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Editorial

I am pleased with the opportunity to bring the second Volume of Journal of Central University of Haryana (JCUH) and it is my proud privilege to express my sincere gratitude to all our dedicated advisory board and members of the journal for their invaluable guidance and dedicated team work. This issue is the outcome of the motivation and blessings of Prof. Ramesh Chand Kuhad, Vice Chancellor of the Central University of Haryana. I express my hearty thanks to the authors of the papers who contributed in this journal so elegantly and promptly to make this issue a grand success.

The wider dissemination of research base becomes very essential now a days, as, it will serve the purpose of bringing differing areas of research to the fore. Academic writings on different subject are quite vast. Scholarship on good academic works are mainly emanating from western countries where contexts are quite different. The western contexts also cover wide range of disseminations. In turn, better writings in Indian contexts often get neglected and do not come to the academic horizon. Therefore, efforts have been made to bring varied researches from different disciplines in this volume. This has been done with the perception that it will enrich teachers and researchers of different field to get acquainted with different areas of research. This will further pave the way for exploration in interdisciplinary areas of research.

Dissemination of academic works provides opportunities to improve efficiency in education. It strengthens the effectiveness of education. Many of these institutions of higher education in India are trying to disseminate new researches and their academic works. The Central University of Haryana journal provides an opportunity for the academicians and researches to accommodate varied researches from different field of disciplines with a view of its wider dissemination so that it may contribute considerably in the field of education.

The editorial collectives are pleased to launch this issue as this will provide opportunities for the dissemination and review of written work on a range of topics in different areas of academic discipline. The papers in this journal are expected to provide deep insight into academic realm and provide a platform for wider dissemination of knowledge for the readers. It focuses advancing new findings, critique of theory and practices, so that, it may help colleagues, researchers and all those interested in education to get enriched. The issue is a collection of twelve papers that have been contributed by writers from different field of educational disciplines. We hope that the dialogue these papers will generate and keep all of us motivated to do more research, share and critique each-others work. It is intended that, it will eventually enlarge the scope of education, as, interdisciplinary nature of work which widen the horizon of thoughts of the readers.

Dr. Sarika Sharma
Managing editor

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How Credible is the Website of Incredible India on Balanced Score Card?

Ashish Dahiya & Shelley Duggal

Abstract

Purpose – The purpose of the study is to evaluate the official tourism website of incredible India using Balanced Scorecard.

Design/methodology/approach – The study used Modified Balanced Scorecard with four perspectives: Technical Perspective with 5 Critical Success Factors (CSFs), User Friendliness with 13 CSFs, Website Attractiveness with 12 CSFs and Tourism Effectiveness Perspective with 35 CSFs.

Findings – The sample website is found to be very attractive scoring 100% points, on technical and user-friendliness perspective it scored 77% having a need to improve upon spellings, no. of broken links, FAQ feature for users and website feedback form. On tourism perspective, the website performed interestingly well scoring 95%.

Research limitations/implications – Only website of incredible India was analysed in this study during June-July 2016.

Originality/value – The paper provides a genuine evaluation of the website of incredible India.

Keywords – Credible, Website, Incredible, India, Balanced Score Card, Tourism.

Paper type Research paper

I. Introduction

The image of a destination plays an important role in decision making by the potential tourists in tourism context. The ultimate goal of any tourist destination is to influence the potential tourists' travel related decision making and choice by devising marketing activities. There is wide spectrum of information sources including internet from which destination image is derived. Pavlovic and Belullo (2007) have also opined that the large variety of information present online about the tourist destinations have given rise to new challenges for achieving effective destination marketing. The internet has great potential in influencing the perception of the potential tourists about the destination as well in making a decision regarding destination choice by providing all necessary information online along with creation of virtual experiences of the destination. The website is an important component of the internet that acts as marketing collateral of paramount importance for a tourist destination. Thus, it is crucial to provide complete information to the travelers so that their information needs are met and they make decisions. Schmidt and Spreng [1996] opined that information available to travelers should be pertinent to their travel intentions to help them making travel decisions. Like for promoting food tourism, the website should be dedicated to promoting culinary tourism only and provides all

sort of information as culinary regions, ingredients, recipes, suggested itineraries, dates for key food festivals and culinary traditions thus prompting the travelers for booking a culinary-inspired vacation. It is seen that travelers tend to tap into direct information sources such as destination websites, travel collateral, and the websites of tourism businesses located at the chosen destination.

In addition, the information supplemented with pictures help shaping the decision making of tourists. Mackay and Fesenmaier (1997) also ascertained that the pictures given on the websites are effective in inducing imagery that creates positive effect on the minds of the potential tourists and induces a desire in them for image verification through experience. Horng and Tsai (2010) and Farahani *et al.* (2011) further deliberated that Images are an important means to convey information about a destination's attributes and are extensively used by government tourism websites to make the "invisible visible, the unnoticed noticed, the complex simple, and the simple complex. Farahani *et al.* found that image-based data was overwhelmingly travelers' preferred type of information, followed by textual data and voice-based data. Therefore, they suggested that government agencies should create websites that are well-designed, eye catching, and yet present crucial information for travelers to make informed travel decisions. Sigala (2011) also believed that the texts and visual representations displayed on the websites play a major role in shaping and guiding visitors' behavior and expenditure. The findings of various researchers on website evaluation of tourist destinations have pinpointed towards importance of image and enriched text in image building of the destination in consumers' eyes. Therefore, it becomes pertinent for the government to embellish the website of the tourist destination with rich text supplementing complete information with attractive imagery showcasing splendid locations that nobody resist to visit.

The present study undertakes the content analysis of the website of incredible India on Balanced Scorecard to evaluate its effectiveness in image building of the destination as tourist destination.

II. Objectives

On the basis of the literature review, the following objectives are framed for the given model:

- To undertake the content analysis of the website of the Incredible India by in depth study of information features/services present on the sample website.
- To group these information features/services into dimensions based on their thematic similarity.
- To evaluate the performance of the website on Balanced Score Card.

III. Research Methodology

3.1 Population and Sample

The target population and sample for the given study is the website of Incredible India.

The name and URL address of the website is given as under :

Name of the country: India

URL Address (web address): <http://www.incredibleindia.org/>

Note : It is pertinent to mention here that India maintains two official portals for Tourism – one for stakeholders, Department and Ministry related information (<http://www.tourism.gov.in/>) and other focusing exclusively on tourists (<http://www.incredibleindia.org/>). The later one have been selected for the present study.

IV. Method

The modified Balanced Scorecard (BSC) approach is incorporated for evaluating the performance of sample website in the present study. Originated by Kaplan and Norton for the evaluation of organizational performance; Morrison, Taylor, Morrison and Morrison developed modified BSC for website evaluation in hospitality industry (1999). Morrison et al. (1999) used four perspectives in their balanced scorecard as technical, customer, internal and marketing comprising 25 Critical Success Factors in totality while conducting the comprehensive evaluation of small Scottish hotels' websites. This premier study of website evaluation has led to numerous studies in evaluating the websites of various hospitality and tourism business with modified and improved version of BSC used to fit the specific needs of different industrial sectors or geographical regions.

Ismail et al. (2002), Feng, Morrison and Ismail (2004) and So and Morrison (2004), in their studies undertook the content analysis and compared the performance of DMO websites of different countries based on Balanced Scorecard (BSC) approach. The first study compared 36 Chinese DMO websites to 30 US DMO websites and found US websites better in terms of marketing strategies and destination information provided. The second study examined the information features / services and the photographs (visual features) provided on the sample websites of DMO from a cultural point of view and the third one compared the East Asian National Tourism Organization (NTO) websites and concluded that none of them had been particularly effective as an online marketing tool.

Kline, Morrison, and John (2005) in their exploratory study, used BSC approach to evaluate the websites of Bed & Breakfast websites with four evaluation perspectives: user friendliness, site attractiveness, marketing effectiveness and technical aspects and found most of the websites attractive but needed improvement in other areas. Tseng (2010) evaluated four BSC aspects and 22 criteria for a private university of science and technology in Taiwan using the fuzzy network balanced scorecard.

Dahiya and Duggal [2013] also used modified BSC approach in their studies for evaluation of websites. For the present study, a structured questionnaire is developed consisting of various questions. These variables were drawn from the review of literature and then finalized using Delphi technique with useful and practical inputs of the representatives from industry and academia. The questions were set under the following perspectives:

1. Technical Perspective (5 CSFs)
2. User Friendliness Perspective (13 CSFs)
3. Web Site Attractiveness (12 CSFs)
4. Tourism Effectiveness (35 CSFs).

The set of 65 Critical Success factors is tailored, based upon the extensive web search and previous scales with genuine modifications. The website evaluation form is a modified version of the forms developed by Mills and Morrison [as cited in Morrison et al., 2004] and by Yuan et al. [2004]. The critical success factors are a compiled list of information services that are offered on the websites. Although, they outnumber those used by Murphy et al. [1996] and Morrison et al. [2004] and Yuan et al. [2004], many of them are similar to the previous studies. Owing to rapid growth in information and technology, this search tries to find and include as many information services as possible nowadays.

4.1 Technical Perspective :

To evaluate the technical qualities of a website, objective measures like pingdom tools for measuring load time, onlinewebcheck.com, smallseotools.com and powermapper.com etc. are easily available. It assesses the five criteria originally used by Morrison *et al.* [1999]. 5-point Likert scale with 5 being the best is used to rate these criteria. (Refer to table no. A1 in Appendix A)

4.2 User-friendliness Perspective :

It comprises of two criterions: ease of contact and ease of navigation with 13 items under them. From here onwards, for all the three perspectives The Morrison *et al.* (1999) measurements scales are changed from Likert formats to Dichotomous yes/no questions to indicate the presence or absence of critical success factors since it aids reducing the level of potential evaluator subjectivity. (Refer to table no. A2, Appendix A)

4.3 Website Attractiveness Perspective :

To measure the attractiveness of the website that helps in holding the attention of the online visitor it has 13 items. (Refer to table no. A3, Appendix A)

4.4 Tourism Effectiveness Perspective:

To promote tourism, an effective website has to be informative and interactive fetching all the details about the tourist destination. With 35 CSFs, these are also evaluated with yes/no responses. (Refer to table no. A4 Appendix A)

V. Findings and Discussions

The weighted scores of the website of Incredible India is given below in table no. 1 after evaluating the website for the given four perspectives:

| Serial No. | Evaluation Perspectives | Raw Score | Weighted Score |
|-------------|-------------------------------------|-----------|----------------|
| 1. | Technical Perspective | 19/25 | 19/25 |
| 2. | User Friendliness Perspective | 10/13 | 19.23/25 |
| 3. | Web Site Attractiveness Perspective | 12/12 | 25/25 |
| 4. | Tourism Effectiveness Perspective | 33/35 | 23.57/25 |
| TOTAL SCORE | | | 86.8 |

From the Table No.1, it is clearly visible that the sample website performed very well overall scoring 86.8%. The website scores one hundred percent on attractiveness perspective since it has all to grab the attention of the users. The resplendent backgrounds, magnificent colour combinations, exquisite visual tours and fascinating panoramic views that not only hold the users but also stimulate them in decision making thus turning a prospective visitor into tourist visiting to a destination of choice.

A technically sound hassle-free website with negligible number of bad links, error free HTML base, great browser compatibility and less loading time is a neat platform to attract the attention of the navigators along with holding their interest as it fetches required information in just one click. On Technical Perspective, the website of Incredible India scored weighted score of 19. The sample website is needed to concentrate more upon correction of spellings and maintenance of broken links.

A good website navigation holds a customer with better experience that ultimately leads to more business. The sample website has used various inter-activities that are woven so creatively and aesthetically with the website content with smooth and swift navigation making it successful in capturing the attention of the users. The table above shows that the sample website scored 19.23 i.e. around 77% in user – friendliness perspective. The sample website is found user-friendly catering to the information needs of the stakeholders by giving all needed information along with mailing address, telephone directory online and email address. The sample website aimed at providing one click away experience to the stakeholders with easy to use navigation tools that save the precious time of the stakeholders and also prompt browsing leads to instantaneous decisions made by the stakeholders. While examining the website content, it is found that though the site map is missing from the home page but it is found in the links leading to the official tourism websites of all the states. The feature like FAQ is found missing from the sample website that help in satisfying the inquisitiveness of the stakeholders.

Table no. 1 has clearly indicated that the website scored quite well in Tourism Perspective i.e. 23.57/25 that makes around 95%. It has all sort of information regarding destinations like history, geography, culture, fair and festivals, sporting activities, shopping arcades, maps, transportation, places to visit, hotels to stay in, tour packages, tourist regulations, baggage information, travel essentials and tips, visa regulations, multi-lingual brochures, magazines and online booking facilities for train, air, bus, taxi and hotels. Such information is of utmost importance for the curious tourist willing to visit India then only he may make a decision to visit the destination with all the bookings needed done online in just one click. There are features like “E Shopping” and “Website Feedback Form” on home page is missing. The website of incredible India is also linked with every State Government Website to cater to the information needs of the tourists. The sample website is also embellished with certain unique features that are given below :

- ETA (Electronic Travel Authorisation) that enables citizens of 43 countries to get an Indian visa online. Detailed information is given on the website to help tourists.
- E-Ticketing for Taj Mahal for creating hassle-free tourism experience for tourists.
- Welcome cards for visitors.
- Also launched Incredibleindia helpline to facilitate tourists.
- Launched Swachh Parayattan app for promoting cleanliness drive at famous tourist places.
- 360 degree view of various monuments at numerous tourist destinations to give visual treat to the prospective visitors.
- Video link on incredible Indian Himalayas.
- Online booking link with picturesque view of Maharaja's Express, the finest luxury train that takes the prospective visitors to the virtual world showcasing Indian heritage and culture in the lap of luxury.
- A separate link is given for enjoying eco-tourism in India detailing about Eco Guidelines, Publications, and Workshops etc.
- A separate link is given for the promotion of MICE tourism in India detailing about India Convention Promotion Bureau.
- A link for Weather Advisory is given but on opening the PDF file, one finds that the detailed weather forecast is given for year 2014. (it is not updated)
- A separate link for online booking to Buddhist Circuit Tourist Train is given for tourist willing to visit Gaya.

- A hyper link is given for Yoga Brochure for promoting Yoga Tourism in India with details of all the Yoga centres at various destinations.
 - A link for online booking to Various Sound and Light Shows too is given.
 - An online Booking Link is available to visit Rashtrapati Bhawan with instructions and route map.
 - An online ticket booking link for Kailash Mansarovar Yatra too is given on the website with description of the place and panoramic views.
 - Complete detail including mailing address, telephone number, email and Fax of Indian Tourism Offices and Indian Embassies in India and around the world is given under the link India Essentials.
 - A separate link under the button India Essentials is given for Indian Railway bookings and inquiry.
 - A separate link for baggage Rules too is given under Travel Tips
 - In order to help foreign tourist in communication in India, a separate link is provided with some important expressions in Hindi for common parlance.
 - Online Telephone Directory is also available on the website
 - State-wise calendar for Fair and Festival is also provided on the website
- Has hyperlinks to “Ticket Booking” @ air, bus, car, rail and hotel at various destinations to ease the travel for the visitors.

VI. Conclusion and Recommendations

• The present study is a modest attempt to find out the effectiveness of the website of Incredible India on Balanced Score Card. The image of a tourist destination plays a very crucial role in influencing the decision making by the tourist for visiting a particular destination. No doubt, website of a destination is “Virtual Face” of the destination present online. A website has the mass distribution where it can reach to any person in the world. The present study examines the website of Incredible India from four perspectives focusing on Image Building and branding of its tourist destinations. It stresses upon the online enhancement of image of a destination as a tourist destination by supplying all the necessary information needed by stakeholders for making a decision to visit a particular destination. The consumer choice is affected by the brand image transmitted to the market and so the present study can be considered to be useful in destination management and development by providing all the information from tourism point of view via its official website. The study is also valuable for the enrichment of curriculum of tourism marketing and internet marketing strategies. It also yields to the groundwork for further research focusing on tourism, tourism management, destination management, destination development, online marketing, tourist attraction and its web presence. Internet plays an important role in the distribution of Tourism as information-based product. The website is an important component of the internet and the promotion of the resources on the official website of a tourist destination is a very crucial activity. The potential tourists make their decisions of visiting the website of the tourist destinations in just one click sitting at their homes by mapping the contents and services offered online.

The content analysis of the website of incredible India is undertaken to find out their strengths and weakness pertaining to technical, user-friendliness, site attractiveness and tourism effectiveness. Overall, the sample website performs very well with little improvement needed making the website technically effective, user-friendly and tourism effective by making it more user-centered sufficing all the information needs of the stake holders. The careful investigation into the sample website pin-points towards the need of incorporating some vital features from tourism perspective like e-shop, FAQ, provision of contact detail for Emergency services and

website feedback form etc. By adopting certain remedial measures, the websites will definitely have all the ingredients of a successful website and thus cater to information needs of tourists striving for stimulating teaching experience and other stakeholders more efficiently and effectively. Further, the website of Incredible India may also promote tourism education in India to attract potential students interested to study rich Indian gastronomy and tourism in the country.

The sample websites is attractive, interactive and embellished with good colour combinations, resplendent back grounds that reinforce the text and uncluttered pages that help drawing the attention of users and holding them till they make their decision to visit the destination after their information needs are fulfilled.

<Appendix A>

1. Technical Aspect Perspective

<Table A1> Critical Success Factors for evaluating Technical Aspect of Sample websites

| Critical Success Factors | 5-point Rating | 4-point Rating | 3-point Rating | 2-point Rating | 1-point Rating |
|--------------------------|-----------------|--------------------|---------------------|---------------------|---------------------|
| Line Check | 0 bad links | 1 bad link | 2 bad links | 3 bad links | >3 bad Links |
| HTML Check | 0 errors | ≤ 6 errors | ≤ 12 errors | ≤ 18 errors | > 18 errors |
| Browser Compatibility | 0 problems | ≤ 4 problems | ≤ 8 problems | ≤ 12 problems | > 12 Problems |
| Load Time | ≤ 13 Seconds | ≤ 24 Seconds | ≤ 35 seconds | ≤ 46 seconds | > 46 Seconds |
| Spell Check | 0 mis-Spellings | ≤ 5% Mis-spellings | ≤ 10% Mis-spellings | ≤ 15% Mis-spellings | > 15% Mis-spellings |

Note) 5 items to be tested with a maximum of 25 raw points. The maximum weighted score is 25 points. The form is modified from the standardized website evaluation form developed by Mills and Morrison [as cited in Morrison, Taylor, and Douglas, 2004] and by Yuan, Morrison, Linton, Feng, and Jeon [2004].

2. User-friendliness Site Attractiveness Perspective

<Table A2> Critical Success Factors for evaluating User Friendliness and Site Attractiveness of Sample websites

| Critical Success Factors | Yes | No |
|-----------------------------------------------------|-----|----|
| Ease of Contact | | |
| Telephone Number | | |
| Mailing Address | | |
| E-mail | | |
| Fax Number | | |
| FAQ | | |
| Site Map/Index | | |
| Follow us | | |
| Ease of Navigation | | |
| Clear & Effective Navigation Tools on each pages | | |
| Availability of Home Button on all pages | | |
| Limited Vertical Scrolling | | |
| Limited Horizontal Scrolling | | |
| Availability of a search engine for website content | | |
| Links to required plug-ins provided | | |

Note) 13 items to be tested with a maximum of 13 raw points. The maximum weighted score is 25 points. The form is modified from the standardized website evaluation form developed by Mills and Morrison [as cited in Morrison, Taylor, and Douglas, 2004] and by Yuan, Morrison, Linton, Feng, and Jeon [2004].

3. Web Site Attractiveness Perspective

<Table A3> Critical Success Factors for evaluating the Website Attractiveness of the Sample websites

| Critical Success Factors | | |
|-------------------------------------------------------|--|--|
| Site Attractiveness | | |
| Clear and Readable text | | |
| Clear and Uncluttered pages | | |
| Sufficient contrast between background and text | | |
| Effective and aesthetically appealing backgrounds | | |
| Images reinforcing text content | | |
| Use of color to improve the visual appeal of the site | | |
| Effective use of web page space | | |
| Hyperlinks Readability | | |
| Good Quality pictures | | |
| Audio | | |
| Visual/Virtual Tour | | |
| Photo Album | | |

Note) 12 items to be tested with a maximum of 12 raw points. The maximum weighted score is 25 points. The form is modified from the standardized website evaluation form developed by Mills and Morrison [as cited in Morrison, Taylor, and Douglas, 2004] and by Yuan, Morrison, Linton, Feng, and Jeon [2004].

4. Tourism Effectiveness Perspective

<Table A4> Critical Success Factors for evaluating the Tourism Effectiveness of the Sample websites

| Critical Success Factors | Yes | No |
|---------------------------------------------------------|-----|----|
| Information Dimension | | |
| Country Geography | | |
| Country History | | |
| Country Culture | | |
| Tourist Attraction information | | |
| Events/Festivals Information | | |
| Restaurant/Accommodation Information | | |
| Event Calendar | | |
| Entertainment Information (Festivals/sports/recreation) | | |
| Maps and Direction | | |
| Travel Packages | | |
| Travel Guides/Brochures | | |
| Tourist Regulations | | |
| Transportation Information | | |
| Links to Tourist Destination | | |
| Shopping Information | | |
| Travel Tips and Facilitation | | |
| Weather Information | | |
| Special Local products and Souvenir Information | | |
| Accessibility | | |
| Visa on arrival | | |
| List of Embassies | | |
| Visa Formalities | | |
| Communication Dimension | | |
| E mail News letter | | |
| Press Release | | |
| Announcements | | |
| Search Function | | |
| Brochure Request Capabilities | | |
| Share Key | | |
| Destination Logo/Slogan | | |

| | | |
|------------------------------|--|--|
| Multilingual | | |
| Links to Social Media | | |
| Management of Website | | |
| Last update | | |
| Links to partners | | |
| Help | | |
| E-shop | | |
| Website Feedback form | | |

Note) 35 items to be tested with a maximum of 35 raw points. The maximum weighted score is 25 points. The form is modified from the standardized website evaluation form developed by Mills and Morrison [as cited in Morrison, Taylor, and Douglas, 2004] and by Yuan, Morrison, Linton, Feng, and Jeon [2004].

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Role of Civil Society in Women Empowerment

Jitender Prasad

Abstract

Inclusive Development of Women and underprivileged groups have been the major objectives of all planned strategy of development in India. Even the informal agency like Non Governmental Organisations (NGOs) and traditional Panchayats have involved themselves in working out a strategy that may change the social and economic conditions of people living in rural areas. In an era of globalization, liberal economic policies have accorded some priority in addressing problems of poor specially women belonging to the under privileged groups.

In the eleventh five year plan an attempt has been made in a somewhat explicit manner to establish "two way linkages between human development and overall economic progress." It is also felt that a sustained economic growth is not possible if its human resource specially women belonging to the underprivileged groups suffer from malnutrition, literacy, poverty, poor health and unemployment. In order to ensure sustained economic development especially women belonging to the socially disadvantaged groups who suffer from caste prejudices and patriarchy were identified as the major segment of human population who remained neglected. Needless to mention their exclusion from the process of development obstruct the goals of transformation of our society. Therefore, priority of the Indian State has justly been shifted to alleviate their sufferings through micro-finance and work towards their empowerment.

For this purpose a field based study was conducted in the Khol block of Rewari district in Haryana to understand the role of Social Centre for Rural Initiative & Advancement (SCRIA) a civil society organisation which is working for women empowerment in Haryana. In the present paper the case of poor women belonging to the under privileged groups have been examined to assess the impact of welfare measures through micro-credit on their economic status.

Key words : Micro-finance, Micro-credit, Empowerment, Poverty

It is a fact generally acknowledged that patriarchal dominance of family has rendered women invisible in economic and political field. The position of Dalit women continues to be all the more precarious. The prejudicial treatment shown towards them especially those engaged in scavenging make them worst victims in the hands of those who are powerful and belong to the dominant caste group. How the formation of Self Help Groups (SHGs) and support of Non-Govt. Organizations (NGOs) in networking them with govt's microfinance¹ scheme have helped them in combating poverty was examined in khol block of Rewari district & Rohtak district of Haryana in 2005 & 2008 respectively. The objective to conduct a fieldwork study with the help of NGO group SCRIA² (in March, 2005) actively engaged in studying women issue was to examine and assess women's role in poverty alleviation programme initiated by the states welfare measure through SHG.

It is pertinent to note here the fact that the poorer sections of women were allowed by the state to avail credit to replenish their resource that would reduce poverty. The year 2005 was propagated as the international year of micro-finance. Instead of micro finance the term micro credit is preferred because it is more inclusive term as it basically refers to a small scale financial services in the form of credit and deposits to smaller operators in various section of the economy (The Hindu, November 21, 2005). It is a model of financial services delivery that has grown as an important component of development intervention advocated by powerful donor agencies such as the world bank, United States Agency for International Development (USAID), International Fund for Agriculture (IFAD)&United Nations Development Programme (UNDP) (Kalpana, 2005 : 5400). The micro credit considered it as panacea vision for structural problems of poverty and underdevelopment.

Role of NGOS in Extending Welfare Measures :

Considering the fact that NGOs have been involved in the formation of SHG it would be worthwhile to examine their roles through micro finance as a poverty combating strategy in the global development discourse. For that it is pertinent to examine the scenario of SHG based microfinance in Haryana. The purpose is to explore the issue of empowerment of the women and alleviation of poverty of the poorer section of the society. Coupled with the issue of empowerment two other objectives that need to be focused is the employment generation potential or addressing the problems of rural poverty – stricken masses in providing livelihood to them on a regular basis either through their skill upgradation or by organizing their trainings in certain productive activities or helping them in harnessing their entrepreneurial potential that may become a regular source of income for the poor households. And finally the purpose is to examine the role of credit facility in reduction of poverty among the members belonging to the scheduled Caste Groups in Haryana. In order to examine the nature of microfinance attempts will also be made to examine the role of NGOs in working out its logic and evolving methods to help the poor.

The 73rd constitutional amendment and subsequent implementation of Panchayati Raj Act in 1994 made some of the NGOs in Haryana quite active. SCRIA also organized its activity to impact education and training among the village folks in different villages. The campaign to conscientize and mobilize different marginalized sections particularly the oppressed and the subaltern groups i.e., Dalit and women through regular discussion, workshop, summit, conference, street plays, folk songs and *ragnis* etc., are the main activities directed towards self governance. Organising the women and Dalit elected representatives at the village, block and district level through creative linkage is the task that will go a long way in actualizing the dreams of Gandhi and Nehru of self reliance through Panchayat. In the planned strategy of rural development various schemes of the government through Integrated Rural Development Programme (IRDP), SwaranaJayanti Gram SwarojgarYojana (SGSY) schemes were undertaken.

Case of SHGS in Dhanikolhanavillage :

The case of two SHGs namely VisandasSangathan (consisting of 15 female members) and NalwalaSangathan (consisting of 10 female members) which were formed in 1999 is being presented here to illustrate the role of women leadership through SCRIA. The members of VisandasSangathan belong to different caste groups. The village DhaniKolahana has Ahirs, as the dominant caste groups. Out of 600 households about 60 percent belong to Ahir caste groups. Besides Ahir the village also has household belonging to Rajputs, Brahmins and Scheduled

Caste group mainly consisting of *Chamars and Dhanak*. Nirmala Devi is the member of the Visandas Sangathan³ who belong to another village called *Niloth* which is located about four Kilometers from DhaniKolahana. The story of Nirmala Devi is full of courage and a good example of hidden entrepreneurial talents that women in general harbour but in want of proper organizational support their enthusiasm remains buried under the pressures of domestic responsibility.

Nirmala could study till class 8th only and thereafter, at an early age of 15 she was married to a person who was an ordinary cloth merchant. She found it difficult to meet the economic requirements with husband's meagre income. She did not have land and therefore she was issued BPL card. She decided to supplement family income by doing knitting, tailoring and embroidery work. The job was quite stressful but she could not continue to do this job because of eye strain. This was the time when she came in touch with the sangathan member and associated herself with its activity by becoming its active member. She regularly started visiting Khor Centre where discussion on women's empowerment emboldened her to seek loan for taking some other work. She decided to open a shop of Maniyari⁴ by taking loan amounting to Rs. 30,000/- from her relatives. Thereafter, she decided to expand the shop by taking loan from the Sangathan. Sheer hardwork and credit facility extended to her by the sangathan made her expand the shop. She has one son and two daughters. With the loan amount she could get her son educated up to senior secondary level and thereafter, she got him admitted in a polytechnic course. She could bear her sons expenditure on education with the help of loan amount and the earning from the shop. She has one son and two daughters. With the loan amount she could get her son educated up to senior secondary level and thereafter she got him admitted in a polytechnic course. Now her son has got a job in Air Force and she feels proud of him. She recalled the hard days of struggle and the loose talks that she had to put up with when she established her shop in DhaniKohlana village. Thus her life is a living example of courage. The Nirnayak Samiti⁵ has now decided not to extend any loan facility to Nirmala Devi because they feel she has become self reliant. She also admits that the needier members of Sangathan be extended the loan facility to establish themselves in their life and remove their hardships. The Sangathan has a total asset of about one lakh fifty thousand as the bank deposits to assist its member through loan facility.

Besides, *VisandasSangathan* there is yet another Sangathan called *Nalwala* which has 10 female members. Before becoming the members of *NalwalaSangathan* its member recall their experiences with banks from where seeking loan was almost impossible. They narrate the discouraging response of the bank officials and their non cooperative attitudes in understanding their problems. With Sangathan the deposit of a small amount of Rs. Fifty every month is becoming a source of removing their problems of livelihood. Whenever they need money for trade and other household requirements they easily get the loan from the Sangathan.

Case of SHGS in Vasodadavillage :

Two SHGs/Sangathan namely *Tankari* and *Nangal Tejo*⁶ were formed with the help of SCRIA. NanagalTejo was formed initially into a SHG but its linkage with bank could not materialize and the credit facilities could not be extended to its member. Therefore, the group members got disillusioned and the group got disintegrated.

Another *SangathanTankari* has about 25 members belonging to different caste groups. Its president happens to be a dynamic middle aged woman Bimla. She stated that the sangathan has five - sub -sangathan namely social, economic, political, clean water and cattle, wealth and agricultural unit.⁷ There are five members in each of these Sangathan who look after the activities of this sub--sangathan. The village has about 550 households with Ahirs in majority having

about 350 households, Chamars about 50, Dhanak, Bawaria, Kumhar and Bania about 25 each and Rajput about 50. The Panchayats post of Sarpanch is reserved for SC. The present Sarpanch Hari Singh belongs to Bawaria Caste group. The total members of Panchayat is 12 including 5 men and 5 women.

The SHG groups existing there present the example of participatory role in meeting the socio-economic and political change that its members have faced over a short span of ten years. One of the SHG member of TankariSangathan is acting as a Panch member but she says she has hardly been associated with any activity of Gram Panchayat which could help the cause of women and rural development in the village. She stated that the meeting of Gram Sabha never takes place in time. Besides she is never taken into confidence while decisions are taken in the Gram Panchayat. Her opinion has no meaning and for all practical purposes Panchayat is playing into the hands of self seekers and opportunists. People in general and women in particular are cut off from Panchayat's activity. She however, finds great satisfaction in associating herself with the activities of Sangathan. Even the BPL card has been issued to seven members only who do not deserve it. In Gram Panchayat there are 7 Panches four belong to SC caste groups and rest to Brahmin, Ahir and Nai. Another lady Santara a widow and Chamar by caste in her late 40s stated that she was associated with the Sangathan about 8 years back. She started depositing Rs. 25 per month. She later got a yellow card and now about 15 members have BPL card which enables them to get food grains at a cheaper rate. But her problem of livelihood has not been fully met therefore she finds sangathan a source of sustaining her livelihood problem. With the loan of Rs. 2000/- that she took initially, she could manage a she goat and subsequently she purchased a *Padhi/Katra* (i.e. a young bovine animal) which has now met her family requirements of milk.

There are certain other benefits of sangathan which is not directly linked with the problems of livelihood. The fellow feeling, the feeling of cooperation and solidarity has made them confident to improve all the hurdles that they generally face in their day to day life. Bimla who is the president of TankariSangathan informed that a lady teacher from Rohtak was desperate to get her husband's brother named Satya treated for saving his injured leg from being amputated. When Bimla came to know about the lady teacher's problem their sangathan decided to help her relatives. All the sangathan members went to Rohtak and talked to Doctor about the cost of Satya's treatment. It was quoted to be around Rs. 50,000/-. The Sangathan ladies were determined to help Satya with money required for his treatment. They met the doctor and apprised him about their sangathan which has a small saving scheme of MFIs in meeting the economic hardships of its members and how they meet their basic needs. The doctor was quite moved by their determinations to help the fellow colleague. He immediately offered to treat the patient without charging any fee and asked them to arrange money only for the medicine. The total cost of medicine was reduced to only Rs. 8000/- which the lady teacher could easily manage from her salary. This shows the feeling of fellow solidarity that the members of the sangathan have towards each other.

Besides Khol Block of Rewari District where SHG's functioning was studied in Rohtak district also SHGs functioning was studied with a view to examine the role of women in sorting out the problems of livelihood and poverty among those who belong to economically weaker section. Rohtak district has 152 gram panchayats. The Jan SakshartaSamiti started its campaign of functional literacy programme which concluded in 2008. One of the gains of SakshartaSamiti campaign was that the literate females of five blocks of Rohtak district got inspiration to form SHGs for supplementing their family income. It was formed initially to engage in small transaction by forming small saving groups in which everyone contributed. The Corpus fund

created with their contributions was deposited in bank and the needy members would take money on loan to meet their contingent needs. The loans taken were returned with interests and interviews conducted with some of the members of the SHGs revealed that so far there was hardly anyone who had defaulted. However, there was hardly any instance of the members of SHGs engaging themselves in entrepreneurial activities that could be a source of income generation. They expressed their desire to do so but initial hesitation and the family support was not readily available to back them up in venturing into new economic enterprise.

Table : 1
No. of Gram Panchayats & SHGs formed in Rohtak with the help of JSS.

| No. of Blocks | No. of Gram Panchayat | No. of SHGs | No. of Members |
|---------------|-----------------------|-------------|----------------|
| Sampla | 25 | 15 | 241 |
| Meham | 34 | 23 | 368 |
| LakhanMajra | 13 | 16 | 269 |
| Kalanaur | 24 | 08 | 144 |
| Rohtak | 56 | 44 | 786 |
| Total | 152 | 106 | 1808 |

NGOs have also taken up the task of forming SHGs with a view to help them in initiating poverty alleviation programme. Haryana Nav Yuvak Kala Sangam is a NGO working in the area of women empowerment. It has taken up initiative in exposing women in general about the advantages of mushroom cultivation. With the help of women and child development ministry, it decided to encourage women to form SHG and cultivate Mushroom for supplementing family income. One of the objective of HNYKS is to help women in self employment and became self reliant with the help of Self Help Group. It took lead in Meham block in mobilizing rural women to form 43 groups in four villages of Meham block of Rohtak district.

Table : 2
Details about the SHGs in Meham Block formed with the help of HNYKS

| Name of Villages | No. of groups | No. of members | | | |
|------------------|---------------|----------------|----|---------|-------|
| | | SC | BC | General | Total |
| Ajaib | 10 | 69 | 24 | 30 | 123 |
| Nindana | 10 | 81 | 13 | 16 | 110 |
| Farmana | 13 | 93 | 37 | 23 | 153 |
| Mokhra | 10 | 79 | 24 | 20 | 123 |
| Total | 43 | 322 | 98 | 89 | 509 |

In Haryana HNYKS while encouraging women to form SH

Gs and motivate them to cultivate mushroom for which it also informed them about the subsidies and information available from Haryana State Horticulture Development Agencies located at Panchkula. As a token of encouragement a meeting of 34 elected representatives of gram panchayat meeting was organized on 29th December, 2008 and officials of Haryana State Horticulture Department were called to inform them about various activities and the schemes of their department meant for encouraging those engaged in various productive activities. For encouraging Mushroom Cultivation 50 per cent subsidies are given to individual groups and for

establishing a unit of mushroom cultivation a sum of Rs. 25,250/- is given to the cultivators as an amount in the form of Government's aid to establish the setup. The SHGs which were formed were given free literature that pointed details about the method of its cultivation for maximum yield in a small area. The members of SHGs which had taken keen interest in Mushroom Cultivation were also provided with a bag of compost manure by HNYKS so that they take to mushroom cultivation for income generation.

Conclusion:

The role of some of the NGOs informing SHGs and motivating and encouraging them to involve themselves in income generating activities would go a long way in combating the poverty alleviation programme. The experience of SCRIA, Jan Shaksharta Samiti and HNYKS is a reminder of the fact that SHGs are not only a programme of Micro Finance, but is also a movement which will help women empowerment and removal of poverty. This goes to point out that the SHGs are not only a platform for extending credit facilities to its member but also a forum for initiating positive intervention in social life. Those who have been on the margin of social structure i.e. women and Dalits have found this forum a platform for alleviating their sufferings. The government's apathy and bureaucrats in sensitivity to deal with social and economic problems have rekindled their faith in sangathan and in its activity. In a way sangathan has become what James C. Scott called 'weapons of the weak'. Needless to mention here that the activities of sangathan hold bright future prospect for sustained development and women's empowerment in rural areas.

The micro finance programme to lift poor households above poverty line status as a promotional strategy has foregrounded the potential of micro finance to serve as a protectional strategy (Hulme and Mosky, 1996; Kalpana, 2005). By protecting income and consumption levels of the poor following below a certain threshold level the MFIs has the potential to supplement the family income. It also ensures that the credit facility is productively utilized. Within the federation of SHGs promoted by a particular NGO, the negotiation of terms between donors and a sponsoring NGOs and banks, are the points where the coordinated efforts and commitment of NGOs is a preconditions for its success. The ideological leaning, social consciousness, commitment and leadership quality have to be interlinked for enhancing the efficacy of grassroots level financial intermediation process. Thus without incorporating the strategy of social mobilization aiming to build collective action and solidarity among the poor, the task of rural transformation through MFIs will remain a distant dream.

Notes and References

Notes

1. In a micro credit summit held in 1997 a consensus emerged to extend credit assistance to hundred million of the world's poorest families by the year 2005. It was supposed to be global vision for seeing solutions of structural problems of poverty and under development. In India it was generally agreed that micro credit or small loans for income generation may refer to a large array of micro finance services to meet the basic needs of the poor and marginalized sections of our society.
2. SCRIA is a NGO which was established 25 years ago. It is operating in some of the districts of Haryana and Rajasthan. It has taken some initiative in working with people to empower women especially the weak and the poor. Its Khorri Centre located in the Rewari District of Haryana started functioning in 1979 with a goal to develop village

with the active support of the people. It mainly concentrated in meeting two objectives : First, women's empowerment in the social, political and economic field and Second, efficient management of natural resources, viz. water, forest and land.

3. The Self-Help Group that was formed in Dhani Kolhana Village is named as Visandas Sangathan.
4. The shop where glass bangles other artificial jewellerys etc., meant for women are exclusively sold.
5. Nirnayak Samiti is large decision making body of all the NGOs working together under the banner of SCRIA which largely consists of the women working with SHGs called Sangathan.
6. The Self-Help Group named as Tankari and Nangal Tejo is located in village called Vasodada which falls in Khol Block of Rewari District.
7. Haryana Nav Yuvak Kala Sangam (HNYKS) is a registered NGO which was established in 1983 and has been working in the area of education & training, health, environment and women empowerment

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Assessing the Role of World Trade Organization in Food Security: An Indian Experience

Smriti

Abstract

Providing Food Security is considered an important objective for the planners. This objective is possible when attempt is made world over in conquering hunger. Conquering world hunger has become a political issue in an era of Globalisation. Besides, political & ethical issues that distinguish modern hunger from past hunger are considered the main objective today. It is also being realised that the substantial part of humanity even today suffers from hunger and food shortage.

World Bank Public Policy Study entitled 'Poverty and Hunger' calculated that the number of people suffering from nutritional deprivation was 340 million in 1980. It represented about 60% of the population of the developing countries and about 23% of the population of the low income countries. The same study also revealed that 730 million people in the developing countries suffered from under nourishment. The severe food deprivation pointed out simply suggests that we have yet to tide over the problems of food deprivation. It is in this context that the third world countries have developed strategies to manage the shortage of food. The United Nations has also endorsed the idea of a Zero Hunger Vision.

