें रुप में 1000रु और 500रु नोट थे, इसलिए उच्च वर्ग के लोगों को उन पैसों को बदलवाने के लिए ज्यादा परेशानी का सामना करना पडा। इकोनॉमिक पॉलिसी के मेंटर श्री अरविंद विरमानी के अनुसार जब तक व्यापार और लेन–देन के लिए नकदी की कमी रहेगी तब तक अर्थव्यवस्था पर प्रभाव रहेगा। लेकिन यदि नकदी के प्रवाह को सुचारु कर लिया जाता है और बैंकिंग व बाजार में कैश क्रंच नहीं रहता है तो अर्थव्यवस्था को पटरी पर आते देर नहीं लगेगी। इस प्रकार प्रस्तुत पत्र में अर्थव्यवस्था के सकारात्मक एवं नकारात्मक प्रभाव को विद्यार्थियों के दृष्टिकोण से समझाया गया है। चित्र 4 विमुद्रीकरण तथा समाज के प्रभावित वर्गो को प्रस्तुत करता है तथा चित्र 5 में विमुद्रीकरण का भारत अर्थव्यवस्था पर प्रभाव को दर्शाया गया है।

मत	कुल %
1. उच्च वर्ग	34
2. उच्च मध्यम वर्ग	2
3. मध्यम वर्ग	26
4. मध्यम निम्न वर्ग	16
5. निम्न वर्ग	22



चित्र 4: विमुद्रीकरण तथा समाज के प्रभावित वर्ग

मत	छात्रों का %	छात्राओं का %	कुल %
1. सकारात्मक	46	30	76
2. नकारात्मक	14	10	24



चित्र 5: विमुद्रीकरण का भारत की अर्थव्यवस्था पर प्रभाव

नोटबन्दी से भारतीय अर्थव्यवस्था पर पडने वाले प्रभावों का दूरगामी अनुमान लगाना अभी काफी मुश्किल हैं, लेंकिन एशिया की तीसरी बडी अर्थव्यवस्था वाला देश भारत, विद्यार्थियों के दृष्टिकोण में, सभी विपरीत परिस्थितियों का सामना करने में सक्षम हैं।

निष्कर्षः—

विमुद्रीकरण की नीति वह नीति हैं जिसमें एक देश की सरकार अपने देश में प्रचलित पुरानी मुद्रा को बन्द करके नई मुद्रा लागु करती हैं। भारत में भी यह नीति कई बार लागु की जा चुकी हैं। विमुद्रीकरण अनेक अवैध गतिविधियों जैसे— करचोरी, जालीनोट और आंतकवाद आदि के वित्त पोषण को रोकने के लिए लिया गया एक कदम हैं। इस निर्णय से रियल एस्टेट, निर्माण कार्य, आभूषण जैसे नकद लेन—देन के बडे आकार के क्षेत्र पर प्रतिकूल प्रभाव पडने की सम्भावना रही हैं। इस प्रक्रिया का देश के युवा वर्ग अर्थात् विद्यार्थी वर्ग पर प्रभाव का प्रस्तुत शोध में अध्ययन किया गया हैं। विमुद्रीकरण का देश पर सकारात्मक प्रभाव रहेगा या नकारात्मक यह तो कुछ समय के बाद पता लग जाएगा। प्रस्तुत शोध में अधिकांश विद्यार्थी मोदी सरकार के इस निर्णय से पूर्ण सहमत हैं, और उनका मानना हैं कि इस निर्णय से देश में भ्रष्ट्राचार, आंतकवाद, कालेधन में कमी आई हैं। अधिकांश विद्यार्थियों का यह भी मानना हैं कि इस कदम से असुविधा तो हुई लेकिन यह कदम देश के अच्छे भविष्य के लिए जरुरी भी था। अनेक चुनौतियों जैसे बढती हुई मंहगाई, राजनैतिक असहयोग, नोटों की कमी के बावजूद यह निर्णय देश में सुचारु रुप से लागु हो गया हैं। देश की अर्थव्यवस्था भी धीरे—धीरे पटरी पर आ रही है।

कुल मिलाकर विमुद्रीकरण के विषय पर विद्यार्थियों पर किये गये शोध के अनुसार विमुद्रीकरण कई समस्याओ के बावजूद देश की अर्थव्यवस्था को सुचारु करने के लिए एक आवश्यक कदम है।

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अल्पसंख्यक शिक्षा : एक अध्ययन

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सारांश

राष्ट्रीय अल्पसंख्यक आयोग 1992 के अधीन छः धार्मिक समूहों को अल्पसंख्यक माना गया है। मुस्लिम, ईसाई, सिक्ख, बौद्ध, पारसी व जैन समुदाय। जो सम्पूर्ण जनसंख्या का लगभग 19 प्रतिशत भाग धार्मिक दृष्टि से अल्पसंख्यक वर्ग है। 2011 की जनगणना के अनुसार देश की कुल 121 करोड़ आबादी में से धर्म आधारित अल्पसंख्यक वर्ग की आबादी 23.75 करोड़ है। इसमें सबसे ज्यादा जनसंख्या 14.23 प्रतिशत मुस्लिमों की है। इसके बाद क्रमशः 2.30 प्रतिशत ईसाई, 1.72 प्रतिशत सिक्ख, 0.70 प्रतिशत बौद्ध तथा 0.37 प्रतिशन जैन है।

भारतीय संविधान ने अनुच्छेद 29 व 30 में अल्पसंख्यक वर्ग को अपनी धार्मिक, भाषायी अथवा सांस्कृतिक पहचान अक्षुण्ण रखने की सुनिश्चिता प्रदान की है, जबकि अनुच्छेद 350(ए) में मातृभाषा में प्राथमिक शिक्षा की सुविधा उपलब्ध कराने का दायित्व राज्य तथा स्थानीय संस्थाओं को सौपा है, क्योंकि शिक्षा इस पहचान को बनाये रखने का सबसे महत्वपूर्ण साधन है।

भारत में केन्द्र तथा राज्य सरकारों द्वारा अल्पसंख्यकों के शैक्षिक तथा सामाजिक उत्थान के लिए अनेकों योजनायें चलायी जा रही है, फिर भी इनको सन्तोषजनक नहीं कहा जा सकता है। राष्ट्रीय शिक्षा नीति 1986 में कहा गया है कि कुछ अल्पसंख्यक समूह शिक्षा से वंचित अथवा पिछड़े हैं। भारत के मुस्लिमों की सामाजिक, आर्थिक तथा शैक्षिक स्थिति पर वर्ष 2005 में राजेन्द्र सच्चर की अध्यक्षता में गठित समिति ने मुस्लिमों की सामाजिक निर्धनता के साथ–साथ कम साक्षरता तथा शैक्षिक उपलब्धियों पर चिन्ता व्यक्त की थी।

अल्पसंख्यकों के कल्याण के लिये प्रधानमंत्री के 15 सूत्रीय कार्यक्रम में शैक्षिक अवसरों को बढ़ावा देने के लिए विभिन्न कार्यक्रम सम्मिलित किये गये। सरकार द्वारा अल्पसंख्यकों के शैक्षिक स्तर को उठाने के लिए विभिन्न कार्यक्रमों को चलाने के बावजूद भी भारत में अल्पसंख्यकों की साक्षरता दर में कोई महत्वपूर्ण अन्तर नहीं पाया गया है। 2011 की जनसंख्या के आधार पर देखा जाये तो साक्षरता क्रमशः 68.5 प्रतिशत मुस्लिम, 81.3 प्रतिशत बौद्ध, 94.9 प्रतिशत जैन, 84.5 प्रतिशत ईसाई, 75.4 प्रतिशत सिक्ख की थी।

अल्पसंख्यकों के शैक्षिक उत्थान के लिए सरकार को विशेष जागरूकता अभियानों का संचालन करना चाहिए। इसके साथ–साथ प्राइमरी स्तर से ही शिक्षा का आनुनिकीकरण करना चाहिये तथा शैक्षिक सुविधायें उपलब्ध कराकर, इनके शैक्षिक पिछड़ेपन को दूर किया जा सकता ळें

भारत एक प्रजातांत्रित देश है जहाँ विभिन्न धर्मों के लोग निवास करते है जिनकी भाषा संस्कृति परम्परायें तथा धर्म में विभिन्नता पायी जाती है वे वर्ग जिनका धर्म व संस्कृति बहुसंख्यक वर्ग से भिन्न होती है वह अल्पसंख्यक कहलाते है। सन् 1946 में संयुक्त राष्ट्र मानवाधिकार आयोग द्वारा ''अल्पसंख्यक वर्गो के अधिकारों के संरक्षण'' पर अल्पसंख्यकों के विषय में कहा था, ''अल्पसंख्यकों को जनसंख्या के उन गैर प्रभावी समूहों के रूप में परिभाषित किया था जो अपनी उन स्थिर जातीय, धार्मिक तथा भाषायी परम्पराओं या विशिष्टिताओं को बनाये रखना चाहते है जो शेष जनसंख्या की जातीय, धार्मिक तथा भाषायी परम्पराओं से पूर्णतः भिन्न है''। किसी भी देश की शासन पद्धति का उस देश के निवासियों की सांस्कृतिक पहचान को प्रभावित करना स्वाभाविक होता है। प्रजातांत्रिक शासन पद्धति में प्रायः बहुसंख्यक वर्ग का अधिपत्य रहता है। देश की एकता व अखण्डता के लिए यह आवश्यक है क अल्पसंख्यकों के हितों की सुरक्षा की जाये और सबका साथ सबका विकास की तर्ज पर उन्हें साथ लेकर चलने की आवश्यकता है उनका विकास शिक्षा के माध्यम से किया जा सकता है।

''शिक्षा सामाजिक और आर्थिक परिवर्तन के लिए एक सबसे महत्वपूर्ण साधन है। ज्ञान और कौशल से सुसज्जित एक अच्छी तरह से शिक्षित आबादी आर्थिक विकास का समर्थन करने के लिये आवश्यक ही नहीं है, बल्कि विकास के लिये एक पूर्व शर्त भी है क्योंकि यह समेकित है कि शिक्षित और कुशल व्यक्ति जो रोजगार के अवसरों से अधिक लाभान्वित होने के लिये खड़े हो सकते है। जो कि विकास प्रदान करेगा। (पैरा 10–1, 12वीं पंचवर्षीय योजना)। शिक्षा विकास की रीढ़ है देश के विकास के लिये उसके सभी नागरिकों को शिक्षित होना आवश्यक है। भारतीय संविधान अल्पसंख्यकों के हितों की सुरक्षा प्रदान करता है उन्हें अपने विकास के लिये समान अवसर व अधिकार प्रदान करता है कि वह अपनी पहचान व संस्कृति को सुरक्षित व संरक्षित कर सकते हैं।''

