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Tapiben Chhaganlal Lalji Valia Junior College
Dr. Bhanuben Nanavati Career Development Centre



Smt. Sunderbai Hansraj Pragji Thackersey

(11-06-1885 to 12-01-1980)

Smt. Sunderbai, a soul of religion and education, selfless service and philanthropy, had lived a meaningful life, just short of only five years, to become a Centenarian.

At just the blooming age of 12 years, she was honoured with the nuptial sanctity in the year 1987, with the grand son of Shri Thackersey Muljiseth **Shri Hansarj Pragji Thackersey,** who had at a very young age, well settled down in business and won laurels in the social and political arena as well.

At the age of 39 years, having lived a wedded life for 27 years, the cruel fate snatched away from her, Sheth Shri Hansraj. At that time, though miserably bereaved of the life's partner, her profound faith in Almighty and her religious mental spirit, accorded in her great courage and strength, to take up faithfully and creatively all the responsibilities of unfulfilled assignments and cherished dreams of her loving counter-part

She created a Trust, **"Hansraj Pragji Thackersey Education Fund"** in memory of her late husband and from its corpus, set up the Hansraj Pragji Thackersey Girl's School.

She channelised her wealth for many good causes. Her donations for the development and maintenance of educational institutions in Dwarka and a college at Nasik are worth the note in the history of the progress of education for girls.

She had made a royal donation to Vanita Vishram, at Bombay and Surat, and offered her devoted services, for about three decades, on its Managing Committee.

She also encouraged many students to go abroad for studies or business. For more than half century, this spacious building at Maharshi Karve Road (Queen's Road) stands monument, now housing the Gujarati medium **H. P. T. Girl's School,** an English medium - **The Blossoms Sunderbai Thackersey English High School,** and a large Assembly Hall, popularly known as **Sunderbai Hall.**

She was also one of the pioneers and the main supporter of the Bhatia General Hospital, which she equipped with the latest equipment and made it as one of the leading hospitals. Here she rendered her services as the Hon. Secretary for many years.

She, under the close association with Lady Premlila Thackersey, her nearest relative, the founder of the S.N.D.T. Women's University, Mumbai, had directed her donations to this University and to-day, in her memory. stands SHPT School of Library Science and SHPT College of Science at Mumbai and one of the Sections of Polytechnic of this University at the Juhu Campus. She was a member of the Senate of this University, for a number of years.

The heritage she has left behind her, is benevolently utilised with the same zeal and spirit, bearing in mind her ideals of life, by her devoted loyal Trustees, who execute her cherished dreams, with no axe to grind.

She had lived a life in the service of humanity,
keeping her goal, "Work is Worship".

From The Desk of The Principal

The second volume of ANVESHAN is an outcome of our burning desire and sincere efforts to achieve excellence in our profession. We hope this endeavour will inspire, guide and help us all to be more systematic and professional in our total approach, especially in the area of imparting knowledge.

We have tried our best to make this volume more meaningful. There is no doubt that we all have emerged as a strong team with wider experience, more information and greater strength and confidence.

I congratulate our enthusiastic Editorial Board and the staff members who have contributed their articles. I also thank our panel of experts who have guided our staff in their efforts.

I hope that ANVESHAN will continue to grow from strength to strength and that the spirit of research and learning sparked off by this journal will never be allowed to die.

PREFACE

We are happy to come out with the second volume of ANVESHAN - The Academic Journal. Bringing out an academic journal is a team work. The Editorial Board would like to thank all the staff members who have contributed their articles. Their painstaking efforts have helped to raise the quality of our journal.

We are also indebted to our principal Dr. Harshada Rathod for her encouragement and interest in reviewing the articles and getting the issue published. Our heartfelt thanks are also due to our panel of experts who have, despite their busy schedules, edited the articles so as to ensure the high academic standard of the journal.

The scope of ANVESHAN has been expanded in keeping with our spirit of continuous improvement. This year we have included general academic articles in order to encourage upgradation of knowledge in issues related to various subjects and a more broad based perspective that fosters an interdisciplinary approach.

A special review article on the Women Vice Chancellors of SNDT Women's University has been included in this issue at the behest of our principal. It is in keeping with the vision outlined by our Vice Chancellor Prof. Rupa Shah that articles on the historical and developmental aspects of the university must be published. The aim is to highlight the unique strengths and achievements of the university through every available forum.

Finally, we would like to request all our colleagues to keep up their hard work. It is their support, co-operation and efforts that make ANVESHAN possible.

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WOMEN OF SUBSTANCE

The 7 Women Vice Chancellors who shaped SNDT Women's University.

"Sanskruta Stree Parashakti"

Motto of the University

- Dr. (Ms.) Jayashree Palit, Ms. Rita Patil and Ms. Abha Sharma.

The year is 2003. As the sunbeams caress the expanse of the 3 Campuses of SNDT Women's University spread at Churchgate, Juhu in Mumbai and Karvenagar in Pune, young women make their way in to the portals of the university. Their laughter and excited chatter bring in yet another day in the life of the eighty six year old first women's university of India. The prestigious SNDT women's university has the honour of being the first university in Maharastra to be awarded a five star rating by the NAAC committee (National Accreditation and Assessment Council). For a university that started with only four students this is no mean achievement.

How did it all happen? Who were the key players responsible for nurturing and moulding the university to its present position? These questions have many answers. One of them is the contribution of the seven women vice chancellors. Each has given it a direction concomitant with their unique personality and background.

The 7 Women V. Cs of SNDT Women's University

- ***Lady Premlila Thakersey***
- ***Smt.Sharda Divan***
- ***Dr. Madhuri Shah***
- ***Dr. Jyotiben Trivedi***
- ***Prof. Kamalani Bhansali***
- ***Dr. Suma Chitnis***
- ***Dr. Marriamma Verghese***

The foundation of this prestigious women's university was pioneered by the hard work by dynamic and visionary man. It all began on June 3, 1916. Maharshi Dhondo Keshav Karve was a man with a vision and commitment. He believed that it was only through education that the participation of women in social and political activities could be possible and effective. It was a belief that was not shared by many at the time. In early 20th Century Indian society, riddled by age-old customs and traditions, did not encourage women's education. Fortunately, Maharshi Karve had other ideas. Inspired by the model of the women's university in Japan, he founded the first Indian Women's University. It was the dawn of a new era in the history of women's higher education in India.

The infant university needed financial support. Sir Vithaldas Thakersey, a great philanthropist financially supported the university to commemorate the memory of his mother. In 1920 the university was named Shreemati Nathibai Damodar Thackersey Women's University popularly known as SNDT Women's University.

The firm foundation of creating the 1st Indian Women's University was laid. The mantle of the post of Vice Chancellor passed from Maharshi Karve to Divan Bahadur K. M. Jhaveri. It was now time for the women to take charge of their own university.

Sir Vithaldas Thakersey inspired his wife to work for women's education. When she married Sir Vithaldas she had only a modicum of formal education but her husband's encouragement was a source of great inspiration. She was a deeply religious lady and like her husband, influenced by Mahatma Gandhi and the Shrimad Bhagvad Geeta. She embodied the virtues of simplicity, integrity and service. When Sir Vithaldas Thakersey died, the young Lady Premlila Thakersey continued the task of her husband of development of the SNDT University. For fifty years **Lady Premlila Thakersey** nurtured, developed & strengthened the university. She was awarded an honorary doctorate by SNDT Women's University and the Padma Vibhusan (1975) by the Government of India in recognition of her exemplary service to the cause of women's education in India .She had the longest stint of twenty years (1949-1969) as the vice chancellor of the university. Apart from academics and research, she emphasized work for social causes through the civil defence camps, NSS, NCC and cultural activities. Till today the university continues improving the blend of academic excellence with commitment to purposeful "social responsibility."

It was a daunting task to step in to the shoes of Lady Thackersey. But **Smt. Sharda Divan (Vice Chancellor from 1969 to 1975)** proved equal to this challenging work. She was the first Gujarati woman to take a Master's degree in Arts (Economics) and had extensive academic and administrative experience. During her tenure the university expanded its education activities in Maharashtra and Gujarat states. Most notable was the instituting the Department of Continuing and Adult Education.This was a significant step to empower that section of women who could not enrol into the regular classes. It is significant to note that extention education forms an important part of the university's mission even today. Smt.Divan continued in the footsteps of Lady Thakersey .Her association with various national and international educational and social service organizations set the foundations of the collaboration that SNDT University has had with eminent organizations both in India and abroad. The main thrust of the university continued to be in the areas of education and service.

The stage was set for **Dr. (Smt) Madhuri Shah (Vice Chancellor from 1975 to 1981)** to step in. A brilliant academician, who had won international acclaim for her work as an educator especially in the areas of Science and Mathematics. Smt. Madhuri Shah focused on making the University's programmes more practical and meaningful to the Indian Society at large. She was a role model for a university that encouraged women to make the best use of the educational facilities available. The major part of Smt.Madhuri Shah's education was accomplished after her marriage .She was an example of how women could harmonise both professional career as well as family life. As vice chancellor she brought a dynamic approach not only to the administration of the university but also in the organization of its academic programmes. Her deep faith in the motto of the SNDT University that an educated woman is a source of strength for the nation inspired her to formulate the Open

University programmes.

Dr. Madhuri Shah initiated the concept of distance education through correspondence courses in SNDT Women's University thus bringing education within the reach of every woman desirous of learning without going through the routine channels of formal schooling. The "University Without Wall" concept led to creation of bridges in place of walls for women aspirant of education irrespective of age and formal entrance educational qualification. The Centre for Distance Education continues to be one of SNDT's unique strengths even today.

Several new institutions such as the Women's Polytechnic and colleges of Commerce, Pharmacy and Special Education were added to the already existing faculities of Arts, Home Science, Library Science Education & Nursing. She also launched two major research establishments for Women's Studies and Home Science. Initiation of the development of an English reading laboratory based on the multilevel learning philosophy too took place. Her main focus was always on the continuous improvement of academic standards.

When **Dr. Jyotiben Trivedi, (Vice Chancellor from 1981 to 1986)** Gynecologist and Consultant took over the mantle, her brief was very clear. The process of modernization of the SNDT Women's University through scientific and technical programmes introduced by Dr.Madhuri Shah, had to be strengthened and sustained. Her medical background inspired her to initiate a new nursing programme for cancer patients .She was the first to emphasize vocation-oriented courses by starting new courses in electronics and technology.

Prof. Kamalini Bhansali (Vice Chancellor from 1986 to 1989) played a pivotal role in establishing links with various international agencies. She understood the need to keep the university abreast of the latest international developments in education. She also fostered the special relationship between the Sheffield City polytechnic and the SNDT Women's University in 1989. She was felicitated with an honorary fellowship by the Sheffield City polytechnic. The university continues its tradition of academic linkages for students and faculty exchange and research.

In 1990 a spate of curriculum changes were ushered in by **Dr. Suma Chitnis (Vice Chancellor from 1990 to 1994)** She came fresh from her assignment as head of the women studies unit and the unit of research in the Sociology of Education in the Tata Institute of Social Sciences at Mumbai.

She introduced a basic foundation course for all students of Arts entitled "women in changing India", with the prime objective of making the students aware about the situation of women in India and the constitutional and other provisions available to them. Two other Foundation courses were introduced with the aim of making students aware of our rich heritage through History as Heritage and be aware of current problems of Indian Society at the Macro & Micro level through Current Concern.

She was also instrumental for forging linkages with industry and other research organizations in order to ensure that the syllabi and courses were enriched with actual field experience. The most outstanding example was the establishment of a diploma course in Jewelry Design and Manufacturing at the P.V.Polytecnic. Dr.Chitnis also strengthened the teaching methodology by introducing presentation of seminar paper at the post graduate level in every faculty. She also suggested the need for theme based papers which would lend them to inter disciplinary and multidisciplinary teaching. She also envisioned the Graduate Institute of Technology. Autonomy to colleges to conduct the First Year examination at the college level was a contribution in the direction of examination reforms.

Dr. Marriamma Verghese's (Vice Chancellor from 1995 to 2000) most notable achievement was that she brought the university closer to the general public. It was during her tenure that the SNDT name became publicized to be associated with excellence. The conferment of "five star" status to SNDT Women's University by NAAC was the crowning moment in her long efforts to bring pride and glory to the SNDT Women's University. The University introduced courses of Computer Science, Electronics, Telecommunications, Information Science and Technology. She initiated collaboration with Zee education in offering diploma courses in Fashion Designing and certificate course in Office Administration. She felt that the university courses need to keep pace with the demands of the changing society and times.

The Jankidevi Bajaj Institute of Management Studies attracts a congregation of brilliant students. As she retired after taking the university across the millenium, Dr. Verghese had the satisfaction of enhancing the quality of the University's programmes, activities and infrastructure.

The **present Vice Chancellor Prof. Rupa Shah (From 2000 onward)** has background in psychology and she especially sensitive to the need for addressing the mental health problems of students. Tele-Counselling has been made available on issues relating to problems in adolescents, sex education, family planning, AIDS, and other coping skills. Prof.Shah has also emphasized the need for media projection of the university's achievements and contribution. The FM channel "Gyanvani" was started with the express purpose of using the radio to teach and inform.

In chronicling the various contributions of the seven women vice chancellors, one is struck by the diversity of their backgrounds and the directions for advancement. Yet they had the shared goals of administrating and nurturing the university with the great love, loyalty and care. The career of each vice chancellor is a mirror of the growth of the university to its present status. Each vice chancellor was an artist, adding her genius to a beautiful painting SNDT Women's University, true to its motto "Sanskruta Stree Parashakti" creating thousands of Sanskruta Strees every year through the portals of SNDT Women's University, enriching families, society and nation.

EMOTIONAL INTELLIGENCE IN CHILDREN

- Ms. Rupa Motivala

Emotional Intelligence is a recent concept pertaining to self-regulatory and inter-personal behavioral science. It is capacity of self-awareness, controlling oneself, understanding others' emotions and handling relationships. The IQ reveals their mental ability, whereas, EQ depicts their behavioral quality. In context of children, the later plays greater role in developing the behaviour for their successful future. Few researchers have exhibited this aspect. Further longitudinal studies are desired. This pilot study deals with 20 randomly selected pre-school children to reveal their behaviour in managing emotions, empathetic attitude and social relationship. Their attitude were observed for a week and noted in scheduled questionnaire. The study reveals that child's EQ can be established and accordingly moulded at an early age by their parents and teachers.

INTRODUCTION

In recent years, there has been increasing emphasis that education should facilitate personal growth of the learner and psychologically equip them to cope with the rapid changes taking place in all spheres of life viz., socio-cultural vocational world.. Educators are realizing that besides academic deficiencies, there is a different and more alarming deficiency - the emotional illiteracy. The components of emotional intelligence (or literacy) include emotional and social skills which relate to the education of moral development and also have implications in management and prevention of anger, aggressions, solving interpersonal conflicts etc.

Recent survey conducted in a group of Mumbai schools by Salma Prabhu, Director, Academy of Counseling, found that 85% of problems faced by children and adolescent are rooted in childhood. (Times of India Nov. 2001)

Education for promoting emotions, need to be recognized as an essential element of the educational process in the classroom-since emotions provide information, direct attention and facilitate attainment of goals. In fact, emotions can become a valuable tool for the teacher for education of human reactions.

It has been shown that 'emotional literacy' programmes directly alter the level of success, self-esteem and well-being of a person. They help reverse a tide of educational decline and thus strengthen the schools. Nurturing emotional intelligence therefore becomes a prime concern for schools.

THE CONCEPT OF EMOTIONAL INTELLIGENCE

Emotional intelligence, which has its roots in the concept of "social intelligence," was first identified by E.L. Thorndike in 1920.

The phrase "Emotional Intelligence" was coined by Yale psychologist Salovey & Mayer of the University of Hampshire to describe qualities like understanding one's own feelings, empathy for the feelings of others and "the regulation of emotion in a way that enhances living." (Time 1995)

Emotional intelligence is a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (Goleman 1995).

Emotional intelligence is the capacity to create positive outcomes in your relationships with others and with yourself. It is a complex, multifaceted quality representing such intangibles as self-awareness, empathy, persistence and social deftness. (Time 1995)

Goleman has brought together decades worth of behavioral research into 'how the mind processes feelings.' He says emotional intelligence is the ability to motivate oneself, to control impulse and delay gratification, to regulate one's moods and keep distress from swamping the ability, to think and to recognize a feeling that is self understanding.

Jerome Kagan, a pioneer in child development research, argues that "you don't want to take an average of your emotional skills. That's what is wrong with the concept of intelligence for mental skills too. Some people handle anger well but can't handle fear. Some people can't take joy. So each emotion has to be viewed differently." Researchers have been trying to understand how EQ and IQ compliment each other; how one's ability to handle stress effects ability to concentrate and put intelligence to use.

Research on brain-based learning suggests that emotional health is fundamental to effective learning. According to a report from the National Center for Clinical Infant Programs (NCCIP), the most critical element for a student's success in school is an understanding of how to learn. The key ingredients for this understanding are:

Confidence	Curiosity
Intentionality	Self-control
Relatedness	Capacity to communicate
Ability to co-operate	

These traits are all aspects of Emotional Intelligence. Basically, a student who knows to learn is much more apt to succeed. The NCCIP report further states that emotional Intelligence has proven a better predictor of future success than traditional methods like the GPA, IQ and standardized test scores. Hence, greater interest is warranted in Emotional Intelligence programs on the part of schools, universities and corporations nationwide.

The idea of Emotional Intelligence has inspired research and curriculum development throughout these facilities. Researchers have concluded that people who manage their own feelings well and deal effectively with others are more likely to live content lives. Plus, happy people are more apt to retain information and do so more effectively than dissatisfied people.

RESEARCH STUDIES & OBSERVATIONS

A research was conducted on 4-years old children's interaction with marshmallow. The child could have one if he wants it at that time. But, if he waits till the researcher

returns then he can have two marshmallows. The choice a child makes is a telling test. Some children grabbed the treat immediately or in short while. But some were determined to wait. They covered their eyes, put their heads down, played games or even fell asleep waiting for the researcher to return to get double the bounty. It offers not only quick reading of child's character but also the path the child will probably take through his life.

Based on one of the largest test on people's ability to read non-verbal messages, he devised a test of empathy – the Profile of Non-verbal Sensitivity (PONS). The version of PONS designed for children revealed that those who showed an aptitude for reading non-verbal feelings were most popular in their schools and most emotionally stable. They also did better in the school, even though, their IQ were not higher than of those children who were less skilled at reading non-verbal messages. Mastering this empathic ability smoothens the way for classroom effectiveness. (Goleman, 1995)

In a classic example of inter-personal relationship, 4-years old Judy was asked to place dummies of her pre-school classmates in that part of the classroom where they liked to play the most – in the art-corner, block-corner and so on. Judy did so with total accuracy showing exceptional level of perceptiveness. But when children were asked to group the classmates they liked most, Judy was found favourite of the entire class. A casual observer might find her a shy girl. But, this 'Classroom Game' revealed the skills that, in later life, might grow Judy to a star in any field where skills count, from sales and management to diplomacy. (Goleman, 1995)

According to Salovey & Mayer (1990), EI subsumes Gardner's personal intelligences, and involves abilities that may be categorized into five domains:

Self-awareness,
Managing Emotions,
Motivating Oneself,
Empathy, and
Handling relationships.

1. Self-awareness: Knowing your emotions, recognizing feelings as they occur, and discriminating between them. People with greater certainty about their feelings are better pilots of their lives, having a surer sense of how they really feel about personal decisions - from whom to marry, what job to take and so on.

   Self awareness is perhaps the most crucial ability because it allows us to exercise some self control. The idea is not to repress feelings but rather to do what Aristotle considered the hard work of the will. He says, "Anyone can become angry. That is easy. But to be angry with right person, to the right degree, at the right time, for the right purpose and in the right way – that is not easy."

2. Managing Emotions: Handling feelings that are relevant to the current situation and your appropriate reactions. People, poor in this ability, are constantly battling

feelings of distress, while those who excel in it can bounce back far more quickly from life's setbacks and upsets.

Some impulses seem to be easier to control than others. Amongst those, anger is one of the hardest to control. Goleman studies show that the body needs a chance to process the adrenaline through exercise, relaxation techniques, a well-timedintervention or even the old admonition to count to 10. (Time 1995)

Some people have better ability to get on with the task at hand. Again, given sufficient self-awareness, people develop coping mechanism. When people develop sufficient self-awareness, they tend to handle the task better. (Time 1995)

3. Motivating Oneself: Channeling emotions in the service of goal, emotional self control, delaying gratification and stifling impulses. People who have this skill tend to be more highly productive and effective in whatever they undertake.

   Worrying is a rehearsal for danger. The act of fretting focuses the mind on a problem so it can search efficiently for solutions. The danger comes when working with blocked thinking, becoming an end in itself or a path to resignation instead of perseverance. Over-worrying about failing increase the likelihood of failure.

4. Empathy: Sensitivity to others' feelings, tuning into their verbal and non-verbal cues, concerns, and taking their perspectives' so as to appreciate the differences in how people feel about things. It is fundamental of people's skills. Empathic people are more attuned to the subtle social signals that indicate what others need or want. This makes them better at caring professions, teaching, sales and management.

   Empathy is an innate quality that can be shaped by experience. Infants as young as three months old exhibit empathy when hearing sound of another crying baby. Even very young children learn by imitation, by watching how others act when they see someone in distress. These children acquire a repertoire of sensitive responses. If, on the other hand, the feelings they begin to express are not recognized and reinforced by the adults around them, they not only cease to express those feelings but they also become less able to recognize them in themselves or others.

   Empathy too can be seen as a survival skill. Psychologist Bert Cohler and Franstott, Dean of Erikson Institute for Advanced Study in Child Development in Chicago, have found that children from physically damaged families frequently become hyper-vigilant, developing an intense attunement to their parents' moods. One child, Nicholas, they studied had a horrible habit of approaching other kids in his Nursery school. Instead of kissing children, the child would bite them. The scientists went back to study videos of Nicholas at 20 months interacting with his psychotic mother. They found that she had rebuffed to his every expression of anger.

5. Handling relationships: Managing emotions in others, handling inter-personal interactions, social competence and social skills, conflict resolution and negotiations. People who excel in these skills do well at any time that relies on interacting smoothly with others. They are social stars.

The visible emotional skills we recognize most readily are the "People skills". It is the ability to read a social situation. Researchers believe that 90% of emotional communication is non-verbal.

The Researcher has selected children where self-awareness and motivating oneself are absent. Hence, out of 5, only 3 domains are selected for observing preschool children.

Objectives

- To ascertain children's behaviour whilst managing emotions.
- To know children's empathetic attitude.
- To find how good the children are towards social relationship.

Method

This is a pilot study focusing on children's behaviour in relation to their ability to control emotions, show empathy and their social relationship. The sample comprised of junior and senior kindergarten boys and girls from a school in Mumbai suburb.

Four variable are selected for analysis; whether any co-relation exists with -

- Parents' education,
- Mother's occupation.
- Emotional behaviour
- Academic skills

The Sample

Total 20 children were randomly selected from a class of 40; 5 boys & 5 girls from junior K.G. and 5 boys & 5 girls from senior KG.

Data Collection

Teachers were given orientation on the subject 'Emotional Intelligence". They were asked to carefully study the questionnaire. After observing the children for 4 days, they were requested to fill the questionnaire.

The Tool

Questionnaire schedule, designed to carry out the study, is divided in three sections.

Section I – Basic information of individual child viz., age, sex, education and occupation.

Section II – Questions pertaining to the objective of the research i.e., managing

emotions, empathy & social relationship. The teachers were asked to observe their children on these aspects. The rating scale was used to evaluate the questions on emotional behaviour - high, moderate, low & below average.

Section III – Based on the children's report books, their skills in respect of Reading, Writing & Grasping were also noted. Children were evaluated on the rating scale - very good, good, average, below average.

RESULT

Following tables show the result of two independent variables with respect to family background of the child.

Table I

Children showing Managing Skills, Empathy and Inter-personal Relationship

Scale	Frequency	No. of Children
High	(9 ~ 15)	3
Moderate	(16 ~ 21)	12
Low	(22 ~ 27)	2
Below Average	(28 ~ 34)	3

Table II

Reading, Writing & Grasping Skills in Pre-school Children.

Scale	Frequency	No. of Children
Very Good	(1 ~ 3)	5
Good	(4 ~ 6)	4
Average	(7 ~ 9)	10
Below Average	(10 ~ 12)	1

In above tables, children with good emotional behaviour do not necessarily show academic skills. But, those with good reading, writing & grasping skills display better emotional behaviour.

Children with high emotional behaviour also displayed moderate and average academic skills. However, those with poor emotions were not necessarily poor in reading, writing & grasping skills. This is also manifest amongst children with average cognitive skills. Thus, emotionally poor child has very less bearing on the academic skills.

Table III (Father's Education & Emotional Behaviour)

Father's Education	Emotional Behaviour				Total
	V. Good	Good	Average	Below Av.	
PG/Engineer		4			4
Grad/diploma	2	6		3	11
HSC	1	2	2		5
Total	3	12	2	3	20

Table IV (Mother's Education and Academic Skills)

Father's Education	Reading, Writing & Grasping Skills				Total
	V. Good	Good	Average	Below Av.	
PG/Engineer		1	3		4
Grad/diploma	3	2	5	1	11
HSC	2	1	2		5
Total	5	4	10	1	20

Tables III and IV show that father's education does not show significant relation with emotional behaviour and academic skills. On the contrary, male child of non-graduate fathers have displayed better in both these aspects.

Table V (Mother's Education and Emotional Behaviour)

Mother's Education	Emotional Behaviour				Total
	V. Good	Good	Average	Below Av.	
PG		2		1	3
Grad/diploma	1	7		2	10
HSC	2	3	2		7
Total	3	12	2	3	20

Table VI (Mother's Education and Academic Skill)

Mother's Education	Reading, Writing & Grasping Skills				Total
	V. Good	Good	Average	Below Av.	
PG		1	2		3
Grad/diploma	4	1	4	1	10
HSC	1	2	4		7
Total	5	4	10	1	20

Above Table nos. V & VI show that children of educated mothers do not excel in their behaviour nor in the skills. It is significant to note that children of lesser educated mothers show better performance at this age. Lesser educated mothers performing household chores are able to devote more time after them as compared

to working mothers.

Table VII (Mother's Occupation and Emotional Behaviour)

Mother's Occupation	Emotional Behaviour				Total
	V. Good	Good	Average	Below Av.	
Working		4	1		5
Housewife	3	8	1	3	15
Total	3	12	2	3	20

Table VIII (Mother's Occupation and Academic Skills)

Mother's Occupation	Reading, Writing & Grasping Skills				Total
	V. Good	Good	Average	Below Av.	
Working		2	3		5
Housewife	5	2	7	1	15
Total	5	4	10	1	20

Irrespective of the sex of the child, children of non-working mothers have performed better in both these aspects. Children performing below average in skills are at most moderately good in their behaviour. The study reveals apparent result that children of moderate characters are moderate in their academic skills also.

Correlation between the emotional intelligence and academic performance was tested by Correlation Product of Karl Pearcen Test. The score was ε 0.054. It shows the positive trend between two variables, though it is very low.

Salma Prabhu (2001) found that the child starts facing the difficulties in studies as early as 4 to 7 years age. This is because the time for play and other activities is reduced and more time is spent for home work and television. The correlation score in present study is low because the child has yet to grow to this age. As they will grow, the score may be higher.

A. Managing Emotions

i. When teacher shouted at individual child to keep the toys in a box or at the right place, 16 children out of 20 kept the toys in proper place. It shows that at 4 – 5 years age, children do listen to the authority when they go out of home.

ii. During out-door play, whilst climbing the slides or riding the tricycle, 6 children frequently pushed others. It was observed that those children who pushed frequently were good in 3R's.

iii. During free-play, when puzzles were given to children and two children wanted to have same puzzle, 9 children complained the teacher, 4 cried, 4 snatched the puzzles and 3 patiently waited till other child finished. Children who indulged in snatching or complaining the teacher were found good in 3R's.

B. Empathy

i. When one child was beating another child, 45% children showed empathy by comforting the crying child.

ii. When someone fell during play, 12 children ran to call the teacher. 5 tried to soothe the child but 2 of them were indifferent. It may be noted a dominant girl who pushed other children and snatched the toys was not empathetic.

iii. With whom does the child show empathy: 10 children showed empathy with every child but 9 were empathetic to a particular child. Irrespective of their academic performance, majority of the children shows empathy towards others.

C. Handling Social Relationship

i. Sharing activities in a group, two types of play were observed by the teacher, block play, and doll's corner. In 'doll's corner', 2 children played alone, 5 were dominant characters, 4 were the followers and 9 of them enjoyed co-operating with other. They enjoyed co-operating with others.

ii. Out of 20 children, 10 had many friends, 9 had few friends but only one had no friend. Most of the children who had many friends were good in sharing the games, were co-operative during block play.

Some specific observations are –

- A boy having many friends was good in 3R's, especially at grasping, but he had dominating nature.
- One of the twin boys was empathetic, good in 3R's and grasping but poor in managing emotions and skills. Whereas, another boy performed excellent in 3R's but could not handle emotions and social skills.
- One girl was found good in both, emotional intelligence and academic performance.
- Lastly, one girl and one boy scored well in 3R's but were poor in all EQ skills.

CONCLUSION

The study reveals that children's EQ levels can be established at an early age. Accordingly, they can be moulded by the teachers and parents to develop their skills. In large cities, middle and higher-class families have one or two children. These parents, even educated ones, tend to be over cautious and exert considerable stress on studies as well as other co-curricular activities like, drawing, sewing, music, hobby classes etc. The eagerness to load the child stems mainly from their peer groups.

In their pursuit to score in various fields at an early age of 3 to 6 years, the parents ignore developing emotional skills that have far reaching influence in future life style of their children. They will require practicing these skills every day as they grow older. It improves their skills and emotional behaviour. Thus, developing these skills like: Confidence, Self-awareness, Managing Emotions, Empathy, Capacity to communicate and Ability to co-operate, are equally important, if not more, as other co-curricular activities.

It is seen in this study that children of lesser educated parents display improved emotional behaviour as they are able to spend considerable time after their children.

It is easier to correct and motivate them by finding weaknesses in children's EQ at such early age. Both, parents and teachers, have very vital role to play in

introspection and development of their children's EQ.

A longitudinal study is suggested wherein EQ levels of a group of children are monitored after every 5 to 10 years. The recommendations to their parents and teachers at each stage can also help in establishing the improvement in behaviour as they grow.

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PARENT - ADOLESCENT CONFLICT IN CAREER SELECTION

- Ms. Nanda N Negandhi

Children are dependent on the adults for their care and survival. Generally they are looked after by their parents, who in turn are supported by the society of which they are the members. As children grow up they gradually come in contact with and are influenced by their grandparents, neighbours, relatives, siblings, friends, teachers etc. As they grow up their dependence on others starts gradually diminishing and they start thinking on their own. This is the normal process of evolution and the human life survives & continues to progress in its efforts for making this world a better place to live in.

In this process, however, there is a stage – of early adolescence, when there is a possibility – rather a phenomenon – of a conflict arising between the parents and the adolescents. While the adolescents have expectations of increasing autonomy and freedom for life, their parents, for various reasons, are not agreeable or do not appear to be prepared for the same. The parents believe that their wards- adolescents – sill need their total support and guidance, the adolescents at this stage, perceive this as the 'interference' by their parents. This is the stage of Parent – Adolescent Conflict. This is most common and practically all families experience this phenomenon in one form or the other. It could be related to the adolescents' behaviourial aspects, social and friend circle, spending habits, cultural and moral values etc. And quite common amongst these is the question of Career Selection for the adolescents. This Conflict is prevalent in majority of the families, may be in varying degrees.

This research is conducted basically to study and offer solutions for parent-adolescent conflict in Career selection of Std XII students.

Objective of Research :

(1) To help students to develop positive attitude to career selection
(2) To help parents to set realistic goals
(3) To help students to know their own abilities

Need and Importance of Research Topic :

In today's world of cut throat competition, difficult and expensive admission procedures and tremendous pressure on the young adolescents to make a mark in their career, it is extremely important that parents and adolescents are given proper guidance for selection of appropriate field of career.

Though now a days, the schools do offer career counseling, it is observed that parents and adolescents lack sufficient desire and information for taking decision regarding selection of suitable career. Unfortunately, there still exists in our society, a large section of parents who still hesitate to educate especially a girl child, let alone allowing her to take up a career. This situation leads to a conflict between the parents and their wards.

Review of Literature :

During adolescence parents and their sons and daughters must learn to

establish new kinds of relationship with each other. Parents must be able to recognize-and encourage- the adolescent's needs for increased, age-appropriate independence. Young people require sufficient freedom from parental control to express themselves as individuals with needs and feelings of their own, to make decisions about their own lives, and to of course take responsibility for the consequences of those decisions.

Variations in Parental Behavior

AUTHORITATIVE PARENTS. Authoritative or democratic parents value both autonomous will and disciplined behavior. They encourage verbal give-and-take, and when they exercise parental authority in the form of demands or prohibitions, they explain their reasons for doing so.

Research has shown that such parents are most likely to foster the development of confidence and self esteem, responsibility, social competence, autonomy and close, positive relations between parent and child.

AUTHORITARIAN AND AUTOCRATIC PARENTS. Authoritarian and autocratic parents do not feel an obligation to explain the reasons for their directives, and they view unquestioning obedience- surrender- as a virtue. They are likely to encourage resentment. Adolescents with autocratic parents are less likely to be self-reliant, self-confident, independent, creative and flexible.

LAISSEZ-FAIRE PARENTS. Parents who are permissive or neglecting or who assume a false and exaggerated egalitarianism, also do not provide the kind of support that adolescents need. Neglecting parents let adolescents " do their own thing" either because they are not involved or do not care. Such parents allow their children to drift without offering them dependable models of responsible adult behavior.

FAMILY COMMUNICATION

Transitional difficulties and conflicts can be greatly reduced by effective communication and openness within the family. In a recent large study of essentially normal families, it was found that families with better communication between parents and adolescents were also higher in family cohesion, adaptability and satisfaction. Recent research indicates that effective family communication fosters adolescent identity formation and mature role-taking ability.

ADOLESCENTS AND THEIR PEERS

Adolescents spend much of their social and personal life outside the family circle, particularly with peers. Peers play a crucial role in the psychological & social development of most children & adolescents. Relations with both – same and opposite – sex peers during the adolescent years serve as prototypes for adult relationship – in social relations, at work, and in interactions with members of the opposite sex.

In several related studies, more than two out of three adolescents said that a close friend understood them better than their parents did; that they felt more "themselves" with their friends; they could learn more from their friend than from their parents. Parents,in turn, may have difficulty understanding and sharing their own

adolescent sons' and daughters' problems, even though they make an effort to do so and are truly interested in the welfare of their children.

Adolescence is typically a time of intense sociability, but it is also often a time of intense loneliness. Consequently, being accepted by peers in general, and especially by one or more close friends, may make a great difference to the young person's life.

Conformity to Peer Culture

Because of the heightened importance of the peer group during adolescence, the motivation to the values, customs, and fads of the peer culture increases during this period. Need for conformity to the peer group is intense in preadolescent and early adolescent years, followed by a gradual but steady decline from middle through late adolescence.

The need to conform to peers may vary with socioeconomic background, relationships with parents and other adults, school environment, and personality factors.

Parental vs. Peer Influences

It is a general mis-belief that parental and adolescent peer group values are mutually exclusive and that heightened peer group dependence and conformity lead to a sharp decline in parental influence. Neither parental nor peer influence is monolithic, extending to all areas of adolescent decision making and behavior. The weight given to a parent or peer's opinion depends to a large extent on the adolescent's appraisal of its relative value in a specific situation. Peer influence is more likely to dominate in matters like tastes in music and entertainment , fashion in clothing etc. Parental influence is more likely to dominate in areas such as moral and social values and understanding of the adult world.

More self confident, democratically reared adolescents tend to gain from the views and learning experiences provided by both parents and peers without being over dependent on either.