The WTO has also worked out the mechanism of agricultural price support that is necessary. However, the priority of WTO does not adequately address the interests of third world countries. The trade restrictions imposed by WTO has become a matter of debate and discussion. Recently concluded 9th Ministerial Conference last year in December, 2013 demonstrated this. The present paper proposes to discuss first, the role of WTO and second to assess the action initiated by our country to tide over the problems of food security. The objective of the paper is to examine the nature and extent of food security by the enactment of Food Security Bill that was passed in July, 2013.

Key Words – Food Security, Trade, Globalisation, Hunger and Deprivation.

Introduction

India was one of the members the General Agreement on Tariffs and Trade (GATT) since 1948. Since the inception of WTO in 1995, India became one its founding members after signing of the Marrakesh Agreement. At present, there are 153 members of the WTO. The aim is to participate in the WTO rule based system, with greater stability, transparency and predictability in the governance of the international trade (Prakash, 2012: p.273).

The WTO is a legally established organization and enjoys the same privileges and immunity as the International Monetary Fund (IMF) and the International Bank for Reconstruction and Development (IBRD). It came into force on 1 January, 1995 when the 124 countries including India, besides the European Countries (EC) signed the Final Act concluding the Uruguay Round

(1986-94) of GATT. The Final Act has two parts: (i) the WTO Agreement containing the formation of organisation and the rules governing its working; and (ii) ministerial decisions and declarations regarding trade in goods, services, intellectual property rights and plurilateral trade (Hajela, 2009: p.287).

The WTO's Agreement on Agriculture (AoA) came into effect in 1995. It brought the world agriculture production and trade under multilateral trade rules. It was supposed to start a new era of trade liberalisation in the agriculture sector when agriculture had been exempted from the disciplines of GATT. It aims at improving global trade, raising prices of agricultural products and ensuring higher living standard for farmers. The three main elements, which are also known as pillars, in the agricultural sector of the Agreement are (a) market access, (b) domestic support and (c) export competition.

India submitted its negotiating proposals to WTO in respect of Agriculture on 15th January, 2001. The proposals covered domestic support, export subsidies, market access, and Special and Differential (S and D) treatment including food and livelihood security. It also called upon the developed countries to reduce tariff peaks and eliminate tariff escalation, simplification of administration of tariff rate quotas, prohibition of dumping, elimination of export subsidies and substantial reduction of their domestic support. Furthermore, it called for abolition of peace clause for developed countries.

The role of WTO is called upon to enhance the degree of openness of an economy. One measure of openness is the ratio of a country's exports to the sum of its GDP at current prices and its imports. In case of India, this ratio had been about 8.16 % in 1993-94, 8.59 % in 1996-97, 9.47 % in 2000-01, 8.94 % in 2001-02 and 9.96 % in 2002-03. This shows that during the liberalisation era India's openness has been rising but in the absence of a transparent policy decision by developed countries and European Economic Community (EEC) it seems highly unlikely. The fluctuating trend and policy in the part of WTO has been a matter of concern for the developing and developed countries. The role of India in spearheading the concerns of Least Developed Countries (LDCs) was widely acclaimed in Bali summit that was held last year in December, 2013.

Looking at the share of agriculture and allied products in India's total exports, it is observed that it has steadily come down from about 20.5 % in 1996-97 to 12.26 % in 2002-03. It may be mentioned that agricultural commodities suffer from low-income elasticity and high price elasticity of demand. However, this share in total imports has risen marginally from 3.5% in 1996-97 to 4.31% in 2002-03. The ratio of exports to imports have fallen from 5.01 in 1996-97 to 2.43 in 2002-03, though value of exports of agricultural and allied products are higher than imports (Basu et al., 2006: p.8)

However, the AoA is imbalanced in many ways. First, the developed countries failed to live up to its expectations that they would liberalise their agriculture sector and will reduce their subsidies at the end of the Uruguay Round. Second, pressure was built on some developing countries to reduce their domestic subsidies.

In a peripheral economy, individual farmers under globally open economic system are highly exposed to global shocks and swings. The small and marginal farmers should form Associations so that their voices about their stakes are better heard in political circles under the WTO regime and strike better bargains for protection.

Need of Food Security

At the 1996 World Food Summit, food security was defined as: "Food Security exists when all people, at all times, have physical, social and economic access to sufficient food which meets

their dietary needs and food preferences for an active & healthy life” (FAO, 1996). This definition is well accepted and widely used.

The three core original determinants of food security are:

- 1.) Food availability
- 2.) Food access
- 3.) Food utilization

However, recently, the Committee on World Food Security (2012) adds the stability dimension to the above determinants and defines food security as:

“Food Security exists when all people, at all times, have physical, social & economic access to sufficient, safe & nutritious food that meets their dietary needs and food preferences for an active & healthy life. The four pillars of food security are (a) availability, (b) access, (c) utilization and (d) stability. The nutritional dimension is integral to the concept of food security” (Babu et al., 2014).

Basically, food security refers to resilience of a country to meet its food needs (in the short run) in times of natural calamities (crop failures due to droughts, famines or floods) or in times of war and national emergencies. In normal practice, there could be enough food stocks for about 3 months to tide over any such emergency. During this period adequate arrangements could be made for food imports or the arrival of the new crop could improve the situation. However, in the Indian context the term is used or understood as “food self-sufficiency” because of the post-independence framework of national development and the experience of serious food shortages during the mid-sixties (Basu et al., 2006: p.13)

Consequences of WTO's Trade Facilitation (TF)

A) There are mainly three categories of commitments in AoA:

1.) **Access in Market** – All the member countries are required to replace non-tariff barriers and quantitative restrictions with tariffs. Along with this, they are also required to reduce their tariff levels: by 24% during ten years 1995-2004 for developing countries and by 36% during six years 1995-2000 for developed countries. The LDCs are exempted from reduction of tariffs, but they have to commit not to raise their fixed rates beyond a limit.

2.) **Domestic Support** – The extent of Domestic Support can be categorised in three forms:

- a) **The Amber Box**- In this, the measures such as price support and input subsidies are taken. These measures are trade-distorting and have effect on production.
- b) **The Green Box**- The measures such as marketing assistance and support for research are taken in this form. These measures are assumed not to have effects on production.
- c) **The Blue Box**- Under this, the measures such as direct payments to farmers are taken to compensate them for programmes to limit their production.

The subsidies in Amber Box are calculated under the Aggregate Measurement of Support (AMS) and are subject to reduction discipline. Subsidies up to a certain limit are exempted, like, 10% of the total value of agricultural production for developing countries and 5% for the developed countries. The subsidies above such levels have to be reduced by 20% for developed countries (over six years 1995-2000) and by 13% for developing countries (over ten years 1995-2004) from the base period 1986-88. LDCs are required not to raise their level of support beyond the minimum level but they are exempted from these reduction commitments.

3.) **Competition in Export** – Direct export subsidies are subject to reductions from the 1986-90 average level by 24% in value and 14% in volume for developing countries (over ten

years 1995-2004) and by 36% in value and 21% in volume for developed countries (over six years 1995-2000).

It shows that to liberalise their agriculture sector, developing countries are subjected to the same disciplines as the developed countries. The developing countries are given concession in the form of slightly longer time schedules and slightly lower reduction rates than the developed countries. The LDCs are not required to reduce their subsidies, but they are obliged not to raise them.

B) Imbalanced Agreement

There are several kind of imbalances in AoA which are in favour of developed countries and in against of developing countries. These imbalances are being analysed in Third World Network (TWN 2001) and by Das (1998). The root cause of the imbalances is that, "The WTO's AoA has permitted the developed countries to increase their domestic subsidies (instead of reducing them), substantially continue with their export subsidies and provide special protection to their farmers in times of increased imports and diminished domestic prices. The developing countries, on the other hand, cannot use domestic subsidies beyond a *de minimis* level (except for very limited purposes), export subsidies and the special protection measures for their farmers. In essence, developed countries are allowed to continue with the distortion of agriculture trade to a substantial extent and even to enhance the distortion; whereas developing countries that had not been engaging in such distortion are not allowed the use of subsidies (except in a limited way) and special protection" (TWN 2001).

The main form of prejudice has been done in providing domestic support. After a period of six years, the developed countries with high levels of domestic subsidies are allowed to continue these domestic subsidies up to 80%. Due to lack of resources most of the Developing Countries (with a very few exceptions) have had little or no subsidies. Except in a limited way, they are now prohibited to have subsidies beyond the *de minimis* level i.e.10% of total agriculture value. There are many kinds of domestic subsidy that have been exempted from reduction and are mostly used by the Developed Countries. At a time, where these countries reduced their reducible subsidies by 80%; at the same moment, they raised their exempted subsidies to a significant level. Thus, the total domestic subsidies of Developed countries are much higher to the base level in 1986-88. The subsidy of the base period 1986-88 in the European Economic Community (EEC) was US \$ 83 billion, and in 1996, it was raised to US \$ 95 billion. The corresponding levels in the United States are US \$ 58 billion and US \$ 50 billion. The developed countries do not distort trade and hence it became the reason for exempting subsidies in these countries.

Developing Countries have got exemption from reduction in just four items, which are- diversion of land from production of illicit narcotic crops; input subsidy to poor farmers; provision of food subsidy to the poor and subsidy of land improvement. It has a very limited scope and thus merely half a dozen of developing countries use these subsidies (Das, 1998). In fact, subsidies exempted from reduction are used mostly by the developed countries which are immune from counteraction in the WTO. In addition, in the normal dispute settlement process, these countries cannot be subjected to the countervailing-duty process. On the other hand, developing countries which are exempted from reduction are not immune.

The developed countries get to retain 79% of their subsidy coverage and 64% of their budget allocations after six years in case of the export subsidies. While developing countries did not get to use export subsidies except for some few cases. These countries are not allowed to use them

now as they did not use them earlier and the countries with little value of subsidies have to reduce their level too.

The other form of inequality is in the carrying of the “special safeguard” provision. The developing countries were obliged to remove this provision and to rather convert this in equivalent tariffs as they had been using non-tariff measures on imports. The benefits of “special safeguard” provision have been given to countries that undertook such tariffication for a product. It allows them to give protection to their farmers when prices fall below specified levels or when imports rise above specified limits. This special facility was not given to the developing countries as they did not undertake tariffication. This was the disadvantage for the developing countries with few exceptions. Thus, the developed countries were allowed to protect their farmers because they were engaged in trade-distorting methods. On the other hand, developing countries were not allowed to give special protection to their farmers because they were not engaged in such practices (Das, 1998).

The need to take a general safeguard measure arises when there is a threat to domestic production, because due to large dispersal of farmers across the country it becomes extremely difficult to demonstrate in this sector.

Apart from these specific problems of subsidy and protection, there is a basic problem with the agreement. Production and Trade in this sector should be conducted on a commercial basis is the assumption on which AoA is based. Even though, in most of the developing countries, agriculture is not a commercial operation, but it is carried out in small firms and household farms on a large scale. Most of the farmers in India opt agriculture as a profession not just because it is commercially viable, but because of the fact that the family possesses the land for years and they have no other source of livelihood. They will lose if they will be forced to face outside competition and as a result, it will lead to collapse of the rural economy and large-scale unemployment (TWN 2001).

C) Failure of Developed Countries to Protect or Support Effectively:

The two major problems have arisen after the implementation of the AoAs for many years. The first one is, that the developed countries have not met their commitments and the second one is, that the developing countries have encountered serious problems arising either from the first or from the pressure to meet their own obligations.

The serious problem that most of the developing countries are facing now is that they had initially little or no domestic or export subsidies. They have been prohibited by the WTO's AoA from having them or raising them in future (Das, 1998). There is a great difference in a situation where developed countries with very high domestic support are able to maintain a large part of their subsidies and to raise their level due to loopholes in the agreement, while developing countries with low or no subsidies are not allowed to raise their level beyond the minimum amount.

In the context of export subsidies, the agreement needed by the developed countries was to reduce the budget outlay by 36% and the total quantity of exports covered by the subsidies by 21%. The average annual level for 1986-90 was the base level and the reduction was to be done during the period 1995-2000. Therefore, even in the year 2000 the level of export subsidies was allowed to be as high as 64% of the base level (Khor, 2003).

Provisions of WTO's Trade Facilitation (TF)

A) Imbalanced Package

The Bali declaration acknowledged that there are no legally binding outcomes in the

agricultural sector as well as the development pillars of the package. There are relatively four issues in the agricultural pillar- (a) general services, (b) public stockholding for food security purposes, (c) understanding of tariff rate quota administration and (d) export competition. Further, there is an issue of trade-distorting subsidies for cotton which is provided mainly by the US. In developing and LDC areas, four issues have been pending since 2005. These issues are- operationalisation of waiver concerning preferential treatment to services, preferential rules of origin for the poorest countries and services suppliers in LDCs, duty free and quota-free market access for these countries, and a monitoring and evaluation mechanism on special and differential treatment flexibilities. But unfortunately, none of these issues got completely addressed in Bali and nothing was treated on par with TF.

B) Uncertainty for Doha Development Agenda (DDA)

The people who established the WTO on the basis of a single undertaking of different agreements which include intellectual property rules, binding dispute settlement rules, agriculture, services and various other traditional areas, now want to ditch the multilateral negotiating format because there is nothing that the WTO as a multilateral body can offer after the TF agreement.

A binding TF agreement is surrounded by many unregularised mechanisms such as an improper deal on public stock holding for food security purposes, and several other agreements in the agriculture and development pillars. In the coming days, how the dwellings of the Bali package get regularised still remains a challenge for the developing and LDCs (Kanth, 2014: p.16-17)

Contesting the Provisions of WTO

A) Dividing Countries

Roberto Carvalho de Azevedo, the new Director General (DG) of the WTO has deployed all his energies from day one to pursue a strategy that emphasised that a failure at Bali will reduce the organisation to an “empty building and empty chairs”. Some weeks before the ninth ministerial meeting he said that he would restore the lost “confidence” and “breathe” new life in the multilateral trading system. Else, “the world will not wait for the WTO indefinitely”. “It will move on and it will move on with choices that will not be as inclusive or efficient as the deals negotiated within these (WTO) walls”, the Director General argued. Several members secretly likened Azevedo's strategy to “crying wolf” and painting doomsday scenarios for the WTO as unhealthy.

At Geneva, after the Bali meeting, the four decisions on the development dossier of the Bali package- (a) cotton, (b) duty-free and quota-free market access, (c) the service waiver – involved Nepal (the coordinator for the LDCs), the US, and the director general, and (d) preferential rules of origin for the LDCs. In all the four LDC decisions, the US adopted moderate positions and refused to agree to any binding commitment. Somehow, these four outcomes failed to provide any “concrete”, “tangible”, and “measurable” immediate market access to the vital issues of the LDCs. In Geneva, the development dossier was finalised in which the LDCs agreed to the outcomes with which they were not satisfied.

B) Public Stockholding Deal

Azevedo held a series of meetings in the presence of Indonesian chair with the Indian minister Anand Sharma, assisted by a senior Indian official on the possible language that could satisfy New Delhi.

According to an agriculture trade expert, it would be difficult for the countries to challenge India under the Bali agreement. Despite, the lack of protection from Subsidies and Countervailing Measures (SCM), an agreement called “Pacta sunt servanda” will ensure that the dispute settlement panels do not take adverse decisions against the countries which are availing the interim mechanism. However, India may find it difficult to fulfil the notification requirements to avail the interim solution, he added.

However, in the TF text, India agreed to give up its opposition to accelerated shipments and several provisions. Anand Sharma had mentioned New Delhi's outstanding concern in the TF text during the first three days of the meeting. He generously admitted to his American counterpart in that meeting that, New Delhi will remove the square brackets on its sensitive issues in the TF text. These issues require legislative amendments and new infrastructure in India (Kanth, 2014: p.19)

Reviewing the Outcome of WTO's Conference at Bali

India, along with all the other members of the trade body also had to sign up for a comprehensive agreement on trade facilitation at Bali. This WTO deal permits countries to simplify customs procedures for smoother flow of goods across borders. This was in great favour of the US as they got power to gain greater access to markets in other countries. As per the new agreement, the developed countries will have to make minimal changes to their laws and only modest investments, the opposite will be the case for all developing country members, including India. The TF is a concrete “achievement”, of benefit to the developed world. But on the other side, the LDCs and other developing countries were only given “best endeavour” texts, i.e., promises to address their concerns in subsidies, import tariffs and market access. This is the larger imbalance at Bali that has always marked the working of the WTO.

The WTO was seen in recent years as an almost obsolete organization unable to conclude the 12-year long Doha round of trade negotiations. The ninth ministerial conference proved that there is still life in the WTO – when the developed world wants to use it to its favour. The Government of India, on their part, will have to answer why it left it to the very end to rescue some protection to the National Food Security Act (NFSA). Could it be that in all the cosying up to Washington, New Delhi signalled that this was an area where it was willing to accommodate US interests, only to wake up at the last minute to the political costs that such a decision would entail? (EPW, 2013)

Food Security Bill, 2013

Objective & Main Provisions of the Food Security Bill, 2013

In July, 2013; the Food Security Bill was passed. The objective of food security according to this bill is, “to provide food and nutritional security in human life-cycle approach, by ensuring access to adequate quantity and quality food at affordable prices to people to live a life with dignity and for matters connected therewith or incidental thereto”.

In this bill, 5 kg. of food grains per person per month shall be given to every person who belongs to priority households at subsidized prices. 35 kg. of food grains per household per month shall be entitled to households covered by Antyodaya Anna Yojna. Subsidized prices for this entitlement shall be extended up to 50% of the urban population. Every pregnant woman and lactating mother shall be entitled to:

- a) Maternity benefit of not less than six months.
- b) Free meal during pregnancy and six months after the birth of a child.
- c) The following entitlements for every child up to the age of 14 years for his/her nutritional needs:

- i) Appropriate meal will be free of charge for children in the age group of 6 months to 6 years.
- ii) One free mid-day meal for children up to class VIII or within the age group of 6-14 years, whichever is applicable, every day except on school holidays in all the schools run by local bodies, Government and Government-aided schools to meet the nutritional standards.
- iii) Every school shall have the facility of cooking meals, drinking water, and sanitation. In case of non-supply of the entitled quantity of food grains or meals to entitled people, such people shall be entitled to receive food security allowance from the Government of India.

The eligible households shall be entitled to food grains at subsidized price not exceeding Rs.3 per kg. for rice, Rs.2 per kg. for wheat and Rs.1 per kg. for coarse grains, for three years. After this period, the eligible households shall be entitled to food grains at price determined by the Government but not exceeding (i) minimum support price for wheat & (ii) the derived minimum support price for rice.

Budgetary Constraints

A number of independent estimates have been suggested for the implementation of the National Food Security Bill. All these estimates point out that the cost will be unaffordable. As per the estimates carried forward by the Union Minister of food K.V. Thomas, the annual food subsidy may go up to Rs. 1.3 lakh crore. The food grains to be allowed to the Public Distribution System (PDS) under the Act would be 54.91 mt. Presently, about 6.5 mt. are allocated to other welfare schemes and on assuming a subsidy of Rs. 21.5 per kg. for 61.4 mt., it becomes around Rs. 1.32 lakh crore a year or around 1.3% of the Gross Domestic Product (GDP) at current market prices.

Conclusion:

Thus, it is clear from the detailed role of WTO that it still continues to be a major international organization trying to reach an agreement with developed, developing & least developed countries to work out an agreement on TF. No denying the fact that TF forms part of the Doha Development Agenda. It has also tried to work out the developmental benefits promised to LDCs. The people are still apprehensive about the monopoly positions acquired by the developed countries in moving through a grand but grossly unequal Bali package. It is in this context, that the role of third world countries assumes importance. It becomes all the more significant when the new director general of WTO, Azevedo managed to produce a successful outcome in its ninth ministerial meeting. The ministerial meeting which concluded during 3-7 December, 2013 in Bali was a personal triumph for him. It is a matter of fact the triumph is not exclusive to him but is a matter of shared prospects of WTO being forced to play a role of transparency and inclusiveness. The TF agreement is structured in two sections. Section one contains all the new comprehensive binding disciplines that developing countries and the LDCs are required to implement. The section two contains the road map for implementing commitments by the group of developing countries in section one which is based on the technical & financial assistance and a phased time frame. The representation of the senior Indian official at Bali meet provided several alternative formulations leading to a final solution for food security.

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Market Forces and the Changing Behaviour of Media Houses: An Analytical Study

Ajai Pal Sharma

Abstract

Freedom of Expression is one of the most precious of the rights given to the human being that has allowed man to exchange knowledge from one generation to another and has helped him learn from both success and failure for the progress and growth of mankind. Everyone in this universe has full freedom and power to express his happiness or show discontent with the status quo and demand for a change. The right to freedom of speech has been recognized as a human right under Article 19 of the UDHR (Universal Declaration of Human Rights) and recognized in international human rights law in the International Covenant on Civil and Political Rights (ICCPR). Media is considered as the fourth pillar of democracy but questions are being raised on media today that it is not disseminating what needs to be disseminated in the real form. There must be various pressures from different sections of the society which compels the media houses to speak their languages to survive in the competitive market. Journalism may claim that it is the voice of the people but people don't believe the same as there are enough evidences of media houses being the mouthpiece of business houses. There are various newspapers or magazines which are owned by the corporate houses and speak their languages away from the actual what need to be projected to the public. So it can be said that in the contemporary business environment media houses are under various pressures which compel them to write or speak what brings them more and more business. This paper is an attempt to find out various factors and reasons which has impacted the media houses in the contemporary time and changed their priorities.

Keywords: *Discontent, UDHR, ICCPR, Contemporary, Pillar*

Introduction and Review of the Problem

Freedom of communicating the ideas and opinions is one of the most precious of the rights of mankind which can be discussed from various perspectives and one of these perspectives can be the real existence of democracy as well as human dignity. It is very much true that the power of expression has allowed man to exchange knowledge from one generation to another and has helped them learn from both success and failure for the progress and growth of mankind. This expression may take different forms, be it written, oral, pictorial, cartoons, or passed through other different signs or means. Everyone in this universe has full freedom and power to express one's happiness or show discontent with the status quo and demand for a

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change. The right to freedom of speech is recognized as a human right under Article 19 of the UDHR (Universal Declaration of Human Rights) and recognized in International Human Rights Law in the International Covenant on Civil and Political Rights (ICCPR).

But what is happening today is the real matter for concern and need serious discussion. Media is considered as the fourth pillar of democracy but questions are being raised on media today that it is not projecting what needs to be projected to the public in the real form. There must be various types of pressures from different sections of the society which compels the media houses to speak their languages. Both print and electronic media have been at the receiving end of gagging acts by various market forces. An American Commission on Freedom of Press stated in its report (1),

“Freedom of Press is essential to political liberty, where men cannot freely convey their thoughts to one another, no freedom is secure. Where freedom of expression exists, the beginning of a free society and means for retention of liberty, are already present. Free expression is, therefore, unique among liberties. It is the 'matrix', the indispensable condition of nearly every other form of freedom.”

But today the freedom of press seems to be missing, may be possibly due to various market forces which compel the media houses to bow in front of these market pressures. Media serve not just to disseminate information to the masses but is the maker of the public opinion. Even the impact of media is such that it impacts the public policies and sets an agenda after filtering the information. The selection of media offering has to be at that level so that the reporters and editors can give final shape to the information to be disseminated to the general public but the same is not happening because of various pressures, it may be business turnover or any other reason. McCombs and Shaw defined it as (2),

“The impact of the mass media-the ability to effect cognitive change among individual, to structure their thinking-has been labeled the agenda-setting function of mass communication. Here may lie the most important effect of mass communication, its ability to mentally order and organize our world for us. In short, the mass media may not be successful in telling us what to think, but they are stunningly successful in telling us what to think about.”

The agenda setting can be at three levels; *media agenda*-the process of assigning priorities to the subjects to be discussed by the media, *public agenda*-the impact of these priorities on the public opinion and *policy agenda* means how these opinions and reactions are helpful in giving shape to the government policies. But the media operates in a societal set up and competitive environment being surrounded by different types of market forces directly or indirectly and cannot afford to oppose, if at all it has to survive. The records speak that there are nearly more than 800 licensed television channels which includes about 338 news channels including 215 Hindi news channels out of that. The total market size of television is approximately 38000 crores which comprises of 25000 crores from pay channels and 13000 crores comes from the advertising revenue. It is well known that a lot of money is required to run either any channel or newspaper which generally gives rise to a big question; where from that money will come to run all these channels and the answer can be found that the market can only help the channels to run it on 24 hour basis through their advertising costs.

So when it comes either to the survival issue or beating the competitors in the market than there remains no way that one can avoid the market but definitely would like to take advantage of it. In this course of action the channel start looking for market opportunities to meet their increasing expenditures and are bound to move as per the conditions provided by them, be it the space or manipulating the contents. This can be noticed while watching news channels where the newsreaders generally emphasis going into commercial breaks, because he is being reminded of

doing so, this clearly shows the demanding position of the advertiser who has paid heavy money to that channel. The aim of this article is to discuss and deliberate upon various market forces which may be responsible for this type of developments in the media houses in the present time.

Rationale and Objectives of the Study

Today, it can be clearly noticed that how the media houses are being hijacked and overpowered by various market forces resulting in meeting their (media houses) objectives rather than to bring out the real and emerging issues of the society (to inform and aware the society) which has taken a back seat in both the media either electronic or print. The economic and business implications of this new phenomenon in the present context has attracted promoters and advertisers towards media houses in order to grab some share and reaching out to the larger audiences through media. This article aims to find out various market forces which are mainly responsible for this concern and if possible, what can be the alternatives to overcome this problem.

Research Methodology

Methodology used for writing this paper is purely exploratory in nature considering views from various experts in this field, television debates, various newspapers, inputs received from conferences and seminars based on this theme and of course the subjective ideas of the author has also been included. This paper was also presented at a National Conference held by one of the leading colleges of University of Delhi and the inputs received from the experts in that conference have also being considered and incorporated in this paper.

Analysis of Various Market Forces Impacting Behaviour of Media Houses Advancement and Application of Technology

No doubt that the advancement in the technology has brought revolution in the world of journalism and has made the presentation better, competitive and has given opportunity to improve the content, quality and appeal of the programs to make it more competitive. But this emergence of new communication technology and increasing globalization has brought forth a set of new challenges and opportunities also for the media houses. Especially the emergence and increasing use of internet has posed a challenge for the print media. This has also happened because the reading habits of the consumers are changing and most of the young generation and techno savvy people, who are constraints of time, visit the internet whether they need to update themselves about the happenings in the country or it may be the matter of any type of purchase or so. These changing habits and the increasing attraction because of the improved technology have given chance to the media houses to tie up with the advertisers so that they can reach to the readers of the internet information. The result shows that whenever one opens any website on internet, he is bound to see the advertisements whether we like it or not and that is why the advertiser has paid for it.

Increasing Market Oriented Competition

The increasing competition of expansion of media industry has given acceleration to the growth of this industry resulting in many mergers and alliances. Due to these alliances the corporate are investing in the media houses so that their interest can be protected the way they want. This is only because of market oriented competition keeping in view of the shared interest of the shareholders i.e. corporations. But this is not a healthy sign for the media industry and requires serious deliberations on how to keep the dominance of market forces away from the

freedom of expressing themselves as they want. As far as the television is concerned the fierce competition for viewership and advertising is making the shots and all channels are being viewed as a profit making ventures.

In addition to this the increasing number of media houses is also one of the strong market forces which see the 'packaging of news' as an essential requirement to earn more and more money. Hence increasing competition has decreased the quality of contents and the most prominent place (including front page) in the newspaper is given to the advertisers. It is reported that 75 percent of the newspaper readers are being shared by Times of India and Hindustan Times (16 daily English newspapers), 5 percent by Economic Times and rest 20 percent is shared by all other newspapers. The weight of the TOI is increasing time to time only because they need to create more and more advertising space and that clearly shows the impact of marketing on the media houses.

Globalization and Foreign Direct Investment

Due to globalization the global media barons have got access to invest and dominate in the India media houses. Since the government allowed Foreign Direct Investment in media, more MNCs (Multi National Corporations) have started investing in Indian media resulting into making the competition tougher. One of the most disturbing developments in recent is that the media is spinning out of control, that it is being blown whichever way the winds of consumerism and globalization take it. Today we are living in the globalized world and as more and more FDI is being allowed all over the country which requires space to advertise them and nothing can be the better source than the electronic or print media and in this way they purchase the media houses and start running them as per their wish and direction.

Revenue Generation the Sole Objective

For all the media houses revenue generation has become the sole motive irrespective of the way it is being generated. To achieve this sole objective they don't even hesitate using unhealthy social practices, may it be promoting harmful consumer products. In this race social and serious content is generally being replaced by celebrity gossips, sexually attractive pictures and other colorful stories. Economic and commercial compulsions of free market have pushed newspapers to give more space to entertainment news which gets more attraction of urban class instead of serious content on the social issues resulting into revenue generation as the sole objective and driver of the market. But it is also evident that a major portion especially the rural class is unable to afford all these. The record shows that more than 90 percent of income to media houses is generated through advertising modes and if it is true then there is no doubt that media houses are being impacted highly by the market forces in the contemporary scenario.

Catering to the Needs of Handful Market Forces

The increasing involvement of corporate in the media houses has pressurized them to speak their languages. Even extra pages in newspaper are being added for special coverage on the subjects; like environment, health, science, gender, law and others, which were largely ignored before, to give space to those who have overpowered media through money power. Most of the magazine's covers are also dominated by wide range of family events to earn more and more money from them and become habitual of doing that resulting into speaking the languages of the handful corporate forces in the long run. All this is happening to fulfill the desires of the handful people who run the corporate that include those who pretend to be the media houses.

Dramatic Increase in Advertising

Today we live in a market economy and are compelled to move with the winds of the market. General Secretary of South Asian Free Media Association, Imtiaz Alam, agreed that corporatization of media is the increasing fashion where both the format and content are being decided by the advertisers/sponsors instead of editors. While Editor-in-chief of English newspaper The Hindu, N. Ram concludes that *"we can't have walls between the editorial functions and the marketing functions but have to draw a line."* But he did not explain any features of this so called 'line'. One can think that so-called line between the advertisements and the news is diminishing quickly as advertising has become the main source of income for market-oriented media corporations which make them dependable on advertisers and as a result the advertisers are demanding steeper and quicker results from media industry and incursion in media contents. And if, media houses are unable to do so that they are likely to lose the market share and the fear of losing the market share compel them to go the way the advertiser want.

Changing Priorities of the Media Houses

Today the priorities of the channels are changing in comparison to the earlier times. As per the very reliable media source (name not disclosed) Shri Rajdeep Sardesai, the well known journalist of the country, once used to shut the doors of the meeting room for the marketing people as the top priority was given to the contents and not to any other matter. Further he says that today the time has changed and the marketing people are being given priority on all other issues as they are the real hero in running the business of media houses. This could be possible only because of the changing priorities of the channels as they need to run the channel and it is hardly possible if there is no money and money is being made available by the advertisers by finding a suitable space in the channel, newspaper or any magazine. This is the impact of market forces on the media houses which shows how the priorities of the media houses have changed over the period of time.

Conflicting Demands of Sponsors and Audiences

Media houses are under constant pressure from the sponsors to put their interest ahead of everything else, and because of that the public interest has been subordinated. Everyone knows that the sponsor's interests are short term whereas the public interest is of long term including various social and developmental issues but that (the public interests) has been overlooked when compared with the sponsors interests. Let us take the example of Times of India; one of the leading newspapers in India has become an urban glamorous paper which was considered being a pro establishment serious paper. The line between management and editorial policy has become blurred and its circulation is touching huge numbers. Hence the media industry is increasingly defined as being what the audiences are interested in but if we analyze seriously then in real sense they (media) are running away from their responsibilities. The research shows that owner of Times of India i.e. Bennett & Coleman invests up to 15% equity in different entrepreneur companies and in return helps them to promote their brand on special rates and give coverage to these companies. So both the media houses as well as corporate are helping each other to take maximum benefits to their credit overlooking the interest of general public.

More to Please the Advertisers than to inform the Audiences

Due to increasing pressure from the advertisers even the auto section is designed in the newspapers to create a market place for advertisers and the practice of selecting news in order to make advertising more effective is becoming so common that it has achieved the status of

scientific precision. Media depends on advertising for survival, which in turn obeys the dictates of the tiny community of big business houses and corporate. It is estimated that 80 percent of revenue for media houses generally come from advertising. According to a research by Centre of Media Studies (CMS), only 8 percent of prime time television news covered development issues in past few years which indicates the relationship between the media houses and other corporate or political giants involved in such corporate. Most of the front pages of the newspapers are found full of advertisements in today's competitive environment which is the confirmed proof that how market has impacted the media houses.

Appointment of Editors

Even the appointment of the Editors has been also influenced by market forces and he is forced to bring business otherwise his job may be on risk. Today even Editors are not in a position to enjoy their freedom of expression because of various pressures in the world of media which has become purely profit oriented. In the older times editors were at their freedom to choose the news to be included in the newspapers on the basis of the priority or contents but today they are compelled to give priority to the advertisements over news because that brings heavy amount of money to the media houses, may it be from the corporate world or any other sources. By doing they are able to secure their job.

Journalism may claim that it is the voice of the nation but people don't believe as there are enough evidences that it is the mouthpiece of business houses. There are various newspapers or magazines which are owned by the corporate houses and speak their languages. So it can be said that in the contemporary environment, media houses are under various pressures which compel them to write or speak which brings them more business. This raises many questions like; *Does an Editors' freedom ends where the proprietor's eyebrow begins to rise? Is an editor custodian of the proprietor's interest?* The fact can't be denied that the value of the newspaper will continue to be on the basis of its contents and this responsibility will solely be with the Editor.

Discussion

After deliberating on various market forces it can be said that we should not expect much from the market driven media. Star India Chief Executive Officer, Uday Shankar bluntly confesses that media from the day one was business oriented and further adds that it can't be run without the help of advertisers because after all money is required to meet different types of expenses. Certainly media may not be a tool for social reforms but it should not forget that if it is a business then it must have some corporate social responsibility and to fulfill that responsibility it must not forget the issues of social development which are of more concern for the rural and people who are living below poverty line. If the story of rape case of one urban woman can be telecasted on 24 hours basis than the woman who lives in the rural areas and belongs to marginalized society also deserves the same treatment at least from the media houses but we feel sorry that it is not happening.

The Way Ahead

Media conglomerates are largely run for business interests and not for the charity but one should not forget that a second stage revolution is possible through alternative media which generally originates from the people itself. However, it is presumed that the term alternative media comes from the Western countries where it is described as the right to criticize the government actions and policies but it is always not true and can be a media for expressing the issues related to common man which are being generally ignored by the main stream media.

Then there are many alternatives in the field of journalism, may it be in the form of blogs, smaller publications, various social media, art films, etc. which usually raise the issues of public concern and care for the public interest.

If we talk about the film industry which is considered the most glamorous world and more oriented towards making profits and always keep running in the search of various markets which can help them to increase their TRP (Television Rating Points). But in this world also there are people who not only think but reflect their thinking in their films, such films are *Peepli Live*, which is a great example of showing the hijacking of real issues by the media houses, *Paan Singh Tomer* is also such film which has raised the real issues related to sports industry (more market oriented) and has even not a single incident of violence, whereas in the contemporary environment it is very difficult to find such films which raises the issues of such nature.

Community Radio is also such initiative taken by the Government of India where people are motivated to select their programs for community development along with the responsibility of acting as anchor and producer too, may be in the limited area or range where they live. In addition to all there are art films too which are the real representative of the people who are being ignored by the main media in the race of earning maximum market share. But it can't be denied that in the race of competition and to earn more and more market share the space for alternative media is shrinking and there is need to save the alternative media which can prove to be more people savvy.

Conclusion:

Hence in the concluding part it can be said that the most disturbing development is that the wind of consumerism and globalization is so speedy that the media is spinning out of control from the grip of the editors and being controlled by various market forces. Even while following sports especially any cricket event one can find that the first and last ball of the over is being sacrificed to the advertisers because that match is being played with the power of money paid by those advertisers and channels are bound to oblige them. Not only the cricket or any other sports, even the news channels like AajTak, which has the highest rating among the news channels, also shows news for one to one and half minute followed by six to seven minutes of advertisements and other channels, are also sailing in the same boat. Even in the race of this competition senior journalists are also not untouched and Mr. Praseen Vajpai is one such example who shifted from Zee News to AajTak and so is the case with the Prabhu Chawla who shifted from AajTak to IBN 7 and there are number of such cases which are being affected by the power of market and money. Now there is a need to find out some solution so that these media houses can be brought back on track and help in raising the issues related to common man. Nothing can be better than alternative media which is considered to be the real face of the people, but this is shrinking because of the increasing impact of the main media, and needs some upliftment. No doubt that such media is still alive and people are there to run such media and days are not far away when that media will again show its colors as it has been showing in the past.

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Re-conceptualizing Inclusive Education through the Voices of the Dispossessed

Rahat Hayat & Sajjad Ahmad

Abstract

The present paper is a part of an empirical research conducted among visually impaired, hearing impaired and orthopedic handicapped children, located in schools of Delhi and focuses the experiences of the children. The basic purpose of this research was to study the inclusive practices in the schools, particularly the classroom, from the point view of children with special needs (CWSN). It was felt that this would provide rich insights into making inclusive education, more meaningful and doable in the classroom. The aspects that were focused upon were the challenges faced by students within the school. This is because the experiences of the CWSN classroom become the guiding factor in bringing respective change in the successful inclusion. The findings show that the availability of inclusive schools remains a distant dream due to several reasons that range from infrastructural and resource problem to the prevalence of a negative attitude towards inclusive schooling. All these create obstacles in the path of inclusive education. Non expertise in the field of handling inclusive classroom, inflexible curriculum, non-support of colleagues, administrators or experts de-motivate teachers as well as CWSN in classroom. In such situations, the CWSN feel at disadvantaged and dispossessed. The paper also suggests some measures so as to make classroom more inclusive spaces.

Key words: *Inclusive education; classroom practices, voices of the dispossessed*

Introduction :

The ideals about inclusive education are deeply rooted in the liberal and progressive thought and can be traced to the civil rights movements of twentieth century, where, it prospered and provided the philosophical and organizational foundation for the inclusive school system of the twentieth century. However, in the beginning of the twentieth century, segregative education was not only justified but also legitimized when, in 1911, Cyril Burt was appointed the first psychologist in London. He held the idea that intelligence is inherited and more or less immutable. It was his idea that gave great stimulus to segregative education system based on categorization of child. His thought was based on science of psychometrics which suggests that 'misfits' should be removed from the genetic pool. Hence, there arose the opinion that defectives and degenerates should be removed from the mainstream institutions of the society. However, when the evidences about the lack of success of the segregated system started accumulating, the civil rights movements challenged this orthodoxy of segregated education system. By the end of the 20th century moral arguments and empirical evidences resulted in consensus that saw inclusion as the most appropriate philosophy and a relevant framework for restructuring education. This was because inclusive philosophy had a philosophy of liberal political system as

well as a pluralistic culture that promotes fraternity, diversity and equality of opportunity which is meant for 'all' children. This does not however, mean to provide similar things to all children, rather, it means to provide equal opportunities keeping in mind the diverse nature of the individual needs. In addition to be educated in the regular classroom or regular activity environment, it actually refers to, the least restrictive environment which should mandates every considerations of the educational placement of a child in the regular classroom and in regular student activities.

Therefore, inclusive settings in regular classes should represent the least restrictive environmental settings on the continuum of alternative settings. This must be available for the educational placement of CWSN needing special education and related services, such as, separate classes, special schools, resource room, hospital and so on in approximate continuum order. Meaningful inclusion in schools requires that administrators, teachers and parents not only value diversity, but also question the traditional ways of segregating students based on physical abilities, so that, it increase the participation of students in the curricular and co-curricular aspects of schools and reduce their exclusion.

By going through the existing literature, several gaps were found in the practical aspect of inclusive education. Some countries have an enormous amount of research in the field, while, in others, the research is quite less. However, the focus was not to compare but to reveal the current body of knowledge on the issue and to understand how CWSN experience and encounter educational constraints. Very few empirical researches have been conducted in India that addresses the practical aspect of inclusive education. The inadequate researches upon the area in India mainly focuses on performance of CWSN (Gupta & Singh, 1994; Lali, 1995); Infrastructural shortcomings (Banerjee, & Dailey, 1995; Ahuja, 1996); discrimination against children with disabilities and negative attitude of administrators and teachers (Rehabilitation Council of India, 1996); Parental, and community intervention (Punani, 1997; Swati, 2002; Pais, 2004; Seva in Action, 2007; Nayak, 2008) and so on. It was believed that exploring ground realities with regard to Indian classroom scenario is essential to make inclusive education a success. Some of the studies have addressed the practical aspects, however, they are inadequate and are scattered such as a single study focus on specific teaching methods (Swarup, 1998). The voice of children and their experience was found to have been ignored. This was one of the major concerns as children constitute the major base for which educational policies are framed.