भारतीय संविधान के अनुच्छेद 29 में कहा गया है, ''भारत के राज्य क्षेत्र या उसके किसी भाग के निवासी नागरिकों के किसी अनुभाग को, जिसकी अपनी विशेष भाषा, लिपि या संस्कृति है बनाये रखने का अधिकार होगा।'' अनुच्छेद 30(1) में कहा गया है कि ''धर्म या भाषा पर आधारित सभी अल्पसंख्यक वर्गों को अपनी रूचि की शिक्षा संस्थाओं की स्थापना और प्रशासन का अधिकार होगा। अनुच्छेद 350ए में प्राथमिक स्तर पर मातृभाषा में शिक्षा की सुविधाओं की व्यवस्था प्रदान की गयी है।'' संवैधानिक प्रावधानों के अनुपालन में केन्द्र तथा राज्य सरकारों द्वारा अल्पसंख्यकों की शिक्षा के लिये विभिन्न प्रकार के कार्यक्रम तथा योजनायें चलायी जा रही है, फिर भी उनमें आशातीत सफलता प्राप्त नहीं हो रही है, और अल्पसंख्यकों की शैक्षिक स्थिति सोचनीय बनी हुई है। गृह मंत्रालय द्वारा डॉ0 गोपाल सिंह की अध्यक्षता में गठित कमेटी ने भी मुस्लिमों तथा नव बौद्धों को शैक्षिक रूप से पिछड़ा इंगित किया था।

राष्ट्रीय शिक्षा नीति 1986 में स्पष्ट कहा गया है कि कुछ अल्पसंख्यक समूह शिक्षा से वंचित तथा पिछड़े हैं। इसलिये उन सुरक्षाओं पर ध्यान देना चाहिये जो संविधान के 29, 30 व 350ए अनुच्छेद में दिये गये हैं। अल्पसंख्यकों की शैक्षिक उन्नति के लिये राष्ट्रीय शिक्षा नीति 1986 में स्पष्ट कहा गया है कि प्राथमिक स्तर पर भाषायी अल्पसंख्यक संस्थाओं में शिक्षकों की नियुक्ति के सम्बन्ध में देरी न की जाये। फिर भी सरकार ऐसी संस्थाओं में नियुक्ति नहीं कर रही है इससे अल्पसंख्यक बालकों का विकास नहीं हो पा रहा है। राष्ट्रीय शिक्षा नीति 1986 में बालकों की व्यावसायिक प्रशिक्षण पर बल दिया गया है और कहा गया कि पाठ्यक्रम का 15 प्रतिशत भाग व्यावसायिक प्रशिक्षण पर दिया जायेगा लेकिन विद्यालयों में ऐसा नहीं किया जा रहा है।

अल्पसंख्यकों के शैक्षिक कल्याण के लिये सरकार ने 1992 की संशोधित कार्ययोजना के अन्तर्गत, ''शैक्षिक रूप से पिछड़े अल्पसंख्यकों के लिये सघन क्षेत्रीय कार्यक्रम'' तथा ''मदरसों के आधुनिकीकरण के लिये वित्तीय सहायता'' कार्यक्रम चलाये। सरकार ने अल्पसंख्यकों के कल्याण के लिये समय पर विभिन्न कार्यक्रम चलाये परन्तु देखना यह है कि यह कार्यक्रम कहाँ तक सफल हुये।

अल्पसंख्यकों के जनसांख्यकीय आँकड़े :–

राष्ट्रीय अल्पसंख्यक आयोग (1992) ने भारत में छः धार्मिक समूहों को अल्पसंख्यक दर्जा दिया है– मुस्लिम, ईसाई, सिक्ख, जैन, बौद्ध तथा पारसी। इन धार्मिक समूहों की जनसंख्या का विवरण निम्न तालिका में दर्शाया गया है–

अल्पसंख्यक समूहों की जनसंख्या (1951–2011)

(जनसंख्या प्रतिशत में)

धार्मिक समूह	1951	1961	1971	1981	1991	2001	2011
हिन्दू	84.1%	83.45%	82.73%	82.30%	81.53%	80.46%	79.80%
मुस्लिम	9.8%	10.69%	11.21%	11.75%	12.61%	13.43%	14.23%
ईसाई	2.3%	2.44%	2.60%	2.44%	2.32%	2.34%	2.30%
सिक्ख	1.9%	1.79%	1.89%	1.92%	1.94%	1.87%	1.72%
बौद्ध	0.74%	0.74%	0.70%	0.70%	0.77%	0.77%	0.70%
जैन	0.46%	0.46%	0.48%	0.47%	0.40%	0.41%	0.37%
पारसी	0.13%	0.09%	0.09%	0.09%	0.08%	0.06%	n/a
अन्य	0.43%	0.43%	0.41%	0.42%	0.44%	0.72%	0.9%

स्रोत– भारतीय जनगणना–2011

यह आँकड़े राष्ट्रीय स्तर पर दर्शाये गये है परन्तु राज्यकीय स्तर पर धर्म के अनुसार जनसंख्या की स्थिति भिन्न–भिन्न है। राष्ट्रीय स्तर पर हिन्दू बहुसंख्यक है परन्तु कुछ राज्यों में व केन्द्र शासित प्रदेशों में वह कम है। जम्मू कश्मीर एवं लक्षदीप में मुसलमान बहुसंख्यक है जबकि मेघालय, मिजोरम, नागालैण्ड में ईसाई बहुसंख्यक समुदाय है और पंजाब में सिक्ख बहुसंख्यक है। राष्ट्रीय स्तर पर देखा जाये तो मुस्लिम समुदाय अल्पसंख्यक समूह में सबसे बड़ा समूह है।

अल्पसंख्यकों की साक्षरता :–

भारतीय संविधान में सभी को समान अधिकार प्रदान किये है। उन्हीं अधिकारों में शिक्षा सम्बन्धी अधिकार भी सुनिश्चित किये है जो सभी के लिए समान है फिर भी अल्पसंख्यक वर्ग इससे अपेक्षाकृत लाभ प्राप्त नहीं कर पाया है केन्द्र सरकार तथा राज्य सरकारों द्वारा अल्पसंख्यकों के शैक्षिक विकास हेतु विभिन्न कार्यक्रमों तथा योजनाओं को संचालित किया जा रहा है। डॉ0 राजेन्द्र सच्चर की समिति ने मुस्लिमों को राष्ट्रीय स्तर पर आर्थिक, सामाजिक तथा शैक्षिक दृष्टि से पिछड़ा माना था। अल्पसंख्यकों की शैक्षिक स्थिति निम्न तालिका में दर्शाया गया है।

धार्मिक अल्पसंख्यक समूहों की साक्षरता दर (प्रतिशत में)

अल्पसंख्यक समूह	साक्षरता दर 2001	साक्षरता दर 2011
मुस्लिम	59.1	68.5
ईसाई	80.3	84.5
सिक्ख	69.4	75.4
बौद्ध	72.7	81.3
जैन	94.1	94.9

स्रोत– भारतीय जनगणना 2001 व 2011

उपरोक्त साक्षरता दर से ज्ञात होता है कि जैन समुदाय की साक्षरता दर वर्ष 2001 व 2011 में क्रमशः 94.1 व 94.9 प्रतिशत थी जो सभी समूहों सर्वाधिक वृद्धि है और सबसे कम मुस्लिम समुदाय की है जो सभी अल्पसंख्यक समूहों में सबसे कम है। यह साक्षरता पर राष्ट्रीय औसत साक्षरता दर से अपेक्षाकृत

निम्न है परन्तु वर्ष 2001 से 2011 में साक्षरता दर में सभी धार्मिक समूहों में वृद्धि दर्ज की गयी है। यह वृद्धि किसी धर्मिक समूह में अधिक है तो किसी में कम है।

मुस्लिम समुदाय में सर्वाधिक 43 प्रतिशत व्यक्ति अनपढ़ है जबकि जैन समुदाय सर्वाधिक पढ़े लिखे व्यक्ति है। इस समुदाय में सात वर्ष और इससे अधिक के 13.57 प्रतिशत व्यक्ति ही अनपढ़ है। यदि हम राजेन्द्र सच्चर समिति की रिपोर्ट को दृष्टिपात करे तो ज्ञात होता है कि 6–14 वर्ष तक के मुस्लिम बच्चों में 25 प्रतिशत बच्चे या तो स्कूल में दाखिल नहीं हुये है या उन्होंने पढ़ाई छोड़ दी है। यह सभी धार्मिक श्रेणियों में अधिक है। मुसलमानों में पढ़ाई छोड़ने वालों की दर अधिक है। 17 वर्ष से अधिक उम्र के बच्चों के लिये मुसलमानों की शैक्षणिक योग्यता मैट्रिक में 17% है जो राष्ट्रीय औसत का 26% है।

अल्पसंख्यक छात्रों के लिये शैक्षिक योजनाएँ:–

भारत सरकार के अल्पसंख्यक कार्य मंत्रालय द्वारा अल्पसंख्यक समुदाय के छात्रों के शैक्षिक विकास व उन्नयन हेतु विभिन्न योजनाओं एवं कार्यक्रमों को संचालित किया जा रहा है। जिससे इन समुदायों का शैक्षिक, सामाजिक व आर्थिक पिछड़ापन दूर हो सके। यह विभिन्न योजनायें निम्नवत् हैं–

- मैट्रिक पूर्व छात्रवृत्ति योजना
- मैट्रिकेत्तर छात्रवृत्ति योजना
- मैट्रिक सह–साधन आधारित छात्रवृत्ति योजना
- मौलाना आजाद राष्ट्रीय अध्यावृत्ति योजना
- मौलाना आजाद शिक्षा प्रतिष्ठान
- निःशुल्क कोचिंग एवं सम्बद्ध योजना
- महिलाओं में नेतृत्व क्षमता विकास की योजना
- पढ़ो परदेश
- नई उड़ान

अल्पसंख्यकों के शैक्षिक कल्याण के लिये सरकार द्वारा चलाये जा रहे विभिन्न कार्यक्रमों के बावजूद स्थिति बड़ी दयनीय है विशेष रूप से मुस्लिम समुदाय में। सरकार को यह देखना है कि इन योजनाओं से किन–किन अल्पसंख्यक समुदायों को लाभ हुआ है और कौन सा समुदाय इनसे लाभ प्राप्त करने से वंचित रह गया है और क्यों?

केन्द्र व राज्य सरकारों द्वारा अल्पसंख्यकों के शैक्षिक उत्थान के लिये विभिन्न कार्यक्रम चलाये गये है जिनसे अल्पसंख्यक वर्ग लाभान्वित हुये है जहाँ जैन, सिख, ईसाई समुदायों ने साक्षरता मे वृद्धि दर्ज की है वही पर मुस्लिम वर्ग सबसे निचले पायदान पर है। सरकार को चाहिये कि वह यह ज्ञात करे कि इनके शैक्षिक पिछड़ेपन के क्या कारण है। उनका निवारण किया जाये। सच्चर समिति की सभी सिफारिशों को अविलम्ब लागू किया जाये। वर्तमान समय में अल्पसंख्यक वर्ग में भय का वातावरण है इसको दूर किया जाये। मदरसों को बन्द करने के बजाय उनको तकनीक से युक्त किया जाये। मुस्लिम वर्ग के बच्चों को शिक्षा में समान अवसर प्रदान किया जाये। गरीब अल्पसंख्यकों को आर्थिक रूप से सुदृढ़ किया जाये, अल्पसंख्यक बाहुल्य क्षेत्रों में स्कूलों का निर्माण किया जाये। योजनाओं का ईमानदारी पूर्वक लागू किया जाये। इसके अतिरिक्त अल्पसंख्यक वर्ग विशेष रूप से मुस्लिम वर्ग को अपनी दृष्टिकोण व सोच में परिवर्तन लाना होगा और शिक्षा के प्रति जागरूक होना होगा। जहाँ सरकार का उत्तरदायित्व है कि शैक्षिक वातावरण व व्यवस्था बनाना, वहीं हमारा भी कर्तव्य है कि हम अपने बच्चों को स्कूल भेजे, कैसी भी परिस्थिति हो हर परिस्थिति में अपने बच्चों को शिक्षित करें, तभी हमारा शैक्षिक पिछड़ापन दूर होगा और हम स्वालम्बी व आत्मनिर्भर बनेंगे।