Research and Methodology

A research was conducted in establishing whether there exists a relationship – direct or conflicting - in making career selection by students of Std XII.

Sample :

A sample of 200 Girl students of Std XII Arts was randomly selected. These girls are studying in Gujarati medium at junior college level. The girls are in the age group of 17 to 20 years and they largely belong to middle income group families.

Procedure of Survey :

A questionnaire consisting of seventeen questions was devised.

The first seven questions related to multiple choice preferences from category of **Parents, Friends and Others.** Others related to siblings, neighbours, teachers etc. Students were asked to assign nos. 1, 2 & 3 in order of their preferences with respect to the activity covered in each question. First preference votes were taken as base score , 2nd Preference votes were divided by **2** and **3rd** Preference votes were divided by **3.** Aggregate Final scores were arrived at.

Question no. 8 to 17 were designed to be 'straight – jacket' questions – to be replied in YES/NO. based on facts and not involving any value judgement.
Question 18 was an Open-ended general question asking students where they thought they would be ten years hence.This type of question was deliberately included to gauge their visionary skills and to find out their outlook in life.

FINDINGS :

1) With 42% score on preference scale, 'parents' are preferred as first choice by adolescents for taking advice while planning the career.

While friends and others (with 58% preference) are also preferred.

Inhibition of the adolescents in approaching their parents is evident, though there could be multiplicity of underlying reasons

2) On the question of sharing exam results first, the preference (47%) was loud and clear in favour of friends, while 30% preferred parents. Parents' expectations of still better results, apprehension, and to a certain extent fear psychosis on the part of the students withhold them from opening up with the parents.

3) Friends continue to remain the preferred partner of choice (51%) when it comes to seeking help in solving difficulties. Parents at 31% on preference scale reveal that adolescents either are apprehensive about their parents' ability to solve their difficulties or are not generally in conformity with the solutions offered by them. The adolescents feel that they would be better understood by their peers in the same age group.

4) The youth prefers friends (50%) for shopping. With only 29% preference for parents, it is obvious that there is a wide gap between the taste and fashion of the youth and the parents. It also suggests that the young children are not convinced as to their parents' ability and willingness to understand their life style.

5) The wide gap between friends (52%) and parents (28%) as
preferred choice for sharing secrets only confirms that the youth would trust most and confide in friends rather than parents.

On aggregation, friends are preferred (45%) to parents (33%) by the adolescents

6) **It can therefore be summarised that there is greater influence of friends in the psychological and social development of the adolescents.**

Replies to questions like parents discussing family-financial problems with the children, entrusting them with banking transactions, concurring with the idea of career pursuit, and the likes (questions 8 to 17 in the questionnaire) highlighted lack of desire/initiative on the part of the parents and adolescents, absence of formal counseling in the subject, overall apathy towards (girl) child education and existence of cold (not so vibrant) relationship between parents and children.

Suggestions and Remedies :

Suggestions for Parents :

To enable the parents to develop healthy, mature relationship with their adolescents, following suggestions can be offered:

(1) Let children feel their importance every day.

-Gives self confidence to the child
-Develops leadership qualities

(2) 'Communicate' with children
-Develops respect for one another
-Establishes affectionate relationship

(3) Be a good Listener.
-Have patience.
-Give children undivided attention

(4) Do not "Label" the children
-Do not call them names
-Do not humiliate

(5) Let your Life "speak"
-Practice yourself what you speak/preach
-Win their confidence

(6) Do not discriminate
-Do not encourage jealousy
-Remain impartial

(7) Involve them in Decision making process
-Boosts up their self-esteem
-Helps develop managerial skills

(8) No "quarreling" amongst parents themselves
-Encourage problem solving techniques
-Avoids developing ill-will

(9) Do not criticise child's friends
-Respect their judgement
-Help them understand their own interest

(10) Entrust them with responsible tasks
-Builds up self confidence in them
-Prepares them to be self-reliant

(11) Share with them important developments
-Child feels "he is important"
-Strengthens family bonds

(12) Encourage their participation in Family functions
-Gains varied experiences in life
-Widens his 'world'

(13) Encourage their hobbies
-Helps make life 'richer'
-Helps develop positive attitude

(14) Encourage Philanthropy in them
-Learns to 'share' with others
-Makes him a 'caring' person

(15) Pray Together – Stay Together
-Inculcates discipline
-Builds faith

What Parents can do to bridge the Gap :-

(1) Praise & Appreciate the child
(2) Stop making comparisons
(3) Give responsibility, give him opportunity
(4) Take Vocational Guidance provided by professional Institutes
(5) Insist on the child taking an aptitude test

Suggestions for children :

(1) Accept your parents – as they are
- You can choose friends, not your parents

(2) Give Respect to your parents
(3) Confide in your parents
- They have the natural instincts to guide

(4) Appreciate their efforts
(5) Adjust with all family members
(6) Be frank & candid about your needs
(7) Be realistic about your demands
(8) Understand socio-economic status of your family
(9) Contribute your might -Offer whatever help you can
(10) Share family problems
(11) Cultivate a hobby, acquire new skills
(12) Do not compare your family life style with that of your friends'
(13) Do not criticise saying 'generation gap'
(14) Participate in family celebrations
(15) Do not Let your parents Down,
They Brought you Up.

Suggestions for Career Selection :

(1) Collect exhaustive information about various vocations you are interested in
(2) Ascertain Educational & Other Qualifications Required
(3) Take it up wholeheartedly- Dedicate yourself
(4) Make sure you have (or to acquire) the requisite special skills demanded for the career you intend to select
(5) Find out relevant courses you need to attend
(6) Consult Professional Councilors /Vocational Guidance Bureau
(7) Take aptitude test
(8) Discuss with your parents. Obtain their concurrence.
(9) Ascertain Financial requirements and plan for Funding
(10) Enquire if any Scholarship/Grant / Sponsors available
(11) Commit yourself to complete the selected course in entirety
(12) Select a Role Model in your profession
(13) Try to choose a challenging career
(14) Plan to Balance your career with your Family & Social Life
(15) Acquaint yourself with the latest developments/happenings in your area of interest

Suggested CAREER OPPORTUNITIES for Girls who have selected Home Science at Junior College Level:

(1) Nursery Schools, Crèche , Day Care Centres
(2) Catering Services / Cooking Classes
(3) Beauty Parlour / Bridal Decoration
(4) Teaching
(5) Modeling/Anchor Person for TV Shows
(6) Event Management / Party Organizers
(7) Fashion Designer / Garments Manufacturer
(8) Embroidery / Knitting / Fabric Painting
(9) Jewellary Designing
(10) Glass Painting
(11) Sales Girls

Concluding Observations

1. **Proper guidance & counselingto students from teachers, counselors, and college/other institutions can help bridge the gap between the parents and the adolescents**
2. **More interaction amongst family members can help resolve parent-children conflict at an early stage**
3. **Counseling sessions can help strengthen family ties**
4. **Closer family ties help raise good children and develop their personality**
5. **Healthy child becomes a balanced adult and a balanced adult lays foundation for a healthy nation.**

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"A Study on difficulties faced by the students attempting Essay Type Questions by Child Development Students"

- Ms. Kavita Chopra

This topic was chosen as the basic purpose of action research, is to solve the immediate and practical problem relating to one's own area of practice. Besides, in the researcher's 16 years of teaching experience, it has been observed that students selecting **Child Development** as one of the subject in S.Y.J.C. do not fare well in Essay Type questions and hence do not score well. Further it has been noticed that trend is prevelent among students from almost all the colleges and backgrounds. The aims and objectives of the study were :-

1. To know whether the students really felt that the long questions are difficult.
2. To know the difficulties faced by students in attempting long questions.
3. To find out the adequacy of syllabus vis-à-vis long questions.
4. To help the students to first analyse the question paper and then answer.
5. To help the students to time their question paper well so that they get enough time to answer long questions.
6. To study student's difficulties vis-à-vis the format of syllabus, question papers and teaching methodology.
7. To suggest ways to improve student's performance.

For the purpose of this study a sample of twenty students from English Medium S.Y.J.C. (Art 'A') division was chosen. These students had done schooling in different mediums and were of the same age group but from different Socio-Economic backgrounds. The data was collected by using the following tools :

a) Questionnaire
b) Personal & Group Interactions.

In the questionnaire, a series of questions were framed that elicited students true feelings towards the difficulties faced by them while attempting Essay Type long questions. Series of planned written questions related to the objectives of the study were framed. Space was provided for reply to each question. Most of the questions were close ended to avoid scope for confusion or ambiguity. Care was taken to ask open-ended questions selectively, so as to maximize covering the entire spectrum of the subject under study.

The data collected through the questionnaire was edited, classified and tabulated. While analysing the date the researcher made use of percentage, significent tables and pie charts.

Later individual and group interviews were conducted in two sessions on

different dates to get first hand feedback from the students to take care of any contradiction in their responses. This was done to ensure the researcher could understand their difficulties and arrive at practical and meaningful corrective actions.

The students participated whole-heartedly and gave their suggestions very frankly. The observations and suggestions made by the students were very interesting and if these could be implemented, it would help the students in overcoming their difficulties and perform better while attempting the long questions.

Some of the observations made by the students are :-

1) Almost 100% of the students felt that there was tremendous scope for improve ments in all the areas viz. Syllabus, Method of Teaching, Framing of Questions, and Method of Evaluation etc.
2) 90% of students felt that the syllabus was too long, the format and sequence of chapter was inconsistent. The contents of the text books should be easy and simple for them to understand the subject clearly.
3) Only 5% students preferred long questions. On the other hand 70% preferred Objective Type Questions and 25% preferred short questions.
4) 60% of students found the subject matter for long questions to be abstract & contents to be exhaustive. This made it imperative for them to write long answer for covering all the aspects.
5) 70% studnets depended on Teacher's Notes and only 25% depended on Text Books, as they found the contents of books to be inadequate and not in proper sequence.
6) All the students felt the need for reduction in number of chapters and also their content.
7) 60% of students felt that the long questions should be direct and sub-questions should be avoided.
8) Students were unanimous in their opinion that they can improve their performance immensely if following steps are implemented :
   i) More Class-Room explanations are given.
   ii) Teaching Method changed to Point-Type instead of Narrative Type.
   iii) More practi is given to them for improving their writing skills.

In conclusion, the researcher has made following suggestions for students while answering long questions and for teachers for assessing answers to these questions.

Suggestions for Teachers-How to assess Long Answers

1. All aspects of the question are addressed.
2. Each paragraph begins with topic sentence, that tells the reader as to what para

will cover. The remainder of each para relates to this topic.

3. The answer should include specific example whenever necessary.

4. Use appropriate terms, examples like - **Sequence, Tasks, Reflexes and Neonatal Period, etc.**

5. The answer is organized conceptually.

Suggestions for students - How to write answers for long questions

The Suggestions recommended by the teacher for the students in answering long Essay type questions are :-

1. Read through all the questions first so that you can choose the best questions.
2. Tick possible choices and read them again.
3. Start with the easiest question first. This will boost your confidence and get your thoughts flowing.
4. Analyse the questions to ensure your answer is correctly focused on the question's requirements.
5. Make a plan of your answer in the style you practiced in your revision.
6. Write your answers making sure to stick to organized plan.
7. Follow the sequence of analyzing, planning and writing procedures for your other answers, making sure to stick to your time plan.
8. Leave a few minutes at the end of each question to check your work for any obvious errors of expression.

Besides the above, teacher gave many more suggestions while interacting with them in interview session. Suggestions of allocating their time while solving the question papers, importance of presentation and to keep their mind composed and confident while answering these questions.

GOVERNMENT POLICY ON WOMEN ENTREPRENEURSHIP

- Dr. (Ms) Sunita Sharma

INTRODUCTION:

India is on a war-footing to tackle and solve all its diverse problems and to become a developed nation. The policy of liberalization is expected to open flood gates for major industrial investments both from within and outside the country. The spurt in industrialization will bring about an all round economic development. This would mean both a need and an opportunity for entrepreneurs to participate in the economic activity of the country.

Women constitute half of the population of the country, and to sustain and maintain the expected economic boom, the country needs to fully mobilize and utilize all its resources including human resources. The participation of women in the economic activities is necessary not only from human resource point of view but is essential from the objective of raising the status of women in the society.

The Government considers the small industry sector as a priority sector of the economy as it ensures balanced regional development, massive employment generation and equitable distribution of wealth. Accordingly policies were framed to encourage and promote small scale and tiny industries and institutions were set up to oversee the implementation of the policies. Women entrepreneurs were recognized by the Government as needing further assistance in view of their socio-economic status and hence the general promotional policies of small industry were further liberalized for them.

The paper is divided into five sections. In Section I an attempt is made to understand in brief the concept of woman entrepreneur. Section II reviews the various policies and schemes launched by the Government for all entrepreneurs and special schemes available for women entrepreneurs. The problems faced by women entrepreneurs while availing assistance under various schemes are highlighted in Section III. The IV Section indicates some policy recommendations for consideration of policy formulators and entrepreneurial support organisations. Section V concludes.

SECTION I : DEFINITION OF A WOMAN ENTREPRENEUR:

The concept of entrepreneurship had never been differentiated on the basis of sex and hence the same has been extended to women entrepreneurs. In National Level Standing Committee on women entrepreneurs constituted by the Ministry of Industries, Government of India (1984) defined women entrepreneur's enterprise "as an enterprise owned and administered by a women entrepreneur and having a minimum financial interest of 51 per cent of the share capital and have at least 50 per cent women employees." However, the validity of such a definition has been challenged at every step particularly in 8th National Convention of Women Entrepreneurs, finally the scheme that were offered dropped the second requirement, but the first is applicable till today. The thrust of Industrial Policy 1991 is to pursue a sound policy framework encompassing encouragement of entrepreneurship.

Government has undertaken to provide enhanced support to the small sector so that it flourishes in an environment of economic efficiency and continues technological upgradation. Women Entrepreneur Promoted Enterprise has been defined as " A small scale Industrial unit / Industry related service or business enterprise, manage by one or more women entrepreneurs in proprietory concerns or in which she/they individually or jointly have a share capital of not less that 51% as partners / shareholders / directors / members of co-operative society."

SECTION II : POLICIES AND VARIOUS SCHEMES OF ASSISTANCE LAUNCHED BY THE GOVERNMENT FOR ENTREPRENEURS IN GENERAL AND FOR WOMEN ENTREPRENEURS IN PARTICULAR:

The industrial policy of 2001 pronounced important measures for small-scale industries (SSIs) with the objective of widening entrepreneurial base. Central as well as state governments have evolved a substantial structure of incentives and facilities for small enterprises. There is no gender bias for availing these incentives. The package scheme of incentives has been brought into effect from 1st April 2001 up to 31st March 2006.

PROMOTIONAL POLICIES:

- Reservation of items – There are more than 812 products, which are reserved for exclusive manufacture by SSI sector. This reservation has been introduced to protect SSI sector from the competition of large and medium sectors.
- Price preference – The Government is a major buyer of many products and at present there are 358 items (including handicrafts) reserved for preferential purchase from SSI units. The remaining items are provided a price preference upto 15 % over quotations from units in the large-scale sector.
- Exemption from electricity duty – New SSI units established in C, D and D+ areas and No-Industry District will be exempted from payment of electricity duty for a period of 15 years.
- Waiver of stamp duty and registration fees – is available for all new industrial units and expansion.
- Octroi refund – Where account based cess or other levy is charged instead of or in lieu of octroi, such charge is also eligible for refund like octroi.
- Telephone connection – There is also a priority for telephone connections for small scale units on the basis of recommendations made of District Industries Center (DICs) of the district in which the unit is situated.

INFRASTRUCTURAL FACLILITES:

Infrastructural facilities are being developed by the state governments and financial institutions in industrially backward areas to facilitate the location of industries in these areas. The measures include – promoting industrial estates, industrial growth centres, export processing zones, industrial parks, integrated infrastructure development centres, cluster development program and national programme for rural industrialization.

FISCAL INCENTIVES:

The fiscal incentives provided to SSIs are in the nature of tax concessions granted in the form of exemptions, rebates, refund or postponement of direct or indirect taxes levied on production or profits, besides special tax concessions.

MARKETING ASSISTANCE:

The SSI sector experiences lack of resources for sales promotion and advertising. The marketing infrastructure as available for SSIs, consist of a combination of agencies and incentive schemes such as – National Small Industries Corporation, Sub-Contracting Exchanges, Quality Certification, Marketing Development Assistance Scheme, Training programs for export packaging, organising exhibitions and international trade fairs, export promotion councils and The Small Industries Development Bank Of India (SIDBI) marketing and finance development department.

FINANCIAL INCENTIVES:

The working group on SSI sector for the Ninth Five year Plan (1997-2002) has estimated the total additional long-term credit requirement for sector at a level of Rs. 34500 crores and working capital funds at level of Rs. 1,42,000. The requirements of term loans for the sector is being met by the financial institutions (F.Is). With the onset of financial sector reforms, some of the major schemes with incentives of financial nature for the development of SSIs are – Technology upgradation fund scheme for textile industry, venture capital funds for software and information technology industry and credit guarantee scheme.

FINANCIAL ASSISTANCE:

There is financial assistance to SSI units for – term loans and working capital through state level F.Is and banks, equity capital through schemes of IDBI, SBI & SFCs. There is special subsidy up to 50% available to SC/ST entrepreneurs for small projects. There are refinance facilities and special schemes of SIDBI, concessional rates of interest for loans upto Rs. 2 lakhs. Under Prime Minister Rozgar Yojana during the year 2001-2002 loans were sanctioned to 4365 women entrepreneurs worth Rs. 2541.42 lakhs, and under seed money assistance scheme during 2001-2002 loans were sanctioned to 89 women entrepreneurs worth Rs.31.19 lakhs.

EXPORT PROMOTION:

Small Industries development organization (SIDO) has been recognized as a nodal agency for supporting small-scale industries in export promotion. SIDO provides assistance towards handling, clearing, insurance, publicity, freight, etc. without recovering the expenditure from export worthy SSI units exhibiting their items in trade exhibitions abroad. In additions to the incentives offered through FEMA, the government offers various tax incentives in the form of deductions in respect of profits and gains from projects outside India. There is no liability under state sales tax law for import of the goods into or export of goods out of the territory of India. Export sales of SSI are exempt from the levy of sales tax.

To provide access to the capital market and to encourage modernization and technological upgradation in the small scale industries sectors, equity participation upto 24% of the total shareholding is allowed in the SSI units. In respect of items exclusively reserved for the small-scale sector, higher equity participation is considered if there is commitment to exports of the 75% production. SSI's don't need permission for hiring foreign technicians and use of foreign trade marks on goods for sale within the country has been permitted.

ORGANISATIONAL SUPPORT:

For giving focused attention to the development of small scale and village industries, the ministry of small scale industries and agro and rural industries (SSI, A&RI) was created. The ministry monitors the growth and development of small scale, khadi village and coir industries in the country by formulating appropriate policies for their growth. Different activities like consultancy, testing facilities etc. carried out through attached offices / organizations of the government and are supported by a host of other central / state government departments, promotional agencies, NGO etc. for providing support to SSI's in different ways. Some of the important departments and agencies are

- Small Industries Development Organizations (SIDO) : Is an attached office of the department of SSI & A&RI and functions through a network of 28 small industries services institutes, 4 regional testing centers, 8 field testing stations, 10 tool rooms, 2 central footwear training institutes, 1 production center, 6 product cum process development centers and 3 training institutes. The major activites of SIDO include providing a comprehensive range of extension services, training, common facility centers, testing etc.
- Small Industries Service Institutes (SISI's) : 28 SISI's and 30 branch SISI's are operational through out the country. The main functions performed by SISI's are interface between central and state government, technical consultancy, industrial management training, economic information, entrepreneurship development programs (EDP) scheme for educated unemployed youth / Prime Minister's Rojgar Yojana, ancillary development / sub contract exchange, marketing assistance, modernisation / upgradation of technology, assistance to rehabilitation of sick units, common facilities and training, technical assistance to various central / state and developmental agencies.
- The year 2001 was celebrated as the Women's Empowerment Year and several policy legislative and programme initiatives have been launched to help in the empowerment of women. During the year 2001-2002 the SISI (Sakinaka Unit) provided training to 209 women through the EDPs and MDPs (Management Development Programme) and specialized skill development programmes. One month EDP and a motivational campaign exclusively for women was also conducted.
- Khadi and Village Industries Commission (KVIC): KVIC created by an act of

parliament, is a statutory organization engaged in promoting and developing khadi and village industries. It is in particular responsible for training persons needed for these industries, it promotes and encourages co-operative efforts and ensures genuineness of the products. Financial assistance is provided to implementing agencies. The participation of women in these industries is to the extent of 45%.

- The Small Industries Development Bank of India (SIDBI).: SIDBI was set up in 1990, to function as the principal financial institution for promotion, financing and development of the SSI sector and to co-ordinate the functions of the institutions engaged in similar activities. It's operations are divided into three principal areas – indirect assistance, direct assistance and development and support services. All projects in the small scale sectors are normally eligible for assistance from SIDBI either through the network of primary lending institutions or SIDBI branch offices. The special scheme for women entrepreneurs are – Mahila Udyog Nidhi, Micro Credit System and Mahila Vikas Nidhi.

- National Institute for Entrepreneurship and Small Business Development (NIESBUD): It was established in1983, as an apex body for co-coordinating and overseeing the activities of various institutions / agencies engaged in entrepreneurship development in the area of small industry and business. This institute is the apex body, which determines policy for entrepreneurship development in the country. Some of the notable publications of NIESBUD are – potential women entrepreneurship in India, successful women entrepreneurs - their identity, expectations and problems. Regular special training programs are organized for encouraging women entrepreneurs.

A more focused view of entrepreneurship was taken by the government, banks, financial institutions, business associations and even NGO's post liberalization.

SCHEMES OF THE GOVERNMENT, BANKS, FINANCIAL INSTITUTIONS AND NGO'S AVAILABLE FOR WOMEN ENTREPRENEURS:

Some of the major schemes available for women entrepreneurs are

- **Mahila Vikas Nidhi (MVN)** : MVN is SIDBI's specially designed fund for economic development of women, specially the rural poor, by providing them avenue for training and employment opportunities. A judicious mix of loan and grant to accredited NGO's is extended to ensure that women are provided with training and employment opportunities. The basic activity involves setting up of training-cum-production centers (TPC) / by the assisted NGO's. Activities like vocational training, arrangements for supply of improved inputs, production and technology improvement are covered under the MVN scheme. The projects are implemented through accredited NGO's with good track

record in the field of enterprise development for women. Loans have to be secured by way of mortgage / hypothecation of assets created out of loan and grant assistance. The assistance during 2001-2002 was sanctioned by the bank for establishing TPC for processing turmeric, artificial gems and jewellery, kutchchi handicrafts and manufacture of milk based products. It creates employment opportunities for app 2300 women. The aggregate sanctions under the scheme since inception amounted to Rs. 8.54 crore involving 161 NGO's and has benefited 23650 women.

- **Mahila Udyam Nidhi**: This scheme was launched by SIDBI, objective being to met the gap in equity of women entrepreneurs for setting up new projects in tiny / small scale sector and rehabilitation of viable sick SSI units. This scheme is operated through State Financial Corporation / Industrial Development Corporation / Scheduled Commercial Banks / Schedule Urban Co-Operative Banks, providing finance upto 10 lakhs. The scheme also provides seed capital at concessional rate along with term loan assistance to acquire fixed assets such as land, machinery, plant or building. The soft loan limit is 25% of cost of project subject to maximum of Rs. 2.5 lakhs per project. During 2001 –2002, refinance sanctions under the special schemes for women entrepreneurs aggregated to Rs. 111.43 crores benefiting 1413 women entrepreneurs.

- **Micro Credit Scheme**: This scheme has been introduced by SIDBI to create a national network of strong, viable and the sustainable Micro Finance Institutions (MFIs) from the informal and formal financial sector to provide micro finance services to the poor, especially women. MFI's having good credibility and track record with professional expertise, sound management practices and growth potential are eligible for assistance.

  Micro finance scheme is now widely recognized as an effective and financially sustainable tool for poverty reduction. It aims at creating and building a strong and viable network of institutions for providing an entire gamut of financial and non-financial services to the poor in a financially sustainable manner. In 1999 SIDBI set up the SIDBI Foundation For Micro Credit (SFMC) presently functioning as department of bank, focusing on providing a complete and intensive package of assistance to selected MFI's. The cumulative assistance since inception of SIDBI's micro finance initiative at the end of march 2002 aggregated to Rs. 122.75 crore through 179 MFI's benefiting app 7.28 lakh poor mostly women.

- **Entrepreneurship Development Program (EDPs)** : The EDPs are being supported by SIDBI for promotion of enterprises with a specific focus on the less privileged sections of the society like women. EDPs are conducted through specialized agencies and accredited NGOs. Two national level entrepreneurship development institutions and seven state / regional level institutions where supported for conducting 163 EDPs during 2001-02 of which 24 were exclusively targeted at women entrepreneurs. Since inception

the bank has supported 1581 EDPs for various target groups comprising 309 for women.

- **Stree Shakti Yogna Of State Bank Of India (SBI)** : As per this scheme launched by SBI to qualify as a women entrepreneur the business should be run by a woman, having 50% stake in the enterprise. This scheme also provides start up loans of Rs. 25000/- without security to women professionals. SBI has assisted more than 1.5 lakh women entrepreneurs in the country.
- **Priyadarshani Yogna Of Bank Of India** : This scheme is for financial assistance to women entrepreneurs. The bank has appointed an entrepreneurial development counselor at every zone.
- **Scheme Of Indian Bank**: Indian bank has setup a cell for encouraging women entrepreneurs. It conducts entrepreneurship development training programmes and other services in collaboration with Tamil Nadu Corporation for development of women and Technical Consultancy Services Organization of Karnataka.
- **IFCI Scheme Of Interest Subsidy For Women Entrepreneurs**: The main objective of the scheme is to provide incentives to the women having entrepreneurial traits. The assistance under the scheme takes form of one time subsidy, equivalent to the amount of interest payable by the industrial unit setup by the women entrepreneurs to the SFCs or the assisting bank, for the loan disbursed for the project for a period of one year, subject to a ceiling of Rs. 20,000 per annum.
- **Bank Of Baroda** : through Prime Minister Rojgar Yogana, central bank of India scheme for rural and semi urban women entrepreneurs are also providing assistance to women entrepreneurs.
- **The Central And State Level Functionaries** along with voluntary organizations are also engaged in arranging special camps, courses, training programs for assisting potential women entrepreneurs. Some other agencies engaged in promotional activities are – Ministries of Industrial Development and Internal Trade, financial institutions like IFCI, ICICI, NIDC, IDBI, IRCI, National Productivity Council, Indian Investment Center, Technical Consultancy Organizations Etc.
- **Women Entrepreneurs Associations** : With the growth of entrepreneurship wave few associations of women entrepreneurs have emerged for helping and creating congenial environment for growth of entrepreneurship among the rural and urban areas. They are – National Alliance of Young Entrepreneurs (NAYE) organizes international conferences of women entrepreneurs, National Association of Women Entrepreneurs And Executives (NAWEE) organizes seminars, exhibitions etc. for women entrepreneurs, Association of Women Entrepreneurs of Karnataka (AWAKE) is working for educating women, Association of Women Industries / Entrepreneurship Of Maharashtra is providing forum to it's members with the main objective to help them in selling their

products. Besides this ACWW, WAWE, SEWA and many international / national / /local organizations also functioning to promote entrepreneurship among women.

'Nothing succeed like success', however no success is achieved without encountering numerous difficulties and hurdles. A woman entrepreneur while carrying out her enterprise flashes a plethora of endless problems.

SECTION III : PROBLEMS WOMEN ENTREPRENEURS FACE WHILE AVAILING ASSISTANCE UNDER VARIOUS SCHEMES.

Life for a woman entrepreneur having a small scale industry is not a bed of roses. In fact the problems of women entrepreneurs get compounded because of gender dimensions attached to it.

- Corruption and discourteous attitude - There is a lot of corruption in government departments. Infact women entrepreneurs face a peculiar problem, as officials of government departments feel shy of asking bribe from women and therefore, persons working in government departments expect women entrepreneurs to be accompanied by their husbands and/or sons. Discourteous attitude and use of foul language by the officials of government departments make the women entrepreneurs feel disgusted.

- Lengthy and outdated rules and regulations - The paper work in government departments is tremendous, and the women entrepreneurs have to comply with too many formalities. Infact compliance with outdated and lengthy rules frustrates the women entrepreneurs to such an extent that she starts thinking as to whether the assistance she may be going to ultimately get is worth the crucial time and energy wasted in procuring the same. Infact 50 % of the projects are not able to take off because of long delays in government organizations.

- Delay in getting sales tax number - A peculiar problem faced by entrepreneurs of fairer sex, is that the authorities giving sales tax number desist from doing so, when they come to know that the unit is run by a woman entrepreneur. Often when the authorities come to know that the unit is being run by a woman, they disallow giving sales tax number and even electricity connection.

- Publicity - The women entrepreneurs feel that there is hardly any publicity done by government departments of various schemes of assistance especially and exclusively for women entrepreneurs.

- Attitude of bankers - There is unwillingness on the part of banks to finance a project promoted by a woman entrepreneur. The problem gets compounded if the woman entrepreneur happens to be unmarried one because the bank officials suspect that after marriage the woman will leave that station. The banks often insist on having atleast one male partner in the project, and guarantee given by only a male person is considered valid.

  The commercial banks often demand unjustifiable collateral security from

women entrepreneurs under PMRY scheme, although the provisions of the scheme are contrary to it. The commercial banks often fix letter of credit limit entitled to women entrepreneurs lesser than the entitled limit of 20% of annual turnover as per Reserve Bank of India guidelines.

- Lack of co-ordination between various support agencies - The facilities and incentives provided by support agencies act as catalyst in establishment of an enterprise. Many women entrepreneurs felt that there is no co-ordination between various support agencies, as a result of which they have to take up their cases in isolation in each of the support agency, which often results in repetition of their work. Often at times their cases get through in one agency but get delayed in another agency. Women entrepreneurs often feel that, assistance provided by support agencies is largely on paper, and they pay more of lip service than do the actual work.
- Delay in implementation of the project - Most of the delays in implementation of the project are procedural, while others are deliberate – where corruption plays a major role. The delay results in cost overrun and the funds meant for the project get depleted either on the account of her personal withdrawals during the period or owing to pre-operating expenditures.

SECTION IV : RECOMMENDATIONS:

Based on the study following recommendations are put forward for consideration of policy formulators and entrepreneurial support organizations, promoting entrepreneurship development among women.

- On review of the functions of various institutions listed above, it was observed that there exists no separate institution exclusively dedicated to the promotion of women entrepreneurs. Various institutes formulated for general entrepreneurial development and assistance were also operating separate schemes for women entrepreneurs. Women entrepreneurial development programs should be drafted to deal with the definite problems of women. Courses and programs should not only be to create awareness and promote new women enterprises, but should deal with potential problems of operating in traditionally male dominated society. There is a strong need for reservation of certain minimum percentage in granting supportive inputs viz land etc to budding women entrepreneurs.
- New schemes of assistance should be launched by the government for the exclusive benefit of women such as – there should be tax holiday for five years for enterprises promoted by women, women owned enterprises must get 95% funding as women have barely any money in their name, price preference should be given in government departments to products manufactured by women entrepreneurs, facilities like telephone connection, electricity connections etc. should be released on priority basis specially for women entrepreneurs. Also the scope of existing schemes of assistance should be enlarged like Mahila Udhyam Nidhi Scheme to even cover projects more than Rs. 10 lakhs.

- Simplification of procedures in government organizations should be taken up on priority basis. There should be a reduction in excessive paper work as most of the time these procedural wrangles dissuade the women entrepreneurs from availing facilities and incentives. Time limit should be fixed for clearance of project proposals and other submitted documents, as these endless delays result in cost over runs, there by making a project economically unviable at the inception stage. The support agencies should be given more autonomy so that they feel independent to simplify their obsolete and stringent rules and regulations.

- Though government has recognized the importance of developing women entrepreneurs and has formulated certain schemes, there is no separate body exclusively catering to the requirement of women entrepreneurs. As women constitute a small percentage of total entrepreneurs, the same institutions formulated on specialized lines are rendering necessary assistance to women entrepreneurs. The above situation is proving detrimental to development of entrepreneurial activity by women due to lack of correct information on the jurisdiction of each of the institute and inherent reluctance on the part of women to approach so many persons for assistance.
  It would therefore be ideal if a single window approach is adopted for women entrepreneurs. A separate cell or body may be formed operating under the District Industries Center, preferably manned by a woman who should co-ordinate all the requirements of women entrepreneurs. The women entrepreneurs may be guided in filling necessary information on different applications and a meeting should be arranged between women entrepreneurs and the representatives of assisting institutes at this cell in the presence of woman entrepreneurial development officer.
  This approach will ensure that the women do not have to approach different people and different offices. Under the expert guidance of the woman entrepreneurial development officer, they can obtain all the assistance that they are entitled to. This will also ensure that the true woman entrepreneur receives the assistance instead of men cornering assistance in the name of women.

- Corruption which acts as a major hindrance for availing of loan and other facilities from support agencies could be weeded out by launching suitable credit delivery based incentive schemes for all the employees of that particular organization. Regular meetings of women entrepreneurs and officials of support agencies would ensure greater co-operation between the two. Periodic training of officials in public relations and other soft skills should be arranged with a view to make them more courteous and helpful to entrepreneurs in general and women entrepreneurs in particular.

- Banks and other financial institutions must provide adequate and timely finance to small entrepreneurs, without any prejudices towards women entrepreneurs. Infact there should be a minimum target of loan to be

disbursed to women entrepreneurs. Collateral security should be dispensed away in case of women entrepreneurs as they hardly have any property in their name to be guaranteed as collateral. Lesser rate of interest should be charged from women entrepreneurs. The margin money should not be more than 10 % and the subsidy should be given to the women entrepreneurs in the initial stage itself. Every scheme meant for women entrepreneurs should have a compulsory training capsule attached to it. This will definitely boost the moral of prospective women entrepreneurs to go in for availing schemes of assistance.

- Industrial estates have been planned, created and promoted by the government to boost entrepreneurial activity in the country. What women entrepreneurs need is also this type of a Government sanction and identity. Recently in Hyderabed an industrial estate especially for women had been promoted, but experience has shown that among most of the units being operated are by men, in the name of their wives. What women need are business premises, which are close to their homes. Therefore what is required is:
  — earmarking of a minimum number or percent of the shops, establishments for women entrepreneurs.
  — allotting the shops / establishments to women on a priority basis.

This is because a majority of women are in the trading and service sectors, whose needs have not been recognised by the developmental officers. For industrial enterprises women can be given the sheds or areas on a priority basis. The women entrepreneurial development officer, should co-ordinate with the corporation and municipal authorities and convince them of the need for specific reservations for women entrepreneurs.

SECTION V : CONCLUSION:

With the increase in the number of highly educated women, the change in the attitude of society towards women at work and the support facilities of the government will under go a change. The industrial policy of the government of India has laid special emphasis on the need for conducting special entrepreneurial training programs for women to enable them to start their own ventures. With more & more younger, highly educated and ambitious women starting businesses, women entrepreneurs will be considering business as a career and a challenge, which will help the growth, profitability and survival of the enterprise.

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GOVERNMENT SUPPORT FOR WOMEN EXTREPRENEURSHIP DEVELOPMENT

- Dr. (Ms.) RUKMINI RAO

Today, with government policies of liberalization, privatization and globalization, the Indian entrepreneurs are getting recognized world over due to their exceptional skills and professionalism. The Indian Extrepreneurs have ventured into a variety of enterprises, namely, petroleum, mass media, steel, Information Technology, etc. Entrepreneurhip is not limited to any community, sex, class and religion. There is no age bar. Any person (male or female) who possesses knowledge, skills and motivation can become an entrepreneur. India has produced many stalwart entrepreneurs such as J.R.D. Tata, Azim Premji, N.R. Narayan Murthy, Dhirubhai Ambani, Swaraj Paul, etc. But same is not the case with women entrepreneurs.