We also find lack of coherent approach for inclusive education because of its complexity. Under such conditions developing any policy relevant to individuals with disabilities face several challenges in the absence of practical understanding. Several factors have remained responsible for the largely dysfunctional character of education with regard to CWSN. One of the major lacunas that are often reflected in making any policy is non-involvement of the persons or the concerned voices of the persons for whom policy is framed. Therefore, reforming educational system to make it inclusive receive impetus from every quarter of the society. Educational reforms needs to begin with a valid empirical base. To provide assistance to those engaged in thinking about the problems of inclusive education in India, and responsible for evolving a workable policy, the present study directly addresses the issues relating to Children with Special Needs.

Looking at the gaps focus on the qualitative experience was considered to be essential, since, despite having strong and explicit constitutional and other policy commitments, we are far behind in achieving the goal of inclusion and providing children meaningful qualitative education. Hence, there was a need to understand why exclusion of Children with Special Needs (CWSN) continues to characterize the educational landscape. The main task of this research is to

provide all concerned towards inclusive education with knowledge about possibilities for handling differences in the classroom and the conditions necessary for those possibilities to be successful. Therefore, it focuses on classroom practices, provisions and support, challenges faced by students as well as teachers and impact of inclusive education on children which the previous researches either ignores or address inadequately. The experiences of CWSN and their concerns have been meticulously mapped so that any policy made for them must be representative and pragmatic. In all the present paper tried to address as to what within inclusive settings is necessary for its success, how inclusive education is working and why there is a constraint. The paper revolves round the major objective i.e. to understand the challenges and impact CWSN and teachers face in making classroom inclusive.

Conceptualizing Inclusion:

The paper constructs its theoretical understanding on the basis of Vygotskian perspectives. Since, segregative education system was based on biological categorization of child and science of psychometrics that suggested 'misfits' should be removed from the genetic pool. It was Vygotsky who transformed biologically-based understanding of human behaviour to the socio-cultural explanation of human activity. He found the linkages between socio-cultural processes in the society and mental processes in the individual. This makes Vygotsky the most appropriate psychologist who succeeded in developing an approach that connected social and mental processes and described the essential mechanisms of the socialization and development of human being. He considered learning as a shared process in a responsive social context. He contends that children become far more competent and capable of performance when proper assistance (scaffolded learning) from adults is provided.

Socio-cultural aspects of the disability:

The distinctiveness of Vygotsky's approach lies in his understanding of the disability not as a biological impairment having psychological consequences, rather, as a socio-cultural development phenomenon. He argued that a disability is perceived as an 'abnormality' only when and if it is brought into the social context. The human brain, eyes, ears or limbs are not just physical organs: impairment of any of these organs *'lead to a restructuring of social relationships and to displacement of all the system of behaviour'* (Vygotsky, 1983, p.63). Moreover, a defect varies psychologically in different cultural and social environment i.e. *'the blindness of an American farmer's daughter, of a Ukrainian landowner's son, of a German duchess, of a Russian peasant, of a Swedish proletarian are all psychologically entirely different facts'* (Vygotsky, 1983, p. 70). Further, in context of social world, he considers deafness as a more severe disability than blindness as it prevents mastering of speech, blocks verbal communication and bars entry to the world of culture. Therefore, being deaf *'...disrupts a person's social connections in more substantial way than blindness'* (Vygotsky, 1983, p.77). Blindness is severe from survival point of view. Vygotsky asserts from the social-cultural point of view that the primary problem of a disability is not the sensory or neurological impairment, but, its social implications.

'Any physical handicap not only alters the child's relationship with the world, but above all affects his interaction with people. Any organic defect is revealed as a social abnormality in behaviour. It goes without question that blindness and deafness per se are biological factors. However, the teacher must deal not so much with these biological factors by themselves, but rather with their social consequences. When we have before us a blind boy as the object of education,

then it is necessary to deal not so much with blindness by itself, as with those conflicts which arise for a blind child upon entering life'

(Vygotsky, 1983, p. 102)

This is why, he considers the social nature of the disability as equally important and distinguished between the 'primary disability' and 'secondary disability' and their interactions. A 'secondary' disability refers to distortions of higher psychological functions due to social factors. Keeping in mind the 'positive discrimination', he refers to identify disability in a child from the point of strength and not weakness. This can be achieved through social learning by which the internalization of culture and social relationships takes place. This is because development is not a direct path of quantitative accumulations, but it is a series of qualitative complex processes of integration and disintegration. In context of development, Vygotsky classify psychological functions as 'lower' (natural) and 'higher' (cultural). The first class comprises elementary perception such as memory, attention, dynamic characteristics of the nervous system i.e. all those things that creates a biological predisposition of the child's development. The second class includes abstract reasoning, logical memory, language, voluntary attention, planning, decision making etc. Vygotsky indicated that *'each psychological function in the child appears twice: first, on the social level and later on the individual level; first between people (inter-psychological) and then inside a child (intra-psychological)'*. (Vygotsky, 1978 p. 57). He states that the most effective compensation for the loss or weakness of natural functions can be achieved through the development of the higher psychological functions. Vygotsky expressed firm conviction that only a truly differentiated learning environment can fully develop the higher psychological functions and overall personality of a child with a disability.

Methodology:

Normative survey method was utilized as methodology for the study. This method is designed to procure information on conditions and practices as they exist. Interview schedule for CWSN constituting 27 structured questions and questionnaire for teachers constituting 25 questions focusing mainly to diagnose specific difficulties that teachers, CWSN and peers face were used to gather data. The study was conducted in two phases- the pilot phase- which helped to navigate the area of the study, make clear demarcation of samples and sample areas, rapport establishment with the samples and to understand how to select, classify, uncover certain facts and the final round of data collection. Classroom observation was also taken up so as to unearth the inter-connectedness of the issue being studied.

The purposive random sampling led to the selection of sample schools. For the selection of the schools aspect of interactions with the samples, availability of at least one category of CWSN in schools was made the criteria. It was decided that the sample should cover government schools, public schools and schools run by voluntary organization so as to generate deeper understanding on the qualitative aspect of the research. Finally, 18 schools were selected as sample schools.

The sample subject consisted primarily of CWSN and their peers who did not fall in to the domain of CWSN. 100 number of sample students (50 each of CWSN and non-CWSN) were interacted through in-depth interviews for the study. In case of visually impaired sample category students having low vision were interacted as totally blind students were not found in any schools. Similarly, hard of hearing students were interacted under hearing impaired category as complete deaf was unavailable in the schools. However, availability and accessibility of physically handicapped students was not difficult as they were available in most of the schools.

Table 1: Categories and Number of Samples

| <i>School</i> | <i>No. Of schools</i> | <i>CWSN category and no. of sample</i> | <i>Number of non-CWSN</i> |
|-----------------------------------------------|-----------------------|----------------------------------------|---------------------------|
| Schools run by MCD | 04 | Visually Impaired (2) | 12 |
| | | Hearing Impaired (2) | |
| | | Orthopedic Handicapped (8) | |
| School run by Delhi Administration | 07 | Visually Impaired (2) | 14 |
| | | Hearing Impaired(3) | |
| | | Orthopedic Handicapped (9) | |
| Public Schools | 05 | Visually Impaired (0) | 06 |
| | | Hearing Impaired (0) | |
| | | Orthopedic Handicapped (6) | |
| Schools run by Voluntary Organizations | 02 | Visually Impaired (3) | 18 |
| | | Hearing Impaired (5) | |
| | | Orthopedic Handicapped (10) | |
| Total | 18 | 50 | 50 |

The tools:

The In-depth interview schedule for sample students constituted 27 structured questions. It included practical and theoretical aspects relating to relationship with teachers and peers; difficulties within the classroom; specific activities; special needs; parental help and how they experience on being a CWSN at home and at school so as to elicit the required information, both current and retrospective, completely and accurately. After framing of the questions it was duly validated and tested for reliability. Cross questions were also included for this purpose. It was carried out with 50 each of CWSN and non-CWSN samples constituting a total of 100 sample students.

Observation schedule was developed mainly by consulting secondary sources and teachers working in the field of inclusive and special education. In all 22 components of observation were finalized. Classroom observation was done for two days in each school. In every school five classes were observed for two consecutive days constituting a total of ninety classes in eighteen schools. In each school almost two hundred minutes of classes were observed. Total of sixty hours of observation was conducted. Each observation schedule of respective schools and classes was coded for further reference. Through observation, linkages between the constraints in relation to the inclusive classroom and involvement of the CWSN were explored. The constitution of observation is given in table 2 below.

Table 2: Observation Details:

| <i>No of school</i> | <i>Classes observed</i> | <i>Duration of each class</i> | <i>Total duration in each school</i> | <i>Total number of schools</i> | <i>Total classes observed</i> | <i>Total duration of observation</i> |
|---------------------|-------------------------|-------------------------------|--------------------------------------|--------------------------------|-------------------------------|--------------------------------------|
| 1 | 5 | 40 minutes | 200 minutes | 18 | 18*5=90 | 18*200=3600 minutes= 60 hours |

For processing the data, before the final analysis, frequency distribution of the responses were made on the master-sheet and was categorized under similar and differing points of responses.

Result analysis:

The interviews conducted with CWSN and their peers, were mainly to understand how their experiences are shaped with regard to inclusiveness of schooling. In this process, their perceptions have been collated and efforts have been made to present them in the form of narratives. Major concerns that emerged have been presented in descriptive form under different sub-headings.

Sharing relationship:

Strong and corroborating the views of students emerged by way of interviews taken from CWSN and their peers. There was a keen desire among CWSN to get qualitative education by which they can improve their social status, self-confidence, and gain power in the society. Almost every one (both CWSN and non-CWSN) agreed that education enhances reputation in the society and provide different ways to excel in life. One of the visually impaired children said,

'Padhne se samaj me izzat milti hai... padhai se hamari zindagi sudhar jaegi... main padh likh kar teacher banna chahta hun taki main hamare jaise bachhon ko achhi tarah padha sakun. Yahan bahut dikkat hoti hai aur kai bar to teachers aise behave karte hain jaise hum unpar bojh hon. Teachers to hain lekin inhe bhi seekhna chahie ki hum kaise padhte likhte hain aur life lead karte hain.'

(through education we get respect... education will enable us to lead better life...I want to become a teacher so that I can teach CWSN in better manner. here we find difficulties and many a times teachers behave in such a manner as if we are burden upon them. They are teachers no doubt but they should also learn how do we learn and lead life).

The testimonial reflects the meek voice of pain that they encounter in school. The CWSN has high expectations from their teachers but the pains of non availability of quality teaching, the difficulties that they face and incompetently trained teachers handling them clearly reflects from the voices of CWSN. Further, '*...hamare jaise bachhon ko achhi tarah padha sakun...*' clearly indicates the incompetence of teachers in handling CWSN. This is also one of the major reasons due to which the sample wants to join teaching profession later in life. The voice that '*...inhe bhi seekhna chahie ki hum kaise padhte likhte hain aur life lead karte hain*' is indicative of introspection of the teacher education programme, where we have not been able to include pragmatic aspects of inclusive education so far.

It emerged from interaction that many CWSN showed low self-esteem due to factors, such as the impact of relation that they share in the society and in the school. In school, their relation with teachers also contributes for their low self-esteem. A CWSN having low vision and

hard of hearing perceive that teachers do not care for them and constantly goad them to go for special school. She said,

'Teacher hum pe zyada dhyaan nahi deti. Bolti hain tumhare liye special school hai wahan kyun nahi jati? Tumhare samajh me to ata nahi... tum nahi samjhogi... rahne do... tumhare bas ki nahi. Jab samajh me hi nahi ata to kyun disturb karti ho'

(Teacher do not give attention to us. They say that for you special schools are there, why don't you go there? You don't understand...you will not understand...leave it... its beyond your level. When you don't understand then why do you disturb?).

Such testimonials reflect the attitude of teachers towards CWSN. As any other non-CWSN children, the CWSN also visualize education as a means of self-development, social mobility and gaining social recognition. However, when they encounter constant discouragement and negative attitudes their self-confidence shatters. Even in the absence of any worthwhile 'role model', they aspire to chart a life trajectory that would eventually liberate them from their dismal social existence. Such perceptions also reflect from interaction. She further said,

'...Lekin main samajh sakti hun. Chhahe kuch bhi bolen, main to padhungi aur dikhaungi ki mujhe samajh me aata hai. Ghar pe bhai behan bhi 'behri behri' bol kar chidhate hain... lagta hai ki mujhe bhagwan ne aisa kyun paida kia...'

(But I can understand. Whatever they may say, I'll study and show them that I can understand...At home also siblings tease me by saying deaf... I feel why God has made me like this...)

In spite of some help from the parents at home, majority of CWSN remain dependent upon parents and siblings even for small works which leads such children to curse their fate. Such negative perception about oneself is socially constructed which adversely affects the perception and confidence level of CWSN. Further, since teachers are held with high regards therefore, their attitude towards them (CWSN) matters more than anything else.

However, the above attitude did not prevail in specific inclusive schools which constitute miniscule in totality of schools. In such schools, CWSN felt more confident and rich in self-esteem. Majority of students at such schools showed that they do not encounter much of problems; love and affection of teachers are constantly bestowed upon them; which make them self-confident in accomplishing their tasks and develop positive views towards life. One of the fifth standard student having orthopedic problem said, *'teacher love us very much and teach us with affection... we never encountered any problem studying in this school'*. Majority of students hold their teachers in high esteem. Their deep pervasive reverence for teachers and their pedagogic practices came out in various ways: *'Bahut achha padhate hain* (Teaches very well); *'Shishtachar sikhate hain* (teach behaviour); *'Games karvaye jate hain* (Organize games); *'Koi darta nahin hai... Madam se jhhat se poochh lete hain* (No one fear from madam... we ask immediately whenever we have any problem); *'School aane mein mazaa aata hai* (we enjoy coming to school); *'Madam hum logon ko protsahit karti hain* (madam encourage us)'. These testimonials suggest and lead to infer that cordial relations with teachers enrich the self-confidence of CWSN, whereas, negative attitude and stereotype shatter their hope, confidence and self-esteem. Hence, empathetic attitude of teachers are essential prerequisite for achieving the goal of inclusive education.

Relation with peers came out to be cordial, friendly and healthy. Sometimes CWSN and non-CWSN tease each other, but, it remains friendly activity rather than with animosity which reflects from the voices of the children. A locomotive impaired CWSN of standard VIII said, '*Shirish mujhe chidhata hai lekin meri bahut madad karta hai. Jo kamzor bachhe hain, unhe humlog mil kar samjha dete hain*' (Shirish tease me but helps me a lot. Those who are weak in studies we collectively make them learn). Such testimony suggests that irrespective of impairment children mix with each other very easily and disqualifies the charges of some teachers and parents that due to presence of CWSN, 'others' get disturbed. Actually, many social qualities develop among peers once they come in contact with each other.

Negotiating challenges:

Children (CWSN) are largely dependent upon the school for their academic development. They remain conscious observer of the on-going activities in the school and become a part of schooling processes. Majority of the CWSN and their peers showed reluctance in appreciating the on-going activities in the school due to several reasons. The confidence with which the children were able to speak aloud and freely and articulated challenges was quite heartening. All of them expressed their feeling about difficulties ranging from infrastructural, educational to attitudinal. The CWSN understand that accomplishing their life aspirations, improving family's social worth and augment its income is an uphill task and they have to struggle hard in education, more than their physically and economically better-off fellow peers. Regularly attending schools, sincerely doing assigned learning tasks and studying at home are some of their ways of negotiating challenges of schooling.

They almost regularly encounter late coming of the teachers and not teaching seriously in the class. Teachers' virtual and timely presence was observed in the class in the form of symbolic representation of teacher's purse lying on the table. However, most of the time teacher entered 10-15 minutes late to the class. In this observation it was found that after spending 11 minutes with students and instructing them to take out the book, the teacher went near the door of the class to chat with her colleague who came there from other class. In another observation it was found that the prevalence of '*kunji*' (help books or guides) culture or dictating a portion of text or telling students to read aloud is usual teaching methods in most of the schools. Such methods does not provide opportunity to CWSN so as to articulate and generate learning, and hence, they remain double disadvantaged i.e. material disadvantages with regard to teaching and learning and natural disadvantages such as physical ailments.

Teachers' being ill-equipped and non-skilled towards CWSN also reflected from some of the testimonials. Bushra, a seventh standard low vision girl said, '*Madam hum pe dhayaan hi nahi deti... board nahi dikhta aur chamakta hai... Meri seat aage nahi hai aur pichhe se kuch nahi dikhta ...*' (Madam do not provide attention to us... we can't see the board as it shines...my seat is not in front and from behind nothing is visible). Similarly, Roshan, hard of hearing student of eighth standard said, '*I can't hear as madam speak meekly and do not repeat, even on asking*'. Other testimonials from several other orthopedic students suggests that mostly teacher write on board and rub it quickly which do not provide them time to copy down. It suggests that teachers are ill-equipped towards the operative modalities of inclusive education. CWSN remain most disadvantaged in such prevalent culture of schooling because mostly teachers do not utilize any specific methods for CWSN. They remain unaware of the presence of CWSN in the class and on the other hand more focus is often provided to non-CWSN students. Such hurdles aggravate the already existing problems of CWSN. The notion of teaching, usually, in most of the schools are giving information which include asking children to read on their own, make one

child read aloud, sometimes writing on the board, or dictating 'correct' answers to questions given in the book. In this scenario, text books become the only source of knowledge which ultimately detaches student from meaningful teaching and learning processes.

It was evident from interaction that non-CWSN do not encounter any problem due to the presence of CWSN. Even many non-CWSN students feel proud as they learnt sign language on their own while interacting with the CWSN. They interact with hearing impaired fellow in sign language and says,

'Hum apas me baat kar lete hain aur teacher ko pata bhi nahi chalta kyun ki wo samajhti hi nahi ki humne kya baat ki...Aap ko bhi aa jaega agar aap un logo ke saath rahen to... jab wo baat karenge to aap dekhna... kuch hi der me aap ko samajh aa jaega ki kaise baaten karte hain'

(We talk within our self and teachers do not get us because they don't understand what we talked. You will also learn if you accompany them... when they talk you observe them... in a short while you will get to know how to talk).

Many students also invited me to learn the sign language which shows that they consider learning of the language is easy as against the teachers who claimed that they do not know sign language and that is one of the major difficulties that they encounter while teaching hearing impaired. This also suggests that the students interact among themselves freely and unhesitatingly and do not encounter any problem due to the presence of CWSN. They also feel proud of learning many things that they usually do not get from classroom teaching and learning.

The non-CWSNs are sensitive towards their peer CWSN. They feel that infrastructural shortcomings of the schools are not corrected by the authority, and hence, 'their friend' encounter problems. Testimonials such as '*pani ka nal bahut uncha laga rakha hai*' (The water tap is quite high to reach), '*toilet inke liye bhi banwana chahie inhe dikkat hoti hai*' (Specific toilet should be made for them as they encounter problem), '*sidi se jaane me isse problem hoti hai*' (Going through the stairs is difficult for her), '*board chamakta hai*' (Writing board shines), '*baithne me dikkat hoti hai*' (Sitting conveniently is problematic)', are some of the testimonies reflecting infrastructural problems existing in the school and creating difficulties for CWSN. These testimonials also show the concern of Non-CWSN towards their peers and reflect that they do not share estranged relations with the CWSN.

Apart from classroom, students also face problem in the library. They are made to sit idle without books in most of the library of government schools which is against the nature of the child. General problems that are encountered in the library is reflected from the common voices such as '*Kitab chhoone nahi dete*' (Do not let even touch the books)', '*chup chaap baithne ko bolte hain*' (Make us sit silently)', '*is se achha to khelne bhej dain*' (It is better to send us to play)', '*time kharab karte hain baitha kar*' (Waste our time by making us sit idle)'. These testimonials suggest that the habit of non-readability is socially constructed in the name of discipline. Apart from these, some testimonials such as '*wheel chair ko bahar chod kar aane me dikkat hoti hai*' (It is difficult to come leaving wheelchair outside), '*humlogo ke liye koi kitab brail main nahi hai*' (No books are there for us in brail), '*doston ko pad kar sunane ko bolo to inhe problem hoti hai ki awaaz mat karo*' (If take the help from the friends by telling them to read for us then they say not to make noise) and so on suggests that improper sitting arrangement especially for the orthopedic handicapped and not having resources in brail for the visually impaired are the common challenges that CWSN face.

Overcoming difficulties is a huge task for most of the CWSN as they have to run from pillar to post to negotiate their challenges. Those having better cultural capital in the sense of

intellect and economy cope up easily, however, for those coming from middle class and have poor cultural capital in both the sense, face more trouble negotiating difficulties. In school, majority of the CWSN remain dependent upon their peers or try to sort out their problem themselves. Within class peers are great help as many of the CWSN share cordial relations with their peers.

Participation in activities:

Majority of schools organize two types of activities i.e. literary and non-literary activities. Under literary activities essay; story writing; poem/story recitation; spelling checking, debate, quiz, declamation, gaming, co-curricular activities are commonly organized whereas singing, dance, music, painting, sports and drama are the major non-literary programmes that mostly school organize for their students.

Participation of CWSNs in these programmes is negligible as majority of teachers thinks of them to be unfit for many activities due to their physical ailments. The bias with which the selection of students for participation is usually done was clearly reflected in the versions of CWSN. A IX standard orthopedic handicapped child of a school said, '*Hume mana kar dia ki tum participate nahi kar sakte...purane bachhe ko hi bolte hain...*' (We were denied to participate and said that those who participated earlier will participate). Similarly, another hearing impaired girl student was denied participation in stage programme of drama with the preconceived notion that she may not be able to hear and speak the dialogue and the whole programme will be ruined. The finding reveals that majority of schools do not have specific programme where equal chance of participation can be provided to CWSN. There are hardly any specific activities for CWSN in majority of schools as teachers rarely keep in mind the CWSN while chalking out the details of the activities in the school. This hampers overall development of CWSN. However, some of the schools allow CWSN to participate in some of the activities such as singing, paintings, and debate.

Support and provision available and needed:

For inclusive school, it is necessary to support CWSN in the form of providing academic assistance as well as vocational training. Academic resource support simply means that every child with special needs must be taught by utilizing effective and special pedagogical strategies and equipment to meet his/her needs. There are various ways by which this support could be provided such as appointment of resource teachers, voluntary organization participation, involvement of master trainer, resource centers, vocational training, special provisions in the examination system for CWSN, removal of architectural barriers and monitoring and so on. Through interaction and observation it was tried to explore availability and provision for each of the above mentioned support. In totality seven aspects were explored as support and provision available and needed. Except a couple of inclusive school run by voluntary organization, no schools show availability of resource teacher. Majority of students (CWSN) said that only regular teacher comes to the class. Similarly, no school tries to sort out assistance by voluntary organization for the success of inclusive education. Most of the students were unaware regarding involvement of master trainer to provide training to regular teachers to equip them to handle CWSN. Some schools do have made a resource room; however, it is non-functional and lacks equipments. Almost all the students (CWSN) said that they do not have resource room which they have ever utilized. Out of all the sample schools visited, three schools that were run by voluntary organization had functional resource room for CWSN. The same schools had vocational centers as well. No schools were found to have vocational centers or counselor for

CWSN. With regard to special provision for CWSN in examination, it is followed according to the guidelines of CBSE during final examination, but, is not followed in the internal examination. Further, majority of CWSN face architectural barriers as most of the schools do not have infrastructure that can cater to the requirements of CWSN. In most of the schools, primary medical facilities are available. Financial and material supports are inadequately available as per the government directions. Overall analysis suggest that majority of schools lack the above mentioned provision and support. Rarely any child during interaction mentioned that they get any such support from the school. Absence of such support further becomes barrier towards success of inclusive education as not finding any support from anywhere, teachers feel stressed to handle CWSN in the classroom.

Being CWSN at school:

Children voiced their humiliating schooling experiences, albeit in a hushed tone. They were often made to feel 'unintelligent', 'uneducable', 'dull', 'unwanted' and so on by their teachers as many CWSN remarked. They were also asked to do errands for teachers especially in government schools. Negotiating irrelevant curriculum, uninspiring classroom experiences, discontinuity between lived reality and school knowledge and sheer boredom push many to disengage from classroom proceedings. 'Teacher favouritism' was also reported as another discriminatory form of the classroom practices. One of the students remarked, *'Teachers favour those students who are physically fit and whose families are able to provide academic support to them by way of tuitions'*.

In spite of all odds, the CWSN have lived experience when it comes to sharing with their peers. They love to come to schools as they get friends who understand them and play with them. *'Mujhe school aana achha lagta hai... dost ke saath khelne ko milta hai aur wo mujhe samajhta hai...'* (I love coming to school as I get friend with whom I play)' remarked an orthopedic handicapped child. Another orthopedic handicapped girl child wants school to cater and understand her needs. She said *'School ko humare liye bhi dhyan dena chahiye... humme neglect karte hain...'* (School should consider us and should not neglect us). The overall impact of the schooling for CWSN is that they want to excel through education. Majority wants support from school authority in the same manner as the 'other' children get. CWSN come to school with high aspiration that shatters once they encounter attitudinal problem from teachers and administrators who do not try to solve their problems and convey overtly or covertly to switch over to special school.

Developing insight through Classroom observation:

Classroom observation substantiates several issues that were revealed by CWSN during interaction. The burden of non-comprehension and culture of silence prevail in the classroom and routinely manifest itself in most of the pedagogical processes of schooling. It was observed that teachers do not try to take teaching as negotiation which cannot be taken unilaterally, without ensuring that what is taught is learnt and understood. Mostly teachers stick to reading some portion of books either by themselves or the students, writing on the boards without ensuring if the child is comprehending, and noting down from the books. This was found to be common to most of the schools. A grim picture came to light, as rarely teachers were utilizing any of the newer teaching aids for students in general and CWSN in particular. During the entire process of observation, nowhere it was observed that teachers took up specific methodology of teaching CWSN. Usual teaching methods that most of the teachers were utilizing were lecturing the lesson and question and answer method. It was further observed that teachers read from the

book while students were busy making drawing in the copy, chatting with their friends and in one of the case, the single hard of hearing child was sitting blank peeping out of the window. This made class unattractive for almost all the students. These further points out that teacher are incapable of teaching CWSN. The students rarely had been provided remedial assistance in most of the schools in those content areas in which he/she is having comprehension problems. One of the students who asked for not understanding some content was ignored, and was asked by teacher to learn in the tuition.

Early identification and remedial help is another important aspect of inclusive classroom. It was observed that some of the schools identify the child early, and, provide help by arranging remedial teaching to them. But, this practice was rarely followed in most of the schools. Teachers do not assist CWSN during and after school hours, except those, who have some orientations towards handling CWSN in inclusive classroom or have training towards the same. In one of the school, teacher remarked a physically handicapped student to 'sit silently' when he asked for help in understanding some portion of science. This was usually done in the name of maintaining discipline of the class. Even the inquisitiveness of the child was observed to be thwarted when any student ask questions. During teaching of science (Quantum numbers; Chemistry) a child asked, '*why the inner circle used to have 2 electrons?*' Instead of making the student understands the teacher remarked that whatever she is teaching '*just learn and don't raise irrelevant argument*'. Raising questions was taken negatively as an insult by the teacher whereas the student sat silently.

Passive teaching and learning further suggest that the practice of remedial teaching is not taken up by the teachers in most of the schools. However, the practice was followed in some of the schools where classes were taken up in integrated set up but not in the inclusive set up. Some of the schools do have classes separately arranged for CWSN where teachers were found involved continuously with the students and helping them throughout the teaching and learning processes.

Another point of observation with regard to seating arrangement was that, with the infrastructural problem in most of the government schools, such as, broken blackboard, lack of bench and tables and so on, most of the students found sitting on the floor. No teacher tried to make seating arrangement such that extra care for CWSN may be provided which make CWSN feels neglected. However, this helm of affairs was not the same in the public schools where teachers help to individual and collective CWSN in different manners.

It was not observed in any school that any resource teacher came to advise the general teacher on how to cope with the needs of special children in the regular classroom. None of the teachers were found to have special skills, such as, using brail for visually impaired child, or using hearing aids for hearing impaired and so on. Most of the teacher failed to suggest necessary curricular modifications or adaptations and classroom strategies for inclusive classroom. They were also incapable of undertaking counseling of parents and community mobilization.

With regard to infrastructure, the observation suggests that majority of the schools lack ramps, which are essential for easy walking by physically handicapped students. Some of the schools have a separate room apart from the school building in the name of ramp and resource room. Such arrangement does not suit the requirement of inclusive schooling. Rarely any school was found to have appropriate classrooms, desk and chairs, toilets, approachable water tap and fountain for CWSN, proper lighting keeping in mind the low vision students, books in brail for low vision and complete visually impaired student. Sidewalks, wheel chair and other essential resource were not found to be available in the schools, whereas, writing boards in most of the classroom were inappropriate and found to be in dilapidated conditions.

Conclusion:

The study has highlighted the practical aspects of inclusive education within schools by developing an understanding of the processes through which inclusive education can be made more meaningful and practical in context of the classroom situation. The study essentially contributes in understanding experiences within the classroom, so that, it can benefit CWSN-both in the present and for the future. In the absence of any specific programme, CWSN remains at the margin within the classroom as well as in the society where they grow up and feel dispossessed. Therefore experiences of the classroom become the guiding factor in bringing changes in the programme for successful inclusion of CWSN.

The present work contains study of the processes related to the Inclusive Education practices and schooling, as well as constraints in their settings. The analysis of data shows that there are many obstacles when we look at it from pragmatic point of view. The understanding generated in context of classroom situation reveals that there are issues of availability and accessibility, barriers and inadequacies which make CWSN dispossessed, and thus, social justice for them is questioned. Further, it emerged from the analysis of data that CWSN feels socially dispossessed due to the more than one reasons. Some of the major suggestions on the basis of lived experiences of CWSN will help teachers, teacher educators, educationists, educational planners, individual, community, NGOs, government and all those who want to benefit from the study.

Major suggestions:

- It is suggested that orientation of teachers is essential towards practice of inclusive education. Such orientation programme is essentially required in the areas such as modalities of inclusive education to bring about requisite change within the given resources. It should be organized for in-service teachers in specific methodology of teaching in inclusive set up, making of teaching tools specifically for CWSN, orientation towards lip reading and sign language, attitudinal change, developing empathy towards CWSN, handling CWSN in the classroom.
- Orientation/workshop for administrators should be formulated so that they can be involved in suggesting and analyzing the day to-day problems that they encounter in handling inclusive classroom.
- Syllabus of the teacher education programme should essentially include pragmatic components of inclusive education.
- Sign language should essentially be taught to every one opting for teaching as a profession. It is suggested that a separate class on this skill should be included in the B.Ed curriculum

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Relationship of Emotional Intelligence and Transformational Leadership: Future of Humanities

Renu Yadav

Abstract

The present paper reviews the literature on the relationship of emotional intelligence and leadership. The paper provides an analysis of 15 published papers in chronological order with their instrument for measurement used for data collection, sample size, dates of publication and interpretations. The review reveals that emotional intelligence has relationship with transformational leadership. However, few studies show negligible or no correlation between variables. The various dimensions of transformational leadership are correlated to different aspects of emotional intelligence. Most of the studies used The Multifactor Leadership Questionnaire (MLQ-Form 5X-Short; Bass & Avolio, 2000) and Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT; Mayer, Salovey & Caruso, 2002) for data collection. These studies can be used for deciding future researches in humanities.

Key words: *emotional intelligence, transformational leadership*

Growth of institutions depends upon the leadership who carry forward the vision and mission of institution with utmost sensitivity. Individual identities and differences in emotional intelligence must be celebrated and recognized for the progress of institutions. These differences will generate skilled and creative human capital consists of tolerant, value creation productivity with humane face. Emotional intelligence is important in development of leadership among leaders and helps in recreating sensitive work environment for employees. There is a dire need to develop transformational leadership among leaders. Transformational leadership is consisting of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. These dimensions make a leader effective leader in every arena of profession. These qualities of transformational leader require a higher degree of emotional intelligence among leaders. Thus a conceptual understanding of emotional intelligence, transformational leadership and relation between them is required to know various researches in the field.

Conceptual Framework of Emotional Intelligence

At the most general level, emotional intelligence (E.I.) refers ability to recognize and regulate emotions in ourselves and others (Goleman, 2001). Peter Salovey and John Mayer, who originally used the term "emotional intelligence" in published writing, initially defined emotional intelligence as:

A form of intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. (Salovey & Mayer, 1990).

After the initial modifications the term again defined as: “The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth” (Mayer & Salovey, 1997).

A few years after Salovey and Mayer's in (2007/1990) introduction of their theory of emotional intelligence, the concept became popularized by Goleman (Goleman, 1995; Mayer, Salovey, & Caruso, 2004). Goleman (1995; 1998) advocates for the competency model of emotional intelligence, which includes 18 competencies presented in four clusters: self-awareness, self-management, social awareness, and social skills (McEnrue & Groves, 2006). These competencies can be related to building of effective leadership. An effective leader is one who can identify and recognise the emotions of oneself and others. Effective leader could manage and differentiate between different types of emotions with own discriminating abilities of talent. If a leader can identify those emotions around him/her, it will allow for more effective responses and actions. Furthermore, the type of self-awareness that comes with strong identification skills influences a leader's performance (Caruso et al., 2003). Thus to understand the concept of effective leadership concept of transformational leadership must be understood.

Transformational Leadership

The transformational leader instigates motivation and stimulates interest among subordinates, colleagues and create positive and enthusiastic environment for work where self-accountability is a norm and team spirit is on the top in priority list. According to Bass and Avolio (1993), there are four dimensions to transformational leadership: (a) idealized influence, (b) inspirational motivation, (c) intellectual stimulation, and (d) individualized consideration. Alternatively, the transactional leader is one whom rewards (or disciplines) staff on the basis of their performance. They emphasize work standards, task completion, and employee compliance while relying heavily on organizational rewards and punishments to influence employee performance (Bass & Avolio, 1994). Researchers investigating the effects of transformational and transactional leadership have found that transformational leadership predict higher ratings of effectiveness and satisfaction, higher group performance and higher amount of effort on the part of subordinates (Seltzer & Bass, 1990) compared to transactional leadership.

Transformational leadership focuses on the innovation and creativity in the organization and is not primarily concerned with direct control and supervision. It is often viewed as a type of distributive leadership since it encompasses a shared vision and commitment to change (Hallinger, 2003). An effective leader not only kindle the employee to achieve organizational goals but help and support them to identify personal aims and mission to achieve these aims. That create commitment and faith in system among employees and they whole heartedly devote themselves to organizational success without monitoring. This illustrates why effective leadership is considered vital when the goal is far-reaching change and reform (Hallinger, 2003).

The concept of transformational leadership may provide a model for interpreting the relevance of emotions to leadership. Transformational leadership theory was developed to identify people who demonstrate exemplary leadership abilities (Bass & Avolio, 2004). Specifically, these leaders maximize follower performance beyond expected levels by building emotional bonds between the followers, the leader, and a sense of the *greater good* (Avolio & Yammarino, 1991). This cordial relation is established and further strengthened by the qualities of leader as knowledge, motivation, vision and dedication and understanding the human values. The vision and motivation of leader generate positive attitude, perseverance and trust in system among the employees. They have the belief that leader understand their emotions and is sensitive towards their progress and prosperity. Transformational leadership skills might be considered to

be intertwined with the concepts of emotional intelligence in the literature. Thus the objective of present study is to find out the relationship between transformational leadership and emotional intelligence.

Rationale for the Study

In 21st century we are struggling hard to establish the humane and sensitive administrative culture in organizations varies from higher education to banking sectors or Industries. The culture of sensitivity is not established and organizations are not capable to cope up with challenges of human capital in a country having advantage of demographic dividend. The rationale for this study is twofold. First, the interpretations and results of many studies depict that there is a positive significant correlation between transformational leadership and emotional intelligence while other studies depict negligible or insignificant correlation. Specifically, while a number of studies found a positive correlation between transformational leadership and emotional intelligence (Gardner & Stough, 2002, Barling, Slater & Kelloway, 2000, Laban P. Ayiro, 2014), two studies found no correlation between these two constructs (Barling, Slater, & Kelloway, 2000; Palmer, Walls, Burgess, & Stough, 2001). In neither case was a correlation found between emotional intelligence and the intellectual stimulation dimension within transformational leadership. This incongruity generates curiosity in the mind of researcher to find out the relationship between emotional intelligence and transformational leadership in various studies conducted so far.

Review of related literature

Various studies have been conducted to find out the relationship between emotional intelligence and transformational leadership. Different Meta-analysis studies also are conducted to establish the relationship. Study done by Van Rooy and Viswesvaran (2004) established relationship between emotional intelligence and effective leadership especially in context of workplace performance of a leader and employees. There are many studies which show that emotional intelligence is more important than IQ and technical skills for leadership effectiveness (Antonakis, J, 2004). These studies support that transformational leadership has relationship with emotional intelligence and emotional intelligence support the development of transformational leadership for effective leadership in organisations. This review of related literature helps in fulfilling the objective of present study which meant for understanding of correlation between emotional intelligence and various dimensions of transformational leadership. These studies are taken from some reputed journals and dissertations of psychology from different sources. Some of studies in chronological orders are depicted in following table which shows positive relationship between emotional intelligence and various dimensions of transformation leadership.

Table 2: Studies showing relationship between Emotional Intelligence and Transformational Leadership

1. Barling, Slater & Kelloway (2000) - *Leadership & Organization Development Journal*

- Bass & Avolio's Multifactor Leadership Questionnaire (MLQ 5X Short)
- Bar-On (1997) Self-report Emotional Intelligence Inventory

Sample: 49 managers + 187 subordinates

Findings: A positive relationship between EI and 3 aspects of TL (idealised influence, inspirational motivation, individualised consideration).

2. Palmer, Walls, Burgess & Stough (2001) - *Leadership & Organization Development Journal*

- Bass & Avolio's (1995) MLQ: 45 items
- Salovey's (1995) modified Trait Meta Mood Scale: 41 items

Sample: 43 participants

Findings: Significant correlations between some components of TL (idealized influence, inspirational motivation, individualized consideration) and the EI subscales.

3. Niroshaan Sivanathan, G. Cynthia Fekken, (2002). *Leadership & Organization Development Journal*

- Questionnaire on emotional intelligence and moral reasoning

Sample- 58 residence staff, 232 Subordinates and 12 Residence staff's supervisors of University

Findings- Analysis showed that leaders who reported higher levels of emotional intelligence were perceived by their followers as higher in transformational leadership and more effective. Interestingly, having high emotional intelligence was not related to supervisor's ratings of effectiveness.

4. Lisa Ann Weinberger (2003). *Human Resource Development Research Centre*

- Mayer Salovey Caruso Emotional Intelligence Test (Mayer, Salovey, & Caruso, 2002)
- Multifactor Leadership Questionnaire (MLQ5x) (Bass & Avolio, 2000)

Sample-all the top managers (N = 151) of a single US based manufacturing organization referred to as CSW and their subordinates

Findings- There is a significant and positive correlation ($p < .05$) between perceiving emotions, as measured by the MSCEIT and transformational leadership styles as perceived by subordinates. Transformational leaders leverage their skills of charisma, intellectual stimulation and individualized consideration to accomplish these tasks.

5. William Leban, Carol Zulauf, (2004). *Leadership & Organization Development Journal*

Sample- 24 project managers and their associated projects in six organizations from varied industries

Findings- project manager's transformational leadership style has a positive impact on actual project performance that emotional intelligence ability contributes to a project manager's transformational leadership style and subsequent actual project performance.

6. David Rosete, Joseph Ciarrochi, (2005) *Leadership & Organization Development Journal*

- MSCEIT
- 16PF5
- Wechsler abbreviated scale of intelligence (WASI)

Sample- Senior executives ($n=41$), manager ($n=149$)

Findings- Correlational and regression analyses revealed that higher EI was associated with higher leadership effectiveness, and that EI explained variance not explained by either personality or IQ.

