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Almost anything you do,
Will seem insignificant.
But it is very important,
That you do it.

You must be the change,
You wish to see in the world.

If you think, you can,
You are right.
Just be passionate,
About what you think

Paper
Pg.146

ANVESHAN

This book is a gift from
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Vol. 1 Year 2002

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Late Dr. Vibhooti Shukla

Dedicated to Late Dr. Vibhooti Shukla an Elphinstonian of 1979 at Mumbai and a Ph.D. in 1984 from Princeton University, USA, a Post-Doctoral Research Fellow at the Center for Population Studies, Harvard University, USA, a World Bank Consultant and later till her death on August, 1992 in a freak accident at the age of 33 years in USA, she worked as an Assistant Professor of Economics and Political Economy at the School of Social Sciences, University of Texas at Dallas, USA. Dr. Vibhooti Shukla authored two books namely, "Urban Development and Regional Policy in India: An Econometric Analysis" Published in 1988 and "Urbanization and Economic Growth", a collection of her published and unpublished articles/ papers, brought out posthumously in 1996 by Oxford University Press. A long Agenda chalked out by her for future research which unfortunately remained unfulfilled on account of her untimely death.

ANVESHAN

CONTENTS

ARTS :

Languages :

English :

1. Battle for the Soul, the Power of Socio-Religious Forces and Their Subversion in Kiran Nagarkar's **Ravan & Eddie.** — **Dr.(Ms) Jayashree Palit**
2. Gender – Role : Conflicts in the Plays of James Reaney — **Ms.Rajshree Trivedi**
3. Practical Aspects of the Teaching, Reading and Study Strategies with reference to Reading and Study Strategies (Book II) by Dr. Nirmala Bellare. — **Ms. Rekha Siby**

Gujarati :

4. ભગવતીકુમાર શર્માની કવિતાનું વિહંગાવલોકન — **Mrs. Shobhna Tanna**
5. કવિતાથી કવિતાસુધી — **Mrs. Sejal Shah**

Hindi :

6. कृष्ण सोबती के उपन्यास - नये विस्तृत आयाम की तलाश — **Dr. (Ms.) Pragnya Shukla**

Social Sciences :

Economics :

7. Role of Rural Press and Other Media in Development Communication — **Dr. (Ms.) Harshada Rathod**
8. Travel & Tourism Industry of India — **Ms. Sakina Jani**
9. પ્રક્રિયામાં પરિવર્તન - ઈન્ફોર્મેશન ટેક્નોલોજી — **Ms. Veena Oza**
10. Growth & Development : the long journey — **Ms. Falguni Desai**

History :

11. Maniben Nanavati and the Emergence of Women in Khadi and Village Industries in Western India — **Dr. (Ms.) Ila Ved**
12. Behramji Merwanji Malbari as a Social Reformer — **Ms. Kusum Vanjara**

Psychology :

13. The Self – Serving Bias : Are We Equally Gullible ? — **Ms. Asma Shaherwalla**
14. Students' Motivation for Studies and Related Influences — **Ms. Ruby Mehta**

Sociology :

15. Plastic Bags & Its Environmental Impact. — **Ms. Maniben Patel**

16. Whose Land is it Anyway ? — **Ms. Twinkle Parekh**

Home Economics :

17. Night Schools : A Need Analysis — **Ms. Rupa Motivala**
18. A Study of the Social and Psychological Factors that Affect the Elderly Living in Mumbai. — **Ms. Rita Patil**

Library :

19. Organization and Execution of Library Public Relations in Acadimic Libraries ; A Case Study on Maniben Nanavati Women's College Library. — **Ms. Abha Sharma**

Commerce

20. Financial Sectors : Issues, Reforms, Achievements And perspectives — **Dr.(Ms.)Sunita Sharma**

Accounts :

21. HR PRE Audit - Imperative Need in Case of Mergers and Amalgamations — **Mr. Jayant Mehta**

Book Reviews :

22. Count Your Chickens Before They Hatch : Arvindam Chaudhary — **Ms. Sujatha Rao**
23. Winning Management : Wolf J. Rinke — **Ms. Parinda Merchant**

Tapiben Chhaganlal Lalji Valia Junior College

ARTS :

English :

24.. The Importance of Authentic Material in ELT. — **Ms. Nirmala Raman**

Economics :

25. Marketing of Paddy — **Ms. Jayshree Gandhi**

History :

26. Scoring of Low Marks in History by XII Standard Students : An analysis — **Ms. Panna Purohit**

Sociology :

27. AIDS Awareness among XII Standard Students — **Ms. Raksha Mehta**

Commerce :

28. Consumer Rights Awareness in Urban India — **Ms. Deepa Amin**

Dr. Bhanuben Nanavati Career Development Centre

29. Difficult Daughters by Manju Kapoor : — **Ms. Naisargee A. Shah**

From The Desk of the Principal

Having perceived from a distance, the growing latent talent of my colleagues, seeking exposure and encouragement to transform their well organised concepts and inborn ideas on paper, having research outlook or review of a standard, prestigious publication, it generated in me a long thought of idea to publish on a small scale, Research Journal, / Book Review- pioneering it would be among other Colleges of our University.

I had shared my vision with some of my scholarly faculty and they offered spontaneously, with a smile, that we should not hesitate to go ahead, so that many of us will have an opportunity to translate into reality what we creatively pondered in our own way.

It is felt that a teacher's primary duty is to be fully involved in reading, writing and thinking about the subject of her specialisation. It would be professionally beneficial, if there is ever changing up-gradation and that it would meaningfully accord a positive impact on her teaching. Exposure to research in various subjects would also help for a positive approach in the direction of inter disciplinary progress.

It is needless to stress here that our endeavours may not perhaps have the colour, but we request you to kindly bear with us, when we are keen to march our pace to as much academic excellence we can, not forgetting our limitations, stress and strain.

We are just reaping the plant and are confident that it will flower with blossoming fruits of perfume and qualitative taste ! May Almighty shower His blessings on us, to enable us to expose ourselves in a better and richer manner, with luster and glow, which shall never fade.

My deep sense of gratitude to each member of the Expert Panel, who has edited diligently all the Research Papers and Book Reviews, and had it not been for their guidance and suggestions, I am afraid, our maiden venture in this direction would not have given us such an encouragement.

My sincere thanks to the members of the Magazine and Report writing committee, who have motivated their colleagues to present their thoughts on paper. My hearty congratulations to all those who have contributed in this endeavour.

And now, I have great pleasure in presenting this first Volume of the Academic Journal, christened as "A N V E S H A N"

Dr. (Ms) Harshada Rathod.
Principal

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"Battle for the Soul" : The Power of Socio - Religious Forces and their Subversion in Kiran Nagarkar's Ravan & Eddie.

In the post September 11th world, the issue of violence has taken on a new urgency. In the name of God, colour, caste, class, race or gender ordinary human beings metamorphase into violent killers. The recent Gujarat carnage was just one more instance of the brutalisation of the common man indoctrinated to kill and pillage in the name of religion. Where are we to trace the genesis of violence in society ? Why is that the cycle of hatred and violence is perpetuated with each generation ? These questions are of more than academic interest in a nation - state torn as under by communal violence.

Kiran Nagarkar's Novel takes on a special meaning when we consider how the two characters Ravan and Eddie are, from the moment of birth, thrown at the mercy of socio - religious forces over which they apparently have no control. The impact of these forces is felt instantaneously and it goes deep. No child is born 'Hindu' or 'Christian'. No child is born hating anyone else. Most of our ideas about ourselves and others are borrowed ideas - ideas which institutions like the family, school, religious institutions and others tend to glorify and transfer in the name of values, culture and heritage.

In chapter 7 of the novel, Lele Guruji, head of the Mazgaon branch of the Hindu revivalist organisation named Sabha, muses about how he must bring the christian Eddie in to the fold of Hinduism. "The battle was not for Eddie's body, it was for his soul", **(1)** Lele Guruji observes. He is not alone in waging this battle nor is Eddie the only target.

Both Ravan and Eddie are pawans in the battle waged by society. **(2)** They are positioned as 'enemies' who 'may as well have lived on different planets.' They are separated by religion, culture, language and even colonial heritage. In chapter 12 of the novel, Nagarkar painstakingly documents the various factors that have created irreconcilable differences between them. They belong to "parallel worlds". **(3)** Which can never it seems meet except in some social utopia. But how did this enimity come about ? This is a crucial question raised by the novel.

One possible answer traces the roots of separation and the resulting conflict to the socio - religious conditioning of Ravan and Eddie. The Novel traces the history of the adventures (or rather misadventures) of the thirteenth month old Ravan and the new born Eddie through their turbulent childhood and adolescence to the point of their Matriculation exam. There are significant parallels between the destinies of Ravan and Eddie and the new born Nation - State India (The Novel begins in 1947). Like Ravan and Eddie the nation state too is the target of socio - religious institutions.

However, the purpose of this paper is not to explore historic parallels. Rather it is an attempt to analyse the power of socio - religious conditioning and its impact on the lives of Ravan and Eddie. It also examines how Nagarkar is able to subvert this power by creating unique ways of resistance.

In its worst and most virulent form, conditioning is a kind of violence which can permanently damage the child's psyche. Nagarkara's characters have an uncanny ability to protest their essential selves. Nagarkar's view is in keeping with

modern approach to conditioning.

In place of the social learning model of the child as passive receiver of social instruction, current theoretical models portray the child as actively constructing his social knowledge out of an interaction between his own unique experience in the world and his own conceptual abilities and limitations. (Shatz 1975)

This is no one sided battle. The very structure of the novel and the way in which the separate stories fuse together suggests that no matter how much society attempts to separate the "twins" at the end the essential complexities humanity will create its own tenuous understandings. The novel is built around the similarities, contracts and interconnections between Ravan & Eddie's lives.

Ravan, who was born Ram, achieves an outsider's status in his family and social group by a strange twist of fate. He is indirectly responsible for the death of Victor Countinho, Eddie's father. Eddie is born on the very day his father died. Thus the 'enimity' between the two is firmly established in the minds of their respective families. Both Ravan and Eddie are too young to be even aware of this 'enmity' but the process of conditioning has already started. Their first encounter on the staircase, where Ravan makes an attempt to enroll Eddie into the Sabha, is a pointer to the gulf that exists between the two. Though, they were neighbours and crossed each others paths everyday, they "had never before looked closely at each other's faces". **(4)** Unknowingly both had picked up the vibrations of distrusts, hatred and ignorance that separated their families.

Nagarkar subverts any neat and clear divisions between 'Hindu' and 'Christian' through his use of Christian imagery to describe the predicament of Ram - turned - into Ravan. The baby Ram, leaping from his mother's arms into the outstretched hands of Victor, is likened to the "Vision" of the child Jesus.5 Ram who is termed "murderer"[6] in Victor's wife is referred to as **"Cain"** the **Biblical** character who had killed his brother Abel and who bares a mark on his forehead as a sign of his crime. Like cain, Ravan becomes an outsider. His name Ravan was the king of Ceylon "evil incarnate", **(7)** emphasises his separation from mainstream Hinduism and gives him a sense of freedom. Indeed his mother had given him the name to ward off the evil eye. Ravan escapes Lele Guruji's 'Hindutva' indoctrination only because of his "murderer" status and is declared a "nobody" Strangely enough his association with Lele Guruji and attempts to win over the members of the Sabha provokes Mr. Dixit into accusing Ravan of killing Gandhiji. This double murderer status protects Ravan from sodomisation by the school bully Prakash and gives him a cult status in school. He begins to draw energy from his identity as an outsider. Ravan's 'crime' is seen in positive terms. It is the unthinkable risk of leaping out of the security of his Hindu mother's arms into the unknown outstretched arms of his Christian neighbour Victor standing below. "How can anyone, Victor wondered, how can anyone but the Godchild trust someone on completely". **(8)**

Like twins who have been exchanged at birth the God children Ravan and Eddie cross over into each others religious territory. Ravan learns Tai-ken-dio in St. Theresa's school and his favourite haunt is St. Sebastian's school and church. While Ravan is ousted from Sabha, Eddie becomes the "prodigal son" of the Sabha. Once again Nagarkar makes ironical use of the Biblical myth of the prodigal son's return to the Christian way of life. Eddie's fascination with the stories of Krishna and Mahabharat defy all the conditioning he receives from the church. As a matter

of fact Ravan is also called `Shri Krishna' **(9)** although in a derrogatory way by Mr. Tamhane. By interweaving Ravan and Eddie's religious destiny Nagarkar strikes a hard blow at communal hard liners.

Fortunately, children have their own sense of morality and are able to weather all the exploitation made in the name of 'guilt' and obedience. Father D'souza is summoned by Violent to save Eddie's immortal soul. He tries to manipulate Eddie through the guilt of having betrayed his religion and the threat of **(10)** "excommunication" and hell fires. Of course Eddie is intimidated because for a child the power of authority rests with parents and priests. But his innate curiosity prevents him from succumbing totally. He is able to rock Father D'souza's complacency. As Father D'souza acknowledges "you couldn't even be off your guard with this boy. Even when you had just saved his soul and begun to trust him, he would spring a rotten question on you and drag you all the way down to perdition. **(11)** Lele Guruji and Father D'souza are two sides of the same coin. Both systems demand unquestioning obedience and adherence to their principles. But children by nature ask questions, they are full of doubts and inquiry and are constantly seeking and searching. Both Ravan and Eddie survive through their strategies of questioning, subterfuge and deception. In the battle for the soul these are the weapons that ensure the survival of the self.

Ravan and Eddie share a common struggle. Both Ravan and Eddie are able to free themselves from the intruders. The power struggle for their souls is fought both at the macro and the micro level. Parvati and aunt Lali battle it out in the domestic sphere.

Ravan asserts loyalty towards Parvati by openly denouncing Lali. Eddie in turn vanquishes Mr. Furtado. Both Ravan and Eddie get love, companionship and understanding. Eddie from his grandmother while Ravan thrives on the warmth of the Sarangs. Nothing can dim the exuberant vitality of these two boys growing up in the chawls of Mumbai.

They have to struggle through the same experiences although in different ways. Coming to terms with financial strain and water shortage, the pains and pleasures of realising their sexual identity, the awareness that there is a 'battle' raging and the spontaneous questioning of and resistance to the system within which they are placed. Eddie and Ravan are trying to make sense of the world in which they are placed with all its complexities, its hypocrisy, intolerance and manipulation co-existing with love, kindness and joy. Sitting on the stairs of the chawl, looking for the elusive Mr. Furtado, Eddie wonders how one can distinguish a Christian from a Hindu. His innocent query touches the wellsprings of the essential oneness of all human beings. Eddie and Ravan, for example, share the same interests. Both love music and martial art, shun academics and are rebels against the system. Both decide to follow their hearts when it comes to choosing a profession. They try to find their path through their own dreams. This is evident from their choice of films. Ravan idolises Shammi Kapoor, the actor who broke all the rules of conventional acting and dancing. Eddie is addicted to the film 'Rock Around the Clock' a film denounced by the church.

They are different, yet they are the same. They are separate and yet connected. The denouncement of the novel with the kite flying sequence and the 'battle' of two martial art forms ties up all the different strands into one striking

vignette. Nagarkar's choice of words is significant.

"They were in perfect harmony, intersecting each other's orbits in a Pythagorean paradise. It was a duet. Two volatile martial arts in a state of continuous equilibrium. Two warriors and two life-long enemies locked in the ritual of battle". **(12)**

Yet, amidst all the sound and fury of the battle for their souls, Ravan and Eddie remain essentially free. Their inner love seems to be untouched thereby mocking the system. Nagarkar deliberately and systematically melts and merges the parallel lives of Ravan and Eddie. In chapter 13 of the novel Nagarkar raised the question of how one can bring parallel lines together. The novel is an answer to his own question.

The parallel lines do come together in the novel, not in some social utopia, but in the here and now. There are strong human connections that make a mockery of the gulf. Differences are celebrated, encompassed and even transcended. There is a hint that Ravan and Eddie might be friends in the future. Gleefully and mockingly, the power of the socio - religious forces are subverted through creativity, imagination and the innate goodness and oneness of all humanity.

At the end of the novel Ravan tries to "Enter the shifting magnetic field that Eddie kept generating around himself". **(13)** He succeeds at last and "with a flying leaps he was in " **(14)** Ravan's leap, an echo of the leap he made in his thirteenth month, is a giant step for mankind. Though the novel foregrounds differences what remains at the end is a sense of connection however uneasy or tenuous. Ravan and Eddie may be "enemies", they may belong to different worlds but they are connected by their essential humanity. It is always Ravan and Eddie never Ravan or Eddie.

FOOTNOTES

1. Nagarkar, Kiran : **'Ravan & Eddie'** New Delhi, India, Penguin Books India (P) Ltd. 1995, P. 98
2. 2bid P-15
3. 2bid P-16
4. 2bid P-25
5. 2bid P-4
6. 2bid P-10
7. 2bid P-101
8. 2bid P-4
9. 2bid P-103
10. 2bid P-135
11. 2bid P-137
12. 2bid P-329
13. 2bid
14. 2bid

Dr. (Mrs.) Jayshree Palit
English Department

GENDER ROLE CONFLICTS IN THE PLAYS OF JAMES REANEY

James Reaney (b. 1926) a playwright, librettist, critic, poet, novelist and a well known writer of children's literature occupies an unprecedented position in the field of contemporary Canadian drama. His reputation as a 'pioneer dramaturgical dissident' and his "idiosyncratic genius" has undoubtedly placed him in the list of the contemporary Canadian dramatists who have glorified the 'region' of Southwest Ontario thereby, exalting it to the universal level. Geraldine Anthony, a theatre critic rightly points out in Preface To The Profiles In Canadian Drama : James Reaney Issue that Reaney along with many other 'regionalist' writers like David French, George Ryga, Michael Tremblay and others who have represented their region in their plays strike "at times a universal chord .....". Reaney's account of local customs, costumes, rituals, language and culture of the region of southwest Ontario is so vivid that he successfully brings out the liveliness of the community life which does not restrict itself to a particular region or province but can be identified to any community in general. It is not surprising that his critics have been fascinated to study his stylistics and the portrayal of the community life in general but what is alarming is not much research work has so far been carried out on Reaney's individuals who in fact are instrumental in the forming or deforming of community.

James Reaney is accredited with around thirty plays including three musical operas, a trilogy entitled The Donnellys and a play entitled Baldoon coauthored with C.H. Gervais. When Reaney started writing plays in nineteen seventies, drama writing in Canada was "unheard" of since the commercial theater or the mainstream theater staged plays that came either from England or America. The play with the Canadian subject or voice did not earn much remuneration for commercial purposes and were often staged under the `alternative' or experimental theater category. These `alternative' theater often came out with "collective community" plays wherein the actors at times would themselves "move into the community" and dramatized the local stories or events. As a consequence, more attention was paid to the collective aspects of the plays with the result that a play like The Farm Show (1972) depicted the community life of Clinton, Ontario. [1] Reaney's earlier plays, almost set in the remote urban set ups, usually farm houses in Perth County, southwest Ontario projected the community life in these farm houses along with their customs, rituals, costumes and occupational life in a very vibrant from with the day to day activities of the individual of the community. Although Reaney's critics have overlooked the individual aspect of the community in the process of glorifying the broader canvas of the community life in his plays, one realizes that each individual aspect of the community in the process of glorifying the broader canvas of the community life in his plays, one realizes that each individual that the community comprises of contributes remarkably to the functioning of the community and also to the changes that take place in the socio-cultural tendencies of that community.

One of the remarkable features of Reaney's individuals is that they are not assigned the stereotypical gender roles within their community. There are no strict or clear-cut distinctions or allocations of societal tasks which they follow strictly. Reaney's sense of 'freer play' does not restrict itself to the dramatic techniques

but extends to the dramatic persona, too. Critics have considered Reaney's texts to be an ideal treasure for those students who want to carry out socio-cultural or gender studies for the region of south west Ontario because they represent the community life in an unprecedented form and it is because that all his major plays are revolving round the female persona who are responsible for the actions taking place in the community.

Many of Reaney's leading male persona are shown to be underplaying their stereotypical role of dominating the society, for example, Harry Gardener and Eli Fay in The Killdeer and Stephen and Andrew Kingbird in The Sun And The Moon and to an extent James Donnelly whose presence in the trilogy. The Donnellys is superceded by the dominating spirit of his wife Judith Donnelly. What is important is the study of the leading female persona of almost all the plays who play the roles of key decision-makers of the community. Social victimization, inequality, deprivation and injustice, of course, remain the responsible factors in challenging their existing gender roles but with the gradual progression of the plays, the female persona tend to show the rebellious qualities that go to the extreme of designing clandestine conspiracies or committing violence in the family as well as in the society. In the process of changing their prescribed gender roles, whether they succeed or not is irrelevant, but they surely emerge as courageous, indomitable and fearless women, accepting and combating all the challenges or atrocities of a male-dominating society.

In this paper I have made an attempt to examine the roles of the female persona of Reaney's plays from the feminist point of view but no where in this paper do I intend to study the female persona from the theoretical aspect of feminism. For the present purpose, I shall concentrate only on a few of his plays like The Killdeer (1960) with which his theatrical career started, The Sun And The Moon (1958) and the trilogy The Donnellys (1973-74) I intend to study the women in Reaney's plays with reference to the socio-cultural, political evangelical and economic inequalities they face within their community and how they emerge as dominant, empowered figures in the process of their struggle to survive amidst the oppressive forces. Nonetheless, an attempt will also be made to study the association of the individuals to their surrounding environment since most of the settings of these plays are rural and are located in an agrarian based society. Equally important is the study of these factors on the growing age of the man and woman in Reaney's plays.

Northrop Frye, the well-known Canadian critic has called The Donnellys as the tragedy of a 'sick society' :

"In tragedies of a sick society, the central figure is often a victim and the victim's nature is too big for his/her fortune. What is squeezed out of the tragic action is not excessive ambition but excessive vitality, though it is only because of the perverted social context that it is excessive... 2

In the present context, Mrs. Donnelly is the key figure who becomes instrumental in the massacre that was to follow at the end of their forty years of struggle for their survival in the New World of Biddulph. The strife with the old enemies of Tipperary, back in Ireland - the Whitefeet starts right from the beginning of Sticks And Stones, the first play in the trilogy, when she is seen giving catcheism to her son, Will.along with a fiddle and tells him "If you're not afraid, you will live"

(21). What prepare the readers for the powerful emergence of a strong woman are the physical qualities Reaney has attributed to her, `a tall woman' who had "arms like wings" in contrast to her husband who is `a small square chunk of will'. With her dignified grace and strong defiance she is ready to fight out the secret forces of the male dominated society of the Whitefeet. A woman, who is just and honest, she prefers to be called scab or leper or nigger or heretic or Blackfoot rather than join with the blood shedding gang of the Whitefeet. Again she abuses the Fat Lady who tries to grab her fifty acres of land. She tells Will her son, "....after this harvest, I am telling you, your father will own this very ground we are standing on and shortly after that we will own to another not our fifth boy, pray, but our first girl may it please heaven and when he owns the very ground we stand on and the fields he has made, you will see they will never drive us off. We won't be druv." (21) At the end of the play **Sticks And Stones** she tells Jennie", your father and I will never leave Biddulph."

Mrs. Donnelly's journeys to Goderich in **Sticks And Stones** and later on in **St. Nicholas Hotel** to Whalen's Corners are to be seen, as actions of human will and determination exercises against the legal, social, political and religious manifestations of "soulless and mindless reality" -a reality measured in large part by the myriad legal document land surveys, newspapers, laws and maps constitute a painful agony of the difficulties faced by a carrying woman. Her conversation with George Stub, the future magistrate who is going to try her son Will against the charge of robbery, is brimming with rage. She asked him fearlessly if he was instigated by the Fat Lady but at the same time tells him that his plans for hanging Mr. Donnelly will not be allowed to succeed. She tells him, "he will not be hanged either, do you hear, that, inhabitants of Biddulph." (62) Her conversations with the people she meets on the way to Goderich are full of curses for those who don't sign the petition and blessings for those who do it. As she passes through the fourteen tollgates, she encounters the dark chilly nights of the winters but nothing stops her from reaching there. Her well planned, systematic approach to see the Governor General is impressive but she had to undergo a painful journey for that.. She laments at herself," ..... the whip of that carter touched my cheek, I looked like a beggar woman tramping the roads" but at the same time she gathers her courage," "I will have time to see the mayor of the town. I will change my dress and comb my hair somewhere." (64). Even the Governor General Sir Edmund Head with the Lady Head confess. "I feel that I shall remember that woman for the rest of my life" (67)

Mrs. Donnelly's encounters with the political injustice and violence are also not less challenging. The Donnellys are committed to the Grits. The Attorney General Mcdonald, the member of parliament could not turn down Mrs. Donnellys petition of reducing her husbands sentence that carried the high number of signatures lest he would have to lose that number of votes. Further, Holmes, the liberal and Protestant candidate backed by the Donnellys win against Cayley. Mrs. Donnelly promises him "Yes Mr., Holmes, Hurrah for Holmes will be our cry now on in our family's vote is Grit forever and I've seven sons who will agree or else." However, in that process she invites the hostilities of George Stub and Cassleigh, the Whitefeet leaders who constantly nab the family to vote for the Catholic Conservative Party. Her confrontation with her inner voice, the ghost prophesizes

to her that she will die unconfessed and cautions her. "But with persons of power it is wise to be descreet." (82). However, she turns down the ghost's advice "Sleep voice within me." (82) Later on she does not stop herself from reminding Stub and Cassleigh about the past atrocities which they committed when she is tried for theft and incendiarism in the court of Cassleigh who becomes the magistrate of the Biddulph township. It is she who raises her arms against Cassleigh to save Donegan, Sarah Farl's brother, the wife of Patrick Farl killed by Mr. Donnelly. She orders him "put that knifeback where it belongs, Mr. Cassleigh, if you still know what pockets are for or do you carry the knife permanently stuck in your head like a thorn." (77)

Mrs. Donnelly's close identification with nature, the ideal of freedom and the transition of the forest image scene into that of a mob and then a map of Ireland indicates the relationship between the nature and the social history that plays a significant role in the life of a Canadian town-dweller. Before Mrs. Donnelly enters the stage presents the impression of "the deep green of primeval forest" followed by the "whistle of a deep forest bird." Her association with the bird image is brought out in Bridget's song :

"My heart's like bird that has flown from her nest

For the harsh winter winds would give her no rest

Cross the seas and the wilderness she's rows with her wings

Till at last in Ontario her freedom she sings"(193)

Out of the corner of our eye we see a tall woman fling her arms up, turn and fade away. Within these episodes of trilogy, as well as in the scene of James Donnelly's death, the character of Mrs. Donnely acquires identification with nature-the forest, the seasons, the bird-with the ideal of freedom and with the spiritual apprehension of the eternal. She sees the vicious sphere of truth life, death and reality beyond that as she gradually craves for freedom. She sighs, "I didn't try to help the boy (Tom Ryan) because for the first time in my life I felt old, small and afraid." (172) At the end of trilogy two most abiding images of Mrs. Donnelly settle in the reader's mind: one of a lamp hanging in the air, held by a ghost lady and the other, as a tall woman who flings her arms up and other as the woman with arms like wings.