The predominant and prevailing patriarchal system created many disadvantages for women at all stages of life, as female literacy rate is very low. It was just 37% out of the total women population of 47.6%. Though Indian population was 1000 million in 2001, women's participation in the work force was just 30% and in the small sector it was only 15%. The following table compares the scenario of women entrepreneurs in Indian and USA.

Comparative study of Rate of growth of women extrepreneur in India and USA

Year	India	USA
1970-1980	1.58%	7.1%
1980-1990	5.19%	NA
1990-2000	9.65%	41.2%
2000-(Expected)	18-20%	NA

The above unimpressive figures speak volumes about the present state of women entrepreneurs in India. There are certain specific features peculiar to women entrepreneurs, which probably are responsible for this pathetic and depressing situation.

Participation of women as industrial entrepreneurs is comparatively a recent phenomenon. Very few studies have been conducted on them. The facts provided in this paper are obtained from discussions with my old students who are at present successful women entrepreneurs and my present entrepreneurship development students. The Paper tried to present a scientific description of facts pertaining to women entrepreneurs, their socio-economic background , motivating factors, problems and hardships faced by them including the influence of their work on their families. Besides primary sources, data is gathered through interviewing each one individually.

Mostly women entrepreneurs posses similar qualities such as married, moderate risk takers, mostly middle class, between the age group of 30 - 40 years, etc. This profile reveals that for majority of women, the first career is marriage. it is when the children are somewhat self sufficient that she starts her first entrepreneurial venture

in her late thirties or early forties. Marriage, in many cases kills the enthusiasm and inner urge to excel in any activity. To be a successful entrepreneur, the unstinted support of the husband, children and other family members is very essential. Fear of failure to bring a fine balance between house and business limits the growth of the size of the enterprise. Or a women remains spinster with no major hassles. Unlike men, the support of the family acts as a major influencing factor for their growth.

Women entrepreneurs suffer inadequate financial resources. They lack access to external sources due to their inability to provide tangible security. Very few women have property in their names. Even banks look for a male behind a women application. Inadequate incentive schemes of government, cumbersome and complex loan procedures of banks and other financial institutions, limited working capital, etc. sometimes compel them to discontinue the business.

The major requisite for a successful entrepreneurial venture is keen curiosity and buring urge for achievement, independence and autonomy. Nearly 80% of the respondents prefer safe and secured jobs or protected family life than the very physically and mentally stressful econimic activity / business. Women, generally, are very sensitive, less aggressive and easily disheartened by failure. Poor risk taking abilities lack of enthusiasm, emotional maturity and confidence in managerial tasks pose hurdles in their entrepreneurial ventures.

Most of the units set up by women entrepreneurs belong to small-scale sector, involving low technology. They are mainly engaged in manufacturing simple consumer products like readymade garments, wooden furniture, soaps, toy making, eatables, handicrafts, etc. The average investment is 2.2 lakhs and working capital is less than a lakh. The women enterprises, on an average, raised 70% of the resources from their own sources and the loan comprised 30%. Merely 10-12% of women set up their ventures with investments above 10 lakhs. Knowing their other limitations, they prefer smaller projects with moderate investments.

Women have basic skills but they are not properly trained. At the government level, the licensing authorities, labour officers and sales tax inspectors expect women entrepreneurs to posess technical skills and proper strategies for marketing both of raw material and finished products. Many cases, they depend on the mercy of middle men who eat up a major part of the profit. Besides educational, technical, marketing, social and managerial constraints, women entrepreneurs suffer lack of government support, infrastructure, incentives and motivation, inadequate entrepreneurship programs and training facilities, markets exclusive for women entrepreneurs, and insufficient agencies supporting, promoting and protecting the interests of women entrepreneurs.

Despite the above mentioned odds, the women entrepreneurship movement has already taken off. During the last 10 -15 years, women have started becoming entrepreneurs and proved themselves moderately successful. Unless the general profile of women entrepreneurs has not been changed, their good managerial qualities remain untapped. The government of India is the only agency, which can make the women aware of their inner strengths and equip them with skills and support systems to fight the battle on their own.

Government support systems

Self-awareness is the first step for self-development. Entrepreneurship as a skill can be cultivated and developed. Promotion of women entrepreneurship development requires a multi-pronged approach. Women should be motivated to come out of their traditional occupations for accepting more challenging and rewarding economic activities. There is no other place better than schools and colleges, particularly women's colleges and universities where the seed of awareness can be easily implanted and nourished. Motivating interested candidates to realize their inborn capabilities and aptitudes and update their skills through proper training programs can be done through vocationalization of the present system of education. Though many committees have stressed the need and role of entrepreneurship development in this context, lots of colleges treat entrepreneurship development as an optional subject. So the primary responsibility of the government is to introduce the subject Entrepreneurship Development at the schools and colleges as a main subject in the place of century old traditional subjects. To bring awareness among girl students, case studies, audiovisuals of successful women entrepreneurs, exhibition of products made by them, film slides, interviewing new women entrants, panel discussions, etc. are of innumerable value.

Indian govenrment has been very liberal and generous in granting and extending reservations to many categories of the society. We all know our government 's reservation policies for scheduled caste, scheduled tribes, other backward castes, etc. and 30% seat reservation for girl students in the professional colleges and in the State Assembly and Parliament. Banks and other financial agencies treat loans for agriculture and housing purposes on priority basis and a certain percentage of loan amount is dispersed for their benefit. Women entrepreneurs as a category, face many financial, social and technical hurdles. Here the government has an important role to play. Instead of giving priorities or showing sympathetical attitude, a certain percentage in the self-financing schemes of banks and other agencies should be reserved exclusively for women entrepreneurs. Allotment of sheds and plots should be made on quota basis to women entrepreneurs so as to encourage them. Reservations coupled with other financial and technical concessions extended to help small-scale units can contribute to a great extent for the growth of women entrepreneurs.

Most of the respondents are of the opinion that it is the banks and financial institutions that are skeptical of the entrepreneurial abilities of a woman, to risk their funds on them. Though many bank managers have accepted that the rate of defaulting is low in women loaners as compared to men, they are still wary of women applicants. So, government should plan and arrange special training, counseling and orientation programs for the concerned officers of banks and state agencies to change their pre-conceived and biased attitude and extend their fullest support with scientifically designed suitable package of technical and financial assistance.

Women entrepreneurs are valuable assets for any country. Behind every successful entrepreneur, there is another successful women entrepreneur. It is evident from our film industry. So training and proper guidance do play an important role in

shaping the skills required to be a successful entrepreneur. Though there are many EDP's conducted by many organizations, each one is offering different training inputs, leaving important issues such as running and managing the business successfully, stimulating new occupational aspirations in women etc. unresolved. Training needs of women at conception, inception and operation stages are different from their counterparts. More over, there is a scarcity of skilled women trainers - motivators and there are no women business organizations where women entrepreneurs can be given practical training. So a separate, integrated, practical and need based training package exclusively for women to strengthen entrepreneurial abilities, covering network linkage with development agencies and financial institutions is to be formulated. A wide range of training modules is needed to cater to various groups of women entrepreneurs with heterogeneous background.

As a follow up action a separate study to analyze the performance of EDP trained women entrepreneurs should be taken up to improve and strengthen such programs. To creat mass awareness about EDPs, intensive promotional and publicity efforts such as advertisements and press notes in news papers, radio, TV, internet etc. banners and posters at prominent places, cinema slides, etc should be launched to reach prospective and potential women entrepreneurs.

Finally, since we have no counseling centers which are very essential to guide women entrepreneurs to overcome business, psychological and social depressions, it would be worth while to examine and experiment all the possibilities in this direction. It would also be highly desirable to experiment with the possibility of encouraging women entrepreneurs to work on a co-cooperative basis.

Today there is a great awakening among women. In education, office and industry many have shown brilliant results. The need of the hour is to provide conducive atmosphere free from all sorts of influences. State govenrmne should take up the role of an enteoreneur and do the needful.

The efforts to empower women could be seen in the recommendation of UNICEF.

"Advocate a broad perception of women in society and in the development process, taking the view that women are not limited to motherhood or domestic roles, but should be seen in the totality of women's role. Women have sparks which can be fanned into flames with necessary guidance and training. There are innumerable possibilities for promoting profitable small enterprises by women and all efforts should be made to develop this nursery for enteoreneurhship".

THIS PAPER CONCLUDES THAT ENTREPRENEURS ARE MADE, NOT BORN.

ECONOMICS OF CRIME, CORRUPTION AND DEVELOPMENT

- Dr. (Ms.) Harshada Rathod

The last decade of the century has been a decade of breakdown of the old order and emergence of a market friendly approach to development. Market – oriented reforms have been implemented at the policy level in the multidimensional process of development, the desired outcome of which required a conducive socio – political environment.

Market can only be developed under effective property rights and lawfulness in the system with protection of life and property from criminal acts. Restraints on arbitrary government actions, ranging from unpredictable ad-hoc regulations and taxes to outright corruption which disrupt business activity and property rights and lawfulness, with stability over time lay the foundation of a well functioning market, mechanism and pave the ways for higher investment, increased efficiency and innovations in the system, Crime and Corruption are a curse on the market.

Crime is a global phenomenon. In legal terms crime is an act of human behaviour banned by criminal law. Actually not all acts that are penalised under the law are really criminal. When we consider crime from development point of view, the white collar crimes / organised crimes emerge as the main limiting factor of development.

An attempt has been made in this paper to find out the inter relationship between crime, corruption and economic development. As Balzac puts it "Behind every wealth, there is a crime – Both at ideological and material plane, there existed crime, corruption and dominant group in the society. Even Karl Marx believed in violence- crime – corruption by suggesting, forceful take over by proletariat from the capitalist.

This paper gives nature, characteristics, causes and measures to fight out crime and corruption in all walks of life.

The organised crimes are a large scale racket run by extensively organised crime syndicates carried on over long period of time and relying on political corruption for protection from the law. The major differences between ordinary criminals and offenders of crime syndicates lie in the offenders' conception of themselves. They rarely see themselves as criminals.

In addition, the usual middle or high social status of these offenders is such that it also makes it difficult for the public to conceive of them as criminals. They are usually better educated, often not prosecuted formally by the system of criminal justice and have abundant capital at their command.

Crime is a serious offence punishable by law, an evil act and shameful at that. It takes innumerable forms such as building election funds, political patronage, discretionary application of penal actions, harassment and intimidation, unequal assessment of taxes, allotment of public land by accepting bribe, giving contracts and licenses based on financial considerations, indiscriminate lending by banks and financial institutions, speed money, extortion, killing of rivals, favour for favour in

various forms etc.

With the development in information technology and telecommunication, the physical boundaries of states do not pose any restriction to the activities of the crime syndicates. There is an increase in the activities of the syndicates making use of the advancement in the sophisticated technologies for increasing their activities. The State and the society as a whole suffer from the activities of these crime syndicates.

The growing power and influence of organised crime syndicates, estimated to gross $1.5 trillion a year are of global concern. Crime syndicates have emerged as a major economic power rivaling multi-national corruption.

Corruption is generally defined as the abuse of public office for private gain. Payments are corrupt when they are illegally made to public agents with the goal to obtain a benefit or avoid a cost. Evidently public officials abuse their power to extract or accept bribes from the private persons for personal benefits. Whenever a public office is abused, public function or objective is set aside or compromised.

Corruption is like cancer, retarding economic development . There are several channels through which corruption hinders economic development, including reduced domestic investment, reduced foreign direct investment, overblown government expenditure and distorted expenditure on education, health and infrastructure. No region has escaped the negative impact of corruption. Even East Asia's 'Miracle' economics were not immune.

In countries with bad and heavy regulations, the opportunity to offer bribes to circumvent bad government control and official harassment is like deregulation, and hence can be good. However, the official machinery is so highly corrupt, that even the bribes may not be a beneficial 'grease'. Using data on a survey of nearly 2400 firms in 58 countries, Kaufmanns and Wei (1998) show that managers of the firms that pay more bribes on an average spend more rather than less time negotiating with government officials. Moreover, bribing is not a one-time gesture and it will be perpetuated by both parties. Hence, bribing supports the view of 'tailored' harassment, ... 'extortion' and 'endogenous' obstacles rather than exogenous obstacles and beneficial 'grease'.

A country's level of corruption depends not merely on the prevailing economic rent, but also on the political structure. It depends largely on the organization of the government, on the basis of whether corruption is centralised or decentralised.

According to a survey conducted on corruption perception Index by one NGO at Berlin, 1998, out of 85 countries, seventeen countries were identified as most corrupted countries and India's rank was 66.

There occurs a gradual downfall of 'Value' in public life which generate crime & corruption. Crime & Corruption are the twin – progenies of democracy and liberalization. Now crime & corruption are world-wide issues. Today the corruption is the big genus and crimes are its various species. The rest cause of crime is the prevailing poverty, inequality, malnutrition, unemployment and low income etc. along with a defective system of education which generates corruption and ultimately gives

rise to different kinds of crimes. There is a vast gap in the development of education and science and technology with moral and ethical values. People want to get more and more any Law. Crime and corruption make the society polluted and destroy not only the persons but the system itself.

Lack of development generates the situation of crimes and crime generates the situation of undevelopment. At the same time development generates corruption in the shadow of sovereignty and other reasons whatsoever . Crime and corruption are different things, but are linked with each other. In India, we see that in the South Western States where the crimes are at control, investment rate is more and to the contrary in North Eastern States where crimes are at the top, the investment rate is very low comparatively.

Crime and corruption are different things, but are linked with each other. In India we see the South – Western States, where the crimes are at control, investment rate is more and to the contrary in North - Eastern States, where crimes are at the top, the investment rate is very low comparatively. Capital investment is 16.77 percent in Maharashtra, 11.15 in Gujarat, 9.27 in M. P. 8.37 in Andhra Pradesh, 7.86 in Karnataka, and 7.48 in Tamil Nadu whereas this percentage is 2.73 in Bihar, 2.38 in Himachal Pradesh, 1.66 in Assam, 1.59 in Punjab, 1.44 in Kerala, 1.29 in Jammu and Kashmir, and 1.15 in Haryana. In the same way the percentage of FDI in Bihar, J & K, Assam and Arunachal Pradesh is zero, while this rate is 23.1 in Maharashtra, 14.9 in Tamil Nadu, 21.2 in Andhra Pradesh, and 27.0 in Karnataka. It shows the position of crime and corruption, and rate of investment comparatively. It is a challenge for us in the new century to eliminate it anyhow.

State wise composition of incidence of crime in India is indicative of the fact that states differ marginally as far as different heads of crime are concerned, under the IPC. Major proportion of crimes fall in the 'Other crimes' category which includes crimes against women and Juveniles. Next to it, theft is the most popular crime in the States of India. In U.P. murder and burglary together account for more than 26 % of the total crimes.

In terms of Socio – economic development, Kerala, Punjab, Maharashtra and Haryana are the least deprived States. Punjab depicts a very low crime rate. Haryana and Maharashtra have medium crime rate, whereas the Kerala displays a very high crime rate. The States of Rajasthan and Madhya Pradesh are deprived in terms of health, services, education, per capita income and the overall average deprivation. The crime rate per thousand population is very high in Rajesthan and M. P. But same is not true in the case of other two states i.e. Bihar and U. P. where average deprivation and deprivation in terms of health, education and per capita income are very high but the crime rate is very low.

Crime is the biggest inhibitor to economic development and to the inflow of funds and domestic investment. It reduces the return on investment for a potential investor, and vicious circle of crime limits the functioning of the market. Crime syndicates effectively manipulate mis-utilization of allocated resources. To combat the crime rates strengthening of agencies like C B I by making them independent of

the executive is necessary

The nexus between the politician and criminals should be broken.

To eliminate the corruption, following suggestions have been made

1. Emphasis on moral character of the individuals
2. Strengthening the functional aspects of institutions like Lokayukta and establishing multi-member vigilance commissions with un-corrupt officials.
3. Legalising the activities that were formerly prohibited and controlled.
4. Incentive payments for Civil servants
5. Bringing military regimes.
6. Announcing anti-corruption campaigns.
7. Reducing the role of the State and encouraging the privatisation.
8. Eensuring greater transparency and accountability by decentralising the decision making process
9. Attractive rewards for honest and severe punishment for these indulging in corrupt practices
10. Making the officials to work in team.

Corruption and crimes can perhaps never be altogether eliminated. However, they can be controlled and curtailed . And this can happen only if those who carry the responsibility of Governing the country work with a singular mission of seeing the greatest good of all our people in an accountable manner. Such a goal is achievable if the political parties at all levels keep politics strictly where it belongs, immunize the functioning of public institutions, as well as those who run them, from politics and day to day interference, and not allow any kind of compromise in ensuring that every corrupt act is met with prompt and severe punishment irrespective of the power, influence or status of the offender. If such a path is followed, we can look forward to our country achieving speedy progress and development and eradicating poverty, discrimination and exploitation.

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MARITAL DISCORD IN THE NOVELS OF ANITA DESAI

- Ms. Sujata Rao

Among women writers writing in English, Anita Desai's name stands apart, she is a self concious artist and a serious novellist of a very high order.

In most of her novels, marital disharmony seems to be the central theme. Marriages in her novels are of business transaction Ex. Maya's marriage to Gautama (Gautama is Maya's father's friend). We encounter traumatic experience of married lives in her novels.

Anita Desai's first novel **"Cry The Peacock"** discusses the theme of marital discord. Marriage is a matter of convenience for Gautama and Maya. Gautama was Maya's father's friend..."It was my father, Gautama used to come to call upon and had it not been for the quickening passion with which I met, half way my father's proposal that I marry this tall, stooped and knowledgeable friend of his, one might have said that our marriage was grounded upon the friendship of the two men, and the mutual respect in which they held each other, rather than anything else". (pg. 40)

Maya's marriage to Gautama is a marriage of convenience a sealing of friendship between two like minded mature guardians of Maya. With two different mentalities, they move apart. Maya pines for love and understanding from Gautama, whereas Gautama's philosophy was of detachment. He does not make any attempt to take any interest in things which interested Maya. Maya is obsessed with the childhood prophesy of disaster - the idea of death. Maya falls prey to her own abnormal consciousness. The husband-wife alienation engendered by the temperamental incompatibility between them forms the core of the novel. The novel is a fascinating, psychological study of neurotic fears and anxieties caused by marital incompatibility and disharmony.

It was Gautama's detachment that came in the way of Maya's involvement, she in her 'not so normal sense' did not care whether it was immaterial to him to live or not and she thought that it was she who should live and killed Gautama in a fit of madness and born jumped to her own death. Meena Belliappa remarks "The incompatibility of character stands revealed-Gautama who touches without feeling and Maya who feels even without touching.

Voices in the City images marital and social alienation, death and violence. Here too marriage is of convience. Nirode's father is proud about his family name while his mother takes pride in her tea estate and house. The children notice the hostility and contempt between their parents and the children are the silent sufferers of this discord.

Monisha and Jiban although married have nothing in common to share. Amla asks **"Why did they marry?" (Pg 198).** Monisha was troubled at the pettiness of life. She lived in house performing her daily chores. Monisha hated the very basic feminine chores of cooking, serving chappaties, listening to her mother-in-law and of losing her own identity and being told that she is Jiban's wife. There was no escape for her and hated being reduced to a **"Women who writes diary".** She created a

void of detachment a barrier between herself and her family. She is accused of stealing Jiban's money. Unable to adjust to the states Manisha commits suicide. In death, she has severed the bonds and shackles in which she was tied up. Death had liberated her, ironically it was Jiban who covers her charred body and begs forgiveness from her relatives.

Many Indian male dominated men, expect women to adjust. Social traditions and backgrounds, attitudes towards the girls in the new family lead to mal-adjustments. Anita Desai to depict marital disharmonies as they exist in Indian families.

In **Bye Bye Blackbird** the theme of marital discord is very prominent. The characters are Victims of separate cultural identity. It's a love story in the background of the immigration problem. The title relates to the theme and signifies that England has said goodbye to Adit (black bird) and offered a cukoo's nest to Dev.

Adit and Sarah, Sameer and Belle not only present mal-adjustment but are victims of alien culture. Even Mala and Jasbir's marriage ended as a farce, because both long for wordly comforts and good in playing roles - Adit as a successful foreign Indian, Sarah projecting herself as a happily married British wife waiting for her Indian in-laws to accept her. Actually both are afraid of facing rejection from their own people. Adit's retort, **"the married couples in Indian are not in parks, they are at home, quarrelling "(p. 74)** sums up the novelist's view about marriage.

In Anita Desai's next novel **Where Shall We Go This Summer ?** Sita, the central character's predicament is similar to that of Maya and Monisha. Anita Desai has chosen a mature women with four children as the heroine of this novel. She is unable to escape the rot in which is placed. She like Maya and Monisha is obsessed with her loveless marriage with Raman. She runs away to her childhood home, in the hope of a miracle that would save her from giving birth to her fifth child. There is loss of values, of principles, faith and double social standards. It is a conflict between the compromise with disappointment. Sita's loneliness is conditioned by her family and society in general. Even Sita's father had a painful married life. But Sita unlike Maya controls her actions, although a defeatist, she meekly accepts the humdrum existence, the novel ends with a depressing note Sita making preparations for the arrival of the new baby.

Fire on the Mountain celebrates an old widow's joy in seclusion. The novel also focuses on very much the same theme of marital discord, loneliness, withdrawal and alienation. Nanda Kaul, Iladas and Raka all suffer from alienation. Nanda's marriage is based purely on lust and the double life the husband leads without any commitment either to his wife or mistress. When her husband died, Nanda shutters her nerves and seeks complete rest from the pain she suffered. She loves to lead a life of solitude as she is tired leading double lives. She does not want to be hurt again and avoids any outside contact with the society. She did not live here alone by choice-she lived here alone, because that was what she was forced to do, reduced to doing, she longed for absolute solitude where she is not disturbed by anyone.

Women who feel frustrated due to marital disharmony or of loneliness are often shown to be engaged in social or religious activities. Here Ila is a women who is

trying to submerge unhappiness and dissatisfaction in social work and rekligion.

Tara, her grand-daughter also suffers from chronic nervous breakdown - a result of maladjusted marriage. Tara is unable to adjesu to this glittering world and is a victim to her husband's brutality. Tara sends her ailing child Raka to her great grandmother. Raka is caught up in this unhappy world and belives that this is the only world. A rare child who never experienced warmth incapable of receiving or giving loves. She has terrible gaunted memories. **"Her father, came from party, stumbling and crashing through the curtains of night, its mouth opening to let out a flood of rotten stench, beating at her mother with hammers...that made Raka lower under her bed-clothes and wet the mattress in fright. (Pg. 71-72)".** The child's personality had been twisted due to marital discord in the family.

Thus we see that in most of the novels, the writer puts forth her point of view, where marrige is viewed basically as a social contract based on human convenience and biological needs. Women tend to be sentimental and emotional while men are rational and may react to the same situation differently. Women characters struggle hard to get adjusted to the maried life but find no way out. They seek freedom, but that freedom is denied and it is the survival of the fittest that lasts long, obviously it's the man's world. Women are tied down and this affects their entire psyche and behavior.

Anita Desai suggests women to **"either remain unmarried, unfittered and unaccepted by society or marry, and be demned to everlasting private hell".** She is very much involved in the problems of marriage, hypocrisy and faithlessness in marriage, and that is why find the writer feacturing a problem in her novels depicting marital discord.

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QUEST FOR ONE'S TRUE PARENTS" : THE "ANTICHRIST" FIGURES IN JAMES REANEY'S POEMS

- Ms. Rajshree Trivedi

James Reaney (b.1926-) started his poetic career in 1949 with the publication of his first collection entitled *The Red Heart* that bagged him the Governor-General's Award for Poetry in Canada. His second collection of poetry *A Suit of Nettles* (1958) received the same award for the second time. Remarkably, Reaney won his third Governor - General's Award also and that was for his play *The Killdeer* in 1960. *The Killdeer* was followed by another very prominent collection *Twelve Letters To A Small Town* (1962) that was published after its performance with John Beckwith's chamber music setting on CBC, in 1961. Reaney's poetic genius knew no bounds thereafter, which took shape not only in his books of poetry but also in his plays. His shorter poems that were the tips of the iceberg gound their eleborate forms in the longer poems that emerged as something called "performance poetry".

Imprecations : The Art of Swearing (1984), a satiric poem of linked narratives drawn from his own experiences is one such kind along with the experimental poems of *Performance Poems* (1994) that "Stir up the soul with the joy of unifying so many of the senses" of the people who may have long forgotten their childhood innocence and imagination.

Reaney has been called by his critics as a "mythopoeic poet" who employs the device of mythology to his poems as well as plays. Ross Woodman in his biography. *James Reaney* (1971) refers to the critical works of Northrop Frye and the psychological studies of Carl Jung as the major influences on Reaney's art. According to Jung :

> "The poetic vision is not the product of a 'poetic mood' or 'rich fantasy' but is drawn directly from primordial experience, transmitted through collective unconscious'. This collective unconsciuos is a certain psychological disposition shaped by the heredity. Myths, legends and fairy tales transmit in purest form certain archetypal images which inevitably reappear in all great literature.: [1](185)

In his book entitled *The Educated Imagination* (1963), Frye who was also influenced by Jung's idea of myth believed that man sees the natural world lost, as separated from him. Frye maintained that the"motive for metaphor" is :

> "...a desire to associate, and identify, the human mind with what goes on outside it" [2](11)

Frye further says that at the "level of consciusness", man using his emotions

1. Jung, Carl. *Psychology and Literature* trans. by W. S. Dell and Bayhens F. Cary (London : Routeledge and Kegan Paul, 1933), P-185

2. Frye Northrop. *The Educated Imagination* (Toronto 1963) P-11.

and intellect, is the centre of everything surrounded by what he is not. Frye separed the emotions from the intellect in man's response to the outside world. As long as man is simply looking at the world, the intellect demonstrates a curiosity about the objective world while the emotions respond with something like fear or awe. This dichotomy further separates him from his environment as the intellect informs him more concerning what is going on in the external world while the emotions decide to like or dislike certain thing. Such a situation gives rise to a desire to identify with the natural world by one or the other way. Frye opines that it is at this juncture that the omagination acts as a bridge to identify man with his environment. The language of this imaginative world, Frye states, is the language of poetry, plays and novels. In the poets attempt to creat a totally human world of the imagination, he employs the device of mythology, which is man's earliest attempts, through the tales of gods and heroes, to identify himself with the natural, objective world. The imaginative images he employs correspond to a state when he was at one with his universe - the image of a god, a child or an archetypal garden.

Reaney's free use of metaphors - " I merely react-not necessarily in a positive, optimistic way, but with images and metaphors"[3] reflect more or less, what he was much preoccupied with when the first published his collection *The Red Heart* in 1948. He was doing his Ph. D thesis on "The Influence of William Spencer On W. B. Yeats under the guidance of Northrop Frye. Also remarkable is Reaney's frequent references to Carl Jung's works in his thesis. Critics like Alviin Lee have gone to the extent of suggesting that Reaney as an artist is striving, through his imagination, to return to that ideal state of innocence where he is "one with his universe". But it seems that although Reaney with his imagination does creat a situation that indicates his alienation and removal from that perfect state, he does not return to that state. His alienation is foregrounded in the wild lands and the unfriendly climate of Canada. In the third sequence of poems in The Red Heart, "The Great Lakes Suite", nature is described in a hostile manner. It destroys man rather than offering a home to him :

I am so cold
That because I chill them
The girls of Fort William
Can't swim in me.
I am so deep
That when people drown in me
Their relations weep
For they'll never find them[4]

Nature and Natural things are often projected as being made of paper and cardboard in Reaney's poems as well as plays. It is a paper world, artificial and unreal as well as hostile and destructive, For instance in the poem "The School

3. Reaney, James. *Long Liners Issue of Open Letter* 6, 2-3 (Summer / Fall 1985), P-124.

4. This and the rest of the quotations, otherwise mentioned are taken from the James Reaney's *Selected Shorter Poems* (Ontario : Press Porcepic, 1975), P-10.

Globe", the adult expresses his fear :

Sometime when I hold this
Wrecked blue cardboard pumpkin
I think : here in my hands
Rest the fair fields and lands
of my childhood.
Where still lie or still wander
Old games, tops and pets :
A house where I was little
and afraid to swear
Because God might hear and
Send a bear
To eat me up,[5]

In "Plum Tree" and "The School Globe", The natural world is non-human, sinister and surreal. The child is the lone survivor in it - whether it be seen as a "lonely, haunted farmhouse" or as an empty school room.

Reaney sees child in these poems as an exile from the paradise of the childhood - an exile from the perfect state when the human and nature are one. The mythological counterpart to the child of the garden of Eden is the child as Antichrist - the child of arrested imaginative growth captured in the deemonic world of experience. He is as well, a counterpart to the mythological god who is a combination of the human and the inhuman. The only hope for redemption for Frye lies in the imagination where the innocent child exists happily in that first garden of paradise. But it is not possible for the child of experience to imagine that and therefore s/he retreats to images such as womb, the grave and the playbox. The Antichrist is the fallen heir of the annihilated world of the death of imagination. In the poem "Antichrist As a Child."

He wondered whe he more and more
Dreamed of eclipses of the sun, of sunsets, ruined towns and zepplins,
And especially inverted, upside down churches. (29)

Although the parents of Antichrist are there in this poem, they are not near to him :

And as he crookedly stood
In his mother's flower-garden
He wondered why she looked so sadly
Out of an upstairs window at him.
He wondered why his father stared so
Whenever he saw his little son
Walking in his soot coloured suit. (29)

The child has the feelings of disgust in this poem that he does not belong to

his mother's gardens :
He wondered why the flowers
And even the ugliest weeds
Avoided his fingers and his touch. (29)

There is the feeling of being orphaned, struggling alone to survive in the world that is devoid of love and caring affection and the sanctity of parenthood. The children in "The Orphange" scream for the men and women whose uncontrolled sexual desires have resulted into the illegitimate children :

Young men with permanent waves
Crawl over ghastly women
Whose cheeks are fat as buttocks. (35)

If the parents are not idealized, nonetheless, the orphan is also a figure of evil. In "The English Orphan's Monologue", the orphaned girl, subjected to servility on an Ontario farm is transformed into the figure of

Antichrist as a child :
Sometimes at night I sit by the stove
And see the fire that is like my heart.
Like lively yellow heney is the fire
In a dead cold lion of iron :
Or like a yellow hand in hell, Ringing an evil cracking bell :

In yet another poem "Rachel", again the same theme is taken up where the orphan girl who was an innocent child transforms into another Antichrist figure a lustful woman who goes to the extent of being a prostitute : and "bears a bastard".Paradoxically, the orphaned girl has a patron in this poem - the narrator who found the girl from the "smoking rubbish" of the "city dump" and patronizes her. The narrator falls in love with the growing girl but after he returns from a long trip to abroad, he finds her living an immoral life :

...When I returned uptown
I met you and you knew me not,
Your hair like flax tow.
Crimpted like an egg-beater, your
Mouth like a cannibal's - bloody,
Your eyelids massive with blue mud,
A handmuff of bats fur.
I found out your carrying on,
Your lovers and infidelities.
You sold my child to a brothel,
You had to pay for your men. (54)

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In fact what Frye envisioned of return to the ideal home with gods and goddesses, his children of innocence, the symbols of the external world become in Reaney's poetic, the Antichrist, the child of experience and the orphan. For Reaney's Antichrist there is no redemption or a reunion with the true parents. In the poem" The Red Heart" the title poem of the collection, the adult finds the quest for searching for "the Sun's great heir" who will redeem the child from his evil orphaned status, remains unending :

Who shall pick the sun
From the tree of eternity ?
Who shall thresh the ripe sun ?
What midwife shall deliver
The sun's great heir ?
It seems that no one can.
And so the sun shall drag
Gods, Goddesses and parliament buildings.
Time, Fate, gramophones and Man
To a gray grave where all shall be trampled
Beneath the dancing feet of crowds
Of other still living suns and stars.

It seems Reaney pessimism is akin to that of his mentor W. B. Yeats in seeing the world "falling apart" where no apocalyptic transformation is envisaged. In this poem the sun itself becomes the symbol of Antichrist and therefore destroys the mythology of Gods and Goddesses to the extent of taking them to the grave. From the images that Reaney uses, we realize that for Reaney's Antichrist, there is no Possibility of him going back to the heaven that he has lost.

EFFECTIVE BUSINESS LETTERS FOR NON-BUSINESS PEOPLE

- Ms. Rekha Siby

Laypeople like us usually distance ourselves from business letters under the misconception that they are only for business people. But, it is an unnoticed fact that all of us draft business letters very often in our everyday lives: at our work places, in our interaction with those in associated fields, as customers with our banks or other business people. Even if a phone call can handle some of the issues, it is better to prepare a written message, which will be a permanent record.

Since these letters go neglected, we don't often plan them out properly, organize the ideas or word them effectively. Such poorly drafted letters fail to achieve the desired result. The basic approach and tone may be improper due to pompous words and phrases, long sentences etc. We will look into few details, which will help us to write effective business letters.

Know your reader: ADAPT don't ASSUME

By 'adaptation' we mean suiting the level of our letter to the specific reader. We have to visualize the reader and his / her background before we draft our message. Often we may need to adopt a level lower than ours, if we are writing to a group of less informed people. Even if the reader is well educated, if he/she is not well informed on the specific subject of the letter, we have to simplify the matter. We cannot just assume that they might know the matter already. This can create a lot of confusion.

to ASSUME =to make an ASS of U and ME

Let us examine how a writer can adapt a particular message to two types of readers. Imagine that reader A is well informed on the matter whereas reader B is not much aware of it.

Example A

As clarified in our previous meeting, I would like to remind you of the implementation of the proposals for a better co ordination between various departments.

Example B

In our last meeting we had decided on the following steps to have better interaction between various departments: a) Inter departmental meetings b) interdepartmental activities. I request you to take the necessary steps.

If we are targeting the letter at more than one reader, it should be fitting the level of the least informed readers. Other wise we will fail to communicate to that level. However, to avoid insulting better-informed readers, we can use expression like 'as you know' to mean that we know that the reader knows what we are talking about.

TALK WITH and NOT AT your readers

We often feel it is classy to write in a very stiff and formal way. Infact it may seem very pompous and artificial. We have to be as generous and natural as we are when

we really talk to them. At the same time, we shouldn't get carried away with the 'write as you talk' idea. Our tone should strike the right balance between extreme formality and extreme informality.

Look at a reply to a congratulatory letter: a_1

I am in receipt of your letter dated 5 December 2002 and acknowledge with thanks the sentiments expressed there in.

Doesn't it look so rigid and artificial? Now look at the same message in a less formal way, which exudes warmth and pleases the reader.

Thank you very much for your letter dated 5 December 2002. The good wishes of people like you are so encouraging.

YOU-ATTITUDE or YOU-VIEW POINT

The communicative approach which focuses on the reader's needs, interests and benefits is termed the 'you –attitude'

'You-attitude' is not just using the words 'You' and 'Your', but the attitude of placing the reader's interest in the center of things.

I am happy to inform that_____	You will be happy to know that_
I have received your letter_____	Thank you for your letter_____
We are taking a collection for ___	You will no doubt wish to contribute for ____

Using the 'you' attitude means just being courteous. But the excessive use of 'you' and 'your' will sound artificial and manipulative. So the pronouns 'you' and 'your' should be used judiciously and be spaced properly. We can use the 'you-attitude' to show our genuine consideration for the reader.

WHY SHOW OFF OUR KNOWLEDGE?

Avoid Jargons

Jargons are technical words exclusive to a particular field or discipline. Certain medical or legal terms may be unfamiliar even for a learned person belonging to another discipline. So when our readers may include lay people it is necessary to avoid jargons. We should use jargons only when we are communicating with people in the same field.

For instance, if a Psychology Professor writes an invitation letter to the members of other departments like this:

All are cordially invited to a lecture on 'Improving the cognitive functions of students'.