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| <p>7. John E. Barbuto & Mark E. Burbach (2006)- <i>The Journal of Social Psychology Survey Method</i></p> <p>Sample: 80 selected public officials in United States and 3-6 direct-report staffer for each leader</p> <p>Findings- Emotional intelligence of leader shared significant variance with self perception and rater perception of transformational leadership.</p> |
| <p>8. John T. Legier Jr. (2007) <i>Doctor of Philosophy Dissertation, Southern Illionis University</i></p> <ul style="list-style-type: none"> • Schutte emotional intelligence scale • MLQ-5X <p>Sample-860 High Performance Mid-Western Automotive trim and manufacturing organizations</p> <p>Findings- Significant positive correlation for idealized influence attributed and behaviour for transformational leadership style. Highest shared predictor variance of leadership pattern to emotional intelligence found.</p> |
| <p>9. Esther Lopez-Zafra, Retamero & Landa (2008)-<i>Journal of Leadership Studies</i></p> <ul style="list-style-type: none"> • Trait Meta Mood Scale (TMMS :24; Salovey, Mayer, Goldman, Turvey & Palfai, 1995) <p>Sample: 210 Undergraduate students consist of 45 men and 165 women of median age 19</p> <p>Findings: ANOVA for <i>cohesion</i> × <i>leadership style</i> × <i>emotional clarity</i> yielded a significant interaction between these three variables: $F(2,410) = 8.59, p < 0.001$. Leadership have significant relationship with emotional intelligence.</p> |
| <p>10. Lane B. Mills (2009). <i>Journal of Curriculum and Instruction (JoCI)</i></p> <ul style="list-style-type: none"> • Biostat's Comprehensive Meta-Analysis Software Version 2.0(Borenstein, Hedges, Higgins, & Rothstein, 2005) <p>Sample-One hundred and forty-one studies were reviewed for possible analysis with 48 studies meeting the criteria for inclusion.</p> <p>Findings-The study concludes that there is a moderately strong relationship between emotional intelligence and effective leadership.</p> |
| <p>11. Nivedita Srivastava and Shreekumar K. Nair (2010)- <i>Indian Journal of Industrial Relations</i></p> <ul style="list-style-type: none"> • Emotional Quotient Inventory (EQI): BarOn (1997b, 2000) • The Rational Behaviour Inventory (RBI): Shorkey and Whiteman (1977) • Managerial Effectiveness Scale: Gupta (1996) <p>Sample: 305 managers from diverse industries in the public and private sectors</p> <p>Findings: Emotional Intelligence of Manager positively influences managerial effectiveness. Emotional intelligence play significant role in effective leadership.</p> |
| <p>12. Elizabeth B. Hebert (2011)-<i>Educational Policy Studies Dissertations, Georgia State University</i></p> <ul style="list-style-type: none"> • Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) • Multi-Factor Leadership Questionnaire (MLQ-5X) <p>Sample: 30 elementary, middle, and highschool principals and five to seven teachers who worked with each principal from schools within the United States.</p> |

Findings: Pearson's $r(30) = 0.37, p < 0.05$. A positive correlational relationship between effectiveness and both emotional intelligence, Pearson's $r(30) = 0.38, p < 0.05$, and transformational leadership, Pearson's $r(30) = 0.90, p < 0.01$, was evident. Principals and future principals could better develop effective leadership skills by becoming more aware of their strengths and weakness in the area of emotional intelligence, along with improving their transformational leadership behaviours.

13. Muhammad Ehsan Malik *et.al* (2012). *World Applied Sciences Journal*

- Bar-On Emotional Quotient Inventory
- Emotional and Social Competency Inventory

Sample- 300 individuals from 100 organisations from industrial and banking sectors of Pakistan

Findings-transformational leadership have highly significant role in moment correlation with organizational learning. Self awareness of emotional intelligence is strongly correlated with transformational leadership.

14. Mohammad Shahhosseini, Abu Daud Silong, Ismi Arif Ismail (2013). *ResearchersWorld -Journal of Arts, Science & Commerce*

- Schutte emotional intelligence scale
- Bass and Avolio leadership styles scale

Sample-192 managers from public and private banks in Iran.

Findings- emotional intelligence was positively correlated with emotion in job performance. Transformational leadership style was correlated with job performance. People with transformational leadership style show better performance.

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- The Multifactor Leadership Questionnaire (MLQ-Form 5X-Short; Bass & Avolio, 2000)
- Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT; Mayer, Salovey & Caruso, 2002)

Sample: 103 Principals, 209 Deputy principals from different schools of Kenya

Findings-emotionally intelligent leaders should have a higher aptitude to tap into their followers and hence lead them transformative. Idealized Influence (attribute) of transformational leadership is more correlated with emotional intelligence. Of the four dimensions of emotional intelligence, Regulation of Emotion (ROE) was the most highly correlated with the dimensions of transformational leadership.

Discussion

The literature shows that most of the studies found positive correlation between emotional intelligence and transformational leadership branches. However, there are many researches which show no significant relationship between emotional intelligence and transformational leadership. As the study by Cavazotte, Moreno & Hickman (2012) took the sample of 134 managers and 325 subordinates from multi source data. They used 20 items of transformational leadership dimension from Bass & Avolio's MLQ and Wong and Law, 2002 Emotional Intelligence Scale (WLEIS). They found that when 'other' individual differences (intelligence, personality) associated with leadership are taken into account, the predictive power of emotional intelligence becomes frail. There are many more studies which signify

above results. As study done by Lam and O'Higgins (2012) taken sample of 54 managers and 269 team members found that in some instances transformational leadership style translate from emotional intelligence, and in others, transformational leadership style operates independently of emotional intelligence. Study by Zeyad Al Azzam indicated that there is no positively significant relationship between Emotional Intelligence with its five dimensions; Self-Awareness, Self-Management, Self-Motivation, Empathy and Relationship Management and Transformational Leadership Style with its four elements; Idealized Influences, Inspirational Motivation, Intellectual Stimulation and Individual Considerations at target study. He has taken managers of Income and Sales Tax Department in Jordan and used self-made questionnaire.

If comparison of both types of researches is made where emotional intelligence has relationship with transformational leadership and *vice-versa*, it is found, when data are collected from various sources then the results are different than data is from single source. The reason could be that when data is from single source then self-report biases can emerge and significant correlation can be found in some cases. Studies that rely solely on same-source data to test relationships and establish correlations are susceptible to common method bias, particularly when the data are gathered from the same source at the same time using the same measurement technique (Podsakoff, MacKenzie & Lee, 2003). This is to say that a form of self-report bias can emerge from same-source data when respondents unconsciously attempt to maintain a degree of consistency in their responses across items. This has a tendency to produce relationships that may not otherwise exist. Harms and Crede (2010) conducted a meta-analysis of studies on EI and TL, finding that same-source data tends to produce "greatly inflated validity estimates of the EI-leadership relationship compared with studies that used a more rigorous multi-method approach" (Harms & Crede, 2010: 12).

Implications of the study

From the above discussion it is clear that relationship pertains between emotional intelligence and transformational leadership. The new areas must be emerged in the field of leadership development from these researches and future direction must be developed.

Multi-source data sets should form the basis of future research in order to limit the problem of common method variance. Third, there appears to be little merit in conducting quantitative analysis on very small data-sets, as these studies provide findings that cannot be generalized. Research in this area has not benefitted from the lack of a "gold standard" instrument designed to effectively measure EI. These hindering factors delimit progress and advancement in the arena of relationship between emotional intelligence and transformational leadership. Regarding the preparation of future educational leaders, Educational Leadership Preparation Programs might want to consider incorporating the role of emotions and emotional intelligence in their course design and training experiences. Skillful handling of situations and people, reflective of leaders aware of the importance of emotional intelligence should be given the same attention and importance as the more traditional leadership tasks of budget, finance, and operational skills. Another likely outcome of this finding is the incorporation of a more formal evaluation of emotional intelligence in preservice and current educational leaders.

The study recommends that the management in educational institutes must focus on emotional intelligence for improving transformational leadership qualities among between transformational leadership, organisational academic leaders. The institutions should conduct culture, affective commitment and employee workshops and training sessions to promote emotional intelligence of the academic leaders. Emotional Intelligence can help educational

leaders to identify needs of teaching staff and provide solution for those needs which may result in higher productivity of the knowledge workers.

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The Narrative Technique in Doris Lessing's *The Golden Notebook*

Bhavya Singhal

Abstract

This paper is an attempt to examine the narrative technique used by Doris Lessing in her novel The Golden Notebook to capture the shock of disorientation at spatial, temporal and historical level through the use of disintegration which led to the creation of this fragmented novel. This paper first examines the social, political and historical conditions of the time when Lessing started writing which led to the creation of a fragmented novel. Then it moves towards the novel itself and examines how Lessing uses disintegration in the narrative form of the novel to prove that it was difficult to write a unified form as a whole.

The paper first traces the theme of disintegration and its beginning with the two World Wars followed with the Cold War which created a sense of nihilism among people as they felt the anxiety, fear and trauma and face the threat of the extinction of their selves which Lessing reflects in her novels. She, herself, has undergone through such painful memories and she felt that the best way to describe about this fragmentation in the society and in the human psyche is to develop a narrative technique which suits the purpose. Lessing divides her novel into several parts. She shows her protagonist, Anna Wulf, who keeps four different diaries of different colours like red, yellow, black and blue colour to record her different experiences and any attempt to combine these four notebooks is shown to be a failure as it was difficult to maintain the aesthetic wholeness. The novel also has broken ideas, broken sentences and asterisk just to show that the language was also inappropriate in a particular narrative. The attempt to achieve unity through writing fails but is it a real failure or used as a technique to highlight the theme of disintegration is what this paper has tried to explore.

Keywords: Fragmentation, Narrative Technique, war,

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. . . But the truth of contemporary historical existence is sterile and chaotic and its elements- the social, the historical, the political, the sexual, the sociological, the psychological, the autobiographical- cannot cohere as a whole, especially in a time when female personality is fragmenting, under the pressures of modern change and fresh emotional and existential expectations. (Bradbury 352)

As an internationally acclaimed, Nobel Prize winner, Doris May Lessing is best known for her novels, short stories and essays which are largely concerned with the people caught in the social and political upheavals of the twentieth century since she has also lived through the horrors of the First World War and the Second World War. V. S. Prichett says, that the two wars have “robbed two generations of their maturity: the fact that life has behaved exorbitantly” (212). This paper is an attempt to examine the narrative technique used by Doris Lessing in her novel *The Golden Notebook* to capture the shock of disorientation at spatial, temporal and

historical level through the use of disintegration which led to the creation of this fragmented novel. This paper first examines the social, political and historical conditions of the time when Lessing started writing which led to the creation of a fragmented novel. Then it moves towards the novel itself and examines how Lessing uses disintegration in the narrative form of the novel to prove that it was difficult to write a unified form as a whole.

The wars created a sense of disillusionment, deportation, massacres and genocide. The Cold War which began with the collapse of Communism in Eastern Europe and the fear of conflict between the US and the Soviet Union continued till 1989 which also created the mood of trauma, anxiety, horror and apocalyptic peril and created the split in time. Due to this fiction was seriously disoriented as Morag Shiach says, “The Second World War was a great challenge to the possibility of aesthetic wholeness and its promise; if not of redemption, then at least of a momentary insight and coherence. Something of a shared aesthetic vision was lost in those years of violent conflict and national and individual loss and dislocation” (10). The novel form almost ended by the post war culture of nuclear standoffs, rampant commercialism, indeterminacy and dizzying global diversity. Thus, Lessing uses this technique of incoherence or disintegration in the novel form in *The Golden Notebook* in order to reflect and represent the incongruity of real life. Since the reality is all shattered, fragmented and disintegrated so the experience required to write about this reality should also be shattered. T. S. Eliot wrote in a review of James Joyce's *Ulysses* in 1923 that the inherited mode of ordering a literary work, which assumed a relatively coherent and stable social order, could not accord with “the immense panorama of futility and anarchy which is contemporary history” (Abrams 167). But while using this technique the struggle with 'writer's block' also comes forth. Lessing tries to represent the mental crack up in her writing as Anna asserts at the end of the novel, “It's been necessary to split myself up.” (Lessing 521)

The Golden Notebook, published in 1962, reflects the fractured time and fragmented consciousness. In the Preface to *The Golden Notebook*, Lessing writes about the formlessness of the novel as she says, “How little. I have managed to say the truth, how little I have caught of all that complexity; how can this small neat thing be true when what I experienced was so rough and apparently formless and unshaped?” (15). Thus she hints towards the formlessness of the novel or rather she deliberately gives it a fragmented shape to show “everything's cracking up” as is remarked by Anna Wulf, the protagonist of the novel (Lessing 25). Lessing is against the “blind grasping out for wholeness” and she represents her protagonist Anna Wulf, an alter ego, who is herself a writer and is facing the problem of the writer's block (76). Thus Anna is seen to keep and reflect her fragmented selves into four different notebooks which are of different colours that are of red, black, yellow and blue colours which, according to Maggie Humm, “propels us into multiplicity as the four notebooks demonstrate the inability of particular political or historical representations to categorise women adequately” (30). But Lessing has made a successful attempt to highlight the disintegration through her narration of her novel and captures the disintegration of the art form where the artists now write out of their incapability to live. She shows Anna who is stuck between fiction and truth and is unable to decide whether the novel should be straight, simple, formless account or simply the truth. The reasons she gives for the formlessness of her novel *Frontiers of War* are emotions of “the unhealthy, feverish, illicit excitement of wartime, a lying nostalgia, a longing for licence, for freedom” (Lessing 77). She feels that it is not a natural process to write a novel and she will have to 'deliberately whip up' in herself the emotions required for writing it. Anna also remarks about her novel “I hated it then and I hate it now” and “it is so clear to me that I can't read that novel without feeling ashamed as if I were in a street naked. Yet no one else seems to see it” or that her novel spreads nihilism where

there is “an angry readiness to throw everything overboard, a willingness, a longing to become part of dissolution” which leads to wars (76-78). This makes her ashamed of writing the next novel yet *The Golden Notebook* comes into shape of a novel which is based on her diary entries. But Jesse Matz disagrees with Anna and says:

The Golden Notebook is a book out to mock the very possibility of a book, by breaking up its parts, undoing its typical form, and making it a random kind of game in which chapters might be chosen purposelessly in any order thus mirroring the randomness of a world without foundation. For Lessing notebook-fragment take an approach to the breakdown of society. Here are a full facts of our broken world. Modernism is revived here but with a difference what had been falling apart is taken in hand and investigated, reshaped. Not pieced back together because the world has not regained coherence. The notebooks of *The Golden Notebook* show us modern fragmentation taking a new shape. These fragments are lenses, diverse ways of seeing what now fractures the modern world. (130)

The other narrative technique which Lessing has adopted is the novel within the novel form as Malcolm Bradbury says, “The stories of the four notebooks frequently mirror, echo or interlock each other and they consider factuality, fictionality, self-deceit and literary lying” (352). Even Doris Lessing writes in her *Preface to The Golden Notebook* that Anna “has to separate things off from each other out of fear of chaos, of formlessness-of breakdown” (Lessing 7) but the novel moves through fragmentation. Bradbury says that “the goal is to attain 'the golden notebook'. But when we read this novel it's like a circle since her story is the story of the crisis and it unravels again back into the story of the making of the story resulting in 'meta-fiction’” (352). Thus an attempt to create a united novel form leads to a meta-fiction rather than a united story. The form of using 'meta-fiction' is again a narrative technique used by Lessing to again highlight that a single and united form of a novel would have been inappropriate to the conditions of that Post World War age.

The novel is not only divided into four different notebooks rather it also has a section called 'Free Women' which is the best example of 'meta-fiction'. These four notebooks are further subdivided into many parts. The *Black Notebook* has subdivisions and is divided into two parts 'Source' and 'Money' which again shows that the ideas and thoughts are disintegrated. Under 'Sources' are “fragments of sentence, scenes remembered, letters from friends in Central Africa gummed to the page” (Lessing 72) and under 'Money' is a record of transactions related with the debut novel which Anna has written and the money she receives from its translations. But later on the black and the red notebooks are covered with clippings regarding violence, death, riots and hatred in some parts of Africa. The black notebook ends with Anna's dream about total sterility.

The Red notebook describes her experiences with the British Communist Party and the Yellow Notebook is reflected in fictional form based on the painful ending of her own love affair. This notebook is a story of Ella, who is undergoing similar problems as faced by Anna. The Yellow Notebook is a novel *The Shadow of the Third*. Anna has created Ella in her own image and has portrayed all the emotions alike. The yellow notebook is a novel *The Shadow of the Third*. Anna has created Ella in her own image and has portrayed all the emotions alike. But at certain moments Anna gets panicky as she feels that Ella is floating away from her and going out of her control. She handles the letters dealing with neurotic problem written in the medical column. She has also written many 'sensitive and feminine' short stories and also a half written novel about a young man committing suicide out of despair and madness (Lessing 164). So she is afraid and ashamed of this subject. Later, the Yellow Notebook itself turns into an account of short stories mostly about women having affairs and their break-ups, about women facing

writer's block, about men exploiting women and ex-communists facing rejections from all sides. These are the stories which either Ella or Anna is trying to formulate. Again this highlights that Lessing deliberately makes the Yellow Notebook as fragments to show that an attempt made by Anna to write a fiction is purposeless and useless. Thus the narrative technique of creating 'meta-fiction' depicts that life itself is fragmentary. The last notebook, that is, the Blue Notebook records Anna's memories, dreams and emotions. Thus Anna herself fragments her alter egos into four notebooks testifying her conflict and struggle to achieve her united self.

The novel as a whole is disintegrated with broken scribbling and half-sentences on the very first page or two in each notebook. This is also a technique which Lessing has used again to highlight that in normal conversation also one does not complete sentences and whenever one tries to write some of the thoughts then, again, one is unable to pen them down in a continuous flow. This highlights the inability of the writer to express itself in complete and united sentences. But Lessing uses this technique in narration deliberately not only to show that people are unable to write as a whole but also to critique the trend where everyone attempted at writing or describing their experiences:

Everyone was going to be a great writer, but everyone? Do you know the really deadly skeleton in the communist closet- the really awful truth? It's that everyone of the old Party war horses . . . has that old manuscript or wad of poems tucked away. Everyone was going to be the Gorki or the Mayakovski of our time. Isn't it terrifying? Isn't it pathetic? Every one of them, failed artists. (Lessing 35)

The best example is Ella's father in the 'meta fiction' written by Anna, the protagonist of the novel *The Golden Notebook*. He is a military man and has also written all his poems about solitude, loss, fortitude, and the adventures of isolation. This offers as a critique of 'grub street' writers which were famous in the eighteenth century.

As a result of guilt she is unable to connect with her notebooks or to describe her experiences because she fears further 'sub- divisions and categories' of her notebooks thus creating a writer's block. When Anna goes through her own notebooks she is not able to recognize herself because she suffers from insecurities regarding her artistic talent. Thus she decides to record only facts without any dates in her blue notebook which is a chaos. Then the diary entry in the Blue Notebook itself changes into events marked by asterisk. She is ashamed of showing her 'psychological impulse' in her first novel but she finds that most of the other writers are also writing "out of deep, suddenly stark, undisguisable private emotion" (Lessing 311). She further broods by thinking about "who is that Anna who will read what I write? Who is this other I whose judgement I fear, or whose gaze, at least, is different from mine when I am not thinking, recording and being conscious. And perhaps tomorrow, when that other Anna's eye is on me, I will decide not to leave the Party?" (312-13)

Anna's fear of loneliness stops her to write as Tommy remarks, "You're afraid of writing what you think about life, because you might find yourself in an exposed position, you might expose yourself, you might be alone" (Lessing 55). He is critical of Anna's writing about her experiences into four different notebooks containing only newspaper cuttings, bits of experiences about blood and brain all bracketed off or crossed out. Anna replies that if she combines her notebooks then it will be a 'chaos' (56). So she also takes proper care of dividing herself up into compartments. That is why Anna compartmentalises and makes an attempt to create order out of formlessness and the chaos of the world.

At last, she buys a new notebook and packs up all these four notebooks to "start a new notebook, all of myself in one book" (Lessing 528). But Anna's fear of the formless work of art forces her not to write. Thus the notebooks are also moving towards chaos. Anna has locked up

her feelings and is unable to fit conflicting things together to make a whole. Thus, she eventually manages to unite her identity in one notebook and names it *The Golden Notebook* trying to come to terms with her disillusionment with communism, her rejections by her lovers, writer's block and the tension with family and friends. But this attempt is a failure because when one reads this novel again one finds that the story is fragmented and moves in circles. As Patricia Waugh says:

Initially, Anna, the writer, tries to work her way through the problem of disappointments and despair and overcome her writer's block by separating herself out into distinct voices, one for each of the four notebooks, convinced that if the essence of neurosis is conflict, then dividing up, separating out the voices, is the way to stay sane. But in the final, golden notebook, she begins to break down and to experience a complete dissolution of the voices into each other and in those of other characters. (178)

Even the 'Free Women' narratives, which initially looked as if Lessing herself is speaking directly to the readers but it is in the final section of this narrative that one realises that it is Anna who has written those sections also. Thus this is also one of the narrative technique which Lessing has used where the persona of the writer and that of the protagonist merge and makes it difficult for the readers to differentiate it. She has cleverly ended that section with Anna's acceptance that she cannot capture the absolute truths about herself in her notebooks but these are the feelings of Lessing that are being reflected as she was also suffering from the writer's block.

These wars were the main provocations to question reality. Patricia Waugh talks about Lessing who voiced her unease with the capacity of expressive realism to articulate the complex fragmentariness of late modernity. Thus Lessing opts for a narrative style which best suited to the time of her age. In her Nobel Prize lecture "On not winning the Nobel Prize- December 7, 2007" she says "We are in a fragmenting culture, where our certainties of even a few decades ago are questioned." This is what she has also depicted in her novel *The Golden Notebook* that one has to read and understand a text in fragments and any attempt to read it as a whole is a failure of the writer as well as the reader. This she has proved by showing that though Anna feels that the unity of the novel has been achieved where she combines all her four notebooks into one, that is, in the Golden colour notebook but Lessing has deliberately left those books as fragmented.

The attempt to achieve unity through writing fails but is it a real failure or used as a technique to highlight the theme of disintegration is what this paper has tried to explore. Thus the novel is complex in structure and usually follows a non-linear technique. "Taken as a broken whole, it marks a pivotal advance upon the kind of fragmentation and perspective at work in the prior generations of modern fiction" (Matz 113). Thus, Lessing uses different narrative technique to highlight the theme of disintegration present in that age by imbibing in the novel form an appropriate answer to that age. She divides her novels into four notebooks and shows an attempt to combine it in the Golden Notebook. She also uses the technique of 'meta-fiction' to again suit the idea of disintegration.

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Study the Properties of Single Layer BiFeO₃ Thin Film

Aditya Saxena, Neha Arya & Neha Pundir

Abstract

The properties of single layer of multiferroic BiFeO₃ (BFO) thin film grown (with different temperature and pressure) on ITO coated quartz glass substrate using Pulsed Laser Deposition have been investigated. Its various properties were studied using XRD data, I-V characteristics, and band gap calculations. XRD data shows that the formation of some secondary phases may be due to the presence of Fe²⁺ and Fe³⁺. The thickness of the sample is found to be 600 μm. The resistance of the thin film grown is calculated as $1.7231 \times 10^9 \Omega$. Band gap calculated using the tauc plot (2.6eV for the most appropriate sample nearly equal to the standard value 2.5 eV), which is found to be quite fine to be used as it is as a photovoltaic device. The leakage current is high, which limits its use and is a major concern for its further applications. Thus further work is needed to widen its use. Present work shows how the temperature and pressure variations change the crystallinity of the thin film of BFO.

Keywords: Multiferroics, magnetoelectric coupling, tauc plot

1. Introduction

Multiferroics are the materials having more than one ferroic order (ferroelectricity, ferromagnetism, ferroelasticity, ferrotoroidicity) i.e. the materials in which both ferroelectric and ferromagnetic properties coexist. Perovskite (ABO₃) structure [1,2] based multiferroics possess both room temperature ferromagnetic and ferroelectric properties in the same phase and also the magnetoelectric coupling [3] (coupling between the electric and magnetic order parameters) in certain range of temperatures is gaining notice [4]. As we are living in a world where miniaturization is seen in every other field, multiferroics are supposed to have potential applications in as many fields, a few can be named as production of spintronics devices, energy storage devices, sensors, multiple state and ultrahigh density memory devices, electric field-controlled, ferromagnetic resonance devices etc. Among all other perovskite multiferroics known i.e. BiFeO₃, DyFeO₃, BiMnO₃, etc., bismuth ferrite (BiFeO₃, BFO) which is rhombohedrally distorted perovskite structure with R3c space group [1,2], is the only material which exhibits both ferroelectricity and G-type antiferromagnetism at room temperature with Curie temperature TC 1103 K and Neel temperature TN 643 K. Bi³⁺ and Fe³⁺ ions are displaced along the [111] direction compared to ideal centrosymmetric position which gives rise to spontaneous polarization [5, 1, 2]. BFO (lead free and environment friendly) can offer exciting opportunities for potential applications in both optoelectronic and solar energy devices towards abundant renewable energy harvesting where the otherwise used lead contained options are harmful, this may give rise to Green energy source [6].

In ferroelectric photovoltaic (FPV) effect, a photocurrent is generated in a ferroelectric material under illumination and its direction is dependent upon the ferroelectric polarization of that material. So, FPV effect has a promising potential as an alternative to conventional

photovoltaic devices [7]. But the main hindrance is that a very small photocurrent is generated in ferroelectric materials like LiNbO₃, which is due to its large band gap and low conductivity. In this direction bismuth ferrite has shown a great potential since a large photocurrent above band gap voltage is observed in this material under illumination [3, 8].

2. Experimental procedure

Four samples were prepared using different temperature and pressure variations as per details given below:

Sample 1:

Thin film of BFO is deposited using Pulsed Laser Deposition Technique with following parameters:

| | |
|-----------------------|---------------------------|
| Target | 20% Bi-excess BFO |
| Substrate | Corning Glass |
| Temperature | 600°C |
| Deposition pressure | 100mT |
| T-S distance | 4.2cm |
| Laser type | Excimer Laser (ArF:193nm) |
| Pulse repetition rate | 10Hz |
| Fluence | 180mJ |

Sample 2:

Thin film of BFO is deposited using Pulsed Laser Deposition Technique with following parameters:

| | |
|-----------------------|---------------------------|
| Target | 20% Bi-excess BFO |
| Substrate | Corning Glass |
| Temperature | 600°C |
| Deposition pressure | 200mT |
| T-S distance | 4.2cm |
| Laser type | Excimer Laser (ArF:193nm) |
| Pulse repetition rate | 10Hz |
| Fluence | 180mJ |

Sample 3:

Thin film of BFO is deposited using Pulsed Laser Deposition Technique with following parameters:

| | |
|-----------------------|---------------------------|
| Target | 20% Bi-excess BFO |
| Substrate | Corning Glass |
| Temperature | 750°C |
| Deposition pressure | 200mT |
| T-S distance | 5cm |
| Laser type | Excimer Laser (ArF:193nm) |
| Pulse repetition rate | 10Hz |
| Fluence | 180mJ |

Sample 4:

Thin film of BFO is deposited using Pulsed Laser Deposition Technique with following parameters:

| | |
|-----------------------|---------------------------|
| Target | 20% Bi-excess BFO |
| Substrate | Corning Glass |
| Temperature | 750°C |
| Deposition pressure | 300mT |
| T-S distance | 5cm |
| Laser type | Excimer Laser (ArF:193nm) |
| Pulse repetition rate | 10Hz |
| Fluence | 180mJ |

XRD is taken for all the samples. The XRD peaks of sample 3 best match with that of the standard BFO.

Firstly ITO is deposited on quartz substrate using RF magnetron sputtering. This ITO deposited works as the bottom electrode for the measurement of I-V characteristics. (using parameters of sample 3). On this prepared substrate BFO thin film is grown using pulsed laser deposition (PLD) (using parameters of sample 3). The technique of PLD has been used to deposit high quality films of materials for more than a decade. This technique uses high power laser pulses to melt, evaporate and ionize material from the surface of a target. This "ablation" event produces a transient, highly luminous plasma plume (vapours of BFO) that expands rapidly away from the target surface. The ablated material is collected on an appropriately placed substrate upon which it condenses and the thin film grows. This method gives us a very fine uniform thin film of very small thickness.

On this BFO thin film, gold electrodes were deposited using thermal vapour evaporation technique using shadow mask in form of circular dots of thickness 40 nm and diameter of circular dots was 600µm.

Bottom electrode of ITO is deposited on corning glass using rf sputtering technique with following parameters:

| | |
|---------------------|--------|
| Target | ITO |
| Substrate | Quartz |
| Temperature | 400°C |
| Deposition pressure | 10mT |
| T-S distance | 5cm |
| Power | 40 W |
| Background Gas | Argon |

For top electrode circular dots of gold are deposited by thermal evaporation technique using shadow mask.

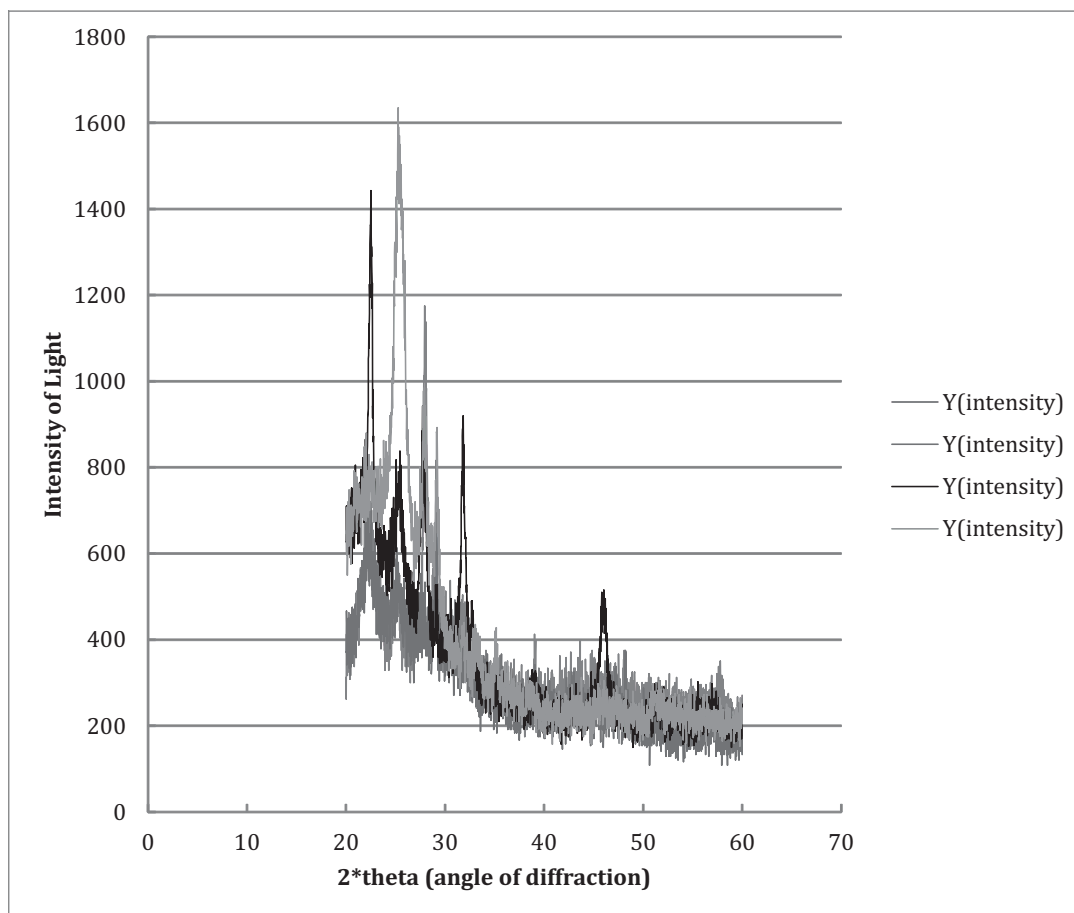
Diameter of circular dots: 600 m

Thickness of circular dots: 40nm

Thickness of deposited thin films was measured using a surface profiler (Veeco Dektak150). Crystalline structure of the prepared BFO thin films was analysed using a high resolution X-Ray diffractometer (Bruker D8 Discover). Atomic force microscope (VECCODI multimode SPM) was used to study the surface morphology of the films grown on corning glass substrates and the electrical measurements (I - V) were carried out using a semiconductor characterization unit (Keithley 4200). All measurements were carried out at room temperature [9].

3. Results and Discussion

XRD data



Pink-sample 1 (Intensity of Light at different 2*angle of diffraction)

Blue-sample 2 (Intensity of Light at different 2*angle of diffraction)

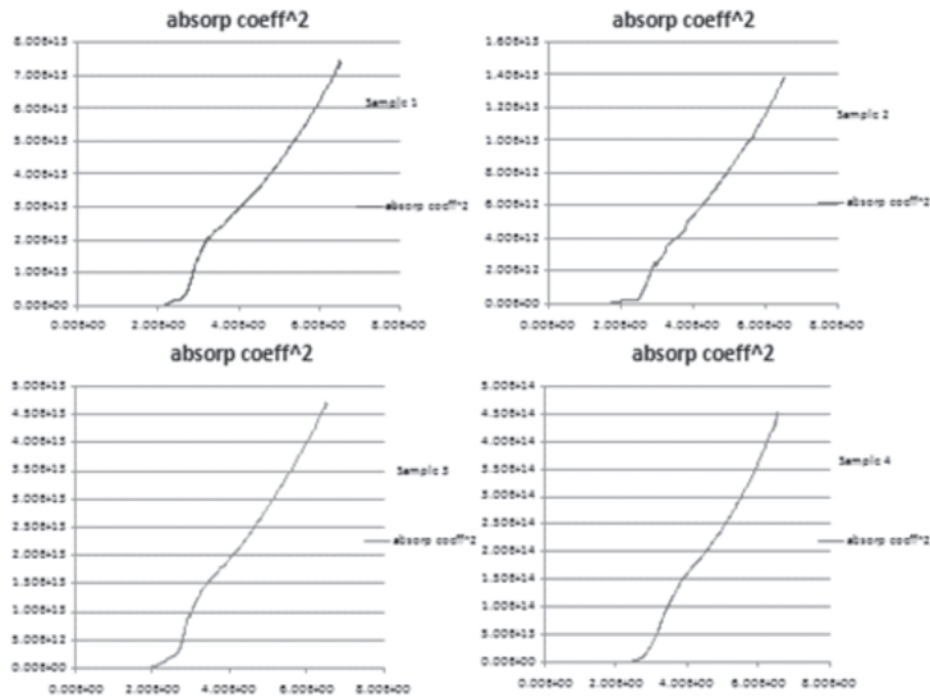
Black-sample 3 (Intensity of Light at different 2*angle of diffraction)

Green-sample 4 (Intensity of Light at different 2*angle of diffraction)

Peaks at particular value of 2* (theta) corresponds to the miller indices. Peaks of sample 3 best match with the standard BFO peaks.

Thickness of Sample is calculated using surface profiler and is found to be 600 μ m.

UV –Vis study of the four samples is done to determine band gap.



On X-axis plotted square of the absorption coefficient ($[\text{cm}^{-1}\text{eV}]^2$) and on Y-axis is plotted the energy (eV)

The calculations for the band gap (E_g) are done using extrapolation method and are found to be:

Sample 1: $E_g = 2.6 \text{ eV}$

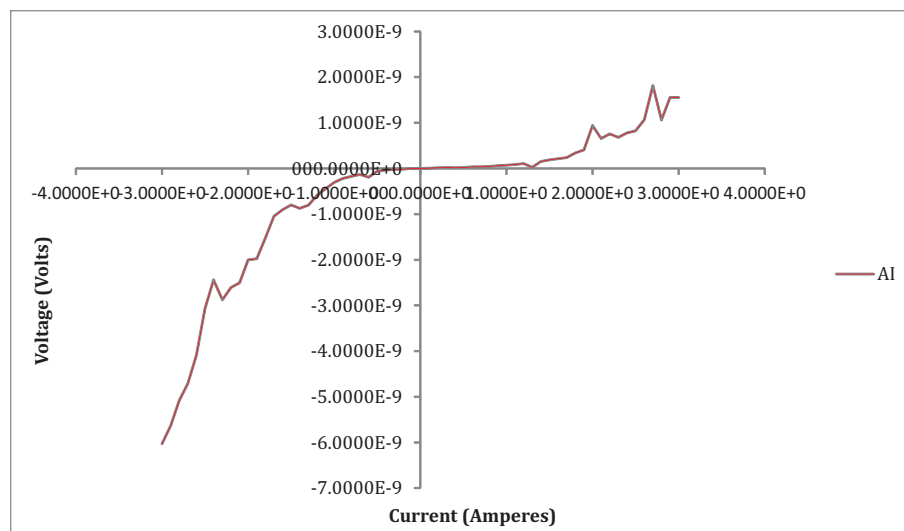
Sample 2: $E_g = 2.41 \text{ eV}$

Sample 3: $E_g = 2.56 \text{ eV}$

Sample 4: $E_g = 2.8 \text{ eV}$

The values of the band gap for the sample 3 is seen to be nearly equal to that of the standard BFO band gap, which falls in the visible region.

The I-V characteristics of the sample 3 is studied, which shows the following variations



On X-axis is plotted the Voltage (Volts) and on Y-axis is plotted Current (in Ampere)
Resistance is found to be $1.7231 \times 10^9 \Omega$.

4. Conclusions

From the present work it is concluded that the variations of pressure and temperature change the crystallinity of the thin film, the extra peaks in the XRD data show the formation of secondary phases. BFO being a lead free material and thus is ecofriendly and can be used as an energy storage device. It can be used as a ferroelectric photovoltaic device as the band gap falls in the visible region.

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Role of Algae in Removal of Dye from Wastewater: A Brief Review

Priya Agrawal, Deepak Bansal & Mona Sharma

Abstract

Biosorption process is being widely used for removal of dye from wastewaters. An alga is one of the most extensively used biosorbents of low cost and eco-friendly with great efficiency for biosorption. In recent years, researchers have focused on exploring a low cost biosorbent from renewable sources of nature. The present review paper briefly discussed about the cheapest source, algae for bioremoval of dyes from wastewater streams. This review paper tries to summarize the biosorption potential of algae (green algae and cyanobacteria) and also include the mechanisms and factors like pH, temperature, pressure, biosorbent dosage and initial concentration affecting the biosorption of the dye.

Keywords: Algae, Biosorption, Dye, Wastewaters.

1. Introduction

Colour is an important feature of the human world. We all like to eat food of different colours, wear cloth of different shades and try to use colorful things. A lot of research has been occurring in the production of colour. In 1856, the first synthetic dye, Mauveine was discovered and after that, more than 1, 00,000 dyes are produced synthetically and seven lakh tones of dyes are produced annually (Ratna et al., 2012). Industries like food, textile, dyeing, cosmetics, toy, etc. are totally dependent on dye (Sathian et al., 2012) and generate dye containing effluent which ultimately discharge into soil and aquatic systems (Buthelezi et al., 2012). A dye in wastewater stream is one of the major environmental concerns as they are toxic and carcinogenic in nature and unsupportive for microbial degradation. Dye interferes with transmission of sunlight into lakes and rivers and reduces the photosynthetic process. During the colouration process, 10-15% dye which does not bind and enters into the environment as waste which is highly colored and aesthetically unpleasant and cause water pollution (Mona et al., 2011).

Discharge of effluent from industry is directly entered into streams, lakes, rivers and contaminates the water, which results in scarcity of fresh or drinking water in the future. Because of this contamination, water contains acid, base toxic compounds, dissolved solids etc. (Daneshvar et al., 2007) and also affects the transparency of water and cause a part of aesthetics deterioration (Cheriaa et al., 2009). It increases the level of biological oxygen demand (BOD) in water and makes it carcinogenic for mammals, aquatic life as well as for human beings. Once the dye enters in water is very difficult to treat and remove.

In recent years, the main attention has been focused on removal of dyes from wastewater using low cost biosorbents (Renugadevi et al., 2012) like saw dust, silica, iron oxide, activated clay, algal biomass and modified geolite. Other adsorbents like activated carbon are also used, but expensive in nature. Out of these, an alga is renewable, cheap, biodegradable and easily

available source of bioremediation and having potential to remove dyes from wastewater (Mona et al., 2013). The cell wall of the algae/cyanobacteria plays a major role in the biosorption of dye process (Pathak et al., 2015). The major aim of this present review is to explore the utility of algae (Green algae and Cyanobacteria) for the removal of dyes from wastewater as low cost biosorbent.