If Mrs. Donnelly shows the qualities of being a dominating woman while subverting her role as a woman in the community, Reaney's other female persona do not emerge as a dignified powerful women but they surely show the traits of fearlessness, courage and unyielding to the male dominated tendencies of the community. The play The Killdeer[4] begins with Mrs. Gardener who is described as "a very fussy, matriarchal, pious, bossy, evangelical type"in contrast to the leading lady Madam Fay who is "vital, pagan, and dressed in an elegant blouse with a dark shirt, stylishly gored in front. Madam Fay's assertive statement to Mrs. Gardener, "But why not ? There's always a first time" (2) reveals the rebellious qualities she possesses and shows throughout the play. Ironically she sells beauty who herself shows ugly tendencies which she has inculcated because of her social upbringing. She was an orphan was adopted by a wealthy family to give company to their daughter with whom she shares a strange love-hate relationship. The feelings of social deprivation have created a lot of bitternes in her. In order to sell

her wares to Mrs. Gardener she unhesitatingly narrates the horrendous crimes that she and her husband has committed. Her marriage to Mr. Fay and her elopement with her sister's husband Mr. Lorimer followed by catastrophe of four deaths along with that of Mr.Fay's suicide is a matter of a very casual event for her. she is proud of her being she says "I am no more than I am, but first of all I'm really Mrs. Fay."(6) Madam Fay's narration about her personal life to her customer is the menmifastetion of struggle for survival on account of the aging health and the social inacceptence she faces because of her past. She smartly uses the story of her past to create a curiosity for Mrs. Gardener so that she buys her things in order to know the true story. Inadvertently, Madam Fay does not repent for her actions. When Mrs. Gardner asks her, "have you prayed to Jesus Christ for forgiveness"?, she boldly replies, "I don't want forgiveness it's a bad word with me."?(7) Later on she says "Then you don't believe God won't/ Forgive me. Is that it? Well, do you know why?/Because I pray him nightly: God, don't/Forgive me. And he always answer prayers. Do you believe that?" (8) it is ironical that although she abuses Mrs. Gardener's religion, she still believes in the existence of a super natural force.

While Madam Fay tells Mrs. Gardener to be independent from the clutches of the ritualistic procedures of the church, it is Mrs. Gardener's son Harry who becomes instrumental in relieving Madam Fay's son Eli from her own clutches. Harry's upbringing has been particularly designed by Mrs. Gardener's under her strict, matriarchal influence. He has to observe and follow the "prescriptive" as well as "proscriptive" norms of the society as sirected by Mrs. Gardener, for instance he has to take up a decent bank job and not intermingle with Rebecca Lorimer because she belonged to an 'anti-social family. Mrs. Gardener's over carrying attention for Harry and Mrs. Fay's total negligence of her son Eli results into their children growing up showing deviant or abnormal tendencies. Harry begets an illegitimate child form Rebecca, Eli's wife and Eli grows up a s a retarded son under the care of Madam Fay's lover Clifford Hopkiins. Madam Fay's hatred for her foster-sister is extended further to her daughter Rebecca Lorimer as she tries to get Rebecca hanged for the death of Clifford Hopkins. Harry Gardener saves Rebecca in the court from the malicious statements of Madam Fay by terrorizing Fay with the killdeer. While the killdeer was the favorite bird of Rebecca's mother and stood for her nobility, it was a bird of hatred for Madam Fay who could never really love anybody including her own self.

In the play The Sun And The Moon Mrs. Edna Moody and Charlotte Shade question the role of Reverend Francis kingbird as a controller of church in the community of Milbank, Ontario. Women in Raney plays like Edna Moody are shown to be dissatisfied by their position in the rural paradise and therefore seek some sort of assistance to establish their identity by uprooting the other's. She takes help of Charlotte Shade, a visitor in the town of Millbank, who make an unsuccessful attempt to supplant kingbird. On the other side is Mrs. Fall who in past, wanted to assert her own ideas in a society dominated by the males. It is this assertion that costs her and Kingbird a lot of confusion and cosmic disorder in Millbank. She says, "My dreams had come true. Without marrying, without falling in love, I would have a child. I would exist in male and female worlds at one and same time." Ruth Fall, the spoilt daughter of a wealthy father uses Kingbird for begetting a

child and thereby fulfill her "whim" of negating the possibility of male intrusion in her life with her child. Eventually, she reenters the "kitchen world" and attempts to live a normal social life with her son Frank Fall in Millbank.

What is wrong here is not to abandon the kitchen world for an independent career, but to attempt to dominate both worlds at once Edna Moody makes the same mistake. She is unable to accept Kingbird as her minister. Her efforts to establish a tribal matriarchy through her office in the Women's Institute are destructive and her thoughtless support for Charlotte Shade results into the disappearance of Andrew Kingbird, son of Francis Kingbird into the Shade world. Shade is again a symbol of malignant forces along with the old tramp who envies Francis Kingbird. The trio conspire to supplant Kingbird by using the story of his affair with Ruth Fall in the past.

In keeping with Reaney's drama, the characters are not particularly masculine or feminine. Susan Kingbird, daughter of Francis Kingbird is at ease in the supposedly "masculine" world of medical research, while Felix Conybeare, Kingbird's fellow minister is "spinterish" enough to be called as the "shuddering male virgin." During the crisis all familiar roles are brought into question, with the young people in the play (Ralph and Susan, Frank and Ellen, Dennies, Stephan and Andrew) being the most disturbed unable to adapt to a microcosm in confusion. In her efforts to displace Kingbird, Charlotte incarnates the sexual confusion that dislocates everyday life in Millbank She skillfully confounds many roles-of abortionist, witch, sadist, housewife and others but finally emerges as a subhuman in the play.

Thus, women in Reaney's ply step out of their traditional role structure of being meek, submissive figures and come forward as overpowering figures to the extent of being aggressive, violent and ambitious, characteristics generally associated with the masculine features.

References :

1. In his essay p. 51
2. Reaney, James text
3. Frye, Northrop p. 44
4. Reaney, James The Sun and the Moon are taken from this text

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PRACTICAL ASPECTS OF TEACHING, READING AND STUDY STRATEGIES

With ref. to 'Reading and Study Strategies' Book II by Nirmala Bellare.

Of the four language skills, often it is the reading skill that gets very little attention. It is commonly felt that reading is the least complex skill and doesn't involve any particular techniques. But fortunately, things are gradually changing. The inclusion of 'Reading and Study Strategies' in the curriculum of English teaching is a clear indication of the realization of its significance by our academicians.

Reading is not just the recognition of what words and sentences mean, but more than that the recognition of the value they take on in association with each other as elements in a discourse. Critical reading involves the cognitive activities of (a) evaluating the content, (b) interpreting the details (c) inferring the implied information. When a 'tailored' material like 'Reading and Studying Strategies' (by Nirmala Bellare) is implemented for teaching reading strategies, there are three aspects that will define its efficacy :

(I) Pre requisites (II) Teacher's Role (III) Evaluation System

(I) Pre requisites :

A certain level of language proficiency is expected from the learners. With their accumulated language knowledge, they are expected to construct the meanings of the given material. Here, we have to admit the fact that we are dealing with students whose vocabulary, active or passive, is very limited. It will be unrealistic to expect the students of B.A.II (non English medium) or even of B.A.I (English medium), to be familiar with words like, 'assiduously' (P-9), 'ubiquitous' (P-18), 'Ostracism' (P-29), 'elucidate' (P-81) etc.

The closeness of the content to the life and experience of the students will motivate them to approach the material. It should be something that is relevant to their affairs or that appeals to their interests. In the prescribed text, though there is a conscious effort to choose a variety of topics, how far they are appealing to the students is debatable. To require someone to read a set of extracts, not in order to learn the language being used, is to misrepresent normal language use to some degree. For instance, the articles on Aspirin and Neem read like minor research reports with lots of scientific facts and jargons like 'pre-eclampsia' (P-18), 'interleuken-2 and inferferon' (P-19), 'Azadirachta indica' (P-81), 'anti-viral nimbin', 'dieldrin and malathion' (P-81). Another instance is the article on astronomy titled, 'A Concrete Example' which deals with the 'revolutionary technique' of making concrete from ilmenite with detailed explanations of chemical process involved.

Teacher's Role :

The insufficiencies of the pre-requisites can be compensated well by the teacher's strategies employed. For effective teaching to take place, it is required to prepare the students before leading them to the passage. It is desirable to give them the background and arouse their interest with related questions (pre-reading activity). For e.g., before taking up Lesson-1, Unit-2, 'No snake in the grass', questions on their own attitudes to snakes and personal experiences will arouse the student's interest. In order to ensure that the difficulties of usage don't prevent the learner comprehension, the teacher can give a glossary before they read the passage.

Thus, a 'priming glossary' will prepare the learner before hand for his encounter with possible problems in the passage. An alternative is to provide 'prompting glossary' which gives explanations linked to particular difficult words of phrases, which appear after the passage on the assumption that the reader will refer to them whenever he comes up with a difficulty. A 'priming glossary' will be relatively more effective especially when the passage is meant for skimming or scanning.

Keeping in mind the objectives of each unit, the purposes of reading should be set prior to its reading. The students should be trained to be sensitive to the tone of the writer, the style of writing, different aspects of issues discussed etc. For instance, before leading the students to the different arguments given under Lesson 2, Unit 3, 'Am I a person or a possession?'students can be asked to be alert to the tones, styles, attitudes etc. of the four writers. The teacher is also expected to process the information and extend or enrich the topic by encouraging further discussion. Strategies should be adopted to ensure participation from all, inspite of the large strength of the class. Moreover, the teacher should capitalize on the individual differences in back ground and outlook and invite different interpretations to the same story. Without interfering with the objectives, activity patterns and question types, a teacher can use easier and more interesting passages. For the given passages, new activities and questions on the same pattern can be worked out. The teacher along with the students should try to find workable solutions and progress to more acceptable or satisfying - not upon any final 'right answer'. One should know when to back off and allow the students to try out their own strategies, which are, of course, guided and supervised.

(III) Evaluation System :

An ideal evaluation system for the reading strategies should check whether the students are able to perform the following tasks:

* distinguish facts from opinions
* decide what's relevant and what's irrelevant.
* to identify time, place, author's tone, attitude, intentions etc.
* to look upon the author's point of view objectively.
* to resist fallacious lines of reasoning and propaganda.
* to take the responsibility for their conclusion - there should be conviction behind their answers and opinions.

Taking into account the above discussed aspects, it can be said that, inspite of certain inadequacies, the prescribed text 'Reading and Study Strategies' offers a definite frame work for developing the skill of critical reading. The only imperative is that the teacher is ready to spend sufficient time and effort to plan the programme according to the needs, the background and intellectual ability of the students.

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2. P. Vimala Devi, Strategies for Developing Critical Reading Abilities in English, 1991. Bhargava Book House.

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શ્રી ભગવતીકુમાર શર્માની કવિતાનું વિહંગાવલોકન

ભગવતીકુમાર હરગોવિંદ શર્મા (જન્મ : ૧૯૩૪, સુરત)

સુરતનું નામ આવે એટલે સૌ પ્રથમ નર્મદ યાદ આવે. નર્મદ એટલે અર્વાચીન સાહિત્યનો સૂર્ય. સુરત માટે એને અભિમાન અને પક્ષપાત. નર્મદે લખ્યું :-

"તાપી દક્ષિણ તટ સુરત મુજ ધાયલ ભૂમિ
મને ઘણું અભિમાન ભોંય મેં તારી ચૂમી."

સુરતે આપણને અનેક સાહિત્યકારો આપ્યા છે. વિષ્ણુપ્રસાદ ત્રિવેદી અને જયંત પાઠક એક વિવેચકમાં વિષ્ણુ, બીજા કાવ્યના પ્રજાપતિ. ગની દહીંવાલા, મુકુલ ચોકસી, રઈશ મણિયાર જેવા ગઝલકાર તેમ જ રતિલાલ 'અનિલ' વયોવૃદ્ધ શાયર જે નિબંધકાર પણ છે તે બહુ ઓછા લોકો જાણે છે. વિજય શાસ્ત્રી નવા વાર્તાકાર છે તો શરીફા વીજળીવાળા એક સમર્થ વિવેચક છે ને એમના વિવેચનો ધારદાર છે.

ભગવતીકુમાર શર્મા પણ સુરતના જ એક અનન્ય સાહિત્યકાર છે. માત્ર સાહિત્યકાર નહિ પણ એક સમર્થ પત્રકાર પણ છે. પત્રકારત્વના કારણે સાહિત્યમાં આંચ આવે છે એ વાત એમણે ખોટી પાડી છે એમણે સ્વ. હરીન્દ્ર દવેની નિષ્ઠાથી પત્રકારત્વ અને સાહિત્ય બેઉ ક્ષેત્ર ખેડ્યા છે. પત્રકારત્વની વ્યવસાયિક અસરથી એમનું લેખન સપાટ બન્યું નથી. પરંતુ એમની સર્જકતાએ પત્રકારત્વને સમૃદ્ધ કર્યું છે. એમાં નિર્ભયતા અને સરસતાના પરિબળો ઉમેરાયાં છે.

નવલકથા, નવલિકા, વિવેચન, કવિતા, નિબંધ કેટકેટલા સાહિત્યનાં સ્વરૂપોમાં એમણે કામ કર્યું છે. અને છતાં ય એ યાદ તો રહેશે એમની કાવ્યત્વ ભરપૂર ગઝલોથી. પરંપરા, આધુનિકતા ને પ્રયોગશીલતાનો સમન્વય એમની ગઝલમાં જોવા મળે છે. ગીત પણ લખે, સોનેટ પણ કંડારે, અછાંદસમાં પણ નીખરેને ગઝલ તો જાણે એમને ગળથૂથીમાં જ મળી છે.

'પહોંચ્યો મહાસાગર સુધી હું પ્યાસ લઈને
પ્રારંભ મેં કીધો હતો ઝરણાંની તરસથી
ભય છે કે બધું પાણી એ શોષી તો નહીં લે
દરિયો ય છળી ઊઠ્યો છે કાંઠાની તરસથી.'

અત્યાર સુધીમાં ભગવતીકુમાર શર્માનાં ચારેક જેટલાં કાવ્યસંગ્રહો પ્રગટ થયા છે. તે દરેકમાં ગીત, ગઝલ, સોનેટ, અછાંદસ વગેરે રચનાઓ સંગ્રહિત છે. પરંતુ ગઝલમાં તેમની સભાન પ્રયોગશીલતા અને આધુનિક સંવેદનાને માર્મિક રીતે રજૂ કરવાની મથામણને કારણે તે વધુ ઉલ્લેખનીય છે. એમનામાં રહેલું કવિતાનું બીજ ધીરે ધીરે વિકસિત થતું જાય છે. એમની રચનાઓને માણતાં એમનાં સંવેદનશીલ કવિ ચિત્તનો પરિચય થાય છે.

શ્રી ભગવતીકુમાર શર્માની ગીત રચનાઓમાં લય કે ઢાળનું વૈવિધ્ય નથી. અહીં-તહીં આવતી કેટલીક પંક્તિઓ અન્ય કવિઓની રચનાઓના સંસ્કાર જગાડે છે. એમનાં ગીતોમાં એક પ્રકારની ઋજુતા છે. સફાઈ છે, સાદગી છે. મુગ્ધ-મધુર, સ્પષ્ટ, સંકુલ ભાવની આકર્ષક ગૂંથણી છે. **'ટેરવાં કરે વાત'**ની અંતની પંક્તિઓ એની નવીન ને અરૂઢ ચિત્રાત્મકતાથી આકર્ષિત કરે છે. નવીન ગીત

પ્રવાહમાં ભગવતીકુમારની રચનાઓ એકરૂપ થઈ જાય છે. પોતાનો કોઈ આગવો વિશેષ પ્રગટ નથી કરી શકતી. ગઝલમાં વિહરે છે તેમ છૂટી ચાલે કવિ ગીત સ્વરૂપમાં વિહરી શકતાં નથી. છતાં તેમના ગીતોમાંથી યાદ રહી જાય તેવી પંક્તિઓ અવારનવાર મળે છે. જેમ કે :-

''કોઈના પાલવની ઝૂલ ભીની ભીની થાય ભૂલ
રોમેરોમે સંવાદ એવુ કાંઇ નહીં
હવે પહેલો વરસાદ અને બીજો વરસાદ
અને છેલ્લો વરસાદ એવું કાંઇ નહીં.''

મધ્યકાલીન યુગમાં જેમ બારમાસીનું સ્વરૂપ રચાતું હતું તેવી જ રીતે આ કવિએ આધુનિક બારમાસી રચી છે, જેમાં અંગ્રેજી મહિનાના નામો આધુનિકતાને છતી કરે છે. ડિસેમ્બરથી પ્રારંભ પામે છે ને જાન્યુઆરીમાં પતાકડું થઈને ખરી પડે છે. એમાં જીવનની વિષમતા, વિફળતા, એકલતા અને છીછરાપણું જોઈ શકાય છે. મધ્કાલીન બારમાસીનું સ્વરૂપ કવિની આધુનિક નિરૂપણરીતિને લીધે આસ્વાદ નીવડ્યું છે પરંતુ કવિની સર્ગશક્તિ એમાં સોળેકળાએ ખીલેલી અનુભવાતી નથી.

''નવેમ્બરે અભિનંદન પત્રો
લખી મને હું પોષ્ટ કરું છું.
જુલાઇમાં વાદળ છાયા નભ
તને વિફળ કઇ ફોન કરું છું.
રિસેપ્સનોથી ભરચક મેમાં,
ચમચીથી નિશ્વાસ ચરું છું.'

આ કવિનાં સોનેટો કવિની રચના કુશળતાનાં સારાં નિર્દેશનો છે. સોનેટે પણ જાણે ચિંતનનો ઠાકોરી ભાવ પોતાના માથેથી ઉતારી નાખ્યો છે. એમના સોનેટોની રચનાઓમાં ક્યાંય વર્ણન અને ભાવ સમાંતર આવે છે તો ક્યાંય વર્ણનો દ્વારા વર્ણનોમાં ભાવ વ્યક્ત થાય છે. અંતમાં ક્યારેક શબ્દ ચમત્કૃતિથી જ તો ક્યારેક ભાવધૃતિથી ચોટ સધાય છે. બે પાત્રો કે વિપરિત સ્થિતિઓને સામસામે મૂકી તેમનાં વિરોધમાંથી સોનેટનો ઘાટ ઉતારવાનું તેનું શિખર રચવાનું કવિને સારું ફાવે છે.

સોનેટમાં તેમણે ભારતીય સમાજમાં ચિત્રો કલાત્મક રીતે વ્યક્ત કર્યા છે. ઘનભાગ્ય ગુજરાતનું કે તેના કવિઓ માતા-પિતાની ભક્તિને જીવતી રાખે છે. પાઠક, ઉશનસ ને ભગવતીકુમાર જેવા કવિઓ અનન્ય ભાવથી સાંજસયમથી, ચિત્રાત્મકતાથી માતા-પિતાને સંભારે છે. આદિથી અંત લગી ભગવતીકુમારના સોનેટોમાંનો ભાવ ગતિ તેની વિકાસરેખા તેને સ્મરણીય કાવ્યો બનાવે છે.

'તુલસી પર્ણ' 'પિતૃકંઠ' અને **'ફરીથી'** આંખ ભીની કરે એવાં સોનેટો છે. કોઇને ઉદ્દેશીને કે કોઇને સંભળાવવા માટે આ કાવ્યો લખાયાં છે તેવું નથી. મૃત્યુને વિષય બનાવી કવિએ ઉત્તમ સોનેટ રચ્યું છે. **'તુલસી પર્ણ'**ની પહેલી જ લીટી જુઓ કેટલી આકર્ષક છે?

'તાંબા લોટો ભરી તુલસીને પાણી પાયુ ખરું કે?'

લીલું પાંદડું તોડવાની મનાઇ કરતી પત્ની એ જ તુલસીનું લીલું પાન મૃત્યુ પ્રસંગે આંસુને દબાવી પતિના મુખમાં મૂકે છે. ભગવતીકુમાર શર્માનું આ સોનેટ પાઠક સાહેબના **'છેલ્લું દર્શન'** સોનેટની યાદ અપાવે છે જેમાં વિધુર થયેલ પતિની વ્યથાનું મંગલમય આલેખન થયું છે.

'ફરીથી' ન ભુલાય એવું સોનેટ છે. ઉછળતી લાગણીને આંસુથી સભર વાણીમાં કવિએ દૃઢતાથી મઢી તેની સુકોમળ વ્યંજનાને યથેચ્છ વહેતી કરી છે. ક્ષણ બે ક્ષણમાં પિતાનું મૃત્યુ આવી રહ્યું છે.

'મૂંગુ મૂંગુ ઘસી રહ્યું કશું ભક્ષી લેવા પિતાને,
સૂતેલાં જે ક્ષીણ થઇ બધે ડૂસકાં કંઇ થીજેલા,
જાણે વળાવી જનક જ ફરીથી સ્કંથ પે ઉંચકીને,
ભીની આંખે ભળાવ્યા ભડભડ બળતા અગ્નિ અંકે ફરીથી.'

પિતાનાં મૃત્યુનો શોક અનેક કવિઓએ કાવ્યાત્મક રીતે આલેખ્યો છે. અહીં પણ જનકનાં મૃત્યુની પીડાની તીવ્રતર અભિવ્યક્તિ જોઇ શકાય છે.

કવિએ અછાંદસ કાવ્યો અલ્પ સંખ્યામાં લખ્યા હોવા છતાં તેની તીક્ષ્ણતા નોંધનીય છે. **'વૃદ્ધોનું પ્રણય કાવ્ય'** આવું જ એક અછાંદસ કાવ્ય છે આ કાવ્યમાં દાંપત્ય જીવનની પોકળતાને કે નિઃસહાયતાને કવિ આ રીતે પ્રગટ કરે છે.

'પાનની પેટીને લાગ્યો છે કાટ,
શાંત પડી આ હિંડોળા ખાટ,
જેના પર બેસી કદી ઝૂલતાતાં ઝીણું.
ખાલી ખમ પ્યાલાને પૂરું થયું પિણું.'

સભર પ્રેમની શૂન્ય અનુભૂતિ વયોવૃદ્ધ અવસ્થાની કરૂણતાને ગહન બનાવે છે.

'ફૂલો સાથે મારે શો સંબંધ?' એ કાવ્ય ઉમાશંકરના કાવ્ય **'પુષ્પો સાથે વાત કરવાનો સમય રહ્યો નહીં.'** ની યાદ આપે છે તો **'વૃક્ષ સંબંધ'** કાવ્ય ફ્રેંચ કવિ સેન્ટ જોન પર્સની એક પંક્તિની યાદ આપે છે. "A Book is the death of a tree." કોઇ પણ કવિની કાવ્યસૃષ્ટિ નિરૂપણરીતિને લીધે ભિન્ન પડતી હોવા છતાં ક્યાંક આ પ્રકારનું સામ્ય અનેક વેળાએ જોવા મળતું હોય છે. **'મા મારી મિત્ર'** માતૃમહિમાનું ઉત્તમ કાવ્ય છે. માતૃમહિમાના કાવ્યોનું જો સંપાદન કરવામાં આવે તો આ કાવ્યની નોંધ અવશ્ય લેવી પડે.

શબ્દાલંકારને લીધે આકર્ષક નીવડેલું એમનું બાળકાવ્ય પણ અહીં દૃષ્ટાંત રૂપે મૂકું છું.

'કાળી ધોળી રાતી ગાય,
તડકો ચરવા જાતી ગાય.
સાંજ પડે ને ધૂળ ઉડે,
ઘંટડીએ રણકાતી ગાય.'

એમનાં સંવેદનો ગીત, સોનેટ મુક્તક અછાંદસ વગેરે સ્વરૂપે નિરૂપાયાં છે. પરંતુ ગઝલપાસું એ તેમની સજાગ પ્રયોગશીલતા અને આધુનિક સંવેદનાને માર્મિક રીતે રજૂ કરવાની મથામણને કારણે ઉલ્લેખનીય છે.

ગઝલ એ ભગવતીકુમાર શર્માની પ્રસિદ્ધિનો પોલાદી કિલ્લો છે. આજે જ્યારે બેસુમાર ગઝલો રચાય છે ત્યારે થોડાક શાયરોને અપવાદરૂપ રાખીએ તો બાકીના અનુકરણમાં પડ્યા હોય તેવું લાગે છે. આવા સમયે ગઝલનો મુખવટો પહેરેલી કૃતિઓમાંથી ભગવતીકુમારની ગઝલનો ચહેરો મહોરા વિનાનો છે એમ કહી શકાય. એમની ગઝલો તરફ નજર નાખતાં જણાઈ આવે છે કે ગઝલના નકશીકામ કરતાં ગઝલના આંતઃસત્ત્વ તરફનો ઝોક સ્પષ્ટ છે. ગઝલની કેવળ છટા કે કસબથી આગળ વધીને તેઓ ભાવનું ઉડાણ અને વ્યાપ સાધે છે. વાલ્મીકિનો મનોવિષાદ એમનાં ગઝલ કર્મનો દ્યોતક છે.

'વાલ્મિકીનાં હૃદયમાં સ્ફૂરેલો હું શોક છું,
કિંતુ ન જે રચાઇ શક્યો એવો શ્લોક છું.'

(તમારા વિના સાંજ ડૂસકે ચડી છે. પૃ. ૧૭)

અહીં કવિ સભાનપણે ય પરંપરાનો સ્વીકાર દાખવે છે.

ઔદ્યોગિકક્રાંતિ પછી અસ્તિત્વમાં આવેલી માનવ સંસ્કૃતિનાં લાગણીશૂન્યતા, એકલતા, નિઃસહાયતા, વ્યર્થતા, છિન્નતા વગેરે અનિષ્ટો પ્રતિ કવિનો મનોવિષાદ કવિની મોટાભાગની ગઝલોમાં પડઘાયો છે. નગર સંસ્કૃતિની કૃત્રિમતા યંત્રવતતા અને મુખવટા તરફ એમને ચીડ છે. સાંપ્રત નગર સંસ્કૃતિનો જ સામગ્રી તરીકે ઉપયોગ કરીને કવિ તેમાંથી માનવજીવનની રિકતતા, અલ્પતા, વ્યર્થતાને શબ્દસ્થ કરે છે. નગરજીવનની એકલતા, વિષાદ કે અંજપો **'બારમાસી'** કે **'શહેરે લખેલી ગઝલ'** માં તારસ્વરે પ્રગટ થાય છે.