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हरियाणा मे गाड़िया लोहार की वर्तमान सामाजिक ओर सांस्कृतिक प्रस्थिति : एक समाजशास्त्रीय अध्ययन

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समाजशास्त्र विभाग	समाजशास्त्र विभाग	समाजशास्त्र विभाग
कु. वि. कुरुक्षेत्र	कु. वि. कुरुक्षेत्र	कु. वि. कुरुक्षेत्र

सारांश :- वर्तमान शोध कार्य हरियाणा में गाड़िया लोहार की सामाजिक व सांस्कृतिक प्रस्थिति जानने के लिए किया गया हैं। इसमे शोधार्थी ने हरियाणा राज्य के 143 उतरदाताओ का उद्देश्य पूर्ण निदर्शन पद्धति द्वारा चुना। शोध में यह पाया गया कि ज्यादातर उतरदाता अनपढ़ (95.8) हैं ऑर लोहे के कार्य (57.3%) लगे हुए हैं, परन्तु लगभग एक तिहाई लोगो ने अपनी आजीविका के लिए अन्य व्यवसाय को चुना हैं। ज्यादातर उतरदाता (60.8%) गरीब हैं, अर्धात उनकी वार्षिक आय 20000 से कम हैं। ऑर शाकाहारी भोजन का सेवन करते हैं। अधिकतर उतरदाता (87.4%) सरकारी योजनाओ से अनभिघ हैं तथा मनोरंजन के लिए आधुनिक साधनो का प्रयोग करते हैं।

मुख्य शब्द :- गाड़िया लोहार, सामाजिक व सांस्कृतिक प्रस्थिति, शाकाहारी भोजन, मनोरंजन के साधन, योजनाओ की जानकारी।

भूमिका :-

गाड़िया लोहार शब्द बुंदेलखंडी हिन्दी के दो शब्दों से मिलकर बना है गाड़ी + लोहार । गड़िया का अर्थ बैलगाड़ी व लोहार का अर्थ है, लोहे का कार्य करने वाला अर्थात गाड़ी के साथ लोहे का काम करने वाला। गड़िया लोहार भारत के विभिन्न स्थानों पर पाये जाते हैं परंतु ये अलग- अलग स्थानों पर भिन्न-भिन्न नामों से जाने जाते हैं। जैसे कि मध्य प्रदेश में लोहार गड़िया, राजस्थान में गाड़िया लोहार, महाराष्ट्र में लोहार राजपूत, उत्तर प्रदेश में पञ्चीया, ग्वालियर में लोहापित्ता के नाम से जाने जाते हैं। गड़िया लोहार मुख्यतः प्राचीन समय से लोहे के औजारों के कार्य में लगे हुए हैं। वे स्वयं को हिन्दू धर्म से संबधित मानते हैं व हिन्दू सामाजिक स्तरीकरण के अनुसार क्षत्रिय हैं। **शर्मा एवं अन्य (2002)** भारत में कुछ जगहों पर गाड़िया लोहारों को एक प्रकार की घुमंतू जाति माना जाता हैं। **न्यू इनसाइक्लोपीडिया ब्रिटेनिका (1961)** ने घुमंतू परिभाषित किया है अर्धात "जीवन जीने का ऐसा तरीका जिसमें व्यक्ति एक स्थान पर नहीं रहता बल्कि समय-समय पर

आवर्ति ढंग से वह अपना स्थान परिवर्तित करता है"। घुमंतू जाति होने के बावजूद अलग-अलग राज्यों में गड़िया लोहारो को भिन्न-भिन्न श्रेणियों में डाला गया है जैसा कि हरियाणा में इन्हें पिछड़े वर्ग मे रखा गया हैं। जबकि राजस्थान में इन्हें विशेष पिछड़े वर्ग में शामिल किया गया है । गड़िया लोहार समुदाय को लोहे के काम के लिए दूर-दूर की यात्रा करनी पड़ती है और वे दिल्ली,पंजाब उत्तर प्रदेश, मध्य प्रदेश,राजस्थान, गुजरात और महाराष्ट्र में पाये जाते हैं। परंतु इनकी उत्पत्ति राजस्थान राज्य से मानी जाती है। हरियाणा सरकार द्वारा गाड़िया लोहार जाति को राज्य में टपरिवासी समुदाय के रूप में घोषित करने के प्रस्ताव को मंजूरी दी जा चूंकि है। जिससे उदेश्य से भटक रही इस जनजाति की आर्थिक और सामाजिक स्थिति को ऊँचा उठाया जा सके। केंद्र सरकार की ग्रामीण और औधोगिक विकास की प्रस्तुत रिपोर्ट में गाड़िया लोहार समुदाय की खराब सामाजिक- आर्थिक स्थिति को देखते हुए मुख्यमंत्री मनोहर लाल की अध्यक्षता वाली कैबिनेट की एक बैठक में यह फैसला लिया गया है। **(यूनाइटेड न्यूज़ ऑफ इंडिया - 2016)**

गाड़ी लोहारों की ऐतिहासिक पृष्टभूमि

गाड़ी लोहार यह दावा करते हैं कि उनके पैतृक घर चितौड़गढ़ में है जोकि सन् 1568 में मुगल सेना का आधिपत्य स्थापित होने के कारण छोड़ने पड़े। मेवाड़ का शासक उदय सिंह भाग कर पहाड़ियों में छिप गया था। उस समय तक मेवाड़ दिल्ली के मुस्लिम शासकों के अधीन नहीं था। सन 1572 में उदय सिंह की मृत्यु के पश्चात उनके पुत्र महाराणा प्रताप सिंह ने मुगलों के विरुद्ध लड़ाई जारी रखी तथा जीवन के अंतिम समय में अनेक दुर्गों को प्राप्त कर अपने अधीन कर लिया था। उन्होने मरने से पहले अपने मंत्रियों से यह प्रतिज्ञा कारवाई कि साम्राज्य पर किसी भी शत्रु को अधिकार नहीं करने दिया जाएगा। इस प्रकार गाड़ी लोहार के नाम से जाना जाने वाले इस समुदाय ने चितौड़गढ़ को उस समय छोड़ दिया जब यह शत्रु के अधिकार में आ गया था तथा अन्य योद्धाओ के साथ-साथ इन्होंनें भी अपने शत्रुओं के विरुद्ध लड़ाई लड़ी। चितौड़गढ़ के एक छोटे किले के प्रवेश द्वार पर एक शीला लेख की खोज हुई जोकि यह उद्घघोषित करता है कि जब चितौड़गढ़ मुगलों के अधीन हो गया तब से महान योद्धाओं और गाड़ी लोहारों ने किला छोड़ने से पहले निम्न प्रतिज्ञाएँ की :- (1) जब तक चितौड़गढ़ स्वतंत्र नही हो जाता तब तक चितौड़गढ़ नहीं आएंगें (2) घर की छत के नीचे नहीं रहेंगें, (3) न ही दीपक जलाएगें, (4) और रस्सी से पानी नहीं खींचेंगें, (5) खाट पर नहीं सोएँगें । तब से अब तक ये स्वतन्त्रता प्रेमी बैलगाड़ियों मे ही घर बना कर देश के कोने-कोने में भटक रहे हैं। देश की स्वतन्त्रता के सात वर्ष बाद राष्ट्र के नेता और भारत के प्रधानमंत्री श्री जवाहर लाल नेहरू ने चैत्रशुक्ला चतुदर्शी विक्रमसवंत २०१२ बुधवार तदानुसार तारीख 6 अप्रैल 1955 में चित्रकूट में इनको प्रवेश करवा कर इस जाति की प्रतिज्ञा पूरी कराई और मूम्बई, मध्य प्रदेश, मध्य भारत, पंजाब, हिमाचल, अजमेर, भोपाल तथा राजस्थान के मुख्यमंत्री तथा अन्य मंत्रियों ने दुर्ग के प्रवेश द्वार पर इनका अभिवादन किया व भारत सरकार के रक्षा मंत्री डॉ॰ कैलाश नाथ काटजू ने भी इनका सम्मान किया (**मिश्रा -1977**) राजस्थान में भील, बंजारे, घरासिए एवं गाडिय़ा लुहार इन सभी वनवासी जनजातियाँ को विकास का आंशिक लाभ अभी तक भी नहीं मिल पाया है। लम्बे समय से ये जातियाँ अपने पारम्परिक रहन-सहन, खान-पान, रीति-रिवाज एवं पहनावे में ढ़ली हुई तथा पिछड़ेपन की शिकार हैं। वार्षिक योजनाओं में इन जातियों के विकास के लिए सदैव राशि रखी जाती है परंतु आजादी के चार दशक बाद भी सरकारें इनको व्यवस्थित कर पाने में पूर्ण रूप से असमर्थ रही हैं। इन जातियों में गाडिय़ा लुहार राजस्थान का वह वनवासी पिछड़ा समाज है जो महाराणा प्रताप की आन-बान-शान को अपनी धरोहर मानकर आज भी एक गाड़ी में अपना जीवन बिता रहा है। इनकी पुरानी परम्परा होने के कारण विज्ञान के इस युग में भी यह जाति अपने आपको एक स्थान पर आवासित नहीं कर पायी है। राजस्थान में कुछेक स्थानों पर गाडिय़ा लुहारों को बसाने का प्रयास किया गया है परंतु यह इतने कम स्तर पर हुआ जिससे कि हम इस अभिशापित जीवन को पूरी तरह से मिटा हुआ नहीं

मान सकते। ये देशभक्त गाडिय़ा लुहार मूलत: महाराणा प्रताप की सेना है। महाराणा प्रताप ने मेवाड़ की स्वतन्त्रता का शंखनाद कुछ राजपूतों तथा इन्हीं लोगों को लेकर किया। स्वतन्त्रता का सपना पूरा न हुआ लेकिन इन सैनिकों की गौरवशाली पारंपरिक भावना आज भी धोतक है। ये लोग आज भी मकान बना कर रहने के लिए तैयार नही है (**शर्मा चन्द्रकान्त - 2017)**

आधुनिक संस्कृति का प्रभाव:- गड़िया लोहारो पर आधुनिक संस्कृति का प्रभाव पड़ा हैं। कुछ विद्वानो ने अपने शोध कार्यो से इसे दर्शाने की कोशिश की हैं। उनमे से कुछ का वर्णन इस प्रकार हैं जैसे शर्मा व अन्य (2002) अपने अध्ययन से यह दर्शाया कि आमतौर पर इनके गहने चाँदी के होते हैं। पुरुष कानों में मुरकी पहनते है व महिलाएँ बालियाँ, चूड़िया, और बेल्ट पहनती है व साथ ही अंगूठियाँ, सिर की चैन व चाँदी के बने गट्टे पहने हुए होती हैं। पुराने समय में बाजू के ऊपरी हिस्से में हाथी दांत से बना सफ़ेद चूड़ा पहना जाता था। परंतु आज कल यह प्लास्टिक के पहने जाते हैं। समाज के बदलते आधुनिक परिवेश ने इन्हें पूरी तरह से प्रभावित किया है क्योंकि अब गाड़िया लोहार अन्य व्यवसाय तथा परंपरागत व्यवसाय में आधुनिक तकनीकी का प्रयोग करने लगे हैं। जिस से कि इनकी आर्थिक स्थिति कुछ ऊपर उठ सकें। इस प्रकार अब हिन्दी फिल्मों के संगीत सुनना व आधुनिक स्वास्थ्य सुविधाओं का लाभ उठाना, बिजली का प्रयोग, टयूबवैल से पानी का प्रयोग व कुओं से रस्सी के द्वारा पानी लेने लगें हैं। परंतु जीवन के कुछ अन्य भागों में जैसे भाषा, परिधान, धर्म, विवाह, शिक्षा, आभूषणों में कोई परिवर्तन देखने को नहीं मिला है।