1.1. Classification of dye

There are a number of classification methods for dyes. Dyes are classified according to their structure and applications. Dyes are also classified according to their particle charge upon dissolution in a medium like cationic, anionic and non-ionic. Common classes of dyes are represented in Table-1.

Table 1: Classification of dyes according to their functional group (Sen et al., 2014)

| Class of the dye | Functional group |
|---------------------|----------------------|
| Azo dyes | Azo group |
| Anthraquinone dye | Anthraquinone group |
| Nitroso dyes | Nitroso group |
| Nitro dyes | Nitro group |
| Indigoid dyes | Indigo group |
| Triarylmethane dyes | Triarylmethane group |

1. Methods for removal of dyes

Wastewater generated through color industries contain a massive amount of dyes which directly enter into natural waterways (Su et al., 2011). This contaminated water is dangerous for mammals as well as for living beings. For last few years, many researchers work on dye removal and found many ways for wastewater treatment. According to a recent study, there are mainly two broad categories, i.e. destructive methods and non-destructive methods for treatment/removal of dye (Table 2).

Table 2: Classification of dye removal techniques (Vijayaraghavan et al., 2015)

| Destructive methods | Non-destructive methods |
|-----------------------------------------------------|-------------------------|
| Biodegradation | Adsorption |
| Advance oxidation processes (AOP) – Fenton | Sedimentation |
| Process, Ozonation, Sonolysis, Electrochemical | Coagulation |
| Oxidation, Electrical discharges, Wet air oxidation | Filtration |
| Photolysis, Photocatalysis | Electro coagulation |

Out of these, biosorption is widely used method for removal of heavy metals and dyes from wastewater (Mona et al., 2013). Recent studies focus on algal biomass as it's a good biosorbent with high dye removal efficiency (Mona et al., 2011). Although, it can't be used for all dyes, but we can use it for most of the dyes.

1. Decolourization Mechanism

Different species belonging to green and blue-green algae possess varied activities in biological decolourisation of a variety of dyes depending on the type of the dye, its concentration and the algal species (Table 3). There are two major mechanisms for removal of dye from wastewater using algae:

- (i) Biodegradation
- (ii) Biosorption

2.1. Biodegradation

In the biodegradation of azo dyes by algae, the azo bridge is broken down by azo reductase and aromatic amine arises as a cleavage product (El-Sheekh et al., 2009). This mechanism of degradation is similar to that occurs by bacteria, which ended with the production of aromatic amines (El-Sheekh et al., 2009). Furthermore, Kulla (1983) concluded that some C14-labeled aromatic amines can be utilized and completely degraded to carbon dioxide. Most of these compounds, however, are turned into other intermediates (Kulla, 1983). Accordingly, it has been found that algae can also utilize aromatic amine (Kulla, 1983; Wang et al., 2007).

2.2. Biosorption

Algae (Green algae and Cyanobacteria) are attracted the attention of researchers from the last few decades as it has a high biosorption capacity, low cost and ubiquitous in nature. There is only disadvantage is that it does not applicable for bioremoval of all the dyes, but for some dyes like methylene blue, acid violet, acid blue, reactive red, crystal violet etc. it is very effective. The term 'biosorption' means accumulation of substance at the interface between two (Liquid-Solid) phases (Dabrowski, 2001) and main physical forces which are responsible for the binding are weak Vander Waal's force, hydrogen bonds, polar bonds. It is an attractive alternate for the remediation of polluted water. It also does not produce harmful substances like sludge (disposal of sludge is another big issue). Many studies showed that there are many functional groups which are present on the surface of algae. These functional groups (methylene groups ($-\text{CHR}_2\text{R}$), methyl groups ($-\text{CH}_3$), of carboxylate ($-\text{COO}-$), N-H, amide group, ketones, aldehydes, carboxyl groups etc.) play a major role in the biosorption of dye (Mona et al., 2011). Since degradation metabolites of reactive dyes have usually been reported to be toxic, the biosorption process that does not seem to involve a degradation of the reactive dye would be safe for removal of the dye from the aqueous system (Daneshvar et al., 2007). There are many factors that affect biosorption efficiency are discussed below:

3 Factors Affecting Biosorption

3.1. pH

Effect of pH can be noticed by adjusting the pH of the solution at desired value and then varying the concentration of dye solution at the fixed biomass of biosorbent. Initially we adjust the different pH. As pH is directly related to biosorption process. Like Crystal violet dye using adsorbent Kaolin removes up to 65-95% at pH range of 2-7 (Sen et al., 2014). Another is using microalgae (*Cosmarium* sp) removal of Malachite green initially analyze over the pH range 2.0-

11.0 and then increase in pH range from 4.0-6.0 also increases the removal up to 92.4% (Daneshvar et al., 2007). It was observed that increasing initial dye concentration significantly decreased dye removal. Reduced dye removal at higher concentration has also been reported for other microbial biosorbents such as *Caulerpa scalpelliform* for basic yellow dye (Marungrueng and Pavasant, 2006) and *Spirogyra majuscula* for reactive red 120 (Celekli et al., 2009).

3.2. Biosorbent dosage

Algal (biosorbent) dosage gave an idea about the capability of algae dye to be absorbed with less amount of biosorbent (algae). This is also helpful for economical point of view (Salleh et al., 2011), if the less dose of algae is sufficient for removal of a large quantity of dye. The equilibrium time and pH were kept constant depending on dye concentration. Percent of dye removal increase with increase in biosorbent dosage and quantity of sorption sites has also directly affected the amount of biosorbent.

3.3. Pressure

Change in pressure also affects the action of biosorbent. When pressure increases, then adsorption will also increase as there will more chance to open the active sites. But increasing the pressure of adsorbent will increase the adsorption process up to equilibrium. After that, process will free from pressure as beyond a certain value of temperature, all the active sites will block by adsorbent (algae) and reached to equilibrium stage and no more effect of temperature will remain on the surface.

3.4. Temperature

Temperature is deciding factor whether the adsorption is exothermic or endothermic. To determine the effect of temperature, the different experimental setup should be used, so that the effect of temperature can be observed. If biosorption, increase with temperature increase, the biosorption process is endothermic in nature. It means a rise in temperature also increase the number of active sites (Sallah et al., 2011). If an increase in temperature will decrease the process, then it means it decrease the adsorptive force between the dye species and active sites of the algal surface (Mohammed, et al., 2014).

3.5. Initial dye concentration

Initial dye concentration is another important factor for biosorption of dye through algal biomass. It depends on the relation between the concentration of dye and available sites on abiosorbent surface. Initial dye concentration will directly affect the adsorption process as an increase in dye concentration will decrease adsorption due to saturation of adsorption sites in surfaces. It may also increase the adsorption with increase in concentration due to high driving force for mass transfer (Bulut et al., 2006). Adsorption of methyl orange by Chitosan/Alumina interface as initial concentration is increased from 200 mg/l to 400 mg/l and removal decreased from 99.53% to 83.55% (Sen et al., 2014). So if we take initially large concentration of the dye, % removal decreases in large amount (Sen et al., 2014). Since various functional groups are present on the cell surface and they are influenced by temperature, pH and other factors, it becomes difficult to explain clearly the adsorption process with respect to a single factor (Tien, 2002). Thus, optimization of multiple interacting factors seems useful in improving the biosorption process.

Table 3: Bioremoval of different dyes by different algae

| Dye | Algae | Bioremoval (%) | References |
|------------------|-------------------------------|----------------|-----------------------------|
| Malachite Green | <i>Cosmarium sp.</i> | 92.4 | Daneshvar et al., 2007 |
| Methyl red | <i>Nostoc linckia</i> | 75.4 | El-Sheekh et al., 2009 |
| Methyl red | <i>Oscillatoria rubescens</i> | 81.2 | El-Sheekh et al., 2009 |
| Acid Violet | <i>Blue Green Algae</i> | - | Renugadevi et al., 2012 |
| RGB-RED | <i>Nostoc Muscorum</i> | 95 | Sinha et al., 2015 |
| Direct Blue 2 | <i>Sargassum sp</i> | 86.1 | Vijayaraghavan et al., 2015 |
| Direct Brown | <i>Spirogyra</i> | 70 | Shivarajasekar et al., 2009 |
| G-Red (FN-3G) | <i>Chlorella vulgaris</i> | 56 | El-Sheekh et al., 2009 |
| Azo dyes | <i>Chlorella pyrenoidosa</i> | - | Jinqi et al., 1992 |
| Basic Fuschin | <i>Lyngbya lagerlerimi</i> | 82.3 | El-Sheekh et al., 2009 |
| Reactive red 198 | <i>Nostoc linckia</i> | 84.3 | Mona et al., 2011 |

Conclusion

In the recent years, there has been an increase in production and utilization of dye which leads to increase in environmental pollution. Therefore, there have been various techniques for removal of dyes. Some are successful; some are not due to high cost (activated carbon). So, low cost biosorbents which are very effective and easy to handle can be become an alternative for removal of dyes from wastewater streams. Algae could be one of the best biosorbent for removal of dye. In this brief review paper, we studied about how an alga is used as biosorbent and effective for bioremoval of dyes from wastewater. An alga is an easy, efficient and effective and also eco-friendly biosorbent for dye removal.

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Statistical Modeling to Estimates the Prevalence of Tuberculosis: A Case Study of Haryana

Vinay Kumar

Abstract

Background: There is wide variation in epidemic tuberculosis levels between countries and we seek to indentify causes of these difficulties because the estimation of the true disease burden of tuberculosis is a challenge, considering its varied epidemiology and dynamics of transmission.

Aim & Objective: To considered a Bayesian analysis for the prevalence of tuberculosis cases in a district of Haryana from 2001 to 2011.

Methods: The counting data set has been analyzed with the help of Bayesian techniques using Markov Chain Monte Carlo methods and Simulated Gibbs Samples.

Results: There was a great increase in tuberculosis prevalence in Jind district of Haryana, during the 2005; with a peak of 8738 cases in 2007 while in 2004 a very low number of tuberculosis 4626. In this study we observed that the proposed model was well fitted to the data of tuberculosis cases in the district and the results obtained in this study could be easily extended for other epidemiological datasets, where we could have the presence of a finite number of change-points.

Conclusion: The case study can be helpful to authorize the state specific tuberculosis control programme such as implementation of DOTS strategy and several other issues which are not clear from the data set.

Key words: Poisson process, Markov Chain Monte Carlo, Tuberculosis, Simulation

1. Introduction

Tuberculosis is caused by infection with the bacterium *Mycobacterium tuberculosis*; which is estimated to infect roughly one-third of the world's population resulting in 2-3 million deaths each year¹. Although between 90% and 95% of infections occur in developing countries¹, the emergence of HIV as well as multi-drug resistant (MDR) strains of *M. tuberculosis* will dramatically change the dynamics of infection world wide. Other factors may contribute to the epidemic including elimination of the TB control programs, drug use, poverty and immigration^{3,4}. Tuberculosis is ancient disease whose world wide prevalence had been declining long before vaccination and protective strategies were implemented, but its recent reappearance in developing countries and the high burden of infection in regions of Southeast Asia have sparked renewed interest of Tuberculosis. The current world estimates of prevalence are 33% while the incidence rate of active TB is estimated to be 140 per lakh population, per year⁸. Wide variation exists in the severity of tuberculosis between countries. For example prevalence and incidence in the U.S. are roughly 5% and 6 per lakh population, per year respectively, while in India and other Southeast Asian regions, prevalence and incidence may be as high as 50% and 200-400 per lakh population, per year respectively^{8,10,11}. A key question for researcher then is

what allows for different disease outcomes following infection with *M. tuberculosis*. A number of factors contribute, ranging over environmental, microbial and host characteristics. In this paper we present a statistical model of epidemic tuberculosis in Indian situation. The paper is organized by the following manner we first discuss the general framework of the model, and then determines the basic reproduction number for epidemic TB in a population with known susceptibility to infection. We identify major parameters affecting prevalence rates of TB infection and in the statistical methods section, we introduce the likelihood function and a Bayesian analysis for the model; in the resulting section we introduce the analysis for the data set and finally, in the discussion we present some concluding remarks.

With reference of framework of Haryana, we take a case of Jind district of Haryana, which has near about 14 lakhs population, 77.18% of rural population and 22.82% of urban population according to census 2011, had density 493 people per sq. km. The data of concern district has collected from the register of 6 CHC's and 27 PHC's of the district. The incidence (notification cases) of TB disease between 2001 to 2011 presents three trends (see table 1); a first period of (2001 to 2004) where the trend of declining incidence was probably associated with good control programs; a second period (2005-2007) where there was an increase in incidence rates, possibly associated with a systematic dismantling of public health infrastructure of control programmes; social disruption (including homelessness, drug abuse, poverty and housing conditions); a third period (2008 to 2011) where again there is a decline in incidence rates. It is important to remember the many factors associated with this trend period i.e. implementation of directly observed therapy broader chemotherapy regimens for patients with TB or suspected multidrug resistant TB and improved therapeutics for the care of HIV infected individuals. Table 1 gives the yearly numbers and the accumulated numbers of TB cases in jind district. From table 1, we find decreasing no. of TB cases from (2001 to 2004), where there is a minimum from (2005 to 2008). We observe increasing no. of TB cases where there is maximum no. of TB cases in 2007, from 2008 to 2011 we observe decreasing no. of TB cases, that is we have two change point for the numbers of cases (see figure 1). To model the number of TB cases in Jind district of Haryana state during the period 2001 to 2011. We consider the use of a point process to count the no. of TB cases in each year starting in 2001. In this way, we considered a stratified sample of size $n = 6721$ respectively 10% of the total no. of TB cases (743 cases in 2001, 627 cases in 2002, 506 cases in 2003 and so on). Where for each year, we used a uniform distribution to have the times (in days) for occurrence of each case since 1 January 2001 until 30 December 2011, i.e. with a total time of observation equal to $T = 4018$ days. For this data set, we assume a non homogenous Poisson process in the presence of two change points considering a Bayesian approach using Markov chain Monte Carlo (MCMC) method. The use of Bayesian methods has been considered by many authors for analysis of homogenous or non homogenous Poisson processes in the presence of change point considering the presence of change point in homogenous Poisson processes, or considering any number random or fixed, of change points in NHPP assuming power-law intensity functions.

2. Statistical Methodology and Data Analysis:

The likelihood function: Let $N(t)$ be the cumulative number of TB cases that are observed during the interval $(0, t)$ and assume that $N(t)$ is modelled by a NHPP with intensity function $\lambda(t) = dm(t)/dt = dE[N(t)]/dt$, where $m(t)$ is the mean value function¹⁶. Different parametrical forms could be assumed for the intensity function $\lambda(t)$ (increasing, decreasing, bathtub shape, unimodal, among many others. We assume power-law processes (PLP) in the presence of two change-points with intensity function for the overall process given by

$$\lambda(t|\theta) = \begin{cases} \lambda_1 = \frac{\beta_1}{\alpha_1} \left(\frac{t}{\alpha_1} \right)^{\beta_1-1} & \text{if } 0 < t < \zeta_1 \\ \lambda_2 = \frac{\beta_2}{\alpha_2} \left(\frac{t}{\alpha_2} \right)^{\beta_2-1} & \text{if } \zeta_1 \leq t < \zeta_2 \\ \lambda_3 = \frac{\beta_3}{\alpha_3} \left(\frac{t}{\alpha_3} \right)^{\beta_3-1} & \text{if } t \geq \zeta_2 \end{cases} \quad \dots\dots(1)$$

Where $\theta = (\alpha_1, \alpha_2, \alpha_3, \beta_1, \beta_2, \beta_3, \zeta_1, \zeta_2)$.

Equivalently, letting $m_j(t) = m(t/\theta_j)$, the corresponding mean value function is given by

$$m(t|\theta) = \begin{cases} m_1(t) & \text{if } 0 < t < \zeta_1 \\ m_2(t) - m_2(\zeta_1) + m_1(\zeta_1) & \text{if } \zeta_1 \leq t < \zeta_2 \\ m_3(t) - m_3(\zeta_2) + m_2(\zeta_2) - m_2(\zeta_1) + m_1(\zeta_1) & \text{if } \zeta_2 \leq t < T \end{cases} \quad \dots\dots(2)$$

Where $m_1(t) = (1/\alpha_1)^{\beta_1}$, $m_2(t) = (1/\alpha_2)^{\beta_2}$ and $m_3(t) = (1/\alpha_3)^{\beta_3}$

Observe that the intensity function $\lambda_j(t)$ in equation (1) is constant for $\beta_j = 1$, decreased for $\beta_j < 1$ and increases for $\beta_j > 1$, $j = 1, 2, 3$. This process is related to Weibull probability model (α_j, β_j) , $j = 1, 2, 3$. Assuming that the data are observed up to a total time T , where the epochs of occurrence of cases are denoted by

$t_i, i=1 \dots n$, $0 < t_1 < t_2 < \dots < t_{N(\zeta_1)} < t_{N(\zeta_1)+1} < \dots < t_{N(\zeta_2)} < t_{N(\zeta_2)+1} < \dots < t_n < T$, the likelihood function for θ in the presence of two change-points 1z and 2z is given by

$$L(\theta) = \prod_{i=1}^{N(\zeta_1)} \lambda_1(t_i) e^{-m_1(\zeta_1)} \prod_{i=N(\zeta_1)+1}^{N(\zeta_2)} \lambda_2(t_i) e^{-m_2(\zeta_2)+m_2(\zeta_1)} \times \prod_{i=N(\zeta_2)+1}^{N(T)} \lambda_3(t_i) e^{-m_3(T)+m_3(\zeta_2)} \quad \text{-----}(3)$$

Where $\lambda_j(t)$ is given in equation (1) and $m_j(t)$ is given in equation (2) for $j = 1, 2, 3$. To justify the likelihood function [equation (3)], observe that $N(s+t) - N(s)$ given θ has a Poisson distribution $P(m(s+t|\theta) - m(s|\theta))$ for $t > 0$ and independent increments [9]. Thus, the sampling distribution for the between occurrence times, say U_i , has density

$f_{U_i|\theta}(t) = \lambda(t|\theta) \exp[-m(t|\theta)]$, $f_{U_2|U_1=s}(t) = \lambda(s+t|\theta) \exp[-m(s+t|\theta) + m(s|\theta)]$, and so on. In this way, we obtain the likelihood of the data $D_T = \{n; t_1, \dots, t_{N(\zeta_1)}, t_{N(\zeta_1)+1}, \dots, t_{N(\zeta_2)}, t_{N(\zeta_2)+1}, \dots, t_n, T\}$ in the presence of two change-points. Moreover, observe that a homogeneous Poisson process in the presence of one change-point is a special case of equation (3).

2.1 Bayesian analysis:

For a Bayesian analysis of the PLP with intensity function given in equation (1) in the presence of two change points ζ_1 and ζ_2 , we assume uniform prior distributions for α_j and β_j given by

$$\alpha_j \sim U(0, a_j) \text{ and } \beta_j \sim U(b_1, b_2), \quad \dots(4)$$

for $j = 1, 2, 3$, where α_j , b_{1j} and b_{2j} are known hyperparameters, b_{11} and b_{13} are assumed to be equal to 0 and b_{21} and b_{23} are assumed to be equal to 1 in order to have decreasing intensity functions in the intervals $0 < t < \zeta_1$ and $\zeta_2 < t < T$; b_{12} is assumed to be equal to 1 to have increasing intensity function in the interval $\zeta_1 < t < \zeta_2$ and a_j and b_{22} are assumed to have large values (non-informative prior distributions for $\alpha_j, j = 1, 2, 3$). We also assume uniform prior distributions for the change-points ζ_1 and ζ_2 , given by

$$\zeta_l \sim U(c_l, d_l), \quad \dots(5)$$

Where c_l and d_l are known hyperparameters, $l = 1, 2$ is assumed to have $\zeta_1 < \zeta_2$. We further consider prior independence among the parameters.

The joints posterior distribution for θ is given by

$$\begin{aligned} \Pi(\theta|D_T) & \propto \left(\frac{\beta_1}{\alpha_1}\right)^{N(\zeta_1)} \left(\frac{\beta_2}{\alpha_2}\right)^{N(\zeta_2)-N(\zeta_1)} \left(\frac{\beta_3}{\alpha_3}\right)^{N(T)-N(\zeta_2)} \\ & \times \left[\prod_{i=1}^{N(\zeta_1)} \left(\frac{t_i}{\alpha_1}\right)^{\beta_1-1} \right] \left[\prod_{i=N(\zeta_1)+1}^{N(\zeta_2)} \left(\frac{t_i}{\alpha_2}\right)^{\beta_2-1} \right] \left[\prod_{i=N(\zeta_2)+1}^{N(T)} \left(\frac{t_i}{\alpha_3}\right)^{\beta_3-1} \right] \\ & \times \exp \left\{ -\left(\frac{\zeta_1}{\alpha_1}\right)^{\beta_1-1} - \left[\left(\frac{\zeta_2}{\alpha_2}\right)^{\beta_2} - \left(\frac{\zeta_1}{\alpha_2}\right)^{\beta_2} \right] - \left[\left(\frac{T}{\alpha_3}\right)^{\beta_3} - \left(\frac{\zeta_2}{\alpha_3}\right)^{\beta_3} \right] \right\}, \quad \dots\dots(6) \end{aligned}$$

Where $D_T = \{n; t_1, \dots, t_n; T\}$, $0 < \alpha_j < a_j$, $0 < \beta_j < b_j$, $c_l < \zeta_l < d_l$, $j = 1, 2, 3$ and $l = 1, 2$.

To simulate samples for the joint posterior distribution [equation (6)], we could consider standard MCMC methods such as the Gibbs sampling algorithm^{13,18} or the Metropolis-Hastings algorithm. In this case, we need all full conditional, posterior distributions $\Pi(\theta_j | \boldsymbol{\theta}_{(-j)}, D_T)$, $j = 1, 2, \dots, K$ and $\boldsymbol{\theta}_{(-j)} = (\theta_1, \dots, \theta_{j-1}, \theta_{j+1}, \dots, \theta_K)$. A great computational simplification is given by R software, where we only need to specify the joint distribution for the data and the prior distributions for the parameters.

3. Results:

For a Bayesian analysis of the TB data, we assumed the uniform prior distributions [equation (4)] for α_j and β_j with $a_j=100$, $j=1, 2, 3$, $b_{21}=b_{23}=1$, $b_{11}=b_{13}=0$ (related to decreasing functions), $b_{12}=1$ and $b_{22}=10$ (related to an increasing function between the first and second change-points). We also assumed prior distributions [equation (6)] for the change-points ζ_1 and ζ_2 and this choice of prior distributions, especially for the change-points ζ_1 and ζ_2 are based on medical knowledge of the epidemic, or if it is known that the first change-point is between 2003 to 2005 and the second change point is between 2006 to 2008. We are assuming in the prior distribution [equation (5)] that the two intervals do not overlap. Considering a burn-in sample of size 40000, we simulated a Gibbs sample of size 100000 choosing every 50th sample for each parameter to have approximately uncorrelated samples, i.e. obtaining a final Gibbs sample of size 1200 to get the posterior summaries for each parameter.

Considering the Monte Carlo estimators for the posterior means of $\alpha_1, \alpha_2, \alpha_3, \beta_1, \beta_2, \beta_3, \zeta_1$ and ζ_2 , given in Table 2, we obtain Bayesian estimators for the mean value function $m(t)$ given by equation (2), i.e.

$$m(t|\theta) = \begin{cases} \left(\frac{t}{0.7258}\right)^{0.8112} & \text{if } 0 < t < 1425, \\ \left(\frac{t}{121.1}\right)^{1.887} - \left(\frac{1425}{121.1}\right)^{1.887} + \left(\frac{1425}{0.7258}\right)^{0.8112} & \text{if } 1425 \leq t < 2557, \\ \left(\frac{t}{0.1762}\right)^{0.6033} - \left(\frac{2557}{0.1762}\right)^{0.6033} + \left(\frac{2557}{121.1}\right)^{1.887} + \left(\frac{1425}{0.7258}\right)^{0.8112} & \text{if } 2557 \leq t < 4018. \end{cases}$$

Table 3 gives Monte Carlo Bayesian estimators for $m(t)$ based on the 1200 simulated Gibbs samples and the observed accumulated numbers of TB cases for each year. Figure 2 shows the plot of the estimated mean value function and the observed accumulated number of TB cases against the year (in days). We observe a good fit for the PLP in the presence of two change-points.

4. Discussion:

There was a great increase in TB prevalence in Jind district of Haryana during the 2000s, with a peak of 8738 cases in 2007. In 2004 a very low number of TB cases (4626) observed. We observed that the proposed model was well fitted to the data of TB cases in Jind district. The presence of more than one change-point is common in many applications of medical counting data. Considering the Jind district TB data of Table 1, the results arrived in the present study could be easily extended for other epidemiological datasets, where we could have the presence of a finite number of change-points. In this way, likelihood function could be easily generalized to accommodate more than change points. We usually have great difficulty in obtaining classical inference results for the parameters of NHPP in the presence of change points and the use of

MCMC methods is a suitable way of obtaining Bayesian inferences for this family of models. Using R software greatly simplifies obtaining the posterior summaries of interest. Other parametrical forms for the intensity function could be considered in place of PLP. In this case we could consider other usual intensity functions commonly used in software reliability studies, e.g. Gompertz growth, logistic growth, etc.

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Appendixes:

Table 1: No. of Tuberculosis patients in Jind District of Haryana

| Year | Year-2001 | cases per year | Accumulated no. of cases |
|------|-----------|----------------|--------------------------|
| 2001 | 0 | 7437 | 7437 |
| 2002 | 1 | 6274 | 13711 |
| 2003 | 2 | 5063 | 18774 |
| 2004 | 3 | 4626 | 23400 |
| 2005 | 4 | 6717 | 30117 |
| 2006 | 5 | 6737 | 36854 |
| 2007 | 6 | 8738 | 45592 |
| 2008 | 7 | 6046 | 51638 |
| 2009 | 8 | 5444 | 57082 |
| 2010 | 9 | 5341 | 62423 |
| 2011 | 10 | 4792 | 67215 |

Source: from register of various CHC's and PHC's of district Jind

Table 2:Posterior summaries for the parameters

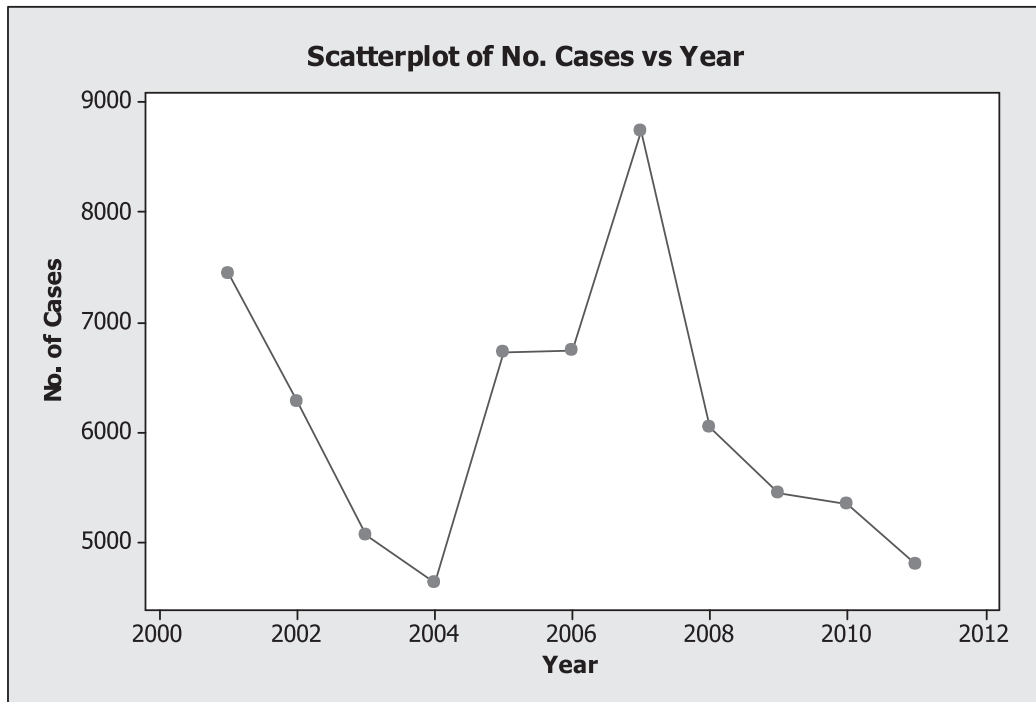
| Parameter | Mean | Standard deviation | 95% credible Interval |
|------------|--------|--------------------|-----------------------|
| α_1 | 0.7258 | 0.1425 | 0.5599-1.184 |
| α_2 | 121.1 | 18.72 | 112.2-175.4 |
| α_3 | 0.1762 | 0.554 | 0.003-1.781 |
| β_1 | 0.8112 | 0.0423 | 0.7701-0.8546 |
| β_2 | 1.887 | 0.0707 | 1.578-2.075 |

| | | | |
|-----------|--------|--------|---------------|
| β_3 | 0.6033 | 0.2047 | 0.4967-0.8843 |
| ζ_1 | 1461 | 60.02 | 903-2080 |
| ζ_2 | 2557 | 3.239 | 1902-3002 |

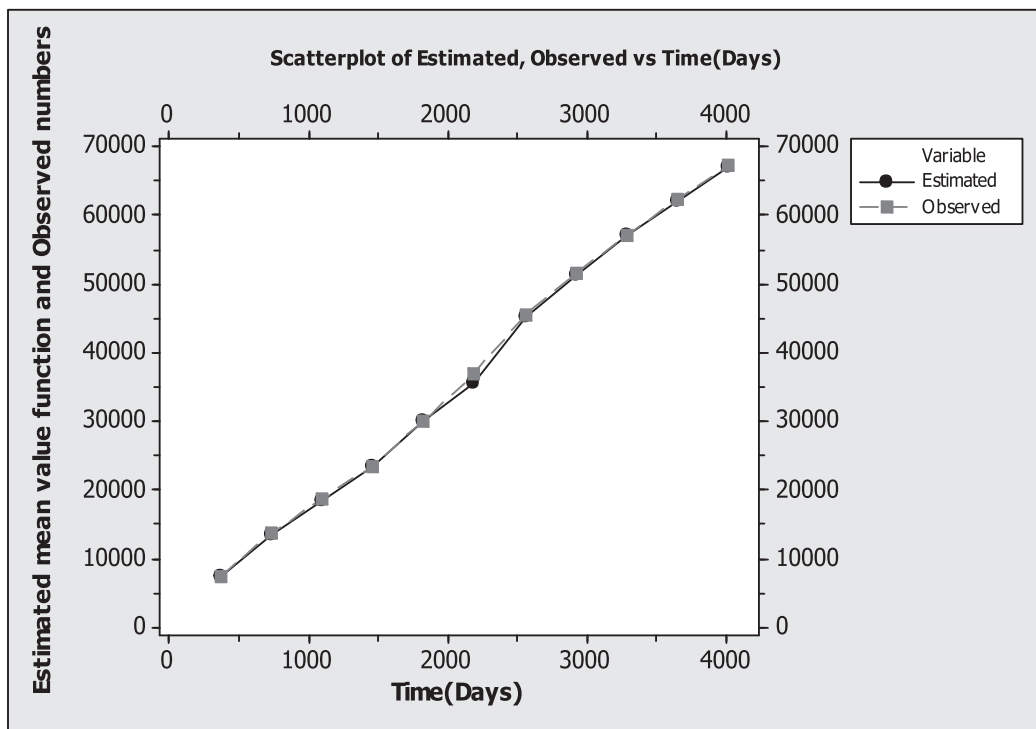
Table3:
Estimators for the mean value function and observed accumulated numbers

| | Time | Estimated numbers | Observed number |
|----|------|-------------------|-----------------|
| 1 | 365 | 7468 | 7437 |
| 2 | 730 | 13539 | 13711 |
| 3 | 1096 | 18423 | 18774 |
| 4 | 1461 | 23259 | 23400 |
| 5 | 1826 | 29971 | 30117 |
| 6 | 2191 | 35428 | 36854 |
| 7 | 2557 | 45191 | 45592 |
| 8 | 2922 | 51269 | 51638 |
| 9 | 3287 | 56979 | 57082 |
| 10 | 3652 | 62119 | 62423 |
| 11 | 4018 | 67089 | 67215 |

Graph 1



Graph 2



Optical Properties of Sol Gel Derived Nanocrystalline ZnO Thin Films

Suman Verma, Neeraj Dilbaghi & Sandeep Kumar

Abstract

Nanocrystalline ZnO thin films were grown on silicon substrate by sol-gel spin coating process at different concentrations of sol using Zinc Acetate as the precursor material. The sol-gel technique has distinct advantages of simplicity, excellent compositional control, lower crystallization temperature, and large coating area at low cost. These films were characterized by high resolution XRD, SEM, EDS, FT Raman and UV-VIS spectroscopic techniques to reveal their structural, morphological and optical details. These films are uniformly deposited with preferential orientation of c-axis and increase in sol concentration showed the improvement in structure and faceting of planes. The crystallite size was estimated about 20 to 30 nm from the 002 peak. The SEM results revealed that nanocrystalline films have a smoother topography and the formation of nanorods at 25% sol concentration. These studies confirmed the successful deposition of ZnO thin films with variation in morphologies by varying sol concentration.

Key Words: Sol-Gel, Raman scattering, Zinc compounds

1. Introduction

Nanocrystalline (nc)Zinc Oxide (ZnO) as a wide band gap (3.37 eV) semiconductor plays an important role in optoelectronics, sensors, and actuators due to its semiconducting, piezoelectric, and pyroelectric properties (Okamura et al., 2008). The ZnO is also a biocompatible material having high isoelectric point (IEP) of about 9.5 which makes it suitable for absorption of proteins with low IEPs where the protein immobilization is primarily driven by electrostatic interaction (Liu et al., 2005). The ZnO nanostructures exhibit high specific surface area, nontoxicity, electrochemical activity, and high electron communication features (Zhang et al., 2004; Wang et al., 2006; Wang, 2009). ZnO generally exhibits n-type conductivity with the electrons in its valence band as charge carriers. The structure of ZnO can be described as a number of alternating planes composed of tetrahedrally coordinated O^{2-} and Zn^{2+} ions, stacked alternately along the c-axis. In ZnO, zinc is acting as a deep acceptor and oxygen is acting as a deep donor. ZnO can be grown in variety of nanostructures e.g. nanohelices /nanosprings, seamless nanorings, aligned nanopropellers, patterned growth of aligned nanowires, mesoporous single-crystal nanowires, ultra narrow ZnO nanobelts and polyhedral cages (Vayssieres, 2003; Cao et al., 2006; Gao et al., 2005,) etc. It is expected that ZnO could be the next most important nanomaterials after the carbon nanotubes.

Synthesis and characterization of thin films of ZnO is an active area of research for nearly half a century. Variety of techniques (Lee et al., 2009; Cheng et al., 2009; Murali, 2007; Ogata et al., 2004; Gupta et al., 2006; Castañeda, 2009; Agouram et al., 2009) are utilized for thin film deposition of ZnO. Sol-gel techniques are simple, economic, high homogeneity and low-temperature technique, hence these are preferred over other techniques such as MBE, MOCVD

which are expensive. Thus, a large number of candidate materials can be prepared for exploratory studies using sol-gel techniques. Characterization of such nanocrystalline thin films becomes important in deciding their device worthiness before integrating them in the device for the cost effectiveness, consistency and reliability of the sensor. In this work, nanocrystalline ZnO thin films were developed by sol-gel spin coating process using different zinc acetate sol concentrations. These films were studied for their structural microscopic and optical properties by high resolution XRD, SEM, FT-Raman and UV-VIS spectroscopic techniques. Recently, thus deposited nc ZnO thin films have attracted much interest as matrix for biosensors due to their biocompatibility, chemical stability, electrochemical activity, high electron mobility and ease of immobilization of specific enzymes (GOD, Urease, Cholesterol Oxidase) via physisorption to construct various type of biosensor (Glucose, Urea, Cholesterol) (Suny et al., 2008; Ali et al., 2009).

2. Experimental Measurements

Nanocrystalline ZnO thin films were deposited on silicon (Si) substrate by sol gel method. Before deposition the surface of Si substrate was oxidized by boiling the wafer in 70% HNO₃ and forms SiOH which improves its adhesion with deposited film. Before film deposition, wafer was cleaned with isopropylalcohol. Zinc acetate [Zn(CH₃COO)₂ · 2H₂O] was used as precursor for sol preparation and turbidity of sol solution was removed by adding diethanolamine. Si wafer with drop of sol was allowed to spin at the rate of 3000 – 4000 rpm. Followed by drying the coated wafer at 100°C and subsequent annealing at 450°C for one hour. Multiple coatings were done to obtain the workable thickness of the film. 10% and 25% of zinc acetate sol concentrations were used for ZnO film deposition. The growth conditions were identical in both the cases of sol strength.

These ZnO films were characterized by Bruker AXS D8 Advance diffractometer which has in built Diffra^{plus} software using CuK radiation for structural details, LEO -440 SEM with EDS attachment, Perkin Elmer GX 2000 FT Raman and Shimazu UV-VIS spectrometers were for morphological, structural and optical characterization of these films.

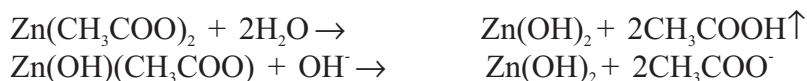
3. Results & Discussion

The formation of zinc oxide by sol-gel process using zinc acetate as reaction precursor generally undergoes a number of stages, such as solvation, condensation and polymerization and can be discussed by the following chemical reaction mechanism. Zinc acetate on dissolving in water is partially hydrolyzed and the rest is ionized. The extent of hydrolysis depends upon the availability of water from the ambient atmospheric humidity. The hydrolysis of zinc acetate leads to the formation of the basic zinc acetate, which on evaporation of the water, does not give pure zinc acetate but produces a mixture of zinc acetate and basic zinc acetate. This process is demonstrated as below:

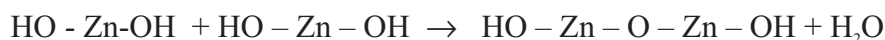
1. Hydrolysis Reaction takes place on dissolution of zinc acetate (Zn(CH₃COO)₂) in water



2. On boiling ionized zinc acetate form zinc hydroxide and acetic acid which evaporates off while basic zinc acetate hydrolyses to zinc hydroxide and acetate ions. These reaction are given as:



3. Condensation Reaction



If three molecules of $\text{Zn}(\text{OH})_2$ condense, the reaction would be expressed as;



(poly-condensation)(5)

The process would continue. After the evaporation of the water molecules, this would result in a final product which can be written as $\text{HO}-\{\text{Zn}-\text{O}-\text{Zn}\}_n-\text{OH}$ where n is the number of molecules taking part in the condensation process (poly-condensation). Since during the course of poly-condensation, the reaction proceeds uniformly in all directions in the plane of the substrate, the process of crystallization becomes steady and thus uniform.

Zinc oxide crystallizes in the form of a wurtzite structure with alternating planes composed of tetrahedrally coordinated Zn^{2+} and O^{2-} stacked alternately along c -axis of hexagonal unit cell with $a_0 = 0.3250 \text{ nm}$ and $c_0 = 0.5207 \text{ nm}$ as shown in Figure 1.

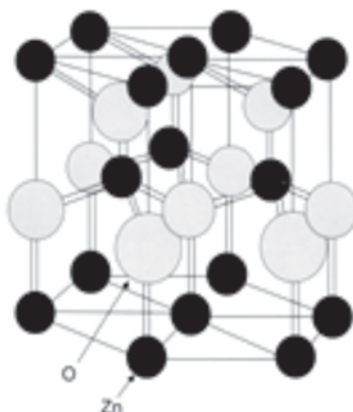


Figure 1: Wurtzite Structure of ZnO

XRD pattern of 10% sol concentration derived nc-ZnO thin film is presented in Figure 2 (a) which shows diffraction peaks at 2θ (in degrees) 31.680, 34.340 and 36.180 of [100], [002] and [101] planes respectively. This confirms the polycrystalline nature of the deposited film with some preferential orientation of [002] plane. In Figure 2(b) shows the X-ray diffraction pattern of 25% sol derived nc-ZnO thin film. This exhibits the improvement in preferential orientation along c -axis i.e. along [002] plane.