તેમને નગરસંસ્કૃતિ કરતાં ગ્રામ્યસંસ્કૃતિ પ્રત્યે વિશેષ લગાવ છે. **''ગામ આવી ગયું''** ગઝલમાં બે સંસ્કૃતિઓને વિરોધાવીને વિષાદ ઘૂંટ્યો છે.

'નંદવાયા નિયોની મણિનાગના શિર ઉપર જે હતા,
આગિયાનું ટમટમતું તારોડિયું ગામ આવીયગયું.'

ઘુમ્મસ, મૃગજલ, રણ હરણ, ઊંટ, અનામત જેવાં ગણતરીનાં પ્રતીકોને વિનિયોજીને નગર સંસ્કૃતિનો ખ્યાલ આપી દે છે.

'સંભવ' કાવ્યસંગ્રહની **''ક્યાં શોધું''** **(પૃ.૩)** ગઝલ મત્લા, મકતા અને રદીફ કાફિયા વિનાની ગઝલ છે. જેમાં આકારલક્ષી અપેક્ષાઓ સંતોષાતી નથી. છતાં બાહ્ય વિશેષણોના અભાવમાં ગઝલ સાદશ્ય કાવ્ય કે આઝાદ ગઝલ કહેવું ઉચિત લાગશે.

અસંખ્ય ગઝલોમાં કાફિયાની છૂટ લીધી છે. કાફિયા ગઝલ માટે અનિવાર્ય છે. રદીફ ન હોય તો ચાલે. **'પીળો પડી ગયો છું,' 'ક્યાં સુધી', 'તરસની નદી ઝૂરે,' 'ક્યાં જશે?' 'મળ્યો', 'જીવી ગયો' વગેરે ''સંભવ''** કાવ્ય સંગ્રહની ગઝલ કાફિયા વિનાની છે.

ગઝલમાં પાંડિત્ય પૂર્ણ ભાષાશૈલી ન ચાલે હંમેશા લોકભોગ્ય ભાષા જ ગઝલના મિજાજને અનુરૂપ નીવડે છે. સરળ ભાષામાં ગંભીર ભાવોને રજૂ કરવાનું ભગવતીકુમારને હાથવગું છે.

'હું અને ટોળું પરસ્પરમાં વસ્યા
સૌ સહે છે પોતપોતાનો અભાવ...(સંભવ)
સમગ્રમાંથી વિખૂટો પડી રચાયો છું,
બધાંનો છું ને તો ય બહુ પરાયો છું.'

(છંદો છે પાંદડાં જેનાં પૃ. ૨૯)

તેઓ ચિત્રાત્મકતા દ્વારા ગઝલના અમૂર્ત ભાવને મૂર્ત રૂપ આપે છે. સજીવ અને રમણીય ચિત્રોનો આવિષ્કાર શેરોમાં પ્રાણ પૂરે છે.

'પ્રત્યેક ડાબલામાં હતી તૂટતી ગતિ,
પીગળી ગઇ સડક અને ઘોડો પડી ગયો.'

(છંદો છે પાંદડાં જેનાં પૃ. ૨૧)

આધ્યાત્મિક બિંબ પણ રસાવહને કારણે આસ્વાદ્ય બન્યાં છે.

'પાંખોમાં લઇ આભ અનાગતમાં ઊડી જાય,
શ્વાસોનાં આ પંખી તો ગમે ત્યારે છૂટી જાય.'

(તમારા વિના સાંજ ડૂસકે ચડી છે. પૃ.૨૧)

ભગવતીકુમારે ગઝલમાં ખપમાં લીધેલું શબ્દભંડોળ એમની બૃહદ ચેતના અને ખુલ્લા મનનું દ્યોતક છે. **અરબી ઉર્દૂ, ફારસી, હિંદી** -વગેરે ભાષાના શબ્દો જ્યાં પ્રયોજાય છે ત્યાં કારગત નીવડ્યા છે.

'કબર પર સ્થગિત છે સમય તે છતાં,
સૂકાં ફૂલમાં છટપટાતી ક્ષણો.'

(છંદો છે પાંદડાં જેનાં પૃ. ૩૩)

અહીં હિન્દી શબ્દ **'છટપટાતી'** કાફિયા રૂપે લેવાયો છે તે કેવો ઓગળી ગયો છે.

'તારા સુધી પહોંચવું સંભવ નથી હવે,
સદ્‌ભાગ્યે છેલ્લી ડાકમાં ખત નીકળી ગયો.'

(છંદો છે પાંદડાં જેનાં પૃ. ૭૯)

અહીં હિન્દી શબ્દ **'ડાક'** અને ઉર્દૂ શબ્દ **'ખત'** કેવા ગોઠવાઈ ગયા છે.

'સરગટ પરગટ અંધારામાં પરોઢની પાંપણ પરનું સપનું
ઝુમ્મર ફૂટી ગયા ફડોફડ, તારા તૂટી ગયા તડોતડ.'

(સંભવ પૃ.૧૪)

ઉપરનાં શેરમાં ગીતનો લય ગઝલને ઉપકારક નીવડ્યો છે. રવાનુકારી શબ્દોનું અર્થ સૌંદર્ય શેરને રમણીયતા આપે છે.

એમની ગઝલોમાં પુનરુક્તિનો દોષ વારંવાર દેખાય છે. આવા અકારણ વજન જાળવવાના હેતુસર ભરતી કરાયેલા શબ્દો શેરિયતને ઊણી ઉતારે છે.

તેઓ ઘણીવાર જરૂરિયાત મુજબ શબ્દ ઘડતર પણ કરી લે છે.

'તમને તો ગિરદીમાં ટોળાતો મળ્યો,
હું મને જ્યારે મળ્યો છાનો મળ્યો.'

(સંભવ પૃ. ૩૮)

અહીં ટોળા સંજ્ઞાનો **'ટોળાતો'** એવું ક્રિયાવિશેષણ કર્યું છે તો ક્યારેક પ્રાચીન અલંકારો સાથે નવીન અલંકારોનો પ્રયોગ કરીને ભાવસૌંદર્યનું નિર્માણ કર્યું છે. ઉક્તિ સૌષ્ઠવને જન્મ આપ્યો છે શિલ્પસૌંદર્ય અભિવ્યંજિત કર્યું છે. દૃષ્ટાંત તરીકે ઉપમા અલંકારનો પ્રયોગ :-

'ઊંટ કેરી હોજરીમાં જળ હશે. '

(સંભવ પૃ.૯)

રૂપક અલંકારનું ભાવસૌંદર્ય પણ જોવા જેવું છે.

'મઢી દીધાં પરવાળા રાતાં નયનનાં,
સમુદ્રમાં ઉપસ્યા અજંપાના ટાપુ.'

(સંભવ પૃ. ૪૫)

ઉત્પ્રેક્ષા અલંકારનાં વિલક્ષણ પ્રયોગમાં ભાવ સૌષ્ઠવ પણ વિદ્યમાન છે.

'ફેલાઇ છે ગગનમાં તમારાં સ્મરણની સાંજ,
જાણે ખજૂરીઓમાં ઝૂકી આવી રણની સાંજ.'

(તમારા વિના સાંજ ડૂસકે ચડી છે. પૃ.૫)

આધુનિક કવિ ભગવતીકુમાર શર્માએ અલંકારો ઉપરાંત આધુનિક કલાઓજાર કલ્પન અને પ્રતીકોનો પણ સુંદર વિનિયોગ કર્યો છે.

'આ દિવાલ ડૂમે થીજી જશે ને
ઝરૂખા ડૂબશે ઘુમ્મસે,
ફકત એકલો હું રહી જઈશ
આશ્વાસનનાં ખાલી નિવાસમાં.
શિંગડીઓથી વીંધાયો ગોરજ સમય
ઘંટડીઓમાં ગોઝારી ઘટમાળ છે.'

(તમારા વિના સાંજ ડૂસકે ચડી છે. પૃ.૨૩)

ગમન ફિલ્મજોયા પછી ગઝલમાં ઉલા મિસરો (**શેરની પહેલી પંક્તિ**) હિંદી ભાષામાં અને શેરની બીજી પંક્તિ એટલે કે સાની મિસરો ગુજરાતી ભાષામાં તેમણે પ્રયોજયો છે. એવી રીતે **'પર તું નહીં પણ તું નથી.'** ગઝલ પણ એ રીતે જ લખાઇ છે.

'જબ સે ગયે હૈ સાજન છોડ કે વિદેશવા
કજરી સુની સુની અને સૂમસામ નેજવા.'

(તમારા વિના સાંજ ડૂસકે ચડી છે. પૃ.૨૬)

'પર ચાંદસે લિપટી હુઇ સી રાત હૈ પર તું નહીં,
ફૂલના હોઠે ય તારી વાત છે પણ તું નથી.'

(એજન પૃ. ૭૪)

આ રીતે લખાયેલી ગઝલ બે ભિન્ન ભાષાઓનું અદ્‌ભુત અનુસંધાન ને અદ્‌ભુત રમણીય ભાવબંધ સર્જે છે. આ પ્રયોગ ખરેખર પ્રશંસનીય છે.

તો ક્યારે અંગ્રેજી શબ્દો પણ આંચકો ન લાગે એ રીતે ખપમાં લે છે.

ભગવતીભાઇની ગઝલનું શહેર ચપટું, પીળું, ગંદુ, ગોબરું, ખાંસતુ, માંદલુ કે ભૂલુ પડેલું નથી, પણ યંત્રીકરણ તરફ ઘસતું સાફસુથરુ અને વસ્તુ જગતમાં ડૂબેલું છે. સ્વકેન્દ્રિત શહેર પ્રત્યેનો તીવ્ર લગાવ અને એમાં ઓગળી ગયેલી સંસ્કૃતિ વિશેનું ખાલીપણું તથા અભાવવાળી વ્યથા સતત એમની કૃતિઓમાં દેખાય છે.

'પ્રથમ વર્ષાના સોનલ સ્પર્શથી ય
સ્તબ્ધ છે માટી,
અહીં શબ્દોના કોલાહલમાં કોઇ શબ્દ
ક્યાં શોધું ?'

(તમારા વિના સાંજ ડૂસકે ચડી છે. પૃ.૧)

અહીં સવારે પંખીનાં ટહૂકાને બદલે મિલના ભૂંગળા, ગાડીની વ્હીસલ કે સરઘસનો શોરબકોર જેવો ઘાંઘાટ સાંભળી કવિને કહેવું પડ્યું છે :

'આ ગણ્યા ગાંઠ્યા ટહૂકા
વૃક્ષ તો ક્યાંય નથી
છે સમયનાં ડ્રોંઇંગ રૂમે
પંખી નામે વોલકલોક.'

કવિએ સોરઠી ભાષામાં તળપદા શબ્દો ખાલીપાઓમાં, **ડલવાયા, હોંકારા, ગળચટુ, કોઠીમડાં, શેઢાનું, ઇંઘણા, વળોટી, છૂંદણાં, પ્રોફાય, ઝળુંબ્યાનો પ્રયોગ યશા યોગ્ય રીતે કર્યો છે.**

માણસને માણસ કહી સંબોધવો એ સાચા અર્થમાં માણસનું સન્માન છે. પોતાની રીતે ઓળખવા સંપૂર્ણ એવી મનુષ્યતાને કોઈ જાતિ, ધર્મ કે લેબલની જરૂર નથી.

'ફટાણાના માણસ મરશિયાના માણસ
અમે વારસાગત સમસ્યાના માણસ'

(તમારા વિના સાંજ ડૂસકે ચડી છે. પૃ.૧૮)

ભગવતીભાઈનો માણસ સાદોસીધો મધ્યમ વર્ગનો વ્યવહારથી ઘેરાયેલો પ્રશ્નોમાં ઉલઝેલો, ઉમરથી વધારે વૃદ્ધ જણાતો, પ્રમાણિક હોવાની સાબિતી રૂપે ખિસ્સા વગરનો ઝબ્બો પહેરતો, હસવાના પ્રયત્નો કરતા રડી પડતો માણસ છે.

'ટુ/બી નોટ ટુ/બીની હા-નાનો માણસ (એજન પૃ.૧૮)

આપણી ગઝલ અત્યારે તો ત્રણ પ્રવાહમાં વહે છે. એક ભૂતકાળની પરિપાટીનો, બીજો સમકાલીનની પરિપાટીનો ને ત્રીજો પ્રવાહ એ આધુનિક અખતરાનો. ભગતીકુમાર શર્માની ગઝલ પરંપરા સમકાલીનતાને આધુનિકતાના પ્રયાસ અને પ્રયોગના સમન્વય રૂપે છે.

હમણાં હમણાંથી એમની કલમમાંથી ભજનની સરવાણી પણ વહે છે. ગઝલ અને ભજનને એક સાથે રાખવાનું કામ આકાશમાં **સૂર્ય-ચંદ્ર** ને એક સાથે રાખવા જેવું છે. અને એ પણ અહીં નભે છે. સુરેશ દલાલનું એવું માનવું છે કે :-

'પરંપરાનાં મૂળિયા વિના આધુનિકતાનું વૃક્ષ કદી પાંગરે નહીં. ભગવતીકુમારનાં ભજનમાં આપણો મધ્યકાલીન વારસો છે. આપણે ત્યાં જો આ વારસાનો કોઈએ ત્રેવડથી ઉપયોગ કર્યો હોય તો તે મકરંદ દવે, વેણીભાઇ પુરોહિત, રમેશ પારેખ અને હવે તેમાં ભગવતીકુમાર શર્માનું નામ પણ ઉમેરવું પડે.'

'તમારા વિના સાંજ ડૂસકે ચડી છે.'

(પ્રસ્તાવનામાંથી સાભાર)

એમનાં ભજનોમાં ક્યાંક ને ક્યાંક ને ક્યારેક હિંદી વ્રજ ભાષાની છાંટ પણ જોવા મળે છે. **'તમારા વિના સાંજ ડૂસકે ચડી છે.'** એ કાવ્યસંગ્રહ તાજેતરમાં બહાર પડ્યો છે. જેમાં **'બે મંજીરા,' 'હરિવરને કાગળ,' 'ડોલતા રહિએ,' 'હરિ સુપણે મત આવો,' 'રુદિયે રહેજો રે.'** આવા અનેક ભજનો સંગ્રહિત છે. ભજનના ઉપાડની કેટલીક પંક્તિઓ આપમેલ સોંસરવી નીકળી જાય તેવી છે.

'હરિવર ઉતરી આવ્યા નભથી,
ગાતા મેઘ મલ્હાર,
જળ વરસ્યુ ને હરિનો થયો સીધો સાક્ષાત્કાર.'

(તમારા વિના સાંજ ડૂસકે ચડી છે. પૃ.૬૪)

'મારા રુદિયે બે મંજિરા
એક જૂનાગઢનો મહેતો બીજી મેવાડની મીરાં'

(એજન પૃ. ૪૫)

'હરિ મારા રુદિયે રહેજો રે,
દુઃખ હું દઉં તે સ્હેજો રે,
હરિ મુને કાંઇ ન કહેજો રે,
હરિ મારી આંખથી વહેજો રે.'

(એજન પૃ. ૪૯)

'હરિ હરિ બોલતા રહીયે
હરિ નામે ડોલતા રહિયે,
પંડને ઢંઢોળતા રહિયે,
હરિ હરિ બોલતા રહિયે....'

(એજન પૃ. ૪૭)

શ્રી ભગવતીકુમાર શર્મા સંગીતના આસ્વાદક ને જાણકાર છે ને સાંભળવા ગમે એવા ગાયક પણ છે. અદ્યતન ને અગેય ગઝલ પણ ગાય. માત્ર ભગવતીકુમારનો દાખલો લઈએ તો ગુજરાતી ગઝલ ક્ષેત્રે આવેલાં વળાંકો નોંધી શકાય. સભારંજની ગઝલમાંથી કલ્પનાપ્રધાન ને પ્રયોગશીલ ગઝલ સુધીની એમની ગતિ કવિતાના અન્ય સ્વરૂપોમાં જ નહિ પરંતુ **નવલકથા, વાર્તા, નિબંધ ક્ષેત્રે પણ જોઇ શકાય છે.**

ભગવતીકુમાર શર્મા બહુમુખી પ્રતિભા ધરાવતા સર્જક છે. તેઓ સતત લખતા રહ્યા છે. અભિવ્યક્તિના વિવિધ માધ્યમો સાથે કામ પાડનારા આ કવિએ કોઇ પણ એક ચોકઠામાં બંધાવાને બદલે અનેક સ્વરૂપોની ક્ષમતા તાગી છે. વ્યક્તિ અને સમષ્ટિ વચ્ચેની સંવાદિતાનો અભાવ કવિને સતત કનડે છે. જે તેમની પંક્તિમાં જોઇ શકાય છે.

'હું અને ટોળું પરસ્પરમાં મળ્યાં,
સૌ સહે છે પોતપોતાના અભાવ.''

'રણજિતરામ સુવર્ણચંદ્રક' તથા સાહિત્ય અકાદમીના પરિતોષિકોથી વિભૂષિત આપણાં **લાડીલા કવિ ભગવતીકુમાર શર્મા ગુજરાતી કવિતાના મુગટમાં મોરપિચ્છ સમાન છે.**

સંદર્ભ પુસ્તકો

૧. સંભવ-ભગવતીકુમાર શર્મા
૨. છંદો છે પાંદડાં જેનાં - ભગવતીકુમાર શર્મા
૩. તમારા વિના સાંજ ડૂસકે ચડી છે - સંપાદક : સુરેશ દલાલ
૪. ગઝલનું શિલ્પ અને સૌંદર્ય - ડૉ. રશીદમીર
૫. કવિ પરિચય - સુરેશ દલાલ
૬. ગુજરાતીની પ્રતિનિધિ ગઝલો - ડૉ. ચિનુ મોદી
૭. તિલક કરે રઘુવીર - રઘુવીર ચૌધરી.

શોભના તન્ના
ગુજરાતી વિભાગ

કવિતાથી કવિતા સુધી

પ્રત્યેક સાહિત્યકૃતિ મનુષ્યના સંદર્ભ વિના અધૂરી હોય છે. પ્રત્યક્ષ કે અપ્રત્યક્ષપણે તેને મનુષ્યના હૃદય સાથે સંબંધ હોય છે. મનુષ્યના હૃદયની નાજુક લાગણીને તીવ્રતમ રીતે આલેખવાની અદ્‌ભુત શક્તિ કવિતામાં રહેલી છે. એટલા માટે જ વર્ડઝવર્થ કાવ્યને ભાવનો ઉત્સ્ફૂર્ત આવિષ્કાર કહે છે. હૃદયની મુલાયમ લાગણીઓને અડવા જાઓ ને કરમાઈ જાય, એવી લજામણીના છોડ જેવી લાગણીઓને કુશળ કવિઓ સફળતાપૂર્વક સ્પર્શે છે અને શબ્દાંકિત કરે છે. અનુભૂતિની તીવ્રતા એજ કાવ્યનું જીવિત છે. મનુષ્ય સાથે જોડાયેલી કવિતા આંતરિક કટોકટીની ક્ષણે તેને જવાબ દે છે.

ગ્રીક તત્વચિંતક પ્લટોએ કાવ્ય સર્જનને એક અલૌકિક તત્વ માનવાને બદલે બીજી કલાની જેમ એક કૌશલ્યરૂપ માન્યું હતું. એરિસ્ટોટલે કાવ્યને એક સ્વતંત્ર કલા ગણી તેનું મહત્વ સ્થાપ્યું હતું. કવિતાનું મૂળ વિસ્મયમાં છે. કાવ્યનું સર્જન કોઈ આદર્શ કે સિદ્ધાંતનું આરોપણ કરવા માટે નહીં પણ માત્ર આનંદની પ્રક્રિયા છે. યુંગના મતે કાવ્ય સ્વપ્ન જેવું છે. કાવ્ય કાંઈ કહેતું, કરતું નથી, કાવ્ય માત્ર હોય છે. તેથી જ વેદમાં કવિને કવિકૃતુ કહ્યો છે. કવિતા અર્થ, છંદ, લય, પ્રતીક, કલ્પના આ બધાના સ્વીકાર અસ્વીકારની કેડી પર ચાલે છે. ઉદ્દેશ, ઉપદેશ, સંદેશ કે પછી જે-તે યુગનું ચિત્ર આલેખવા માટે કાવ્ય નથી પણ માત્ર શુદ્ધ કલાનો તે આવિષ્કાર છે. રસનિષ્પત્તિ તેનું તાત્પર્ય છે. માલાર્મેથી માંડીને યેટ્સ સુધીના લગભગ બધા જ પ્રતિભાવન કવિઓએ કવિતાને એક માત્ર સત્ય ગણાવ્યું છે. कविताया न परं किंचित् सा काष्ठा सा परागतिः કવિતા બીજા બધાંની અકિંચિત્કરતા જાહેર કરીને પોતેજ બની જશે સ્વયંભૂ અને વિભૂ. કવિ શબ્દ સાધના દ્વારા કવિતાને અલૌકિક સ્વરૂપમાં રૂપાંતરિત કરે છે. ભાવક મનમાં સક્રિય ભાગ બજવી કલાના ઉન્નત સ્તરે પહોંચતી તે કવિતાની ગતિવિધિને સમજવી અકળ છે. નદીને પેઠે કવિતા પણ ચાલે છે, અને તે સીધી ચાલતી નથી, કોઈવાર એકાએક તો કોઈવાર ધીમે ધીમે વળાંક લે છે, તો કોઈવાર વળી પોતાના આધારમાં અને આધેયમાં બંનેમાં એવા મુલગત પરિવર્તન લાવે છે, જેને ઈતિહાસમાં યુગાન્તર કહેવું પડે. પણ દરેક યુગે તેની પાસે બુદ્ધિ અને હૃદયની અપેક્ષા રખાય છે. તેને આત્માની કલા કહી નવાજવામાં આવે છે. આ અવબોધનની કલા કવિ અને ભાવકને આનંદનો અનુભવ કરાવે છે. કોલરિજને યાદ કરીએ તો. 'Poetry gives most pleasure when, only generally & not perfectly understood.' કાવ્યની રચના વખતે કવિ કાવ્યમાં અને એના અણુએ અણુમાં હોય છે. કાવ્ય પુરું થાય ત્યારે એ કાવ્યમાં ક્યાંય હોતો નથી. એ સર્વત્ર હોય છે. કવિતા જન્મે છે વ્યક્તિમાં, પણ જીવે છે સમાજમાં. એકના હૃદયની વાત અનેક હૃદયમાં જગવી જાય એવી આ અદ્‌ભૂત પ્રક્રિયા!

વ્યાસ, વાલ્મીકિ, હોમર, સોફોક્લિસ વગેરેએ અઢી ત્રણ હજાર વર્ષ પહેલાં કવિકર્મને સફળતાના સ્તરે પહોંચાડયું હતું, ત્યાર પછી વિવિધ ગતિવિધિ સાથે કવિની સફર આજ સુધીમાં અનેક વળાંકો સાથે પરિવર્તન પામતી રહી. કવિતાની પ્રગતિ વિશે મતભેદ હોય તો પણ તેની ગતિનો સ્વીકાર કર્યા વગર છૂટકો નથી. ગુજરાતી ભાષાનું આરંભનું સાહિત્ય મુખ્યત્વે પદ્યમાં છે. ઈ.સ. ૧૧૮૫માં રચાયેલી જૈન મુનિ શાલિભદ્રસૂરિ રચિત 'ભરતેસરબાહુબલિરાસ' નામની પદ્યકૃતિ જૂની ગુજરાતીની સૌપહેલી રચના મનાય છે. ત્યાર પછી અનેક બદલાવો સાથે સાહિત્ય અનેક વિશિષ્ટતાઓ ધારણ કરી આજે વિકસિત ગુજરાતી સુધી પહોંચ્યું છે. ઈતિહાસ તરફ નજર કરીયે ત્યારે વ્યાપક ફલક પર વિસ્તરેલી અનેક વિભિન્ન પ્રતિભાઓ ઘરાવતી કૃતિઓ જોવા મળે છે. જે આજે પણ તાજીતરોમ લાગે છે. એમાં આવેલો

બદલાવ છતાં એની વિશિષ્ટતા તો અકબંધ રહી જ છે. એ બધાનો ઉલ્લેખ ન કરતાં મહત્વનાં વળાંકે દીવાદાંડી રૂપ કેટલીક કાવ્યકૃતિનો ઉલ્લેખ કરી અને આખા પ્રવાહની આછેરી રેખા તપાસીએ. કવિતા જે સતત સ્પર્શે છે, ગમે છે, સાચવી રાખવાનું મન થાય છે, એના પાંગરણથી પુખ્તતા સુધીના તબક્કાની રૂપરેખા જોઈએ.

કવિ ઈચ્છે યા ન ઈચ્છે પરંતુ એની વૈયક્તિક સિદ્ધિઓમાં એના સમાજની, એના દેશકાળની ઉપલબ્ધિઓ પણ ગૃહીત હોય છે. કવિ બોલે છે ત્યારે એના અવાજમાં એના દેશકાળની હવા ન ભળે એમ તો બનવું જ અશક્ય. સમજ અને સુવિધા ખાતર ગુજરાતી સાહિત્યને મધ્યકાલીનયુગ, સુધારા યુગ, પંડિતયુગ, ગાંધી-અનુગાંધીયુગ, આધુનિક, અનુઆધુનિક સાહિત્ય જેવા યુગવ્યાપી સંદર્ભમાં નોખું તારવી બતાવીએ છીએ.

મધ્યકાલીન ગુજરાતી સાહિત્યનો મુખ્ય સૂર ભક્તિ અને ધર્મોપદેશ રહ્યો. ભક્તિયુગના સ્વામી અને ગુજરાતી ભાષાના આદિકવિ તરીકે ઓળખાતા નરસિંહ મહેતાએ પ્રેમલક્ષણા ભક્તિની એવી તે છોળ ઉડાડી જે આજે પણ આપણને પોતીકી લાગે છે.

'જાગને જાદવા કૃષ્ણ ગોવાળિયા
તુજ વિના ઘેણમાં કોણ જાશે...'

જેવા સુંદર પ્રભાતિયા સાથે ગૂઢ અને વિશાળ તત્વજ્ઞાન પણ નરસિંહ મહેતાની કવિતામાં ઉતર્યું છે,

'નીરખને ગગનમાં કોણ ઘૂમી રહ્યો,
તે જ હું તે જ હું શબ્દ બોલે...'

ગુજરાતી કવિતાની અમરવેલ વાવનાર મીરાંએ ભક્તિરસ ઉપરાંત મૃત્યુ જેવા તાત્ત્વિક વિષયને કવિતામાં આલેખ્યો છે.

'જૂનું તો થયું રે દેવળ જૂનું તો થયું
મારો હંસલો નાનો ને દેવળ જૂનું તો થયું.'