मिश्रा पी॰ के॰ (1977) ने अपने इनका अध्ययन **"पूर्वी राजस्थान के गड्डुलिया लोहार"** में गड्डुलिया लोहार की अर्थव्यवस्था और समाज के बारे में मानवजाति अनुसन्धान संबंधी सूचनाएँ इकट्ठी करने को ही मुख्य: उद्देश्य न मानते हुए उनके विभिन्न तथ्यों को समझकर और अनुसंधान करने के उपरांत उनमें आपसी सम्बंध दर्शाने की कोशिश की है। इस अध्यन्न में लेखक गड्डुलिया लोहार के उन मुख्य बिन्दुओं पर कार्य करता है। जो घूमन्तू प्रवृत्ति की जीवन शैली को छोड़ अपने सुनहरे भविष्य के लिए बसना चाहते हैं।

देवेन्द्रा (1997) ने "**सोशसलाइज़ेश्न एंड एजुकेशन ऑफ नोमेड चिलड्रन इन दिल्ली स्टेट**" शीर्षक से शोध कार्य किया। इस शोध का मुख्य उद्देश्य राज्य में रहने वाली तीन समुदाय (गड़िया लोहार, सपेरा, नट) के ऐतिहासिक, सामाजिक सांस्कृतिक पृष्टभूमि का अध्ययन करना। घुमंतू जाति के बच्चों की समाजीकरण और शिक्षा में आने वाली समस्याओं का अध्ययन करना था। इस शोध अध्ययन के लिए शोधकर्ता ने सिर्फ दिल्ली का चुनाव किया। उन्होंने साक्षात्कार अनुसूची तथा अवलोकन पद्धति का उपयोग किया। शोधकर्ता ने अध्ययन में तीनों समुदाय में से प्रत्येक समुदाय से 25 उत्तरदाताओं का चुनाव किया। उन्होंने अपने शोध में पाया की मुख्य रूप से बच्चों का स्कूल नहीं जाने के पीछे उनकी इच्छा का न होना पाया गया। घुमंतू जाति के लोग गरीबी में निर्वाह करते है उनके लिए अपने बच्चों को अच्छा खाना, कपड़े तथा अन्य आवश्यक जरूरते पूरी नहीं कर पाते। इनके बच्चे अधिकतर कमजोर तथा बीमार रहते है क्योंकि वे कुपोषण का शिकार होते हैं।

मिश्रा और कपूर (2008) में अपने शोध अध्ययन **"घुमंतू जाति समूह का पारिस्थितिक अनुकूलन"** में दिल्ली के आजादपुर क्षेत्र में गड्डुलिया लोहारों के विभिन्न क्षेत्रों में अनुकूलन का अध्ययन किया है जिसमें सामाजिक, तकनीकी और वैचारिक विशेषताएँ जो शहरी क्षेत्र की संस्कृति से संबधित हैं को शामिल किया। इस शोध का मुख्य केंद्र पारिस्थितिक अनुकूलन है। जिसमें घुमंतू जाति समूह खुद को शहरी वातावरण के साथ ढाल लेते हैं। इस शोध के लिए मानव विज्ञान संबधी प्रदर्शनों की सूची तकनीक का प्रयोग किया और साक्षात्कार

अनुसूची तकनीक के द्वारा आकड़े इकट्ठे किए गए, साक्षात्कार में उन लोगों को शामिल किया गया जो शहरी वातावरण में रह रहे हैं। शोध में 250 लोगों का साक्षात्कार लिया गया जिसमें 148 पुरुष और 102 महिलाएं शामिल थी। कुल साक्षात्कारदाताओं में से 120 साक्षात्कारदाता साक्षर और 130 अनपढ़ थे। उपरोक्त शोध दर्शाता है कि गड़ुलिया लोहार मुख्यत: कारीगर समाज है, परंतु ये शहरी निवासियों पर निर्भर है। इनका व्यापार इनकी बनाई हुई वस्तुओं की बिक्री और कच्चे माल की प्राप्ति पर निर्भर है। इस शोध का यह निष्कर्ष है कि गड़ुलिया लोहार शहरी क्षेत्र में अनुकूलन होने में सफल रहे हैं और उनकी आर्थिक, सांस्कृतिक और जीवन शैली में परिवर्तन के साथ उन्होंने खुद को शहरी वातावरण के अनुकूल बना लिया है।

पंजवानी अभिनित (2015) ने अपने शोध **'गुड़गाँव के प्रशासन द्वारा गाड़िया लोहार के दुःखद जीवन को उपेक्षित करना'** में बताया हैं कि गुड़गाँव के जलवायु विहार के सामने सेक्टर 56 के सड़क किनारे पर गाड़िया लोहारों की 95 झुगियाँ हैं। कुछ परिवार यहाँ लगभग पिछले 15 सालों से रह रहे हैं। परंतु फिर भी इनके पास साधारण सुविधाओं का अभाव है, जैसे कि इनके पास राशन कार्ड, पीने के लिए साफ पानी, आवास की कमी तथा शिक्षा का अधिकार होने के बावजूद भी इनके बच्चे शिक्षा से वंचित हैं। इन बच्चों को राज्य शिक्षा सर्वेक्षण में शामिल नहीं किया गया। इस समुदाय के लोग पुराने डीलरों के यहाँ सफाई व मजदूरी करने के लिए जाते हैं। इस प्रकार यह लेख बताता है कि गुड़गाँव के सेक्टर 56 के किनारे गड़िया लोहार समुदाय कष्ट भरा जीवन व्यतित कर रहा है।

तेहरानी (2015) ने अपने शोध पत्र "**उदयपुर राजस्थान के गड़िया लोहार जाति का नृजाति वर्णन**" जिसमें इनका उद्देश्य उदयपुर के गड़िया लोहार समाज का पारंपरिक लोहे के हथियार बनाने की कला को वर्णित करना, दूसरा गाड़ी लोहार की गतिशीलता, तीसरा उदयपुर के गाड़ी लोहार समाज के पुरातात्विक आंकड़ों पर नृजाति विज्ञान के आधार पर प्रकाश डालना था जोकि पिछले 20 से 30 साल से उदयपुर में रह रहे हैं। इन्होंने अपने अध्ययन में पाया कि गाड़ी लोहार समाज के लोग आय को परिवार में बांटते हैं। जबकि कुछ परिवार लोहे के औज़ार बनाने के कार्य में सहायता नहीं करते। युवा और बच्चे पारंपरिक परिधान पहनना पसंद नहीं करते शादीशुदा लोग ही इनको पहनते हैं। यह शोध दर्शाता है कि युवा वर्ग एकल परिवार को बढ़ावा दे रहे हैं और वे गाँव में रहन सहन कर रहे हैं। केवल वृद्ध व्यक्ति ही पुरानी मान्यताओं को मान रहे हैं। गाड़ी लोहार समाज अपना परंपरागत चिन्ह गाड़ी को त्याग चुका है। उपरोक्त शोध साहित्य को ध्यान मे रखकर हमने हरियाणा मे गड़िया लोहार कि वर्तमान सामाजिक ऑर सांस्कृतिक प्रस्थिति का एक समाजशास्त्रीय अध्ययन करने कि रूपरेखा तेयार की।

हरियाणा के गड़िया लोहार समुदाय से संबन्धित इस प्रस्तावित शोध मे निम्न पहलुओ को समझने का प्रयास किया गया जो कि इस प्रकार हैं:-

अ. गड़िया लोहार समुदाय की आर्थिक, सामाजिक व सांस्कृतिक स्थिति को जानना।

ब. हरियाणा मे गड़िया लोहार समुदाय की वर्तमान सामाजिक व सांस्कृतिक स्थिति।

स. गड़िया लोहार समुदाय पर आधुनिकता के प्रभावों का विश्लेषण करना।

शोध साहित्य की प्रविधि : -

प्रस्तुत शोध साहित्य में हरियाणा के गड़िया लोहार समुदाय के बदलते सामाजिक व सांस्कृतिक परिवेश को समझने के लिए हरियाणा के जींद, हिसार, कुरुक्षेत्र व कैथल जिले का अध्ययन क्षेत्र के तौर पर चयन किया

गया। इस अध्ययन को पूरा करने के लिए वर्णात्मक अनुसंधान प्ररचना का प्रयोग किया गया एवं उद्देश्य पूर्ण निदर्शन पद्धति द्वारा आंकड़ों के संग्रह की इकाईयों का चयन किया तथा 143 उतरदाताओ से उनके सामाजिक व सांस्कृतिक जीवन को जानने का प्रयास किया गया तथा यह समझने का प्रयास किया गया कि वर्तमान समय मे उनकी सामाजिक व सांस्कृतिक प्रस्थिति क्या हैं? शोधकर्ता के द्वारा उद्देश्यपूर्ण पद्धति का प्रयोग करते हुए जींद, हिसार, कुरुक्षेत्र व कैथल जिले के गड़िया लोहार समुदाय से उत्तरदाताओं का चयन किया गया। प्रथम दृष्टया गाड़िया लोहारों के बारे में कोई सटीक आंकड़े या जानकारी उपलब्ध नहीं हैं। दूसरा यह समुदाय अलग-अलग जगह बस्तियों में रहता है एवं घुमंतू भी हैं। इन परिस्थितियों में शोधकर्ता द्वारा जींद जिले के 4 खंड नरवाना, उचाना, जींद, अलेवा कुरुक्षेत्र जिले के थानेसर, हिसार जिले के बरवाला खण्ड व कैथल से डांड से उत्तरदाताओं का चयन किया गया।

आंकड़े संकलन विधि

तथ्यों के संकलन के लिए प्राथमिक तथा द्वितियक आकड़ों व अवलोकन विधि द्वारा जानकारी एकत्रित की गयी। उत्तरदाताओं के शिक्षा स्तर कम होने के कारण शोध के आंकड़े एकत्रित करने के लिए साक्षात्कार अनुसूची का प्रयोग किया।हमने शोध के लिए जींद जिले के गाँव दानोदा (10), उचाना (7), नरवाना (12), जींद (29), नंगुरा (03), अलेवा (03), अधो (09), हिसार जिले से बरवाला (24), कुरुक्षेत्र के थानेसर (30) तथा कैथल के खंड डांड से 16 उतरदाताओ का चयन किया गया हैं।

सारणी संख्या 1

उत्तरदाताओं का आयु अनुसार वितरण इस प्रकार किया गया है।

आयु अनुसार वितरण	*उत्तरदाताओं की संख्या*	*प्रतिशत*
20-35 वर्ष	27	18.9
36-50 वर्ष	57	39.9
51-65 वर्ष	52	36.4
65 वर्ष व अधिक	07	4.9
कुल	143	100.0

तालिका 1 में उत्तरदाताओं की आयु अनुसार वितरण को दर्शाया गया है। इसमें 39.9 प्रतिशत उत्तरदाता 36 से 50 आयु वर्ग से संबधित है व 36.4 प्रतिशत उत्तरदाता 51 से 65 आयु वर्ग से संबन्धित है, इनमे से अधिकतर पुरुष(94.4%) तथा 95.8 प्रतिशत उतरदाता अनपढ़ पाये गए हैं।

सारणी संख्या 2

उत्तरदाताओं का व्यवसाय

व्यवसाय	*उत्तरदाताओं की संख्या*	*प्रतिशत %*
लोहे का कार्य	82	57.3
मजदूरी	07	4.9
पशुओं का लेन देन	02	1.4

अन्य	04	2.8
परंपरागत कार्य + अन्य कार्य भी	48	33.6
कुल	143	100.0

हमने सारणी 2 मे उत्तरदाताओं के कार्यों का वर्गीकरण किया है जिसमें आधे से अधिक (57.3 प्रतिशत) उत्तरदाता अभी भी लोहे का कार्य करते हैं। एक तिहाई से अधिक (33.6 प्रतिशत) उत्तरदाता एक से अधिक जैसे (परंपरागत कार्य व अन्य) व्यवसाय करते हैं। शोध मे पाया कि अधिकतर उतरदाताओ के 3 से लेकर 5 संख्या मे बच्चो की अधिकता हैं। अधिकतर उतरदाताओ को ग्रामीण व शहरी दोनों क्षेत्रो मे कार्य मिलता हैं।

सारणी संख्या 3

आपकी वार्षिक आय कितनी है?