Very few people will be happy to accept the invitation. It can be written in common words as:

All are cordially invited to a lecture on 'How to improve the learning capacity of students'

a_1 Matthukutty M. Monipally, Business Communication Strategies (2001) P-168

It will be interesting to note a few jargons from various fields, which have common words in every day usage:

Jargons	Common Words
Dyspepsia	Indigestion
Invoice	Bill
Ascorbic acid	Vitamin C
Carcinogenic	Causing cancer
Psychopath	Mentally abnormal

Avoid uncommon and unfamiliar words.

Instead of using high-sounding unfamiliar words, it is preferable to use familiar everyday words that communicate clearly and quickly. For example we can use 'end' instead of 'terminate' and 'find out' for 'ascertain'.

Let us see how familiar words have a positive effect on the communicative ability of the message.

Imagine complaining about your washing machine to the dealer: b_1

> This machine has a tendency to develop excessive and unpleasant audio symptoms when operating at elevated temperatures.

The same can be written in familiar words as: b_2

> This machine tends to get noisy when it runs hot.

Avoid cluttering phrases.

One should try to avoid cluttering phrases like the following.

'Cluttering phrases'	shorter substitution
Along the lines of	like
At the present time	now
For the purpose of	for
For the reason that	because
In the near future	soon
In accordance with	by
In view of the fact that	because

Avoid needless repetitions.

It is commonly found the people use two or more words where just one would do. The extra words add no value to the sentence

a) We must assemble together at 10.30 a. m. in the morning. We must assemble at 10.30 a.m.

---

b_1 : Lesikar, Flatley, Basic Business Communication 2002 P-4

b_2

b) If I am not satisfied, I will return it back to you.	If I am not satisfied, I will return it to you.
c) The students should know the basic fundamentals of clear writing	The students should know the fundamentals of clear writing.

Cut out clichés

Clichés are expressions used very routinely, that their effect has been lost. In simple words, they have become stale with overuse. Some of the clichés, which are commonplace, are:

- last but not least
- thanking you in advance
- at your earliest convenience

Since these phrases are so commonplace, they fail to get the attention of the reader. It is likely that the readers will just skip over these clichés as they read and fail to get the real message. It is better to use personal and original remarks instead of them.

Prefer the active voice

Using the active voice makes the message more personal. In the active voice the subject 'does' the action whereas in the passive voice the subject 'receives' the action. The difference in using active and passive voices will be clear from following examples:

Passive Voice	Active Voice
The results were announced in June.	We announced the results in June.
The parcel has been received.	I received the parcel.
All the problems were discussed.	We discussed all the problems.

In the above examples clearly the active voice is preferable. This does not mean that the passive voice is always incorrect or in appropriate. In certain situations the passive voice is appropriate.

i) When negative matters are presented.

Active	Passive
You are prohibited from smoking.	Smoking is prohibited.
You made an error in the calculation.	An error has been made in the calculation.

ii) When the doer of the action is unknown or unimportant or to be left unmentioned

Active	Passive
_____constructed the new building in 1998.	The new building was constructed in 1998.

Mr. X couriered the parcel yesterday	The parcel has been couriered yesterday.
Mr. Y made a complaint against you	A complaint has been made against you.

Elementary yet Important.

Date Line

It is unnecessary to give a label 'Date' before 6th May 2003.Every literate person knows that it is a date.

In the European convention the date is written in the ' Date- Month – Year' order whereas in the American convention it is the ' Month – Date – Year'. For example for the Twelfth day of February 2003 the Europeans will write 12.02.2003 and the Americans will write 02.12.2003. So to avoid all confusion it is best to write the date as 12th February 2003 or February 12,2003.

Unnecessary Labels.

It is clear that the first address on the letter is that of the sender (either letter head or hand written) and that the second address is that of the recipient. So the labels 'To' and 'From' can be avoided.

Inappropriate complimentary close.

The complimentary close should depend on the beginning of the letter. If the beginning is with a formal 'Sir', 'Madam', 'Dear Sir' or 'Dear Madam', the complimentary close should be 'Yours faithfully'. When we start the letter with a more informal 'Dear Ms Mehta' or 'Dear Sameer', it can be 'Yours sincerely', 'With warm regards' or 'Cordially yours.'

The dangling phrases 'Thanking you' or 'Thank you' before the complimentary close is better avoided. If necessary, we can write a short sentence like, 'Thank you for your co-operation.'

The above are a few aspects, which can help us communicating more effectively. Following these will definitely give our written messages much more clarity, courtesy, conciseness and correctness. The key for effective communication, as experts put it, is **KISS...Keep It Short and Simple**.

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Book Review

PERSONAL NUTRITION 4TH ED. 2001

MARIE A. BOYLE

WADSWORTH / THOMAS LEARNING, U.S.A

Library of Congress Catalogue No. ISBN-0-534-54603-X (pbk.)

- Ms. Anjani A. Mehta

This publisher Wadsworth is a division of Thomas learning Inc. They are internationals publishers, well known for academic resourcing. They are located at 10 Davis Drive, Belmont, CA 94002-3098, U.S.A. and can also be located at their site http://www.wadsworth.com

The author of this book Marie Ann Boyle is a graduate in Psychology, masters in Nutrition and doctorate in Nutrition and Exercise Science. She is the co-author of the textbook "Community Nutrition in Action : An Entrepreneurial Approach." She presently works as Associate Professor and director of the Didactic program in Dietetics at the College of Saint Elizabeth in New Jersey, U.S.A.

The objective of the author, since the first edition published over fifteen years ago, is to help people understand concepts of nutrition and apply them to their personal everyday life. In this fourth edition, the author reflects the changes that have taken place in the field of nutrition in the recent years and offers opportunities to people, to develop practical skills in making decisions regarding their peronal health and nutrition. She has made use of Internet as a resource for learning new developments in the subject to pass it on to the reader. In the eye of the author, the reader as a consumer should have the knowledge to evaluate nutrition issues and controversies that confronts them. This book helps the reader to sieve through questionable breakthroughts and fads which the newspaper and publicity media are quick to print and advertise.

Table of Contents :

1. The Art of Understanding Nutrition
2. The Pursuit of An Ideal Diet
3. The Carbohydrates : Suger, Starch and Fiber
4. The Lipids : Fats and Oils
5. The Proteins and Amino acids
6. The Vitamins
7. Water and Minerals
8. Weight Control
9. Nutrition and Fitness
10. The Life Cycle : Conception Through the Later Years
11. Food Safety and the Global Food Supply

Appendixes

Index

The content index is well laid out with a brief page of contents, followed by a section of contents with each chapter listed with topics for quick accessibility of the required matter.

The text covers the essentials of nutrition at basic level with little discussion of physiology or biochemistry, emphasizing the practical application of nutrition principles to everyday life.

The opening chapter introduces the reader to eating the healthy way in context of the realities of life. This is the chapter which also gives an indication to the reader that the bias of the book will be tilted towards the American habits and customs. Chapter 2, takes the reader through information on basic nutrients the body needs and the most recent guidelines needed to make sound food choices. The interesting feature is, Nutrition Action on "Grazer's Guide To Smart Snacking" - It is an interesting way of enducating the reader on key to healthful snacking. Chapter 3,4 and 5 cover the bulky components of diet with interesting "Nutrition Action" and "Spot Light" features. The non-calorie nutrients, which are essential for the maintenance of the body are covered in the chapter 6 and 7. In Chapter 6, there is a spotlight on functional foods, which is a good education on how food can be one's medicine. In Chapter 7, the author has covered the new phenomenon of the last decade - bottled water. This purely commercial enterprise is put on the block and the consumer is made aware of non-requirement of bottled water, though water is essential for life.

With these seven chapter, the dietary and the nutrient parts are covered. Then the author deals with weight control in chapter 8 and Nutrition Fitness in Chapter 9. She looks into eating out necessity of the American people and emphasises the need for physical activities for fitness. In Chapter 10, The Life Cycle - conception through later years, she highlights the nutritional needs for pregnant women and also there is an expanded coverage of nutrition for the ageing population. In the chapter on "Food Safety and the Global Food Supply" she has provided and interesting write up on pesticides, food additives and organically grown produce - genetically engineered foods.

About quarter of the book is Appendixes. Appendix A, C and E are of importance to American and Canadian researchers and interested public.

Appendix B gives an introduction to the human body and the various systems. This educates the lay person on essentials of anatomy and brings better awareness of the body functions and the dietary needs.

Appendix D deals with conversion between metric systems and FPS system (British System).

Appendix F lists the references to the chapters.

Appendix G has the answers to the questions asked in each chapter.

Appendix H gives detailed compositions of about 2000 food items.

This book is written in simple, easy to understand language. This book is formatted like a normal textbook would be, however the information is presented in 11 chapters like acts of a play - story which any lay person would want to read. Reader's enthusiasm is kept up throughout by adding interesting and relevant features like quotes in the beginning of a chapter, listing of the contents, a list of "Ask Yourself" questions which generates interest in the concepts to be discussed by providing them an opportunity to test their knowledge before they read, It is a novel way of triggering their curiosity and getting their involvement. The chapters are flooded with pictures, informative charts and interesting cartoons, which make reading a pleasant exercise.

'Savy Diner' features in each chapter provide food selection and presentation tips. 'Nutrition on the Web' boxes at the end of the chapters list and describe reliable internet sites where information related to chapters can be found. "Working on the Net" activities at the conclusion of each chapter highlight particular nutrition related site where students may explore the subject in an interactive way. 'Spot Lights' cover areas of current research interest. This edition has many new spotlights and others are updated. The 'Nutrition Action' features are essays that keep you informed or the current topics and are valuable to the nutrition conscious consumer. "Score -cards" in each chapter allow readers to evaluate their own nutritional behaviour and knowledge in many areas.

As the author is a teacher of community nutrition, she has appropriately practised her job of teaching nutrition to the American Community and apply it to their daily life. The author's objective of helping the reader to enhance their personal nutrition and health is well served. She has missed out on space foods, one aspect that is missing in this book. It lacks universality and is limited to the personal nutrition of Americans. Nevertheless I recommend it for the library teaching undergraduate home science courses, as it makes concepts easy and quick to understand. Since it is a long - term - use book, it should have been hard bound. At a cost of U.S. $45 this book is a best guide which will take care of their health and nutrition.

BOOK-REVIEW
'INTRODUCTION TO FOOD SCIENCE'
Rick Parker

- Ms. Rita Patil

'Introduction to Food Science' by Rick Parker is published by Thomson Learning publishers and is a copyright edition of 2003.

Rick Parker is a PhD in Animal Physiology from the Iowa State University. He completed his post doctorate in Canada, at the University of Alberta. Currently, Mr. Rick Parker is working as a division director at the college of Southern Idaho in Twin Falls. He has also authored three other books with the same publishers. The books are *Aquaculture Science* (second edition), *Introduction to Plant Science* and *Equine Science.*

The scope of **Introduction to Food Science** is wider than most books on this subject. It includes a lot of general information. The reader is also helped by the objectives, which are given at the beginning of each chapter.

Parker has divided the book into four sections. Section one is ***'Introduction and Background'.*** There are nine chapters in this section. They start from ***Basics of Chemistry*** to ***Chemistry of Foods***. In this section the chapters contain useful information about the food industry, changing trends (in the U.S.) and allied industries. He has also discussed international activities in the global commodity- food, as the processed food sector is a major aspect of global economy today.

Quality Factors in Food is one of the chapters in this section. In this he discusses appearance, textural and flavour factors. Quality standards and quality control also feature here, keeping in mind that consumers expect certain food qualities from their food.

Unit Operations in Food are an introduction of operations, which are detailed as separate chapters in the next section. The author has briefly explained the processing methods to control factors affecting food safety, quality and convenience, in the last chapter of section one.

Section two is ***Preservation.*** There are seven chapters in this section. ***Heat, Cold, Drying and Dehydration, Radiation and Electrical Energy, Fermentation, Microorganisms and Biotechnology, Chemicals and Packaging*** are discussed. In each of these chapters important information about these topics is given. New developments e.g. freezing complete meals where a consumer has only to thaw and heat them are mentioned in the chapter on ***Freezing Technology***. Ohmic (electrical) heating one of the new methods is also touched upon in the ***Radiation and Energy*** chapter.

Section Three is ***Foods and Food Products*** and has eight chapters in it. In this section the author has detailed various food commodities. He has extensively analyzed daily food commodities and their features. All the latest information is

included here. New products and technologies are mentioned here. E.g. Surimi based products. Chapter ***Beverages*** also includes bottled drinking water, which started as a fad and now has become a staple drink of the American household. In India too, it is now one of the fastest growing segments of the beverage industry.

The last section is ***Related Issues***. This section encompasses ***Environmental Concerns and Processing, Food Safety, Regulation and Labeling. World Food Needs and Careers in Food Science*** are an excellent addition to a reference book for food science. In this chapter the author also covers personal skills and knowledge necessary for the careers specified. He has discussed entrepreneurship as well as jobs in the food industry. He has also included the topic food scientists which makes interesting reading. The snippets of information given in boxes make the book very special. These snippets are related information, which could not have been discussed in chapters.E.g. In chapter 15-***Packaging***, a list of fake foods is given year wise starting from 1922 to 1990. Foods for the space program also makes interesting reading.

All the chapters are well illustrated with tables, graphs and relevant pictures. E.g. the author has given a table showing 'Top 50' of the world's largest food processing firms. Such type of information is useful not only to students but also to the general reader.

One limitation of the book is that some chapters have been dealt in a cursory manner.E.g. The contents of the chapter on ***Nutrition and Digestion*** give limited information about it. In section two the information on the various topics is quite sketchy. So further reference on a desired topic might be necessary.

A summary has been given at the end of every chapter, which highlights important points. Rick Parker has also included activities to be done by students. There is a list of references (sources) as well as Internet sources at the end of every chapter. The appendixes also have necessary conversion tables and food composition tables. The glossary explains important words in an alphabetical order. The index makes it easy to reach chapters without having to search through the book.

The book is of 636 pages. It has an attractive cover, which is hardbound, glossy, and green in color. It is easy to handle and also the hard cover will not spoil the book easily. The font size and script is good. No apparent errors were noted. The sentence construction is good and language easy to understand. Page numbers are clearly given. The printing quality of the book is good. The sectional division is proper and chapters are in logical sequence. The title of the book is appropriate. It gives only concise information on all topics thus introduction is the right word. The cost of the book is $ 21 i.e. roughly Rs.1000. The book is good for beginners as well as for those seeking general information. It is quite cost effective.

સાહિત્ય અને પત્રકારત્વ

- પ્રા. શોભના તન્ના

સાહિત્યનો ઉદ્‌ગમ સ્ત્રોત જ વ્યક્તિ છે. માનવ ઊર્મિ અનુભવવા લાગ્યો ને સેવવા લાગ્યો ત્યારથી સાહિત્યકલાનો જન્મ થયો. સાહિત્યનો વિકાસ એનો વિષય એની ઈતિશ્રી માણસમાં સમાજમાં જ થાય છે. સાહિત્યનું ઉદ્‌ગમ સ્થાન સમાજ છે અને તે પ્રભાવિત પણ સમાજને કરે છે. અંતે તે સમાજમાં જ સમરસ થઈ જાય છે. એ જ રીતે પત્રકારત્વનો ઉદ્‌ગમ વિકાસ ને વિષય સમાજમાં જ થાય છે. પ્રત્યેક સમાચારપત્રનું પોતાનું સાહિત્ય અને પોતાની સાહિત્યિકતા હોય છે. વિષયનું જેટલું વૈવિધ્ય તેટલું ભાષાશૈલીનું પણ વૈવિધ્ય સાર્થક પારિભાષિક શબ્દોના પ્રયોગથી સમાચાર પત્રોની ભાષા સજીવ બની જાય છે. સાહિત્યની જેમ સમાચારનો જન્મ પણ સમાજમાંથી થાય છે અને તેની સમાપ્તિ પણ સમાજમાં થાય છે.

સાહિત્યિક કલાનો જન્મ માનવી ઊર્મિ અનુભવવા લાગ્યો ત્યારથી થયો છે. પત્રકારત્વનો ઉદ્‌ભવ સામાજિક વ્યવસ્થા નિર્માણ થઈ તેને સહાય કરવા માટે થયેલો છે. પત્રકારત્વ આધુનિક યુગનું ફરજંદ છે. જ્યારે સાહિત્ય માનવી સાથે જ ઉદ્‌ભવ્યું છે. સાહિત્ય આંતરભાવનો આવિષ્કાર છે. પત્રકારત્વ વૈજ્ઞાનિક રીતે વિકસેલું ને વિકસતું માનવ સુખનું એક સાધન છે. પણ આ સાધન નિરંતર વિકસતું રહ્યું છે. પરિણામે સાહિત્ય સાથેનો તેનો સંબંધ અને સંપર્ક વિશેષ ગાઢ બન્યા છે.

સાહિત્યને મનુષ્યના ચિત્ત, કલ્પના અને સંવેદના સાથે સંબંધ છે એનું ઉપાદાન શબ્દ છે. અને આનંદ એનું મુખ્ય પ્રયોજન છે. પત્રકારત્વનો ઉદ્‌ભવ અને વિકાસ વિજ્ઞાન સાથે સંકળાયેલો છે. સામાજિક વ્યવસ્થાની અમુક કક્ષા સ્થાપિત થયા પછી વર્તમાનપત્ર એમાં સહાયરૂપ બન્યું. પત્રકારત્વનું ઉપાદાન પણ શબ્દ જ છે.

સાહિત્ય અને પત્રકારત્વ પરસ્પર વિરોધી નથી પણ નિરાળાં તો છે જ. આમ છતાં બંને વચ્ચે નિકટનો સંબંધ છે. બંનેનો આધાર 'શબ્દ' છે પરંતુ સાહિત્યકાર શબ્દનો બંદો છે. જ્યારે પત્રકાર શબ્દોનો સોદાગર છે. સાહિત્યકાર શબ્દને પ્રતીક તરીકે વાપરે છે જ્યારે પત્રકાર માટે શબ્દ એ સીધું વાહન બની રહે છે. શબ્દની ઉપાસના બંને કરે છે. શબ્દના ઉપયોગનો વિવેક પણ બંને માટે એટલો જ જરૂરી છે. શબ્દના અવલંબન દ્વારા જ સાહિત્ય અને પત્રકારત્વની રચના થાય છે. સામાન્ય રીતે એમ કહી શકાય કે પત્રકારત્વ સપાટી પર રમે છે ને સાહિત્ય અંતરનાં ઊંડાણમાં સ્ફૂરે છે ને વિહરે છે. પત્રકારત્વમાં અગ્રદૂત બુધ્ધિ બને છે સાહિત્યમાં લાગણીભાવ કે આંતરભાવ વર્તમાનપત્ર હકીકતમાંથી પ્રગટે છે. ને તે સ્થૂળ સાથે વિશેષ સંબંધ ધરાવે છે. સાહિત્ય ભાવમાંથી જન્મે છે ને તેનો સંબંધ સૂક્ષ્મ સાથે રહે છે.

પત્રકાર જો સર્જકની જેમ શબ્દની સાધના કરે તો તેનું લખાણ અવશ્ય કલારૂપ ધારણ પણ કરે છે. પણ પત્રકાર વ્યવસાયમાં ગૂંચવાયેલો વ્યસ્ત હોય છે એના પર સમયનો તકાદો હોય છે. અંગ્રેજ લેખક મેથ્યુ આર્નોલ્ડે કહ્યું છે તેમ ''પત્રકારત્વ ઉતાવળે લખાયેલું સાહિત્ય છે. સર્જકની જેમ તેને

મોકળાશ કે નવરાશ મળતી નથી. એટલે સાહિત્યકારની જેમ શબ્દની સાધના કરવાનું શબ્દને ઔચિત્યપૂર્વક પ્રયોજવાનું એનાથી બનતું નથી પણ એ આવી ઝંઝટમાં શા માટે પડે એનું પ્રયોજન સાહિત્યકાર કરતાં નિરાળું છે. સાહિત્યકાર શબ્દના માધ્યમ દ્વારા સૌંદર્ય નિષ્પતિ કરે છે. પત્રકારને તો અનુકૂળ અર્થ બોધ અથવા પ્રચાર એ જ મુખ્ય પ્રયોજન છે.

પત્રકારત્વ અને સાહિત્યનો કાચો માલ ભાષા છે. સાહિત્ય અને પત્રકારત્વ બંનેના ઇંટ, ચૂના ને સિમેન્ટ ભાષા છે. પત્રકારત્વ આપણા સાદાસીધા ઘર જેવું છે. જ્યારે સાહિત્ય તાજમહાલ જેવી કળાકૃતિ છે.

સાહિત્ય એટલે એવું લખાણ કે જેનું મુખ્ય લક્ષણ સર્વ કાળ સર્વ સ્થળના વાચકોને આનંદ આપે એવા વિચારોની અભિવ્યક્તિ અને આકૃતિ હોય. સાહિત્યના હાર્દમાં બહુ વિશાળ અર્થમાં વિચાર છે આ વિચારની રજૂઆત અને અભિવ્યક્તિ અને જે કૃતિ દ્વારા અભિવ્યક્ત થાય છે તેને રચનાકળા એટલે કલાકૃતિ. આમ કવિતા, નિબંધ, વાર્તા કે નાટકો આ સાહિત્ય વિચારનું માળખું છે. સાહિત્યનો વિચાર આનંદમાંથી જન્મે છે.

સાહિત્યની એક લાક્ષણિકતા એ છે કે તે સ્થળ અને કાળ પર વિજય મેળવે છે. સાહિત્યની અભિવ્યક્તિ અને આકૃતિની કળા જેટલી ઊંચી તેટલી તે સાહિત્યની સ્થળ કાળ સામે વિજય ક્ષમતા વધારે.

વર્તમાન-પત્રના સમાચાર વિશે એમ કહી શકાય કે વાંચન સવિશેષ બુધ્ધિ અને સમાજની સપાટી પર રહે છે. ને તેનો ઉપયોગ તત્પૂરતો હોય છે. તેથી તેની સ્થાયી અસર ઓછી હોય તે સ્વાભાવિક છે. પત્રકરત્વમાં એવી અસર ઉપજાવવાનું અભિપ્રેત પણ નથી. પત્રકારત્વ વધુમાં વધુ ઈતિહાસ અંકોડારૂપ અથવા તેની સામગ્રીરૂપ બની શકે. સાહિત્ય સમગ્ર જીવનને રસી દેવાની શક્તિ ધરાવે છે. પરંતુ તે બાહ્ય દેખાવમાં, પ્રકારમાં કે આકારમાં જ નહિ પરંતુ આંતરત્વમાં પણ સાહિત્ય જ હોવું જોઈએ.

પત્રકારત્વ એતો એવું લખાણ જે સમાચાર આપે, સમાચાર સમજાવે અને સમાચારની સમીક્ષા કરે. આ લખાણના વિચારો ઉપરછલ્લા હોય છે. એનો ઝોક લોકપ્રિયતા ભણી હોય છે એની રચના ઉતાવળમાં કરી છે એથી જ આજનું છાપું આવતી કાલની પસ્તી બની જાય છે. જ્યારે સાહિત્યકૃતિ સૈકાઓની અવગણના પછી પણ ક્યારેક ફરી માથુ ઊંચકે છે અને તાજા ગુલાબ જેવી લાગે છે.

માનવીના વર્તમાન જીવનને જ જે સાહિત્ય ઝીલે છે તે કદાચ લોકપ્રિય થાય. પરંતુ પ્રશિષ્ટ સાહિત્ય જેવું દીર્ઘ જીવન પ્રાપ્ત કરી શકે નહિ. વર્તમાનપત્રને હેતુ જ વર્તમાનનું પ્રતિબિંબ રજૂ કરી તેમાં સુયોગ્ય પરિવર્તન આણવાનો છે. ત્યાં તેની આવરદા વિચાર કરવાનું યોગ્ય નથી. વર્તમાનપત્ર એટલે વર્તમાનનો અરીસો. સમાચાર પત્ર એટલે સાંપ્રતની માહિતી.

વર્તમાનપત્ર વિશે ઘણીવાર તુચ્છતા દર્શાવતાં એમ કહેવામાં આવે છે કે એમાં ચિરંજીવ કશું હોતું નથી. ઉપલક નજરે આ સાચું લાગે છે પરંતુ એ ધ્યાનમાં રાખવાની જરૂર છે કે વર્તમાન પત્રોમાં આવતી કેટલીક સામગ્રી ગ્રંથસ્થ થાય છે અને તેમાંની કેટલીક ચિરંજીવ પણ સિધ્ધ થાય

છે. સાહિત્યમાં પણ જે જન્મે છે તે અભ્યાસ અને અવલોકનનો વિષય છે. દૈનિકો, સપ્તાહિકો અને સામયિકોમાં આવતાં લેખો, નિબંધો, કાવ્યો, વાર્તાઓ ચાલુ નવલકથા વગેરે તેમાં આવે છે તેથી જ તેનામાં સાહિત્ય ગુણની ખામી હોય છે કે રહી જાય છે એમ માનવામાં પૂર્વગ્રહ વિશેષ ભાગ ભજવે છે. વર્તમાનપત્રમાં આવે તે સાહિત્ય કોટિનું ન હોય એવા પૂર્વગ્રહમાંથી છૂટવું જોઈએ. એજ રીતે દર અઠવાડિયે એક એક પ્રકરણ પ્રગટ થતું રહે તે નવલકૃતિ નબળી છે એમ માની લેવાનું પણ યોગ્ય નથી.

પત્રકાર મુખ્યત્વે વર્તમાન સમાચાર આપે છે કે તેનું વિવેચન કરી તે ઉપર પોતાનો અભિપ્રાય પણ કેટલીક વાર પ્રગટ કરે છે. પત્રકાર સ્વાન્ત સુખાય કાંઈ લખતો નથી. પરંતુ લોકકલ્યાણ માટે લખી આત્મસંતોષ મેળવે છે. આથી જ તો સાહિત્યકાર સર્જે છે. પત્રકાર રજૂ કરે છે. પત્રકાર સર્જક કરતાં સમીક્ષક વધુ છે. પત્રકારને સમાચાર માણવા મણાવવા કરતાં જાણવા જણાવવામાં વધુ રસ હોય છે. પત્રકારે સર્જન કરવાનું નથી. તસવીર લેવાની હોય છે. સાહિત્ય સર્જન સંવેદનામાંથી પ્રગટે છે. પત્રકારત્વમાં સંવેદન પ્રગટાવનારા પ્રસંગોનો પરિચય મળે છે. જે આઘાત પ્રત્યાઘાત જાગે તે પત્રકારની કલમમાંથી ઊતરી આવે છે. માત્ર પત્રકારનું સીધુ નિશાન તેનો વાચક સમુદાય હોય છે. પોતે જે જાણ્યું તે લોકોને જણાવવાની ફરજ રહે છે. સાહિત્યકારમાં જાણવા કરતાં માણવાની-અનુભવવાની બીજાને ભાગીદાર બનાવવાની વૃત્તિ પ્રધાનપદે રહે છે. આમ સાહિત્ય અને પત્રકારત્વ પરસ્પર વિરોધી નથી તેમ એક પણ નથી.

છાપાંનુ લખાણ ઉતાવળે ત્વરિત ગતિએ અને પુખ્ત વિચારને અવકાશ આપ્યા વિના લખાયેલું હોય છે. અને તેથી તે અપક્વ ને આછોતરુ હોય જ એ પત્રકારત્વના સાહિત્ય ઉપર થતા આક્ષેપોનું તારતમ્ય કહેવાય. પરંતુ તેમાં ખાસ તથ્ય નથી. આવી દલીલો કરનારા ભૂલી જાય છે કે નર્યા સાહિત્યકારોમાંનાં ઘણાનાં સર્જન પત્રકાર કરતાં પણ વધુ ત્વરિત ગતિએ લખાયેલાં હોય છે. શ્રી કનૈયાલાલ માણેકલાલ મુનશી જેવા કેટલાય સાહિત્યકારોનાં કેટલાંક ખૂબ પ્રશંસા પામેલાં પુસ્તકો પણ એક બાજુ કંપોઝ થતાં હોય તેને પહોંચી વળવા માટે ઝડપથી લખાયેલાં હોય છે. કોઈવાર ટ્રેનમાં, કોઈ વાર કોર્ટમાં જ્યાં બે મિનિટ મળી ત્યાં બે પાનાં લખાયા એ રીતે એમનાં સમર્થ સર્જનો પ્રકટેલા છે. આજનાં યંત્રને ગ્રાહકોને અને સમયને પહોંચી વળવા લગભગ દરેક સાહિત્યકારને પોતાની ઝડપ વધારવી જ પડે છે.

સ્વ. લોકમાન્ય તિલક કે ગાંધીજી, શ્રી મશરૂવાળા કે કાકા કાલેલકર, નવલરામ કે આનંદશંકર ધ્રુવનાં વિવિધ સામયિકોમાં પ્રસિધ્ધ થયેલાં લેખો, ભાષણો કે નિવેદનો આજે પુસ્તકારૂઢ થવા પામ્યા છે. એ જ એ કથનનાં પુરાવા રૂપ છે કે પત્રકારત્વમાં સ્થાન પામતું બધું લખાણ અપરિપક્વ વગર વિચાર્યું, અતિ ઉતાવળું ને ક્ષણજીવી છે એમ કહેવું સાવ સાચું નથી.

પત્રકારત્વ એ સાહિત્યિક રચનાનું પ્રવેશદ્વાર ગણાય છે. કારણ એની પાસેથી લેખકને આવશ્યક પૂર્વભૂમિકા અને તાલીમ મળી રહે છે.

સાહિત્યના વિકાસને માટે પત્રકારત્વ એક વિશાળ ક્ષેત્ર પૂરું પાડે છે. અર્વાચીન યુગમાં પત્રકારત્વને લીધે સાહિત્યનો ઘણો વિકાસ થયો છે. સાહિત્યના અમુક સ્વરૂપો તો પત્રકારત્વને લીધે

જ ઉદ્‌ભવ્યા કે વિકાસ પામ્યા છે. દા.ત. ટૂંકી વાર્તાની વ્યાપકતા તે પત્રકારત્વનું એક મોટું પરિબળ છે. ટૂંકી વાર્તાના ગ્રંથ વંચાય છે તેના કરતાં વર્તમાનપત્રમાં આવેલી ટૂંકી વાર્તા વિશેષ વંચાય છે. ધૂમકેતુ, દ્વિરેફ, મેઘાણીની વાર્તાઓ પત્રકારત્વના માધ્યમથી વિશેષ પ્રસારણ પામી છે. તેવી રીતે નવલકથા ચાલુ વાર્તા તરીકે ધારાવાહી રૂપે આવવા માંડી ને તેથી નવલકથાના સ્વરૂપનો પણ વિકાસ થયો. મેઘાણીની 'વેવિશાળ'ને 'તુલસીક્યારો' પેટલીકરની 'મારી હૈયા સગડી' નવલકથાઓ ધારાવાહી રૂપે પ્રગટ થઈ હતી. ગુણવંતરાય આચાર્યની ઘણી નવલકથાઓ આ રીતે ધારવાહી રૂપે પ્રગટ થઈ હતી. 'છેલ્લો કટોરો' મેઘાણીનું કાવ્ય ગાંધીજી 'Round Table Conference' માટે વિલાયત જવા નીકળ્યા ત્યારે લખાયું હતું. તે 'સૌરાષ્ટ્ર' માં પ્રથમ પાના પર પ્રસિધ્ધ થયું હતું.

સાચે જ પત્રકારત્વે આપણને નવા સર્જકો અને નવા વિવેચકો આપ્યા છે. નવા નવલકથાકારો અને કવિઓ આપ્યા છે. પત્રકારત્વે લલિત વાડમયને જ નહિ પણ સાહિત્યના બધા પ્રકારોને પોષી ઉત્તેજીને જે જ્ઞાન, જે વિદ્વત્તા, જે કલા ચોક્કસ વર્ગનાં ગણ્યાં ગાંઠયાં લોકોનાં ઈજારા સમાન હતાં એને એ બંધિયારપણામાંથી મુક્ત કરીને આમ જનતા સુધી પહોંચાડયાં છે. અંગ્રેજી પત્રકારત્વે ડિકન્સ, કિપલીંગ, એડવિન, બર્નાડ શો, જેમ્સ જેવા સાહિત્યકારો આપ્યા છે. તેમ ગુજરાતી પત્રકારત્વે આપણને જે સાહિત્યકારો આપ્યા તેનું મૂલ્યાંકન કરી શકાય તેમ નથી. ઘણા ઓછા સાહિત્યકારો હશે જેનો સાહિત્યવિકાસ પત્રકારત્વને આભારી નહોય. દા.ત. મેઘાણી, હરીન્દ્ર દવે, હરકિશન મહેતા, ભગવતી કુમાર શર્મા આવા તો અનેક નામ મળી આવશે.

જનસંપર્કનું લોકમાધ્યમ એ પત્રકારત્વ છે. પત્રકારત્વનું મુખ્ય કામ અંત્યત લાઘવ પૂર્વક સમાચારો આપવાનું અને સમજાવવાનું છે. અતિ સાહિત્યિક ભાષા દ્વારા ભાષાની ભક્તિ કરવા જાય તો બાવાના બેય બગડે. અલંકારિક ભાષા પત્રકાર લખે તો એનું વર્તમાનપત્ર કથળી જાય. ભાષા લોકભોગ્ય, લોકોને સુગમ એવી વપરાવી જોઈએ. સામાન્ય જ્ઞાન ધરાવનાર માણસ પણ સમજી શકે તેવી ભાષા હોવી જોઈએ. સાદી ભાષાનું માધ્યમ સફળ થાય છે. છતાં જેવો વિષય, જેવી કોલમ તેવી ભાષા હોવી જોઈએ.

સાહિત્ય કે સાહિત્યિકતા સમાચાર પત્રોમાં આવશ્યક છે. અને ઉપયોગી પણ છે. છતાં ય તે અનિવાર્ય નથી. ઐચ્છિક છે. સમાચાર પત્રોમાં સાહિત્યિક સ્પર્શ માત્ર બસ છે. 'સાહિત્ય' શબ્દની પરિભાષા સંપૂર્ણપણે ચરિતાર્થ થવી જ જોઈએ એ જરૂરી નથી. પત્રકારમાં ભાષા પ્રત્યે સભાનતા છે પણ આ સભાનતા અસરકારક રજૂઆત માટે વપરાય છે.

સાહિત્યકાર માટે ભાષા સાધન અને સાધ્ય બંને છે. સાહિત્યકાર ભાષાનો અર્થથી ભિન્ન એવો પણ ઉપયોગ કરે છે. શબ્દનું લાવણ્ય, શબ્દનો ધ્વનિ અને શબ્દનો લય સતત વિકસાવે છે. સાહિત્યકાર માટે ભાષાના સૌંદર્યનું નિર્માણ એ પોતે એક હેતુ બની જાય છે. પત્રકારત્વ માટે આ કળા પ્રવૃત્તિ અડચણ કર્તા છે પણ સાહિત્યકાર માટે તે ઉપકારક છે.

પ્રત્યેક પત્રકાર માટે સાહિત્યિક કે સાહિત્યકાર બનવુ જરૂરી નથી. છતાં ય સાહિત્યિકતા માત્ર આવકારવાદાયક છે. ભાષા સાહિત્યનું જ્ઞાન અપેક્ષિત છે. સાહિત્યના અંશો મર્યાદિત પ્રમાણમાં જ અને અપેક્ષા અનુસાર હોવા જોઈએ. પત્રકારી માટે ભાષા શુધ્ધિનું જ્ઞાન અપેક્ષિત છે છતાં ય તેને

માટે સાહિત્યકાર બનવું જરૂરી નથી.

વર્તમાન પત્રોમાં અશુધ્ધ ભાષા અને જોડણીની ભૂલો ચલાવી ન લેવાય, પત્રકારત્વ બિનસાહિત્યિક હોવા છતાં તે અસાહિત્યિક નથી. ગ્રંથસ્થ પુસ્તકોમાં હોય એવી ભાષાશૈલી સમાચાર પત્રોમાં ચલાવી લેવાય નહિ કારણ એ લોકસંપર્કનું માધ્યમ છે.