ત્યાર પછીના અખો, પ્રેમાનંદ, શામળ સાહિત્યને વિશેષ સમૃદ્ધ કરનાર કવિઓ છે. ધર્મના નામે થતા ભ્રષ્ટાચાર પર કટાક્ષ કરતાં અખાના છપ્પા,

'તિલક કરતાં ત્રેપન થયાં, જપમાળાના નાકાં ગયા
તિરથ ફરી ફરીને થાક્યા ચર્ણ, તોય ન આવ્યું બ્રહ્મજ્ઞાન.'

અખાના અનુગામી આખ્યાનકાર પ્રેમાનંદ, વાર્તાકાર શામળે સાહિત્યને વધુને વધુ સમૃદ્ધ બનાવ્યું. મધ્યકાલીન સાહિત્યના છેલ્લા પ્રતિનિધિ દયારામ ગુર્જર કાવ્યપ્રદેશમાં તેમની ગરબીઓને લીધે ઉન્નત મસ્તકે ઊભા રહ્યા. દયારામે ગોપીહૃદયની સૂક્ષ્મ સંવેદનાને લયબદ્ધ વાણીમાં ઝીલીને શૃંગારની છોળો ઉડાડી જે આજે પણ આપણને સ્પર્શે છે,

'શ્યામ રંગ સમીપે ન જાવું, મારે આજ થકી શ્યામ રંગ સમીપે ન જાવું....'

તે ઉપરાંત,

'ગરબે રમવાને ગોરી નીસર્યાં રે લોલ...'

જ્ઞાન, ભક્તિ વૈરાગ્યની ભારતીય મુદ્રાથી અંકિત કવિતાનું બંધિયારપણું અર્વાચીન કવિતાના છડીદાર દલપત-નર્મદના ઉદયથી તૂટે છે. નર્મદમાં પહેલીવાર આત્મલક્ષી પ્રણયભાવની અભિવ્યક્તિ જોવા

મળે છે. સુધારક યુગના અણઘડ કાચા આયાસો પંડિતયુગમાં સમજભરી મથામણ આદરે છે. કવિની દ્રષ્ટિ પ્રણય, પ્રકૃતિ, દેશભક્તિ જેવા વિષય પર ઠરી. આ ગાળાની કાવ્યવિચારણા મુખ્યત્વે સંસ્કૃત કાવ્યમીમાંસા, પાશ્ચાત્ય સાહિત્યકારો જેવાકે હેઝલિટ, વર્ડ્ઝવર્થ, રસ્કિન, મેથ્યુ આર્નોલ્ડને અનુસરી, ઠાકોર સુધી આવતાં ચિત્તક્ષોભ અને ઊર્મિ કવિતામાં પ્રધાન તત્વ લેખે સ્વીકારાયાં. કલાપી અને કાન્તે સ્વાનુભવની આત્મ-મંથનજનિત કેટલીક ઉત્તમ પ્રણય કવિતા ગુજરાતને આપી.

'પ્રેમ છે એટલા માટે પ્રેમ માગી શકું નહીં...'

અને,

'જ્યાં જ્યાં નજર મારી ઠરે, ચાદી ભરી ત્યાં આપની...'

જેવા સંવેદનાસભર ગીત-ગઝલો, કલાપી પાસેથી મળે છે. એજ યુગના અન્ય કવિ કાન્તે પણ ગુજરાતી પદ્ય સાહિત્યને પોતાનો અમુલ્ય ફાળો આપ્યો, તેમની આજે પણ યાદગાર એવી પંક્તિઓ,

'તને હું જોઉં છું ચંદા! કહે, તેયે જુએ છે કે?
અને આ આંખની માફક કહે, તેની રૂએ છે કે?'

ગુજરાતી પ્રણય કવિતામાં ન્હાનાલાલનું પ્રદાન અવિસ્મરણીય છે,

'એક જવાલા જલે તુજ નેનનમાં
રસ જ્યોત નિહાળી નમું, હું નમું...'

આ યુગના પ્રખર કવિઓ કાન્તમાં મંથન અને ગહરાઈ, ન્હાનાલાલમાં ભાવનાગત વિશાળતા, કલાપી દ્વારા આવેગ ઉભરાનો અનુભવ કરાવાયો છે. ત્યાર પછી શ્રી રવીન્દ્રનાથ ટાગોર તથા શ્રી અરવિંદનો પ્રભાવ, પાશ્ચાત્ય કવિતાનો ગાઢ પરિચય તથા સમાજવાદી વિચારસરણીએ કવિતાનું ક્ષેત્ર વિશાળ બનાવ્યું. ગાંધીયુગ પ્રણય, પ્રકૃતિ, અધ્યાત્મ ભક્તિ, સમાજ દર્શન, દેશભક્તિ, સ્વાતંત્ર્ય પ્રીતિ, વર્ગવિષમતા, દીનજન વાત્સલ્ય, સામાજિક ન્યાય માટેની માગણી, ઉગ્ર સામ્યવાદી કે સમાજવાદી વિચારસરણી, વિશાળ માનવતાની ભાવના જેવા અગણિત વિષયો, વિચારો-ભાવનાઓથી આ ગાળાની કવિતા બહુરંગી, આકર્ષક, સમૃદ્ધ, સત્વશીલ કે પછી કેટલીકવાર મેદસ્વી અને રેઢિયાળ બની રહી. કોઈ પ્રચંડ સામુહિક ઊર્મિના ઊભરારૂપે તેનું અગણિત કવિકંઠે પ્રાગટ્ય થવા લાગ્યું, એનું પ્રતિનિધત્વ કર્યું, સુદરમ્ ઉમાશંકરની કવિતાએ.

સામાજિક વિષયથી શરૂ થયેલી સુન્દરમ્ ની કવિતામાં સ્વતંત્રતા, પ્રણય, ભક્તિ આધ્યાત્મિકતા ઉમેરાયા. ઉત્કટ ઝંખના વ્યક્ત કરતી તેમની પંક્તિ,

'તને મેં ઝંખી છે
યુગોથી ઘીખેલા પ્રખર સહરાની તરસથી'

એક તરફ શાન્ત, સાત્વિક, નિર્મળ, પ્રસન્નકર પ્રભા ધરાવતા સુન્દરમ્ જ્યારે બીજી તરફ વિશ્વમાનવી બનેલ ઉમાશંકર,

'વ્યક્તિ મટીને બનું વિશ્વમાનવી,
માથે ધરું ધૂળ વસુન્ધરાની.'

અને

'હું ગુલામ?
સૃષ્ટિબાગનું અમૂલ ફૂલ માનવી ગુલામ?'

જેવી ચિરંજીવી પંક્તિઓ આપે છે.

શેષના નામે લખતા રામનારાયણ પાઠકની કવિતામા*પણ ઊર્મિ, કલ્પના, ચિન્તનનો રોચક મેળ જોવા મળે છે. પત્નીના મૃત્યુ સમયે લખાયેલું કાવ્ય,

'ધમાલ ન કરો જરાય નહિ નૈન ભીનાં થશો,-
મળ્યાં તુજ સમીપ અગ્નિ ! તુજ પાસ જુદાં થિયે...'

***શેષનું કાવ્યલેખન ગાંધીયુગમાં સુંદરમ્ - ઉમાશંકર પહેલાં જ શરૂ થઈ ગયું હતું.**

અભિવ્યક્તિની દ્રષ્ટિએ શ્રેષ્ઠ એવું આ કાવ્ય છે. આ ઉપરાંત સ્નેહરશ્મિ, શ્રીધરાણી, હરિશ્ચંદ્ર ભટ્ટ, ચંદ્રવદન મહેતા જેવા અનેક કવિઓ પછી ૧૯૪૦માં પ્રહલાદ પારેખનો 'બારી બહાર' સંગ્રહ નવી તાજગીનો અનુભવ કરાવે છે.

'આજ અંધાર ખુશબો ભર્યો લાગતો,
આજ સૌરભભરી રાત સારી.'

પ્રહલાદ પારેખના પારિજાત પુષ્પસમા સુકુમાર ફોરમવંતા ગીતો અને ઊર્મિકાવ્યો પ્રગટ થયા,

'આ નભ ઝુક્યું તે કાનજી
ને ચાંદની તે રાધા રે
આ સરવર જલ તે કાનજી
ને પોયણી તે રાધા રે.'

રાજેન્દ્ર - નિરંજન આ યુગના પ્રતિભાવંત કવિઓ બન્યા, રાજેન્દ્રની કવિતામાં,

'નિરુદ્દેશે
સંસારે મુજ મુગ્ધ ભ્રમણ પાંશુ-મલિન વેશે...'

અને આનંદની મહેફિલ જમાવતા ગીતોમાં,

'કેવડિયાનો કાંટો અમને વનવગડામાં વાગ્યો રે,
મૂઈ રે એની મ્હેક, કલેજે દવ ઝાઝેરો લાગ્યો રે.'

આ યુગની કવિતામાં કાવ્યત્વની દ્રષ્ટિએ સઘનતા, સૂક્ષ્મસંવેદના, સૌન્દર્યાભિમુખતા જોવા મળે છે. આધુનિક કવિતાનું ઉગમસ્થાન નગર છે. નિરંજન ભગતની પ્રવાલદ્વિપ (૧૯૫૭)માં આધુનિકતા પ્રગટે છે.

'ચલ મન મુંબઈ નગરી
જોવા પૃચ્છ વિનાની મગરી...'

પ્રયોગવૃત્તિ પછી બીજુ વિશ્વયુદ્ધ, અણુબોંબ, સ્વપ્નની નિર્ભ્રાન્તિને કારણે ૧૯૬૦માં આધુનિકતાનો બીજો પર્યાય Poetry is made of words, not of ideas જોવા મળે છે. એલિયટનું 'The waste land,' નિરંજનનું 'ગાયત્રી' મહત્વનાં બને છે. આગલી પેઢીના અસંતોષમાંથી આપણને નવું મળતું હોય છે.

* શેષનું કાવ્યલેખન ગાંધીયુગમાં સુંદરમ્ - ઉમાશંકર પહેલાં જ શરૂ થઈ ગયું હતું

'The experience of the poem is the experienced of a moment & of a life time.'

મનુષ્યની સામાજિક-સાંસ્કૃતિક-ધાર્મિક પરંપરાઓને પડકાર અને આઘાત આધુનિક સર્જકો આપે છે. હવે આખું જગત, સંસાર જાણે વાહિયાત હોય, ભક્તિ નથી, રોમેન્ટિક વલણો નથી, નિષ્ઠુર યાંત્રિક ગતિ, જડતા, નિષ્ઠુરતા જેવા ઘેરા રંગો કવિતામાં પ્રગટે છે. કપાયેલી પાંખવાળા જટાયુનો અનુભવ સિતાંશુ યશશ્ચંદ્રના કાવ્યમાં,

'આ અણસમજુ વન વચ્ચે મારે શું મરવાનું છે આમ?'

બીજા કાવ્યમાં,

'લક્કડ બજારમાં લાગી આગ ને બગલાં ઊડ્યાં બાવીસ,
રામે-શબરીને કહેવડાવ્યું હવે અવાયુ તો આવીશ.'

સિતાંશુનું ભાષાકર્મ ગુજરાતી આધુનિક કવિતાનું એક ઉજ્જ્વલ પ્રકરણ છે. લાભશંકરને પણ ભાષાનું વળગણ છે. અર્થહીન લાગતી કવિની વાણીમાં ઊંડો મર્મ રહેલો છે.

'અવાજને ખોદી શકાતો નથી
ને ઊંચકી શકાતું નથી મૌન.''

અન્ય કવિતામાં,

'ફફડાટોની કરે કવિતા
કકળાટોની કરે કવિતા....
કવિવર નથી થયો તું રે
શીદને ગુમાનમાં ઘૂમે?'

લાભશંકરના 'લઘરાં કાવ્યો' સિતાંશુના 'મગન કાવ્યો' રાવજીના, 'હુંસીલાલનાં કાવ્યો' આધુનિકતાની નાન્દીરૂપ છે. તે ઉપરાંત ચિનુ મોદી, મનહર મોદી રમેશ પારેખ, ઘીરૂ પરીખ, સુરેશ જોષી, ગુલામ મોહમ્મદ શેખ, રઘુવીર ચૌધરી વગેરેની કવિતામાં આધુનિકતાનું વલણ જોવા મળે છે. આ ગાળો અનેક રીતે રસપ્રદ બન્યો છે. આધુનિક સર્જક ભાષા-શબ્દ અંગે જાગૃત બન્યો છે. પણ સાથે આધુનિક સમયના કલાવિવેચક ઝાંક મારતિ કહે છે,

'The Poet remains empty to himself if he does not fill himself with the universe, the poet knows himself only on the condition that things resound in him, and that in him at a single awakening, they & he come forth together out of sleep.'

કવિતાએ વિશ્વનું પરિણામ હોઈ માનવ અનુભૂતિ સાથે સંબંધને કારણે યુગેયુગે તેની ક્ષિતિજો વિસ્તૃત થતી ગઈ છે, નરસિંહનો જાદવ અને સિતાંશુની શબરીમાં કેટલો ફેર છે? શ્રદ્ધા અને અશ્રદ્ધા વચ્ચે અટવાતા નરસિંહ અને સિતાંશુ? આજે મનુષ્ય શ્રદ્ધા અને અશ્રદ્ધા વચ્ચે ગોથા ખાઈ રહ્યો છે. ધર્મને નામે ચાલતા ઘર્તિંગ સામે મનુષ્યને પહેલા પણ રોષ હતો, પરંતુ ત્યારે એની પાસે શ્રદ્ધાનો તંતુ હતો. પણ હવે કવિ શ્રદ્ધાહીન બનીને નકરા વાસ્તવને કડવો બની નિહાળે છે અને પોતે જ ભગવાનની મુક્તિની યાચના કરે છે પ્રવીણ દરજીના કાવ્યમાં,

'...હે કૃષ્ણ તારો આત્મા
સ્વર્ગમાંથી મુક્તિ ઇચ્છે છે, દોસ્ત! તારી
સ્ટેટેજીની આણ મૃત્યુલોકની જેમ
સ્વર્ગલોકમાં વરતાતી નથી...'

અને મૂલ્યાહ્રાસની પરાકાષ્ઠાએ મણિલાલ કહે છે,

'તમે જેની પૂજા કરો છો એ ભગવાન
કાલે રાતે
મંદિરની ભીંતમાં પડેલી તડમાંથી
ભાગી છૂટ્યો.
પાછલી વાડના કાંટામાં
ભેરવાઇ રહેલું પીતાંબર
હજુયે ફરફરે છે.'

અદ્યતન કવિનો એક પ્રધાન મિજાજ -mood છે, વિદ્રોહનો. જ્યારે રાવજીની કથનરીતિ મુકાબલે હળવી અને માર્મિક છે. ગુજરાતી ભાષાને રાવજીનું તે અમૂલ્ય અર્પણ છે જેમાં મૃત્યુની અનુભૂતિનું ભવ્યસુંદર અને હૃદયવેદી ચિત્ર દોરાયું છે,

'મારી આંખે કંકુના સૂરજ આથમ્યા
મારી વે'લ શંગારો વીરા, શગને સંકોરો
રે અજવાળાં પહેરીને ઊભા શ્વાસ!'

કાળ સાથે ઘણુંબધું વિલીન થઇ જશે ત્યારે પણ આ કવિતાઓ મઘમઘતી રહેશે.

કવિતાનું સ્વરૂપ યુગ સાથે સતત બદલાતું રહ્યું છે, તેના પરિમાણ બદલાતાં રહ્યા છે પણ અંતે તે કવિતા તરીકે જ સ્થાઇ થાય છે. કવિકર્મ આનંદલક્ષી ભાષાકર્મ છે. કલાનું રૂપ બદલાય છતાં તે કલા જ રહે તેમ કાવ્ય, કાવ્ય જ રહે. તેની મર્યાદા તેની સિદ્ધિ સાથે નિસ્બત ધરાવે છે. કાવ્ય રહસ્યસ્ફૂટ કરે છે પણ એ રહસ્યસ્ફૂટ કરવા સર્જાયું નથી, એની નિર્મિતિના કારણો દ્વારા એની વ્યાખ્યા સ્પષ્ટ થતી નતી. It's an open ended form. કવિતાનો ઉત્તર કવિતામાંજ પ્રાપ્ત થાય છે. વિવિધ વિષયો આલેખતી કવિતા તરફ એક નજર કરીયે તો યુગ અને સમાજનું ચિત્ર આલેખતી, દલિત-ગરીબ વર્ગના પ્રશ્નો ઉપસાવતી, નારી-પ્રકૃતિ-પ્રણય-વિરહ જેવા અનેક વિષયોનાં કાવ્ય હોય છે. પણ જ્યારે તે ભાવકના માનસિક સ્તરે આસ્વાદક બને અને ક્યારેક પુખ્ત બની બુદ્ધિશીલ ભાવકને મૂંઝવતા પ્રશ્ન કરે ત્યારે કોઇપણ વિષયનું અને કોઇપણ યુગનું કાવ્ય કલા તરીકે સિદ્ધ થાય છે. એલિયટને યાદ કરીએ તો Maturing as a poet mean mayturing as a whole man.

કવિનું વ્યક્તિત્વ, પુખ્તતા સિદ્ધ થાય છે કવિતામાં અને કવિતાને કોઇ નકશામાં બાંધી શકાતી નથી એ માણી શકાય છે ભાવકની સંવેદનભુમિ પર. નરસિંહ હોય, કલાપી હોય, સુંદરમ્ હોય કે રાવજી હોય એમની વિશિષ્ટતા એમની યુગમાં નહી પણ એમની કવિતામાં છે. કવિતા યુગની અસર ઝીલે છે પણ યુગનું પ્રતિબિંબ દર્શાવવા નહીં, જે તે યુગની કવિતાની તુલના દ્વારા પણ તેની શ્રેષ્ઠતા નક્કી ન થઇ શકે. તે કલા તેના પરિપેક્ષ્યમાં જ સિદ્ધ થતી હોય છે. કવિતાની પ્રતીતિ સહૃદયભાવકે પોતે જ મેળવવાની હોય તે તેના સ્વરૂપના નિયમો કે સિદ્ધાંતો કે અન્ય આધેયનો આધાર લઇને નહીં. કવિતાના રૂપો સતત બદલાતાં રહેવાના પણ કવિતામાં જે અસાધારણ છે તે માણવાનું છે, તે અનુભવવાનું છે. પછી ભલે તે રામાયણ હોય, અભિજ્ઞાન શાકુન્તલમ્ હોય કે જટાયુ હોય. સાચી કવિતા પ્રાચીન હોય કે અર્વાચીન, સમકાલીન હોય કે આધુનિક એ કદી મરવાની નથી. એ તો હંમેશા આધુનિક બનીને પ્રકાશતી રહેવાની. એનું સંમોહન હંમેશા અનુભવાતું રહેવાનું. તે કાળ, સમય, યુગથી પર બનીને અડીખમ ઊભી રહેવાની. ઇ.એમ.ફોસ્ટર કહે છે તેમ, 'History develops, Art stands still.' સર્જક, ભાવક, વિવેચકને

સતત મૂંઝવતો કાવ્યસ્વરૂપના પ્રશ્નની ચર્ચાનો અંત હોઈ શકે જ નહીં. આ બધાનો ઉત્તર માત્ર અને માત્ર કલાકૃતિમાંથી જ મળશે. ભાવકની સંવેદનભૂમિ પર વિહાર કરતી કવિતા શબ્દ અને અર્થના ભારના વહનમાંથી મુક્ત બની તે કલાના શિખરે પહોંચે છે અને ત્યારે ભાવક કદાચ સર્જક કરતાં પણ વધુ સમૃદ્ધિનો અનુભવ કરે છે, નહી કે?

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શ્રીમતી સેજલ શાહ

कृष्णा सोबती के उपन्यास : नये विस्तृत आयाम की तलाश

स्वातंत्र्योत्तर उपन्यास-लेखिकाओं में अपनी रचनाओं द्वारा सबसे अधिक चर्चित एवं विवादास्पद व्यक्तित्व-सम्पन्न लेखिका हैं कृष्णा सोबती। एक नारी होने के कारण नारी-मनोविज्ञान का परिचय देने का उनका साहस एवं स्पष्टवादिता युवापीढ़ी के सामने एक चुनौती के रूप में आया। "कृष्णाजी ने नवीन युगबोध के संदर्भ में नारी को न तो समर्पित बताया और न ही आदर्शप्रिय।" १. उनके नारी-पात्र सामाजिक मान्यताओं, रूढ़ियों एवं संस्कारों को चुनौती देते हैं। उनकी हर रचना में "पंजाब की मिट्टी की सोंधी गंध" समायी है जिससे पाठक उनकी रचानाओं की ओर बरबस आकर्षित होते हैं। "कृष्णा सोबती बहुत कम लिखती हैं और इसे ही वह अपना साहित्यक परिचय मानती हैं।" २ शायदयही कारण है कि सन् १९५८ से २००० के ४२ वर्षो में उनके केवल सात उपन्यास ही प्रकाशित हुए हैं। कृष्णाजी के उपन्यासों में "डार से बिछुड़ी" (१९५८), "मित्रो मरजानी" (१९६७), "यारों के यार तिन पहाड़" (१९८६), "सूरजमुखी अंधेरे के" (१९७१), "जिंदगीनामा", "दिलो-दानिश" (१९९३), एवं "समय सरगम" (२०००) का समावेश होता है।

"डार से बिछुड़ी" रचना की सबसे महत्वपूर्ण उपलब्धि पाशो का चरित्र है। उसके मानसिक संघर्ष और आंतरिक द्वंद्व को मनावैज्ञानिक ढंग से प्रस्तुत करने में लेखिका को अत्यंत सफलता मिली है। संस्कारों और परंपरा में जकड़ी पाशो सचमुच डार से बिछुड़ गयी है और अन्त में जब वह डार पर लौटती है तो उसके पास अपना कहने को कुछ भी नहीं होता। "लेखिका ने इस लघु उपन्यास में जितने भी पात्र रखे हैं, वे नितान्त सहज और स्वाभाविक हैं। ..किसी भी प्रकार के आदर्श और सिध्दान्तों से दूर ये पात्र जिस कथा जगत में विचरण करते हैं,वह भी स्वाभाविक बन पड़ा है।"३

"मित्रो मरजानी" उपन्यास अपने कथ्य एवं चरित्र के कारण हिन्दी साहित्य में अनूठा स्थान रखता है। मित्रो के रूप में लेखिका ने बाहर से पत्थर परन्तु भीतर से अत्यंत कोमल नारी का परिचय दिया है। "यह न रवीन्द्र की ओस जैसी नारी है न शरत या जैनेन्द्र की विद्रोहिणी गुत्थी। इसे आदर्श का कोई मोह नहीं है, और न समाज का भय, न ईश्वर का। इसके लिए किसी विशेषण की आवश्यकता नहीं है। वह मात्र मांस-मज्जा से बनी नारी है जिसमें स्नेह भी है, ममता भी। मां बनने की हौंस भी और एक अविरल बहती वासना सरिता भी।" ४-"कृष्णा सोबती ने इस कृति में दर्शाया है कि "काम" पुरूष हो चाहे स्त्री दोनों के लिए समान रूप से महत्वपूर्ण समस्या है। "५-मित्रो मरजानी" उपन्यास की नायिका मित्रो परम्परागत भारतीय नारी से नितान्त भिन्न, एक स्वतंत्र व्यक्तित्व की स्वामिनी है। उसके व्यवहार में कहीं कोई दुराव-छिपाव नहीं है, छल-कपट या सभ्यता की बनावट नहीं है।

पंजाब के एक संयुक्त परिवार की मझली बहू मित्रो, सरदारीलाल की पत्नी है जिसके प्रत्येक हाव-भाव एवं अंग-अंग से वासना की गंध फूटती है। उसका पति उसे बहुत प्रेम करता है, परन्तु मित्रो की दैहिक प्यास नहीं बुझती। बोलते समय अपने सास-ससुर या जेठ का लिहाज या शर्म का अनुभव वह नहीं करती

है। परन्तु उसके इस व्यवहार की जड़ उसकी मां के संस्कार एवं मायके के वातावरण में है। अपनी मां के विषय में निर्भीकतापूर्वक बताते हुए वह कहती है, "तवे-सी काली मेरी मां, और मैं गोरी-चिट्टी उसकी कोख पड़ी। कहती है इलाके के बड़भागी तहसीलदार की मुहांदरा है मित्रो। "६-मित्रो स्पष्टवक्ता है। वह अच्छों के साथ अच्छी और बुरों के साथ बुरी है। परन्तु मित्रो के इस खुलेपन एवं हंसी-मजाक के भीतर एक दर्द छिपा है। एक नारी-सुलभ मातृत्व की चाह वह अपने दिल में छिपाये हुए है और पति द्वारा उसकी पूर्ति न होने पर मायके जाकर अन्य पुरुषों से संबंध स्थापित करके वह अपनी इस इच्छा को पूरी करना चाहती है।

व्यक्तित्व के इतने खुलेपन के बावजूद मित्रों में भारतीय नारी के संस्कार भी विद्यमान हैं। अपने संस्कारों के फलस्वरूप भारतीय हिन्दू परिवार की पुत्रवधू के लिए आवश्यक सभी परम्परागत नियमों को वह अस्वीकार करती है। ससुराल में घुंघट निकालना या परदा करना उसे मंजूर नहीं और न ही नीची नज़र रखना या दबी जबान में बोलना उसे पसंद है। उसके हँसमुख एवं मसखरे स्वभाव के कारण उसके ससुर गुरूदास भी उससे प्रभावित हैं। परिवार की प्रतिष्ठा बनाये रखने के लिए वह सदैव तत्पर रहती है। विवाहेतर सेक्स-संबंधों की ओर बढ़ती हुई मित्रो पति के प्यार एवं ससुराल के मर्यादित जीवन के संस्कारों के फलस्वरूप वापस लौट आती है। "मित्रो हिन्दी की अकेली ऐसी नारी है जो सदियों से नारी पर लादे गये संस्कारों-संबंधों, सुंदर-सुंदर उपमाओं को ललकारती, मुंह चिढ़ाती और उन्हें झुठलाती हुई अपनी मूलभूत जरूरत और जबान के साथ हमारे सामने आ खडी हुई हो, छिन्नमस्ता काली की तरह और मानों हम उसका तेज बर्दाश्त नहीं कर पाते। "७-लेखिका ने मित्रो के दबंग व्यक्तित्व द्वारा नारी के साहस एवं विद्रोह का परिचय दिया है। इस प्रकार मित्रो हिन्दी साहित्य का अनन्य नारी-पात्र है।

" यारों के यार तिन पहाड़" दो लघु उपन्यास हैं। "यारों के यार" वर्तमान कार्यालयों की भ्रष्टाचारी व्यवस्था का पर्दाफ़ाश करनेवाला उपन्यास है। "तिन पहाड़" प्रेमी एवं पति के बीच झूलती दुविधाग्रस्त नारी जया की आहों एवं आंसुओं से भरी कथा है।