वार्षिक आय	*उत्तरदाताओं की संख्या*	*प्रतिशत %*
20,000 रुपये या कम	87	60.8
20,001 रुपये से 40,000 रुपये	53	37.1
40,001 रुपये से 60,000 रुपये	1	.7
60,001 रुपये से 80,000 रुपये	1	.7
80,000 रुपये या अधिक	1	.7
कुल	143	100.0

तालिका 3 में उत्तरदाताओं की वार्षिक आय को दर्शाया गया है। 60.8 प्रतिशत उत्तरदाताओं की वार्षिक आय 20.000 रुपए या उस से कम है, जबकि एक तिहाई उत्तरदाताओं की 37.1 प्रतिशत वार्षिक आय 20.000रू से 40.000 रू तथा 0.7 प्रतिशत उत्तरदाताओं की वार्षिक आय 60.000 रू से 80.000 रू है, इसलिए अधिकतर उत्तरदाता 20.000 रू से कम वार्षिक आय से संबधित है।

सारणी संख्या 4

जहाँ आप रहते हैं क्या यह आपका स्थायी निवास स्थान है? यदि नहीं तो क्यों?

कारण	*उत्तरदाताओं की संख्या*	*प्रतिशत %*
सरकार द्वारा अनदेखा	52	36.4
स्वयं नहीं बना सकते	36	25.2
कागजी जानकारी नहीं	35	24.5
फार्म भरते हैं होता कुछ नहीं	07	4.9
स्थाई निवास स्थान	13	9.1
कुल	143	100.0

एक तिहाई 36.4 प्रतिशत उत्तरदाता स्थायी निवास न होने का कारण सरकार द्वारा अनदेखी को मानते हैं।

एक चौथाई (25.2 प्रतिशत) स्वयं घर नहीं बना सकते को चुनते हैं तथा एक चौथाई से कुछ कम (24.5 प्रतिशत) उत्तरदाताओं का कहना है कि उन्हें कागजी जानकारी नहीं है। 86.7 प्रतिशत उतरदाताओ के पास राशन कार्ड बना हुआ हैं, 79.0 प्रतिशत उतरदाताओ के पास हरियाणा का वोटर कार्ड भी हैं, अधिकतर 93.7 प्रतिशत उतरदाताओ के आधार कार्ड बने हुए हैं।

सारणी संख्या 5

क्या आपको सरकारी योजनाओं का लाभ मिलता है?

उत्तरदाताओं की प्रतिक्रिया	*उत्तरदाताओं की संख्या*	*प्रतिशत %*
हाँ	18	12.6
नहीं	125	87.4
कुल	97	100.0

इस तालिका में यह दर्शाया गया है कि अधिकतर उत्तरदाता (87.4 प्रतिशत) को सरकारी योजनाओं का का लाभ नहीं मिला। इसके अलावा दसवें भाग से अधिक (12.6 प्रतिशत) उत्तरदाताओं का मानना है कि हमें सरकारी योजनाओं का लाभ मिलता है। इनमे से सबसे अधिक बुढ़ापा पेंशन का लाभ लेते हैं।

सारणी संख्या 6

आप विवाह समारोह में किस प्रकार के भोजन को वरियता देते हैं?

किस प्रकार के भोजन को वरीयता	*उत्तरदाताओं की संख्या*	*प्रतिशत %*
शाकाहारी	86	60.1
दोनों (शाकाहारी व मांसाहारी)	57	39.9
कुल	143	100.0

कुल उत्तरदाताओं में से दो तिहाई (60.1 प्रतिशत) उत्तरदाता विवाह में शाकाहारी भोजन को महत्व देते हैं तथा एक तिहाई से अधिक (39.9 प्रतिशत) उत्तरदाता शाकाहारी तथा माँसहारी दोनों तरह के भोजन को वरीयता देते हैं। 28.7 प्रतिशत उतरदाताओ ने स्वीकार किया हैं कि वो अपनी स्थिति के अनुसार शादी मे दहेज देते हैं, व 71.3 प्रतिशत उतरदाता विवाह मे दहेज के रूप मे कपड़ा बर्तन व जेवर देते हैं। इसके साथ 97.9 प्रतिशत उतरदाताओ ने माना कि वे अपने पुराने वचनो को नही मानते हैं। गड़िया लोहार समुदाय मे अधिकतर लोग मादक पदार्थों का सेवन करते हैं। शोध मे यह भी पाया गया की अधिकतर उतरदाता 86.7 प्रतिशत परिवार नियोजन को सही मानते हैं।

सारणी संख्या 7

आपके समाज में परिवार में किस प्रकार की सत्ता को महत्व देते हैं?

सत्ता	*उत्तरदाताओं की संख्या*	*प्रतिशत %*
मातृसत्ता	2	1.4
पितृसत्ता	34	23.8
मिश्रित	107	74.8
कुल	143	100.0

तीन चौथाई उत्तरदाता जोकि 74.8 प्रतिशत हैं। परिवार में मिश्रित सत्ता के महत्व को बताया है। इनके

अलावा एक चौथाई (23.8 प्रतिशत) उत्तरदाताओं ने पितृसत्ता को महत्व दिया है अतः इस प्रकार यह बताया जाता है कि गड़िया लोहार समाज में मिश्रित सत्ता का बोलबाला है। तथा सभी उतरदाता गोत्र से बाहर विवाह करने में विशवास रखते हैं। इसके साथ समुदाय मे एकल विवाह पर बल दिया जाता हैं। झगड़े का निपटारा अधिकतर स्वम कर लेते हैं। महिलायो के हाथ मे सता न होते हुए भी इनके समुदाय मे महिलाओ को घर ओर घर के बाहर दोनों तरह के कार्य करने कि अनुमति जरूर होती हैं।

सारणी संख्या 8

आप मनोरंजन के लिए किस प्रकार के साधनों को अपनाते हैं?

साधन	*उत्तरदाताओं की संख्या*	*प्रतिशत %*
टी॰वी॰ व फोन	35	24.5
फोन	81	56.6
रेडियों	2	1.4
सभी	4	2.8
कोई साधन नहीं	21	14.7
कुल	143	100.0

सारणी 8 मे दर्शाया हैं कि आधे से अधिक 56.6 प्रतिशत उत्तरदाता फोन का उपयोग करते है व एक चौथाई उत्तरदाता टी॰वी॰ व फोन दोनों का प्रयोग करते है तथा दसवां भाग से अधिक उत्तरदाता किसी भी तरह के मनोरंजन के साधन उपयोग नहीं करते व ऐसे उत्तरदाताओं की संख्या बहुत कम थी। अधिकतर लोग स्थानीय संस्कृति के लोकगीत पसंद करते हैं।

सारणी संख्या 9

आप आधुनिक वस्त्र पहनते हैं? यदि हाँ तो किस समय पर?

उत्तरदाताओं की प्रतिक्रिया	*उत्तरदाताओं की संख्या*	*प्रतिशत %*
त्यौहार	3	2.1
प्रतिदिन	66	46.2
नहीं पहनते	74	51.7
कुल	143	100.0

51.7 प्रतिशत उत्तरदाताओं ने आधुनिक वस्त्रों के प्रयोग को नकारा हैं जैसे पैंट शर्ट, कुर्ता पजामा, टोपी, जूते आदि। वहीं लगभग आधे (46.2%) नें आधुनिक वस्त्रों को प्रतिदिन की दिनचर्या में प्रयोग की बात कहीं तथा 2.1 प्रतिशत ने बताया कि वे केवल त्योहारों पर ही आधुनिक वस्त्र पहनते हैं। 90.2 प्रतिशत गड़िया लोहार शहरी वातावरण को ग्रामीण वातावरण से सही माना हैं। गड़िया लोहार समुदाय के लोग आडुनिक सुख सुविधाओ का उपयोग भी करते हैं। अभी भी अधिकतर लोग मिट्टी के चुहले का परयोग करते हैं। इस प्रकार हम यह कह सकते हैं कि गाड़िया लोहार समाज में युवा पीढ़ी पर आधुनिकता का प्रभाव पड़ा हैं।

निष्कर्ष:-

वर्तमान शोध से पहले हरियाणा राज्य में गाड़िया लोहार समाज का अध्ययन नगण्य है। शोध को पूर्ण करने के लिए वर्णात्मक अनुसंधान विधि के साथ उदेश्यपूर्ण निदर्शन पद्धति द्वारा आकड़ों का संग्रह किया गया है।