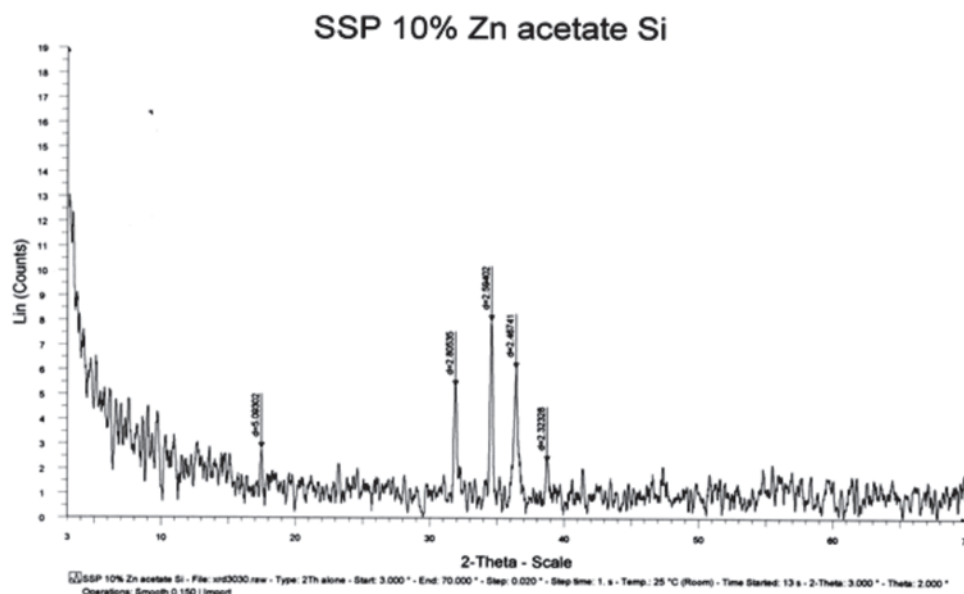


Figure 2(a): XRD Pattern of 10 % Zinc Acetate Sol Concentration Derived ZnO Films

The calculated parameters of unit cell are $a = 0.3255$ (0.0004) nm and $c = 0.5216$ (0.0008) nm. These are very close to the reported PDF#36-1451 data ($a_0 = 0.3250$ nm and $c_0 = 0.5207$ nm) The crystallite size of ZnO thin film was measured by using Sherrer formula:

$$D = k\lambda / \cos$$

Where D is crystallite size, k proportionality constant ($= 0.9$), λ is wavelength of X-ray radiation used ($\text{CuK}\alpha$ in the present case), β is the FWHM of diffraction peak in radians, θ is the Bragg angle. In these 10%, 15% and 25% sol concentration grown ZnO thin films have particle size calculated from [002] peak in the range of 20 to 30 nm.

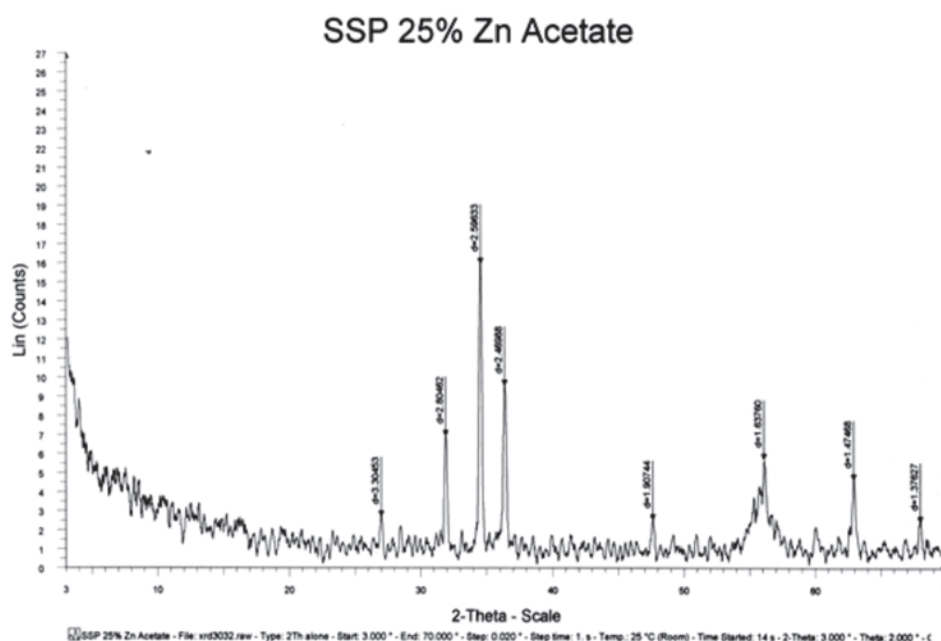


Figure 2(b): XRD Pattern of 25% Zinc Acetate Sol Concentration Derived nc-Zno Film

SEM micrograph of these 10% and 25% zinc acetate concentration derived nc-ZnO thin film are given in Figure 3. SEM micrograph revealed the smoothness of the deposited film in 10% sol concentration film showed random spindle type structure while in 25% sol derived films bunches of aligned nanorods as domains.

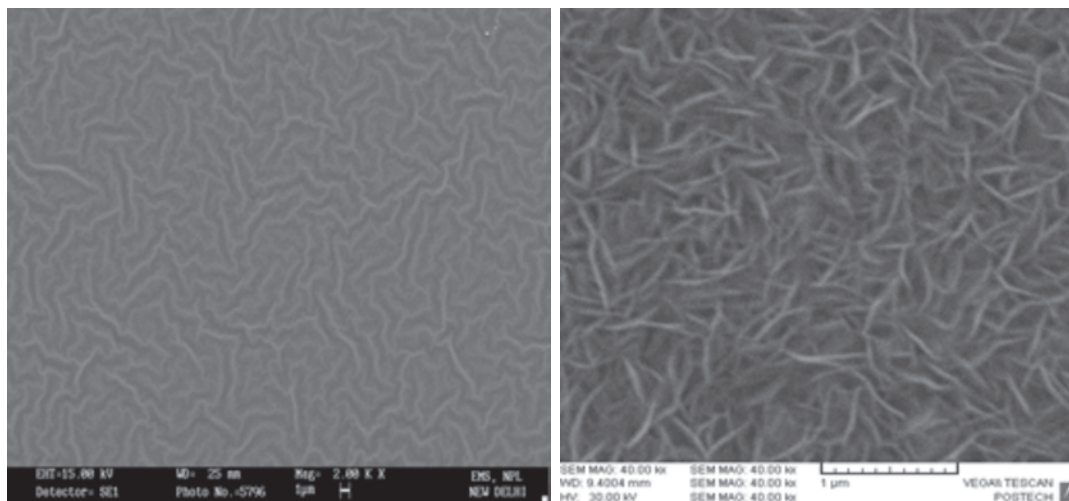


Figure 3: SEM Micrographs of 10% and 25% Zinc Acetate Sol Concentration Derived nc-Zno Films

FT Raman spectrum of 25% ZnO sol concentration (Figure 4) showed A_1 , E_1 and E_2 phonon and two phonon bands of ZnO similar to bulk ZnO (Chassaing et al., 2009; Manjonet et al., 2005; Damen et al., 1966; Zhanget al., 2009) by considering C_{6v} point group and four molecules per unit cell. In these ZnO films Raman spectra, phonon peaks are observed for E_2 modes at 108.9 and 434.46 cm^{-1} , E_1 (transverse and longitudinal) modes at (415.24 and 583.32) and A_1 (transverse and longitudinal) modes at (383.49 and 574.84) respectively. In addition to these phonon peaks, two phonon peak of $2E_2$ at 215.43 cm^{-1} , $3E_2$ at 346.72 cm^{-1} , [$E_2 + A_1$ (longitudinal)] at 676.23 cm^{-1} , [E_1 (longitudinal) + A_1 (transverse)] mode at 955.08 cm^{-1} and E_1 (transverse) + A_1 (longitudinal)] mode at 998.98 cm^{-1} . The variation in intensity of nc-ZnO thin film was caused by the tensile strain in the films.

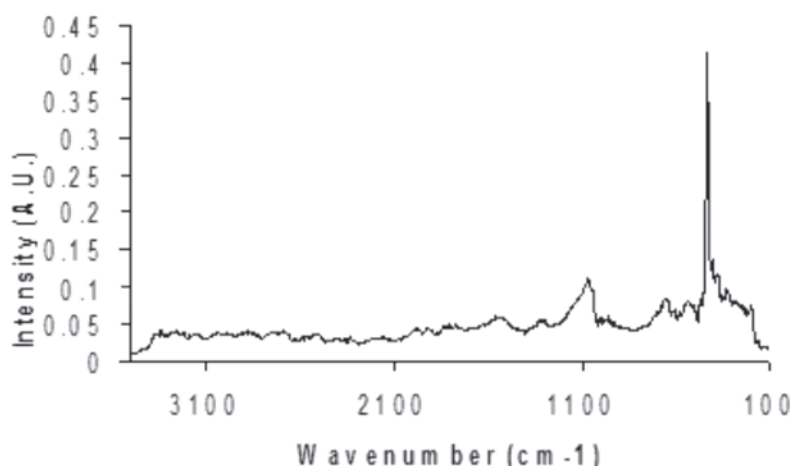


Figure 4: FT Raman Spectrum of 25% Zinc Acetate Sol Concentration Derived nc-Zno Films

EDS spectrum showed strong peaks of Zn and O with weak peaks of Si substrate at the penetration depth of incident electron of 15 keV. The main lines due ZnK (8.64 keV) and ZnK (9.57 keV) excitations and the peak for oxygen are observed as presented in Figure 5.

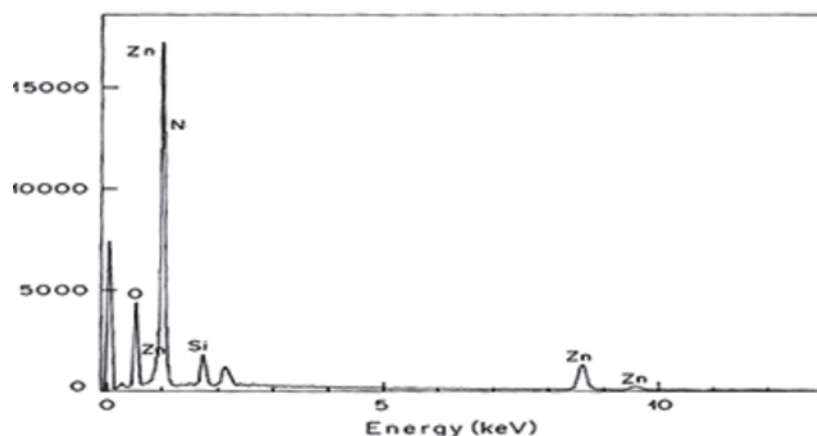


Figure 5: EDS Spectrum of 25% Zinc Acetate Sol Concentration Derived nc-Zno Thin Film

UV-VIS spectrum of the 25% sol concentration grown nc-ZnO thin film recorded in 200 - 800 nm region as presented in Figure 6 shows exciton absorption peak is at 373 nm i.e. close to the expected value 378 nm of ZnO (Caglar et al., 2009; Kong et al., 2007).

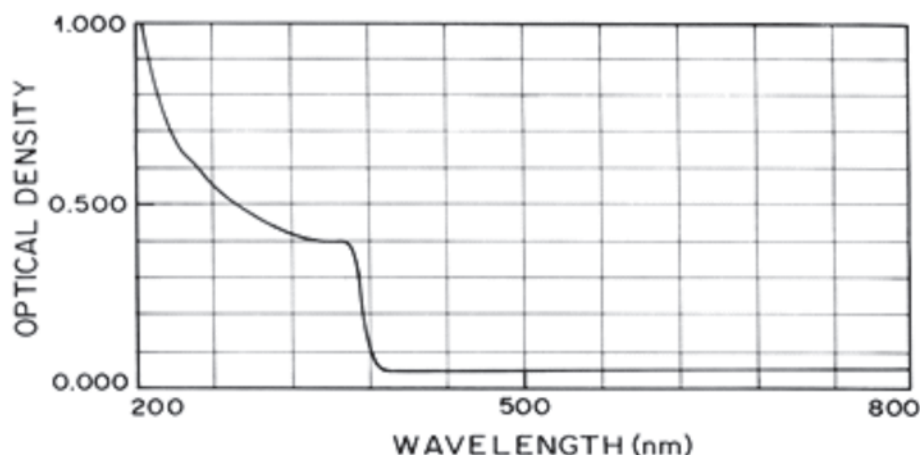


Figure 6: UV-VIS Spectrum of 25% Zinc Acetate Sol Derived nc-Zno Film

4. Conclusion

Nanocrystalline zinc oxide thin films were grown on silicon substrate by sol-gel process with different sol concentrations. XRD, SEM, EDS, FT Raman and UV-VIS optical studies revealed the uniform, polycrystalline, wurtzite structure with preferential orientation of [002] plane of these nc-ZnO films. Nanorods growth is observed in higher sol-concentration derived films due to clustering of spindle shape structures in certain pattern. Raman spectra exhibited the existence of tensile stress in the film network. UV-VIS spectra showed excitons excitation at 373 nm. The SEM support the smooth morphology of film which also suggests increased surface area of films making them useful for biosensing applications.

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Relationship of Human Resource Management Practices with Job Satisfaction, Organizational Commitment and Turnover Intension: A Conceptual Model

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Abstract

Human resource is the most important asset of an organization, however it is the most difficult one to manage. Different people have different attitude, perception and priorities and hence, some employees in organization may like their jobs while other would not and thus for some the work environment may be productive while others may choose to leave. Owing to this diversity, studying the job satisfaction, organizational commitment and turnover intention has become the need of the hour for the corporate. The following study aims to answer this dilemma. The core objective of the research is to develop the relationship of human resource management practices with job satisfaction, organizational commitment and turnover intention, which can lead to employee retention.

Studies of past have been discussed and referred to develop an effective conceptual framework.

Keywords: Job satisfaction; organizational Commitment; Turnover intention

1.0 Introduction

Employee retention is the most compelling and serious issue faced by the HR managers across the globe. (Arthur, 1994; Buck and Watson, 2002; Budhwar and Mellahi, 2007; Debrah and Budhwar, 2004; Samuel and Chipunza, 2009; Tayeb, 1997). This is because while dealing with human resource, managers have to take behavioral and emotional aspects into consideration which is not the case with the other departments.

While there are number of candidates competing for a single job in the present job market and organizations always have an option of hiring afresh, still, employee turnover is an expensive proposition. This is because the high direct and indirect costs associated with employee turnover that equates to a minimum of one year's pay and benefits and a maximum of two year's pay and benefits. While the direct costs include the costs pertaining to recruitment, induction, training and development, compensation etc., indirect costs of turnover include morale let down among remaining staff, work overload, and loss of social capital. (Ramlall, 2004).

Effective HRM practices lead to job satisfaction that fosters organizational commitment (Ulrich, 1997). Wimalasiri (1995) and Jaiswal (1982) state that training and development, career progression, incentives, and rewards affect the employee's commitment to an organization. Furthermore, many researchers endorse that, out of these four, rewards have the greatest impact. (Angle, 1983; J. Chew and Chan, 2008; Conway and Monks, 2008; Hansen, Smith, and Hansen, 2002).

Additionally, an effective HRM is expected to draw ways for understanding how the policies can affect the job satisfaction and organizational commitment of the employees. For example: Harel and Tzafrir (1999), Kalleberg and Moody (1994), and McEvoy (1997) mention that training and development opportunities not just improve skills and abilities of the human resource but also have positive impact on job satisfaction and commitment to the organization. Similarly, Laabs (1993) analysed that a training program implemented at Bell Helicopter had cut down the employee turnover greatly; while Singh (2000) states that continuous, consistent and high quality performance appraisals result in reduced employee turnover. Additionally, Harel and Tzafrir (1999) also mention that the right opportunities for career development motivate employees to stay in the organization, thereby increasing the organizational commitment. On the other hand, Lawler and Jenkins (1992) and Mobley (1982) analyse that compensation practices affect the employees' commitment majorly.

2.0 Literature Review

First part of the section discusses employee job satisfaction while the second part highlights organizational commitment. Third part focuses on the turnover intention and the fourth part relates to the HR practices on impact of job satisfaction, organizational commitment and turnover intention. Consequently, fifth part highlights the Conceptual model drafted on the basis of the literature review.

2.1 Job Satisfaction

Gruneberg (1979) determines the individual differences such as age, educational level, and personality difference affecting the job satisfaction. The study identifies that the job satisfaction is initially high then declines and at the end it increases with the age. While Lopez (1982) in the empirical study on factors affecting job satisfaction among employees in five-star hotels in Metro Manila, challenges the Motivation-Satisfaction theory of Herzberg. On the contrary to the Herzberg's theory, the study identifies that the participants derived more satisfaction from the job environment (hygiene factors) and not the job content (motivators).

Martires and Zamora (1983) in their study conducted among 176 department heads of 38 Philippine government-owned corporations examine that physiological needs of the participants topped the motivational ranking, followed by the self-realization needs. It was also implied that the income of participants was not enough to satisfy their needs. Additionally, as most of the respondents were professionals holding high positions, they had passion for challenge and responsibility.

On the Contrary, Dajoc (1991) identifies that self-fulfillment, growth opportunities, and recognition are the primary ways of motivating employees of six commercial banks in Metro Manila to increase productivity. In addition to this, the salaries, benefits and other compensation, nature of work, and career advancement, were the secondary ways of motivation.

Stordeur (2001) states that job satisfaction stimulates work commitment, and work commitment stimulates the intention to leave the workplace and subsequently the turnover. They further explain this theory by stating that if the employee is highly satisfied with the job and committed to work, the lower is his intention to leave the organization.

On the other hand, Rose (2001) bifurcated the job satisfaction into intrinsic and extrinsic dimensions. According to the study, intrinsic sources of satisfaction depend on the personal attributes of the person, such as the ability to use initiative, relations with supervisors, or the work that the person actually performs; which tend to be the qualitative features of the job. On

the other hand, extrinsic sources of satisfaction depend on the environment, such as pay, promotion, or job security; thus these tend to be the financial/quantitative or reward related features of the job.

2.2 Organizational Commitment

Crewson (1977) includes three concrete features in his definition that are in harmony to other researches (a) a strong belief and acceptance of the organization goals and values; (b) eagerness to work hard for the organization; and (c) desire to remain a member of the organization. Although organizational Commitment is described in number of ways, many researches have stated Organizational Commitment's definitions on same lines. While in a simpler term it is binding of an individual to an organization, in a broader definition it is (1) believing and accepting organizational goals and values ; (2) inclined put significant efforts on behalf of the organization; and (3) desiring or aspiring to stay part of the organization. (Porter, 1974; and Mowday, 1979).

Additionally, Mowday, Porter, and Steers (1982) define OC identification and involvement of an individual in the organization.

O'Reilly and Chatman (1986) recommend three perspectives of commitment , namely : compliance, identification, and internalization. It is said that these three components are summary of the concept of OC. Therefore, in this study we are using O'Reilly and Chatman's measure of OC for testing its authenticity.

Mathieu and Zajac (1990) propose that freedom and control over the job affect in greater organizational Commitment. Additionally, when employees discern that they are empowered by their superiors, imparted relevant training and rewarded fairly then they are likely to stay loyal and committed to their superiors.

Meyer (1993) distinguished three components of OC: a) affective (emotional attachment, feeling of pride to be a member and feeling of psychological ownership) , b) continuance (feeling to continue to be a member in the organization) and c) normative (feeling of obligation to the organization)

Kirkman and Rosen (1999) noted that highly empowered teams are more effective than less empowered teams. Additionally, empowerment impact on their commitment, productivity, and other attitudinal and job outcomes. Moreover, Perceived commitment of organizations towards the well-being of the employees result in the greater work commitment from the employees. (Benson and Lawler, 2003).

Thus, it is very important that employees perceive HRM practices positively to a larger extent as it in return determines the measure of their affiliation to the organization.

2.3 Turnover Intention

Turnover Intention can be described as a psychological process in which employees intent to leave the organization when they are preferring other employment options over the present one due to dissatisfaction in their current job, environment or employment situation.

Most researches believe that employee Turnover can be best predicted though job satisfaction, organizational commitment and turnover intention. However, several empirical tests of this model conclude that the best predictor of turnover was intention to quit (Mobley, Horner, and Hollingsworth, 1978, Michaels and Spector, 1982, Spencer, Steers, and Mowday, 1983, Mowday, Koberg, and McArthur, 1984).

Abassi and Hollman, (2000) identify several reasons for employee turnover in the organizations that include methods and procedures of hiring, managerial style, lack of recognition, lack of competitive compensation system and unhealthy work environment. Additionally, monotonous work, lack of job security, lack of appraisal or promotion and inadequate training and development opportunities also tend to affect the employee turnover. Although, turnover is an expensive business for the HR managers, not all turnover is bad for an organization. In fact, less than five percent turnover is actually considered unhealthy (Hurley, 2010). This is because turnover is a natural component of organizational operations and a crucial part of organization's growth. Turnover offers opportunity to keep the organization updated, healthy and dynamic by having scope of introducing employees with new ideas, new skills and personalities. It also give chance to replace average workers with more productive workers. Moreover, when the organization is in liquidity crunch turnover of employees is an opportunity to reduce costs through salary savings until the situations improve. (Marcus, 2010).

2.4 Impact of HRM on Job Satisfaction, organizational Commitment and Turnover Intention

Porter (1976) differentiates employees in three categories and compare employees who stay with those who quit in each stage: a) if the termination was within 1 to 1.5 months, employees were found to be least devoted to their work, b) if the termination was within 2 to 3.5 months, employees were found to be less focused and devoted in comparison to the workers who were to stay, c) however, if the employees were terminated after 6 months, the commitment was found to be in the same line as that of the ones who were staying back.

According to Mowday (1979), flexible working hours tend to have positive relation with organizational commitment and job satisfaction. The research states that organizational commitment has a profound correlation with organizational goals. It further states that organizational commitment exhibits individual's relationship with the organizational goals and how much an individual works towards, attaining those goals. The study also highlights that job satisfaction has a positive correlation with organizational commitment.

Furthermore, Scandura and Lankau (1997) performed a cross organizational study that highlights that offering support to women employees in the form of flexible working hours, maternity leave, and similar benefits lead to an increase in their organizational commitment. Also, the similar commitment is reflected when the individuals with greater family responsibility are given flexibility in working hours.

Chang (1999) analyzed the relationship between career commitment, organizational commitment and turnover intention among Korean researchers. The analysis reflect that the role of career commitment was most significant in predicting turnover intentions. When individuals are committed to the organization they have low turnover intention however, the study reflects that the organizational commitment is stronger for those individuals who are highly committed to their careers. Additionally, individuals with low career commitments and low organizational commitments marked highest intention of leaving the organization as they are neither concerned about organization nor bothered about their career. Individuals with high career commitment and low organizational commitment also have high turnover intent as they do not believe in their organization's goals and values, and thus are uncertain to attain their career goals in that organization. Moreover, the author mentions that individuals become affectively committed to the organization when they discern that organization offering training opportunities and planning internal promotion opportunities. Also, the commitment increases when employees

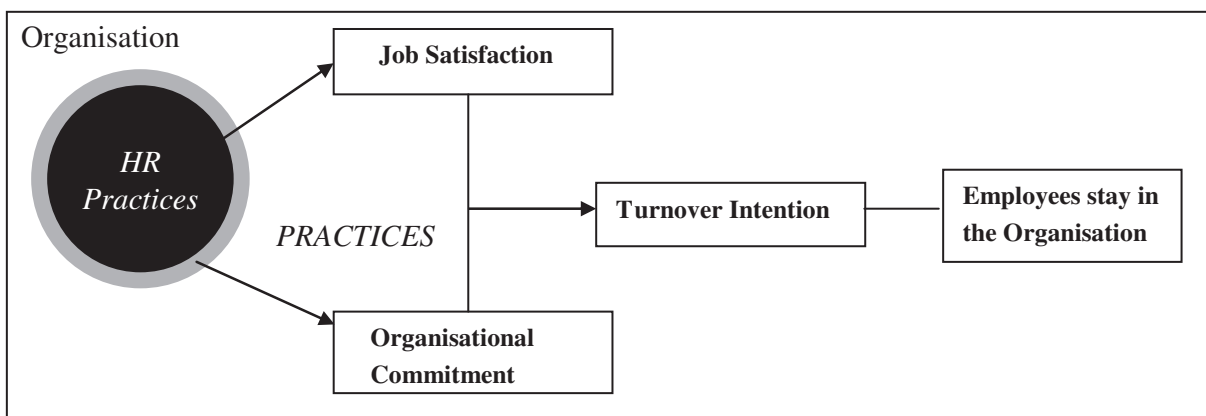
perceive that supervisors are effectively involved in providing information and advices about their career growth.

Ingersoll (2001) proposes that employee turnover is significant in organizations that have ambiguous, undecided and non-routine processes that consequently requires lengthy communication among the employees involved in the process. Because of these uncertain processes, such organizations are substantially dependent upon cooperation among employees and management and, consequently, are vulnerable to higher employee turnover.

On the basis of above literature review, taking into consideration the job satisfaction, organizational commitment and turnover intention , a conceptual model has been framed showing the relationship within the variables which would help in accomplishing the objectives of the study .

2.5 Conceptual Model

Based on the review of literature, the following model aims to consolidate and structure the relationship between the variables following:



HR practices have an effect on organization outcome. Employees enter in the organization after recruitment and selection, the HR practices that are part of Human resource planning (HRP). Another set of HR practices like Induction, Training and development, help employees to get familiar to the organization and eventually grow to attain both individual and organizational goals. Subsequently, performance appraisal, promotion, recognition etc. help employees to understand their benchmarks and what more is expected out of them. Lastly, they stay in the organization with the effective retention policy. Largely, if the employees are satisfied from HR practices they are easily retained and absorbed in the organization.

Meaghan and Nick (2002) reckon that employees are a vital resource of the organization as the importance of skilled employees is although intangible but hard to be substituted. Therefore, managers should strive to control the employee turnover in their organization and acknowledge that human resource is the most important pillar of the organization, without which organizational success is hard to achieve.

For employee retention HR practices should focus three main dimensions : job satisfaction, organizational commitment and turnover intention. Job satisfaction may be the general behavior developed and influenced by different situations, events and happening at the work place like supervisor behavior, relationship with peers or the work environment. (Janet, 1987). Some other factors that guide and direct job satisfaction are individual needs and desires, social relationships, job design, compensation, training and development opportunities and aspects of work-life balance (Byars and Rue, 1997; Moorhead and Griffin, 1999).

Kevin, Joan and Adrian (2004) simplifies the idea by stating that as organizations spend a lot on their employees in terms of induction and training, developing, maintaining and retaining them in their organization, it is important that this spending is an investment and not mere cost. Therefore, managers should be committed to reduce the employee turnover.

A turnover intention is a mental decision predominant between an individual's proposition concerning to continue the job or leave it (Jacobs and Roodt, 2007). Turnover intentions and turnover behavior are correlated as turnover intentions are the instant connection to turnover behavior (Boles, 2007).

While compensation benefits, training and development, performance appraisal, career development and rewards are few of the most prevalent HR Practices, Human resource planning have been studied with relation to employees job satisfaction, organizational commitment and turnover intention. (Desseler, 2007)

Referring to the number of researches conducted on the subject and related areas, it can be inferred that Job satisfaction, organizational commitment and turnover intention are the most examined popular subjects in the study of work related attributes since the organizational factors in affecting attitudes or behaviors of employees. Thus, the subject has attracted considerable attention on the organizational behavior area. Most of the studies have been conducted to check the validity and relevance of the previously conducted researches and highlight differences if any.

While the majority of the studies suggested that job satisfaction has a significant and positive relationship with all dimensions of organizational commitment, the present research conceptualize that favorable HR practices and effective HR planning can boost job satisfaction and organizational commitment that subsequently affect the turnover intent. The model concludes that improved job satisfaction and increased organizational commitment deteriorates the turnover intention. Thus, the HR professionals, managers and authorities should reckon which practice has what impact on their human resource, thereby, enhancing the HR practices of the organization which can ultimately increase job satisfaction and reinforce organizational commitment. Consequently, a satisfied and committed employee is least likely to leave the organization.

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Penning, Social Media and Idea of Progress

Ajay Kumar Yadav

Abstract

Is Social Media mere time pass or does it have something more beyond it? The question is much relevant in current hours, specially when majority of the young Indian uses this modern tool most frequently and for maximum average time of usage. Social Media which is a newly emerged progressive form of paperless communication; an online platform where people can participate, discuss, generate and exchange ideas and information in the form of text, image, audio and video with a large multitude. The paper will discuss this question with few most influential examples whether social media helps, promotes, encourages the idea of progress or does the situation is quite fallacious?

Keywords: Social Media, idea of progress, fallacious.

Primitive and civilized are generally considered as two binary opposite terms. These are the two sides of the same coin facing at two different sides. And the Idea to achieve civilization from primitivism is what we call the example of the idea of Progress. Actually, the idea of progress which has something involvement of *within* to modify, construct, change or advancement in already exist or pre exist entity or phenomena whether abstract or physical, in to other or next level or form'. Since the term is positive in nature the paper also discusses it as positive. Initially, the term *progress* was used by German philosopher, *Immanuel Kant* to indicate 'the change in the life style of European society.'

From our primitive past to our so called civilized present, the whole journey holds the idea of progress. For example, our past used to live under open sky in jungle among deadly races, surviving morning to the sleep and after the phenomena of progress with the passage of time our present lives in fully air conditioned apartments. Our past used to wear something except nothing, in all weather, and our present has more than enough choices according to weather and mood. These comparisons are not for what is good or better but to exemplify the change toward progress in the life style of human being. Today, human has established its supremacy among other races because human is doing wonders by producing, inventing or discovering wonders. So it will not be wrong to say that human is the most progressive race on earth. And all this, he (both man and woman) could achieve only through inner involvement in the idea of progress. If we compare, it can be said that our past has no proper system of connectivity. They used to meet, chat, contact personally, face to face in order to share their ideas or information. On the other hand, our present tweets for Occupy Central Movement to establish 'equal rights to all and democracy'. Like other aspects of life, idea of connectivity also witnessed a huge and continual process of change or progress. Journal of Central University of Haryana

From our primitive past to our technocultured present, we witnessed exchanging hand written letters to share our ideas with others which later on led the idea of postal service. These letters were delivered after months delay which also invited new problems. After long days, the invention of Radio and Telephones strengthened the connectivity among people. Now they could chat, contact to the person possessing these instruments. In twentieth century, with the origin of a wonderful tool of connectivity i.e. International Network known as internet established itself as a new star in the firmament of connectivity. A very few had seen the dream of such a gigantic universal platform to exchange ideas with billions of users across the map in less than a blink of an eye. It was one of the greatest inventions of man. The entry of Social Media sites like Facebook, Twitter, You Tube, Tumblr, Linked In, WhatsApp and Pinterest in the first decade of twenty first century ignited a revolutionary fire in the history of Progressivism because it brought many a people at a global platform where they could communicate, interact, share, discuss and debate one another quickly on each single aspect of daily life. This online platform also brought them at a click of the mouse and facilitated them to reach multitude of nations at single second of time. The emergence of social media sites also boost the agenda of Penning which is to promote the idea of progress.

Penning has been considered one of the most powerful phenomena through the ages to promote the idea of progress as it brings awakening among large multitude about their surroundings i.e. problems, sufferings, happiness. Penning raises sedate issues in universe. The inner involvement of progressive urge imprints indelible impact over masses by progressive or ameliorative sort of writings. A perfect example is *Progressive Writers' Movement* that is a fully literary movement in pre-partition British India. The movement has blessed with famous figures like *Syed Sajjad Zahir, Ahmed Ali, Munshi Premchand, Mulk raj Anand, Faiz Ahmed Faiz, Saadat Hasan Manto and Ismat Chughtai* etc. These writers believed that they would write for a common agenda to inspire people of different sections of the society by their writings advocating equality, attacking social injustice and backwardness. Both Social Media and penning has a common identical aspect that 'Both has wings to fly away' and now we are the corroborators of their 'Metaphysics of Presence' (Derrida, 1967).

Human nature has automated system of raising their voices against so call deaf Authority for their rights but many a time that authority becomes absolute authority which needs a huge pandemonium to grab the attention of its dependents to take their concerns like inequality, social injustice and backwardness seriously. In that case Social media provides a tool to achieve this agenda. Among most influential examples of Social media revolutions may be *American Presidential Election*. In 2008, in *American Presidential election*, the *Democratic Party* candidate *Barrack Obama*, non-white American started his campaign at social media by reaching to a great number of American internet users. With his direct connections with them he was liked by many and thus got favor that soon turned into votes and led *Obama* to White House. It was never thought practice. When the supporters of Obama posted a video of 'Yes We Can' speech, it got over forty crore watches within forty eight hours that shows the progressive involvement of American social media users in making national interest and how they help the democracy by contributing in spreading the revolutionary ideas and agenda of a revolutionary leader to common masses. And in true sense, It was progressive approach that made 'Black man the ruler of White.'

In contrary, as in *Arab Spring* that had its roots in Egypt, under the dictatorship of *Hosni Mubarak*. Civilians were forced to live in the reign of terror and turmoil. People started protesting against the dictatorship on January 25, 2011 with Twitter Hashtag name '#Jan25' as they were

aware about the magical powers of Social media. In order to enlarge the protest, they took help of internet to keep the movement in news to raise international attention and to involve many more. People started sharing photos, videos and their activities of protest on Social media sites like *Facebook, Tumblr and YouTube*. And in the return of 'organized use of Social media', Egyptian got the resignation of *Hosni Mubarak*. And later, the fire of the movement for democracy ignited in Libya on February 17 in the same and it also got the successful outcome with the death of Libyan dictator *Muammar Gaddafi*; and soon in the following months in Syria.

These are some of the examples where social media played a vital and significant involvement in which peoples using social sites circulated the agenda of the movement that is to achieve progress to the society and they united the people in rallies to let the Authority down. By exemplify these incidents we can say that, Social media really has some power to promote the idea of progress. It is now universal that 'afterawaking about the power of social media, institution like government ban or shut down it at initial stage of any anti government activity or turmoil to remain the situation under control. There are numbers of examples where social media helps the common masses to fight against social inequality, social backwardness and social injustice which were the fundament and key agendas of *Progressive Writers' Movement*.

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Children with Special Needs and their Educational Aspirations

Sarika Sharma & Dilbag

Abstract

Level of educational aspiration is the estimation of an individual's educational achievements for future performance on the strength of past experience. This study was aimed to find the educational aspiration level of children with special need. The sample of 50 (VI and HI category) school students from Delhi was selected and their level of educational aspiration was administered through an educational aspirations Inventory. The level of educational aspirations of CwSN is determined by gender and socio- economic status of their families. Socialization processes and its experiences are major determinants of their educational aspirations.

Keywords: Educational Aspiration, Children with special need (CwSN).

Introduction

In present scenario, Inclusive education is a new approach towards educating the children with special need with that of normal ones within the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners- with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. This is possible only in flexible education system that assimilates the needs of diverse range of learners and adapts itself to meet these needs.

Inclusion is not an experiment to be tested but a value to be followed. All the children whether they are disabled or not have the right to education as they are the future citizens of the country. In the prevailing Indian situation resources are insufficient even to provide quality mainstream schools for common children. (Dash, 2006).

Education of CwSN in Independent India

After independence in 1947 inclusive education is written in Indian constitution as a fundamental right for all citizens. “*The state shall endeavor to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years*”. (Part IX, Art.45)

The significance of Article 45 was reaffirmed in 1993 with the case “Unnikrishnan vs. the state of Andhra Pradesh.” In this case, the court ruled that Article 45 must be read in conjunction with Article 21 of the constitution, which states that “No person shall be deprived of his life or personal liberty except according to procedure established by law.” By requiring these two articles to be read in conjunction, elementary education is now considered imperative for life and personal liberty in India. A clause was added to India's constitution to this affect;

however, it was not added until December 2002. The 86th amendment to the constitution, section 21A reads, “*The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.*” Although many viewed this amendment as positive, others criticized the age restrictions.

The 1960s marked an important change in how special education was organized and funded in India. The Ministry of Education split, and a new branch called the Ministry of Social Welfare was created. The Ministry of Social Welfare was given the responsibility for the “weak and vulnerable” sections of society. They largely focused on rehabilitation, and not as much on education. Instead of supporting the current education system, the Ministry of Social Welfare began giving out grants to nonprofits that provided education for children with disabilities, inadvertently preventing inclusion of these children within the public or mainstream sector.

Kothari Commission, 1964-66

This commission was created to create a plan of action to improve the education system. The plan of action created by the Kothari Commission included people with disabilities, but unfortunately, the Government of India never implemented it. It reads-

We now turn to the education of handicapped children. Their education has to be organized not merely on humanitarian grounds of utility. Proper education generally enables a handicapped child to overcome largely his or her handicap and make him into a useful citizen. Social justice also demands it...on an overall view of the problem, however, we feel that experimentation with integrated programmes is urgently required and every attempt should be made to bring in as many children in integrated programs.

In 1968, the National Education Policy followed the commission's recommendations and suggested the expansion of educational facilities for physically and mentally handicapped children, and the development of an 'integrated program' enabling handicapped children to study in regular schools.

The Integrated Education of Disabled Children Scheme of 1974

The Ministry of Welfare created the Integrated Education of Disabled Children Scheme (IEDC). The program provided children with disabilities “financial support for books, school uniforms, transportation, special equipment and aids,” with the intention of using these aids to include children in mainstream class rooms. However, the government of India realized that providing structural changes to the classroom, such as adapted equipment, would not be enough to integrate children with disabilities into the classroom. Although it was encouraged and partly funded by UNICEF, 50% of the funding was supposed to go through the state governments.

The National Policy on Education of 1986 and its Plan of Action

The National Policy on Education (NPE) was created in 1986. Continuing in the spirit of the 1974 IEDC, the NPE states that children with “mild” disabilities should be included in mainstream classrooms, whereas children with “moderate to severe” disabilities should be placed in segregated schools. Many were upset that this policy contradicted Article 45 of the constitution, which lists equality in education as a fundamental right for all, and not just those with “mild” disabilities. Although this policy was created in 1986, it was not implemented until the Plan of Action was created in 1992.

Plan of Action (POA)-1992: The POA suggested a pragmatic principle for children with special needs. It postulated that a child with disability who can be educated in a general school

should be educated in a general school only and not in a special school. Even those children who are initially admitted to special schools for training in plus curriculum skills should be transferred to general schools once they acquire daily living skills, communication skills and basic academic skills.

The Rehabilitation Council of India Act (RCI-1992):

The POA was strengthened by the enactment of the RCI Act, 1992. There was no mechanism in the country to standardize and monitor the training of special educators and other rehabilitation professionals in the country. Therefore, in 1992, Parliament of India enacted the RCI Act, subsequently amended in 2000, to establish a statutory mechanism for monitoring and standardizing courses for the training of 16 categories of professionals required in the field of special education and rehabilitation of persons with disability.

Education of CwSN: Facts And Figures In India

However, Improvement in education of children with special need remain main objective in different policies, but still the enrolment of special children in schools is not up to the mark well. The Government of India did its first and only national survey to date on the population of people with a disability, from July-December, 2002. In December 2003, one year later, Report No. 485, the 593 page *Disabled Persons in India* was published in conjunction by the National Sample Survey Organization, Ministry of Statistics and Program Implementation, and the Government of India. Although statistics vary across the board, depending on the year, surveyors, methods used, and other extraneous factors, this survey is considered most legitimate and accurate by governments and organizations across the globe. The Ministry found that there were 18.49 million people with disabilities in India, or about 1.8% of the population.

One of the statistics that varies widely is the number of children with disabilities enrolled in school. Kalyanpur, drawing from the National Census data, found that up to 94% of children with disabilities “did not receive any educational services.” Data from the World Bank differs in both the ages of the sample group and the statistics, but draws a dramatically different picture. According to the World Bank, 38% of children with disabilities ages 6-13 are not in school. In addition, starkly contrasting with Kalyanpur's interpretation of the National Census, the World Bank states that 70% of children with disabilities ages 5-20 have attended a school at some point in their life, and that 90% of these children have attended a mainstream school. This data is further supported by data from the National Census, which states that of the children with disabilities in school in 2002, 94.8% of these children attend a mainstream school, and only 5.2% of children with a disability attend a special school. It is important to emphasize that these statistics do not include all of the children with a disability out-of-school, but only those that were attending school in 2002. Therefore, a large percentage of the population is still not receiving any type of schooling. Alarming, the World Bank states that almost all children with disabilities do not continue their education past primary school. Kalyanpur, drawing data from The National Census, states-

In terms of educational levels, only 11% of children with disabilities between the ages of 5–18 years in urban areas (less than 1% in rural areas) were enrolled in special schools, while 55% of adults with disabilities were illiterate (59% in rural and 40% in urban areas), with only 7% in rural and 18% in urban areas having completed secondary education.