સાહિત્ય અને પત્રકારત્વ વચ્ચે જેટલી ભિન્નતા છે તેટલી જ સમાનતા પણ છે. બંનેનો પાયો ભાષા છે એટલે ભાષા પ્રત્યે સભાનતા પત્રકારમાં પણ હોય છે. સૌથી આકર્ષક સમાનતા એ છે કે બંને શબ્દની શોધ કરે છે. હેતુ જુદા છે પણ યોગ્ય શબ્દ માટે બંને મથે છે. શબ્દની શોધ જ્યારે પત્રકાર કરે છે ત્યારે ભાષાની ક્ષમતા વધે છે.

આધુનિક સમયમાં આ શબ્દની શોધથી સાહિત્યકાર અને પત્રકાર નજીક આવ્યા છે આનું કારણ એ છે કે બંને બોલચાલનાં શબ્દો શોધતા હોય છે. બોલચાલની ભાષા સાહિત્યિક ભાષા કરતાં વધારે અકૃત્રિમ છે. એટલા માટે જ તેનાં ભણી નજર જતી હશે. બોલચાલની ભાષા વહેતા પાણી જેવી છે. આથી એમાં ઝરણાંની તાજગી છે.

પત્રકારને બોલચાલની ભાષામાં અભિવ્યકિતની અસરકારક સગવડ મળે છે.

સાહિત્ય અને પત્રકારત્વ વચ્ચે બીજી સૌથી મોટી સમાનતા એ છે કે બંનેનો વિષય સામુદાયિક જીવન છે. પત્રકારત્વ સમાજની તવારીખ છે. આજનું પત્રકારત્વ આવતીકાલનો ઈતિહાસ છે. જુદી જુદી ઘટનાઓ દ્વારા પત્રકાર સમાજની તસ્વીર રજૂ કરે છે. સાહિત્યકાર વ્યક્તિ અને સમાજની તસ્વીર એવી રીતે દોરે છે કે તે કલાકૃતિ બને છે. આમ પત્રકાર સમાજનો ફોટોગ્રાફર છે. સાહિત્યકાર સમાજનો ચિત્રકાર છે.

માનવજીવન સાહિત્ય અને પત્રકારત્વનો એક માત્ર વિષય છે. પત્રકાર માનવજીવનનું બયાન લખતો જાય છે જ્યારે સાહિત્યકાર માનવજીવનના કાચા માલમાંથી પોતાનાં કલ્પના બળથી નવી દુનિયા સર્જે છે.

જો સાહિત્ય અને પત્રકારત્વ એકબીજામાંથી શીખે તો બંનેની ગુણવત્તામાં વધારો થાય. પત્રકારમાં જે ચોકસાઈ હોય છે તે સાહિત્યકારે કેળવવા જેવી છે. પત્રકારની શબ્દાળુતા ને લાઘવ એક સાથે હોય છે. પણ એનામાં જે લાઘવ છે તે સાહિત્યકૃતિમાં સીંચવા જેવો છે. મુનશીની નવલકથાઓમાં ભાષાનું જે લાઘવ છે એને કારણે એમાં જે વેગ આવ્યો છે તેમાં પત્રકારત્વના સારા અંશોની છાંટ છે. પત્રકારત્વ સાહિત્ય પાસેથી ભાષાનું લાવણ્ય શીખે તો વધુ સમૃધ્ધ બની શકે. પત્રકારોને સાહિત્ય પાસેથી કંઈ ખરું શીખવાનું હોય તો તે માનવમૂલ્યો માટેની ચીવટ પત્રકારત્વ પર સાહિત્યની આ અનુકંપાની ઝરમર થાય તો માનવસમાજની સમસ્યા તે વધુ અસરકારક રીતે રજૂ કરી શકે.

સમાચાર પત્રોમાં સાહિત્યિક અંશો કે સાહિત્યનો સ્પર્શ એટલે સાહિત્યિકતા નહીં પરંતુ તે વિવિધ શૈલીઓનું એક આદર્શ મિશ્રણ હોય છે. ઈન્દ્રધનુષના રંગો જેવું વિવિધ વિષયોનું મિશ્રણ સમાચાર પત્રોમાં થયેલું હોય છે. વૈવિધ્યપૂર્વક વિષયનું, રૂચિનું, રસનું, પોષણ કરે છે. એકતામાં

અનેકતા ને અનેકતામાં એકતા જેવું ઘણું વૈવિધ્યપૂર્ણ વાંચન એક જ સ્થાને મળી શકે છે.

સાહિત્ય અને પત્રકારત્વ એક નથી. તે નિરાળાં છે. પરંતુ વિરોધી નથી. એ બંને વચ્ચે સંબંધ અને સંપર્ક રહેશે તો બંને ક્ષેત્રે લાભ જ થશે.

પત્રકારત્વ એ વર્તમાનયુગનું સાહિત્ય ક્ષેત્ર છે. એટલે સાહિત્યની પરંપરાગત વ્યાખ્યાને વિશાળ બનાવવી એ જ સુઘટિત છે. પત્રકાર ઊંચો કે સાહિત્યકાર એવી ચર્ચા કરવાનો કોઈ અર્થ નથી. અર્થ હોય તો પણ તેનો અંત આવે એમ નથી.

સાહિત્ય અને પત્રકારત્વ વચ્ચે વર્ષોથી એક પ્રગાઢ સંબંધ રહ્યો છે. સાહિત્યે પત્રકારત્વને ઘણી જ ભાષા સમૃધ્ધિ પૂરી પાડી છે. તો પત્રકારત્વએ ઘણા સાહિત્ય સર્જકોમાં સુષુપ્ત પડેલી-સર્જકશક્તિને ખીલવી છે. સમાજના સંસ્કાર અને વિચારોનું ઘડતર કરનારા આ બે પરિબળોની અલગતામાં અને એકતામાં એ વિશિષ્ટતા છે કે બંનેની અભિવ્યક્તિનું માધ્યમ માત્ર શબ્દ જ છે અને માટે જ સાહિત્યમાંથી પત્રકારત્વમાં ને પત્રકારત્વમાંથી સાહિત્યમાં સરકવાનું વારંવાર બનતું આવ્યું છે.

સમગ્ર સમાજનું સર્વાંગી દર્શન કરાવતો અરીસો બનવું એ જ સમાચાર પત્રનું કાર્ય છે. સાહિત્ય સર્જનની પ્રક્રિયા અને તંત્રી કે અખબારી લેખનની પ્રક્રિયા ભિન્ન-ભિન્ન પ્રકારની હોય છે. બંને માટે સાહિત્ય અને સાહિત્યિકતા છે. છતાં વાંચનની દૃષ્ટિરૂપે એ ભિન્ન-ભિન્ન પ્રકારની હોય છે. જેમ એક સાહિત્ય સર્જક પોતાનાં લખાણો માટે જવાબદાર વ્યક્તિ ગણાય છે. સમાજને જવાબ આપવો પડે છે તેમ એક પત્રકાર પણ સમાજને જવાબ આપવા માટે જવાબદાર બંધાયેલો છે.

સ્વાતંત્ર્ય પ્રાપ્તિ પછીના વર્તમાનપત્રોમાં સાહિત્યનો ગુણ જળવાઈ રહ્યો છે એટલું જ નહિ પણ કંઈક વધ્યો અને વિકસ્યો પણ ખરો. આજના કોઈ પણ વર્તમાનપત્ર પર ખાસ કરીને રવિવારે પ્રગટતાં સંસ્કારપૂર્તિ કે આવૃત્તિઓ પર નજર નાખતાં તે દેખાઈ આવે છે, સાહિત્ય સર્જકોની સંખ્યા જેમ શિક્ષણમાં, વિદ્યાના ક્ષેત્રમાં છે તેમ પત્રકારત્વમાં પણ છે. **A Paper which is made by your views of the News is the News Paper.**

સમાચાર પત્રોમાં જરા પણ કાલ્પનિકતા ચલાવી લેવાય નહિ. સાહિત્યમાં કલ્પનાના અંશો હોઈ શકે. સાહિત્યકારોને જેટલી સ્વતંત્રતા અને સ્વાયત્તતાની જરૂર છે તેટલી બલ્કે તેનાથી વધુ સ્વતંત્રતા ને સ્વાયત્તતા તંત્રીને હોવી જોઈએ. કારણ શું લખવું ને શું ન લખવું તે એણે નક્કી કરવાનું છે. સાચો સાહિત્યકાર કોઈના કહેવા પર નથી ચાલતો તેમ સાચા તંત્રીએ પણ કોઈના દબાણ હેઠળ આવવું જોઈએ નહિ. સમકાલીન સાહિત્ય સર્જનની જેમ સમકાલીન સમસ્યાઓનું સચોટ આલેખન એ જ સમાચાર પત્રોની મુખ્ય સામગ્રી બને છે.

સ્વાતંત્ર્ય સંગ્રામ દરમ્યાન દેશના લગભગ બધા જ નેતાઓએ પોતાના વિચારોને વ્યક્ત કરવા માટે સમાચાર પત્રોનો ઉપયોગ કર્યો છે એટલું જ નહિ પણ પોતે એક અથવા બીજા કોઈ સમાચાર પત્રો સાથે જોડાયેલા રહ્યા છે. દા.ત. ગાંધીજી-હરિજન પત્ર, નવજીવન, ટિળક-કેશરી, ફીરોજશાહ મહેતા બોમ્બે ક્રિમિનલ જેમ રાજકીય ક્ષેત્રે તેમ સાહિત્યિક ક્ષેત્રે પણ સાહિત્યિક સર્જકોએ એક

અથવા બીજા સમાચાર પત્રોનો આશ્રય લીધો છે.

સાહિત્ય કલ્પના મિશ્રિત છે. સર્જકને કશીક તીવ્ર અનુભૂતિ થાય છે ને ભાષા દ્વારા તેને તે અભિવ્યક્ત કરે છે. સર્જક આમ કશુંક નિર્માણ કરે છે. કશુંક નવું સર્જે છે. પત્રકાર હકીકત પર નિર્ભર હોય છે. બનેલી ઘટનાને તે વિગતે આકર્ષક રૂપે રજૂ કરી શકે છે. તે વિવેચન પણ કરે, ઘટનામાં ઘેરા રંગ પૂરે, ઘટનાને વિગતે આકર્ષક રૂપે રજૂ કરી શકે. આ બધું કરવાનો તેને અવકાશ છે પણ વાસ્તવિક ધરતી પર જ તેના ચરણ મંડાયેલા હોય છે. કલ્પનાની પાંખે ઊડવાનો વૈભવ તેના ભાગ્યમાં નથી. વર્તમાનપત્રમાં તો હકીકત જેટલી વિગતે અપાય તેટલે અંશે તે ઉત્તમ કહી શકાય.

પત્રકારત્વ ને સાહિત્યની સીમાઓ એકમેકમાં મળી જાય છે. લગભગ બધા જ સાહિત્ય પ્રકારો એક યા બીજી રીતે પત્રકારત્વમાં આવી જાય છે. ભાષાના માધ્યમ દ્વારા સાહિત્યકાર આત્માભિવ્યક્તિનો હેતુ સાધે છે. જ્યારે વર્તમાન પત્રનો ઉદ્દેશ માત્ર વાચક સાથે કોમ્યુનિકશન સાધવાનો છે.

અખબાર એ સામૂહિક પ્રસારણનાં માધ્યમોમાંનું એક ગણાય છે. તેમ છતાં એ સાહિત્ય સાથે અત્યંત નિકટનો સંબંધ ધરાવે છે. જે પત્ર સાહિત્યિક દૃષ્ટિએ વધુ સુઘડ ને વધુ રોચક વાંચન પૂરું પાડે છે તે ઊંચી કોટિનું તેમ અત્યારે પણ મનાય છે. પત્રકારત્વ એ સાહિત્યનો જ એક પ્રકાર છે. પત્રકારને સાહિત્યનો જેટલો વધુ સ્પર્શ તેટલે અંશે એ વધારે સારી રીતે રજૂઆત કરી શકે. સાહિત્યના લેશમાત્ર સ્પર્શ વિનાનું પત્રકારત્વ મીઠા વિનાના ભોજન જેવું લેખાય.

સાહિત્ય વર્તમાન પત્રથી જલકમલવત્ રહી શકવાનું નથી. સાહિત્યની ટૂંકી વાર્તાઓએ અખબારી સત્યકથા કે સમાજ કથાનું રૂપ ધારણ કર્યું છે. પત્રકારત્વ આજે જગતભરમાં એક મહાન શક્તિ થઈ રહી છે. એ હજારો જીભ વડે બોલે છે. બલ્કે લાખો કાનોમાં સાદ પાડી શકે છે.

શ્રેયાંશ શાહ કહે છે :-

All Litereure is Journalisam. આજનો યુગ એ સાચા પત્રકારનો યુગ છે. મોર્ડ ગ્રેના મત મુજબ પત્રકારત્વ એ સ્વતંત્રતાનો રસિક હેતુ છે ને જગતની ચોથી મહાસત્તા છે. પ્રજા જીવનની પારાશીશી છે. અને લોકજીવનની વેધશાળા છે. વર્તમાન પત્ર લોકોનો મિજાજ તેમની જિજ્ઞાસા, પૃચ્છા અને આકાંક્ષાઓને વાચા આપવાનું એક સ્વચ્છ અને પ્રબળ માધ્યમ છે.

પત્રકારત્વનો ઈતિહાસ નાના-મોટા અન્યાયો સામે સામાન્ય માણસની લડતનો ઈતિહાસ છે. આજે પણ પત્રકારત્વ લોકશાહીના માન્ય સ્થંભો ઉપરાંત એક વધારાના સ્થંભ તરીકે પોતાનો ધર્મ બજાવી રહ્યું છે. નેપોલિયને પણ લખ્યું હતું કે 'છાપખાનાની શાહીમાં ભલભલા તંત્રો પણ ડૂબી જશે.' અને ખરેખર આવું જ બનતું રહ્યું છે. આ કલમની શક્તિ છે. આ કલમને જ્યારે પ્રજાના હાથ અને હૃદયનો ધબકાર સ્પર્શે છે ત્યારે તેમાં એક બળ જન્મે છે. લોકલાગણી સાથે સમાંતર ચાલતી અખબારની નીતિ લોકોની ચાહના ગુમાવતી નથી. અખબારનો ફેલાવો જ તેની લોકચાહનાની ઉત્તમ પારાશીશી છે. ઝવેરચંદ મેઘાણીએ એક પ્રસંગે નોંધ્યું છે કે 'પાનાં ફરે તો સોના ઝરે.' ખૂબ વાચનથી સોના જેવું સાહિત્ય મળે અને પત્રકારત્વની પરિભાષામાં ચોક્કસ ફરક મળે.

સાહિત્ય અને પત્રકારત્વ એ એક સિક્કાની બે બાજુઓ હોવા છતાં તેમાં વિરોધાભાસ જણાય છે. બંને ક્ષેત્રના કસબીઓ એકબીજા સામે ધૂરક્યા કરે છે. સાહિત્યને સમયની પાબંધી નથી તો પત્રકારત્વને સમયની પાબંધી પર નભવું પડે છે. પત્રકારત્વ આજની વાત કરે છે તેને ચોક્કસ દિવસ અને તારીખ સાથે સંબંધ છે. જ્યારે સાહિત્ય ચિરંજીવ છે. જો પત્રકાર અને સાહિત્યકાર અળગા રહેશે તો બંનેને હાનિ થશે. બંનેનું સામીપ્ય પરસ્પરને પૂરક બનશે.

ચિરંજીવી સાહિત્યનો લેખક એક ગ્રંથકાર ને વર્તમાનપત્રોનો તેજસ્વી સંપાદક બેઉની તુલના કરો ને જો લોકની પ્રતિભા તોળી શકાતી હોય તો બેઉનું વજન સરખું જ રહેશે. પત્રકારત્વ સાહિત્ય જેટલું વૃધ્ધ થયું નથી, પરંતુ ભાવિ ઈતિહાસકાર એ બેની સ્થૂળ સૂક્ષ્મ શક્તિનો, જનતાનું ઘડતર કરવાની બેઉની કાર્યક્ષમતાનો અને બેઉની નિષ્પતિ પાછળ રહેલી પ્રતિભાનો તુલનાત્મક ઈતિહાસ લખશે ત્યારે તે જરૂર ન્યાય તોળશે કે એક સાચા સાહિત્યકાર જેટલો જ મહાન એક સાચો પત્રકાર છે. અને સાહિત્ય વિવેચન તથા વૃત્ત વિવેચન બેઉ જોડિયા ભાઈ છે.

અને પત્રકારે સાહિત્યના કયા અંગને 'અછૂત' રાખ્યું છે. ? ન માની શકાય તો વાંચો 'જન્મભૂમિનો વૈશંપાયન કે સમાચારની સાપ્તાહિક પૂર્તિ,' નિત્ય નવલ, ચિત્તાકર્ષક અને કાવ્યતત્વથી સભરભર્યા કાવ્ય વૃત્ત વિવેચનનો એ અચ્છો નમૂનો છે. સમાજના થરોને એ ગમે છે, સ્પર્શે છે ને મુગ્ધ કરે છે.

નરસિંહ, મીરાંનાં ભજનો, કબીર, સૂરનાં વચનો અને અન્ય કાવ્ય પ્રસાદીઓને પણ વૃત્તકાર સમયોચિત્ત યોજે છે. ગાંધીયુગે એ વળાંકને વિશેષ વેગ આપ્યો છે ને સૌરાષ્ટ્ર શ્રેણીએ તેમાં બળ પૂર્યું છે. પત્રકારત્વે લીધેલા એ ઝોકને કારણે તે સાહિત્યની વધારે સમીપ આવ્યું છે.

મમ્મટની કાવ્યની વ્યાખ્યા કારિકા કાવ્ય રસાત્મકમાં હવે નવું લક્ષણ વૃત્તાત્મકમ પણ ઉમેરવાનો સમય હવે બહુ વેગળો ભાસતો નથી.

સામાન્ય વાચક માટે સાહિત્યની જે અપેક્ષા હોય તે બધી એક દૈનિક પૂરી પાડે છે. સાહિત્યિક પ્રતિભા વિના પત્રકાર થવું મુશ્કેલ છે.

સાહિત્યનાં અવનવાં સ્વરૂપોને પત્રકારત્વ દ્વારા ઘણું પોષણ મળ્યું છે. નિબંધ, નવલિકા, ઊર્મિકાવ્ય વગેરેને જે નવો ઘાટ મળ્યો તે પણ પત્રકારત્વને આભારી છે.

છેલ્લા દાયકાના વિવિધ અગ્રગણ્ય વર્તમાનપત્રોની સાહિત્યિક કોલમોનું જે ચિત્ર પ્રાપ્ત થાય છે તેમાં સાહિત્યના સ્વરૂપો જેવાં કે નિબંધો-હળવા કે લલિત, ચરિત્રાત્મક સાહિત્ય, ધારાવાહી નવલ કથાઓ, ટૂંકી વાર્તા એ બધાંને પણ વર્તમાનપત્રોમાં સારું એવું સ્થાન મળ્યું છે. વર્તમાનપત્રોએ તેની જરૂરિયાત મુજબ તેનાં સ્વરૂપનાં ક્યારેક ફેરફારો કરીને પણ તેમાં બહોળા પ્રમાણમાં ફેરફાર કર્યો છે. આ દૃષ્ટિએ વર્તમાનપત્રો અને સાહિત્ય વચ્ચે આદાન પ્રદાનની પ્રક્રિયા થયેલી ગણાય.

પ્રજાને વાંચતી કરવી તેની વાંચનભૂખ ઊઘાડવી, આ વ્યવસ્થા કોણ કરશે ? તો એનો જવાબ છે, વર્તમાનપત્રોએ સાર્હિત્ય સાથે વાંચકોનો નાતો જોડી આપનાર સબળ માધ્યમ છે.

અસ્તિત્વવાદ : ગુજરાતી કવિતામાં અસ્તિત્વાદ

- સેજલ શાહ

મનુષ્યનો પાયાનો પ્રશ્ન ટકી રહેવાનો પ્રશ્ન છે. મનુષ્ય પોતાના અસ્તિત્વને ઉત્કટપણે ચાહે છે. કોઈપણ પરિસ્થિતિમાં ટકી રહેવાની તેનામાં અદમ્ય જિજીવિષા રહેલી છે. જન્મ પહેલાનો અવકાશ અને મૃત્યુ પછીનો અવકાશ મનુષ્ય માટે અસહ્ય બને છે. ક્ષણક્ષણમાં વહેંચાયેલો મનુષ્ય સ્મૃતિઓ, સંવેદનો, અનુભવોને એક અને અખંડરૂપમાં જોવા ઝંખે છે. અસ્તિત્વવાદીઓ ક્ષણેક્ષણને જીવવામાં અને તેનો મહિમા કરવામાં માને છે. સૃષ્ટિની અશાશ્વતતાને અસ્તિવવાદી ચિન્તક સ્વીકારે છે. આ અશાશ્વતતાને કોઈ કલ્પના કે વિચારો દ્વારા ઓળંગી જવાની ચેષ્ટા અસ્તિત્વવાદી ચિંતક કરતો નથી. અસ્તિત્વવાદમાં કોઈ બુદ્ધિવાદી વલણોએ ઉપજાવેલી અમૂર્ત વિભાવનાઓ કરતાં ક્ષણેક્ષણના અનુભવની વાસ્તવિકતા વધુ મહત્વની છે. વાસ્તવિકતાના બાહ્ય સ્તર નીચે રહેલા કોઈ સત્યને શોધી કાઢવામાં એમને રસ નથી. પણ ક્ષણેક્ષણના સત્યને પારખી તેને જીવી લેવામાં જ તેઓ માને છે. અધતન કવિને જળમાં, સ્થળમાં ફૂલમાં, ધૂળમાં દરેક સ્થળે સર્વત્ર 'હુ'ની પ્રતિષ્ઠા કરવી છે પણ આત્મસ્થાપન અને આત્મખોજ કરવા નીકળેલા અસ્તિત્વવાદી માનવીમાં હવે અહમ બ્રહ્માસ્મિ ની ખુમારી નથી. હવે એ લાચાર - વિવશ છે. એની યાત્રા અત્યંત વેદનામય, ભયાવહ ને દુર્ભગતાથી ભરેલી છે.

અસ્તિત્વાદ પરંપરાગત - **traditional** અથવા પ્રશિષ્ટ **Classical** ગણાતા તત્વજ્ઞાનની શાખાઓની જેમ કોઈ તાત્વિક 'વાદ' નહીં પણ એક ચિંતનધારા છે. જેનો ઉદ્‌ભવ ટ્રેડિશનલ - કલાની પરંપરા સામેના પ્રત્યાઘાતરૂપે થયો. આ ચિંતનધારાના પ્રમુખચિંતકોમાં ઈશ્વરનિષ્ઠ આસ્તિક કિર્કેગાર્ડ જેવા મૂળ પ્રવર્તક છે તો બીજે છેડે પૂર્ણ અનીશ્વરવાદી તરીકે ઓળખાતા આધુનિક ચિંતક સાર્ત્ર છે. અસ્તિત્વવાદીઓનું સૌથી મોટું પ્રદાન હોય તો તે માનવીના ગૌરવની પુનઃ પ્રતિષ્ઠા કરવામાં છે. અનેક શક્યતાવાળો નક્કર માનવી, **absurd** દશામાં ફેંકાઈ ગયેલો છે, એક બાજુ માનવીની લાચારી અને બીજી બાજુ તેના પર સ્વતંત્રતાનો અભિશાપ !

આધુનિક અસ્તિત્વવાદી ચિંતનનો પ્રભાવ ઓગણીસમી સદીથી શરૂ થયો છે અને વીસમી સદી દરમ્યાન તેનો પ્રભાવ અનુભવાય છે. અસ્તિત્વવાદના મૂળ આપણને ઈડીપસ નાટકમાં પણ જણાય છે જેમા **"All is well"** જે ખરેખર નથી. શેક્સપિયરના 'હેમ્લેટે'

વર્તમાનપત્રોમાં એવા સાહિત્યને સ્થાન મળવું જોઈએ જે વાંચકો માટે માર્ગદર્શનરૂપ થઈ પડે. મેઘાણીના સમયનું 'કૂલછાબ'એ આ દિશામાં ઉત્કૃષ્ટ ઉદાહણ પૂરું પાડયું છે. ગુજરાતી વર્તમાનપત્રો 'જન્મભૂમિ,' 'મુંબઈ સમાચાર,' 'સમકાલીન,' 'ગુજરાત સમાચાર' જેવા વર્તમાનપત્રો નિયમિત રીતે આવા સાહિત્ય વિભાગો પ્રગટ કરતા રહે છે.

આમ સાહિત્ય ને પત્રકારત્વ વચ્ચે ચોલી દામનનો સંબંધ છે એમ કહીએ તો તેમાં અતિશયોકિત નહિ ગણાય.

-: સંદર્ભ પુસ્તકો :-

૧. સાહિત્યરંગી પત્રકારત્વ - ડૉ. અમિતા ઠાકોર

૨. સાહિત્ય અને પત્રકારત્વ - સંપાદક ડૉ. કુમારપાળ દેસાઈ

૩. અખબારનું અવલોકન - ડૉ. યાસીન દલાલ

૪. સાહિત્ય અને પત્રકારત્વ - ડૉ. રઘુવીર ચૌધરી પરબ જૂન ૧૯૮૦.

૫. સાહિત્ય અને પત્રકારિત્વનો સંયોગ - બુધ્ધિ પ્રકાશ ઑગષ્ટ ૧૯૮૪.

૬. પત્રકારત્વ - દવે હરીન્દ્ર પરબ જૂન-જુલાઈ ૧૯૮૨.

૭. સાહિત્ય અને પત્રકારત્વનો સંબંધ - પરબ જૂન ૧૯૮૦.

૮. પત્રકારત્વ અને સાહિત્ય - સંદર્ભ - સંપાદક - ચિમનલાલ ત્રિવેદી ને જયંત કોઠારી.

૯. પરસ્પર પૂરક પ્રવૃત્તિ - પરબ જૂન ૧૯૮૦.

૧૦. 'ગુજરાતી પત્રકરત્વનો ઈતિહાસ - ડૉ. રતન માર્શલ.

૧૧. સમૂહ માધ્યમો અને સાહિત્ય - ડૉ. પ્રીતિ શાહ.

મોટી ક્રાંતિ આણી. વિજ્ઞાન અને ટેકનોલોજીના વિકાસે માનવીય વિચારધારામાં પરિવર્તન આણ્યું, વિજ્ઞાને શ્રદ્ધાનો મહિમા ઠુકરાવ્યો અને પ્રકૃતિને માનવીએ જીતવી જોઈએ એવું મનાવા લાગ્યું. સત્તાની લાલસા વધી અને બધામાં મનુષ્ય સાધન બન્યો. ઈશ્વરીય તત્વે આત્માને અમર કહી મૃત્યુના ભયમાંથી બચાવવાનો પ્રયત્ન કર્યો જ્યારે રોમેન્ટીસીઝમવાદે ભૂલી જવાની યુક્તિ દેખાડી. ગાંધીયુગના કવિઓનો આદર્શ હતો, અસુંદરને પણ સુંદર કરીને ચાહવાનો. આ કવિઓએ એને ઉલટાવી નાખ્યો. મનુષ્યને મુખ્ય બે પ્રશ્નો સતાવી રહ્યા હતા. 'સ્વતંત્રતા શું છે?' અને 'ઈશ્વર વગરનો માનવી બેવડ વળી જાય કે ટટ્ટાર ચાલે?'

સાર્ત્ર ઈશ્વરના અસ્તિત્વનો ઇન્કાર કરે છે અને માનવીના અસ્તિત્વની દિશામાં ફલાંગ મારી એની વિભાવના સર્જે છે. સ્વતંત્રતા વિશે કહે છે કે માનવી પોતાને માટે પોતે જવાબદાર છે. પોતે પસંદગી કરે છે અને તેમાં જ તે સર્વ-માનવીની પસંદગી કરી લે છે. માનવીમાં કર્મ દ્વારા સમસ્ત માનવજાત એમાં સંડોવાઈ જાય છે. માનવીના શિરે આવા પ્રકારના નિર્ણયની સ્વતંત્રતા લદાયેલી છે. સાર્ત્રની મતે **"Man is condemned to be free."** બીજી તરફ પ્રખર આસ્તિક અસ્તિત્વવાદી કિર્કેગાર્ડ પણ માનવીના માથે લદાયેલા આ શાપની વાત કરે છે કે ઈશ્વરના અસ્તિત્વને કારણે તો માનવીની ભાંજગડ વધી ગઈ છે ! માનવીએ પ્રશ્નોનો સામનો કરી, વેદનામાંથી પસાર થઈ પોતાનો નિર્ણય પોતે જ કરવાનો છે. તેમના મતે માનવી હેમ્લેટની સ્થિતિમાં **either / or** નો વિકલ્પ જેમાં પસંદગી કરવાની છે. પસંદગી ન કરીનેય માણસ અંતે તો પસંદગી કરે જ છે. કાન્તના ખંડકાવ્ય વસંતવિજયમાં પાંડુ ક્ષણનું જીવન પસંદ કરે છે. જેમાં **true existence** જોવા મળે છે. પાંડુ પોતાની કામના મારી, લાંબા જીવન કરતાં પોતાની ઇચ્છા પ્રમાણેનું ક્ષણનું જીવન પસંદ કરે છે.

નિત્સે સમગ્ર બ્રહ્માંડના સૂત્રધાર એવા ઈશ્વરના મરણની ઘોષણા કરે છે. ધાર્મિકતા સામે પ્રહાર કરી તેણે તર્ક, બુદ્ધિએ બધા જ મૂલ્યોને સ્વીકારવાની ના પાડી. પણ અહીં વાસ્તવથી છટકવાની કોઈ યોજના નથી. સૃષ્ટિ જે રૂપે છે તેનો તેમ જ સ્વીકાર કરાવાનો છે. માનવીને શ્રદ્ધા નથી રહી. કવિ જાણે કોઈ અકળ દુઃસ્વપ્નમાં જીવે છે. મૂલ્યહ્રાસ, આત્મવિડંબના, વ્યર્થતા, લાચારી, વિભકતતાનાં સંવેદનો ગાય છે. અસ્તિત્વવાદી વિચારધારા લાભશંકરની કવિતામાં આ રીતે જોવા મળે છે,

"હું ઈશ્વરના અસ્તિત્વમાં નથી માનતો.
હું નથી માનતો માનવી આત્માની અમરતામાં"

તે મનુષ્યના હોવાનું જ મહત્વ કરે છે માટે કહે છે,

"માણસ માણસ જ છે,
અને તેથી તે કશું જ નથી."

ઈશ્વરની સર્વજ્ઞતા અને માણસની સ્વતંત્રતા વચ્ચે અહીં સંઘર્ષ છે. "મારે નામને દરવાજે"માં અનુભૂતિવિશ્વ વધુ સંકુલ બને છે અને વેદના, વ્યથા, વિરહની વિડંબના, વિફળતા જેવાં રૂપોમાં આવિષ્કાર પામે છે. વાસ્તવમાં પણ ભંગૂર રૂપની વાત થાય છે. પરંપરાગત કાલ્પનિક જગતની વિડંબના કરાય છે.

અસ્તિત્વલક્ષી સાહિત્યમીમાંસાનું મૂળ સાર્ત્રની નવલકથા 'નોશિયા' માં છે. અસ્તિત્વ એબ્સર્ડ છે અર્થાત અનિવાર્ય નથી તેનું કોઈ કારણ, પ્રયોજન હેતુ નથી. માણસની ચેતના નિષેધક છે. તે જગતની વસ્તુઓ જેવી સઘન, સભર, એકરૂપ નથી. તેના હાર્દમાં જ વિયોગ, શૂન્યત્વ, વિજનતા અને ઝંખના છે. આવા અસ્તિત્વને આકારબદ્ધ, સુરેખ, સ્વયં પર્યાપ્ત કરી શકાય ખરૂં?

પ્લેટોના સત્વ જેવું કશુંક વાસ્તવિક અસ્તિત્વમાં મળી આવે છે? સાર્ત્રની દ્રષ્ટિએ વાસ્તવિક અસ્તિત્વ અફલિત, અસ્તવ્યસ્ત, વેરવિખેર છે. તેને આકારબદ્ધ, રૂપબદ્ધ, સત્વબદ્ધ કરવાનું, તેને **being** આપવાનું કાર્ય કલા કે સાહિત્યમાં રહેલુ છે. તેને નોશિયામાં આપણને અસ્તિત્વવાદી કલામીમાંસાનું પહેલું વિધાન પ્રાપ્ત થાય છે, અસ્તિત્વને આકાર આપવામાં જ કલાકૃતિનું હાર્દ રહેલું છે. પ્લેટોની જેમ અનાદિ શાશ્વત રૂપતત્વો સાર્ત્ર સ્વીકારતા નથી. સાર્ત્ર અને કામૂની કલામીમાંસાના મૂળમાં નિર્ભ્રાંત દશા મહત્વની છે. અસ્તિત્વવાદી ઉદાસીનતા બીજા જ પ્રકારની છે. તેના મૂળમાં તો એ હકીકત છે કે માનવી પોતાને વિરાટ વિશ્વમાં ફેંકાયેલો જુએ છે અને તે એકલતા-અટૂલાપણું અનુભવે છે. આ એકલતા તેની સાચી ઉદાસીનતા છે. આ માટેની ગુરૂકિલ્લી હોય તો તે એ છે કે દરેક માનવીએ પોતાની પ્રત્યેક ક્ષણે પોતાના પ્રત્યેક કર્મમાં સ્વનિર્ણયની જવાબદારી ઉઠાવવી રહી. એટલે કે ઈશ્વર કે તત્વદર્શન, ધર્મસંસ્થા, સમાજ કે રાજ્ય, ઈતિહાસ કે પરંપરા કશું જ તેને માટે નિર્ણાયક માર્ગદર્શક નથી. માણસે પોતાનો વધસ્તંભ પોતે જ ખભે ઉઠાવીને મૃત્યુપંથ કાપવાનો છે.

હેડેગરના મતે માનવીને **One** ની પકડમાંથી છૂટી જઈ શુધ્ધ **subjective self** નું ખરાખરીનું અસ્તિત્વ અનુભવતા થવું જોઈએ. અને પ્રશ્ન કરે છે, હજારો પદાર્થો વચ્ચે ફેંકાયેલો માનવી પોતાના અધિકૃત સ્વને કેવી રીતે શોધી કાઢે છે? પોતે જ એનો જવાબ આપે છેઃ

feeling દ્વારા. પરંતુ, અસ્તિત્વવાદી વ્યવહારથી પર એવી જુદા પ્રકારની લાગણી અનુભવે છે એ આંતરિક વિષાદ છે. માનવી જ્યારે બાહ્ય પદાર્થમાંથી નીકળીને આંતરસૃષ્ટિમાં પ્રવેશ કરે ત્યારે તેને પ્રતીતિ થાય છે કે પોતે જ સર્વવ્યાપ્ત છે અને પોતે એમાં નિવાસ કરે છે ત્યારે સર્વ વાસ્તવિકતાનો સ્વીકાર કરે છે.

નિર્વેદની ભૂમિકા વ્યક્ત કરતું ડૉ. નિતીન મહેતાનું કાવ્ય :

"સીધી વાત છે
ગ્લાસમાં પાણી
મારામાં હું
પાણી ઢોળાય, પીવાય વગેરે વગેરે
ગ્લાસ તૂટે
મારા શરીરે ઉઝરડા....
.... આમ તો હું ભૂગર્ભ માર્ગ જેવો
ક્યારેક પાઈપલાઈન તૂટે પણ
અથવા ટેલિફોન કટ પણ થાય
એકાએક ટ્રનની જેમ અટકી જાઉં....."

વાસ્તવિક જગતની મુશ્કેલીથી કવિ અજાણ નથી અને પોતાના વાસ્તવને સ્વીકારી આગળ કવિ છે,

"...આથી જ કહું છું
ક્યારેક ઘરમાં ન પણ હોઉં
ને હોઉં તો હોઉં પણ ખરો."