शोध के दौरान हमने पाया है कि गाड़िया लोहार समाज के लोगों का अपने रहन सहन के निम्न स्तर के लिए प्रशासन तथा स्थानीय लोगों को जिम्मेदार बताते हैं। एकत्रित आकड़ों के विश्लेषण से यह ज्ञात होता है कि अधिकतर उत्तरदाता विवाहित है। कुल उत्तरदाताओं में से अधिकांश उत्तरदाता अनपढ़ पाये गए हैं। एक तिहाई से अधिक 39.9 प्रतिशत उत्तरदाता शाकाहारी तथा माँसहारी दोनों तरह के भोजन को वरीयता देते हैं।इसके साथ साथ इस समुदाय के कुछ लोग मादक पढ़ार्थों का भी सेवन करते हैं। जींद व कुरुक्षेत्र में उत्तरदाताओं का निवास अधिक पाया गया है । गड़िया लोहार समुदाय के लोग राजस्थान को ही अपना स्थायी निवास स्थान मानते हैं, 93.7 प्रतिशत उत्तरदाताओं के आधार कार्ड बने हुए हैं। तीन चौथाई उत्तरदाता जोकि 74.8 प्रतिशत हैं। परिवार में मिश्रित सत्ता के महत्व को बताया है। इनके अलावा एक चौथाई 23.8 प्रतिशतउत्तरदाताओं ने पितृसत्ता को महत्व दिया है, 44.8 प्रतिशतउत्तरदाताओं ने बताया है कि वे लड़कियों को स्कूल भेजते हैं। में आधे से अधिक 58.7 प्रतिशत उत्तरदाताओं के घर में मिट्टी के चूल्हे का प्रयोग करते हैं। उत्तरदाताओं के अनुसार उनके प्रति स्थानीय लोगों का व्यवहार अच्छा है। अधिकांश गाड़ी लोहारों की संस्कृति पर स्थानीय संस्कृति का प्रभाव है। हरियाणवी संस्कृति का प्रभाव सबसे अधिक बच्चों पर पड़ा है। जिसमें एक तिहाई से अधिक उत्तरदाताओं का स्थानीय लोगों के साथ सभी तरह का लेंन देंन है। अधिकांश उत्तरदाता इस पक्ष में हैं कि उनकी वेशभूषा पर स्थानीय संस्कृति का प्रभाव पड़ा हैं। 36-50 आयु वर्ग के अधिकतर उत्तरदाता 20000 से कम वार्षिक आय से संबधित हैं। इस आयु वर्ग के उतरदाता 20001 से 40000 आय वर्ग मे भी अधिकता मे हैं। आधे से कुछ अधिक लोग मादक पदार्थों का सेवन करते हैं। जिनमे से 36-50 आयु वर्ग वाले अधिक पाये गए हैं इसके बाद 51 से 65 आयु वर्ग वाले लोग अधिक हैं जो मादक पदार्थों का सेवन करते हैं। 65 से अधिक आयु वर्ग मे सबसे कम पदार्थों का सेवन किया जाता हैं। अधिक लोगो का मानना हैं कि महिलाओं को निर्णय लेने का अधिकार हैं इनमे से अधिक 36से 50 आयु वर्ग के लोग शामिल हैं उसके बाद 51 से 65 आयु वर्ग वाले लोग महिलाओ के निर्णय लेने कि बात का समर्थन करते हैं। अंत हम कह सकते हैं की हमारी शोध मे हरियाणा मे गड़िया लोहार समुदाय की सामाजिक सांस्कृतिक स्थिति पहले से बदल गयी हैं वर्तमान मे गड़िया लोहार समुदाय पर हरियाणा की सांस्कृतिक पहलुओ का असर देखा गया हैं। वर्तमान मे गड़िया लोहार समुदाय मे आधुनिकता को देखा जा सकता हैं।

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जषपुर जिले में अनुसूचित जनजातियों में शिक्षा एवं शिषु मर्त्यता दर : एक भौगोलिक अध्ययन

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सारांश

अनुसूचित जनजाति समाज का सर्वाधिक उपेक्षित एंव पिछड़ा वर्ग है, जिनका जीवन स्तर अत्यंत निम्न एंव इनकी शिशु मर्त्यता दर उच्च हे। अतः सम्पूर्ण समाज के चतुर्दिक विकास एंव शिशु मर्त्यता दर में कमी लाने के लिए आदिवासियों में शैक्षणिक विकास करना आवश्यक ही नहीं , किन्तु अनिवार्य भी है । 1961 के पश्चात शासनद द्वारा कियान्वित महिला साक्षरता अभियान के अर्न्तगत आदिवासी महिलाओं की साक्षरता में वृद्धि हुई , किन्तु यह वृद्धि आंशिक ही कही जा सकती है, क्योंकि वांछित उद्देश्य की पूर्ति लक्ष्य से काफी दूर है। अनुसूचित जनजातियों के पारम्परिक रुढ़िवादिता, सामाजिक –धार्मिक मान्यताओं तथा जातिगत बंधनों के कारण इनमें शिक्षा के प्रति असीम उदासीनता पाई जाती है। मानव साभ्यता एंव संस्कृति से दूर वनाच्छादित एंव पिछड़े भागों में आवासित अनुसूचित जनजातियों के शिशु मर्त्यता दर को कम करने के लिए इनमें शिक्षा का प्रसार –प्रचार अत्यावश्यक है।

सार शब्द – मर्त्यता, नवजात, नवजातोत्तर।

प्रस्तावना

मानव समाज के अपेक्षित विकास कम में शिक्षा एक ऐसा महत्वपूर्ण साधन है, जिसके माध्यम से गरीबी उन्मूलन, परम्परावादी रूढ़ियों व रीतियों का परिमार्जन कर सामज में वैज्ञानिक परिवेश सृजनकर मानव संसाधन में उच्चतर मानवीय मूल्यों का प्रतिस्थापन सरलता से संभव हो पाता है। साथ शिक्षा के विकास से शिशु मर्त्यता को कम किया जा सकता है। शिशु मर्त्यता को प्रभावित करने वाले प्रमुख कारकों में

शिक्षा महत्वपूर्ण भूमिका निभाती है।निरक्षरता विकास के कार्यक्रमों की सफलता में बाधक सिद्ध होती है। जषपुर जिले में अनुसूचित जनजातियों में षिषु मर्त्यता दर 80•5 प्रति हजार है। जिले में षिषु मर्त्यता दर बालकों में 90ण्1 प्रति हजार तथा बालिकाओं में 62•6 प्रति हजार है। जिले में नवजात मर्त्यता दर 54•4 प्रति हजार है। इसमें से 22•8 प्रति हजार प्रारंभिक नवजात मर्त्यता दर है। नवजातोत्तर मर्त्यता दर 26•0 प्रति हजार है। जिले में प्रारंभिक नवजात मर्त्यता दर बालकों में 26•5 प्रति हजार तथा बालिकाओं में 18•5 प्रति हजार कम है। इसी प्रकार नवाजात मर्त्यता दर बालकों(63.6प्रति हजार)से बालिकाओं (44.2प्रति हजार) में कम है। षिषु मर्त्यता दर से आषय जीवन के प्रथम वर्ष की मृत्यु से है। प्रथम वर्ष में होने वाली मृत्यु की संख्या आयु के अन्य वर्ष के अपेक्षा अधिक होती है, षिषु मर्त्यता दर को कहते हैं। षिषु मर्त्यता दर एक अत्यंत संवेदनषील सूचक है, जो एक देष की स्वस्थ्य की दषाओं की ओर संकेत करता है। जिस देष में षिषु मर्त्यता दर जितनी कम होगी, उस देष की जीवन स्तर और लोगों के स्वस्थ्य का स्तर उतना ही उच्च होगी।

अध्ययन क्षेत्र

यह शोध पत्र छत्तीसगढ़ के उत्तर – पूर्वी भाग में स्थित जषपुर जिले (अक्षांषीय विस्तार 22^{0}16′38′′ से 23^{0}15′ उत्तरी अक्षांश तथा 83^{0}23′36′′ से 84^{0}8′43′′ पूर्वी देशांतर मध्य स्थित है। इसका कुल क्षेत्रफल 6,088 वर्ग किलोमीटर तथा कुल जनसंख्या 6,56,352 है।) में शिशु मर्त्यता से संबंधित है। जिले की कुल जनसंख्या का 7.2 प्रतिषत अनुसूचित जाति एवं 65.4 प्रतिशत अनुसूचित जनजाति है।

आंकड़ों के स्रोत एवं विधि तंत्र

प्रस्तुत षोध पत्र का अध्ययन प्राथमिक आंकड़ों पर आधारित है। इस अध्ययन हेतु जशपुर जिले के 8 विकासखंडों में से प्रत्येक से पांच गांव का चयन प्रतिचयन यादृच्छित विधि द्वारा किया गया है। ग्रामों का सर्वेक्षण कार्य 2006 में की गई है। गांव के केवल उन्हींअनुसूचित जनजाति महिलाओं से सूचना एकत्र की गई है, जिन्होंने गत 5 वर्षों में किसी शिशु को जन्म दिया हो अथवा जिनकी शिशु की मृत्यु हुई हो इन महिलाओं में उरांव (3583), गोंड़(810), कंवर(604), नगेसिया(270), कोरवा (181), खरिया(145), भूईंहार (131), अगरिया (69), तथा अन्य जनजाति (113) महिलाएं सम्मिलित है। इन परिवारों से शिशु मृत्यु तथा उनकी प्रभावित करने वाले आर्थिक कारक संबंधी सूचना एकत्र की गई है। आंकड़ों के संकलन के लिए तीन प्रकार की अनुसूची का प्रयोग किया गया है– प्रथम ग्रामीण, द्वितीयक पारिवारिक एवं तृतीय व्यक्तिगत।

अध्ययन का विष्लेषण

जैन एंव नाग (1985)के अनुसार मरणशीलता पर पुरुष शिक्षा के बजाय स्त्री शिक्षा का प्रभाव अधिक पड़ता है। स्त्री शिक्षा शिशु मर्त्यता दर और बाल मर्त्यता दर को कम करने में महत्वपूर्ण भूमिका निभाती है। उच्च मरणशीलता का प्रमुख कारण विवाह की आयु कम होना और स्त्री शिक्षा में कमी होना है। स्त्री शिक्षा के द्वारा ही उनका स्तर ऊँचा होता है,और वे नई–नई जानकारियों के सम्पर्क में आते हैं। भुवन (1985)ने शिक्षा और शिशु मर्त्यता दर के बारे में दर्शाया है कि शिशु मर्त्यता दर में वृद्धि का प्रमुख कारण है कि लोग शिक्षा के अभाव के कारण परिवार नियोजन की विधियों को अपनाने से कतराते हैं साथ ही कम आयु विवाह करने एंव अधिक संतानोत्पत्ति के कारण वे मरणशीलता के शिकार होते चले जाते हैं। कांतन अंजली (1980)के अनुसार शिक्षा एक अप्रत्यक्ष कारक है,शिक्षा ही विवाह की आयु को निर्धारित कर शिशु के जीवित रहने की दर में वृद्धि होती है। यह तीन प्रकार से कार्य करती है, प्रथम – अच्छे स्वास्थ्य और व्यक्तिगत देखभाल के द्वारा ,द्वितीय –स्वास्थ्य सेवाओं के उचित उपयोग के द्वारा एंव तृतीय –बच्चों की गुणात्मक सुधार के द्वारा।' शिशु मर्त्यता दर को कम करने में माता और पिता दोनों की शिक्षा महत्वपूर्ण है। "शिशु मर्त्यता दर पर शिक्षा का प्रभाव दो अन्र्तसंबंधित तत्वों द्वारा पड़ता है। प्रथम –विवाह की आयु और द्वितीय –परिवार नियोजन की विधियों द्वारा । उच्च शिक्षित व्यक्तियों को जन्म नियंत्रण के साधनों

का ज्ञान अधिक होता है और वे अन्य लोगों की अपेक्षा जन्म नियंत्रण के साधनों का उपयोग अधिक करते हैं" (संयुक्त राज्य, 1979)।

अनुसूचित जनजाति समाज का सर्वाधिक उपेक्षित एंव पिछड़ा वर्ग है, जिनका जीवन स्तर अत्यंत निम्न एंव इनकी शिशु मर्त्यता दर उच्च हे। अतः सम्पूर्ण समाज के चतुर्दिक विकास एंव शिशु मर्त्यता दर में कमी लाने के लिए आदिवासियों में शैक्षणिक विकास करना आवश्यक ही नहीं , किन्तु अनिवार्य भी है । 1961 के पश्चात शासनद द्वारा क्रियान्वित महिला साक्षरता अभियान के अर्न्तगत आदिवासी महिलाओं की साक्षरता में वृद्धि हुई , किन्तु यह वृद्धि आंशिक ही कही जा सकती है, क्योंकि वांछित उद्देश्य की पूर्ति लक्ष्य से काफी दूर है। अनुसूचित जनजातियों के पारम्परिक रुढ़िवादिता, सामाजिक –धार्मिक मान्यताओं तथा जातिगत बंधनों के कारण इनमें शिक्षा के प्रति असीम उदासीनता पाई जाती है। मानव साभ्यता एंव संस्कृति से दूर वनाच्छादित एंव पिछड़े भागों में आवासित अनुसूचित जनजातियों के शिशु मर्त्यता दर को कम करने के लिए इनमें शिक्षा का प्रसार –प्रचार अत्यावश्यक है।