According to the NSS 58th round (Jul.–Dec. 2008) 25 percent of the literate population of people with disabilities had received education up to the primary level (five years of schooling), 11 percent up to the middle level (eight years), while a mere 9 percent had nine or

more years. Data on children with disabilities in elementary classes collected under District Information System for Education (DISE) reveals that their number varies from year to year. In the year 2003–04, there were 1.75 million such children as against 1.40 million in 2004–05. In 2006–07, about 1.42 million children with disabilities were enrolled in elementary classes across the country, of which 1.04 million were in primary and 0.38 million in upper primary classes. The percentage of children with disability, in primary, is 0.79 and in upper primary 0.80 of the total enrolment in these classes. The corresponding percentage at the elementary level is 0.80. Table–1 indicates the differences in enrolment according to the type of disability.

Table 1: Enrolment according to the type of Disability

| Disability in | Enrolment (%) in Grade | | |
|---------------------|------------------------|---------|--------|
| | I-V | VI-VIII | I-VIII |
| Seeing | 20.79 | 32.87 | 24.02 |
| Hearing | 11.69 | 11.04 | 11.52 |
| Speech | 13.04 | 8.28 | 11.77 |
| Moving | 27.28 | 32.09 | 28.56 |
| Mentally Retarded | 19.68 | 8.62 | 16.73 |
| Others | 7.51 | 7.10 | 7.40 |
| Total Enrolment (%) | 0.79 | 0.80 | 0.80 |

Source: Compiled from DISE 2006-07

Almost one in every three children with disabilities in elementary classes has some problem in moving (28.56%). About 24% are visually handicapped, 12% hard-of-hearing, 12% disabled in speech, about 17% are mentally retarded and 7% have other types of disabilities. On the other hand the Persons with Disabilities Act, 1995 and the Right to Education Act, 2009 have given a new thrust to the education of children with disabilities, as without including them the objectives of Universalization of Elementary Education (UEE) cannot be achieved.

CwSN & Educational Aspirations:

Although, there is better opportunities for CwSN in Educational Institutions. Still the enrolment of CwSN is not up to the mark as data shows. So the question is that, does CwSN not have high Educational Aspirations or interest in higher education. As researcher found that aspirations are important because it influenced outcomes. There is robust evidence to suggest that educational aspirations play important roles in educational attainment and status attainment processes.

Young people with higher educational aspirations have greater motivation and higher educational attainment than their peers, as do those whose parents hold higher educational aspirations for them. (Gutman and Akerman, 2008)

Educational and career aspirations developed during adolescence can have lifelong significance, influencing future occupational outcomes. (Schoon and Parsons, 2002)

However the relationship between educational aspirations and attainment is complex and non-liner, but still Student's educational aspirations have strong positive effects on their

educational achievement especially for young people. The aspirations during student's period influence their behaviour. An individual aspiration level represents him not only as he is at any particular moment, but also as he would like to be at same problem in the future. During the educational process people gain necessary skills and competencies to be able to function on different competitive markets. Which in turn have strong effects on their earnings. The term educational aspiration is based on knowledge of traits. The aspiration level of an individual is an important motivating factor. It is a frame a reference involving self esteem or alternatively experiences, that is the feeling of failure or success. Students with high educational aspirations are more likely than students with low educational aspirations to: do well in school, attain higher education degrees and reap the economic rewards of higher education degrees in the labour market. Student's educational aspirations also mediate the effects of their socio-economic origin on their achievement and attainment. In other words student's educational aspirations can strengthen or diminish the effects of where they come from on how well they do and how far they go in school.

Gender Wise Level of Educational Aspirations of CwSN

Level of Educational Aspirations of Boys:

In this study the level of educational aspirations is evaluated on behalf of Data collected through educational aspirations Inventory prepared by Dr. T. Pradeep Kumar at Z-score and the norms for interpretation of Educational Aspirations Level have discussed before. The Z-score of Boys and their Grade is below in table-3 and the interpretation of their level of educational aspirations is based on their Z-score.

Table 2: Z-Score (Boys)
N= 30 **Mean= 57** **SD= 4.53**

| No. of Students | Raw Score | Z-Score | Grade | Level of Edu. Aspirations |
|-----------------|-----------|---------|-------|---------------------------|
| 1 | 66 | 1.98 | B | High |
| 1 | 65 | 1.76 | B | High |
| 2 | 64 | 1.54 | B | High |
| 3 | 63 | 1.32 | B | High |
| 2 | 62 | 1.10 | C | Above Average |
| 1 | 61 | 0.88 | C | Above Average |
| 1 | 60 | 0.66 | C | Above Average |
| 2 | 59 | 0.44 | D | Average |
| 3 | 58 | 0.22 | D | Average |
| 2 | 57 | 0 | D | Average |
| 1 | 56 | -0.22 | D | Average |
| 1 | 55 | -0.44 | D | Average |
| 2 | 53 | -0.88 | E | Below Average |
| 1 | 52 | -1.10 | E | Below Average |
| 2 | 51 | -1.32 | F | Low |
| 1 | 50 | -1.54 | F | Low |
| 3 | 48 | -1.98 | F | Low |
| 1 | 46 | -2.42 | G | Very Low |

Data of 30 Boys presents that there is not a single Boy at Grade A, level of very high educational aspirations. 23% Boys are at Grade B and they have high educational aspirations than others between the Z-score of +1.26 to +2.00. 13% Boys are at the level of above average and their Z-score is between +0.51 to +1.25 and the level of educational aspirations of 30% Boys is average and they are with D-grade at Z-score of -0.50 to +0.50. Other 10% Boys are below average with grade-E and Z-score of -0.51 to -1.25 and 20% are in grade-F with level of low educational aspirations between Z-score of -1.26 to -2.00 and left 3% are in the level of very low educational aspirations with Z-score of -2.01 to below.

According to data 47% Boys stands below the Mean of data and they are at the level of average to very low and 63% Boys have grade-D to grade-G which presents majority of CwSN and their educational aspirations level is average to very low. It shows that there is lack of high educational aspirations among the boys of special needs. It may be lack of motivation from their family or school environment behind their low educational aspirations. Analysis of data presents that there are actually 23% boys, those have high educational aspirations and 13% Boys have the level of above average of educational aspirations.

Level of Educational Aspirations of Girls:

The level of educational aspirations of Girls with special needs is evaluated on behalf of data collected from 20 girls through educational aspirations Inventory at Z-score. The Z-score of girls and their Grade is below in table-4 and the interpretation of their level of educational aspirations is based on their Z-score.

Table 3: Z-Score (Girls)

N=20

Mean= 51.85

SD = 4.69

| No. of Students | Raw Score | Z-Score | Grade | Level of Educational aspirations |
|------------------------|------------------|----------------|--------------|-----------------------------------------|
| 1 | 64 | 2.59 | A | Very High |
| 1 | 63 | 2.37 | A | Very High |
| 1 | 60 | 1.73 | B | High |
| 1 | 56 | 0.88 | C | Above Average |
| 2 | 53 | 0.24 | D | Average |
| 4 | 52 | 0.03 | D | Average |
| 1 | 51 | -0.18 | D | Average |
| 2 | 50 | -0.39 | D | Average |
| 1 | 49 | -0.60 | E | Below Average |
| 1 | 48 | -0.82 | E | Below Average |
| 2 | 47 | -1.03 | E | Below Average |
| 3 | 46 | -1.24 | E | Below Average |

The data of 20 Girls presents that 10% girls have very high level of educational aspirations at Grade A and Z-score of +2.01 to above and 5% Girls are at Grade B and their level of educational aspirations is high between the Z-score of +1.26 to +2.00. Other 5% girls are at the level of above average and their Z-score is between +0.51 to +1.25 and the level of educational aspirations of 45% Girls is average and they are with D-grade at Z-score of -0.50 to +0.50. Other 35% Girls are below average with grade-E and Z-score of -0.51 to -1.25. However there is not a single girl in grade-F and G.

According to data 80% Girls have average and below average educational aspirations. Only 15% Girls have high and very high level of educational aspirations. Data shows that the level of educational aspirations in majority of girls is average and less than, other 20% stands on level of above average to very high. 50% Girls stands below the Mean of data and 50% are at mean or above. It may conclude that 15% Girls have high educational aspirations and other are at the level of average and below average and it can be suggest to teacher and parents that they should guide and motivate them for higher education.

Overall Level of Educational Aspirations Of CwSN

Table 4: Z-Score (Total)

Mean- 54.94

S.D.- 3.98

N- 50

| No. of Students | Raw Score | Z-Score | Grade | Level of Edu. Aspirations |
|-----------------|-----------|---------|-------|---------------------------|
| | 66 | 2.78 | A | Very High |
| 1 | 65 | 2.53 | A | Very High |
| 3 | 64 | 2.28 | A | Very High |
| 4 | 63 | 2.02 | A | Very High |
| 2 | 62 | 1.77 | B | High |
| 1 | 61 | 1.52 | B | High |
| 2 | 60 | 1.27 | B | High |
| 2 | 59 | 1.02 | C | Above Average |
| 3 | 58 | 0.76 | C | Above Average |
| 2 | 57 | 0.52 | C | Above Average |
| 2 | 56 | 0.26 | D | Average |
| 1 | 55 | 0.01 | D | Average |
| 4 | 53 | -0.48 | E | Below Average |
| 5 | 52 | -0.73 | E | Below Average |
| 3 | 51 | -0.98 | E | Below Average |
| 3 | 50 | -1.24 | E | Below Average |
| 1 | 49 | -1.49 | F | Low |
| 4 | 48 | -1.74 | F | Low |
| 2 | 47 | -1.99 | F | Low |

The total score of 50 CwSN presents that 18% students have very high educational aspirations at Grade A and Z-score of +2.01 to above and 10% students are at Grade B and their level of educational aspirations is high between the Z-score of +1.26 to +2.00. Other 14% students are at the level of above average and their Z-score is between +0.51 to +1.25 and the level of educational aspirations of 6% students is average and they are with D-grade at Z-score of -0.50 to +0.50. Other 30% students are below average with grade-E and Z-score of -0.51 to -1.25. However there are 14% students those have low educational aspirations and Grade-F in Z-score of

-1.26 to -2.00 and left 8% students stands in Grade-G of very low educational aspirations level and their Z-score is -2.01 and below.

The overall data of 50 CwSN presents that level of educational aspirations is vary at different levels. According to data 52% student are below average and stands below the Mean of data. 20% CwSN stands at the level of average and above average. Only 28% students with special needs are that those have high and very high educational aspiration.

On behalf of the data, it may be state that the level of educational aspirations is not very high in majority of CwSN and level of educational aspirations of 58% student is less than average. Only 18% students have very high educational aspirations and 10% are at the level of high educational aspirations.

Findings:

Findings of this study according to its objectives are:

To find out educational opportunities available for CwSN: After review of educational policies, it found that there are policies at various levels which are focused upon bringing the CwSN to the formal system of education. After 86th constitutional amendment and implementation of RTE Act- 2009, equal opportunities are available to CwSN in common schools. There are reserved seats available for CwSN in higher educational institutions and Universities to make assure their access in higher education and some other supporting facilities like scholarship, reservation of seats, exemptions in some skill tests, audio-visual aid, recorded study material, recorded lectures, home school education and hostels are also available. These policies provide equal access and safeguard to CwSN in special schools, in inclusive schools, in higher educational institutions and in Universities. However there is lack of awareness among CwSN about educational opportunities and schemes for their benefits of state and central government.

(II) To understand educational aspirations of CwSN:

After analysis of data, it found that in CwSN the level of educational aspirations is not very high. Majority of student stands at the level of below average. The level of educational aspirations of 58% student is less than average. Only 18% students have very high educational aspirations and 10% are at the level of high educational aspirations.

(III) To compare educational aspirations of both Gender in CwSN:

The level of educational aspirations is low in Girls than Boys. Most of the boys want to complete their higher education. Analysis of data presents that there are actually 23% boys, those have high educational aspirations though 15% Girls have high educational aspirations and other 80% girls are at the level of average and below average and 13% Boys have the level of above average of educational aspirations. According to data total 37% Boys have level of above average and only 20% girl stands in this level of educational aspirations.

(IV) To examine the motivational factor of very high educational aspirations of CwSN:

Mostly special children, those have very high educational aspirations are motivated for higher education by their experiences, belief, economical and social desires. There are specially two aspects motivating them for higher education, one is to emerge their social identity and second is to being economically strong by getting a nice job, as analyzed in their responses. These two factors are shaped by socialization processes and children experiences in childhood, mostly motivating them for higher education.

Conclusion:

The purpose of this study was to contribute to an understanding of level of educational aspirations of CwSN. It was found that the level of educational aspirations is not very high, but not equally in all. Some students have very high educational aspirations and they want to achieve highest degree in their life. The level of educational aspirations of CwSN is determined by gender and socio- economic status of their families. Socialization processes and its experiences are major determinants of their educational aspirations.

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दिनकर के काव्य की अनुप्रेरक सौंदर्याभिव्यक्ति

नरेश मिश्र

सौंदर्य आकर्षण और सूक्ष्म भावबोधक शब्द है। सुंदरता सृजन और आस्वाद के समय सर्जक एवं सहृदय की विशिष्ट अवस्था या अनुभूति में एक मधुर, नीरव और आकर्षक आधार पर सौंदर्य की सृष्टि होती है। सौंदर्य की सृष्टि रचनाकार की भाव-प्रेरित सर्जनात्मक कल्पना के मूर्त उपादानों के आधार पर होती है।

विधाता की सृष्टि में सौंदर्य का विस्तीर्ण और अनुपमेय भंडार है। जगत के बहुरंगी मनमोहक सौंदर्य के आभास मात्र से मानव मन आंदोलित हो उठता है। वस्तु अथवा वस्तुजन्य भाव की सौंदर्यानुभूति बिंब के माध्यम से आनंद में परिणत हो जाती है। काव्य-पाठ के समय सहृदय की अनुभूति वास्तव में सौंदर्य ही है। इस प्रकार सृजन में जो विशिष्ट प्रभावी और सघन अनुभूति होती है, वह सौंदर्य ही है।

सृजन में सौंदर्य कहने का अर्थ है- सृजन और द्रष्टा के सहज संबंध में मधुर अनुभूति। इस प्रकार सौंदर्य की उत्पत्ति सृजन और सहृदय अर्थात् पाठक के संबंध पर निर्भर है। अर्थात् सृष्टि के दृश्य विशेष या सृजन का मानव मन के विशेष संबंध को सौंदर्य कह सकते हैं। इसमें वस्तु और व्यक्ति के विशेष संबंधों का बोध होता है। इस संबंध में डॉ. हरिश्चंद्र वर्मा ने अपना विचार इस प्रकार व्यक्त किया है- “इस विशिष्ट संबंध का विश्लेषण करने पर यह तथ्य स्पष्ट होता है कि सौंदर्य वस्तुपरक भी है और आत्मपरक भी।”¹

निश्चय ही सौंदर्य का एक पक्ष आत्मपरक या आत्मनिष्ठ है, तो दूसरा वस्तुनिष्ठ है। इन दोनों के समन्वय पर सौंदर्य आधारित है। चर्चित समीक्षक डॉ. नगेंद्र ने सौंदर्य को रूप और प्रतीति के आधार पर इसे परिभाषित किया है- “सौंदर्य के दो पक्ष होते हैं- रूप और प्रतीति। मूल रूप से ये दोनों एक ही तथ्य के दो रूप हैं, जिसमें व्यावहारिक दृष्टि से भेद किया जा सकता है। तत्त्व दृष्टि से नहीं।”²

इस प्रकार स्थूल और सूक्ष्म के समन्वित अभिव्यक्ति को सौंदर्य कह सकते हैं, किंतु पाश्चात्य चिंतक क्रोचे ने सौंदर्य में स्थूल या वस्तुगत आधार को अस्वीकार कर कहा है, ‘सौंदर्य अन्य सब मूल्यों की भांति एक आध्यात्मिक क्रिया के परिणामस्वरूप ही अस्तित्व में आता है।’³

प्रत्येक व्यक्ति अपने व्यक्तित्व और मन के आधार पर सौंदर्य का निर्धारण करता है। साहित्यकार सामान्य व्यक्ति से अधिक संवेदनशील होता है, इसलिए उसमें सौंदर्य भावना अपेक्षाकृत अधिक प्रभावी होती है। डॉ. नगेंद्र ने सौंदर्य को सहृदय से जोड़ते हुए कहा है- “सौंदर्य का मूर्त रूप कलाकृति में व्यक्त होता है। कलाकृति, कलाकार की भाव-प्रेरित सर्जनात्मक कल्पना के मूर्त उपादानों द्वारा व्यक्त है, जो सहृदय या प्रमाता की अनुभूति को उद्बुद्ध करती है।”⁴

कलाकार और साहित्यकार प्रकृति-परिवेश और मानवीय भाव-संदर्भ के सौंदर्य को कला या साहित्य में समाविष्ट कर उसके सौंदर्य से रसानुभूति कराता है। सौंदर्य का सर्व प्रधान गुण या उसकी पहचान है- आकर्षण। इस प्रकार सहृदय

में सौंदर्य के प्रति आकर्षण होना अनिवार्य है। प्रत्येक व्यक्ति में विशेष संस्कार, अभिरुचि, भावुकता और मानसिकता होती है। सौंदर्य- अनुभूति में इनका विशेष स्थान है। साहित्यकार इन्हीं के समन्वित आधार पर अपनी कल्पना, प्रतिभा और अभ्यास से सौंदर्य संपन्न साहित्य का सृजन करता है, जिससे अनुप्रेरक रसानुभूति होती है।

रामधारी सिंह दिनकर हिंदी साहित्य के मूर्धन्य साहित्यकार हैं। वे भारतीय संस्कृति और आदर्श के उपासक हैं। उनके साहित्य में व्यष्टि और समष्टि का एवं अहं और इदं के समन्वय का भाव सामने आता है। उनकी सहजता, सरलता में ही नहीं विविध तत्वों के समन्वय में भी सौंदर्यवादी संस्कार की अभिव्यक्ति होती है।

1. मानवीय सौंदर्य :

सृष्टि का सर्वाधिक चिंतनशील प्राणी मनुष्य है। इसलिए सृष्टि की शोभा और गरिमा भी मनुष्य से है। लौकिक में अलौकिक और भौतिक में दिव्य भाव जगानेवाले दिनकर के काव्य में मानवीय सौंदर्य को सर्वाधिक प्रभावी अभिव्यक्ति मिली है। मानव-सौंदर्य प्रकृति से प्रभावित और आधारित है। इनके मानवीय सौंदर्य में अलौकिकता की छाया का आभास होता है। दिनकर के काव्य में स्त्री और पुरुष दोनों के सौंदर्य में अनूठी रमणीयता है। इनके काव्य के बाह्य और आंतरिक दोनों सौंदर्य अनुप्रेरक और प्रभावी रसानुभूति कराते हैं।

1.1. नारी सौंदर्य : दिनकर के काव्य में नारी के बाह्य एवं आंतरिक सौंदर्य का समन्वित रूप से प्रभावी अभिव्यक्ति हुई है। नारी के वस्त्राभूषण आदि सजने में उनकी मानसिकता का भी आधार होता है। इसलिए बाह्य सौंदर्य में आंतरिक सौंदर्य का समन्वित रूप सामने आता है। अपने प्रियतम से मिलने जा रही नवयौवना के आभामय रूप में मनमोहक सौंदर्य सामने आया है। मधुर भावों के साथ बाह्य सौंदर्य दर्शनीय है-

“माथे में सिंदूर पर छोटी दो बिंदी चम्-चम् सी,

पपनी आंसू की बूंदें मोती सी सबनम -सी ।

पीली चिर कोर में जिसके चकमक गोटा-जाली,

चली पिया के गाँव उम्र के सोलह फूलों वाली ।” 5

बाह्य सौंदर्य: दिनकरकृत उर्वशी में बाह्य सौंदर्य का मादक रूप चित्रित किया गया है। कवि की अप्रतिम प्रतिभा से ही मन को दूर तक खींच ले जानेवाले सौंदर्य की प्रस्तुति हुई है। झीने वस्त्रों में उर्वशी के कांतिमय शरीर में त्रैलोक्य का सौंदर्य प्रकट हो रहा है-

उदित हुई या समन्वित नारी श्री त्रिभुवन की,

कुसुम कलेवर में प्रदीप्त आभा ज्वालामय मन की,

चमक रही थी नग्न कांति वसनों से छनकर तन की।

हिमकन सिक्त कुसुम सम उज्ज्वल अंग अंग झलमल था।।” 6

उर्वशी के बाह्य सौंदर्य का चमत्कारिक आकर्षण परम दर्शनीय केंद्र बन गया है। सौंदर्य की दिव्य तरंगें जन-मन को दूर-दूर बहुत दूर तक खींच कर ले जाने की अनूठी शक्ति से संपन्न है-

“अंग-अंग में लहर लास्य की राग जगानेवाली ,

नर के सुप्त, शांत शोणित में आग लगानेवाली ।” 7

उर्वशी का सौंदर्य इंद्र लोक को मनमोहक रूप प्रदान करता है। ऐसे सौंदर्य पर इन्द्रलोकवासी देव भी अपनी दृष्टि टिकाए आनंदानुभव करते हैं।

रसवंती में दिनकर ने नारी के सौंदर्य का परंपरावादी चित्रांकन कर सहानुभूति दर्शाई है। ‘नारी’ शीर्षक कविता में सद्यःस्नात नायिका का सहज, स्वाभाविक और तलस्पर्शी सौंदर्य चित्रण किया गया है-

कढ़ी यमुना से कर तुम स्नान,
पुलिन पर खड़ी हुई कच खोल।
सिक्त कुंतल से झरते देवि,
पिए हमने सीकर अनमोल ।” 8

दिनकर ने नारी सौंदर्य के साथ नारी-पुरुष संबंधों की भावनात्मक विवेचना की है। जिस प्रकार प्रकृति का सौंदर्य प्रतिपल नूतनता के साथ विकसित होता है- ‘प्रकृति का परिवर्तन में टेक’, उसी प्रकार भावनात्मक उन्मेष से नारी सौंदर्य में विकास होना स्वाभाविक है। नारी का मांसल सौंदर्य योगी की योग-साधना भंग कर अपनी ओर आकर्षित कर सकता है। दिनकर ने गृहणी को पति के समक्ष समर्पण नहीं, प्रेम भाव से रहने का संकेत किया गया है। पति को अपने सौंदर्य से ही नहीं, नूतन भावों और कार्यों से अपनी ओर आकर्षित करने का संकेत है। सच है अतृप्त में तृप्ति की चाह होगी ही-

“प्रियतम को रख सके निमज्जित जो अतृप्ति के रस में,
पुरुष बड़े सुख से रहता है, उस प्रमदा के बस में ।

+ + +

गृहणी जाती हर दांव संपूर्ण समर्पण करके,

जयनी रहती बनी अप्सरा, ललक पुरुष के भरके।” 9

दिनकर के काव्य में नारी के बाह्य सौंदर्य का चित्रण प्रायः परंपरागत है, किंतु यत्र-तत्र नवीन भावबोध से प्रभावी अभिव्यक्ति का आधार बन गया है।

आंतरिक सौंदर्य: भारतीय संस्कृति और आदर्श में आंतरिक सौंदर्य को विशेष महत्व दिया गया है। वस्तुओं का मात्र बाह्य या स्थूल सौंदर्य प्रभावी और उपयोगी हो सकता है, किंतु मनुष्य का मात्र बाह्य या स्थूल सौंदर्य आंतरिक सौंदर्य के आभाव में निरर्थक सिद्ध होगा। आंतरिक सौंदर्य में मन के सौंदर्य का विस्तार, आदर्श कल्पना, भावना और उनके आधार पर सामने आनेवाला कर्म सौंदर्य भी समाहित है।

भारतीय मान्यता में नारी के आंतरिक सौंदर्य के आभाव में उसका सौंदर्य निस्सार मना गया है। दिनकर काव्य में नारी के आंतरिक सौंदर्य का विशेष भावनात्मक और कलात्मक रूप सामने आया है। रसवंती में नायिका की प्रस्तुति समर्पण भाव से न होकर नवपरिणीता के रूप में है, जो आजीवन साथ-साथ चल कर सत्कर्म करने का दृढ संकल्प करती है। यहाँ मन के दिव्य अनुप्रेरक भाव और मस्तिष्क के योग से लिए यह दृढ संकल्प का समन्वित आंतरिक सौंदर्य अवलोकनीय है-

“माँ की ममता, तरुणी का व्रत,
भगिनी का लेकर मधुर प्यार ।
आरती त्रिवर्तिक सजा करुंगी ,
भिन्न अगुरु का अंधकार ।।” 10

दिनकर राष्ट्रीय चेतना के चर्चित कवि हैं। इनकी कविता में एक ओर मधुर और तरल भाव लहरी हिलोरें लेती हैं, तो दूसरी ओर ओज का झरना झरता दिखाई देता है। इनकी रचनाओं में यत्र-तत्र नारी शक्ति रूपी सौंदर्य कभी विपथगा बनकर कभी दिगंबरि बनकर कभी क्रांतिकुमारी रूप में उभरा है। दिनकर काव्य में नारी का शक्ति सौंदर्य दर्शनीय है-

“मेरे मस्तक के छत्र-मुकुट, बसु-काल सर्पिणी के रातफन ।
मुझे चीर कुमारिका के ललाट में, नित नवीन रुधिर चंदन।।
आंजा करती हूँ चिता धूम का, दृग का अंध तिमिर अंजन ।
संहार लापत का चिर पहन, नाचा करती हूँ मैं छन छनन ।।” 11

नारी में राष्ट्रीय चेतना का यह क्रांतिकारी रूप जनजागरण के लिए अपनाया गया है। इस प्रकार नारी का यह उद्बोधक भाव मनमोहक सौंदर्य से युक्त है।

दिनकर ने गृहस्थ धर्म की भूरि-भूरि सराहना की है। इनके अनुसार गृहस्थ जीवन के पति-पत्नी का प्रेम अनुपमेय और अनुप्रेरक होता है। नारी का यह प्रेम सौंदर्य उनके जीवन में आह्लाद भर देता है। यहाँ अभिन्न भाव, अभिन्न जीवन और सहजता की परम अनुभूति है-

“एक दूसरे के उर में हम ऐसे बस जाते हैं,
दो प्रसून एक ही वृंत पर जैसे खिले हुए हैं।
फिर रह जाता भेद कहाँ पर शिशिर घाम पावस का।।” 12

कवि नारी के मातृत्व और पत्नीत्व के दिव्य भाव-सौंदर्य की मुक्त कंठ्य से प्रशंसा की है। उसे ऐसे भावनात्मक रूप में प्रेम का उत्कर्ष और संस्कृति का संरक्षण और संवर्धन सुनिश्चित लगता है। इन्होंने नारी के आधुनिक रंग में सौंदर्य और संस्कार विहीनता का संकेत कर उसकी भर्त्सना भी की है। अप्सरा में स्थिरता, सहजता और संस्कार का भावनात्मक सौंदर्य होना असंभव है। इनका स्वयं का कथन है-

“हम तो हैं अप्सरा पवन में मुक्त विहारने वाली,
गीत-नाद, सौरभ सुवास से सबको भरने वाली ।
अपना है आवास न जाने कितनों की चाहों में,
कैसे हम बंधे रहें, किसी भी नर की दो बाँहों में।।” 13

भारतीय संस्कृति और आदर्श का पुजारी कवि दिनकर ‘शील’ को नारी की सबसे बड़ी धरोहर और दिव्य आंतरिक सौंदर्य मनाता है। अबला सब कुछ खोकर भी अपने शील की रक्षा करना चाहती है। शील ही उसका सब कुछ है। कितना सुंदर भाव जगा है उसमें! वह चाहती है कि उसमें ऐसी शक्ति आ जाए कि उसे घूरने वाले की आँखें लज्जा से झुक जाएँ-

“जी करता है अपना पौरुष, इज्जत उसे उठा दूँ,
या की जगा दूँ उसके भीतर की उस लाल सिखा को।
आँखों में जिसके बलने से दिशा कांप जाएगी,
घोर ग्लानि से झुक जाएँगे, नयन घूरने वाले।

झुक जाएगी कलुष- ज्ञान से दबी हीन ग्रीवाएँ ॥” 14

इस प्रकार दिनकर काव्य में नारी के त्याग, मातृत्व के दायित्व और वेदना में आंतरिक सौंदर्य का हृदयस्पर्शी रूप प्रकट हुआ है। यह निर्विवाद सत्य है कि आंतरिक सौंदर्य मन की कलुषता का परिष्कार कर देता है।

1.2. पुरुष सौंदर्य :

काव्य में पुरुष सौंदर्य का बाह्य पक्ष का चित्रांकन प्रायः कम ही होता है। आंतरिक सौंदर्य का प्रभावी रूप प्रायः कर्म संदर्भ में मिलता है। डॉ. रामेश्वरलाल खंडेलवाल ने काव्य में पुरुष-सौंदर्य के विषय में अपना विचार इस प्रकार व्यक्त किया है, “ पुरुष का कर्म- सौंदर्य प्रायः रण-क्षेत्र के भीतर व्यक्त किया जाता है, किंतु बाह्य वीरता से बढ़कर उसकी आंतरिक वीरता का महत्त्व अधिक है। आत्मजयी वीरों में इन्द्रिय संयम, अहिंसा, सहिष्णुता, कर्तव्यपरायणता तथा त्याग आदि गुणों से उसका सौंदर्य खिल उठता है।”¹⁵

दिनकर के काव्य में वीर रस की प्रधानता है। कर्म क्षेत्र में बढ़ता हुआ पुरुष समय की क्रूर गति से भी भयभीत नहीं होता है। उसके कर्म सौंदर्य में परलोक का विश्वास झलकता है-

अगला जीवन किसलिए भला,
तब हो द्वेषान्ध बिगाड़ूँ मैं ,
साँपों की जाकर शरण –
सर्प बन क्यों मनुष्य मरूँ मैं ।”¹⁶

रश्मिरथी में बाह्य सौंदर्य के साथ आंतरिक सौंदर्य का सहज समन्वित रूप सामने आया है। कर्ण अपने सामने इंद्र को पाकर अपने सत्यनिष्ठ रूप को प्रकट करत है। अतः सुचिता का ऐसा सौंदर्य किसी दृढ प्रतिज्ञा और संयमी में ही हो सकता है-

“विप्र देव मांगिए छोड़ संकोच वस्तु मन की,
मरूँ अपयश की मृत्यु करूँ यदि एक बार भी नहीं।”¹⁷

हृदय और मस्तिष्क, ज्ञान और कर्म के समन्वय न होने पर मन बोझिल हो जाता है। विवशता की अभिव्यक्ति में अनूठा सौंदर्य प्रकट होता है। भीष्म पितामह कुरुक्षेत्र के युद्ध के लिए अपनी शिथिलता को उत्तरदायी मानते हैं-

“प्रकटी होती मधुर प्रेम की मुझ पर खिन अमरता,
स्यात देश को कुरुक्षेत्र का दिन न देखना पड़ता ।” 18

कुरुक्षेत्र के युद्धांत में शर-शय्या पर लेते हुए भीष्म पितामह उदारमना युधिष्ठिर को देखते हुए ज्ञान- गंभीर, शोकरहित, तेजोदीप्त, दिव्यवाणी में बोले-

“हाय नर के भाग्य,

क्या कभी तू भी तिमिर कस पार,
उस महत आदर्श के जग में सकेगा जाग,
एक नर के प्राण में जो हो उठा साकार है,
आज दुःख से, निर्वेद के आघात से ।” 19

दिनकर के काव्य में पुरुष के गंभीर चिंतन और कर्म संदर्भ के आंतरिक सौंदर्य को प्रभावी अभिव्यक्ति मिली है। सहजता, स्वाभाविकता के साथ शौर्य के चित्रांकन में अप्रतिम सौंदर्य प्रकट हुआ है। इस प्रकार इनके काव्य में कर्म और स्वभाव आधार पर पुरुष-सौंदर्य को अभिव्यक्ति मिली है।

2. प्राकृतिक सौंदर्य :

भारतवर्ष की प्रतिपल नवीनता अपनानेवाली प्रकृति को परम सुंदरी की संज्ञा दी जाती है। सहृदय कवि को प्रकृति का सौंदर्य सर्वाधिक प्रेरित करता है। प्रकृति का सौंदर्य अंतःकरण में उदात्त भाव भर कर उसका परिष्कार करता है। प्रकृति का मन भावन, आनंददायक सौंदर्य आदिकाल से कवियों का प्रेरणाधार रहा है।

दिनकर प्रकृति के अनन्य उपासक हैं। उन्होंने प्रकृति के सौंदर्य का खुली आँखों से ही नहीं हृदय से रसपान कर काव्य में उसे बहुविधि निरूपित करने का सफल प्रयास किया है। कवि ने अपने काव्य में प्रभावी भावाभिव्यक्ति के लिए प्रकृति के माध्यम से मधुर परिवेश का सृजन किया है। रजनी के अवसान पर भगवान भास्कर की स्वर्णिम किरणों का सौंदर्य कितना मन मोहक परिवेश प्रस्तुत कर रहा है-

चंद्रमा चला, रजनी बीती, हो गया प्रात,
पर्वत के नीचे से प्रकाश के आसन पर,
आ रहा सूर्य फेंकने बाण अपने लोहित,
बिंध गया ज्योति से, वह देखो अरुणाभ शिखर ।” 20

प्रकृति का सहज चित्रण कवि के काव्य के लिए वरदान सिद्ध हुआ है। खेतों की हरियाली और उसमें थिरकती संध्या सुंदरी के दृश्य का भाव सौंदर्य कहीं अधिक प्रभावी हो गया है। जब गाँ अपने बछड़ों की याद में रंभाती हुई भागती दिखाई देती हैं, तो दृश्य मन भावन होता है-

स्वर्णाचल अहा! खेतों में उतरी संध्या श्याम परी,
रोमंथन करती गाँ आ रहीं, रौंदती घास हरी,
घर-घर से उठ रहा धुआं, जलते चूल्हे बरी-बरी,
चौपालों में कृषक बैठ गाते, कहँ अटके बनवारी ।” 21

प्रकृति मनुष्य की चिरसंगिनी है। प्रकृति का सौंदर्य मनुष्य की सुखद स्थिति में हंसता और खिलखिलाता है, तो विषम स्थिति का समय जलता-जलाता ही नहीं धधकती ज्वाला में घायल कर देता है। दिनकर के सामधेनी में ‘बटोही धीरे-धीरे गा’ में व्यथित मन के लिए विरामदायिनी रात अंगारे उगल रही है-

“कट गया वर्ष ऐसा जैसे दो निमिष गए,

प्रिय ! छोड़ गंध मादन को अब जाना होगा,
इस भूमि स्वर्ग के हरे-भरे शीतल वन में,
जाने, कब राजपुरी से फिर आना होगा ।” 23

दिनकर ने प्रकृति के विभिन्न अंगों में परमात्म शक्ति और अलौकिक सौंदर्य का अनुभव किया है। सृष्टि को आलोकित करनेवाले सूर्य, चाँद और तारे विराट की आभा से आलोकित हैं। सहृदय कवि सौंदर्य के इस वितान को देखकर क्यों नहीं गद्गद हो जाएगा !