"सूरजमुखी अंधेरे के" उपन्यास एक नितान्त भिन्न स्तर को लेकर लिखा गया है। इसकी नायिका रत्ती सामान्य होते हुए भी एक मानसिक ग्रंथि का शिकार है और इसीसे उसके मन में सदा संघर्ष चलता रहता है और इस संघर्ष का कोई अन्त नहीं। रत्ती पत्थर बन गयी है, उसमें जड़ता आ गयी है, क्योंकि "बलात्कार नारी को झूठा कर देता है और पुरुष उसे स्वीकार नहीं करता। "८- आधुनिक लेखिकाओं में सेक्स एवं काम-प्रसंगों का खुलकर वर्णन करने की "बोल्डनेस" कृष्णा सोबती की निजी विशेषता है। एक समय था जब पुरूष, नारी को केवल एक "वस्तु" मानता था और उसी रूप में उसका उपयोग करता था, आज वही नारी विद्रोह एवं आक्रोश की प्रतिमूर्ति बनकर पुरूषों के साथ खिलवाड़ करके काम विषयक चेतना को प्रदर्शित करती है। बचपन में बलात्कार की शिकार रत्ती एक बध्दमूल मानसिक ग्रन्थि में गिरफतार है। उसकी नारी- सुलभ कोमलता एवं भावना नष्ट होकर प्रतिशोध के रूप में प्रस्फुटित हो उठी है। उसके सम्पर्क में आनेवाले पुरुष शरीर भोग की वेगवती लालसा अनुभव करते हैं, परन्तु उन सबको वह

तरसाती है, तड़पाती है और बेकार की चीज की तरह फेंक देती है। परंतु वह भी एक सहज नारी बनने की चाह रखती है। मनसे यौन-संबंधों के लिए उत्सुक रत्ती परिस्थितियों के कारण असामान्य एवं शारीरिक स्तर पर फ्रिजिड हो गयी है। परन्तु उसका इसमें कोई दोष नहीं। रत्ती को इस बेबसी से मुक्ति दिलाता है दिवाकर। दिवाकर विवाहित है परन्तु रत्ती के अचेतन में स्थित तृषित नारी के मन के द्वार पर कोमल दस्तक देकर वह उसे एक सहजता एवं पूर्णता प्रदान करता है। रत्ती को जिस रत्ती का इन्तजार था, वह उसे मिल गयी। इसीलिए पत्नी को त्यागकर रत्ती के पास आने की चाह रखनेवाले दिवाकर को वह मना कर देती है। इस प्रकार बलात्कार की घटना से नारी का मन किस प्रकार अपने जीवन की स्वाभाविकता खोकर समाज से विरत होकर आत्मकेंद्रित हो जाता है, इसका चित्रण लेखिका ने रत्ती के माध्यम से किया है। भारतीय नारी परम्परागत नैतिक संस्कारों के कारण जब ऐसी घटनाओं की शिकार होती है तो उसके नैतिक मूल्य परिवर्तित होकर उसे विद्रोह की ओर अग्रसर करते हैं।

''सूरजमुखी अंधेरे के'' उपन्यास को मनोवैज्ञानिक उपन्यास कहा जा सकता है जिसमें ''स्त्री के मन को पर्त-दर-पर्त उकेरने का प्रयास है। मानवीय मन की नितान्त उलझी हुई चाहत और जीवट-भरे संघर्ष का संकेत रत्ती के जीवन का संघर्ष है। ''९- लेखिका ने स्त्री-पुरूष संबंधों में आये बदलाव को नये आयामों के अनुरूप सेक्स के धरातल पर अभिव्यक्ति देकर नारी की वैयक्तिक चेतना का परिचय दिया है।

एक विशेष जातीय जीवन के सम्पूर्ण परिदृश्य को साकार करनेवाला ''कृष्णा सोबती का'' जिन्दगीनामा'' एक कालजयी रचना है जिसने उपन्यास के परम्परित ढांचे को चुनौती दी है। ''जिन्दगीनामा'' की अपनी विशिष्ट पहचान है। सांझी संस्कृति का एक व्यापक परिदृश्य, एक लम्बी परम्परा, पंजाब की धरती की माटी की महक, उसमें रची-बसी लोककथाएँ, जिनके छोर एक ओर पुराणों को छूते हैं और दूसरी ओर विभाजन पूर्व के लोकजीवन को। लेखिका को यह सब कहीं गहरे उद्वेलित करता है। ''१०- इस उपन्यास का केन्द्रीय चरित्र जिन्दगी है। लेखिका ने पंजाब की धरती की माटी की महक, इतिहास, लोक कथाएं, लोकगीत इत्यादि के द्वारा पंजाब की सांझी संस्कृति का विराट चित्र प्रस्तुत किया है। इसमें लेखिका ने साम्प्रदायिक दंगो की भयानकता तथा विभाजन की दुर्घटना से उत्पन्न गहरी पीड़ा को वाणी प्रदान की है। इसमें एक विशेष भूखंड की जिन्दगी का बहाव कैद है। यद्यपि इस उपन्यास में राजनीतिक घटना को आधार बनाया गया है, परन्तु इसकी चिन्ता मानवीय ही अधिक है। एक राजनीतिक घटना किस प्रकार मानवीय संवेदना को झकझोरती है एवं समाज को प्रभावित करती है, इसकी दास्तान अपनी समग्रता में सबरंग विद्यमान है। ''जिन्दगीनामा-२'' के कुछ अंश प्रकाशित हो चुके हैं परन्तु सम्पूर्ण कृति के रूप में उसका प्रकाशन होना अभी शेष है।

''दिलो-दानिश'' उपन्यास में कृष्णा सोबती ने मुस्लिम संस्कृति से प्रभावित भारतीय परिवेश में पनप रही सामंती प्रवृत्ति में उलझी हुई वकील कृपानारायण की जिन्दगी के द्वंद्व का चित्रण किया है। हवेली के सनातनी और परंपरागत पारिवारिक संहिता द्वारा परिचालित जीवन में पत्नी कुटुंबप्यारी और मुस्लिम संस्कृति में रची-बसी प्रेमिका महकबानों के बीच उलझा हुआ वकील कृपानारायण का चरित्र बहुत प्रभावशाली बन

पाया है परंतु घर में गाहे बगाहे शोर मचाती बीवी और दूसरी ओर हुस्न के जोर दिलों पर रंग जमाती महबूबा। एक बीवी, दूसरी नहीं, दोनों वकील साहब के बच्चों की माएं और प्रेमिका महकबानो के द्वारा अपना चोला बदल कर खाँ साहिब के साथ चले जाना। महकबानो के खड़े होने का अंदाज, बात करने का तरीका और रुआब कुछ ऐसा कि दुनिया को पछाडकर खड़ी हो गई हों। वकीलसाहब को महसूस हुआ कि खास उन्हें की पछाड़ा गया है, ऐसा कि हमेशा के लिए उन्हें हरा दिया गया हो। फलस्वरूप वकीलसाहब की अंतिम स्थिति अत्यंत करूणाजनक हो गई। महकबानो के सामने अन्त तक परम्परागत भूमिका निभानेवाली कुटुंबप्यारी का पात्र फीका पड़ जाता है। महकबानो के रुआबदार पात्र द्वारा नारी चेतना को दर्शाने में लेखिका को अद्भुत सफलता मिली है।

"दिलो-दानिश" उपन्यास समाज की एक ज्वलंत समस्या-अवैध संतान की स्वीकृति के प्रश्न को गहरी संवेदनशीलता से प्रस्तुत करता है। "कृष्णा सोबती ने इस परिवेश से जुड़ी संवेदनाओं, उलझनभरी मनःस्थितियों, मनोभावों आदि का बहुत मार्मिक अंकन किया है।"११

कृष्णा सोबती का "समय सरगम" उपन्यास जीवन के अंतिम पड़ाव पर पहुँचे हुए एकाकी, असुरक्षित एवं अपनों ही द्वारा ठुकराए गए वृद्धों की कथा है। कृष्णा सोबती के सत्तर वर्षीय जीवन की जिंदादिली कथा- नायिका आरण्या के पात्र में झलकती है। आरण्या लेखिका है, अकेली रहती है, वर्तमान में जीती है। पड़ोसी ईशान के घर उसका आना-जाना है। कभी एक-दूसरे के निमंत्रण पर तो कभी बिन-बुलाये वे मिलते रहते हैं। ईशान पत्नी एवं स्कूल में पढ़नेवाले बच्चे की अकाल मृत्यु के बाद अकेला रहता है। बाहर पढ़ रही दो पालित बेटियाँ जब घर आती हैं तो घर में रौनक छा जाती है। ईशान के साथ आरण्या भी उस आनंद का एक हिस्सा बन जाती है। एक-दूसरे का साहचर्य दोनों को आश्वस्त करता है परंतु बरसों से जमी-पकी अपनी आदतों से दोनों मजबूर हैं। दोनों के स्वभाव एक-दूसरे के ठीक विपरीत है। ईशान उम्र के तक़ाज़े से पथ्य-परहेज़ एवं नियमों का पक्का है जब कि आरण्या कभी सिर्फ चाय से संतुष्ट हो जाती है और कभी रेस्तरां के लज्जतदार लंच या डिनर के लिए किशोरी या युवती की तरह उत्साहित हो जाती है। मौत के बारे में सोचकर वर्तमान के आनंद से वंचित रहना आरण्या को स्वीकार नहीं है। उपन्यास के अन्य पात्र, विशेष रूप से कामिनी और दयमंती ऐसी वृद्धाएं हैं, जिनके पास पैसों की कोई कमी नहीं, परंतु बेटे-बहुएँ या भाई उनकी संपत्ति के ही सगे हैं, जिन्होंने इनका जीना दूभर कर दिया है। दोनों की अप्रत्याशित मौत की खबर से जिंदादिल आरण्या भी अकेले रहने का साहस नहीं जुटा पाती और समय की सरगम सुनकर ईशान के आग्रह पर उसके साथ रहने का फैसला करती है।

"हालांकि यह उपन्यास वृद्धावस्था की उदासी और अकेलेपन के संत्रास को लेकर लिखा गया है, पर फिर भी कृष्णा सोबती इस विचार की पक्षपाती लगती हैं कि बचपन, यौवन और यह पकते हुए मौसम का सुर-विषाद, जब तक हों, इन्हें गुंथे रहन दो"। "१२-समाज के वृद्धों की समस्या का प्रामाणिक चित्र प्रस्तुत करने के साथ लेखिका ने जीवन के उस राग को पकड़कर आनंद में सराबोर होकर बुढ़ापे को गौरवान्वित करने की ओर भी इशारा किया है। "कृष्णा सोबती ने 'समय सरगम' में निरंतर काम करते हुए

चुपके से चली आयी इस वृद्धावस्था को पहली बार इस कदर सम्मान और "ट्रिब्यूट" दिया है जैसे हिन्दी उपन्यासों में कहीं नज़र नहीं आता। "१३-कथ्य एवं भाषा दोनों दृष्टियों से यह अपने ढ़ंग का अनूठा उपन्यास है।

कृष्णा सोबती के उपन्यासों की एक महत्वपूर्ण एवं सबसे बड़ी विशेषता उनकी सार्थक भाषा और सशक्त शैली है। उनकी भाषा का माधुर्य और करारापन पाठकों को अभिभूत करता है। उनकी भाषा के अपने तेवर है और उसका अपना मुहावरा है और यही भाषा उनकी सब रचनाओं में दृष्टव्य होती है। "जिन्दगीनामा" की "भाषा सिर्फ जिन्दगी की बोलती, धडकती भाषा है, अपनी समूची लय, मुहावरेदानी और जिन्दा शब्दावली के साथ सबरंग भाषा है। १४- "कृष्णा सोबती" 'मित्रो मरजानी' से लेकर "दिलो-दानिश" तक भाषा संबंधी कई प्रकार के प्रयोग कर चुकी थीं। अंततः वे उस भाषा पर पहुँची हैं जिसे तत्सम-प्रधान टकसाली हिन्दी कहा जा सकता है।"१५

इस प्रकार "अपनी विभिन्न कथाकृतियों के माध्यम से कृष्णा सोबती ने संस्कृति, संवेदना और भाषा-शिल्प की दृष्टि से हिन्दी साहित्य को एक नई व्यापकता प्रदान की है। "१६ हिन्दी की समकालीन महिला उपन्यासकारों में कृष्णा सोबती चुनौतीपूर्ण विषयों द्वारा अपने परम्परागत दायरों को तोड़कर नये विस्तृत आयाम की तलाश करनेवाली एक विशिष्ट लेखिका है।

Foot Notes

(१) जायसवाल अमरप्रसाद गणेसप्रसाद, हिंदी लघु उपन्यास, पृ.२१२

(२) कृष्णा सोबती, मित्रो मरजानी, आवरण पृष्ठ

(३) डॉ. घनश्याम मधुप, हिन्दी लघु उपन्यास, पृ. १७४

(४) कृष्णा सोबती, मित्रो मरजानी, आवरण पृष्ठ

(५) डॉ. पुरुषोत्तम दुबे, व्यक्तिचेतना और स्वातंत्र्योत्तर हिन्दी उपन्यास पृ. ३७९

(६) कृष्णा सोबती, मित्रो मरजानी (१९७९), पृष्ठ २०

(७) राजेन्द्र यादव, औरों के बहाने, पृ.४२

(८) कृष्णा सोबती, सूरजमुखी अंधेरे के, आवरण पृष्ठ

(९) डॉ. विमला शर्मा, साठोत्तर हिन्दी उपन्यासों में नारी के विविध रूप, पृ. ३१२

(१०) निर्मला जैन, हिन्दी उपन्यास १९५० के बाद : जिन्दगीनामा, पृ. १०७-१०८

(११) संपादक गोपालराय, समीक्षा जनवरी-मार्च, २००१ गोपाल राय, "बीती सदी के अंतिम दशक में उपन्यास और उपन्यास की आलोचना, पृ. ६

(१२) संपादक गोपाल राय, समीक्षा जनवरी-मार्च, २००१ सुनीता, "मृत्यु को स्थगित करता जीवन राग" पृ.४३

(१३) वही

(१४) निर्मला जैन, हिन्दी उपन्यास १९५० के बाद, जिन्दगीनामा, पृ. ११२

(१५) संपादक गोपाल राय, समीक्षा जनवरी-मार्च, २००१ गोपाल राय "बीती सदी के अंतिम दशक में उपन्यास और उपन्यास की आलोचना पृ. ६

(१६) कृष्णा सोबती, सोबती एक सोहबत, आवरण पृष्ठ

संदर्भ सूची :

१. मौलिक रचनाएं

१. कृष्णा सोबती, मित्रो मरजानी, १९७९, राजकमल प्रकाशन, नयी दिल्ली

२. कृष्णा सोबती, सूरजमुखी अंधेरे के द्वि. सं. १९७४, राजकमल प्रकाशन, नयी दिल्ली

३. कृष्णा सोबती, सोबती एक सोहबत १९८९, राजकमल प्रकाशन, नयी दिल्ली

२. सहायक संदर्भ ग्रंथ

१. घनश्याम मधुप, हिन्दी लघु उपन्यास

२. जायसवाल अमरप्रसाद गणेशप्रसाद, हिन्दी लघु उपन्यास

३. निर्मला जैन, नित्यानन्दन तिवारी (सं), हिन्दी उपन्यास : १९५० के बाद, १९८७, नेशनल पब्लिशिंग हाऊसस, नयी दिल्ली

४. पुरुषोत्तम दुबे, व्यक्ति चेतना और स्वातंत्र्योत्तर हिन्दी उपन्यास, १९७३, अनुपमा प्रकाशन, बम्बई.

५. राजेन्द्र यादव, ओंरो के बहाने, १९८१, अक्षर प्रकाशन, नयी दिल्ली.

विमला शर्मा, साठोत्तर हिन्दी उपन्यसो में नारी के विविध रुप, १९८२, संगम प्रकाशन, इलाहाबाद

३. पत्रिका

१. समीक्षा जनवरी - मार्च २००१

डॉ. प्रज्ञा शुक्ल,
अध्यक्ष, हिंदी विभाग

Role of Rural Press And Other Media In Development Communication

Communication is an integral part of education and development. Nora C. Q. defines development communication as "the art and science of human communication applied to the speedy transformation of a country and the mass of its people from poverty to a dynamic state of economic growth that makes possible greater social equality and the larger fulfillment of the human potential".

In development communication, there is a continuous exchange of ideas, views and information, and when this happens, the belief is that development takes place, because "participation in this process, is in itself, an aspect of development".

Rural pres is an acknowledged community media. It has been said that "No country has ever modernised without dealing with the basic task of communication. The establishment of low-cost self-supporting rural news papers is one of the most natural, easiest and fastest means of doing so". Rural newspapers can serve as an effective tool of communication.

The Rural Press can achieve several objectives simultaneously. It can promote and sustain literacy. It can keep the rural people informed and serve as a two-way communication channel. Thereby, it can help to bring the rural people into the main-stream of national life and activity and promote a sense of participation in them. The establishment and promotion of a vigorous rural press, therefore, should occupy a high place in the development strategy and priorities.

There about 8,000 small news papers operating in and for the rural areas in India, and covering rural themes. These include dailies of tabloid size, weeklies and bi-weeklies. The largest number of such papers is in Hindi, published from different part of the country. These news papers also appear in other languages, such as, Gujarati, Bengali, Marathi, Urdu, Telugu, Malayalam, Oriya, Tamil & Kannada, and as Malhan observes, "there are yet other papers which are published in the languages of various small and ethnically distinct groups like Konkani, Manipuri, Lushai, Khasi, Santhali, Garo, etc. to mention a few". However, no systematic data is available to indicate the readability levels of these newspapers and the suitability of their contents for development journalism.

Farm Magazine : Farm periodicals in India have contributed toward the growth of development journalism. The first farm periodical to be published from Agra about seven decades ago, was 'Krishi Sudhar' in Hindi, which was followed by a few in South Indian Languages. The Government Agriculture Departments started publishing farm magazines in 1931 and today there are about 300 Farm periodicals published in India, of which about 200 are in Hindi and the other regional languages. In the absence of a readability survey of these magazines and it is difficult to say anything about their stability for neo-literate learners. Mathur remarks that, although there are 21 agricultural universities and 33 research institutes of the ICAR, there seems to be a near absence of concern for using farm periodicals as media for transfer of technology.

Apart from the 8,000 small news papers operating in and for our country side, some random efforts have been made to bring out monthly bulletins and periodicals

for new-literate and others having limited reading ability. Rural papers should help with the literary drive, but from the journalistic point of view the content of a rural paper should be different from what would be suitable for a Journal or a book neo-literate, though there can conceivably be some general principles.

Multi-Media Approach :

Development Communication, to be meaningful and effective, should involve the use of multi-media approach. In multi-media approach, there is mutual reinforcement by the different media so that communication of the message gets the added support. The role of Rural Press in development communication has been discussed elsewhere and it would be interesting to see how and to what extent it can be related to the other media in the scheme of multi-media approach. The other media for our purpose of analysis, would be limited to the traditional media of radio and television.

Traditional Media :

We have a rich source of traditional media, which primarily provide entertainment, but if, development themes are carefully blended with their messages, the media can really accelerate development. The Rural Press can promote the traditional media in many ways. It can identify the various folk media and publicise their efforts and programmes through its pages. This is the advertising role of the press which is also the performance of the public relations role for the folk media. The Rural Pres can suggest development themes to the media at different times of the year and can even go to the extent of providing thematic details of various development topics. It can also review the performances of various development topics. It can also review the performances of various folk media. It can publish the media contents, to the extent possible, say a folk song or a proverb, to enable the audience to read and remember the same.

The Rural Press can actually make the traditional media more responsive and sensitive to development issues by establishing a cooperative linkage with the media and in so doing can it-self because more knowledgeable about the media.

Radio :

"Action cultural popular" (ACPO) in Colombia, which is also known throughout the World as Radio Sutatenza, is a private institution devoted to the non-formal education of village, communities. Radio Sutatenza also brings out a weekly newspaper carrying important news of the week, articles and features on health and hygiene, food, clothing, animal care, construction and conservation of the name and other topics of interest and utility to the people. The paper also has space for comics, songs, games and sports and a reader's corner.

Radio Sutatenza in Colombia and All India Radio are perhaps two typical examples one of organisation which is under private control and the other under strict Government Control. The former, originally conceived as a broadcasting organisation, is today a multi-media communication system devoted to non-formal education and rural development whereas the latter is only a broadcasting organisation. Inspite of the limitations of the All India Radio being a Government organisation, its programmes broadcast from all its stations are more interesting, lively and down to earth than the broadcasts from other chunks. It's experience with Radio Forums is the longest and best documented in the developing countries.

Mass Compaigns :

Radio has been used for mass compaigns in Tanzania, Ghana, Cuba and China. The Rural Press and Radio should play a mutually supportive role in development communication. The Rural Press can provide print support to radio in various ways. It can publicise the rural programmes and other programmes of interest to rural listeners, besides publishing in advance the brief contents of the broadcasts for the benefit of the listeners. It can establish a dialogue between radio and the audience by devoting some space for listener's feedback. It can announce, in advance, about festivals, special events, success stories and other points of interest for the benefit of radio. It can identify progressive farmers, entrepreneurs, folk artists, youth leaders, and publish about them for the information of the radio people, who might invite them for producing appropriate programme.

Television :

Telévision started from a Zero base only a few decades ago, but, its rise as a communication medium is obviously very striking. According to a UNESCO survey on Radio and Television in literacy, conducted in 1969, it was seen that the second half of the sixties saw the expansion of TV services for adult education. Twenty one countries were using TV for adult education.

In India, the first Agricultural Programme on TV was organised in 1967 under the suspicious of the All India Radio, in collaboration with the Indian Agricultural Research Institute, New Delhi and the Delhi Administration Community Television receiving sets were installed in 80 villages around Delhi. SITE, 1975-76, is considered as the costliest experiment in mass communication so for conducted in India. Television service is being expanded in a big way in India. Particularly when INSAT-1B is already in its Orbit. There would be tremendous scope for expansion of TV particularly for the rural audience.

The Rural Press should be able to develop with TV the same type of relationship it is supposed to have with radio. It should do the public relations (job for television, make people aware about its programmes, publish in-depth thematic contents of telecasts, introduce local festivals and fairs, local artistes, folklore and local leaders to the television organisation and offer healthy criticism on the telecasts besides suggesting suitable programmes on behalf of the people.

The Rural Press will be able to play its ever and supportive role as described above, effectively provided it enjoys autonomy and freedom.

Dr. Harshada S. Rathod.
Principal.

TRAVEL AND TOURISM INDUSTRY OF INDIA

In the last Two Decades Tourism has emerged as the World's largest Industry. The history of Tourism is very old (18th & 19th Centuries). In the ancient world there were three motivating forces for the movement of people (1) Trade and Commerce (2) Religious Motivation (3) Political. Tourism as a social phenomenon is hardly 100 years old. The history of the Industry before 1841 is the history of sporadic visits of individuals in small groups. It may at best be called the formative period of travel Industry. In the 18th Century Industrial Revolution particularly in the field of Transport and Communication, offered a new mobility to the people used to take their families and friends for outings, purely for the purpose of recreation. In the later stages Tourism had Four motivating forces (a) Education (b) Religion (c) Adventure (d) Health. Modern Tourism is mass Tourism and is called an effective Industry because it now has mass participation made possible by mass Organizations and people with different interests.

Aspects of Travel and Tourism in India :

Cultural : Foreigners come to India to learn or to know different types of cultures eg. Festivals, Music, Dance, Craft, etc.

Health : Foreigners come to India for Meditation, Yoga, Ayurvedic Studies, etc.

Sports : For Mountaineering, Climbing, Fishing, Rafting etc.

Wild Life : To visit National Parks, Sanctuaries, Survaying, etc.

Ancient Monuments : To visit the Taj Mahal, Qutub Minar, Forts and Palaces, Gateway of India, Ajanta-Ellora, etc.

Religious : To visit Badrinath, Jaganath Puri, Amarnath and different Pilgrim Centres.

Temporary : Commercial Meetings, Business purpose, Conference, Exhibitions, etc.

Educational Visit : Ayurvedic College, Research Institutes like in Pune, ITI in Bombay, etc.

Role Of Travel and Tourism in Indian Economy :

For those countries able to attract a significant number of foreign visitors the primary benefit of Tourism development is likely to be the growth of foreign exchange earnings. India is a developing country whose rapidly growing need for imports may coincide with a low and even declining growth rate in exports earnings from primary commodities. The net foreign exchange earnings from Tourism can play a critical role in overall economic development. For example the statistics show India has earned following foreign exchange from the tourists of different countries.

1971 - Rs.45.00 Crs.
1981 - Rs.1166.0 Crs.
1991 - Rs.2444.0 Crs.
1998 - Rs.1975.1 Crs.

Employment and Income effects of Tourism Sector growth are also of considerable importance in the national economy of India, while the direct employment effects of Tourism in the Transportation Sector, Retail Trades, Handicrafts and Agricultural Sector must also be taken into account. In addition when Tourist facilities

are located in the less developed regions of a particular country these employment effects may result not only in increased income for workers but also in a better regional distribution of income.

This Industry brings India closer to the world. People of different countries and regions come closer with each other. It removes various barriers which hamper a better understanding between different countries.

Problems of Travel and Tourism in India :

Travel and Tourism play an important role in Indian Economy, but this Industry has suffered from many problems some of are enlisted below :

Tourism in India has not become a social phenomenon for the Indian people to the extent it ought to have become. In western countries it has already formed part of one's annual routine. An employee feels that it is his right to go out for a change for a period of atleast two to four weeks in a year on the expenses met by his employer. In India such a recognition has yet to be achieved on a mass scale.

The only type of Tourism which has been a part of Indian people is Religious Tourism. For example joining on visit to great pilgrim temples like Badrinath, Dwarkapuri, Jagannath Puri and Ramesvaram.

Tourism has yet to become a great attraction for all the people in India, because of economic backwardness of the large majority of the people and the low per centage of educated people.

In India we have not been successful in creating ga peaceful atmosphere. Every now an then some events have occurred which has disturbed the peace to the extent of things getting out of control. These disturbing events lead to the psychosis of fear among Tourists, hence they try to avoid India and go elsewhere. India, though being a vast country with innumerable places of Tourist and Historical attractions is unable to derive the full benefits of the travel and tourism Industry.

Singapore has a leading tourism industry for years. No political disturbances and hard working populace. In fact the city has good Tourist Hotels combined into one city which we can offer throughout the country.

Hong-Kong is an epic example of tourism. A British Colony for years it was well administrated and developed both as a Tourism Centre as well as Commercial Capital. After the Chinese takeover of Hong-Kong in July, 1997, china gave Hong-Kong the status of "Special Administrative Region". With this Hong-Kong remains as it was, without outside interference. Even people from mainland China are not allowed to settle in Hong-Kong and even if they have to visit Hong-Kong they have to carry a permit, similar to grant of visa for a limited period.