माता की शिक्षा

महिलाओं में शिक्षा का उच्च स्तर आधुनिकता एंव उच्च सामाजिक स्तर का सूचक माना जाता है। साथ ही स्त्री शिक्षा और मर्त्यता दर में -णात्मक संबंध पाया जाता है। साक्षर महिलाओं में सामान्यतः शिशु मर्त्यता दर कम पाई जाती है अशिक्षित समाज में अज्ञानता, अंधविश्वास, भाग्यवादित , रुढ़िवादिता होना तथा परिवार नियोजन , परिवार कल्याण एंव चिकित्सा के उपयोग को न लाया जाना शिशु मर्त्यता दर को बढ़ाना है। शिक्षित महिलाओं में अशिक्षित महिलाओं की तुलना में शिशु मर्त्यता दर कम होती है, इयका मूल कारण शिक्षित महिलाएं शिशु कल्याण, स्वास्थ्य तथा बच्चों के पालन –पोषण के उत्तरदायित्व को समझती हैं काल्डवेल (1979) ने अपने अध्ययन में मातृत्व शिक्षा का शिशु मर्त्यता दर पड़ने वाले प्रभाव को देखा और यह पाया कि मातृत्व शिक्षा से शिशु मर्त्यता दर कम होती है। मातृत्व शिक्षा के कारण पारिवारिक ढाँचों में अमूल परिवर्तन हो सकता है, जो लम्बे समय तक शिशु मर्त्यता दर तथा प्रजननता को प्रभावित करता है। शिक्षा जनांकिकीय परिवर्तन में महत्वपूर्ण भूमिका निभाती है। कृष्णमूर्ति एंव राजन (1999)ने शिशु मर्त्यता दर एंव उनके जीवित रहने की संभावनाओं का अध्ययन किया है। प्रारंभिक दिनों से शिशु मर्त्यता दर को घटाने एंव उन पर नियंत्रण करना आसान है, इसलिए शिशु के जीवित रहने की संभावनाओं को इसी स्तर पर सुरक्षित किया जा सकता है, जो स्त्री शिक्षा द्वारा संभव है।

राजाराम (2000) ने भारत में शिशु जन्म एंव शिशु मर्त्यता दर का अध्ययन किया, तथा पाया कि जन्म दर एंव मृत्यु दर में कमी आई हैं। परन्तु अधिक जनसंख्या वाले प्रदेशों में यह कम नहीं आई हैं शिशु मर्त्यता दर उर्वरता को प्रभावित करती है, क्योंकि एक शिशु की मृत्यु के बाद दम्पति को दूसरे शिशु कह कामन रहती है।शिक्षित महिला को अच्छे–बुरे का ज्ञान हो जाता है। उनकी मानसिकता में बदलाव के कारण उनके आर्थिक स्वतंत्रता , सामाजिक स्तर और स्वंय की स्वतंत्रता को बल मिलता है। जैन एंव मणीनाग (1985) के अनुसार 'स्त्री शिक्षा, शिशु मर्त्यता दर को कम करने में महत्वपूर्ण भूमिका निभाती है। विकासशील देशों में शिशु मर्त्यता दर में कमी का मुख्य कारण स्त्री–शिक्षा में वृद्धि एंव महिलाओं के विवाह की आयु में वृद्धि होना है। परिवार नियोजन की विधियों का उपयोगी तथा प्रजनन संबंधी विचारों में परिर्वतन स्त्री शिक्षा द्वारा ही स्त्रियों की शिक्षा के साथ शिक्षा स्तर भी शिशु भी मर्त्यता दर को प्राप्त करती है। प्राथमिक स्तर तक शिशित महिलों में शिशु मर्त्यता दर शिक्षा महिलाओं में अपेक्षा अधिक होती है। अर्थात ज्यों– ज्यों स्त्री –शिक्षा में वृध्दि होती। त्यों–त्यों शिशु मर्त्यता दर में गिरावट आती है। भारत जैसे विकासशील क्षेत्रों में शिक्षा का प्रचार –प्रचार तभी संभव है, जब भारतीय ग्रामीण परिवेश की महिलाओं शिक्षा का पूर्ण प्रसार हो जाए । क्योंकि "ग्रामीण क्षेत्रों में प्रायः लड़कियों की शिक्षा प्रति परिवार द्वारा उदासीनता बरती जाती है, यद्यपि कुछ प्रगतिशील परिवारों प्राथमिक अथवा माध्यमिक शिक्षा –स्तर तक स्वीकृत हुआ है, परन्तु लड़कियां पढ़ाने –लिखाने के प्रति उदासीनता का सामान्य भाव ग्रामीण परिवेश वाले लोगों से अभी पूरी तरह से समाप्त नहीं हुआ है" (मनीष मिश्रा,राष्ट्रीय सहारा, 13 जनू ,गोरखपुर)।

जशपुर जिले में अनुसूचित जनजातियों में 72.7 प्रतिशत महिलाएँ साक्षर हैं।कुल साक्षर माहिलाओं में 39.0 प्रतिशत महिला मात्र साक्षर,36.3 प्रतिशत महिला प्राथमिक स्तर,14.9 प्रतिशत महिला माध्यमिक और 8.3 प्रतिशत महिला हाई तथा स्कूल स्तर तक शिशित है। जिले में मात्र 1.2 प्रतिशत महिला उच्चतर माध्यमिक 0.4 प्रतिशत महिला स्नातक और उससे अधिक शिशित हैं। उल्लेखनीय है कि जिले में शिक्षा के स्तर में वृद्धि के साथ महिला साक्षरता के प्रतिशत मे क्रमशः कमी हुई।

सारणी 5.1

जशपुर जिला : माता का शैक्षणिक स्तर एंव शिशु मर्त्यता दर, 20

शैक्षणिक स्तर	माता की संख्या	जीवित जन्म	शिशु मर्त्यता	शिशु मर्त्यता दर (प्रति)
स्तातक और उससे अधिक	05	07	–	–
उच्चतर माध्यमिक	17	24	–	–
हाई स्कूल	118	166	02	15.0
माध्यमिक	211	294	04	13.6
प्राथमिक	518	730	28	38.4
मात्र साक्षर	556	815	48	58.9
निरक्षर	535	809	147	181.7
योग	1961	2845	229	80.5

जशपुर जिले में अनुसूचित जनजातियों में कुल साक्षर माताओं में शिशु मर्त्यता दर 40.3 प्रति है । मात्र साक्षर माताओं में शिशु मर्त्यता दर 58.9 प्रति हजार है। जिनमें प्रारंभिक नवजात मर्त्यता दर 19.6 प्रति हजार तथा नवजात मर्त्यता दर 44.2 प्रति हजार हैं। जिले में प्राथमिक स्तर तक शिक्षित माता में शिशु मर्त्यता दर 38.4 प्रति हजार , माध्यमिक स्तर पर 13.6 प्रति हजार तथा हाई स्कूल स्तर पर 12.0 प्रति हजार हैं। जिले में निरक्षर माताओं में शिशु मर्त्यता दर 48.2 प्रति हजार और नवजात मर्त्यता दर 119.9 प्रति हजार सर्वाधिक हैं। शिशु मर्त्यता दर कुल साक्षर माता से निरक्षर माता में चार गुना अधिक है। निरक्षर माता मे नवजात मर्त्यता दर कुल शिशु मर्त्यता दर का 42.2 प्रतिशत है। “शिक्षित माता सामान्यत: स्वास्थ बच्चों को जन्म देती है , क्योंकि वे अशिक्षित माता की तुलना में स्वंय भी स्वस्थ होती है। साथ ही शिक्षित माता निरक्षर माता से बच्चों को स्वास्थ वातावरण और पोषक भोजन देती हैं। शिक्षित माता स्वास्थ्य सुविधाओं के संबंध में अधिक सूचना रखती है , और बीमार बच्चों के इलाज के लिए परिवार को निर्णय लेने में अधिक प्रभावित करती हैं” (वर्ल्ड बैंक ,1993) । अतः स्पष्ट है, कि शैक्षणिक स्तर में वृद्धि के साथ शिशु मर्त्यता दर घटने लगता है।

जशपुर जिले में अनुसूचित जनजातियों में सबसे अधिक साक्षर माता उरांव जनजाति में 80.9 प्रतिशत है , जबकि सबसे कम कोरवा जनजाति में 4.3 प्रतिशत है। जिले में साक्षर माता भुइंहार में 79.1 प्रतिशत , अघरिया में 78.3 प्रतिशत , कंवर में 68.6 प्रतिशत , नगेसिया में 66.7 प्रतिशत ,गोंड में 65.2 प्रतिशत और खरिया में 41.7 प्रतिशत है। जिले में प्राथमिक और उससे अधिक शिक्षित माता का प्रतिशत सबसे अधिक भुमिया जनजाति (55.8 प्रतिशत) और सबसे कम गोंड़ (25.8 प्रतिशत) में है। उरॉव जनजाति में (53.8 प्रतिशत) प्राथमिक माता अथवा मात्र साक्षर हैं। प्राथमिक और उससे अधिक शिक्षित माता कंवर में 39.3 प्रतिशत, अघरिया में 39.1 प्रतिशत, नगेसिया में 28.1 प्रतिशत और खरिया में 27.1 प्रतिशत है। जिले में हाई स्कूल और उससे अधिक शिक्षित माता सबसे अधिक भूमिया में 11.6 प्रतिशत उरॉव में 9.7 प्रतिशत और अघरिया में 8.7 प्रतिशत है। जबकि कंवर में 3.1 प्रतिशत, गोंड़ में 2.6 प्रतिशत और खरिया 2.1 प्रतिशत माता ही हाई स्कूल और उससे अधिक शिक्षित हैं।

सारणी 5.5

जिला जशपुर : विकासखण्डानुसार माता की शिक्षा और शिशु मर्त्यता दर ,2006

शैक्षणिक स्तर	विकासखण्ड								
	बगीचा	कांसाबेल	कुनकुरी	फरसाबहार	जशपुर	म्नोरा	पत्थलगाँव	दुलदुला	कुल
स्नातक	–	–	–	–	–	–	–	–	–
उच्च.मा.	–	–	–	–	–	–	–	–	–
हाई स्कूल	–	–	69.0	–	–	–	–	–	12.0
माध्यमिक	–	–	55.6	60.6	–	–	–	–	13.6
प्राथमिक	41.7	69.8	65.8	81.4	45.5	–	14.5	27.4	38.4
मात्र साक्षर	53.1	57.5	43.0	164.2	–	93.0	19.6	78.9	58.5
निरक्षर	301.1	236.2	177.2	68.2	97.5	148.5	202.5	41.7	181.7
कुल	125.6	112.0	86.8	86.8	85.7	61.6	46.2	39.3	80.5