કોઈ પૂર્વશરતને ન સ્વીકરતા, હોવા ન હોવાની શક્યતાને કવિએ સ્વીકારી છે.

અસ્તિત્વવાદી સાહિત્યમીંમાસામાં બે વિધાનો મહત્વના છે (૧) કલા એ જીવનમાંથી છૂટકારો છે અર્થાત જીવન કરતાં કંઈક વધુ રૂપબધ્ધ અર્થમય ક્ષેત્ર કલાનું ગણી શકાય. (૨) કલા માનવચેતનાનું સ્વભાવગત સ્વાતંત્ર્ય અને શૂન્યતાનું મૂર્તિમંત સ્વરૂપ છે.

સાર્ત્રની તેના ચિંતનની ભૂમિકાએ અસ્તિત્વલક્ષી સાહિત્યમીમાંસામાં 'જીવન ખાતર કલા' અને 'કલા ખાતર કલા' બંને દૃષ્ટિબિંદુઓ એકસાથે જોવા મળે છે. કવિતા વિશે અને અન્ય કલા વિશે શુધ્ધ કલાનો અભિગમ સ્વીકારીને નવલકથા દ્વારા જીવનલક્ષી કલાનો ખ્યાલ સ્વીકારવાનો, અસ્તિત્વવાદમાં નવો અભિગમ દેખાય છે. કિર્કગાર્ડ, નિત્સે,

દોસ્તોએવસ્કી, કાફકા કામૂ કે સાર્ત્રની કૃતિઓ કોઈ સંકુચિત વાદના પ્રચારાર્થે લખાયેલી નથી. માનવીની એકલતા, મૂલ્યપરકતા, અસ્તિત્વલક્ષી ચિંતા આદિ અનુભવોનો આ ચિંતકોએ કલાત્મક ઘાટ ઉતાર્યો છે. તેમનું કમિટમેન્ટ ખુદ અસ્તિત્વ સાથે છે, મૂલ્યોના હ્રાસમાં, અરાજતામાં તેમને રસ નથી. તેમનો વિદ્રોહ માનવીની ચેતનાની મૂર્છિત સ્થિતિ સામે છે. વ્યવહાર અને વિજ્ઞાન, ધર્મ કે નીતિને સ્થપાઈ ગયેલી બધી વ્યવસ્થાઓ કે વિચારતંત્રો અનિવાર્ય રીતે પુનર્વિચારણા માગે છે. મુલ્યો વ્યક્તિની ચેતનામાં સજીવન થાય ત્યાંથી જીવન મેળવે તો જ તે પોષાય. કલાસર્જકો પણ સ્થપાઈ ચૂકેલાં માળખાંઓને જ પોષ્યા કરે તો પછી બીજા કોની પાસે નવીનતા, મૌલિકતા, ભાવિ પ્રક્ષેપણ અને મૂલ્યાંકનની અપેક્ષા રાખી શકાય?

વાસ્તવિક અસ્તિત્વને આકારબદ્ધ, રૂપબદ્ધ કરવાનું કાર્ય કલા કે સાહિત્યમાં રહેલું છે. મધ્યકાલીન સર્જક કરતાં આધુનિક સાહિત્યનો સર્જક એક વિશિષ્ટ પ્રકારની સંવેદનશીલતા પામતો અને કેળવતો ચાલે છે. બ્રહ્મસત્યનો કોઈ અણસાર હવે બચ્યો નથી, જગતનું મિથ્યાત્વ તેને આકર્ષે છે.

લાભશંકર ઠાકર કહે છે તેમ 'ક્ષણ પહેલાંનો હું, હું નથી હોતો.'

ક્ષણેક્ષણે બદલાતા જવાની અનુભૂતિ છે. અને જે છે તેનો તે જ રૂપે સ્વીકાર, કશું પણ આરોપણ કર્યા વગર તે જ રૂપે તેને જોવું. સિતાંશુ યશશ્ચંદ્રની 'આ ઝાડ છે' કવિતામાં,

"ફૂલ ખર્યું, પાંદડાં પડ્યાં, ડાળીના ઝાંખરાં,
પણ ઝાડ છે.
તારાઓથી ખીચોખીચ આકાશ એની સામેયે
જોતું નથી.
ભલે.
પણ ઝાડ છે.
ઋતુરાજ નથી,
તોયે કઠણ ભોંયમાં કંઈક શોધે છે મૂળિયાં,
પાણી નથી.
પણ પાણીનો અર્થ છે.
ઝાડ તરસ્યું છે.
લગભગ કશુંયે નથ હાલ તરત.
ને બધુંયે અબીહાસ છે.
છે

આ ઝાડ છે.'

વ્યક્તિને હવે પોતાની વાત કરવી છે આજ સુધી જટાયુ રામ દ્વારા અને શબરી પણ રામ દ્વારા ઓળખાઈ પણ હવે પોતાનું વ્યક્તિત્વ પોતે જ સાબિત કરવું અને અન્ય શ્રદ્ધા મૂલ્યોનો વિરોધ કરવો. સિતાંશુનો 'જટાયુ' કાવ્યસંગ્રહમાં નાં 'જટાયુ' કાવ્યમાં,

અંતમાં જટાયુ કહે છે,

'આ અમસમજુ વન વચ્ચે શું મારે મરવાનું છે આમ?
નથી દશાનન દક્ષિણે અને ઉત્તરમાં નથી રામ,'

બીજા કાવ્યમાં શબરી રામને કહે છે,

'હવે સંવાદ હું નહીં કહું રામજી, તારે ચાખવું હોય તો ચાખ.'

હનુમાનની એકોકિત કાવ્યમાં,

'રામ અને સીતાનું મળવું થવું જોઈએ-એ સહી,
પણ વાનર, આ દરિયો તારાથી કુદાશે નહીં.'

છેલ્લા બે વિશ્વયુદ્ધે સર્જેલા માનવીય સંહારથી, વિજ્ઞાને અને ટેકનોલોજીના વિકાસે, અને આ યુગમાં નશ્વરતાના અનુભવે સનાતન મનાતાં મૂલ્યો પરથી માનવીની શ્રદ્ધા ઉઠી ગઈ. આજે માનવીને જે ગોચર થાય છે તે તો યંત્રસંસ્કૃતિને કારણે ઉભી થયેલી જડતા અને જરઠતા મનુષ્યજીવનની વ્યર્થતા અને વ્યક્તિત્વની વિછિન્નતા, એકલતા, કંઈપણ કરવા જાઓ તેની નિરર્થકતા, વિશ્વપ્રપંચની અસારતા માનવીય અસહાયતા, એ બધાને કારણે ભંગૂરતાની અનુભૂતિ આજનો સર્જક અનુભવે છે. આ અનુભૂતિને કારણે સાહિત્ય કલામાં ઘણી ઊથલપાથલ થઈ. આ અનુભૂતિ અનેક મુદ્રા સાથે કલારૂપમાં આકાર પામી. છિન્નભિન્ન વિશ્વ સાથેના સંબંધની એક નવી ભૂમિકાની શોધ શબ્દના માધ્યમ દ્વારા સર્જક કરવા ઇચ્છે છે.

લાભશંકર - મધુરાય, સિતાંશુ, શેખ, પ્રબોધ પરીખ જેવા અને આધુનિક સર્જકોના સર્જનમાં પણ મનુષ્યના વ્યક્તિત્વ સાથે સંકળાયેલા પાયાના પ્રશ્નો રચનાનું હાર્દ બને છે. આ પ્રત્યક્ષીકરણ અને એ અનુભૂતિ પ્રગટ થાય છે, ન કોઈ તત્વચિન્તન કે ફિલસૂફીમાં, પણ પ્રગટે છે ખંડિત કલ્પનાના ઢગમાં.

લાભશંકર કહે છે 'અસ્તિત્વની વ્યર્થતાની વાત કરવા ચાહું છું એમ નથી. કાવ્યપ્રક્રિયા, શબ્દપ્રક્રિયામાં જે કંઈ પ્રગટ થાય છે તેને અનુભવું છું.'

અસ્તિત્વને ઓળખીને પામવાની તેના સાચા સ્વરૂપની નિકટ જવાની પ્રક્રિયા રસપ્રદ છે તેટલી જ વેદનાજનક છે. અસ્તિત્વની ખોજમાં નીકળેલા સર્જકને કોઈ પરમતત્વની ઝાંખી થતી નથી પણ આવો અનુભવ થાય છે.

'હું રોલિંગ શટર છું.
મને છેદો, તપાસો, ઘસો કે ટીપો,
પણ હું અહીં જ ઊભો રહીશ'

અહીં રોલિંગ શટર વિશે વપરાયેલા ક્રિયાપદો અને ગીતામાં આત્મા વિશે યોજાયેલા ક્રિયાપદો સરખાવી શકાય. પરંપરાગત આશ્વાસનોની અને શ્રદ્ધા વચનોની ઠેકડી ઊડાડી, કવિ એક નવું જ કલ્પન પોતાના મન માટે પ્રયોજે છે, રોલિંગ શટરનું. આ એક કલ્પના છે, સમીકરણ નથી. અવાજો ચકાકર ગતિ, યાંત્રિકતા, બજારપણું, ઉપયોગવાદ, સામાન્યતા કેટકેટલા અધ્યાસો ઉઘડતા આવે છે. સ્વ વિશેની આ અભિજ્ઞા લાભશંકરની સમગ્ર સર્જનપ્રક્રિયાનું કેન્દ્રબિંદુ બને છે. 'વહી જતી રમ્ય ઘોષા' માં વાસ્તવનો સ્વીકાર છે.

'પથ્થર હવે પથ્થર બન્યા છે.
પંખી હવે પંખી બન્યાં છે.'

અહીં વાસ્તવથી છટકાવાની કોઈ યોજના નથી. સૃષ્ટિ જે રૂપે છે તેનો તેમ જ સ્વીકાર કરવો.

કવિ-ચિત્રકાર ગુલામ મહમ્મદ શેખની કવિતામાં શાશ્વતી ભ્રમણા ભાંગવાની, પ્રતીકો નાશ પામવાની વાત અને ઈશ્વરનો નકાર અને વાસ્તવનું ચિત્ર કઈ રીતે પ્રગટે છે તે જુઓ,

'નિદ્રાના ફળને છોલીને ટુકડા કર્યા હોય,
તો ઘણી શાશ્વત ભ્રમણાઓ ભાંગી જાય
પ્રતીકો નાશ પામે,
પથ્થરોમાંથી ઈશ્વરો પૂંઠ પકડી નાસે,
મીણ તેવી મસ્જિદો અને તેના મિનારા
લીલના ટેકરાની જેમ પાણીપાણી થઈ જાય,
પર્વતો સૂઈ જાય,
અને આકાશનની ચાળણીમાંથી ફળવે-ફળવે દ્રાક્ષનો રસ ઝરે.'

ભ્રમણા-પ્રતીકો બધું જ અંતે નકામું છે. ઈતિહાસના ઘોરણોનો પણ અસ્વીકાર કરાય

છે. મનુષ્ય માત્ર તેના કાર્યથી જ ઓળખાય છે. મૂળ પાયામાં એક જ વાત છે તે અસ્તિત્વને ટકાવી રાખવાની. સુરક્ષિતતાને તેઓ માનવીનો દુશ્મન ગણાવે છે તેથી માનવી ગુલામી તરફ વળે છે. તેમનું વલણ બિનસમાધાન કારી છે. સાર્ત્ર કહે છે, 'મનુષ્ય છે માટે સઘળાંનું અસ્તિત્વ છે જ્યારે તે મૃત્યુ પામે ત્યારે બધું જ મૃત્યુ પામે છે.' 'હુ વિચારૂ છું માટે હું છું' એનો વિરોધ કરી પહેલાં વ્યક્તિત્વને સ્થાપી તે કહે છે 'હું છું માટે હું વિચારૂં છું.' માનવ અસ્તિત્વના બંધારણમાં જ સતત વ્યગ્રતાની સ્થિતિ અનિવાર્ય છે, પરિણામે માનવીય અસ્તિત્વ પોતે જે અનંત વિસંવાદ બની જાય છે ઘણી વખત બધું જ નિરર્થક-નકામું જણાય છે. પ્રબોધ પરીખના કાવ્યમાં,

'આ બધા જ શબ્દો નિરર્થક છે,
કીડિયારાં ઉભરાય તેમ પ્રસરે છ.....'

અનેક શબ્દો ઊભરાતા હોવા છતાં નિરર્થકતાની લાગણી અનુભવે છે અને કવિ પછી શબ્દોને જ કીડી કહે છે.

'બધા શબ્દે કીડી છે.
બધી ચેતના કુંઠિત'

ચેતના કુંઠિત થઈ ગઈ છે કીડીની પાછળ કીડી, ટોળાનો પ્રવાહ જેમાં સ્વતંત્ર ચેતના જાગૃતિ જેવું કશું નહીં.

ગુજરાતી કવિતામાં અસ્તિત્વવાદ એ જાગૃતિ સાથે કવિતામાં લખી શકાય નહીં અને લખાય તો પછી તે માત્ર વૈચારિક ભૂમિકા સુધી સીમિત રહે. નિરંજન ભગતનું વિધાન મનનીય છે,

'વાદ એ સાધન છે, સાધ્ય નથી, કવિતા એ સાધ્ય છે, સાધન નથી.' સાર્ત્રની જેમ નિરંજન ભગત પણ કવિતાને કમિટેડ માનતા નથી.

ચંદ્રકાન્ત શેઠની કવિતા 'ચંદ્રકાન્તનો ભાંગી ભૂક્કો કરીએ.....' માં ચંદ્રકાંતનો ભૂક્કો કરવાની વાત છે જેના મનમાં સમય સડે છે પ્રકૃતિની જેના પર અસર થતી નથી,

'ચંદ્રકાન્તનો ભાંગી ભૂક્કો કરીએ.
એના મનમાં ખાલી સમય સડે છે.....
બધુંયે વ્યર્થ બગડે છે.....
..... એનો સઠ ન હવા પકડતો !
લંગર પકડીએ તો લટક્યા કરતો !'

અસ્તિત્વનિષ્ઠ ચિંતકો ના મતે માનવી માત્ર હોતા નથી, એ જીવંત હોય છે એના પર નક્કર અસ્તિત્વનું વર્ચસ્વ સ્વીકારે છે. આમ અસ્તિત્વ સારતત્વ- **essences** નું પુરોગામી બની રહે છે. અસ્તિનિષ્ઠ ચિંતકોને મન મહત્વ વિચારનું નહીં, વિચાર-પ્રવૃત માનવીનું છે અને માનવીના માત્ર વિચારશીલતા જ નહીં પણ એની આકસ્મિકતા તેમ જ ક્ષતિઓ કરવાની સંભાવના, એની નિર્બળતા, એનું શરીર એનું મૃત્યુ બધું જ સ્વીકૃત રાખવામાં આવે છે. કિર્કેગાર્દે આત્મલક્ષી સત્ય માનવી શું છે ? અને પરલક્ષી સત્ય, માનવી શું જાણે છે? વચ્ચે આત્યંતિક ભેદ કરી આપ્યો.

આધુનિક માનવાનું વિખૂટાપણું અસ્તિત્વનિષ્ઠ ચિંતકો ચાર જુદા જુદા સંદર્ભોમાં બતાવે છે. (૧) ઈશ્વરના સંદર્ભમાં વિખુટાપણું (૨) પ્રકૃતિના સંદર્ભમાં વિખૂટાપણું. (૩) અન્ય માનવીઓના સંદર્ભમાં વિખૂટાપણું. અને (૪) ખુદ પોતાના આત્માના સંદર્ભમાં વિખૂટાપણું.

ઈશ્વરથી વિખૂટાપણાની આક્રોશપૂર્ણ અભિવ્યક્તિ નિત્સેની ઘોષણા **God is dead** માં મળે છે. પ્રકૃતિના સંદર્ભમાં વિખૂટાપણું યંત્ર-વિજ્ઞાનને કારણે આવ્યું. ઈશ્વર, પ્રકૃતિ, અન્ય માનવીઓ ખુદ પોતાના અસલી આત્માથીય વિખૂટા પડી ગયેલા માનવી માટે શૂન્યતા સિવાય બીજું શું શેષ રહે? માનવીની શૂન્યતા આદિલ મન્સૂરીની કવિતામાં અલગ રીતે પ્રગટે છે,

'ઊંઘમાંથી દેહ જો જાગી પડે,
કામનાની કીડીએ ચટકા પડે
શૂન્યતાની ભીંસમાં જકડી મને
આંધળા એકાંત સર્પો ડસે.'

પરગવ કાવ્યની આ પંક્તિમાં કવિએ શૂન્યતા પોતાને કઈ રીતે સતાવે છે તેની વાત કરી છે. આજ કવિની અન્ય કાવ્ય પંક્તિઓ જોઈએ,

'ગૂંચણું વળી પડેલા બધા સર્પ સળવળે,
આ કોની રકતકામના ગંધાય સૂર્યમાં.
સૌ મીન તરફડી ઊઠે સોનેરી પ્યાસનાં,
ઘૂઘવતા મૃગજળો બધા સુકાય સુર્યમાં.'

આધુનિક સર્જકોમાં જોવા મળતા વિષાદ અને નિરાશાવાદ સમકાલીન જીવતરમાં દ્રશ્યમાન શૂન્યતાની અનુભૂતિમાંથી જ ઉદ્‌ભવે છે.

અસ્તિત્વવાદને જ્યારે આપણે સાહિત્યકૃતિ-કલાના સંબંધમાં જોઈએ છીએ ત્યારે તેનાં બધાં જ લક્ષણો-વિષયો એક જ કૃતિમાં મળી આવે એવી અપેક્ષા ન કરી શકાય. સાહિત્ય તેમ જ અન્ય કલા પ્રકારોમાં અસ્તિત્વવાદની વિલક્ષણતા અભિવ્યક્તિ ઘણુંખરૂં આડકતરી રીતે જ થતી આવી છે. સર્જકો પ્રતીકો અને પ્રણાલીનિષ્ઠ સ્વરૂપના નવા આવિષ્કારો ખપમાં લેતા હોય છે.

સાહિત્યકૃતિમાં નજરે ચઢતી અસ્તિત્વનિષ્ઠ વિષયોની આવી અભિવ્યક્તિઓનું તારણ એવું ન કાઢી શકાય કે સર્જકે સભાનપણે આ ચિંતનશૈલી અપનાવી છે. એવું બને કે અસ્તિત્વનિષ્ઠ ચિંતકોની વિચારણાઓ સાથે તેઓ પરિચિત જ ન હોય. સમય માનવીની બહાર નહીં પણ ભીતર રહેલો છે અને તેની અનુભૂતિ વૈયક્તિક અને આત્મલક્ષી જ હોવાની. જ્યારે સાહિત્યકૃતિમાં અસ્તિત્વાવાદની ઝાંય પારખવા નીકળીએ ત્યારે એટલું યાદ રાખવું કે અસ્તિત્વનિષ્ઠ વિષયોનાં આકર્ષણ તેમ જ ભયસ્થાન એ છે કે બધે જ દેખવાના પણ ભેદવૃત્તિ અને સંયમ જાળવી રાખવાથી એ વિષયોની અભિવ્યક્તિ મળી જ આવે છે.

માનવીય અસ્તિત્વના ભાવજગત કે વસ્તુજગત સાથે સંકળાયેલા વિવિધ પ્રશ્નોની અભિવ્યક્તિ માટે આજનો સર્જક પરંપરાગત રીતે ઈશ્વરસંબંધી માન્યતાઓ કે અધ્યાત્મવાદનો પોતાની આગવી રીતે આધાર લે છે. અસ્તિત્વમીમાંસક સર્જક બહુધા ને કેવળ ભૌતિક વસ્તુજગતવાદી છે કે ન તો કેવળ અધ્યાત્મવાદી.

અતિ બુદ્ધિવાદ એ અને સભ્યતા-સંસ્કારિતાના અતિરેક સામેના પ્રત્યાઘાતમાંથી તેમ જ વર્તમાન જગત અને માનવીની કરૂણ સ્થિતિમાંના દર્શનમાંથી જન્મેલ ભંગુરતાનો અનુભવ, એની નિર્ભ્રાન્ત અને વિશદ સંવિત્તિ એ જ આજના સર્જકનું આગવું મૂલ્ય છે. અસ્તિત્વવાદમાં આપણને એ જોવા મળે છે, પ્રાપ્ત થાય છે.

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समकालीन भारतीय साहित्य का परिदृश्यः
गुजराती एवं हिन्दी की महिला
उपन्यासकारः तुलनात्मक विवेचन

- डॉ. प्रज्ञा शुक्ल

साहित्य किसी भी देश या भाषा की धरोहर नहीं है । साहित्य का महत्व उसके 'साहित्य' होने में है, जिसका मानव ने सृजन किया है । भौगोलिक स्थिति एवं परिवेश की भिन्नता के कारण मनुष्य की आदतें, उसकी वेशभूषा, उसके खानपान के तरीके एवं जीवन-यापन के साधनों में चाहे कितना ही अन्तर क्यों न हो, उसकी सामाजिक स्थितियों में, मानसिक एवं मानवीय स्तरों पर होनेवाली प्रतिक्रियाओं में और उससे उत्पन्न संवेदनाओं में बहुत कम अन्तर होता है । मानव के सुख-दुःख, आशा-निराशा एवं मानव-मन के संबंधों में से निर्मित क्रिया-प्रतिक्रियाओं में गहरा साम्य होता है । जीवन में होनेवाले कलह के अनुभव, प्रकृति-दर्शन से अनुभूत मानव-मन की प्रसन्नता, कुदरती प्रकोप से उत्पन्न भय या लाचारी, विशाल मैदान या रेगिस्तान का अकेलापन, प्रियजन की चिरविदाय या विरह का शोक, बच्चों के प्रति वात्सल्य-भाव, स्त्री-पुरूष का प्रेम - ये सारे भाव समग्र मानव-जीवन में समान रूप से व्याप्त होते हैं । ये मूल प्रवृत्तियाँ मनुष्य के अन्तर्मन को प्रभावित करती हैं और साहित्य इसी अन्तर्मन की अभिव्यक्ति है ।

निरन्तर परिवर्तन एवं विकास भाषा की निजी विशेषताएँ हैं । भाषा में शब्दों के अर्थ एवं उच्चारण में गतिशीलता अवश्यंभावी है, क्योंकि वह मनुष्य के प्रतिदिन के व्यवहार में जीवन्त रूप से सक्रिय रहती है । वैदिक भाषा, वेदकालीन लोकभाषाएँ एवं संस्कृत भारत की प्राचीनतम भाषाओं की भूमिका है । अपने स्वाभाविक गत्यात्मक स्वरूप के कारण वह प्राकृत एवं अपभ्रंश में परिवर्तित हो गयी । आधुनिक आर्य-भाषाओं में हिन्दी, राजस्थानी एवं गुजराती की उत्पत्ति शौरसेनी अपभ्रंश में से ही हुई है, अतः इन भाषाओं में समानता दृष्टिगत होती है । हिन्दी एवं गुजराती दोनों भाषाओं की शब्द-सम्पदा में संस्कृत के तत्सम् एवं तद्भव शब्दों की बहुलता है ।

भाषा मनुष्य के भावों को व्यक्त करने का सशक्त साधन है । संसार के प्रति हमारी कुछ-न-कुछ प्रतिक्रिया से उत्पन्न भावों को स्थिरता देने की भावना से ही साहित्य का जन्म हुआ । साहित्यकार सामयिक विचार-धाराओं एवं परिस्थितियों को आत्मसात् करके साहित्य के माध्यम से समाज के भावों को वाणी प्रदान करके उन्हें नयी दिशा देता है । हिन्दी एवं गुजराती भाषा के आरंभ से लेकर अंग्रेजों के आगमन पर्यन्त दोनों भाषाओं की साहित्यिक प्रवृत्तियों में असामान्य समानता दृष्टिगत होती है । तत्पश्चात् भौगोलिक स्थिति, प्रादेशिक संस्कृति एवं पाश्चात्य प्रभाव के परिणामस्वरूप भले ही प्रवृत्तिगत भिन्नता लक्षित हो, परन्तु मानव-मन की समान मूलभूत प्रवृत्तियों के फलस्वरूप इनमें समानता का होना स्वाभाविक है ।

भारत में वैदिक युगसे अंग्रेजों के आगमन तक नारी आजीवन पुरूष की अधीनता में ही रही । इसका प्रमुख कारण शिक्षा का अभाव था । अंग्रेजों के आगमन के पश्चात पाश्चात्य सभ्यता, संस्कृति एवं शिक्षा के प्रभाव तथा भारतीय मनीषियों के नारी-विषयक सुधारवादी दृष्टिकोण ने नारी की सामाजिक

स्थिति में परिवर्तन की प्रक्रिया का आरंभ किया । स्वातंत्र्य-संग्राम एवं गांधीजी की विचारधारा ने इसे गति प्रदान की और जागरूकता की ओर नारी के बढते चरण ने विश्व के नारी-आंदोलनों से प्रभाव ग्रहण करके आत्मविश्वास, साहस एवं आत्मनिर्भरता के द्वारा समाजको अपनी अस्मिता एवं स्वतंत्र व्यक्तित्व की पहचान करायी । इन सबके बावजूद प्रकृति-प्रदत्त व्यक्तिगत एवं पारिवारिक उत्तरदायित्व एवं अनुभव के सीमित क्षेत्र ने पुरूषों की तुलना में अधिक संवेदनशील एवं भावप्रवण नारी को परवश बनाकर साहित्य-सृजन से विलग रखा । यही कारण है कि हिन्दी एवं गुजराती साहित्य में नारी-लेखन अति अल्प मात्रामें हुआ । सामाजिक प्रतिबंधो में आबद्ध नारी जागरूक प्रतिभा एवं समयाभाव के कारण ही अपने अनुभव एवं कल्पनाजन्य भावों को उपन्यास के विस्तृत क्लेवर में लिपिबद्ध न कर सकी । हिन्दी में महिला द्वारा उपन्यास-लेखन का वास्तविक आरम्भ उषादेवी मित्रा के द्वारा बीसवीं शताब्दी के चौथे दशक में एवं गुजराती में विनोदिनी नीलकंठ के द्वारा पाँचवे दशक में ही हुआ । तत्पश्चात् हिन्दी एवं गुजराती की अनेक महिलाओं ने अपनी रचनाओं में सदियों से स्वीकृत नारी की स्थिति में नवयुग की मांग के अनुसार परिवर्तित भूमिका एवं मानसिकता को विभिन्न रूपों में प्रस्तुत किया है । इन लेखिकाओं के नारी-पात्रों ने अपनी एक विशेष पहचान बनायी हैं , उनमें एक नयी अस्मिता, नयी चेतना के दर्शन होते हैं। इसके अलावा अन्य विषयों पर भी इन लेखिकाओं ने अनेक उपन्यासों की रचना की है ।

गुजराती में स्वतंत्रता-प्राप्ति तक श्रीमती लक्ष्मीबहेन डोसाणी का आत्मकथात्मक शैली में लिखित **हुं बंडखोर केम बनी ?** (1933) एवं विनोदिनी नीलकंठ का **कदलीवन** (1946) उपन्यास ही उल्लेखनीय है । इनकी तुलना में हिन्दी में अनेक लेखिकाओं ने उपन्यास-रचना के क्षेत्र में अपनी लेखनी का परिचय देकर महिलाओं के लिए विशाल मार्ग प्रशस्त कर दिया था । स्वातंत्र्योत्तर-काल में रजनी पनिकर के उपन्यास नारी-शिक्षा, आर्थिक स्वावलंबन एवं कार्यरत महिलाओं की व्यक्तिगत तथा पारिवारिक समस्याओं के साथ अपने भोगे हुए यथार्थ का चित्रण करते हैं । गुजराती नारी ने शिक्षा तो प्राप्त की परन्तु समाज एवं परिवार के द्वारा आर्थिक स्वावलंबन की दिशा में अग्रसर होने के लिए पर्याप्त प्रोत्साहन के अभाव से गुजराती महिलाओं ने सामाजिक उपन्यासों की रचना ही की । इन उपन्यासकारों में सरोजिनी महेता का नाम विशेष उल्लेखनीय है । उन्होंने अपने उपन्यास **अमरवेल** में व्यक्ति के विकास में अवरोधक संयुक्त परिवार की प्रथा के विरूद्ध आवाज ही नहीं उठायी, इस उपन्यास की सुजाता को आर्थिक स्वावलंबन की दिशा में अग्रसर होते भी दर्शाया है । वह परिवार की अनेक युवतियों को आर्थिक स्वावलंबन की प्रेरणा भी देती है ।

आज़ादी के बीस वर्षों में भारतीय समाज ने अनेक परिवर्तनों का सामना किया । भारतीय जनमानस के लिए यह मोह-भंग का समय था । स्वातंत्र्य - प्राप्ति के समय भारतीय जनता ने सुख-समृद्धि के जो सुनहरे सपने देखे थे, वे बिखरने लगे थे । विकास की ओर अग्रसर स्वतंत्र भारत में औद्योगीकरण की प्रवृत्ति के फलस्वरूप नगरीकरण की प्रक्रिया ने महानगरों में अनेक नयी समस्याओं को जन्म दिया था, परिवार बिखरने लगे थे एवं नारी को भी अर्थोपार्जन के लिए मजबूर किया था । डॉ. सुदेश बत्रा के अनुसार "1950 से 1970 तक भारतीय समाज का वह संक्रान्तिकाल था, जो सामाजिक, आर्थिक, राजनैतिक और सांस्कृतिक तौर पर प्रलयंकारी रूप में अपनी जमीन तलाश रहा

था । भारतीय संस्कृति के गरिमामय मूल्यों और स्वर्णिम अतीत अपनी चमक खो चुके थे । रह गया था सिर्फ अर्थचक्र में तेजी से घूमता मानव जो अपने पाँव टिकाने के लिए हर संभव शार्टकट अपनाने को तैयार था । जाति, वर्ग, वर्ण, धर्म की ऊँची मीनारें ध्वस्त हो रही थीं, सारा अतीत और इतिहास धूमिल और मिथ्या लगने लगा था ।" (1) बीसवीं शताब्दी के सातवें दशक से लेकर आज तक लेखन-कार्य में सक्रिय अनेक उपन्यास लेखिकाओं ने समकालीन परिवेश, उसकी विभिन्न समस्याएँ एवं उनसे संघर्षरत चेतनाशील भारतीय नारी का अपनी रचनाओं में चित्रण किया है । इनमें शिवानी, कृष्णा सोबती, उषा प्रियंवदा, मन्नू भंडारी, शशिप्रभा शास्त्री से उपन्यास-लेखन का जो दौर आरंभ हुआ उसमें मेहरून्निसा परवेज़, ममता कालिया, कृष्णा अग्निहोत्री, मृदुला गर्ग, मंजुल भगत, निरूपमा सेवती, कुसुम अंसल, दीप्ति खंडेलवाल, राजी सेठ, नासिरा शर्मा, प्रभा खेतान, ऋता शुक्ल, मैत्रेयी पुष्पा, चित्रा मुद्गल, अलका सरावगी इत्यादि नाम जुडते चले गए । इन सभी लेखिकाओं ने अपनी रचनाओं में समयानुसार परिवर्तित सोच एवं स्थिति के प्रति जागरूकता प्रदर्शित की है ।

गुजराती नारी भी तत्कालीन परिस्थिति से सम्यक् रूप से प्रभावित हुई । अत: उसके सोच एवं अनुभव में भी परिवर्तन की प्रक्रिया का आरंभ हुआ । सातवें दशक की धीरजबहेन पारेख, जया ठाकोर, पद्मा फडिया जैसी लेखिकाओं के साथ धीरूबहेन पटेल, कुंदनिका कापडिया, सरोज पाठक, इला आरब महेता एवं वर्षा अडालजा जैसी आज भी (सरोज पाठक को छोडकर) लेखनकार्य में सक्रिय लेखिकाओं ने उपन्यास-लेखन का आरंभ किया । इनके साथ तरूलता महेता, पुष्पावती महेता, बिन्दु भट्ट, स्मिता भागवत, वर्षा दास, सुशीला झवेरी, निर्मला देसाई, टीना दोशी इत्यादि नाम जुडते चले गए ।

बीसवीं शताब्दी के अंतिम दशक के उत्तरार्द्ध एवं इक्कीसवीं सदी के उष:काल में प्रकाशित कुछ उपन्यासों की चर्चा किए बिना यह आलेख अपूर्ण ही रहेगा । हिन्दी की उपन्यास लेखिकाओं में कृष्णा सोबती के **दिलोदानिश** की वेश्या महकबानो वकीलबाबू को छोडकर अपनी इच्छानुसार शादी करके अपनी मुक्ति के द्वार स्वयं खोलती है । मृदुला गर्ग का **कठगुलाब** उपन्यास, स्त्री-पुरूष संबंधों की कथा कहता है । वीरेन्द्र सक्सेना के अनुसार पूरे "उपन्यास में स्त्री-पुरूष संबंधो की जो कई प्रकार की स्थितियाँ हैं, वे निश्चय ही विषम, जटिल और बहुआयामी हैं । विशेष बात यह है कि वे मनोवैज्ञानिक भी है और पारिवारिक एवं सामाजिक भी, इसीलिए उनका कोई सीधा, सरल सर्वमान्य समाधान नहीं खोजा जा सका है ।" (2) प्रभा खेतान का **पीली आंधी** उपन्यास मारवाडी परिवार की समस्याओं का चित्रण करता है । नई पीढ़ी की चर्चित कथा-लेखिका मैत्रेयी पुष्पा ने **चाक** उपन्यास में बुन्देलखंड के ग्राम्यांचल के जन-जीवन का मार्मिक चित्रण किया है । डॉ. सुशीला गुप्ता के अनुसार "दबी-कुचली नारी के भय की भयावहता और उस दम-घोटूं भय से मुक्त होने की जीवन्त प्रक्रिया ही **चाक** उपन्यास का केन्द्रबिन्दु है ।" (3) इसी के साथ चित्रा मुद्गल एवं अलका सरावगी ने अपने उपन्यासों में समय एवं समाज के स्पंदनों को रेखांकित करने का प्रयास किया है । अलका ने **कलि-कथा वाया बाइपास** में मारवाडी समाज की प्रामाणिक तस्वीर प्रस्तुत की है । चित्रा मुदगल का **आवाँ** "बीसवीं सदी के अंतिम प्रहर में एक मजदूर की बेटी के मोहभंग, पलायन और वापसी के

(1) डॉ. सुदेश बत्रा, नारी अस्मिता हिन्दी उपन्यासों में, पृ.30 (2) समीक्षा, अप्रैल-जून, 1998, वीरन्द्र सक्सेना, पृ.22
(3) हिन्दुस्तानी ज़बान (त्रैमासिक), अप्रैल-जून, 1998, डॉ. सुशीला गुप्ता, चाक: भय-मुक्ति का दस्तावेज, पृ.21.