Last we come to Thailand. A country not developed in the Industrial sector at all, but yet in Travel and Tourism it has developed as one of the leading attractions of Far East. Even at the school stage young boys and girls are taught to become Tourist Guides to earn a living.

But at the moment Educational Institutions are already trying to offer facilities to their inmates for not only Cultural Tourism but also Technological Tourism. However, with the phenomenal growth in education and Industrialisation, Tourism has already caught up with the imagination of the younger generation in India.

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પરિવર્તનની પ્રક્રિયામાં ઇન્ફોર્મેશન ટેકનોલોજી (I.T.) નું યોગદાન

વિજ્ઞાનની પ્રગતિને પરિણામે ટેકનોલોજીનો વિકાસ થતાં માનવ જરૂરિયાતો અને માનવ જીવનની ગુણવત્તાનો મહત્ત્વપૂર્ણ વિસ્તાર થયો છે. શિક્ષણ અને જ્ઞાનના વિકાસ માટે નવો આધાર મળ્યો છે. દરેક વિષય માટે વિસ્તારપૂર્વક અને વિવિધ પ્રકારની માહિતી પ્રાપ્ય છે. જેને કારણે વર્તમાનયુગનાં રોજીંદા જીવનમાં અનેક ક્ષેત્રોમાં જ્ઞાનની શક્તિને ઉપયોગિતાપૂર્ણ જ્ઞાનમાં રૂપાંતરિત કરી માનવ જરૂરિયાતને સંતોષવા માટે ઉપયોગ કરવામાં આવે છે.

ઇન્ફોર્મેશન ટેકનોલોજી એટલે (કોમ્પ્યુટર) સંગણક અને દૂરસંચાર (Tele communication)નો ઉપયોગ માહિતીનાં સર્જન અને પ્રસારણ માટે કરવો.

માહિતી એ હકીકત, વર્ણન અને અભિપ્રાયની ક્રમબદ્ધ ગોઠવણી છે. જ્યારે તેને યોગ્ય સ્વરૂપ આપી, વ્યવસ્થિત રીતે એકત્રિત કરીએ ત્યારે તેનું ઉપયોગિતાપૂર્ણ જ્ઞાનમાં રૂપાંતર થાય છે. આ ઉપયોગિતાપૂર્ણ જ્ઞાનને અસરકારક રીતે ક્રિયાશીલ બનાવવા માટે વિશિષ્ટ પ્રકારની વ્યૂહને આલેખન આપી વિકાસ કરવાની પ્રણાલીની જરૂરિયાત ઊભી થાય છે. જેથી સર્વ સહેલાઈથી સમજાવી શકાય અને સરળતાથી સંચાલન કરી શકાય.

૨૧મી સદીને ''જ્ઞાનકોષી સમાજ'' (knowledgebased society) તરીકે ઓળખવામાં આવે છે.

સમાજનો નિભાવ અને વિકાસ એ સતત વધતું જ્ઞાન, જે જ્ઞાન સંશોધન પર આધારિત છે. તેના પર વ્યક્તિ, કુટુંબ અને રાષ્ટ્રની સમૃદ્ધિ આધાર રાખે છે.

૨૧મી સદીમાં I.T. એ વિશ્વમાં ક્રાંતિકારી પરિણામ આણ્યું છે. અર્થતંત્રના દરેક વિભાગો અને દરેક માનવીય ક્ષેત્રો તેનાં સ્રોતો I.T. દ્વારા મેળવે છે.

ટેકનોલોજી વિકાસનો છેલ્લામાં છેલ્લો આવિષ્કાર છે કોમ્પ્યુટર. અન્ય વૈજ્ઞાનિક ઉપકરણોને ટપી જાય તેવી અસાધારણ શક્તિ કોમ્પ્યુટર ધરાવે છે.

કોમ્પ્યુટર માહિતી અને જ્ઞાનની એ પ્રક્રિયાને સેટેલાઈટ, વર્તમાનપત્ર, ટેલીફોન, તાર, Telex, Telefax, રેડિયો, દૂરદર્શન વિ. સંચાર માધ્યમો દ્વારા જ્ઞાનનો વિસ્તાર કરવા માટે અદ્‌ભૂત શોધ છે.

કોમ્પ્યુટર અને દૂરસંચારના વિકાસને પરિણામે I.T.ના ઉપયોગમાં વધારો થયો છે.

નવી યોજનાના આલેખન અને વિસ્તરણ માટે માહિતીની પ્રક્રિયા, માહિતીનું વ્યવહારિક વિશ્લેષણ અને તેના પર કાર્યદિશ (command) અને નિયંત્રણ રાખનાર પ્રણાલી તરીકે I.T. એ ખ્યાતિ મેળવી છે.

કોમ્પ્યુટર ટેકનોલોજીને પરિણામે ટેકનીકલ પ્રક્રિયા, સંચિત પર્યાય, યાતાયાત પર્યાય ઝડપી બન્યા છે. ઉપરાંત વધુ સઘન અને ઓછા ખર્ચાળ બન્યા છે.

મૂળભૂત રીતે જોતાં દૂર-સંચાર માહિતીનું પ્રસારણ કરે છે. જ્યારે કોમ્પ્યુટર એ માહિતીનું પૃથ્થકરણ કરે છે.

I.T.ની વિવિધ ક્ષેત્રોમાં ઉપયોગિતા અને અસર :-

આધુનિક યુગમાં એવું એક પણ ક્ષેત્ર નથી કે જ્યાં. I.T.નું અસ્તિત્વ ન હોય. I.T.ની અસર દરેક

ક્ષેત્રમાં ફેલાયેલી છે.

ઉદ્યોગ ધંધો અને વ્યવસાય બેંકો તથા નાણાકીય સંસ્થાઓ, કૃષિ વ્યવસાય, શિક્ષણ, સ્વાસ્થ્ય, ગ્રંથાલય, કાયદો અને વ્યવસ્થા, સરકારી અને અર્ધસરકારી કાર્યાલયો, મુદ્રક અને પ્રકાશન, કલા, વાહન વ્યવહાર, મનોરંજન, રમતગમત, વિજ્ઞાન અને ઈજનેરી, સંશોધન, સંરક્ષણ, જ્યોતિષશાસ્ત્ર, વિ. અનેક ક્ષેત્રોમાં તેનો પ્રવેશ થઈ ચૂક્યો છે.

ઔદ્યોગિક ક્ષેત્ર :-

ઔદ્યોગિક ક્ષેત્રમાં I.T. વિશાળ પ્રમાણમાં પ્રભુત્વ ધરાવે છે. માનવ નિયંત્રિત યંત્રો સંપૂર્ણપણે કોમ્પ્યુટરના અંગુશ હેઠળ કાર્ય કરે છે. કોમ્પ્યુટરની મદદથી યાંત્રિક ઉપકરણોનો ઉપયોગ વધુ સુવિધાયૂક્ત અને પરિણામલક્ષી બની શકે છે. સાથે સાથે કોમ્પ્યુટર તત્સંબંધિત અતિમહત્ત્વની માહિતીનો પણ સંગ્રહ કરે છે. માહિતીના વિશ્લેષણ દ્વારા યંત્રોની કાર્યદક્ષતાની ચકાસણી કરી શકાય છે. જેનાથી ભવિષ્યના આયોજન માટે આવશ્યક એવી નિર્ણાયક માહિતી ઉપલબ્ધ થાય છે. Micro કોમ્પ્યુટર જેવા આધૂનિક શક્તિશાળી કોમ્પ્યુટરના આગમનને કારણે ઔદ્યોગિક ક્ષેત્રમાં કોમ્પ્યુટરનો ઉપયોગ યંત્રસંચાલકથી માંડી સંસ્થાના નિર્દેશક, મહાનિર્દેશક તથા અધ્યક્ષ કક્ષાની વ્યક્તિ માટે સહજ બન્યો છે. કોમ્પ્યુટર તેના સ્મૃતિવાહક, સંગ્રાહક સંરક્ષક ઉપરાંત એક આજ્ઞાંક્તિ મદદનીશ પણ બની શકે છે.

દા. ત. ઉત્પાદન, આયોજન, સાધનોની વ્યવસ્થા અને નિયંત્રણ તેમ જ પૃથ્થકરણ વિ. કાર્યો કોમ્પ્યુટર દ્વારા થાય છે. કોમ્પ્યુટરની આ પ્રકારની સેવાઓથી પ્રાપ્ત થતી માહિતી દ્વારા કરોડો રૂપિયાનો આર્થિક ફાયદો થાય છે.

કોમ્પ્યુટર અને Information network ની પ્રાપ્યતાને પરિણામે વ્યાપારકાર્ય વધુ ગતિવર્ધક બન્યૂ છે. પ્રમાણિકરણમાં વધારો થયો છે. ઉત્પાદન ખર્ચમાં ઘટાડો થયો છે. ઉત્પાદકતા વધી છે અને ગુણવત્તામાં સૂધારો થયો છે. જે ભૂતકાળમાં પ્રાપ્ય ન્હોતી એવી અનેક વસ્તુઓ સમાજના વિવિધ વર્ગો માટે ઉપલબ્ધ છે.

ધંધાકીય અને વ્યવસાયી ક્ષેત્ર :-

ધંધાકીય સંસ્થાઓ એક વિશાળ સમુદાયને આવરી લે છે. I.T. ની અમર્યાદિત શક્તિ અને સેવાઓ તેના ઉપયોગનું વિશાળ ક્ષેત્ર બની ગયું છે.

વર્તમાનમાં આર્થિક પરિસ્થિતિ પર બે પરિબળોનું પ્રભુત્વ વિશેષ છે. :-

(અ) ટેકનોલોજી (બ) વૈશ્વીકરણ

ટેકનોલોજીમાં ખાસ કરીને Internet જે E-commerce માટે (વ્યાસપીઠ) મંચ તૈયાર કરે છે તેમાં બધી જાતનાં વ્યાપારી સોદાઓ B2B (Business to Business), C2C (Consumer to Consumer) વિ. electronic પ્રક્રિયા પર આધારિત છે. I.T. એ ઉત્પાદક અને ગ્રાહક વચ્ચે સેતુ બની રહે છે.

આ ઉપરાંત I.T. ની મદદથી રોજીંદા કાર્યો જેવા કે નાણાકીય સંચાલન, વેચાણની માહિતીનું વિશ્લેષણ, માલના સ્ટોકની ગણતરી, અન્ય આંકડાકીય વિગતો વિ. વધૂ ચોક્કસ અને ઝડપી બન્યા છે.

વ્યવસાયી ક્ષેત્રે પણ પર્યાવણ સુવિધા કોમ્પ્યુટર દ્વારા પ્રાપ્ત થાય છે. વ્યવસાયી વ્યક્તિઓ જેવી કે એન્જીનીયર, વકીલો, ચાર્ટર્ડ એકાઉન્ટન્ટ, તબીબો વિ. micro computer & વ્યવસાયી કોમ્પ્યુટરનો ઉપયોગ વર્ણપ્રક્રિયા (word processing) અને કાર્યપ્રત્ર (worksheet) માટે કરે છે.

બેંકો તથા નાણાકીય સંસ્થાઓ :-

બેંકિંગ ઉદ્યોગની મૂળભૂત સમસ્યના નિરાકરણ માટે માહિતીની જરૂર પડે છે.

I.T. એ બેંકિંગ અને નાણાકીય ક્ષેત્રમાં સેવાઓ પૂરી પાડવા માટે મહત્વપૂર્ણ ભાગ ભજવે છે.

બેંકિંગ સેવાઓ જેવી કે લોન, હિસાબ, ચેક પ્રોસેસિંગ તથા અન્ય નાણાની લેવડ દેવડ માટે કોમ્પ્યુટરને ઉપયોગમાં લઇ શકાય છે. તેના ઉપયોગની ફલશ્રુતિરૂપ મહત્વના માહિતીના સહેવાલ અને માહિતીપત્રો અત્યંત સરળતાથી પ્રાપ્ત કરી શકાય છે.

Electronic બેંકિંગની પ્રગતિને જોતાં :-

(A) Credit Card, Smart Card, Electronic ચેક, E-cash or cyber cash વિ. સગવડતા પ્રાપ્ત થાય છે.

(B) વૈશ્વિક સ્તરે ATM (Automatic Teller Machine) સેવાની પ્રાપ્યતાને કારણે વૈશ્વીકરણની પ્રક્રિયા વધુ ઝડપી અને ઉત્પાદકિય બને છે.

(C) I.T. લીધે (online) સંબંદ્ધ નિર્ણયો ત્વરિત અને ચોક્કસ રીતે લઇ શકાય છે.

(D) બેંકિંગ પ્રથામાં સમગ્ર સોદાઓ અને કામકાજમાં Internet દ્વારા માર્ગદર્શન આપવામાં આવે છે.

આમ, I.T. એ ભવિષ્યની બેંકિંગ વ્યવસ્થા માટે યોગ્ય ફાળો આપશે અને વૈશ્વિક બજારમાં ગ્રાહકની વધતી નાણાકીય જરૂરિયાતને પૂરી પાડવાનું ધ્યેય પાર પાડી શકશું એમ આશા રાખી શકાય.

ગ્રામીણ ક્ષેત્ર :-

ગ્રામ્યક્ષેત્રે Internet ના પ્રયોગે સાબિત કર્યું છે કે ગ્રામ્યજનો તેમને સંબંધિત નીભાવી શકે, સહેલાઇથી પ્રાપ્ય થઇ શકે અને અનુકુળ હોય તેવી નવી ટેકનોલોજી અપનાવવા તૈયાર છે.

સંબંધિત અર્થાત્ જે માહિતીના સ્રોતો તેમના રોજંદા જીવનમાં હકારાત્મક અસર કરતાં હોય, સંબંધિત માહિતી ખેતીવાડી, જીવન નિર્વાહ, સિક્ષણ અને સ્વાસ્થ્ય માટેની હોય.

I. ખેતીવાડી :- I.T. ઉપયોગ કૃષિક્ષેત્ર પશ્ચિમના દેશોમાં વિશાળ પાયા પર થયો છે. ભારત જેવા ખેતીપ્રધાન દેશમાં ખેતીવાડી કૃષિ અને તેને લગતાં કાર્યોમાં I.T. એ મહાન યોગદાન આપી શકે છે.

(A) ખેતીવાડીના નીપેક્ષ (input) જેવા કે બીયારણ, ખાતર, જંતુનાશક દવાઓ વિ. ની વિવિધ બજારોમાં ભાવો વિષેની વર્તમાન માહિતી

(B) રોજીંદો મોસમી અહેવાલ

(C) સરકારના કાર્યક્રમો અને માહિતી વિષેનું બુલેટિન

(D) પાકના રોગો અને જંતુ વિષેની ચેતવણી

(E) આનુપાંગિક કૌટુંબિક આવક અને જાહેર કલ્યાણની યોજના વિષેની માહિતી.

(F) નવા ગૃહઉદ્યોગ શરૂ કરવાના સ્રોતો.

(G) સ્થાનિક સ્તરે, સસ્તુ, અનુકૂળ શરતે, ક્યાંથી ધિરાણ પ્રાપ્ત થઈ શકે તેની માહિતી.

(H) ક્યા પાક વાવવા, કેટલી જમીન પર વાવેતર કરવું વિ. અનેક વિકલ્પોમાંથી શ્રેષ્ઠ વિકલ્પ વિષેની માહિતી.

II. સ્વાસ્થ્ય :-

ગ્રામીણ ક્ષેત્રે સ્વાસ્થ્યના પ્રશ્નો જેવા કે :-

(A) બાળકોના જન્મ વિષેના

(B) Low-cost Insurance વિ. માહિતી પ્રાપ્ત થઈ શકે છે.

III. શિક્ષણ :-

(A) શાળાના બાળકો માટે શિક્ષણ સામગ્રી

(B) પ્રૌઢ શિક્ષણ

(C) તાલિમ વિષેનું materials વિ. ગ્રામ્યજનો ઓછા ખર્ચે પ્રાપ્ત કરી શકે છે.

ગ્રામ્ય સમાજમાં નિરક્ષર વ્યક્તિઓ માટે Audio File દ્વારા MPs Formatesનો ઉપયોગ કરી માહિતીનું પ્રસારણ થઈ શકે છે.

આમ, I.T. દ્વારા શિક્ષણ અને સ્વાસ્થ્યની સેવામાં વધારો કરી ગ્રામ્ય ગરીબી દૂર કરી શકાય.

I.T. અને શિક્ષણ :-

I.T. નો વધુ પ્રભાવ શિક્ષણ ક્ષેત્રે પડ્યો છે. I.T. ના પરિણામે વિકાસમાન દેશમાં શિક્ષણ અને જ્ઞાન મેળવવાની પદ્ધતિમાં પરિવર્તન આવ્યું છે. શિક્ષણના દરેક ક્ષેત્રમાં અને દરેક સ્તરે અનહદ ક્ષમતા રહેલી છે.

કોમ્પ્યુટર ટેકનોલોજી અને સંચાર માધ્યમના નવા આદેશ અભિગમમાં જરૂરિયાત અનુસાર શિક્ષણ અને શિક્ષણ લેનારાઓને કેન્દ્રસ્થાને રાખવામાં આવે છે.

Network ટેકનોલોજી વિસ્તારને પરિણામે વિધાર્થીઓ સહેલાઇથી શિક્ષણ પ્રાપ્ત કરી શકે છે. શિક્ષણમાં પારસ્પારિકતા વધી છે. કોમ્પ્યુટરના ઉપયોગથી વિધાર્થીઓની ગ્રહણશક્તિ વધે છે. કોમ્પ્યુટર દ્વારા મનોરંજન સાથે જ્ઞાન આપી શકાય છે. તેવી રીતે કોમ્પ્યુટર પ્રશ્નોત્તરી દ્વારા જ્ઞાન આપે છે.

પ્રાથમિક શિક્ષણ, ઉચ્ચ શિક્ષણ અને વ્યવસાયી તાલિમ મેળવવા માટે I.T. એ વિશાળ તકો પૂરી પાડે છે.

દૂરદર્શનના માધ્યમ દ્વારા સારી કક્ષાનું શિક્ષણ ઓછા ખર્ચે પ્રાપ્ત થઈ શકે છે. સ્વશિક્ષણ એ CD-Rom અને Internet દ્વારા શક્ય બન્યું છે.

તમામ યૂનિવર્સિટીઓમાં, કોલેજમાં, શૈક્ષણિક વહીવટી વ્યવસ્થા માટે વિધાર્થીઓની શૈક્ષણિક નોંધણી, પરીક્ષા સંચાલન, સંશોધન, તથા અન્ય કાર્યવાહી માટે I.T.નો ઉપયોગ કરવામાં આવે છે.

ભારતમાં સ્ત્રીઓમાં નિરક્ષરતાનું પ્રમાણ વધુ છે. પરંતુ પ્રસાર માધ્યમોએ પરિસ્થિતિમાં પરિવર્તન

આણ્યુ છે. સંચાર માધ્યમ જે દેશની દરેક દિશામાં ફેલાઈ ગયા છે જે સ્ત્રીઓમાં નિરક્ષરતાનું પ્રમાણ ઘટાડવા અને જ્ઞાન વધારવામાં મદદરૂપ થઈ શકે છે.

આમ, I.T. ને કારણે શિક્ષણ એ માત્ર શિક્ષણ સંસ્થાની ચાર દિવાલો પૂરતું મર્યાદિત નથી રહ્યું પરંતુ તેની ક્ષિતિજો "countrywide classroom" સુધી વિસ્તાર પામી છે.

તબીબી ક્ષેત્ર :-

I.T. ના પરિણામે તબીબી ક્ષેત્રે અત્યંત મહત્વની માહિતી એકત્રિત કરી શકાય છે. કોમ્પ્યુટર દ્વારા તેમાં સંગ્રહ કરી શકાય છે. માહિતીનો ઉપયોગ ડૉક્ટરો તથા સંશોધકો દર્દીઓની સારવાર માટે કરી શકે છે.

I.T. ને પરિણામે દર્દીના રોગોનું યોગ્ય નિદાન કરી યોગ્ય તબીબી સેવાઓ પ્રાપ્ત કરવાનું શક્ય બન્યું છે. વૃતકોષ (database) દ્વારા દરદીના આલેખ કરી શકાય છે. જેમાં દરદીને લગતી તબીબી વિગતો, તેની સારવારની વિગત, દવાની નોંધ રાખી શકાય છે. આ વૃત તબીબી સંશોધન માટે મદદરૂપ થાય છે.

વર્તમાન સમયમાં કોમ્પ્યુટર અને networkની સંકલનક્ષમતા અને કાર્યક્ષમતાને કારણે આધુનિક ઢબના સાધનોનો ઉપયોગ શક્ય બન્યો છે.

વિવિધ પ્રકારના (digital) અંકિક સાધનો જેવા કે USG, CT scan, MRI, Pulse rate monitors, વિ. રોગોનું નિદાન કરવા માટે ઉપલબ્ધ છે.

આ ઉપરાંત અન્ય તબીબી સેવા (૧) કેન્સર જેવા અસાધ્ય રોગ (૨) હૃદયરોગના અભ્યાસ (૩) ડોક્ટર તથા અન્ય કાર્યકરોના પ્રશિક્ષણ (૪) દર્દીઓના કેસની કાર્યવાહી, લેબોરેટરીની ચકાસણી (૫) મગજના દર્દીઓના અભ્યાસ વિ. I.T. દ્વારા અભ્યાસ પ્રાપ્ત કરી શકાય છે.

આ ઉપરાંત "Health Informatics" દ્વારા internet ના ઉપયોગ દ્વારા દર્દી તાત્કાલિક સારવાર વૈશ્વિક સ્તરે ક્યાં પ્રાપ્ત કરી શકે તેની માહિતી મેળવી શકાય છે.

Telemedicine :-

Video, E-mail, ટેલીફોન, કોમ્પ્યુટર વિ. માધ્યમો દ્વારા તબીબી માહિતી એક સ્થળેથી બીજે સ્થળે મોકલી શકાય છે. "Video Conferning" - પરદેશના ડૉક્ટર અથવા સર્જન પાસેથી સલાહસૂચન મેળવવા માટે remote દ્વારા દર્દીની પ્રક્રિયા જોઈને સલાહ સૂચન મેળવી શકાય છે.

Medical Diagnosis - Aid Expert System :-

આ ઉપરાંત medical transcription - Literature Retrieval Service વિ. દ્વારા I.T. નું તબીબી ક્ષેત્રમાં મહત્વનો ફાળો આપે છે. આમ, I.T. અને સંચાર માધ્યમો દ્વારા તબીબી ક્ષેત્રની મળતી માહિતી સ્વાસ્થ્ય સેવા અને તેને સંબંધિત પ્રવૃત્તિની ગુણવત્તાના સુધારવા માટે નવી તક અને આહ્વાન આપે છે.

સરકારી ક્ષેત્ર & Electronic Governance :-

સરકારી કાર્યાલયોમાં વર્તમાન સમયમાં E.G. નો ઉપયોગ કરવામાં આવે છે. જેનો આશય નાગરિકને યોગ્ય સેવા પૂરી પાડવી તેમ જ સરકારની કાર્યક્ષમતા, અસરકારકતા, જવાબદારીમાં સુધારો કરવો. E.G. કોમ્પ્યુટર એ સરકાર અને નાગરિકો વચ્ચેની સાંકળ સમાન છે.

નાગરિકોને માહિતી પ્રાપ્ત થવાને પરિણામે સરકારી સેવાઓ અને અધિકારો વિષે જાગૃત બને છે.

(૧) આ ઉપરાંત સરકારી કાર્યલયોમાં કોમ્પ્યુટરના ઉપયોગ દ્વારા ચોક્કસ અને ઝીણવટભરી રીતે નાનામાં નાની માહિતી એકત્રિત કરી શકાય છે. આ માહિતી ગ્રામ્ય, જીલ્લા તથા રાજય કક્ષાએ વિકાસ કરવા માટે જરૂરી સલાહસૂચન માટે મદદરૂપ અને માર્ગદર્શક બની રહે છે.

(૨) આ ઉપરાંત વસ્તી ગણતરીનું કાર્ય, ચૂંટણીના કાર્ય, જમીન નોંધણી, ભૌગોલિક માહિતી, દુકાળ માટેની વ્યવસ્થા, કરવેરાનું આયોજન, પગાર ગણત્રી, રેલ્વે આરક્ષણ, સ્વાસ્થ્ય કેન્દ્રોની સગવડ વિ. E.G. ઉત્તમ ઉદાહરણ કહી શકાય.

આ ઉપરાંત સરકારી ક્ષેત્રે નવા ઘોરી માર્ગની યોજના, જાહેર કાર્યની યોજના, સાધનોની વ્હેંચણી વિ. માટે I.T. ની ઉપયોગીતા રહેલી છે.

ગ્રંથાલયો :

I.T. નો ઉપયોગ માહિતીના સર્જન, સંગ્રાહક અને સંચાલન માટે થાય છે. જેને પરિણામે ગ્રંથાલયના માળખામાં અને કાર્યમાં ઝડપી પરિવર્તન આવ્યું છે.

ગ્રંથાલયોની સેવા પ્રાપ્ત કરવા માટે ગ્રંથાલયોમાં જવું જરૂરી નથી. નવી I.T. અંતરો ઘટાડે છે. માત્ર એક ગ્રંથાલય પણ અનેક ગ્રંથાલયોની માહિતી પ્રાપ્ત કરી શકે છે. I.T. દ્વારા વિવિધ ગ્રંથાલયોનું સંકલન શક્ય બને છે. માહિતી પ્રાપ્ત કરરા માટે ભાગીદારી સ્વરૂપમાં કાર્ય કરી શકે છે.

ગ્રંથાલયો એ internet માહિતી મેળવવા ''પ્રવેશમાર્ગ''નું કાર્ય કરે છે. Internet પોતે જ સમૃદ્ધ અને વિસ્તૃત માહિતીનું સાધન જેને ''વૈશ્વિક ગ્રંથાલય'' (Global Library) તરીકે જોઈ શકાય. Internet વિશ્વનું સૌથી મોટામાં મોટું ગ્રંથાલય છે. પરંતુ Internet એ વ્યવસ્થા માંગી લે છે.

ગ્રંથાલયો બાહ્ય માહિતી દ્વારા આંતરિક માહિતીનું સંકલન કરે છે. જેને ''દિવાલો વિનાનું ગ્રંથાલય'' કહી શકાય.

લલિત કલાક્ષેત્ર :-

I.T. ની બીજું પાસુ પણ છે જે સાવ જુદુ છે. વર્તમાન સમયમાં કોમ્પ્યુટરનાં ઉપયોગ સંગીત, ચિત્રકલા, કાવ્યરચના, ચલચિત્ર, શીલ્પકળા, વિ. ક્ષેત્રોમાં વિશાળ પાયા પર થયો છે.