जशपुर जिले में विभिन्न विकासखण्डों में साक्षर माता के प्रतिशत एंव शिशु मर्त्यता दर में सार्थक -णात्मक सहसंबंधन (–.80) पाया गया है। कुनकुरी में साक्षर माता का प्रतिशत सर्वाधिक 77.7 प्रतिशत है। साक्षर माता का प्रतिशत पत्थलगाँव में 82.8 प्रतिशत, मनोरा में 75.9 प्रतिशत और दुलदुला विकासखण्ड में 75.3 प्रतिशत उच्च है। उल्लेखनीय है। कि इन विकासखण्डों में शिशु मर्त्यता दर कम है। शिशु मर्त्यता दर पत्थलगाँव में 46.2, मनोरा में 61.6 और दुलदुला विकासखण्ड में 39.3 प्रति हजार है। (मानचित्र क्रमांक 5.1)।

पिता की शिक्षा

शिशु मर्त्यता दर को प्रभावित करने वाले कारकों में पिता की शिक्षा भी महत्वपूर्ण है। पिता के शैक्षणिक स्तर और शिशु मर्त्यता दर में विपरीत संबंध होता है। "पुरुष शिक्षा बजाए स्त्री शिक्षा का प्रभाव शिशु मर्त्यता दर पर अधिक पड़ता है" (जैन एंव मणीना 1985)। शैक्षणिक स्तर में वृद्धि के साथ शिशु मर्त्यता दर कमी होती है। शिशु मर्त्यता दर कम शिक्षित पतियों में अधिक और उच्च शिक्षित पतियों में कम पायी जाती है। "म की शिक्षा सामाजिक–आर्थिक कारकों का अच्छा सूचक है, जो शिशु मर्त्यता दर को स प्रभावित करती है" (हुबक्राफ्ट, 1993, देसाई एवं ऐवी 1998)। उच्च शिक्षा प्राप्त पिता–माता के स्वास्थ्य एवं बच्चे की उचित पालन–पोषण पर ध्यान देता है। परि नियोजित की विधियों के उपयोग की ओर ध्यान देता है, जिसका प्रभाव शिशु मर्त्यता पर पड़ता है।

जशपुर जिले में अनुसूचित जनजातियों में 82.0 प्रतिशत पिता साक्षर हैं। कुल साक्षर पिता में से 28.3 प्रतिशत पिता मात्र साक्षर और 33.5 प्रतिशत पिता प्राथमिक स्तर तक शिक्षित हैं। कुल साक्षर पिता में से 15.9 प्रतिशत माध्यमिक स्तर, 17.0 प्रतिशत हाई स्कूल तथा 4.4 प्रतिशत उच्चतर माध्यमिक तक शिक्षित हैं। स्नातक और उससे अधिक शिक्षित पिता का प्रतिशत मात्र 0.9 प्रतिशत है।

सारणी 5.6

जशपुर जिला : पिता का शैक्षणिक स्तर एवं शिशु मर्त्यता दर, 2006

शैक्षणिक स्तर	पिता की संख्या	जीवित जन्म	शिशु मर्त्यता	दर(प्रति हजार)
स्नातक और उससे अधिक	15	21	–	–
उच्चतर माध्यमिक	70	85	02	23.5
हाई स्कूल	273	386	–	–
माध्यमिक	256	356	11	30.9
प्राथमिक	539	770	32	41.6
मात्र साक्षर	456	716	49	68.4
निरक्षर	352	511	135	264.2
योग	**1961**	**2845**	**229**	**80.5**

जशपुर जिले में अनुसूचित जनजातियों में साक्षर पिता में शिशु मर्त्यता दर 40.2 प्रति हजार है, जबकि निरक्षर पिताओं में शिशु मर्त्यता दर **264.2** प्रति हजार है। जिने में शैक्षणिक स्तर में वृद्धि के साथ शिशु मर्त्यता दर में क्रमशः कमी हुई है। निरक्षर पिता में नवजात मर्त्यता दर (**187.9** प्रति हजार) तथा नवजातोत्तर मर्त्यता दर (**76.3** प्रति हजार) सर्वाधिक है। मात्र साक्षर पिता में शिशु मर्त्यता दर 68.4 प्रति हजार है, जिसमें नवजात मर्त्यता दर 43.3 प्रति हजार है। प्राथमिक स्तर तक शिक्षित पिता में शिशु मर्त्यता

दर 41.6 प्रति हजार है। इसी प्रकार माध्यमिक और उच्चतर माध्यमिक स्तर तक शिक्षित पिताओं में शिशु मर्त्यता दर घटकर क्रमशः 39.9 प्रति हजार तथा 23.5 प्रति हजार है। (सारणी 5.5)

जशपुर जिले में अनुसूचित जनजातियों में साक्षर पिता में सबसे अधिक अघरिया में 95.7 प्रतिशत है, तथा सबसे कम कोरवा जनजाति में 13.0 प्रतिशत है। साक्षर पिता भुंइहार में 88.4 प्रतिशत, उरॉव में 85.3प्रतिशत, गोड़ में 82.0 प्रतिशत, कवर में 81.6 प्रतिशत, नगेसिया में 80.9 प्रतिशत तथा खरिया में 52.1 प्रतिशत है।

सारणी 5.8

जनजातिवार पिता की साक्षरता, 2016

जति	साक्षर पिता	
	संख्या	प्रतिशत
अघरिया	25	95.7
भुंइहार	42	88.4
उरॉव	1034	85.3
गोड	219	82.0
क्वर	156	81.6
नगेसिया	68	80.9
खरिया	25	52.1
कोरवा	09	13.0
अन्य	31	33.0
योग	**1609**	**81.2**

शैक्षणिक स्तर में वृद्धि के साथ शिशु मर्त्यता दर में कमी होती है। कम शिक्षित पतियों में शिशु मर्त्यता दर अधिक और उच्च शिक्षित पतियों में शिशु मर्त्यता दर कम पाई जाती है। जिले में हाई स्कूल एवं उससे अधिक शिक्षित पिता में सबसे अधिक भुंइहार जनजाति में 18.6 प्रतिशत तथा सबसे कम गोड़ जनजाति में 7.1 प्रतिशत है। जिले में उरॉव जनजाति के निरक्षर पिताओं में शिशु मर्त्यता दर 279.6 प्रति हजार है, जो उच्चतर माध्यमिक स्तर तक शिक्षित पिता में कम होकर 27.0 प्रति हजार है। इसी प्रकार नगेसिया में निरक्षर पिता में शिशु मर्त्यता दर 207.4 प्रति हजार है, जो प्राथमिक स्तर तक शिक्षित पिता में होकर 66.7 प्रति हजार है। भुंइहार में निरक्षर पिता में शिशु मर्त्यता दर 248.6 प्रति हजार और प्राथमिक स्तर तक शिक्षित पिता में शिशु मर्त्यता दर 95.2 प्रति हजार है। उरॉव जनजाति में मात्र साक्षर पिता में शिशु मर्त्यता दर 74.4 प्रति हजार और प्राथमिक स्तर तक शिक्षित पिता में 31.1 प्रति हजार है। संक्षेप में शैक्षणिक स्तर में वृद्धि के साथ शिशु मर्त्यता दर में ह्रास हुआ है।

साक्षर पिता का प्रतिशत पत्थलगाँव में 91.1 प्रतिशत, दुलदुला में 87.4 प्रतिशत और मनोरा में 83.6 प्रतिशत है। उल्लेखीय है कि इन तीनों विकासखण्डों में शिशु मर्त्यता दर भी अपेक्षाकृत कम है (मानचित्र

कमाकं 5.2) । विभिन्न विकासखण्डों में साक्षर पिता के प्रतिशत और शिशु मर्त्यता दर में सार्थक -णात्मक सहसंबंध (-.74) पाया गया है। यह सहसंबंध की मात्रा से कम है।

दम्पति का शैक्षणिक स्तर

दम्पति का शैक्षणिक स्तर शिशु मर्त्यता दर को बहुत अधिक प्रभावित करती है। मूर्ति ममता एवं अन्य (1995) ने भारत के जिला स्तर पर मृत्यु दर एवं प्रजननता का विश्लेषण लिंग के आधार पर किया है। उन्होंने शिशु मर्त्यता दर एवं कुल प्रजननता दर में लिंग अंतर को रोकने के लिए जनांकिकीय तत्वों का विशलेषण किया है। अध्ययन में महिला और उनके पति के शिक्षा में परिवर्तन पर जोर दिया है। शिक्षित महिला जहाँ शिशु का कुशलतापूर्वक पालन–पोषण की प्राथमिक जिम्मेदारी अपने ऊपर लेती है। तथा परिवार नियोजन की आधुनिक जानकारी रखती हैं। वहीं शिक्षित प्ररूष संतोषोत्पत्ति निर्णय तथा पारिवारिक आय द्वारा शिशु के पालन–पोषण में सरलता पूर्वक सहायता प्रदान करता है। पति–पन्ती के शैक्षणिक स्तर का शिशु मर्त्यता दर एवं शिशु के पालन–पोषण में प्रभाप स्पष्ट रूप से देख जा सकता है, किन्तु महिला साक्षरता की तुलना में पुरूष साक्षरता का प्रभाव कम होता है। क्योंकि "शिक्षित माता के द्वारा बच्चों के स्वास्थ्य का उचित देखभाल करने के कारण बच्चों में जीवन प्रत्याशा बढ़ जाता है" (खान, 1991)। भारतीय समाज में सामान्यतः पत्नी की शैक्षणिक स्तर पति के शैक्षणिक स्तर का सूचक होता है। क्योंकि सामान्यतः पुरूष अपने से कम शिक्षित महिला से शादी कर सकता है, किन्तू एक महिला अपने से कम शिक्षित पुरूष से विवाह नहीं कर सकती है।

जशपुर जिले में अनुसूचित जनजातियों में निरक्षर दम्पति में शिशु मर्त्यता दर 252.8 प्रति हजार है, जो मात्र साक्षर दम्पत्ति में 54.4 प्रति हजार तथा प्राथमिक स्तर तक शिक्षित दम्पत्ति में 33.9 प्रति हजार है। इस प्रकार शिशु मर्त्यता दर पर पति एंव पत्नी दोंनों की शैक्षणिक स्तर का प्रभाव दिखाई देता है। (सारणी 5.10)। किन्तु कई अध्ययनों से स्पष्ट होता है। कि पति की तुलना में पत्नी की शैक्षणिक स्तर का शिशु के पालन –पोषण तथा परिवार नियोजन की विधियों के उपयोग में अधिक घनिष्ठ संबंध होता है। जिले में पति के मात्र साक्षर होने तथा पत्नी के प्राथमिक स्तर तक शिक्षित होने पर शिशु मर्त्यता दर 100.0 प्रति हजार है,जबकि पति के प्राथमिक तथा पत्नी के माध्यमिक स्तर तक शिक्षित होने पर शिशु मर्त्यता दर (32.5 प्रति हजार) कम है।

सारांश

शिशु मर्त्यता दर को प्रभावित करने वाल कारकों में माता एवं पिता की शिक्षा तथा शैक्षणिक स्तर महत्वपूर्ण है। जशपुर जिले में अनुसूचित जनजातियों में माता एवं पिता की शैक्षणिक स्तर में वृद्धि के साथ शिशु मर्त्यता दर में कमी हुई है। यद्यपि पिता की तुलना में माता की शैक्षणिक स्तर का प्रभाव शिशु मर्त्यता दर का प्रभाव अधिक पाया गया।

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