माध्यम से उपभोक्तावादी वर्तमान समाज को कई स्तरों पर अनुसंधानित करता, निर्ममता से उधेडता, तहें खोलता एक सुविचारित उपन्यास है ।" (4) उषा प्रियंवदा का **अन्तर्वंशी** (2000) बनारस की वनश्री या बांसुरी के विदेश में बसे, युवक से विवाह के पश्चात **वाना** बनने एवं संघर्ष और मोहभंग का अटूट सिलसिला है । पति शिवेश की असमर्थताओं का दमघोटूँ एहसास उसे पति के प्रति संवेदनहीन बना देता है परंतु उसके चारों ओर एक दुनिया और भी है जिसमें सफलता की सीढ़ियाँ चढ़ते हुए राहुल के स्वातिबिंदु शिशु को वह अपने रक्त से पालती है । वह केवल शिवेश की पत्नी मात्र नहीं, उसके अतिरिक्त उसका अपना भी एक वजूद है । **समयसरगम** (2000) सामाजिक संदर्भ में बदलाव को रेखांकित करनेवाला कृष्णा सोबती का नवीन उपन्यास है । आरण्या एवं ईशान समय की सरगम सुनकर अपनी जीवन-संध्या को मधुर बनाकर संसारपथ पर हमसफर बनकर चल पडते हैं । मनुष्य को अतीत का बेसुरा राग अलापने के बदले वर्तमान की सरगम से अपने भविष्य को सँवारना चाहिए, यही लेखिका का आजकी बुज़ुर्ग पीढ़ी को संदेश है ।

बीसवीं सदी के अंतिम चरण एवं इक्कीसवीं सदी के प्रथम सोपान में प्रकाशित गुजराती की महिला उपन्यासकारों की रचनाओं में धीरूबहेन पटेल का **अतीतराग** वेणु के तीर्थभूमि समान पैतृक घर से संबंध विच्छेद का एहसास एवं सब दायित्वों से मुक्त होकर शौनक के साथ जीवन की राह पर चल देने की कथा है तो **संशयबीज** अभिजित की स्वत्व की खोज से आत्मबोध तक की यात्रा की कथा है । इला आरब महेता का **नाग परीक्षा** उपन्यास प्रकृति की गोद में एक छोटे-से घरकी कामना करनेवाले अपूर्व, सभी भौतिक सुविधाओं की चाह रखनेवाली सुजाता एवं अंतर्मन के अनजान सपनों की खोज में निकली हुई विशाखा की कथा है । **पाँच पगलां पृथ्वी पर** उपन्यास अटूट आत्मबलसंपन्न, लक्ष्य की ओर अग्रसर आधुनिक नारी अनुपा के पाँच कदमों की कथा है । उसका पहला कदम मिहिर से ब्याह, दूसरा परिवार के सदस्यों के साथ सायुज्य, तीसरा बाहरी दुनिया की हलचल में शामिल होना और चौथा कदम मिहिर से अलग रहने का निर्णय है लेकिन नारी के विकास में अहर्निश अवरोधक **घर** को सहजीवन की महक से सार्थक **घर** बनाने का निर्णय ही अनुपा का पृथ्वी पर पाँचवा कदम है । पति-पत्नी एक-दूसरे के प्रतिस्पर्द्धी नहीं, पूरक हैं, दोनों को एक-दूसरे की आवश्यकता है, यही सिद्ध करना लेखिका का लक्ष्य है । टीना दोशी का **पग विनानां पगलां** अपाहिज कृष्णकान्त जहा के जीवन पर आधारित एक **डॉक्युनॉवेल** है । "जीवन के आलोक का आनंद अंधकार से पलायन करके नहीं, वरन् संघर्ष को जीवनमंत्र बनाकर सकारात्मक अभिवृत्ति द्वारा कदम रखकर ही प्राप्त होता है । इससे बिना पैरों के भी दौडा जा सकता है ।" (5) बिन्दु भट्ट का उपन्यास **अखेपातर (अक्षयपात्र)** (1999) पंडितों की पुरूषप्रधान दुनिया में पंडिताइन बनकर जीवन की राह पर अक्षय चिनगी के समान अग्रसर होनेवाली कंचनबा के जीवन के विभिन्न पडावों की कथा है । वर्षा अडालजा का **त्रीजो किनारो** (2001) पिता एवं पति के घरसे अलग तीसरे किनारे की खोज में निकली हुई अशुमी की जीवनकथा है । "एक जन्म से प्राप्त पिता का घर और दूसरा समाजने दिया हुआ पति का घर संगेमरमर के दो किनारों के बीच से जीवन का चेतनपूर्ण गतिशील प्रवाह दूर-सुदूर तक बहता रहता है । किनारा रहता है निश्चल, निर्जीव, परंतु नदी की एक पतली

(4) चित्रा मुद्गल, आवाँ (1999), आवरणपृष्ठ
(5) टीना दोशी, पग विनानां पगलां, पृ. 11.

सी धारा तिरछी होकर चल देती है एक तीसरे किनारे की खोज में । *** यह खोज एक आरंभ है या अंत उसकी भी उसे फिक्र नहीं, आनंद है सिर्फ बहने का । बहते-बहते जारी रहती एक तलाश का । (6)"

हिन्दी उपन्यास-लेखिकाओं के नारी-पात्रों में अनु (शेष-यात्रा - उषा प्रियंवदा), वसुधा (तत्सम - राजी सेठ), साधवी (उसकी पंचवटी - कुसुम अंसल), प्रिया (छिन्नमस्ता - प्रभा खेतान), यामिनी (यामिनीकथा - सूर्यबाला) अपने स्वतंत्र व्यक्तित्व एवं अस्मिता की पहचान कराते हैं । गुजराती लेखिकाओं के नारी-पात्रों में, सास-बहू के अनोखे रिश्ते की स्थापना द्वारा वैयक्तिक चेतना का नया आयाम प्रस्तुत करनेवाली विजया (कादंबरी नी मा - धीरूबहेन पटेल) एवं पंडिताइन कंचनबा (अखेपातर - बिन्दु भट्ट) भी हैं एवं अपनी पारंपरिक भूमिका निभाते हुए बत्तीस पूतली की वेदना द्वारा अपनी अस्मिता की पहचान करानेवाली अनुराधा (बत्रीस पूतलीनी वेदना) एवं अनुपा (पाँच पगलां पृथ्वी पर - इला आरब महेता) भी हैं । इनसे थोडा अलग हटकर अपनी अन्तर्निहित शक्तियों का विकास करने के लिए अपनी इच्छानुसार जीवन जीनेकी चाह रखनेवाली नारी-मुक्ति की ओर अग्रसर वसुधा (सात पगलां आकाश मां - कुन्दनिका कापड़िया) एवं तीसरे किनारे की खोज में निकली हुई अशुमी (त्रीजो किनारो - वर्षा अडालजा) है । वैयक्तिक एवं सामाजिक जागरूकता की पहचान करानेवाली मेना (हुं बंडखोर केम बनी ? - लक्ष्मीबहेन गो. डोसाणी) का विद्रोहिणी रूप, परिवार को स्वावलंबन एवं शिक्षा की प्रेरणा प्रदान करनेवाली सुजाता (अमरवेल - सरोजिनी महेता) एवं प्रतिशोध की प्रतिमूर्ति रेखा (बडवानल - धीरूबहेन पटेल) एवं लता (माटीनुं घर - वर्षा अडालजा) तथा मनोव्यापारों का प्रकट रूप नियति (नाईटमेर - सरोज पाठक), दाम्पत्यजीवन की एकरसता से ऊबकर गृह-त्याग करनेवाली रत्ना (शीमला नां फूल - धीरूबहेन पटेल) एवं माधवी (भींस - तरुलता महेता) गुजराती लेखिकाओं के अनन्य नारी-पात्र हैं । हिन्दी उपन्यास लेखिकाओं के नारी-पात्रों में दबंग मित्रो (मित्रो मरजानी - कृष्णा सोबती), राधिका (रूकोगी नहीं राधिका - उषा प्रियंवदा) मनीषा (उसके हिस्से की धूप - मृदुला गर्ग), मनु (चित कोबरा - मृदुला गर्ग), रत्ती (सूरजमुखी अंधेरे के - कृष्णा सोबती), प्रिया (प्रिया - दीप्ति खंडेलवाल), वंदना (कुमारिकाएँ - कृष्णा अग्निहोत्री), सुनीला (पतझड़ की आवाजें - निरूपमा सेवती), वाना (अन्तर्वंशी - उषा प्रियंवदा) इत्यादि उन्मुक्त प्रेम एवं स्वच्छंद यौन-संबंधों के विभिन्न आयाम प्रस्तुत करते हैं । प्रतिशोध की प्रतिमूर्ति शकुन (आपका बंटी - मन्नू भंडारी), छिन्नमस्ता देवी का रौद्र रूप धारण करनेवाली प्रिया (छिन्नमस्ता - प्रभा खेतान) विवाह-विच्छेद की स्थिति तक पहुँच जाती है, जबकि शाल्मली (शाल्मली - नासिरा शर्मा) तलाक को ही दांपत्यजीवन के तनाव से मुक्तिका एक मात्र उपाय नहीं मानती । स्त्री एवं पुरूष के सौहार्दपूर्ण सामरस्य में ही जीवन की मुक्ति एवं जीवन के समाधान की समर्थक सुजाता (समाधान - ऋता शुक्ल) तथा आरण्या और ईशान (समयसरगम - कृष्णा सोबती) भारतीय नारी चेतना की सही पहचान कराते हैं।

हिन्दी एवं गुजराती की महिला उपन्यासकारोंने नारी के अलावा अन्य विषयों पर भी उपन्यासों की रचना की है । हिन्दी में कृष्णा सोबती (जिन्दगीनामा), मन्नू भंडारी (महामोज), कृष्णा अग्निहोत्री (टपरेवाले), ममता कालिया (बेघर), मृदुला गर्ग (वंशज एवं अनित्य), निरूपमा सेवती (बंटता हुआ

(6) वर्षा अडालजा, त्रीजो किनारो, एक तलाश. पृ. (4)

आदमी), सूर्यबाला (अग्निपंखी एवं दीक्षान्त) एवं प्रभा खेतान (तालेबंदी) के उपन्यास विभिन्न विषयों का आलेखन करते हैं ।

गुजराती लेखिकाओं में धीरूबहेन पटेल के लघुउपन्यास **वांसनो अंकुर** एवं **एक भलो माणस** मनोवैज्ञानिक विषय पर आधारित है । धीरूबहेन ने हास्यरस प्रधान उपन्यासों की रचना भी की हैं । कुन्दनिका कापडिया का **अगनपिपासा** जीवन में संगीत के महत्व को दर्शाता है तो सरोज पाठक का **उपनायक** नायक बनने की चाह में नियति के हाथों उपनायक बनकर रह जाता है । इला आरब महेता ने **अने मृत्यु** में मृत्युविषक चिन्तन किया है तो कुछ हास्यरसप्रधान एवं रहस्यप्रधान उपन्यासों की रचना भी की है । वर्षा अडालजा ने **अणसार** में कुष्ठरोग की भयंकर विभीषिका का चित्रण किया है तो **गांठ छूट्यानी वेला** में मध्यप्रदेश के आदिवासियों के जीवन-संघर्ष एवं सेवाकार्य में रत मूक-सेवक तथा **आतश** में वियतनाम युद्ध की विभीषिका से उदभवित मानवकी व्यथा का एवं **बंदीवान** में जेलजीवनका वर्णन किया है । वर्षा ने कुछ रहस्यप्रधान उपन्यास भी लिखे हैं ।

हिन्दी एवं गुजराती की महिला उपन्यासकारों का तुलनात्मक विवेचन करने के पश्चात सर्वप्रथम जो तथ्य सामने आता है वह हिन्दी की उपन्यास लेखिकाओं के अनुपात में गुजराती की उपन्यास लेखिकाओं की अल्प संख्या है । इसका प्रमुख कारण यह है कि गुजराती केवल एक प्रदेश विशेष की भाषा है, जबकि हिन्दी देश की राष्ट्रभाषा के पद पर आसीन होने के साथ कई प्रदेशों की सरकारी भाषा है, अत: हिन्दी भाषा-भाषी लोगों की संख्या गुजराती की तुलना में अनेक गुना है । इसके अलावा गुजराती नारी गांधीजी की विचारधारा से व्यापक रूपसे प्रभावित होने के कारण लेखन की अपेक्षा समाज सेवा के कार्य में अधिक संलग्न है । इसके बाबजूद गुजराती उपन्यास लेखिकाएँ भी अनुभूति एवं प्रयोगशीलता की दृष्टि से अपनी अलग पहचान बना रही है । दोनों भाषाओं की लेखिकाओं ने अपने सामाजिक परिवेश एवं संस्कारों के परिप्रेक्ष्य में नारी-चेतना के विविध आयाम प्रस्तुत किए हैं।

हिन्दी की उपन्यास लेखिकाओं की रचनाओं में वैयक्तिक चेतना अधिक दृष्टिगत होती है । इनके नारी-पात्र आर्थिक स्वातंत्र्य के समर्थक एवं कार्यशील हैं, अत: इनमें अहं, स्वाभिमान, अधिकार विषयक चेतना अधिक है । इसके फलस्वरूप उनकी मानसिकता में अभूतपूर्व बदलाव आया है; प्रेम, सेक्स, विवाह जैसे विषयों पर स्वयं सोचकर निर्णय लेना इनकी विशेषता है । इसका विपरीत प्रभाव उनके दाम्पत्य-जीवन पर भी दृष्टिगत होता है । विवाह-विच्छेद जैसे विघटनकारी कदम उठाने में भी वे हिचकिचाते नहीं है । विवाह-पूर्व एवं विवाहेतर प्रेम एवं सेक्स में **बोल्डनेस** दिखाने में वे-बेजोड हैं । कहीं पर व्यक्तिगत जीवन में संत्रास एवं कुंठा के कारण भटक भी गये हैं, परंतु अधिकांश नारी-पात्र अपनी सन्तुलित मानसिकता एवं वैयक्तिक चेतना के फलस्वरूप सफलतापूर्वक जीवन की राह पर अग्रसर हो सके हैं ।

गुजराती की उपन्यासलेखिकाओं की रचनाओं में सामाजिक चेतना अधिक दृष्टिगत होती है । इनके नारी-पात्र आर्थिक स्वतंत्रता के समर्थक होने के बाबजूद आत्मनिर्भर नहीं है । अधिकांश नारी-पात्र परम्परागत गृहिणी के रूप में ही प्रस्तुत हुए हैं । प्रेम, सेक्स एवं विवाह के विषय में इनके विचार हिन्दी लेखिकाओं के नारी-पात्रों की तुलना में उतने उन्मुक्त नहीं है । जीवन में समझौतावादी रूख अपनाकर एक सीमित दायरे के भीतर ही जीवन व्यतीत करते हैं । इन लेखिकाओं के नारी-पात्र

सामूहिक रूप से जागरूक होकर परिवार एवं समाज में नारी की स्थिति के विषय में अपना अभिमत प्रकट करते हुए दिखाई देते हैं ।

हिन्दी की महिला उपन्यासकारों की नारी के विषय में लेखिका सूर्यबाला का कथन है, "पिछले पाँच दशकों में निरूपित नारी का सूक्ष्मता से आकलन करें तो पहले साहित्य की नारी आगे बढी, ज्यादा बोल्ड हुई पीछे समाज की । कुछ कृतियों को मद्देनज़र रखते हुए तो कभी-कभी ऐसी भी स्थिति लगी कि साहित्य समाज का नहीं, वरन समाज साहित्य का दर्पण बन सामने आया ।" (7) इसकी तुलना में गुजराती की समीक्षक जया महेता को गुजराती लेखिकाओं से शिकायत है कि "आज स्त्री घर एवं बाहर काम करने लगी है, तब उसकी दोहरी भूमिका या बाह्य भूमिका के उसके मन पर पडनेवाले आघात-प्रतिघात इन लेखिकाओं की संवेदना को झंकृत नहीं कर सके हैं । ... समाज में भी एक साथ अनेक विचार-प्रवाह प्रवर्तमान है, तब उनमें से कुछ को ही क्यों आत्मसात् किया गया है एवं शेष की ओर लगभग दुर्लक्ष्य ही क्यों रखा गया है ? प्रश्न यह है कि यहाँ एकांगी निरूपण क्यों ? आज की स्त्री के दर्शन क्यों नहीं होते ?" (8) बात सही है । आज गुजराती नारी जीवन के प्रत्येक क्षेत्र में विकास के पथ पर अग्रसर है, परन्तु साहित्य में ऐसी नारी के दर्शन नहीं होते ।

हिन्दी एवं गुजराती की उपन्यास-लेखिकाएँ आज इस मकाम पर पहुँची हैं कि वे नारी की सामाजिक स्थिति को नारी नियति का अभिशाप मानकर करूणा की याचना नहीं करती, बल्कि नारी स्वतंत्रता एवं अस्मिता की पहचान कराके अपने दायित्वबोधका निर्वाह कर रही हैं ।

शिवाजी विश्वविद्यालय, कोल्हापुर में
14-3-2001 को प्रस्तुत आलेख ।

(7) सूर्यबाला 'संधान-यात्रा में जुड़ी कुछ चुनौतियाँ ' प्रपत्र, बी.एम. रुइया महिला कॉलेज मुंबई में आयोजित संगोष्ठी.

(8) जया महेता, 'अने अनुसंधान' पुस्तक, पृ.93.

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2. दोशी टीना, पग विनानां पगलां (उपन्यास)
3. महेता जया, अने अनुसंधान

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संगोष्ठी

बी. एम. रूइया महिला कॉलेज, मुंबई में आयोजित संगोष्ठी में प्रस्तुत सूर्यबाला का प्रपत्र

CENTRIFUGAL TENDENCIES IN KUTCH DURING THE 19TH CENTURY

- Dr. (Ms.) ILA VED

Lakha Jadeja of samavansh had established his reign in 1147 and since then Jadeja Kings were rulling over Kutch. (1) There were minor Jagirs of Bhayats in Kutch, and Bhayats were ruling over these Jagirs. This kind of political system prevailed till the 19th Century. There were internal disputed increased along with this and as a result, the ruling system was very shaky, unstable and unsystematic.

In 1799 Maharao Rajdhanji came to the Throne and this increased the problems in the state. The lower category of people had associated with the Maharaj with the intention of stopping the Rao from taking interest in the adminstration of the Kingdom. They made him helpless and addicted to all kinds of bad habits. As a result he became mentally feeble and did allsorts of wrong and evil deeds. He accepted Islam as directed byMohammad Panah Saiyad. He destroyed various templed and killed many Hindus. In Bhuj the ruling authority was in the hands of Marich but he was not able and not capable to rule over all the districts.

Therefore the Bhayat administrators of the districts began to disobey his orders. They considered themselves as independent jagirdars and the highest authorities. Gradually the powers of Bhayats increased in their Jagirs and there was no administrative discipline in the kingdom. Districts like Mandvi Anjar, Mundra, Lakhpat became independent. The people began to revolt against mismanagement at various places. Ramji Khawas took the leadership of Mandvi and Meghji Sheth was also looking after it. Robberies and theft began to increase, especially from the people of the Miyana race who were responsible for such misdeeds Bhayats did not pay any sort of taxes, therefore the sources of income to the state were nil. The people became poorer and poorer and the king also became very weak. This gave rise to inter-group conflicts between the king of Kutch and his people. The King began to harass people, so all the Bhayats untiedly arrested the king in Bhuj and the Bhayats established a democratic administration. (2) They established Bhaibava (prithviraj) the younger brother of Maharao Raidhanji, on the throne in his place, but he was not given any powers.

Instead, Bhayats like Meghji Sheth and Dosalwel, had more dominance over others and they both tried to increase their powers more and more.

There were internal disputed amongst Bhayats and as a result there was no peace in the kingdom. Some Bhayats elected Fateh-Mohammad an army officer with good position for the Barbhaya administration in order to keep the management properly, This gave rise to the conflicts amongst Meghji Sheth, Dosalwel and Fatehmohammad, and their quarrels won the confidence of all Bhayats and the army to his side. He gave all rights to Bhaibawa and so the Barbhaya administration was not in power. He took all powers into his own hands. Meghji Sheth and Dosalwel tried to increase their own power but they did not have any goal, whereas

Fatehmohammad had the goal of establishing systematic rule in Kutch. As Fatehmohammad had powers in hands he put Limdi under the control of Meghji Sheth. Mundra under Dosalwel and Anjar under the control of Hansraj Sheth. He re-established safety and law and order in Kutch and destroyed all the evil forces and dacoits. His dominance began to increase Bhaibawa and other Bhayats were not happy with this therefore after some peaceful time there again began some internal disputes.

Relations between Fatehmohammad and Bhaibawa began to get strained. So Bhaibawa sought the help from Hansraj Sheth of strained. So Bhaibawa sought the help from Hansraj Sheth of Anjar to defeat Fatehmohammad. The relations between Hansraj Sheth and Fatehmohammed were good but as time passed, he became the competitor to Hatehmohammad and became ready to help Bhaibawa, but unfortnately Bhaibawa died at that time.

Once again Raidhanji was released from the prison and was appointed as King. But the relation between Fatehmohammad and Raidhanji were not on good terms. Hansraj tried to increase his own powers, but due to the dominance of Fatehmohammad, and the disputed amongst Bhayats. It was very difficult to take over Power. He did not have any solid army support or any power, therefore the further of Kutch seemed to be very dark. In order to establish his powers and peace it was necessary to get help from outsider.

During that time the East India Company had control over Gujarat and Kathaiwad. Hansraj thought of seeking the help from the East India Company for increasing his own powers in Kutch. At that time Sunderji Saudagar was the dealer of horses and he had good relations with the East India Company, so he asked help from Sunderji.

With his help he sent the proposals for military help to the East India Company in order to improve the administrative mismanagement. (3) He sent these proposals as the representative of the King of Kutch to the representative of East India Company. These proposal were in the form of Eight Codes which included protection against the external attacks, Army help permission was granted to EIC for their Army Post to be established for which all expenses would be borne by the Kutch Government. Sunderji Saudagar would be the middle man between the East India Company and the Kutch Government.

The British Government representative Mr. Seton was sent to observe the condition of the Kutch for these proposals. He was not happy with the proposals and the East India Company did not think it was proper, Mr Seton informed Hansraj through a letter that it was not the proper time to send an Army into Kutch. Moreover as Kutch was not economically in a good position, they were not much interested. Due to iternal disputes and famines much poverty prevailed in Kutch, therefore they did not see it to be beneficial to them. There was no administrative benefit and as there was not much fear from Sindh, instead of Kutch, they decided to keep their

army in Gujarat and Kathiawad so as to increase their powers over them. They did not think it to be beneficial to take on the responsibility of Kutch territory.

Hansraj pleaded again and again and pressed them for help. The East India Company decided to again send a representative, Greenwood, to observe the conditions of Kutch. He visited both Hansraj and Fatehmohammad. Fatehmohammad was against the British Army coming into Kuth terrotories, as Fatehmohammad had a strong hold over Kutch. The Company did not see any benefits in helping Hansraj. Only if Fatehmohammad would agree and compromise would it be beneficial for the company. Thus there was no end of the disputes between the two.

At last Sunderji throught of bringing about a compromise between the two of them so he prepared the following proposals with the conditions given below.

1) Fatehmohammad would administrator the territory under his own dominance.
2) Hansraj would administer Mandvi.
3) From their income, after taking their own expenses, and the expenses of the authorities, the remaining amount should be given away to Rao.
4) The East India Company should be the mediator between both of them.
5) Arrangements should be made for The Company to easily come into this territory.
6) The expenses of the Company would be borne by the Kutch Govern ment.

These proposals convinced both of them and so both the parties were willing to accept these offers. Fatehmohammad was no sure of the loyalty of his army towards him, so he was not sure about his strength. There were some Arabs in his army in whom he could not put his trust. Many times they were threatening him that they would abandon him. So both of them agreed to these proposals.

When these proposals were put before the Company, they began to think about this issue.

6. They were willing to interfere the Kutch and began to take more interest, because of the following reason.

1) The East India Company and already established their power in Gujarat and Kathiawad therefore there was no difficulty in coming to Kutch.
2) At that time the problems of pirates had increased on the coast of Kutch and much damage was done to Gujarat and Kathiawad. They had also damaged their ships and as a result they had lossed in their business. In order to stop thses lossed they thought it to be necessary to come into Kutch or it was only through their army or political power that they could take some action. Therefore they agreed to this treaty.
3) They saw French ships in the sea coast of Kutch. If French people would

establish their port in Kutch for the business, It would be dangerous for Gujarat and Kathiawad.

4) The conditions of Sindh were getting worse. The powers of Upper Class people had become weaker.

Foreigners could easily come into Kutch by land routes, If they had political power in Kutch they could pay more attention towards Sindh. Therefore they agreed.

5) There were malpractices of cruelty, infrenticide and Sati and this affected the people of Gujarat and Kathiawad. In order to fight these evil forces, it was very essential to hold political power in Kutch. So they agreed.

Thus both the parties and the East India Company became ready for the treaties. Their favour were s follows : It included proposals from both the parties. The following terms were prepared to be signed, so that the East India Company could acquire favourable rights.

To sign these treaties the representative from the East India Company was Greenwood, Who was Colonel wa;kets representative from Baroda. He made separate treaties with Fatehmohammad and Hansraj. The terms are as follows.

1) There will be good relations between the East India Company Government and Rao Raidhanji and no army would be allowed to pass from the East of Kutch or Bay of Kutch.

2) They would accept the old rights of Raidhanji in the new territorial (Nava Nagar) areas. If some problems regarding thses rights or money matters would arise, they would respect the position and justice in the favour of Raidhanji, and then take decisions.

3) Actions would be taken against the pirates and dacoits coming from Kutch.

4) The King of Kutch, Raidhanji would not allow any European or American Powers to establish their in Kutch. Greenwood made separate treaties with Fatehmohammad. He did not faced any difficulty becauce both the parties were willing moreover the Company Government desired to have their representation and army in Kutch.

Two more conditions were added in the treaty with Hansraj would give i8 thousand rupees as expenses of the Agent and Rs. 32,000/- for the expenses of the army yeary.

With these conditions the East India Company entered into Kutch territories. They satisfied their own selfish motives.

The separate conditions with both the parties shows that they had more trust in Hansraj than Fatehmohammad. They desired to give more powers to Hansraj in Kutch so that their hold would be more strong.

There was some sort of peace in Kutch due to these treaties but they lost their independance forever. Hansraj died after some time. His followers were not

ready to accept the conditions, and Fatehmohammad also did not obey the conditions and did not want to stop mal-practices of infanticide and sati, because they were connected with the Hindu religion. He did not want to displease the Hindus. he also did not want to displease the Hindus. He also did not give attention to the problems of the pirates, and this problem also increased. Greenwood tried very hard to do his best but it was of no use. The condition of Kutch became worse. So the Company Government Sent Mr. Macmando in 1812 to observe the conditions of Kutch. He disguised as 'Bhuriya bawa' and observed the conditions of Kutch. Fatehmohammad protected a Sindh who had murdered one army officer and allowed him to stay in Kutch. Moreover he asked the company to withdraw their army from Kutch, because he could not afford their expenses. Both the parties thus broke the conditions.

Plague had spread in Kutch. during that time and Fatehmohammad became a victim and died. Rao Raidhanji also died. After internal disputed Bharmalji came to the throne. He was very young, so on his behalf, Ebrahim, th son of Fatehmohammad was looking after the administration. Bharmalji was very suspicious, so he could not maintain good relations with other people. He was very passive and did not pay any attention to the political matters. Different parties were coming up again in Kutch. Ebrahim requested the Company to send someone to save Kutch such conditions. An English representative named Raghoba was seat into Kutch.

The Company warned Bharmalji agin and again that if their demands would not be satisfied the army would take action against them. But the Rao did not take it seriously. Kutch gave weapons to Navanagar against the British Army. The company sent as army under the leadership of Macmando to Kutch. The Kutch Government was helpless, and made a compromise with the Company Government and again signed some treaties in 1816.

In these treaties the same former conditions were only repeated. The British insisted on action to be taken against pirates and to end the malpractices of infanticide. and sati. The representative of company will stay in Bhuj along with the Rao, who would not be able to take any decision without his advice, and these conditions should be followed not only by the king but his followers. The Governor council accepted these treaties of 1816 between the company and kutch Government.

Thus the Company's Government limited the powers of Bharmalji, who tried to act against English in order to increases his own powers. He formed good relations with rich people in Sindh. The relations between Bhayats and Rao Bharmalji were spoiled. So with the help of Bhayats, the Company's Government attacked Rao Bharmalji, and conquered Bhujia Fort. Rao Bharmalji was dismissed from his position and was sent to prison. A new Rao, Deshalji II, was appointed in his place. The army of Bhayats was made weaker and so the army of Kutch became weaker. A big earthquake took place in Kutch in 1819, and the Socio-economical conditions of

Kutch became very weak. There was no political interest left. Nobody protested against the company and many times they made treaties with Rao and tried to more and more powerful.

Thus like other states of India, in Kutch also the Britishers entered, due to internal disputes. If people were happy with 'Barbhaya System' then they would not have been successful in entering Kutch. Quarrels between Hansraj Sheth and Fatehmohammed made way for the East India Company to enter Kutch. Hansraj saw his own personal benefits, whereas Fatehmohammed, being Muslim, was faithful towards his kingdom. Therefore he is known as the 'Commonwealth of Kutch'. Due to the internal disputes of Bhayats, the Kutch territories went into the hands of the Company Government.

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વસ્તુ વિશ્લેષણ (CONTENT ANALYSIS)

- Ms. Maniben Patel

સામાજીક સંશોધનની અભ્યાસ પદ્ધતિઓમાં વસ્તુ વિશ્લેષણ (Content Analysis) પદ્ધતિનું એક મહત્વપૂર્ણ સ્થાન છે.

વિચાર વહનની પ્રક્રિયામાં Content એ મહત્વનું સ્થાન ધરાવે છે. Communication Content માનવ અનુભવોથી એટલું ભરપૂર છે અને તેના કારણો અને અસરો એટલી વિવિધ છે કે વાસ્તવિક પ્રકારોની કોઇ એક પદ્ધતિ આને વર્ણવવા માટે પૂરતી નથી. જો કે Communication Content ના વિવિધ પાસાઓનું વર્ણન કરવા માટે એક વૈજ્ઞાનિક પદ્ધતિ વિકસાવવામાં આવી છે જેને **Content Analysis** કહે છે, ભૂતકાળમાં લખાયેલી માહિતીની તપાસ આજે એટલી બધી ઉપયોગી પૂરવાર થઇ છે કે નોંધાયેલી માહિતીને સંશોધનનો હેતુ તપાસવા માટે Content Analysis નો ટેકનીક તરીકે ઉપયોગ થાય છે. જેનાથી નોંધાયેલી માહિતીની વિગતો તપાસી શકાય છે. આ માહિતી લખાયેલી પ્રતો, સાંભળી શકાય અને જોઇ શકાય તેવી માહિતી અથવા તો જેનું ફરીથી અર્થઘટન અને માહિતીની આપલે થઇ શકે તેવું સંચારનું માધ્યમ હોઇ શકે. જેમાં રેડિયો, ટેલીવિઝન, પુસ્તકો, ચિત્રો, સાહિત્ય-મેગેઝીન, વર્તમાનપત્રો, રેકોર્ડઝ વગેરેનો સમાવેશ થાય.

CONTENT ANALYSIS નો અર્થ અથવા વ્યાખ્યા

અનેક વિધ્વાનોએ **Content Analysis** નો અર્થ અથવા વ્યાખ્યા સમજાવવાનો પ્રયત્ન કર્યો છે. કેટલીક મહત્વની વ્યાખ્યાઓ નીચે પ્રમાણે છે.

1) 'Content Analysis' may be defined as referring to any technique for the classification of sign-vehicles; which relies solely upon the judgements - which, theoretically, may range from perceptual discriminations to sheer guesses of an analyst or group of analysts as to which sign-vehicles fall into which categories; on the basis of explicitly formulated rules; provided that the analyst's judgments are regarded as report of scientific observer. (Janis, 1943)

2) The technique known as content analysis attempts to characterize the meanings in a given body of discourse in a systamatic and quantitative fashion. (Kalpan, 1943)

3) The content analysis aims at a quantitative classification of a given body of content, in terms of a system of categories devised to field data relevcant to specific hypotheses concerning that content. (Kalpan and Goldsen, 1943)

4) Systematic content analysis attempts to refine more casual descriptions of the content, so as to show objectively the nature and relative strength of the stimuli applied to the reader or listener. (Waples and Berelson, 1941)

Content Analysis નાં કેટલાક લક્ષણો નીચે પ્રમાણે તારવી શકાય.

૧) તે સામાજિક વિજ્ઞાનોના સામાન્યીકરણોને લાગુ પડે છે.

૨) પ્રાથમિક રીતે સંચારણની અસરોના નિર્ણયોને લાગુ પડે છે.

૩) તે ભાષાના વ્યાકરણીય અને તેના અર્થને લગતા માપોને લાગુ પડે છે.

૪) તે વસ્તુલક્ષી (Objective) હોવું જોઈએ.

૫) તે પદ્ધતિસરનું (Systematic) હોવું જોઈએ.

૬) તે ગુણાત્મક અને સંખ્યાત્મક (Qualitative & Quantitative) હોવું જોઈએ.

આમાં 2 અને 3 સિવાયનાં લક્ષણો વધારે અગત્યના છે.

Content એ Objective હોવું જોઈએ એટલે કે જુદાજુદા પૃથ્થકરણ કરવાવાળા Content ના તે જ ભાગને લાગુ પાડે અને તે જ પરિણામો મેળવે. આ જરૂરિયાત Content Analysis ને વૈજ્ઞાનિક સ્થાન આપવા માટે જરૂરી છે.

પદ્ધતિસરનું બે અર્થમાં હોય (A) જે પ્રશ્ન હોય તેના લાગતા વળગતા પ્રકારોના અનુસંધાનમાં વિગતોનું પૃથ્થકરણ કરવું જોઈએ. એટલે કે Thesis માં યોગ્ય હોય તેવા જ તત્વોને Content તરીકે લેવા. (B) પૃથ્થકરણનો હેતુ વૈજ્ઞાનિક પ્રશ્ન કે ઉપકલ્પનાને લાગતીવળગતી માહિતી એકઠી કરવી. અને છેલ્લે તે પ્રમાણાત્મક (સંખ્યાત્મક) અને ગુણાત્મક હોવું જોઈએ. તે તેનું સ્પષ્ટ તરી આવે તેવું લક્ષણ છે. બધા વિદ્વાનો તેની સાથે સહમત થાય છે.

ટૂંકમાં વિચારવહનની સ્પષ્ટ વિગતોના હેતુલક્ષી, પદ્ધતિસર અને પ્રમાણાત્મક વર્ણન માટેની સંશોધનની પ્રયુક્તિને Content Analysis કહી શકાય.

The History of Content Analysis :

Content Analysis ના ઇતિહાસનો ટૂંકો સર્વે (Survey) આ ક્ષેત્ર પ્રત્યેનો ઉપયોગી ઝોક પૂરો પાડે છે. આ ટેકનીકનો વિકાસ સામાજિક વિજ્ઞાનોની પદ્ધતિના વિકાસમાં કુદરતી વિકાસ પૂરો પાડે છે. શરૂઆતમાં આ ક્ષેત્રમાં પ્રવૃત્તિ ઓછી હતી પરંતુ પછી નવા ક્ષેત્રો અને પ્રશ્નો પર તેની અસરના લીધે તેનો ઝડપી વિકાસ થયો.

Content Analysis ના વિકાસ દરમિયાન લગભગ દરેક પ્રકારના મૌખિક વિચાર-વહનનો અભ્યાસ કરવામાં આવ્યો છે. તેમજ કેટલાક બિનમૌખિક સંચારણ જેવા કે સંગીત, હાવભાવ, નકશા, કલા વગેરેનું પૃથ્થકરણ કરવામાં આવ્યું છે. મોટાભાગના અભ્યાસો સમાચારપત્રોના **Content** ને આવરે છે. પરંતુ સંચારણના દરેક માધ્યમે રેડિયો, ચલચિત્રો, પુસ્તકો, મેગેઝીનો, પત્રો, પ્રવચનો, પત્રિકાઓ, ડાયરીઓ, ચર્ચા વગેરેને થોડુંક ધ્યાન આપ્યું છે.

પ્રાચિન સમયથી હાલના વર્ષોમાં **Content Analysis** નો ઉપયોગ થાય છે. છેલ્લા

ત્રીસ વર્ષોમાં દર પાંચ વર્ષે Content Analysis અભ્યાસો ઝડપભેર વધ્યા છે. ઈ. સ. ૧૯૨૧ પછી સતત આ પ્રકારના અભ્યાસોમાં વધારો થયો છે. આ ક્ષેત્ર તાજેતરમાં સારા પ્રમાણમાં વિકસી રહ્યું છે.