સંગીતકારોએ કોમ્પ્યુટર દ્વારા સંગીત રચના અને વિવિધ પ્રકારના અવાજોનું સર્જન કર્યું છે. કોમ્પ્યુટર દ્વારા હાલતાં ચાલતાં ચિત્રો (Animations) નું નિર્માણ થયું છે. કોમ્પ્યુટર દ્વારા નવલકથા રચાતી હોય તો કાવ્યસર્જનની શક્યતા કઈ રીતે નકારી શકાય?

કોમ્પ્યુટરનો ઉપયોગ ચિત્રકલાના વિકાસ માટે કરવામાં આવે છે. Computer Graphics (આલેખન) વર્તમાન સમયમાં ખૂબ જ પ્રચલિત બન્યું છે.

મુદ્રક અને પ્રકાશન ક્ષેત્ર :-

આધુનિક સમયમાં નાનામાં નાના સામાન્ય વર્તમાનપત્રો કોમ્પ્યુટરનો ઉપયોગ કરે છે. મુદ્રક કામગીરી અત્યંત સરળ અને ઝડપી બની છે. પ્રકાશન ક્ષેત્રે ખાસ ઉપયોગી નીવડે એવા ઉપકરણોની શોધ થઈ છે. જેને કોમ્પ્યુટર સાથે સંકલિત કરી શકાય.

આમ, I.T. એ ઝડપી અને ક્રાંતિકારી પરિવર્તન લાવવામાં મહત્વનો ફાળો આપ્યો છે. વિકાસ માટેના દ્વાર ઉઘાડ્યા છે. I.T. ની મદદથી ઉત્પાદકતા વધી છે. ગુણવત્તા સુધારી છે. કાર્યક્ષમતામાં વૃદ્ધિ કરી

છે. પ્રજાની જીવન પદ્ધતિમાં પરિવર્તન લાવી શકયા છીએ. એટલે કે ઘણું સિદ્ધ કરી ચૂકયા છીએ. આ અભૂતપૂર્વ કાલ છે જેમાં અઢળક સમૃદ્ધિ આપણામાંથી કેટલાકને મળી છે પણ અભૂતપૂર્વ ઓછપનો કાળ પણ છે. આ એવો સમય છે જેમાં વૈદકીય, વૈજ્ઞાનિક અને તકનિકી ક્ષેત્રમાં મેળવેલી અપૂર્વ સિદ્ધિઓ પણ પીડિત સમાજના દુઃખોની પાછળ ઓઝલ થઈ જાય છે.

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શ્રીમતી વીણા વી. ઓઝા

GROWTH AND DEVELOPMENT : THE LONG JOURNEY

Introduction :

The concept of development gained importance after the second world war. Several societies and economies were in ruins. World trade was in shambles, it was totally disrupted. With the end of war, the task for policy makers was to undertake a major restoration programme. The post war period was also the time when many developing countries fought for independence. These struggles were not just for political freedom but also to improve human welfare. Some countries took inspiration from the orthodox soviet model of socialism. Others followed the path of capitalism. While still others, like India followed the path of mixed economy where, the state would play a dominant role along with the private sector. Thus, both socialist and capitalist countries believed that the key to development which would benefit people and eradicate poverty and unemployment lay in higher growth.

The faith in growth was based on the assumption that its benefits would eventually be widely spread. Subsequently, analyzing the experience of these countries, worshipping the altar of production, came the realisation that growth itself was not a panacea for the problems facing the less developing countries.

The question which then arises is what is Development ? Development for whom and how ? what is the relationship between economic growth and development ? It therefore, becomes imperative to examine these issues. Section-I traces the evolution of the concept of development. Section II examines development strategies and debate surrounding them. Section III examines the need for sustainable development and Section IV concludes.

Section 1.0 :

This section examines the concept of growth and development and the changes which have evolved, from decentralization to basic needs approach to human development index.

1.1 Growth and Development :

Quantification and measurement plays an important role in the study of economic development. In development policy, quantification was considered very crucial because international experiences were being compared and studied for application across the countries. Initially, the principal yardstick for measuring economic development has been GNP, its components and their growth. GNP per head was widely accepted as the best single indicator of development.

The development policies of 50's and 60's emphasized the maximisation of growth of GNP through capital accumulation and industrialisation based on import substitution. The view held was that delivery of larger and larger quantity of goods and services was the best way to improve people's standard of living. It was also accepted that in this process the rich might get richer and the poor might have to tighten their belts. The path of capitalist developing countries would follow the Kuznet curve. There was also the presumption that during this period, the government would create a social safety net for the poor.

1.2 A Faith betrayed :

The policy makers had put all their eggs in one basket, hoping that "Economic Growth" would solve the problem of poverty, unemployment and inequality. But

assumption did not match reality. Countries in Africa and Asia recorded significant increases in the per capita income, but the problem of poverty, unemployment and inequality remained unsolved. Although per capita income on an average in developing countries increased by about 3.5%, still almost a third of the population lived in poverty. Inspite a 20% increase in food production, nearly 800 million people did not get enough food and about 500 million people were chronically malnourished. Thus, faced with even larger number of poor people in the 60's, many development theorists grew disillusioned with the economic growth as a panacea.

1.3 Decentralization and the Basic Needs Approach of the 60's and 70's :

In the 60's and 70's came the second phase of development economics, which focussed on poverty and inequality. The emphasis was on redistribution with growth and meeting basic human needs. The emphasis also shifted to rural development and decentralization.

Governments in many developing countries have attempted to implement a variety of decentralization policies. Many of these policies were enacted in response to pressures for greater participation in decision making at local level. Though not very successful, they have at least resulted in greater transfer of resources for previously neglected rural regions. There are several factors that inhibit successful implementation of decentralization policies. They are : inadequate technical and managerial skills in local agencies, low moral of local administration, and low level of commitment. These inadequacies have to be addressed if decentralization is to succeed.

Another direct approach which was developed in the mid 70's was the basic needs approach. It emphasized ensuring for all people the basic means of well being-food, health and education. This approach returned to the central purpose of development promoting human well being, especially that of the poor. The basic needs approach was criticised for being mechanical and not really empowering the poor. This approach made no attempt to increase access of productive assets and credit to the poor.

1.4 The Era of Structural Adjustment Programmes :

The Basic Needs Approach was soon overtaken by certain global events. In the early 70's and 80's many of the countries were plagued by Balance of payment problem, debt crisis, worsening terms of trade and a slow down of growth. To tide over the crisis many countries undertook stabilization and structural adjustment programmes. Once again, Human centered development was pushed into the background.

The programme advocated by World Bank and IMF aimed at help developing countries facing problems of deficit in Balance of Payments, declining growth rates and drop in capital inflow. The stabilization measures aimed at reducing budgetary and trade deficits. These measures adversely affected the growth rates. They also recommended a reduced role for government, removal of subsidies and opening economies to international competition. During this whole process of liberalization, adjustment and privatization, concern for the poor was pushed into the backyard.

Many voices were raised in protests. Although they were not against 'adjustment' they demanded a new framework incorporating basic minimum services and a safety net for the poor. Throughout this period the cause of the poor and the

need to focus on human concerns was aided tremendously by the work of Amartya Sen and his central concept of promoting human "Capabilities". In his view a society's standard of living should be judged not by the average level of income, but by people's capabilities to lead the lives they value. These capabilities need to be enhanced.

1.5 Human Development comes Centre Stage :

In 1990 UNDP took up the challenge of incorporating there and other ideas in a new development vision when it published the first Human Development Report. Human development emphasized the importance of putting people, their needs, their explanations, their choices - at the centre of the development effort. It went beyond the income and growth approach.

The report also presents a new way of measuring human progress - The Human Development Index (HDI). The HDI is based on three indications - longevity, as measure of life expectancy at birth, education attainment, as measured by a combination of adult literacy and combined primary secondary and tertiary enrolment ratio; and standard of living as measured by real GDP per capita.

Ranking countries by this index produced very different results from ranking them by per capita GNP. Relative to their income rankings, some countries, such as Brazil, Nigeria and Pakistan - slipped down the list when it came to human development. And some countries with more modest incomes like Costa-Rica, Cuba and Srilanka - climbed up the rankings when evaluated by the HDI.

Going on step further, the Gender related development index was introduced in 1995. The GDI uses the same variables as HDI. The difference is that the GDI adjusts the average achievements of each country in life expectancy, educational attainment and income in accordance with the disparity in achievements between women and men. The top five ranking countries in the GDI are Norway, Sweden, Finland, Canada and United States.

1.6 Economic Growth and Human Development : The Linkage

The strength of the links from human development to economic growth depends on accumulation of human capital and accessible opportunities for people to contribute to economic development. High levels of human development promote economic growth, which in turn can promote human development. Conversely, weak human development is likely to result in low growth, further undermining the prospect of future human development.

Appropriate policy action can promote economic growth and human development. Investment in education, improving women's access to resources, more equitable distribution of income are some measures to be taken to strengthen the link between growth and development. Technology and trade can play a pivotal role in transforming growth for human development. The question is can technology and trade be harnessed to promote growth and human development. Will the process be just and sustainable ? These issues are examined in section - 2.

Section 2.0

Technology can be used to improve human lives and reduce global poverty. Many technologies are tools of human development that enable people to increase their incomes, live longer and healthier, enjoy a better standard of living, participate in community life and lead more creative lives. Trade can also acts as an engine of

growth. Free trade enlarges the choices available to the people and human development is all about enlarging choices. Foreign direct investment brings in capital, technology which promotes growth. Technology and trade can thus be instruments for growth and human development. But they must be sustainable.

2.1 Technology and Trade : The Road Ahead

Technological innovation affects human development in two ways. First, it can directly enhance human capabilities. Second, technological innovation is a means to human development because of its impact on economic growth through the productivity gains it generates.

IN the field of health, medical breakthrough such as immunization and antibiotics, oral rehydration therapy and vaccines saw an increase in life expectancy. In developing countries deaths from major childhood diseases were cut but about 3 million between 1980-90. New drugs and treatments based on genomic and related technologies offers potential for tackling the major health challenges facing poor countries.

Technological progress has played a similar role in accelerating food production. Plant breeding, fertiliser use, better seeds and water control, transformed land and labour productivity around the world. This had dynamic effects on human development : increased food production and reduced food prices eliminated much of the undernutrition and chronic famine in South Asia and Latin America. Genomic speeds the process of producing crops with greater disease and draught resistance.

Technology changes a country's pattern of trade. Most of the developing countries produce and export primary goods. The demand for these goods in developed countries is relatively income inelastic. Moreover the prices of primary goods in international markets are not stable. Technological innovations, investment in education and training play a vital role in enhancing skills of the people and exporting more value added products. The pattern of trade changing in favour of value added goods improves the country's terms of trade and capacity to import enhancing choices. The choice of technology and pattern of trade must be sustainable.

3.0 Sustainable development : The ultimate goal :

Policy debates in development have centered around questions of choice of technology and utilisation of resources. All these issues have focussed attention on the "sustainability" of development. Sustainable development has to be based on technological innovations, economic determinish; and physical constraints imposed by environmental imperatives of striking a balance between `exploitation' and regeneration capacity.

The recent experience of economics which grew on the basis of 'imported' capital have also brought the sustain ability issue in focus. Though they raised the national incomes, they left ecological devastation in their wake. Urban air pollution levels in many Asian and Latin American cities are among the worst in the world. Natural resources such as forests and fisheries are badly depleted. Unless action is taken now to reverse current trends, future generation will inherit a biological impoverished planet and an ecologically unstable world, causing climatic changes with frequent storms and epidemics of infectious disceases. It is heartening to note that governments are attempting to reform their policies to minimise environmental

pollution and distruction. The best solution is to invest in the human development of the poor - by building their human capital and giving them accesses to credit to productive assets or land.

4. 0 Conclusion :

The concept of development has undergone a vast change over a period of time. In the beginning, development and growth were considered synonymous, each reinforcing the other. But experience of different countries showed that though economic growth had been achieved, problem of poverty, inequality and unemployment remained. New think tanks sought to enlarge the concept of development to include other aspects such as education, health, status of women so as to make it more meaningful and purposeful. The HDI and GDI were constructed to judge progress. These indices showed that economic growth need not lead to a higher HDI. But policy makers, non-Government organisations and people can work towards strengthening the links. Technology and trade can play a vital role in enhancing capabilities and enlarging choices which form the core of human development. At the same time, the whole process must be sustainable.

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Ms. Falguni Desai

MANIBEN NANAVATI AND EMERGENCE OF WOMEN IN KHADI AND VILLAGE INDUSTRIES IN WESTERN INDIA.

In the nineteenth century in India spinning was an important home industry and was a good source of livelihood for women of all castes, communities and of even low-income levels. Many widows were supporting themselves on the spinning wheel and many supplemented their family income by spinning cotton yarn. The Muslim women, who were not allowed to stir out of their homes to earn a livelihood, spent their time spinning cotton thread. Thus the spinning wheel brought economic independence especially to women. Towards the end of the nineteenth century, hand spinning dwindled rapidly because it could not withstand the competition of cheap foreign as well as Indian machine - made yarn. It had almost vanished by the time Gandhiji settled down in India in 1915; Gandhiji was very keen to restore the old source of livelihood for women and villagers.

In Hind Swaraj (1908)'1 Gandhiji expressed his wish to revive hand spinning and hand weaving in order to combat the evils of the modern industrial civilization and the heavy explosion of intake foreign goods in India. He was convinced that a pinning wheel would be an effective remedy for the growing poverty of India and a potent weapon to fight against the British Colonial policy. The spinning wheel would thus become a symbol of economic nationalism. However, at the time of writing Hind Swaraj, Gandhiji later admitted that he did not know the distinction between the loom and the wheel and till he returned to India from South Africa in 1915, he had not actually seen a spinning wheel.

In 1915 Gandhiji introduced a few handlooms in the Ashram and learnt the art of weaving. However, the yarn used was produced from Mills, Gandhiji was eager to start hand spinning in the Ashram and was in search of a spinner, who would teach him and the inmates of the Ashram to spin. But he could neither get a spinning wheel nor a spinner. The art of hand spinning was almost lost.

At this crucial juncture, Gandhiji met Smt.Gangaben Mujmudar, an enterprising middle-aged widow from Broach in October 1917 to whom he entrusted the important task of finding a spinning wheel.'2

Gangaben could find carded and after finding trained some young stars to make slivers from the cardes cotton. She hired a house at Vijapur and started staying with her daughter Saraswati, sister Hiralaxmi and Keshawlalbhai and together they started a spinning center. She faced greater difficulty in getting spun yarn woven because handloom weavers at that time only wove finer yarn for mills. She met a Muslim weaver, who helped her to train weavers to weave hand spun yarn. Thus she started a production center of Khadi. Soon Vijapur Khadi gained a name for itself.'3

In 1919 about one hundred and fifty women spinners worked at the center. Soon she started a weaning unit at the center and thus her Khadi Enterprise included Carding, Slivering, Spinning and Weaving. It was the first Production Center for Khadi manufacture. Gandhiji exhorted people and women in particular to follow her example and to start centers of khadi production in villages.

Soon Gangaben expanded her activities, and her enterprise thrived and prospered under her able leadership. She showed immense organizing capacity and

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innovative skills. In 1921, she had 2000 spinning wheels at the center.[4]

With Gandhiji's inspiration and Gangaben's hard work, the khadi activity began. Gandhiji's inspiration awakened many women for this khadi activity across different parts of the country. Among these women were mainly : Mrs. Maniben Nanavati, Petit Mithooben, Maniben Patel, Harshaben, and Ushaben Mehta.

Maniben Nanavati : She was born in Sabarkantha (Gujarat) in 1905.[5] Maniben was an ideal example of life shaped by Gandhiji's ideals. She was married to Chandulal Balabhai Nanavati in 1922 at the age of seventeen. Chandulal her husband, belonged to the rich and cultured Nanavati family, very much under the influence of Gandhiji. He stayed at Vile Parle the Western Suburb of Mumbai. Vile Parle was one of the nerve centers of the nationalist movement in those days. Maniben had her training as a Satyagrahi from Gandhiji. She acknowledged the influence on her life and work of her husband, Swami Anand, Gandhiji and Ravishanker Maharaj. Maniben came out of her home and bestowed on the outside world, the same care and concern that she bestowed on the outside world, the same care and concern that she bestowed on her home, Swami Anand remembers "quiet yet fiery activities of Khadiferi, classes for spinning, picketing on liquor shops. Women from many elite families were running such activities with great enthusiasm." However Maniben was encouraged and guided by Chandubhai to work silently.[6]

Gandhiji's message had made an indelible impact on Maniben's mind. Determined to contribute to the cause of freedom, she, like any other woman Satyagrahi, made changes in her daily routine. In those days, every home, every boy and every girl was busy working for Swaraj. The women were bound together by the bond of the desire to get freedom.

Maniben and Women activities never stopped even when the tempo of the nationalist movement slowed in 1943. On Gandhi's advice Maniben and other women found avenue for their passion for national freedom in constructive programs. Some went to villages, some concentrated in their local areas. For Maniben, Khadi work was always dear to her heart and the charkha was for her the symbol of freedom. Spinning had become an integral part of her daily life, and she wanted to continue it till the last moment of her life. She saw the vital relation between spinning and freedom. Usha Mehta (Freedom fighter) talked about Maniben's participation in the nationalist movement in glowing terms.[7] In her words, Maniben was our "Ba" or our mother. She was always encouraging us during those days. Usha Mehta remembers "Tarla" 8.10, the little girl, was a volunteer in Rashtriyashala camp. Maniben was teaching her spinning in the camp. One day little Tarla's cotton thread broke again and again and Maniben also was tired of teaching her again and again. One of Maniben's colleagues came to her and said, "Mani, you might have taught here more than twenty five times, but she has not learnt anything. So you leave it".

To this Maniben immediately replied,"If I will not teach the twenty sixth time, my efforts of teaching her twenty five times will go in vain". She always remained firm on these principles. So Maniben taught us spinning with care, patience and affection. If any one would get slow on spinning she would sing, "Charkha chala ke lenge Swaraj lenge" Then young women got courage or tempo from her enthusiastic attitude. Then they learned faster.

When Gandhiji returned from the Round Table Conference, the freedom movement started with renewed vigour. Many went to the jail from Vile-Parle including

Shirinben Havewala, Kamlaben Sonawala, Gomtiben Mashruwala, Janakidevi Bajaj and Maniben. At that time Maniben was pregnant and so she was released. As Swami Anand remembers five years from 1934 to 1939 were not the years of intense movement. Maniben was busy during this time organizing the classes for spinning for women and group prayers for group of women on the ground floor of her home. She also arranged constructive Gandhian Programme like the sale of Khadi and Village Industries.

Maniben and three of her friends, Jayaben Desai, Shirin Havewala and Sunaben Rao started Khadi Mandir in 1934 at Vile Parle as an effort by women towards the liberation of the Nation. She had put a board "Khadi Mandir is run by women". Women were confident and well equipped to work bringing Khadi, selling it and maintaining accounts. Women, who had not gone beyond 7th Standard, did all these.

Maniben talks about the Khadi Mandir.*9

"For starting of Khadi Mandir we had so many difficulties, like place, and money. First we had collected fans for Khadi Mandir and we had taken one shop rental basis near the station road". Maniben and Shririnben went to Vardha. There they had purchased thousand rupees khadi for khadi Mandir and with all these difficulties they started Khadi Mandir. At that time Gandhiji wrote to "Ba": "Khadi Mandir is started by women. So I hope it would help other women and children". This Khadi Mandir is still being run under the efficient and caring guidance. As she says "Spinning for Weaving, Weaving for Spinning". Khadi was at her heart. She says,"Khadi is my school, Khadi, is my next book." She was continuously spinning. Dilkush Diwanji (Satyagrahi) or Maniben's near colleagues affectionately called her 'Khadiben'. Her spinning continues while talking to people and discussing important issues in meetings and assemblies.

With the progress of Khadi Mandir other branches of Khadi Mandir were opened at Vile Parle (East) and many other places in Mumbai. These shops of Khadi Mandir give livelihood to women in need like widows, divorced, disabled etc. In this direction Maniben said that "We cannot make all women very rich and wealthy but we can help them to earn their livelihood and make them self reliant and independent". We have very good example in this context. Katiki - a seventeen years old college student who lost her mental stability in a train accident few years ago, and her parents were worried about her future and her marriage. At that time she was given work in Khadi Mandir. She learnt a lot here. Today she can earn independently, so her parents are not worried about her future.

Women, who are working in Khadi Mandir, are getting their salary according to Government rules. *11 The working hours of Khadi Mandir is according to the convenience of the women, morning 9.00 a.m. to 12 noon and evening 3.00 p.m. to 7.00 p.m. so that women can attend to their household work in between.
She also helped in opening different centres of Khadi Bhandar all over Mumbai and Gujarat. She had introduced different types of Spinning wheels, which help women to produce more Khadi.

Maniben has long associations with many Gandhian institutions *12 where she has served as a trustee/honorary office bearer. Some of them are Gandhi Kutir and Gandhi Smruti Mandir at Karadi. Kanya Ashram Madhi, Chandaben Sevashram Dungra and Gandhi Vidya Pith Vedchi. In 1943 Maniben became Hon. Secretary of Mumbai

Charkha Sangh under the leadership of Vithaldas Jerejani. The Sangha, now known as Mumbai Gramodyog Sangha, has over a dozen centers for sale in Mumbai and a center for production at Borivali known as Kora Kendra. Maniben actively served the Sangh in various capacities and had help the positions of the President and the Trustee and the Chairman. She was also the Hon. Secretary of the Maharashtra State Khadi and Village Industries Commission in its early years. In 1988 she was appointed a member of the Gujarat Gram Udyog Mandal.

Maniben felt strongly that the assignment of freedom fighters is never over. Our nation has to be free from inequality and deprivation, so the efforts need to be made and continued in this direction. Maniben had offers for political positions after Independence but she declined. She had chosen the path of working with and for the people.

She started Khadi activities for the tribal people in areas of Madi,Vedchi, Bardoli, Dharampur, Karadi, and Dang etc. Jugatra, Dave was one of the leaders of this area. Maniben had opportunities to work with him. Here also Maniben concentrated on propagating for Khadi. Attainment of political independence was not the end for persons like Maniben.

According to her the principles of dignity of labour and economic independence have still to percolate in the day-to-day life of citizens. So she started organizing groups of men and women, who would go to the village. While working in tribal areas she found that small children of tribal areas did not have clothes to wear. She saw that children were shivering in the winter. So she herself stitched clothes made of Khadi for these children. After that she decided that every day she would spin and stitch clothes for one hour.

For Khadi activity Maniben said: "These activities of khadi were not possible without the help of common women of that time and we do not find names of these common women anywhere in history. The main aim of these women was to help the nationalist movement started by Gandhiji."

Different women helped Maniben in her activities: Some among them were Shirinben, Jayaben, Dhirajben, and Devyaniben. Shirinben was very active and clever among all these women. She was the right hand of Maniben. She helped Maniben to establish Khadi Mandir. She used to carry khadi cloth on her shoulder moving here and there in Vile Parle to sell Khadi. Every day she used to visit Khadi Mandir and she looked into every day accounts. She was very clever in accounts, so no mistake was ever occurred in the Khadi Mandir's accounts during her time.

Dhirajben, one of the colleagues of Maniben was also a good and sincere worker. She helped Maniben in the Khadi Mandir. Thereafter she joined Gandhi Kutir with Maniben. She worked for Adivasis and she was the trustee of Gandhi Kutir through out her life.

Devyaniben Desai had also helped Maniben in khadi Grahaudyog movement. They established a Mahila Mandal in Mumbai of which Maniben was the president and Devyaniben was the secretary. Devyaniben wrote about Maniben. "It is not easy to write about Maniben. It is like writing a research paper". From Maniben she learnt organisation of work, capacity to take work from others and that every work whether it is small or big is respectable. So under her guidance whenever she faced any problem in the Khadi Gramodyog or Mahila Mandal she had solved it immediately.

Maniben's lifestyle was extremely simple. In spite of the family wealth she never used any motorcar and never wore any gold ornaments. Chahganlal Joshi, a veteran Gandhian and freedom fighter, has written that Gandhiji believed that India's independence

depended on women's sacrifice and understanding and Maniben had lived up to this ideal. Maniben said, "Our struggle is not over with the independence. It will continue as long as there is hunger around us. So Indians will have to get education of at least three Rs., and then work for the nation.

Throughout her life, she worked for women's upliftment. Till the end of her life, she worked for them. She died recently on April 5, 2000. Maniben's life had set a very good example for the coming generation.

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Foot Note :

1. M. K. Gandhi - 'The Birth of Khadi - An Autobiography or story of my experiments with truth. Published by The Navjeevan Trust - 1927 pg. 407, 408.
2. Ibid, page 407, 408. / Ibid, page 410, 411
3. Kunjlata Shah "Gangaben Majumdar" (Article) 1998 page 2.
4. Interview - Maniben Nanavati 23rd March 2000.
5. Usha Thackker (Article) 'Maniben Nanavati - Spinning the yarn of Freedom' 1998 page 2.
6. Mrinali Desai (Article) - Vatasalaya Murti Smt. Maniben Nanavati (Jivandarshan) 1985 page 10.
7. Interview with Kandhi Mandir (Ketki and other women worker) 12th March 2000.
8. Devyani Desai - Gandhian : Smt Maniben Nanavati - (Article) Gandhian sevik 1985 page 20.

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2. Ibid, page 407, 408, 410, 411.
3. Kunjlata Shah "Gangaben Majumdar" (Article) 1998 page 2.
4. Interview - Maniben Nanavati 23rd March 2002.
5. Usha Thackker (Article) 'Maniben Nanavati'-Spinning the yarn of freedom' 1998 page 22.
6. Interview Usha Mehta 2000.
7. Mrinali Desai (Article)-Vatsalaya Murti Smt. Maniben Nanavati (Jivandarshan) 1985.
8. Devyani Desai-Gandhidhan: Smt. Maniben Nanavati-(Article) Gandhi Sevik 1985. Page 20

"BEHRAMJI MERWANJI MALBARI AS A SOCIAL REFORMER"

The eminent Parsi reformer of Hindu Society, was Behramji M. Malbari grew up in Surat without any formal higher education. His contemporaries knew Behramji Malbari first as poet with famous work the 'Niti Vinod' & 'Indian Muse' and subsequently as a journalist -who edited weeklies such as the 'Indian Spectator' and 'Voice of India'. He devoted his life entirely to improving the condition of Indian women who had been degraded by social traditions. His reform activities were concentrated especially on child marriage and the enforced widowhood practiced in Hindu society.

This article is an attempt to highlight his role as a social reformer with special reference to his successful campaign, which culminated in passing of the Age of Consent Bill into law.

From his earliest days Malbari had felt deep sympathy for Hindu women. The suffering of Hindu widows and the horrors of child marriages were well known to him. Malbari had explained about his seriousness towards this issue "It was the widow" wrote Malbari in 1885, "who first set me thinking about the whole question and though I find that her cause is very difficult to win and that the cause of girl bride, on which her own fate largely depends, is comparatively easy of success, still I really cannot give up my widow. And I am sure at least every Irishman; will sympathies with me."