“जिसकी इच्छा का प्रसार भूतल पाताल गगन हैं;
द्रौढ़ रहे नभ में अनंत कंदुक जिसकी लीला के,
अगणित सविता, सोम, अपरिमित ग्रह उड़ू मंगल बनकर।” 24

मानवी पीड़ा और शोक के पलों में प्रकृति संवेदित हो जाती है। सत्य अहिंसा का पुजारी जब सदा-सदा के लिए आँखें बंद कर लेता है, तो सहृदय को प्रकृति स्तब्ध और उदासी में डूबी दिखाई देती है। चारों ओर अंधकार उतरता दिखाई देता है। वृक्षों से झरते पत्ते मानों अश्रु वर्षा कर रहे हों। चाँद संवेदित होकर अपना मुख बादलों में छिपा लिया है-

“डरता-डरता चंद्रमा, क्षितिज पट से निकला,
पर, देख न वह भी सका जगत को आँख खोल,
घन में छिप चलता रहा रात भर सहम-सहम ।” 25

यहाँ प्रकृति के मानवीकरण के माध्यम से प्रकृति के सौंदर्य का प्रभावोत्पादक चित्रण किया गया है। इस प्रकार स्पष्ट रूप से कहा जा सकता है कि दिनकर के काव्य की सौंदर्य चेतना में हृदयस्पर्शी, सघन, सशक्त और प्रभावशाली अभिव्यक्ति हुई है।

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भारतीय भाषाओं की कहानियों में विभाजन की त्रासदी

मनीषा झा

विभाजन, एक हिंसात्मक और राजनैतिक अलगाव के रूप में जबरदस्ती विस्थापन और घोर साम्प्रदायिक और व्यक्तिगत कीमत चुका कर भारी जनसंख्या के प्रवासन के चित्र उपस्थित करता है। विभाजन ने ऐतिहासिक घटना के रूप में भारत-पाकिस्तान में अस्मिता, कार्य, व्यापार, स्मृति और प्रेरणा को प्रभावित किया है। उसके गहरे समाजशास्त्रीय निहितार्थ हैं। विभाजन के मुद्दे न केवल हमारे अतीत अपितु हमारे भविष्य को भी प्रभावित करते हैं। विभाजन के विस्मरण और कारण के बीच संबंध काफी जटिल हैं। हॉलबॉन्स ने बहुत पहले जोर देकर कहा है कि, “अतीत वर्तमान के हितों और जरूरतों को पूरा करता है।”¹ इसके विपरीत वार्ज का तर्क है कि, “कई बार अतीत वर्तमान के मुद्दों को सीमित और परिभाषित कर देने की शक्ति रखता है।”² विभाजन के लिए विपदा, आपदा या सदमा जैसे शब्दों का इस्तेमाल विभाजन के कारण और परिणाम दोनों पक्षों पर प्रकाश डालता है। ये शब्द विभाजन को एक संघात या विपदा की तरह परिभाषित करते हैं क्योंकि वे इसे कुछ ऐतिहासिक, राजनैतिक और सामाजिक शक्तियों का परिणाम चित्रित करते हैं।

भारत एक ऐसा देश है जहाँ पर विविध संस्कृतियाँ आयीं, संघर्ष किया और यहीं पर बस गयीं। इतिहास साक्षी है कि उनमें आपस में कभी भी सशस्त्र-संघर्ष देखने को नहीं मिला। साम्प्रदायिक आधार पर झगड़ा बिल्कुल नई अवधारणा है, भारत में इसकी शुरुआत 1857 के विद्रोह के बाद देखी जा सकती है। 1857 की क्रांति को तो ब्रिटिश सत्ता जैसे-तैसे दबाने में सफल हो गयी परन्तु इस अनुभव से उसने यह निष्कर्ष निकाला कि भारत में अपने अस्तित्वतथा साम्राज्य के स्थायित्व को सुनिश्चित करने के लिए उसे सबसे पहले हिन्दू-मुस्लिम की जातीय एकता और सद्भाव को खत्म करना होगा। अपने इस उद्देश्य की पूर्ति के लिए अंग्रेजों ने हिन्दू-मुस्लिम को दो विरोधी सम्प्रदाय के रूप में आमने-सामने खड़ा कर दिया और उनमें आपसी मतभेद को इतनी हवा दी कि अंततः उसकी परिणति भारत-विभाजन के रूप में हुई।

इस प्रसंग में डॉ. अबुल कलाम आजाद ने अपनी पुस्तक ‘इंडिया विन्स फ्रीडम’ में लिखा है कि “बंटवारे के एकदम पहले और तुरन्त बाद जब हमने देश की ओर दृष्टि दौड़ाई तो पाया कि यह स्वीकृति बस कांग्रेस महासमिति के एक प्रस्ताव और मुस्लिम लीग के अभिलेखों में ही निहित है। हिंदुस्तान के लोगों ने बंटवारे को स्वीकार न किया था। सच पूछिए तो उनके मन-प्राण इस विचार के प्रति विद्रोह करते थे।”³

इसी संदर्भ में डॉ. नरेन्द्र मोहन लिखते हैं, “विभाजन निसंदेह इतिहास की बहुत बड़ी त्रासदी है। समाज, इतिहास, राजनीति, संस्कृति, साहित्य और लोक-जीवन का इतना कुछ इसमें बिंधा हुआ है की यह जटिल गुत्थी एक पहेली सी लगती है, जिसे सुलझाना या समझना आसन नहीं रहा है”⁴ भारतीय भाषाओं के लेखकों की कई पीढ़ियाँ अपने-अपने ढंग से इस गुत्थी को खोलने और पहेली को सुलझाने के लिए जूझती रही हैं। ऐसा करते हुए वे आहत तो हुए ही हैं साथ में गहरी छटपटाहट और कसमसाहट भी महसूस करते रहे हैं। इन कहानीकारों में एक ओर तीखी

प्रतिक्रिया और प्रतिरोध का स्वर है तो दूसरी ओर अंतर्वेदना और मानवीय करुणा की अंतर्धारा। ये दोनों स्वर एक साथ ही उनकी कहानियों में मिलेंगे। इसे झुठलाया नहीं जा सकता की उस समय के कथाकारों ने इस त्रासदी के विभिन्न पक्षों को कथा-साहित्य में, विशेष रूप से कहानियों में अभिव्यक्त किया और इस तरह विभाजन के संकट का संवेदनात्मक और बौद्धिक दृष्टि से सामना किया। नरेन्द्र मोहन इस संदर्भ में लिखते हैं, “ऐसे कहानीकार भी थे जो दुर्घटना के ऐन मौके पर भौचक्के व स्तब्ध रह गये, लेकिन जिन्होंने समय के एक अन्तराल के बाद इस त्रासदी को आधार बनाकर कई महत्वपूर्ण कहानियां लिखीं। आज की परिस्थिति में विभाजन एक घटना न होकर फिर्नामिना है। इस महाद्वीप की साईकी का हिस्सा एक अन्तर्मुखी सच्चाई जिसे नई रचनाकार पीढ़ी नये कथा-बिम्बों और उपन्यासों में ढाल रही है।”⁵

विभाजन ने पूरी मानव सभ्यता और संस्कृति के लिए खतरा उत्पन्न कर दिया, इसने एक ऐसी संक्रमणशील परिस्थिति को जन्म दिया जिसमें सब कुछ अस्थिर एवम् अस्त-व्यस्त हो चुका था। विभाजन के परिणामस्वरूप साम्प्रदायिक दंगों ने उग्र रूप धारण कर लिया, दोनों देश के लोगों को अपना सब कुछ छोड़कर शरणार्थियों का जीवन व्यतीत करने के लिए विवश होना पड़ा, लाखों करोड़ों की संख्या में हत्याएं हुई और सबसे बड़ी बात यह थी कि इन हत्याओं में हिन्दू या मुस्लिमान नहीं मारे जा रहे थे बल्कि सरेआम इंसानियत का कत्ल हो रहा था।

साहित्य समाज की लगभग प्रत्येक घटना का साक्षी होता है और इसी साक्ष्य के आधार पर तत्कालीन तथा समकालीन सन्दर्भों में इतिहास की घटनाओं का विवेचन-विश्लेषण होता रहता है। साहित्य संवेदनाओं का रूपांतरण है, इसका प्रत्यक्ष प्रमाण विभाजन से सम्बन्धित साहित्य में दिखाई पड़ता है। भारत का विभाजन भले ही देश के लिए एक बहुत बड़ा कलंक रहा हो, परन्तु इस दौरान जो साहित्य रचा गया उसने लोगों के हृदय में संवेदना व करुणा जागृत की। विभाजन की त्रासदी को आधार बनाकर साहित्य के विविध विधाओं यथा उपन्यास, कहानी, कविता, नाटक आदि में अनेक भाषाओं के साहित्यकारों ने रचना की है। विभाजन सम्बन्धी भारतीय भाषाओं की कहानियों में इस त्रासदी को अधिक गहराई से महसूस किया जा सकता है। विभाजन ने वैसे तो समूचे देश को ही प्रभावित किया परन्तु पंजाब, बंगाल, बिहार आदि जैसे सीमावर्ती क्षेत्र के लोग इससे प्रत्यक्ष रूप से प्रभावित हुए। यही कारण है कि इन भाषाओं की विभाजन सम्बन्धी कहानियों में त्रासदी की पीड़ा प्रभावी रूप से उभरकर सामने आती है। हिन्दी, उर्दू, पंजाबी और बांग्ला के कथाकारों में से भी कुछ ऐसे थे जिन्होंने परिवार सहित इस विभाजन की पीड़ा को झेला तथा कुछ ऐसे भी कथाकार रहे जो सम्भवतः स्वयं तो इस त्रासदी का शिकार नहीं हुए परन्तु समाज के पीड़ित लोगों की अन्तः वेदना ने उनकी कलम से निकल कहानी का रूप ले लिया। इसी सन्दर्भ में हिन्दी के कहानीकारों में कृष्णा सोबती (सिक्का बदल गया), भीष्म साहनी (अमृतसर आ गया), बदीउज्जमां (अंतिम इच्छा), मोहन राकेश (मलबे का मालिक), राजी सेठ (बाहरी लोग), कमलेश्वर (कितने पाकिस्तान), देवेन्द्र इस्सर (नंगी तस्वीरें), अज्ञेय (शरणदाता, बदला) आदि का नाम प्रमुख रूप से लिया जा सकता है, जिनकी कहानियों में विभाजन के पहले और बाद की परिस्थितियों के बीच डूबते-उतराते मानवीय संवेदनाओं और इंसानी जज्बातों को देखा जा सकता है। कृष्णा सोबती कृत ‘सिक्का बदल गया’ की शाहनी के लिए बँटवारे के परिणामस्वरूप हुकुमत के बदल जाने और सिक्का बदल जाने का कोई अर्थ नहीं है। उसे

मानवीय मूल्यों के सिक्के के बदल जाने, संबंधों के निरर्थक बना दिए जाने का दुःख है। राज पलट जाने, राजनीति दृष्टि से सिक्का बदल जाने से मानवीय मूल्य कैसे निरर्थक सिद्ध हो गये यही उसकी सबसे बड़ी पीड़ा है।

उर्दू के कथाकारों में सआदत हसन मंटो एक ऐसे कहानीकार है जो स्वयं विभाजन का शिकार हुए तथा अन्त तक इस विभाजन का विरोध करते रहे, उन्हें हिन्दुस्तान छोड़कर पाकिस्तान जाना पड़ा जिसकी टीस उनकी कहानियों में बराबर देखी जा सकती है। ‘टोबा टेक सिंह, का ‘नो मैस लैंड’ पर धराशायी हो जाना मंटो की अपनी ही आत्मा की जद्दोजहद का परिणाम है। इसी के साथ ‘टिटवाल का कुत्ता’ कहानी में टिटवाल का कुत्ता गहरे प्रतीकार्थ को लिए हुए है, यह कुत्ता यहाँ आम-आदमी का प्रतीक बन गया है जो कभी हिन्दुस्तानी बनकर कभी पाकिस्तानी बनकर राजनीतिक वहशीपन का शिकार बनता है। उर्दू के अन्य कथाकारों की कहानियों में भी विभाजन की त्रासदी के अनेक पहलू देखे जा सकते हैं। अशफ़ाक अहमद (गड़रिया), कृष्ण चंदर (पेशावर एक्सप्रेस), राजिंदर सिंह बेदी (लाजवंती), जोगिन्दर पाल (पनाहगाह), इंतजार हुसैन (सीढियाँ), इब्ने इंशा (हमारा देश), इश्मत चुगतई (जड़े) की कहानियों में बार-बार इस विभाजन के कारण और परिणाम को देखा जा सकता है। अपनी जमीन अपने वतन से गहरे जुड़े लोगों के अंतर्मन को टटोलते हुए ये कहानियाँ त्रासदी का शिकार हुए लोगों की व्यथा को सीधे-सीधे पाठकों तक पहुंचाती है।

पंजाबी के कथाकार अफजल हसन रंधावा अपनी एक कहानी ‘खोयी हुई खुशबू’ में विभाजन सम्बन्धी तमाम भाषाओं की कहानियों में छिपी पीड़ा को इन शब्दों में अभिव्यक्त हैं, ‘मेरी कहानियाँ लहलुहान हैं, उनके सिर नंगे हैं, बाल बिखरे हुए हैं और बदन जख्मी है। हमारे हाथों में टूटा हुआ कलम है और टूटा हुआ पात्र है जिसमें मैं अपनी कहानियों के लिए खुशियाँ लेने घर से निकला था। मेरी आंखों में आँसू हैं। मैं अपना रास्ता भी नहीं देख सकता। मेरा हाल भी मेरी कहानियों जैसा ही है और मैं सोचता हूँ कैसे कहानी लिखूँ।’⁶

‘कहानी कैसे लिखूँ?’ की परेशानी सिर्फ अफजल हसन रंधावा की ही परेशानी नहीं है बल्कि उन तमाम लोगों की भी है जो विभाजन की त्रासदी से संवेदनात्मक, वैचारिक और सांस्कृतिक धरातल पर आहत महसूस करते हैं। इन्हीं के साथ लोचन बक्षी की (धूल तेरे चरणों की), कुलवंत सिंह विर्क की (घास), संतोष सिंह धीर की (उजड़ गया मेरा पड़ोसी), सुजान सिंह की (डेढ़ आदमी), देवेन्द्र सत्यार्थी (जन्मभूमि), सविन्द्र सिंह उप्पल (राक्षस), गुरमुख सिंह जीत (ठंडी दीवारें), बूटा सिंह (रिसते घाव) आदि कहानियों में विस्थापन के कई दर्दनाक प्रसंग हैं जो बदलती हुई परिस्थितियों में आज हमें पूरी तरह झकझोर देते हैं। विभाजन की पीड़ा और उसके तनावों को कठोरता और कल्पनाशीलता जैसे विरुद्धों के विन्यास में से उभारना इन कहानियों की अलग ही पहचान है।

विभाजन का यही दर्द हमें बांग्लाकहानीकारों की रचनाओं में देखने को मिलता है। समरेश बसु (आदाब), मनोज बसु (सीमान्त), मानिक बंधोपाध्याय (स्थान में और स्तान में), सलाम आजाद आदि बांग्ला के कथाकारों की कहानियों में भी विभाजन की त्रासदी को अस्तित्व के संकट से जुड़े प्रश्न के रूप में देखा जा सकता है। मनोज बसु की कहानी ‘सीमान्त’ में सम्बन्धों में व्याप्त पीड़ा और करूणा के साथ मानवीय धरातल पर सीमाओं के अतिक्रमण को भी उभारा गया है। विभाजन सम्बन्धी इन भाषाओं की कहानियों में संस्कृति, समाज, भाषा और राजनीति के तेजी से

बदलते परिदृश्य को एक साथ देखा जा सकता है। समरेश बसु ने कहानी 'आदाब' में विभाजन के समय उपजी हिन्दू-मुस्लिम दोनों ही समाज के लोगों अविश्वास की स्थिति को इन शब्दों में अभिव्यक्त किया है, “डस्टबिन के दोनों ओर दो प्राणी बिना कोई हलचल और हरकत के, मिट्टी के लौंदे की तरह जमे बैठे थे। उनके दिल की धड़कने भी जैसे थम गयी थी। दो जोड़ी-पथराई आँखों में, धीरे-धीरे भय-आतंक-संदेह और उत्तेजना गहराती चली गयी। कोई किसी पर विश्वास नहीं कर रहा था। दोनों एक-दूसरे की निगाह में हत्यारे थे।”⁷

विभाजन आधारित इन कहानियों को यह जानने के लिए भी बार-बार पढ़ा जाना चाहिए की बड़े-बड़े सामाजिक राजनीतिक और ऐतिहासिक मुद्दे आम लोगों की समझ से अलग होकर कैसे स्मृति में मानवीय सच्चाइयों का रूप ले लेते हैं और इतिहास के पूर्व प्रचलित मानदंडों को तोड़ कर उनकी पुनर्व्याख्या या पुनर्रचना का प्रयत्न करते हैं। डॉ. नरेन्द्र मोहन लिखते हैं, “विभाजन संबंधी कहानियों का अगर ग्राफ तैयार करें तो कई बातें प्रकाश में आ सकती हैं। संस्कृति, समाज, भाषा, और राजनीति के तेज़ी से बदलते चेहरे की जो झलक इन कहानियों में मिलती है उसका एक पक्ष उजला है तो दूसरा अंधेरा। उजले-अंधेरे पक्ष साथ-साथ ही हैं। कई तरह वे उतारों-चढ़ावों और कई किस्म की असंगतियों-विसंगतियों से ये चेहरा इतना कटा-फटा दिखता है कि पहचानना मुश्किल है। इस बीच धर्मनिरपेक्ष, साम्प्रदायिकता विरोधी तेवरों के बावजूद, सम्प्रदायिकता की समस्या विकट से विकटतम होती गयी है। इस से जूझते-टकराते हुए भारतीय मनुष्य के व्यवहार और आचरण की असंगतियाँ-विसंगतियाँ, मनोवैज्ञानिक ग्रन्थियाँ, जमीन से उखड़े और खदेड़े गये लोगों की दारुण स्थितियाँ संताप भी इन कहानियों में उजागर हुए हैं। ये स्थितियाँ, बीते हुए कल से, विभाजन के दिनों से आज तक, कई कथा पीढ़ियों के आर-पार इधर तक चली आयी हैं।”⁸

समग्रतः कहा जा सकता है कि राजनीतिक दृष्टि से तो भारत का विभाजन सीमाओं का भौगोलिक बँटवारे जैसी एक घटना मात्र था परंतु जहाँ तक मानवता का प्रश्न है, तो मानवीय प्रश्न के रूप में विभाजन जैसी समस्या पहले से ज्यादा भयावह रूप में हमारे सामने खड़ी है। देश के विभाजन के बाद राज्यों के बँटवारे की मांग क्षेत्र और धर्म के आधार पर हो रही है। भारतीय संदर्भ में ये अलगाववादी घटनाएँ रोजमर्रा की खबर बनती जा रही हैं। विश्व परिदृश्य में भी आपसी अन्तःकलह की समस्या सामने आ रही हैं। ऐसे समय में विभाजन की त्रासदी को आधार बनाकर लिखी गयी कहानियों का जो मूल भाव उभर कर सामने आता है वह लुप्त होती इंसानियत की तलाश है।

विभाजन भारत-पाकिस्तान दोनों का हुआ था। भारत के इतिहास में जब स्वतंत्रता संग्राम की बात की जाती है तब इसे 'भारत' का स्वाधीनता संघर्ष कहा जाता है जबकि सच्चाई ये है कि संघर्ष भारत और पाकिस्तान दोनों का चल रहा था इसलिए, इतिहास का अध्ययन हमेशा दोनों देशों के इतिहास को ध्यान में रखकर किया जाना चाहिए तभी विभाजन और उसकी समस्याओं को गंभीर रूप में समझा जा सकेगा। विभाजन आधारित हिंदी, उर्दू, पंजाबी और बांग्ला की इन कहानियों में विषय की एकरूपता के बावजूद स्थानीयता, भौगोलिक परिवेश, सांस्कृतिक भिन्नता के कारण इन में व्यापक स्तर पर अंतर को देखा जा सकता है।

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विचारधारा और साहित्य का अंतर्संबंध

दीपक

विचार/विचारधारा क्या है? - विभिन्न क्षेत्रों में विचार की स्थिति और परिभाषा भिन्न होती है, “आधिभौतिक इतिहासवाद के अंतर्गत यह पॉजीटीव विज्ञान (समाजशास्त्र) है; अनुभववादी या वस्तुनिष्ठ इतिहास के अंतर्गत यह अनुभवपरक विज्ञान है।”¹ इस प्रकार विचार अपने क्षेत्र विशेष और उद्देश्य विशेष को अपने पृथक नाम और काम से जाना जाता है। सामूहिक रूप से विचारों की बुनावटों और बनावटों सांस्कृतिक बुनावट के लिए तन्तुओं का काम करती हैं, जो अपने में विभिन्न क्षेत्रों के रंगों रूपों को समाहित किए रहती हैं।

विचारधारा विचारों की श्रृंखला नहीं होती। मैनेजर पाण्डेय ने भी कहा है कि, “क्या कला और साहित्य संबंधी मार्क्सवादी चिंतन में विचारधारा का अर्थ केवल विचारों की धारा है? ‘विचारधारा’ शब्द से ऐसा भ्रम होता है, इसलिए कुछ लोग विचार-प्रणाली कहते हैं।”² विचार, व्यक्ति के स्वयं के अनुभव से अनुभूत होते हैं और स्वतंत्र अस्तित्व रखते हैं, जबकि विचारधारा एक निश्चित मूल्य पद्धति के प्रति अपने श्रद्धा भाव का रूप है, जिसे कोई व्यक्ति अपनी भावात्मक सत्ता की सुरक्षा के लिए अपनाता है। यों विचार संस्कृति के नए-नए रूप गढ़ते हैं और संस्कृति इन अर्थों में विचारधारा बनती है।

विचारप्रणाली, विचारों और दृष्टिकोण की एक पद्धति है जिसके तहत लोग वास्तविकता तथा अपने पारस्परिक संबंधों को पहचानते हैं और सामाजिक समस्याओं और संघर्षों का मूल्यांकन करते हैं। इसके माध्यम से एक दी हुई समाज व्यवस्था को क्रम देने या बदलने का एक सामाजिक कार्यक्रम भी तैयार किया जाता है।

“ विचारधारा, शब्द का पारिभाषिक अर्थ में सबसे पहले प्रयोग किया फ्रांसीसी दार्शनिक और अर्थशास्त्री दे त्रासी (1779 में) ने। उसने आध्यात्मिकता से पृथक करने दृष्टिकोण से इसे विचारों का विज्ञान कहा।”³ मनुष्य के अर्जित विचारों की श्रृंखला को विचारधारा कहते हैं; समूहिकृत विचार ही विचारधारा के रूप में विकसित होते हैं। विचारधारा का भौतिक आधार होता है। जब समाज में दास-प्रथा थी तो दास-स्वामी संबंधों को लेकर जो विचारधारा पल्लवित हुई, उसी को आधार मानकर बहुत-सा टकराव होता है। इस प्रकार विचारधारा भौतिक आधार से जुड़ी होती है और कला, साहित्य, संस्कृति, राजनीति, दर्शन सभी को प्रभावित करती है, उससे प्रभावित भी होती है।

विचारधारा बनाम साहित्य:- आधुनिक हिन्दी साहित्य में, विचारधारात्मक संदर्भों में जब से चर्चा चली है, तब से विचारधारा के ‘ग्रहण’ का विषय भी विवादों से मुक्त नहीं रहा। एक ओर जहाँ साहित्य में विचारधारा के ‘ग्रहण’ को लेकर अनेक प्रश्न उठे वहाँ दूसरी ओर इसके ग्रहण की पद्धतियाँ व लाभ-हानि की फेहरिस्त भी सामने आती रही है।

यह भी एक तथ्य है कि कलाकृति में लेखक की जीवनदृष्टि भी समाहित होती है। सृजन के समय इस तथ्य के प्रति सचेत हो या न हो। उसकी अनुभवाधृत दृष्टि के भीतर अपने परिवेशगत यथार्थ से ग्रहित धारणाएँ एवं विचार होते हैं। यह भी एक प्रकार की विचारधारा ही है, जिसे हम पूर्णतः सुसम्बद्ध-सुसंगत वैचारिक व्यवस्था भले ही न कहें किन्तु

यह भी सही है कि विचारधारा के ग्रहण की सही स्थिति तभी उपलब्ध होती है, जब रचनाकार अपने विचारों को अनुभूति की राह से गुजारे। साहित्य में विचारधारा के ग्रहण की, रचनाकारों की असमताओं के परिणामस्वरूप, एक प्रकार की अतिचारिता लक्षित होने लगी। इसी कारण राजनीतिक विचारधाराओं के अरुचि और घृणा तक की भावना बढ़ी। मुख्यतः यह देखने में आया कि राजनीतिक कविता में विचार आरोपित होने से कविता की हानि हुई है। दूसरी और विचारधारा को पूरी निष्ठा और गहरी आस्था के सम्बल के रूप में कविता में व्यक्त करने वालों कवियों की कमी नहीं।

साहित्य और विचार के बीच संबंध कई प्रकार से स्थापित किया जा सकता है। प्रायः साहित्य को विचारों का समूह कहा जाता है और युग के विचारों का पता लगाने के लिए उस युग के साहित्य का विश्लेषण अध्ययन किया जाता है। विचार समाज की गतिविधियों को दिशा प्रदान करते हैं और जब ये विचार साहित्य का चोला पहन लेते हैं तो उनका प्रभाव और भी अधिक संक्रामक हो जाता है।

इसके विपरीत दूसरा दृष्टिकोण यह है कि साहित्य और दर्शन का कोई संगत संबंध नहीं है। टी० एस० ऐलियट के अनुसार, “कविता या नाटक लिखने से पूर्व शेक्सपीयर और दान्ते ने कुछ गंभीर चिंतन मनन नहीं किया था।”⁴

साहित्य और विचार को लेकर एक मत यह भी है कि विचारों की दृष्टि से साहित्य का अध्ययन साहित्य को समझने में बाधक हो सकता है। कलाकृति को सिद्धांत कथन के रूप में देखना उसी दृष्टि से उसका अध्ययन करना कला के सौन्दर्य को खण्डित कर देता है; कला का इतर मूल्यों से आकलन करने पर हम कला सौन्दर्य की तह तक नहीं पहुँच पाते।

फिर भी साहित्य और विचार के बीच संबंध को एकदम अस्वीकार करना गलत होगा। युग के राजनीतिक, सामाजिक आन्दोलन, किसी विशेष प्रवृत्ति के विरुद्ध प्रतिक्रिया दर्शन को एक साथ प्रभावित करते हैं। हिन्दी साहित्य के भक्ति काल में चलने वाले भक्ति-आन्दोलनों ने तथा रामानुजाचार्य, वल्लभाचार्य आदि के द्वारा प्रवर्तित विभिन्न दार्शनिक विचारों ने भक्तिकाल को निश्चित ही प्रभावित किया था। किसी विशेष दार्शनिक सम्प्रदाय के प्रति कवि की निष्ठा उसके विचारों को प्रभावित करती है, और वह सब उसकी काव्यकृतियों में प्रतिबिम्बित होता है। अष्टछाप के कवि वल्लभाचार्य के अनुयायी थे। सूफ़ी कवि सूफ़ी सिद्धांतों से परिचित थे। अतः उनके काव्य में दार्शनिक विचारों का प्रतिबिम्बित होना स्वाभाविक ही है। अतः साहित्यिक रचनाओं में विचारों और दार्शनिक रचनाओं की खोज करना व्यर्थ नहीं है। विचारों का इतिहास जानने के लिए काव्य-कृतियों का उपयोग हो सकता है। दूसरी ओर काव्य को समझने में इन दार्शनिक विचारों से परिचित होना निश्चय ही सहायक होता है। सूर, तुलसी, अष्टछाप के कवियों और सूफ़ी रचनाओं को तभी अच्छी तरह हृदयंगम किया जा सकता है जब हम इन कवियों के दार्शनिक विचारों से परिचित हों।

यहाँ यह प्रश्न उठना स्वाभाविक है कि लेखक इन विचारों को कहाँ तक आत्मसात करता है? उसकी रचनाओं में अपनाए गए विचार कहीं फ़ैशन के लिए अपनाए गए विचार तो नहीं हैं? क्या वे अनुभव की आग में तपकर उसके

व्यक्तित्व में रच-पच गए है? दार्शनिकों और चिंतकों के विचारों की जो प्रतिध्वनि साहित्य में मिलती है, वह किस सीमा तक लेखक के दृष्टिकोण को प्रभावित करती है? क्या काव्य और नाटक में व्यक्त विचार उनके लेखकों के ही विचार है? कई बार अपूर्ण अध्ययन, स्थूल दृष्टि, पूर्वग्रह के कारण हम गलत निष्कर्ष निकाल लेते हैं। साहित्य के इतिहास लेखकों ने दार्शनिक विश्वासों की सुसंबद्धता, स्पष्टता और क्षेत्र विस्तार के संबंध में अनेक बार भ्रमपूर्ण बातें कह डाली हैं। अतः विचार और साहित्य का संबंध दिखाने के लिए पर्याप्त जागरूकता, सचाई, ईमानदारी विशद-गहन अध्ययन आवश्यक है।

यह किसी को सीधे-सादे स्पष्ट, उपदेशात्मक अथवा विचारधारात्मक ढंग से वर्णित किए जाए तो वह रचना साहित्य नहीं रह जाएगी। इसके विपरीत यदि विचारों को कलात्मक एवं सांकेतिक अभिव्यक्ति मिलती है तो निश्चय ही वह कृति साहित्यिक बन जाती है। यशपाल के 'दिव्या' में और निराला की 'तोड़ती पत्थर' में सामाजिक विचार अत्यन्त कलात्मक ढंग से अनुस्यूत किए गए हैं, जबकि अन्य प्रगतिवादी कवियों की कविताएँ, जिसमें हँसिये-हथौड़े, लाल झण्डे और लाल निशान का स्तवन किया गया है, नारेबाजी मात्र बनकर रह गयी है। सत् साहित्य विचारों को शाश्वत संवेदना के रूप में उपस्थित करता है। जो रूढ़, निरर्थक और अवरोध हैं उसके विरुद्ध शंखनाद फूँकना साहित्य का धर्म है, सौन्दर्य-सृष्टि के साथ-साथ 'क्रिटिकल' भूमिका अपनाने से साहित्य का मूल्य बढ़ता है, पर विद्रोह के ये विचार कलात्मक रूप में प्रस्तुत होने चाहिए।

डा० रामविलास शर्मा ने कला और विचार के सहसंबंध पर विचार करते हुए लिखा है कि- “कला का संबंध विचारों के साथ मनुष्य के एन्द्रियबोध और उसके भावों से भी है। विचारों की व्यंजना भाषा के बिना नहीं हो सकती। तब वे ललित कलाएँ जिनमें भाषा का प्रयोग नहीं होता, विचारधारा के रूपों में कैसे गिनी जाती है? साहित्य भी शुद्ध विचारधारा का रूप नहीं है; उसका भावों और इन्द्रियबोध से घनिष्ठ संबंध है। इससे स्पष्ट है कि ललित कलाओं को विचारधारा के रूप में गिनना सही नहीं है।”⁵

किन्तु यहाँ ध्यान देने की बात यह है कि साहित्य के अतिरिक्त दूसरी ललित कलाओं में भाषा के प्रत्यक्ष प्रयोग के अभाव को अगर विचारों का अभाव मान लिया जाएगा तो कई प्रश्न उठ खड़े होंगे। एक सवाल तो यही होगा कि, “क्या स्थापत्य, मूर्ति, चित्र, आदि कलाओं के महान् रचनाकार विचारशून्य कृतियाँ रचते हैं? दूसरा सवाल यह भी होगा कि क्या दुनियाभर की महान् कलाकृतियाँ विचारहीन रचनाएँ हैं?”⁶

सन् 1966 में अशोक वाजपेयी ने अपने एक लेख 'कविता और राजनीति' में तत्कालीन परिस्थितियों का हवाला देते हुए लिखा था कि, “पिछले बीस वर्षों में हर राजनीतिक विचारधारा को अन्ततः तानाशाही में परिणत होते देखने के बाद, इन कवियों का अपने शब्दों को किसी विचारधारा की सेवा में समर्पित करने का निश्चय और कभी-कभी हठधर्मी निश्चय ही सहज विवेक कहा जा सकता है। उन्होंने राजनीति के लिए कविता नहीं, कविता के लिए राजनीति का इस्तेमाल किया है। किसी विचारधारा से स्पष्ट प्रतिबद्धता के अभाव का यह मतलब नहीं कि इन कवियों ने

विचारधाराओं से कोई सरोकार ही नहीं रखा है। विचारधारा का टकराव हमारे समय की एक मुख्य बात है। इसलिए बिना इस टकराव के, अहसास और समझ के समकालीनता अधूरी ही रहती है।”⁷

एक अन्य लेख ‘विचारों से विदाई’ में मुक्तिबोध को आधार बनाकर वे लिखते हैं कि “मुक्तिबोध ने समकालीन सच्चाई की भयानकता को पकड़ने के लिए ऐसे औजारों का जो अस्तित्ववादी जान पड़ते हैं, और सच्चाई को समझने के लिए मार्क्सवादी विश्लेषण और धारणाओं का इस्तेमाल किया। लेकिन इसलिए उनके कृतित्व को मार्क्सवादी या अस्तित्ववादी या दोनों करार देना उचित नहीं है। कविता में विचारों का अत्यांतिक महत्त्व नहीं है।”⁸ सवाल यह है कि क्या वे विचार कुछ प्रासंगिक उजागर करते हैं। अगर नहीं तो वे हस्तक्षेप होकर रह सकते हैं। लेकिन यह भी सच है कि बिना विचारों के, या बिना किन्हीं विचारों में जड़ जमाए, कविता निरी ऐंद्रिक फुरफुरी या तुच्छ खिलवाड़ भर रह सकती है। विचारहीन कविता कभी भी मनुष्य की हालत की कोई सार्थक पहचान या कोई समझ उत्तेजित नहीं कर सकती।

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Book Review

Moolchand Sharma Globalisation, Democratisation and Distributive Justice, New Delhi, Universal Law Publishing Co., 2015

Pardeep Singh

As the reviewer is of firm belief that—A reader died and an author born, or to say in simple words the context in which an author started penning down his ideas in any book, most of the times it is being at risk of interpreted in a different context. Sometimes readers keep on making differently out of what had been written down by the author. The difference lies in the approaches to be taken by both of the stakeholders i.e. author and of reader. Also, the review of literature for carrying out any research is just being confined to citing of some statements as written in the book without going in to pith and substance of the book as a whole.

In this background the reviewer took this task to review the book in hands. The book under review titled *Globalisation, Democratisation and Distributive Justice* written by *Professor Moolchand Sharma, a doyen of multidisciplinary approach in India; which can easily be make out from the title of the book itself. A law professor is writing something on economic, social and legal perspectives of India story. The book is an attempt to find ways for striking a proper balance between emerging paradoxes and contradictions while deepening further the faith of the polity and its institutions in democracy and distributive justice. The author trying to build a discourse towards various contours of 'India Story' which India has travelled so far and to figure out its future direction. The work, as author himself pointed out in Preface and Acknowledgements, follows a modest attempt to answer the question—how to redeem India Story and make it a story of nation's progress and prosperity along with ensuring every common citizen's welfare and concern. The book under review has been divided in to five chapters, interconnected to each other which gives a feeling of reading the 'India Story' in a symmetrical form which is undoubtedly praiseworthy.

Starting with first chapter that is of 'Introductory' in nature, the author highlighted various social, economic and political aspects of transformation which has been taking place in India. In the first chapter, the author trying to build a dialogue by pinpointing three important factors; which led to present evolution to the present 'State of World.' These factors are—**increasing globalisation, greater urge for democratisation of States and mind boggling information and communication technology**. Under the sub-heading of *web of globalisation*—the author further tried to discuss the concept of globalisation by discussing three stages of it. Starting with the first phase of globalisation i.e. of colonial imperialism wherein it was said that, “*Sun never sets in British Empire*,” the author also discussed the second phase of globalisation by marking it as international concerns for human rights, standards of international justice and an equitable international economic order. The UDHR, UNCCPR, UNCSECR are others internationally accepted norms contributed towards emergence of this second phase of

* Professor (Dr.) Moolchand Sharma, Published by Universal Law Publishing—An Imprint of Lexis Nexis, New Delhi, 2015, Pp. xii + 174, Price Rs. 395/-

globalisation as per author. Further by citing the free market economy as the third phase of globalisation, the author remarkably correlated the globalisation with the pleading for free trade in to global market economy. While culminating this third phase of globalisation, the author also highlighted various pitfalls of it like: unequal distribution of wealth, rising rates of unemployment, continued persistence of poverty. The catchy point over here is when author is trying to build a sermon for a need to live '**in society**' rather than '**in economy**.'

With the emergence of tendency towards development of present world, author by citing the recent works of acknowledged scholars **Prof. Thomas Piketty (Capital in the Twenty-first Century)** and **Sir Anthony B. Atkinson (Inequality: What can be Done?)** refuted claim made by believers in Trickle-down approach to growth that suggests that trickle-down of benefits of growth to all is natural and automatic part of capitalist development. Both these scholars as highlighted by authors conclude that there is an inherent tendency for ever-increasing inequality of income and wealth in capitalist economic system. Coming to India, as author cited the works of Christine Lagarde, Managing Director of IMF wherein he said that "... In India, the net worth of billionaire community increased 12-fold in 15 years, enough to eliminate absolute poverty in this country twice over."

Further in end of the first chapter author gave due weightage to the contribution of ICT towards development of any nation which *inter alia* worked as a catalyst that facilitated processes of globalisation.

Moving to second chapter titled *State of Nation—Indian Democracy—A Project in Progress*, Author in well planned manner covers almost all the integral agencies and instrumentalities or institutions of the democracy. Starting with the shift in global perspectives towards Indian democracy, the author rightly pointed out the work of eminent American scholar, **Arend Lijphart** who initially did not include India in his book called '**Democracies**' that was published in 1984, but later on he thought that he had solved the puzzle by saying that India was an impressive confirming case for his consociational model and included India among the notable democracies of the world in his revised book '*Patterns of Democracies*,' which shows that how India is being acknowledged gradually on front of sustenance of largest democracy with free and fair election. The author while highlighting the World Bank Group Report, 2015 tried to highlight that as an outcome of this democratic set up, India has come to be recognised as the fastest growing economy leaving behind China.

Further by highlighting effectiveness of the institutional framework of the Indian Democracy, the author very rightly said that democracy is a culture and way of life in India. The transforming work culture of Judiciary, Parliament, Election, Media, CIC, CVC, CAG and *Lok Pal* as parts of Democratic Framework in India has been nicely pinpointed with a very rigorous approach in Chapter-II of the book. Author firmly made a case for having a constantly engagement of these institutions of democracy in India **towards introducing reforms and rejuvenation** otherwise with standstill approach the staled working style of these institution would invite dismay and dejection leading to utter frustration.

Further if in the first two chapters of the book some important attributes have been discussed, the third chapter titled, *State of Nation—Indian Democracy—Emerging Trends and Challenges*, made an attempt to reflect on some of the trends emerging in the functioning of democracy and also tried to highlight that how these trends demand immediate attention if India's story has to progress in complete. The Book while mentioning several nationwide surveys have repeatedly shown that **Indian increasingly view their elected representatives and political parties as uncaring, unreachable, unresponsive, untrustworthy and**

unrepresentative. The author successfully cited the unprecedented victory of AAP in February, 2015 which forced other to re-look their old strategies and style of doing politics and contesting election. After acknowledging the commendable task of CIC, Courts and Election Commission, the author made voice for more suggestions as have been made in two recent reports of the Law Commission of India: 'Electoral Disqualification' and 'Electoral Reforms'. Pertinent to mention that who else better than the author could explain these reforms as suggested in the reports? Author being the Full Time member of the Law Commission, at the time of these reports were being submitted, made a remarkable contribution in this regard in these reports as well in the present book. Where the initial part of the present chapter is by quoting the work of Arun Maira, a former member of now abandoned Planning Commission wherein he said that, **“the People, the government and the capitalists are connected in a triangle of trust”** made the importance of trust between State and Citizens, the concluding part of the chapter very nicely talk about 'Corruption' and 'Crony Capitalism' as an assault on Democracy and Rule of Law. Citing the work of Munsii Premchand's '*Godan*,' and '*Namak Ka Daroga*' wherein a sense of shame used to attached with corruption, speaks volume of the present work. The present day nexus between politicians, big business houses and bureaucrats or what has come to be known as '*crony capitalism*' has rightly been highlighted by the author which no doubt tantamount to a great contribution in the existing literature.

Lastly in the last two chapters of the book, the author very beautifully discussed the India Story. If the fourth chapter talked about Swings in Fortune then, the final Chapter raises growth, rising inequalities and distributive justice. The author tries to build a discourse towards the 'India's story' which is full of fascinations and frustrations. We are things to fascinate in the forms of having **largest democracy** in the world, **consistent growth rate** of G.D.P. i.e. nearly 7.5 % and the emergence of '**demographic dividend**,' upon which we have been relishing a lot. The book highlights in its concluding chapters that statistics about demographic study of India reveal that those under 25 years of age constitute 51% and those under 35 years make 66% of its population. This predominance of youth in the population is expected to last until 2050, with the average age in India in 2020 expected to be 29 years as against 40 years in USA, 46 years in Europe and 47 years in Japan. While the most of the countries of World getting aged, to the contrary India see its bright future on front of its demographic dividends with 600 million young people under 25. If we talk about our neighbour rivalry then China is having an average age of 38 years; which will be 50 in coming ten years. From here India will have to reap the benefit of its demographic dividends in the near future and every efforts towards this definitely required to be multiplied with so many flagship initiatives like: 'Make in India', 'Digital India,' 'Skill India,' 'Start-up India,' etc. which the authors described very nicely in these concluding chapters. The author also raised his voice towards multiplying the efforts of government **for creating 30,000 new jobs everyday—qualified jobs by citing the Business World.**

Author after mapping the social, economic and legal dimensions of India story cited various data in a very lucid manner. The author highlighted the data as revealed by World Bank in India that 47 % of the population in India is engaged in agriculture, which contributes a paltry 18 % to gross domestic product. However, Contribution of Agriculture sector in Indian economy is much higher than world's average (6.1%). Whereas, Contribution of Industry and Services sector is lower than world's average 30.5% for Industry sector and 63.5% for Services sector. (Planning Commission, Government of India) The National Sample Survey of 2004 reveals that 40 % of farmers had said if they could, they would quit farming. Farming in India is vastly inefficient and unproductive and out of the above mentioned figure of 47 %, majority need to

move to more productive, manufacturing or service sector employment. The author build a case for the need to have a paradigm shift from Agriculture to the other manufacturing or service sectors as no country has become developed without developing a manufacturing base and without shrinking the workforce engaged in agriculture sector.

The author, in the book under review, while acknowledging the present initiatives of the government in the form of 'Make in India,' 'Skill India,' 'Digital India,' said that these initiatives go a long way by creating new job avenues for rural youth especially by helping those who wants to exist agriculture either because of small holding or because land they hold is not cultivable.

Further by highlighting the maiden Independence Day Speech of Prime Minister Narendra Modi, the author gave stress on the importance of “Make in India”—an initiative that India is open for business, especially manufacturing. Book under review also pinpointed that till date the story of India on manufacturing fronts happens to be not so alluring as it remained almost unchanged around 11 % from 1987 to 2005 with a slight increase thereafter i.e. after 2005. However, the share of manufacturing sector in India's GDP which increased slowly from 15.9 % in 1987 to 17.3 % in 1996 diminished thereafter to a low of 12.9 % in 2013-14—which undoubtedly a matter of concerns. Reasons may be in the eye washing facts that India employs about 52 million people in manufacturing, or about four times of corresponding figures in the US. Also, that an average Indian employee in manufacturing is 40 times less productive than his US counterpart. The notable feature of this part of the book is the call for 'skill development' and 'capacity building' of the unemployed youth in India without which development may lead to **demography bring disaster rather than bringing dividend.**

It is really heartening to note that the author do justice with the topic by mentioning the need of major reforms like: Land Acquisition Bill, GST Bill, Real Estate Bill (recently passed in both of the houses of Parliament) which are on anvil and if they see the light of the day then certainly it will help in boosting Indian economy. The most notable feature of the last chapter is that while concluding the author rightly said that the present conundrums and contradictions are natural to arise in the execution of any project and certainly it demands for a challenge to synthesize the existing conflicts by striking a proper balance.

The book under review is not only well written on textual and contextual front but also touch the heart of a reader by the volume of contribution it has with multidisciplinary approach of Professor Sharma. The disguised mutual correlation between Law and economic has been beautifully discussed by the author in the present book which makes the book valuable asset for any library anywhere in the world. The book under review is must read for the researcher of law and economic for having necessary inputs so as to enable them to deliberate over the contemporary socio, economic, political and legal dimension of India's story. If someone who could not come across over the nationally reputed dailies over a few times in recent past would definitely be benefited by the book under review as the author has cited nearly fifty five editorials of nearly dozens of English Dailies circulated mostly in 2015 with his threadbare analysis of all the contemporary socio, economic, political and legal issues. No denial to say the present book will prove a year book, nicely written with analytical inputs with multidisciplinary approach, for the young aspirants preparing for competitive examinations. The work cited by the author is capable of setting fire to the intellects of the policy makers, academia and research scholars. So overall the present book is a must read book and expected to be well received by law students, advocates, researchers, parliamentarian and all other concerned with the subject for having the several dimensions of the India's story.



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