Content Analysis નો સૌથી પહેલો ઉપયોગ Journalism (પત્રકારત્વ) ના વિદ્યાર્થીઓએ અમેરિકન સમાચાર-પત્રોની માહિતીનો અભ્યાસ કરવા કરેલો. અનેક વિદ્વાનોએ આ રીતે અભ્યાસ કર્યો હતો. ઈ. સ. 1926 માં મેલ્કોન વિલ્સીનો 'The Country News Papers' સમાચારપત્રોના વિષયમાં મહત્વનો અભ્યાસ પ્રચલિત થયો. તેવી જ રીતે ઈ. સ. 1930 માં જ એલ. વુડલેન્ડનો "The Preparation of Crime in Newspapers" પ્રકાશિત થયો હતો. આ બધા અભ્યાસોમાં સામગ્રી વિશ્લેષણ પદ્ધતિનો જ પ્રયોગ કરવામાં આવ્યો હતો. જો કે આ અભ્યાસોને આ પદ્ધતિનો શરૂઆતનો પ્રયોગ કહેવામાં આવ્યો હતો. આવા શરઆતના અભ્યાસોએ સીધા વિષય પ્રમાણેના પ્રકાર પાડ્યા જેવા કે ઘરગથ્થુ બાબતો, રાજનીતિ, મજૂર, શ્રમ, ગુના, છૂટાછેડા, રમતગમત વગેરે. તે જ ગાળામાં Content Analysis નો ઉપયોગ સાહિત્યમાં થયો. સાહિત્યકારો જેવા કે રિકર્ટ, સ્પેજન, માઈલ્સ વગેરેએ સાહિત્યિક શૈલીના અભ્યાસમાં આ પદ્ધતિનો ઉપયોગ કર્યો હતો. ધીમે ધીમે રાજનીતિ, વિજ્ઞાન, જનમતના અભ્યાસોમાં આ પદ્ધતિનો પ્રયોગ થવા લાગ્યો. ઈ. સ. 1930 પછી આ પદ્ધતિને નવો અવતાર પ્રાપ્ત થયો. હેરોલ્ડ ડી. સેલ્વેલ (Harold D. Lasswell) એ Content Analysis પર મહત્વનું કાર્ય કર્યું. તેણે અને બીજાઓએ આ પદ્ધતિનો પ્રયોગ પ્રચાર અને જનમત અંગેના અભ્યાસોમાં કર્યો હતો. બીજા વિશ્વયુદ્ધના સમય દરમ્યાન કેટલીક સરકારોએ આ પદ્ધતિનો ઉપયોગ પ્રચાર કાર્યમાં કર્યો હતો. ન્યૂઝપેપર્સ, મેગેઝીનો, રેડિયો, પ્રોગ્રામ, કાર્ટૂન વગેરેમાં પ્રગટ થતા યુદ્ધને લગતા પ્રશ્નોના અભ્યાસમાં Content Analysis નો ઉપયોગ થયો, તેનો મહત્વનો ઉપયોગ વોશિંગ્ટનમાં Foreign Intelligence Service ના Analysis વિભાગમાં થયો.

આ ઉપરાંત વેપારમાં લાગતી બાબતોમાં પણ તેનો ઉપયોગ થયો. 1941 માં Twohey Nation's Press ના સેંપલમાં આવતા Topics અને બનાવોની Treatment વિષે ખાસ રીપોર્ટ આપતા (આનું Commercial Content Analysis "Press Intelliengence Inc. Washington D.C." માં ઉપલબ્ધ છે.) ત્યારપછી 1944 માં તેનો ઉપયોગ Labour Press માં થયો. અને General Motors એ ઈ.સ. 1950 માં "My Job Content" માં Content Analysis નો ઉપયોગ કર્યો.

Content Analysis ના પદ્ધતિશાસ્ત્રના રીપોર્ટ અને સામાન્ય અવલોકન (General Review) પછી Content Analysis માં પરિપક્વતા આવી. આ ક્ષેત્રમાં આત્મનિરીક્ષણે Content નું પૃથ્થકરણ કરવાવાળાઓનું ધ્યાન કેન્દ્રિત કર્યું. પછી આ ક્ષેત્રમાં ચોક્કસ સિધ્ધાંતો પ્રસ્થાપિત કર્યા એટલું જ નહીં પણ અન્ય શાખાઓમાં Content Analysis નો ઉપયોગ કરવા પ્રોત્સાહન મળ્યું. Morris એ 1973 માં લોસએન્જલસનાં બે સમાચારપત્રોના અહેવાલો (લેખો) બે વર્ષ સુધી તપસ્યા. તેમના પૃથ્થકરણનો હેતુ સ્ત્રી-મુક્તિ ચળવળની

વ્યાખ્યા લોકો કેવી રીતે કરે છે તે નક્કી કરવાનો હતો આજે આ પધ્ધતિએ ઘણી લોકપ્રિયતા પ્રાપ્ત કરી છે. સામાજિક વિજ્ઞાનો અને સાહિત્યના ક્ષેત્ર ઉપરાંત શિક્ષણ, રાજનીતિ, સંગીત, ચિત્રકળા, સંચાર સાધનો જેવા અનેક ક્ષેત્રના અભ્યાસોમાં **Content Analysis** નો ઉપયોગ થઇ રહ્યો છે.

Content Analysis માં કેટલીક અગત્યની બાબતો :-

૧) નમૂનાની પસંદગી : **Content Analysis** નો ઉપયોગ કરતી વખતે નમૂનો લેવો લગભગ અનિવાર્ય છે.

૨) **Coding Material** - માહિતીનું વર્ગીકરણ :

નોંધાયેલી માહિતીને વિવિધ પ્રકારોમાં વહેંચી નાખવી જોઇએ જેમ કે,

(A) **Category** - ઘટનાઓના પ્રકાર

(B) **Frequency** - બનાવની આવૃત્તિ - કેટલીવાર ઘટના બની છે.

(C) **Intensity** - તીવ્રતા

(D) **Association of Data** - માહિતીનું સંકલન

3) **Content Analysis** નાં એકમો **(Units of Content Analysis)**

વસ્તુવિશ્લેષણ પધ્ધતિમાં સૌથી મહત્વનું પગથિયું તે આપેલી સામગ્રીના ભાગોનું વિશ્લેષણ કરવાના હેતુથી એકમોની પસંદગી કરવી. આ એકમો અનેક પ્રકારના હોઇ શકે જેવા કે શબ્દો **(Words)**, પાત્રો **(Characters)**, સાર **(Theme)**, વિગતો **(Items)** અને સ્થાન તેમ જ સમયનું માપ **(Space & time measures)**.

આ પ્રકારના એકમોના બે ભાગ દર્શાવી શકાય.

(A) વર્ગીકરણ એકમો **(Units of Classification)** જેના આધારે સામગ્રીનું વર્ગીકરણ કરી શકાય છે.

(B) ગણનાત્મક એકમો **(Units of Enumeration)** જેના આધારે કોષ્ટકીકરણ **(Tabulation)** કરી શકાય છે.

ક્યું એકમ પસંગ કરવું તેનો આધાર અભ્યાસના વિષય અને હેતુ પર છે. સામાન્ય રીતે એક કરતાં વધુ એકમો પસંદ કરવા જોઇએ. સૌથી વધુ ઉપયોગમાં લેવામાં આવતા એકમો તે વિગતો અને સાર **(Item & Theme)** છે. જુદા જુદા માધ્યમો પ્રમાણે વિગતો અલગ અલગ હોઇ શકે જેમ કે પુસ્તક, પત્રિકા, લેખ, વાર્તા, ભાષણ, રેડિયો પ્રોગ્રામ વગેરે.

(૪) વસ્તુવિશ્લેષણની શ્રેણીઓ **(The categories of content Analysis)**

Content Analysis તેની કેટેગરીની વ્યવસ્થા સિવાય સારું બની શકતું નથી. ક્યા પ્રકારની કેટેગરી અનુકુળ છે તેનો આધાર અભ્યાસના વિષય પર છે. મુખ્યત્વે બે પ્રકારની સામાન્ય રીતે વપરાતી શ્રેણીઓ છે.

(A) What is said Category - ક્યા પ્રકારની વિષયવસ્તુ રજૂ થઇ છે એટલે કે શું કહ્યું છે તે મહત્વનું છે.

(B) How it is said category - કેવી રીતે કહેવામાં આવ્યું છે એટલે કે કેવી રીતે વિષયવસ્તુ રજૂઆત પામી છે.

ઉપરની કેટેગરીનું મહત્વ સંચારનું સ્વરૂપ અથવા પ્રકાર પર આધારિત છે.

Lasswell ના મતે આ કેટેગરીના વર્ગીકરણનું ઘોરણ ત્રણ પ્રકારનું છે.

(A) હકીકતલક્ષી વિધાનો - Facts statements

દા. ત. સમગ્ર સમાજ તો સ્ત્રીઓ જાગશે ત્યારે જ બદલાશે.

(મારી હૈયા સગડી પા. ૬૬ પેટલીકર)

(B) પસંદગી પામેલા વિધાનો - Preferance Statements

લેખકની પસંદગી પામેલા વિધાનો દા. ત. લગ્નના સોદા જ્યાં નહીં અટકાવાય ત્સાં સુધી સમાજની પાયમાલી છે. (મઘલાળ પા. ૮૬ શ્રી પેટલીકર)

(C) Identification Statements અલગ તારવેલા વિધાનો દા. ત. I am a communist - હું સમાજવાદી છું - મઘલાળ - પા.નં. ૨૧૮

ટૂંકમાં વિષય અને હેતુ પ્રમાણે એકમો નક્કી કર્યા પછી તેની શ્રેણીઓ અને દર્શકોને આધારે વિગતોનું વિષ્લેષણ કરવામાં આવે છે.

Content Analysis નું મહત્વ અથવા તેના ઉપયોગો :

Content Analysis ના નીચે પ્રમાણેના મહત્વના ઉપયોગો છે.

1) Content ની વિષયવસ્તુ શોધવા માટે :

જેમ કે (a) વલણો (b) આંતરરાષ્ટ્રીય સરખામણી (c) સંચાર માઘ્યમોની સરખામણી (d) ઉદ્શો વિરૂઘ્ધ સંચાર માહિતીની ચકાસણી માટે (e) ઘોરણ નક્કી કરવા અને મૂલ્યાંકન માટે (f) સંશોધન કાર્યો માટે.

(2) Content નું સ્વરૂપ શોધવા માટે :

જેમકે પ્રચારના પૃથ્થકરણ માટે, સંચારનું મટીરીયલ વાંચી શકાય તેવું છે કે નહી તે નક્કી કરવા, સાહિત્ય શૈલીને લગતા લક્ષણો શોધવા માટે.

(3) Content ના ઉદ્ભવકર્તા શોધવા માટે :

જેમકે માહિતી આપનારનો ઇરાદો, તેની મનોવૈજ્ઞાનિક સ્થિતિ તપાસવા માટે તેમ જ જાસૂસી, રાજકીય અને લશ્કરી માહિતી ભેગી કરવા.

(4) Content ના શ્રોતાગણ શોધવા માટે :

જેમ કે સાંસ્કૃતિક ઢબ, લોકોના વલણો, રસ અને મૂલ્યો તપાસવા માટે.

(૫) Content ની અસરો શોધવા માટે :

જેમ કે Content પ્રત્યે લોકોનું ઘ્યાન, તે પ્રત્યેના વલણો અને વર્તનની પ્રતિક્રિયાઓ

ચકાસવા માટે.

Content Analysis ની મર્યાદા :

૧) **C.A.** ના પરિણામોનો ઉપયોગ કાર્યકારણનો સંબંધ તપાસરા ન કરી શકાય.

૨) **C.A.** ની ઘણીખરી માહિતી પસંગ કરેલી ને અલગ કારવેલી હોય છે.

૩) ઉપલબ્ધ માહિતીને સમજવા અને પૃથ્થકરણ કરવા પુષ્કળ સમય માંગી લે છે.

૪) વસ્તુલક્ષિતા (Objectivity) જાળવી રાખવા માટે તટસ્થતા અને ચોક્કસ નિર્ણાયકશક્તિ માગી લે છે.

૫) મોટાભાગનું **Content Analysis** અનુમાન પર આધારિત અને વર્ણનાત્મક હોય છે.

Content Analysis ની ઉપર પ્રમાણેની મર્યાદાઓ હોવા છતાં તે ઓછું ખર્ચાળ છે, તેમ જ વિશાળ વિસ્તાર અને સમયને આવરી લે છે અને અકંદરે માથે ન પડે તેવું ઉપયોગી સાબિત થયું છે. તેથી માત્ર સામાજિક વિજ્ઞાનો અને સાહિત્યિક ક્ષેત્રો ઉપરાંત બીજા અનેક ક્ષેત્રોમાં તેનો બહોળો ઉપયોગ થઇ રહ્યો છે.

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THE CHALLENGES OF SOLID WASTE POLLUTION

- Ms. Twinkle K. Parekh

INTRODUCTION

Man and nature form an inseparable part of the universe that includes land, water, air, space, energy, flora and fauna which are interconnected, interrelated and interdependent. There are unlimited forms of life on earth. Man is one among the many species. In the name of progress the human race has changed from being hunter-gatherer to a self-centered modern man, a destroyer of nature, so much so that development in a sense has become synonymous with environmental degradation and progress with pollution .

One of the increasing problems facing our environment is waste pollution.

WHAT IS WASTE?

To understand what is solid waste it is important to have clear idea of what is waste.

There are different viewpoints regarding the definition of waste. According to Macmillan dictionary : Any substance, solid, liquid or gaseous, for which no use can be found by the organism or system that produces it and for which a method of disposal must be derived.

In general, waste is generally defined as "something, which is not put in to proper usage at a given time."

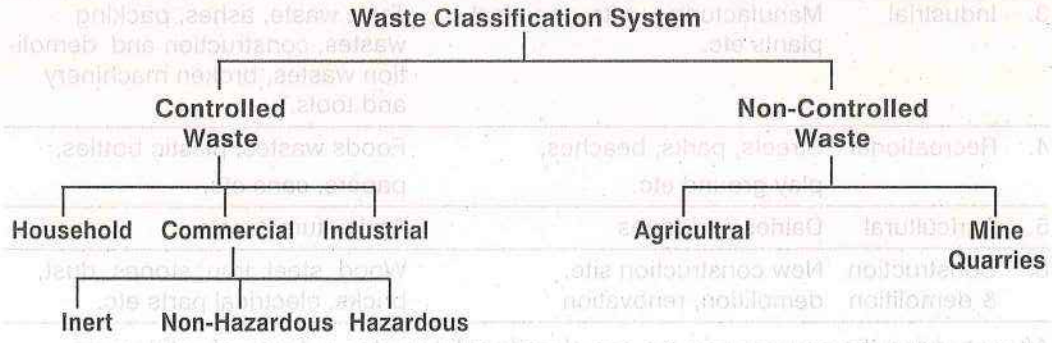
The other view, is that when we can use the waste, i.e. recycle it cannot be called waste. It is called "misplaced resources."

In a very basic way one can say that waste materials are things which are no more in use and one feels better to get rid off by throwing it.

TYPES OF WASTE

There are many classifications available out of which two are given below.

1 ACIDS, ALKALINES, FLAMMABLE, LAB PACKS, FILTER CAKE, DRUMMED WASTE, POISONS, ASBESTOS TRANSPORTATION, WASTE OILS, WASTE COOLANTS, CHEMICALS AND OIL SPILLS. Out of this classification solid waste falls in to DRUMMED WASTE and POISONOUS WASTE.



WHAT IS WASTE?

Waste includes heterogeneous urban household waste and more homogeneous accumulations of industrial, agricultural and mining waste.

It is basically the items that we no longer need or do not have any further use. One can say that solid waste is a waste arising from residential, commercial, agricultural and industrial activities that are normally solid and are discarded as unusable or unwanted.

Solid wastes are probably the most visible forms of pollution. People throw away billions of tones of solid waste which ends up littering roadsides, floating in lakes and streams, and collecting in ugly automobiles, tires, refrigerators and stoves, cans. And other packaging materials and pollutants are most common in the heavily populated areas in and near cities.

To have basic understanding one can classify the solid waste.

CLASSIFICATION OF SOLID WASTE

Solid waste can be classified into two parts.

1. **Biodegradable Waste** : Waste that can be degraded by micro organisms like bacteria, fungi etc. (Vegetable and fruits residues, food waste etc.)
2. **Non-biodegradable Waste** : Waste which cannot be degraded by micro organisms (Plastic Bags, Batteries etc.)

In our day-to-day life we do lots of activities that increases or produces solid waste. They can be studied as below.

No.	Activity	Waste Generators	Types of Solid Wastes
1.	Residential	Single and multi family dwellings	Food waste, paper, cardboard, plastic, textiles,rubber, leather, wood ashes, glass, tins cans etc.
2.	Commercial	Stores, restaurants, hotels, fast food centers, market, official buildings, school, hospitals.	Along with the above infectious bandages, needles,surgical waste etc.
3.	Industrial	Manufacturing units, chemical plants etc.	Toxic waste, ashes, packing wastes, construction and demolition wastes, broken machinery and tools.
4.	Recreational	Streets, parks, beaches, play ground etc.	Foods wastes, plastic bottles, papers, cans etc.
5.	Agricultural	Dairies and farms	Agricultural waste
6.	Construction & demolition	New construction site, demolition, renovation	Wood, steel, iron, stones, dust, bricks, electrical parts etc.

After studying the sources now we can classify solid waste i.e. types of solid waste.

TYPES OF SOLID WASTE

Solid waste can be classified into different type depending on their sources.

1. Household or Domestic Waste
2. Industrial Waste
3. Biomedical Waste or Hospital Waste

Household waste is generally classified as Municipal Waste, Industrial Waste as Hazardous Waste and Biomedical as Infectious Waste.

1. Municipal Solid Waste (Domestic Waste)

Municipal solid wastes consist of household waste like construction and demolition debris, sanitation residue and waste from the streets. This garbage is generated mainly from residential and commercial complexes with rising urbanization and change in life style and food habits, the amount of Municipal solid waste increased over the year is unbelievable.

Year	The amount of solid waste generated
1947	Six million tones
1997	Forty Eight million tones

Mumbai, the largest garbage generator in India, produces 8000 tonnes per day. Per day every Indian generates 250-300 gm. of waste.

Over the last few years the consumer market has grown rapidly leading to products being packed in cans, aluminium foils, plastic and other such Non-biodegradable items that causes in calculable harm to the environment .

There are different categories of waste generated, each take their own time to degenerate, as illustrated in the table given below.

The types of litter we generate and the approximate time it takes to degenerate.

Types of the Litter Approximate times it takes to Degenerate Litter		
1.	Organic waste such as vegetable and fruit peels left over food stuff etc.	A week or two
2.	Paper	10 – 30 days
3.	Cotton Cloth	2 – 5 months
4.	Wood	10 – 15 years
5.	Woolen items – Tin aluminium and other metal items such as Cans	1 year
6.	Plastic bags	One million years ?
7.	Glass bottles	Undetermined

2. Hazardous Waste

Industrial and hospital waste is considered hazardous as they may contain toxic substances certain types of household waste are also hazardous. Hazardous waste

could be highly toxic to humans, animals and plants are corrosive highly in flammable, or explosive and react when exposed to certain things e.g. gases. India generates around seven million tonnes of hazardous waste every year.

In the Industrial sector, the major generators of hazardous waste are the metal, chemical, paper, pesticide, dye, refining and rubber goods industries.

Hospital waste is generated during the diagnosis, treatment or immunization of human being or animal or in research activities in these fields or in the production or testing of biological, it may include waste like sharps, soiled waste, disposable chemical waste etc.

This waste is highly infectious and can be a serious threat to human health if not managed in a scientific and discriminate manner. It has been roughly estimated that of the 4 kg. of waste generated in a hospital at least 1 kg. would be infected.

Surveys carried out by various agencies show that the health care establishments in India are not giving due attention to their waste management.

Now let's see what kind of pollution is created by solid waste.

Solid Waste Pollution

No.	Waste Type	Air	Water	Land
1.	Agriculture	Dust open burning odour	Run-off	Manure Prunning Harvest Residue
2.	Mining	Fine dust burning	Mine aids salts	Tailings strip mining over burden
3.	Industry	Incineration open burning odour	Coastal and other water pollution land fill pollution	Dumps junk yard
4.	Municipal	Incineration open burning odour	Incineration land fills sea dumps	Land fills open dumps

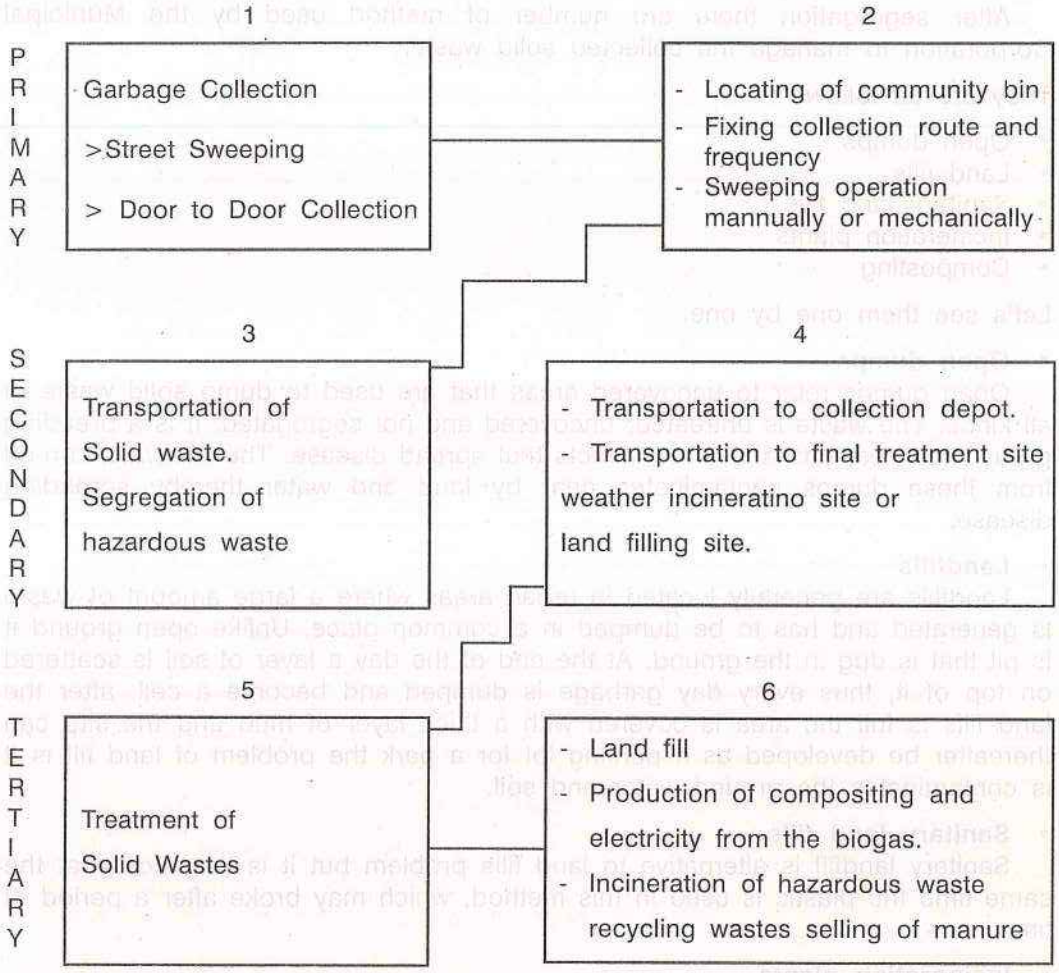
After having idea of solid waste and how it pollutes, we have to consider another important aspect, that is waste management.

SOLID WASTE MANAGEMENT

As the cities are growing in size with a rise in the population, the amount of waste generated is increasingly becoming unmanageable.

Disposal of waste can only take place if the primary stages are given due attention and that is collection after collection the stage of segregation comes and then final stage.

Let's see how waste reaches to it's final stage.



After the collection of waste the stage of segregation comes. This again includes different stages, can be seen as below :



After segregation there are number of method used by the Municipal Corporation to manage the collected solid waste.

They are as follows :

- Open dumps
- Land fills
- Sanitary land fills
- Incineration plants
- Composting

Let's see them one by one.

- **Open dumps**

Open dumps refer to uncovered areas that are used to dump solid waste of all kinds. The waste is untreated, uncovered and not segregated. It is a breeding ground for flies, rats and other insects that spread disease. The rainwater run-off from these dumps contaminates near by land and water thereby spreading disease.

- **Landfills**

Landfills are generally located in urban areas where a large amount of waste is generated and has to be dumped in a common place. Unlike open ground it is pit that is dug in the ground. At the end of the day a layer of soil is scattered on top of it, thus every day garbage is dumped and become a cell, after the land fills is full the area is covered with a thick layer of mud and the site can thereafter be developed as a parking lot for a park the problem of land fill is it is contaminates the ground water and soil.

- **Sanitary land fills**

Sanitary landfill is alternative to land fills problem but it is very costly at the same time the plastic is used in this method, which may broke after a period of time.

- **Incineration plants**

Process of burning waste in large furnaces is known as incineration in this plant and recyclable material are segregated and the rest of the material is burnt. At the end of the process all that is left behind is ash. This ash has high concentrations of dangerous toxins.

In fact at present incineration is kept as the last resort and is used mainly for treating the infectious waste.

- **Composting**

Organic matter constitutes 35 to 40% of the municipal waste generated in India. This waste can be recycled by the method of composting, one of the oldest method of disposal. Composting is a biological process in which microorganisms mainly fungi and bacteria covert degradable organic waste into reusable products.

Apart from being clean, cheap and safe composting can significantly reduce amount of disposable garbage.

Thus there are lots of method by which the waste is disposal but again there are number of problems faced by the Municipal Corporation. More than 25% of the municipal solid waste is not collected at all 70% of Indian cities. They lack adequate capacity to transport it and there are no sanitary landfills to dispose off the waste. The existing land fills are neither well equipped or well managed and are not lined properly to protect against contamination of soil and ground water. Improper disposal of these waste results in diseases like Diaorrhea, Malaria and even epidemic like Plague. It provides good breeding grounds for vectors, which carry fatal diseases.

Let's see how it affects the health of human beings.

HEALTH IMPACT

If proper management of solid waste is not done than it can create lots of other problems not only related to environment but also with the health of human beings.

1. Domestic Waste
   There is a risk of injury and infection, due to hand-to-hand delivery of garbage. Moreover rag pickers are not equipped with safe and clean dress. Even the Municipal Corporation is not providing safe dress code to the people working there.

2. Hazardous Waste
   Diseases through chemical exposure. The release of chemical waste into the environment leads to environmental pollution by dangerous chemical.

3. Agriculture and Industries
   Agricultural and Industrial waste contaminates the water the most and spreads water related diseases. The pesticides and toxic wastes are very harmful for human life.

4. Hospital Waste
   Hospital waste needs more attention that anything else because most of the wastes like needles, bandages and plaster syringes cause infections.

5. Even the treatment of solid waste and recycling procedure is not safe.

WHAT CAN BE DONE?

To solve the problem of waste management one can undertake lots of things like.

Use of 4 R's

Ø **Refuse** : Refuse to use the things, which you already have for e.g. containers.

Ø **Reuse** : Reuse the things which you have e.g. soft drink cans can be used as pencil holders instead of throwing them.

Ø **Recycle** : Try to use the product or material that can be recycled.

Ø **Reduce** : Reduce the use of things, which is harmful for the environment for

e.g. try to use jute bag instead of plastic.

CONCLUSION

After studying the above facts on solid waste I think that inspite of the efforts done by Municipal Corporation there is lot more to be done. Safe environment is the need of the hour and for all that all need to work together. People can do things like spreading the awareness amongst youngsters regarding waste and try to involve educational institutions in this regard.

One can also think of bringing in the existing products. More research should be done for the remaking of already existing things. For e.g. one of the Japanese companies has invented a straw made out of starch which can be eaten after use, and thus avoid the use of plastic straw.

Municipal Corporation should purchase more advanced equipments to deal with the waste and problems related to waste.

Thus waste disposal in India needs more attention, so that we can ensure a safe and clean environment for our coming generations.

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SOLVING THE PROBLEM OF WEAVE IDENTIFICATION FACED BY XII STD. HOME SCIENCE STUDENTS

- Ms. SONALI KAPOOR

Introduction :

This research is in the form of an Action Research which is choosen to help the teachers in solving their day to day problem.

This action plan was focussed on immediate application and emphasis was given on a problem of a local setting. Its findings are evaluated in terms of local applicability not universal validity.

The purpose was to improve the teaching methods by combing the research procedures. Thus this research emphasised the explanatory process of the researcher.

STATEMENT OF THE PROBLEM :

Preparation of guidelines for solving the problems of "Weave Identification" faced by XII STD. Home Science Students.

Technological changes and other developments are constantly bringing forth new problems and new opportunities for researcher's projects. Such difficult topics can be modified and new concepts can be used to make it simple.

The above statement of the problem is a declarative statement. This problem suggests a specific answer or conclusion, personal observation and experience may be the basis of this problem. They suggest some demonstrations also to be focused in the research activity.

Thus the researcher took it as a topic for the active research and worked on it effectively.

The following hypothesis was formulated.

The students will be able :-

1) To understand the weave pattern.
2) To develops skills of identifying the same type of weaves in different weave repeats.
3) To analyse and recapturalise the types of weaves at the time of examination.
4) To apply the knowledge of weave making for different weave patterns.
5) To develop applicable qualities in identifying the weaves at the time of examination.

LIMITATION FOR TEACHER :

The researcher faced limitations which were :

1) Lack of Time
2) Lack of enough sampling
3) Restricted to the college premises and class.

METHODOLOGY :

In this project the researcher has used more than one method in proving the hypothesis.

The researcher adopted the following methodology:

1) **Survey Method** : This method was useful in collecting the data from the students to probe into the real problem. It was done by a pre-test the questionaire given to the students.

2) **Interview Method** : Sample size : 40 students from XII Std. (Home. Sc.) English Medium and 40 students from XII Std. (Home. Sci.) Gujarati Medium were personally interviewed about the problems and ways to solve it.

3) **Experimental Method** : Samples were shown with the weave pattern before the explanation and later after the explanation.

4) **Demonstration** : The researcher showed the students graphical diagrams, sample collected and interllacement of weaves with the marble paper.

The Demonstrations included the complete explanation of the parts of a loom, the working of a loom, the interlacement of yarns to weave a pattern along with a loom model.

5) **Content Analysis and Identification Test** : The students were then asked to identify different weaves of the sample which proved beneficial. A post-test was also given.

CONCLUSION :

The hypothesiswas proved positive.

Before the experiment the percentage of difficulty level was 80%. After the research experiment the percentage of difficulty was reduced to 20% only.

This 20% difficulty was mainly because of language problem and nervousness during the examination. The hypothesis was proved positive and the method of teaching was very effective.

SUGGESTIONS :

The students must be taken for visits in the factories and mills to see the complete weaving process themselves.

They should also weave a small pattern on a handloom for experience.

Last but not the least they should be given lots of samples for weave identification so that identification becomes perfect.

A Problem faced by the XII Standard Students While Studying the Properties of Fibres

- Ms. Jayshree A. Jani

1.1 INTRODUCTION :

What is the Problem ?

They can not write the Proper formate especially vernacular students.

IMPORTANT TERMS AND DEFINITIONS :

1) **FIBRE :**

Natural Fibres.
Man made Fibres.
Non thermoplastic Fibres.
Thermoplastic Fibres.
Filament Fibres.

2) **Physical Properties Like ?**

a. Microscopic view
b. Length
c. Strength
d. Elastic recovery
e. Resiliency
f. Moisture absorption.
g. Dimonsional stability.

3) **Chemical Propertie slike**

a. Effect of Acids
b. Effect of Alkali
c. Effect of Organic Solvents.

4) **Biological Properties**

a. Resistance to insects, moths and mildew.

1.2 Scope and Limitations

The study throws light on the problem faced by student at the +2 stage on writing the properties of fibres. The study is an action research project.

Limitation : The study is based on field work in a class room setting. A sample of 20 students from standard XII of Maniben Nanavati College, TCLV Junior College, Vile Parle (West), Mumbai 400 057. (Gujarati Medium)

1.3 STATEMENT OF PROBLEM :

"How to remember the fiber properties correctly by easy method ?"

1.4 AIMS AND OBJECTIVES :

To carry out a study on the problems faced by students of XIIth Std. While writing the properties of fibres.

OBJECTIVES :

1) To analyse the impact of ready chart on learning the properties of fibres.
2) To assess the effectiveness of learning the properties of fibre from the chart.
3) To get accquainted with terms used to the properties of the fibres.
4) To get acquainted with properties of fibres.

RESULTS AND DISCUSSIONS :

1) The difference between pre and post test marks was ranging between 15 to 33 marks.
2) The difference of 15 - 19 marks was observed in 5 students i.e 25%
3) The difference of 20 - 24 marks was observed in 5 students i.e. 25%
4) The difference of 25 to 29 mark was observed in 8 students i.e. 4%
5) The difference of 30 to 34 marks was observed in 2 students i.e. 10%

SR NO.	DIFFERENCE IN THE MARK	NO. OF STUDENTS	PERCENTAGE
1.	15 - 19	5	25%
2.	20 - 24	5	25%
3.	25 - 29	8	40%
4.	30 - 34	2	10%

CONCLUSION

From the above results we can conclude that the chart helps the students to remember the properties easily. Therefore the marks obtained in the post test are increased by each student.



मातेव रक्षति पितेव हित नियुङ्क्त

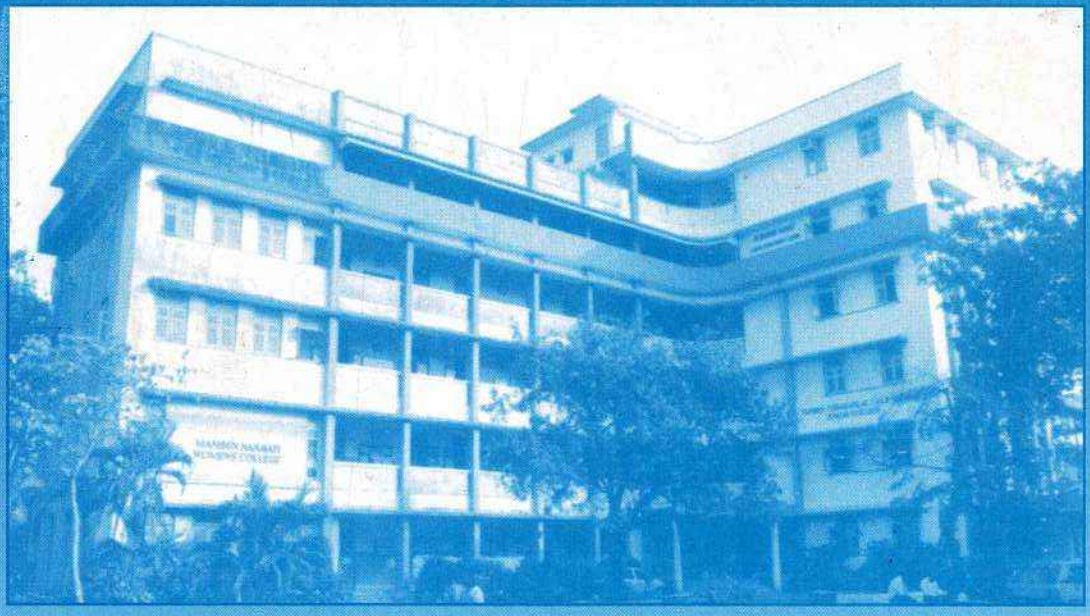
कान्तेव चाभिरमयत्यपनीय खेदम् ।

लक्ष्मीं तेनोति वितनोति च दिक्षु कीर्तिम्

किं किं न साधयति कल्पलतेव विद्या ॥

Knowledge is like a wish-fulfilling of Creeper : (she) protects (you) like a mother; motivates (you) to do good deeds like a father; in moods of melancholy cheers you like the beauty of a woman; increases wealth and brings you fame from all directions.





Maniben Nanavati Women's College