Malbari rightly held that the status of women was the key to the whole situation. Unless women were educated their emancipation from the bonds of tradition would have very little hope.

He had no doubts on the point that child marriage had a great deal to do with unhappy widowhood. This made him take up the cause of Hindu-child-wife and widow.

In his 'Niti Vinod', mostly collection of lyrics in Gujrati, his poems on the woes of enforced widowhood and the horrors of infant marriage are considered as the best, combining delightfully both sentiment and imagination. Malbari believed that the widespread custom of infant marriage was responsible for unhappy widowhood.

He found that child widows had hardly cut their milk teeth. The custom of infant marriage was not restricted only to Hindus. "It had worked havoc for a long time among the Parsis, who had imitated the Hindus, and it had its victims even among Mohammedan." Malbari could never forget the heart rending shrieks of a 10 years old Parsi girl when she was raped by her husband. According to law, the husband was not punishable for such rape, as husband was exercising his conjugal rights and it was not a crime. Malbari knew how difficult it was to prevent such brutal act as the alien government was a `Kumbhakarna' in social matters; extremely difficult to awake to its responsibility while the strong hold as hindu usage and superstition was harder to conquer than Ravana's Lanka.

In 1856, the Government of India had passed an act enabling Hindu widows to remarry. At this point, Malbari recognizing the necessity of purposeful and effective action, then resolved to carry out a systematic campaign for eradicating the evils of child marriage.

In May or June 1884 Malbari presented his thoughts in form of two notes on 'Infant marriage' and 'enforced widowhood' to Lord Ripon, the Viceroy of India. On August 20, 1884; Ripon wrote to Malbari that the two problems of child marriage and enforced widowhood were "Branches of one and the same question, the position of women in India." He acknowledged that this question was "perhaps the most pressing at the present moment of Indian social questions." But he denied that they in themselves involved crime or called for suppression by law. He therefore, recommended Malbari to sound non official public opinion more widely; and to induce it to bring the issue before the government of its own accord.

Malbari took his advice and forthwith opened his crusade. He had large number of his 'Notes' printed and circulated. They were then published by the press and translated into several Indian Languages. He undertook extensive tours throughout the country to raise opinion on the issue and arrange for a general appeal to the Government. He laboured incessantly toward starting associations and committees in principal cities and drawing up deputations and organising petitions. From 1884 to 1890 Malbari vehemently fought for the introduction of reform legislation through his news paper 'The Indian Spectator'.

His efforts met with some success in the beginning. In January 1885, the widows of Surat appealed to the Sheths of their community to consider the issue of widow remarriage and permit it. In April the women of Navsari likewise petitioned the Gaikwad.

Malbari in his two notes had suggested various remedial measures:-

(1) He advocated the exclusion of all married students from University examination after a certain point of time to be fixed once and for all.

(2) Malbari was in favor of excluding married men from employment in the administrative department of the state within certain limits.

(3) Malbari suggested the establishment of an association whose members would take a pledge not to marry their children under certain age.

(4) Malbari recommended that educated men should not marry a "Girl too much under his age".

In second note on 'Enforced widowhood' Malbari proposed that the provision in Widow Marriage act of 1856 must be made known to the victims and enforced in their favor by all possible means.

Copies of Malbari's notes were sent by the Government of Bombay to 68 prominent traders. Of this 47 leaders were opposed to the idea of passing a law preventing infant marriage and made it clear that they were not in favor of the intervention of the state in such matter. Mahatma Jyoti Rao Phule and Justice Mahadev Govind Ranade were staunch supporters of Malbari. While Lokmanya Tilak, K.T. Telang, Agarkar strangely opposed Malabari's views.

In view of the replies received by him, Malbari published revised notes on October 23, 1884 which led to further debate on the 14 point programme outlined in these notes and this debate continued in Indian society for a long time.

As per the provisions of section 375 of the Indian Penal Code dealing with rape, an offence punishable, according to the next section 376. A man found guilty of this crime could be transported for life or imprisoned for ten years. Only the

exception was recognised, according to which sexual intercourse by a husband with his wife was not rape if the later was ten years of age. Social reformers proposed that the minimum limit of ten years be raised to twelve. This was the essence of what came to be known as the Age of Consent Bill. This raised a great controversy among the reformers. In view of the strong criticism by the orthodox and conservative Hindus, Government resolved in 1886 to drop the proposal. For Malbari and his friends it was a great disappointment.

Malbari decided to go to England for medical treatment in 1890, where he mobilized opinion in favor of two notes. In England he issued an appeal on behalf of the Daughters of India. He succeeded in enlisting the support of influential women and others. In January 1891, the Government of India passed the Age of Consent Bill, by which minimum age of marriage for girls was raised from ten years to twelve years. The bill affected a momentous social awakening and upheaval throughout India and it may be truly considered a major step forward in the emancipation Indian woman.

This act raised great controversy and Malbari was at the centre of controversy especially in 1890-91. After the passing of the Age of Consent Bill Malbari retired largely from public life. However, he continued to work for the cause of Indian women. In 1908, he, along with Dayaram Gidumal founded the 'Seva Sadan' or 'Home Service'. This organisation aimed at giving aid for education and medical care to Indian women especially to those of the poorer classes. It is active to this very day and its branches are spread all over western India.

Today history remembers Malbari as great social reformer associated with Age of Consent Bill.

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THE SELF SERVING BIAS - ARE WE EQUALLY GULLIBLE ?

Abstract : Casual self-attributions for hypothetical events were examined in relation to private self-consciousness as measured by the Self Consciousness Scale of Fenigstein et al. (1975). The study has a 3 factors experimental design with the first being a between-subjects factor and the last two being within-subjects factors. Two levels each of private self consciousness (higher, low) and nature of outcome (positive or negative) and four types of situations (love, lottery, examination and job) gave rise to a 2 x 2 x 4 factorial design with 16 cells. As predicted, high private self-conscious subjects made over all greater self-attributions but showed overall a less self serving bias compared to subjects low in private self consciousness. High private self-conscious subjects displayed a clear self-serving bias in case of 'job' and 'love'. Low private self-conscious subjects showed a clear self-serving bias in case of 'job', 'examination', 'love'. Such differential self-attributions across situations need to be considered by therapists and counsellors using attributional strategies.

Fenigstein, Scheier and Buss (1975) have proposed a theory of Self-consciousness as a dispositional trait, Private Self Consciousness (PSC) is the tendency to focus on the more covert and personal aspects of oneself. A person high on PSC is more aware of his perceptions, beliefs, moods and feelings and is generally self-reflective and introspective. Persons low in PSC have no understanding, either of their own motives or of how they appear to others (Franzoi, 1983).

Scheier and Carver (1977) found PSC to increase a person's responsiveness to his transient affective states. High PSC subjects have short reaction times for socially undesirable items, presumably because their self-reflection makes their negative traits readily accessible (Turner, 1978). High PSC subjects are less liable to suggestion (Sgheier, Carver and Gibbons, 1979) and compliance pressures (Froming & Carver, 1981). Personal rather than social standards have greater significance for high PSC subjects (Carver and Scheier, 1983)

Egotism is the tendency to take credit for good outcomes and deny responsibility for bad outcomes. It thus has a self-serving bais. Heider (1958) noted that people who like themselves will be egotistic. Feather (1969) found people with low self-esteem to display less egotism. Female subjects make less self-serving attributions than males,

The dispositional trait of PSC as measured by the self-consciousness scale (Fenigstein, Scheier & Buss, 1975; Reeves, 1995) could be one potential variable affecting self-attribution. Thus it was expected that subjects high on PSC would attribute greater causality to self for both positive and negative items and display no self-serving bias compared to subjects low in PSC. Since we expected the self-serving bias to vary from one situation to another, four situations (namely love, lottery, examination and job) were used, each with a positive and negative outcome.

Design : Thus it was a 3-factor experimental design with repeated measures on the last two factors. Two levels each of private self-consciousness and nature of outcome and four types of situations gave rise to a 2 (Private self-consciousness high or low) x 4 (Types of situation : Love. lottery, examination & job) x 2 (Nature of outcome : positive or negative) factorial design with 16 cells.

Subjects were 170 female undergraduate students, their age range being 17

to 23 years. The 50 highest and 50 lowest scorers on PSC were designated as high and low on PSC.

Tools used were the self-consciousness scale (Fenigstein, Scheler and Buss, 1975) and the eight hypothetical situations sheets - four describing a positive outcome and four describing a negative outcome, for the four situations of love, lottery, examination and job.

Results

Table 1.

Anova Results for the Self-Attribution Measure of High and Low Private Self-Conscious Subjects (Experiment I)

Source	df	SS	MS	F
Between subjects	**99**	**415**		
A (Level of self-consciousness)	1	55.65	55.65	15.20****
Sub within groups [error (a)]	98	359.73	3.66	
Within subjects	**700**	**2665.37**		
B (Type of situation)	3	463.93	154.46	52.18****
AB	3	8.54	2.85	0.96
B x Subject within group [error (b)]	294	869.40	2.96	
C (Nature of outcome)	1	11.28	11.28	3.93*
AC	1	14.86	14.86	5.18**
C x subject within group [error (c)]	98	280.98	2.87	
BC	3	367.13	122.38	59.12***
ABC	3	42.10	14.03	6.78***
BC x subject within group [error (bc)]	294	607.15	2.07	

****P <.001 **P <.05

***P <.025 *P <.10

The **ANOVA** of the causality attributed to self revealed a significant main effect of private self-consciousness (F-15.20; df-198; p<.001), with high private self-conscious attributing greater causality to self than low private self-conscious subjects (4.83 vs. 4.30). The main effect of nature of outcome approached significance (F = 3.93; df = 1, 98; p<.10), with somewhat greater causality being attributed to self for positive, rather than negative, outcomes (4.68 vs 4.45). The main effect of type of situation was highly significant (F = 52.18; df = 3,294; p<.001).

The two-way interaction between private self-consciousness and nature of outcome was significant (F = 5.18; df = 1, 98; p<.05). Subjects low on private self-consciousness attributed greater causality to self for positive (4.56) as compared to negative (4.05) outcome (F = 9.06; df = 1.98; p<.01), while there was hardly any difference for high private self conscious subject between positive (4.81) and negative

(4.85) outcomes.

Post-hoc tests within the higher order interaction revealed that high private self-conscious subjects attributed greater causality to Self for positive, rather than negative outcome in case of 'job' ($F = 14.28$; $df = 1,98$; $p < .001$), as well as 'love' ($F = 15.64$; $df = 1,98$; $p < .001$), but less causality for the positive, rather than the negative, outcome for 'lottery' ($F = 72.25$; $df = 1, 98$; $p < .001$), there being no significant difference between positive and negative outcomes for 'examination'. Low private self conscious subjects attributed, significantly or marginally, greater causality to self for the positive rather than negative outcomes in case of 'examination' ($F = 2.54$; $df = 1, 98$; $p < .10$) 'job' ($F = 34.15$; $df = 1, 98$; $p < .001$), and 'love' ($F = 2.93$; $df = 1, 98$; $p<.10$), but less causality for the positive, rather than negative, outcome for 'lottery' ($F = 9.79$; $df = 1, 98$; $p <.005$).

Discussion

High private self-conscious subjects made overall greater self-attributions of causality than low private self-conscious subjects, such that while low private self - conscious subjects made greater self-attributions for positive outcomes than negative outcomes, high private self conscious subject did not do so. High private self conscious subjects displayed a clear self **serving** bias in case of both 'job' and 'love', a reverse bias (a **'self - disserving'** bias) in the case of 'lottery', and practically no bias in the case of 'examination'. Low private self-conscious subjects showed a clear self-serving bias in case of 'job', a marginal self-serving bais in the case of 'examination' and 'love' and a self-disserving bias in the case of 'lottery'.

Our investigation has obvious limitations even apart from the situations being hypothetical and their being presented in one constant order. The subjects were female students who came from a specific cultural background. Notwithstanding these limitations to the generalisability of our findings, the results do suggest the greater relative importance of situational variations vis-a-vis personality differences as determinants of differential self attributions (Mischel, 1983, 1984). This needs to be taken into account by therapists and counsellors who use attributional techniques towards better adjustment or achievement (cf.Wilson & Liniville, 1982, 1985). For instance, the effective reattributional strategies are not likely to be precisely similar across difficulties of academic, employment and marital kinds, as one might infer from the differential self-attributions for the examination, love and job situations found in the present investigation.

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Mrs. Asma Shaherwalla.

STUDENTS MOTIVATION FOR STUDIES AND RELATED INFLUENCES

Abstract :

The present study has attempted to explore the students motivation for studies with relation to their fathers' education, mothers' education, gender, educational streams (Arts, Commerce and Science), monthly income, time spent on creative activities and various categories of factors affecting studies.

For the purpose of the study, Q and Q3 has been taken for the statistical analysis. Results revealed that gender, streams (Arts, Commerce and Science).

And monthly income did not show significant difference whereas the parents' education, time spent with creative activities and various categories of factors affecting studies did show a significant difference.

Statement of the Problem :

From the last 23 years it has been observed by the researcher as a teacher that gradually students interest in study has reduced. This is because, they pass through a transitional period from adolescence to adulthood. Hence they are at a critical period of development. This period of academic life is considered to be a period of great stress and strain for them.

On the other hand, from the last two decades there has been a drastic change in our life styles due to the fast development of high technology, industrialization and urbanization. These developments have also brought changes in specialization, commercialization, globalization, mass communication and glamorization. This in effect, has given rise to high competition, great expectations, and effectiveness of the individual. These aspects have changed our perspective about the material world, which in turn have affected our thinking, our values, ethics, interests, attitudes, emotions, feelings, abilities and even our philosophy of life.

Due to all these drastic developments there has been a correspondent change in family life, social life and even change in the sources of development. This has also brought about a change in the standard of living.

Due to all these & youngsters having all sorts of facilities today, they are deprived of an absolute unstressful life. This is because they are affected by family problems also have a major impact on them.

Thus, inspite of having all facilities, students today, are ironically entangled with various problems like parents high expectations, high competition, teachers partiality, faulty educational system etc. Also, their personal problems like lack of confidence, past performance, influence of peer group and high influence of the entertainment media.

Hence, this 'study' seeks to understand students level of motivation for studies, with reference to the various factors like mother's and father's education, sex, streams, time spent in creative activities and various categories like education system, institutions, family problems, societal problems, individual and mass media.

Introduction :

The main objective of education is to prepare students in such a manner that they must learn self discipline in order to become master of oneself, to overcome one's weaknesses, incapacities and ignorance, to prepare oneself to advance in life towards a goal which leads them towards perfection, to be more practical and to prepare themselves and learn how to earn money.

Hence motivation for studies is a very important aspect for learning. This component of motivation for studies makes a student capable of opening themselves to a new force and gives them the opportunity to manifest their abilities and potentials at the optimum level. This attitude prepares them to fight out successfully in the battle of the future progress and development.

Motivation is the process of arousing action, sustaining the activity in progress and regulating the pattern of activity (D.O. Hebb. 1949). That's why psychologists say that motives activate, guide and maintain behaviour. (Jones P - VII).

Some scientists view motivation as the factor that determines behaviour as expressed in the phrase, "All behaviour is motivated". Other scientists focused on two specific aspects of motivated behaviour. One is the energisation or arousal of behaviour and the other is direction of behaviour. Thus the word `motivation' itself may provide the dimensions of direction, intention and persistence of motivational behaviour. Direction refers to a person's choice, intensity refers to the level of motivation and persistence refers to the curiosity and exploratory behaviour of an individual which makes an individual stay with a task inspite difficulties.

Thus motivation is a word which explains us why people behave as they do. Because motivational conditions themselves provide stimuli that direct behaviour, e.g. interest in studies may direct a person more towards study. Likewise external stimuli like teachers' teaching style may who motivate or demotivate students for their studies. In that sense our behaviour is determined by motivation on one side and environmental forces on the other side. Maslow believes that, "when we study about motivation we cannot ignore the study of situational determinants. They both have important places in the larger structure". According to Farmer, personal and environmental factors influences both career and achievement motivation. And in a broad range they are interacting factors in the environment and in the self.

Though till recently the stress was purely on the intellectual side, but gradually the personality and motivational factors have also come to receive a place of importance. This new approach has come about as a result of certain findings in the domain of social change.

Hence, one of the chief concerns of research in education is the understanding of these social, psychological and cultural factors that influence the process of learning which perhaps is the single most component of education.

Learning is very important in education and the learner has always been the most important subject of educational research. We can visualize these forces and intermentation between them in a field where learning is the main focus and is influenced by several factors like developmental, personal and environmental which act upon the learner and thus also influences the process. This is a continuous action - reaction process along with the deliberate educational inputs and thus according to Thorndike, "there has been a close and continuous relationship between

motivation and learning". This is why psychologists of learning, curriculum theorists and other have been concerned with the motives to learn in children and also about how to create motivation in them to learn. But unfortunately not many research studies have been done in this area in India. Rao et al in their review of research in this area discussed mostly achievement studies under the caption of motivation.

Hence the research idea has emerged from the researcher's mind to study about the students motivation for their studies and the major factors which affect their studies. It is not that students can not learn or study but they do not want to learn or study. Csitzentmihalayi Dec. & others also said that rather than cognitive factors motivation and affective obstacles are important for learning and studies, which interfere in students motivation for studies.

Aims and Objectives of The Study :

Important educational goals for students are, to be motivated to learn, to value learning for its own sake and to image in tasks to master the content (Brophy 1983, Corne and Mandinach 1983).

Therefore, the main aim of the study was to explore the various factors which affect students' studies. For this it is important to know the students level of motivation for studies and to explore whether other variables like gender, parents education, monthly income, various streams of education, time spent for creative activities, also affect students motivation for studies or not.

Hypothesis :

(1) Students whose motivation for studies are high, are less affected by the various factor of studies or vise-verse.

(2) Highly educated parents' children have high motivation for studies.

(3) There are gender differences in the tendency of motivation for studies.

(4) Students whose monthly income is high, say above Rs.15,000 have their motivation for studies also high.

(5) There is a relation between occupation of other creative activities and level of motivation for studies.

(6) There is a stream wise (Arts, Commerce & Science) difference in the tendency of motivation for studies.

Variables under study :

(1) Parents educational status.

(2) Family income.

(3) Various streams like Arts, Commerce & Science.

(4) Creative activities.

(5) Motivation for studies.

(6) Various categories of factors affecting studies like education system, institution, family problems, societal problems, individual problems and mass media.

Methodology :

Sample : The sample selected for the study consisted of 645 students from Bombay university and S.N.D.T. University of different streams. Out of these, 246 were from Arts. 231 from Commerce and 162 from the Science faculty out of which there were 259 boys and 386 females. The mean age of these students was 19.48 yrs.

Measuring Instruments :

(1) The following measures were administered for data collection: The scale was developed by the researcher to measure students' motivation for studies. The items of the scale tested on a 7 - point scale ranges from 1 to 7 corresponding to strongly disagree, moderately disagree, slightly disagree, neutral, slightly agree, moderately agree and strongly agree.

(2) Scale of factors affecting studies : This scale was also developed by the researcher by taking interview of 90 people (30 students, 30 parents and 30 teachers). From these 90 people, the investigator had collected information regarding various reasons and factors which affect students motivation for studies. The various factors have been classified into 6 categories and for each category, 5 statements have been constructed. These categories were, education system, institution, social, family, individual and mass media. Each item is provide with the 7-point scale. This scale measures how much the students are affected by the various factors of studies. Alpha reliability and face validity of both the scales have been established.

Procedure :

The data collection process involved the participation of under-graduate students of second and third year of their respective streams. Both the tests for motivation for studies and factors affecting studies were distributed to the students and were given instruction on how to fill the scales. After collecting the data, the scores had been summated and further statistical analysis of the 't' test and X2 (chi square) had been sorted out to find out the significance of the variables.

Interpretation of The Results and Discussion

The purpose of this study was to find out the students level of motivation for their studies and how much students were affected by the various related factors for studies.

Scale of motivation for studies on the frequency distribution has been done and on the basis of their scores the two categories i.e. Q_1 who got either 21 or less than 21 scores and either 30 or more than 30 scores have been taken for further analysis.

Table - 1

Father's Education and Level of Motivation for Studies

Father's Education	Low Motivation For studies **M = 170**	High Motivation For studies **N = 149**	Row Total
NON S.S.C.	68	46	114 (35.7%)

X to XII	93	74	167 (52.4%)
Graduation and above	9	29	38 (11.9%)
Column Total	170 (53.3%)	149 (46.7%)	319 (100-0%)
Chi-Square value	15.61885		
DF	2		
Significance	.000(S)		

* P<.0001

The above displayed table indicates that the statistical analysis shows the difference between the father's educational level and their children's motivation for studies as highly significant {X2 = 15.61885, P<.0001}. Thus both these variables are related with each other.

Table - 2

Mother's Education and Level of Motivation for Studies

Mother's Education	Low Motivation For studies	High Motivation For studies	Row Total
NON S.S.C.	109	68	177
X to XII	47	63	110
Graduation and above	7	11	28
Column Total	163	142	305
Chi-Square value	11.32110		
DF	2		
Significance	.00348		
P.005 (S)			

Table No.2 exhibits that Chi-Square analysis is found to be highly significant (X2 = 11.3210, P < .00348). The two variables i.e. the level of motivation for studies and mother's education are related with each other, because highly educated parents might have encouraged their children more in their studies.

Thus the results above indicate that parents education is an important variable influencing students motivation for studies. Anand and Dave (1979) and studies done by Agarwal show that parental encouragement, emotional climate and educational facilities in the home were related to academic achievement.

Table - 3

Gender difference as a function of high and low level of motivation for studies.

Sex	Low level of Motivation	High level of Motivation	Row Total
Male	65	63	128
Female	112	89	201
Total	117	152	329
Chi-Square Value	768		
DF	1		
Significant	.381 (N.S.)		

The demonstrated results show that there is no significant difference between male and female in terms of high and low motivation for studies. This is because, since the last decade it has been found out that parents keep no difference between their girl child and boy child and give them equal opportunity and facilities for studies.

Researches about gender differences in Achievement motivation and related construct have been reported done for over 30 years (Farmer - 1976, Stainkon A. and Maehr - 1983). The evidence for gender differences in achievement motivation is often contradictory. Alper included in her article on gender differences on Achievement Motivation "Now you see it and now you don't".

Table - 4

Streams with High and Low Motivation for studies

Streams	Low Motivation **For studies**	High Motivation **For studies**	Total
Arts	77	61	138
Commerce	63	53	116
Science	35	37	72
Total	175	151	326
Chi-Square Value	1.011		
D.F.	2		
Significance	0.603 (NS)		

Finding shows that statistically there is no significant difference (x^2 = 1.011, P=0.603 P >.05) in the degree of motivation for studies and their streams i.e. Arts, Commerce and Science. It means that students from the different faculties are equally influenced by their degree of motivation for studies.

Table - 5

Monthly income and level of motivation for studies

Monthly Income **For Studies**	Low level of Motivation **For Studies**	High level of Motivation	Total
Income group < Rs. 15000	132	99	321
Income group > Rs. 15000	37	44	81
Chi-Square Value	3.17		
D.F.	1		
Significance	0.0748 (NS)		

P >.05)

The above displayed table shows that statistically there is no significant difference (X^2 = 3.17, P = 0.0748, P >0.05) between the level of motivation for studies and the monthly income of their families. Motivation for studies is an inner aspiration for studies & it has nothing to do with the financial position of the family.

Table - 6

t-test results for time spent on creative activities by subjects high and low motivation for studies.

	Low Motivation For Studies		High Motivation For Studies		F Value	P Value
	Mean	S.D.	Mean	S.D.		
Time spent on creative activities	6.869	2.629	5.889	2.838	2.15	0.034(s)

*L<05

t-test results show that subjects with low motivation for studies spend more time on creative activities compared to subjects, high on motivation for studies (f=2.15,P<0.034)

The reason might be that students whose motivation for studies is low, might be trying to compensate their feeling of inadequacy in studies by occupying themselves in different types of interesting creative activities like learning computer, fashion designing and stitching, beauty courses, sports and other activities etc.

Table - 7

t-test results for factors affecting and its various categories by subjects high and low motivation for studies.

Various categories for factors affecting studies	Low Mot. for Studies		High Mot.for Studies		'T' Value	'P' Value
	Mean	S.D.	Mean	S.D.		
Education System	13.85	5.006	15.16	5.845	-2.18	0.030(s)
Institution	15.23	5.507	18.36	5.90	-4.97	0.000(s)
Family	18.32	5.80	21.53	6.75	-4.65	0.000(s)
Societal	15.60	5.08	18.91	5.56	-5.63	0.000(s)
Individual	17.745	5.57	20.06	5.79	-3.72	0.000(s)
Mass Media	17.91	6.84	22.39	6.54	-6.04	0.000)s)
Total Scores on all the categories of factors affecting studies.	102.51	24.18	120.065	26.29	-6.30	0.000(s)

*P<0.05

*P<0.001

The t-test 7 shows that the cell means of all the categories like problems connected with education system (t=-2.18, P<-0.05), Institute or college (-4.97, P<0.000), Family (-4.65, P<0.000), Social problems (-5.63, P<0.000), individual (t=-3.72, P<0.000), Mass media (t=6.04, P<0.000) are found to be highly significant. Even table 7 shows that grand cell mean of the entire group is found to be highly significant (t=-6.30, P<0.000).

The above result (table 7) indicates that statically there is a very high difference between highly motivated group and low motivated group for studies with regard to the factor affecting studies.

Thus statistically these results focuses that students who got high scores on the scale of motivation for studies, are less affected by the various factors of studies. Whereas students who got low scores on the scale of motivation for studies, are highly affected by the various factors of studies.

This could suggest that highly motivated group might be manifesting the motivational behaviour of directiveness and persistence, which are the required qualities to achieve the fixed goals of academic career. This makes the person sure about what he or she wants to do (Deci.1980). Even Terman and Oden (1989) concluded that successful people have a certain personality and motivational characteristics. These include persistence in the accomplishment of a task, integration towards goals and a drive to achieve. Even Lock et al (1981) concluded that, when individuals set a specific clear high goal, it leads to a higher level of motivation. Hence students who are highly motivated for studies might have been possessing different types of motivational behaviour and personality characteristics which might help them to boost their intrinsic motivation for studies and hence are not easily affected by the various factors of studies.

On the other hand, students who are low motivated for their studies might be not manifesting required qualities to achieve the fixed goals and they might be highly affected by the various factors of studies. As our results show that low motivated students are highly affected by the various problems connected with society ($t=-5.63$, $P<0.001$) like improper study habits, lack of confidence etc. and high influence of mass media ($t=-6.04$, $P<0.000$) where most of the time passes by watching films, movies, TV. Etc.

It is interesting to note that among all the five categories, students showed much difference in their mean, which indicates that low motivated students are highly disturbed by the various problems described above and hence their motivation of studies might be affected. Because of these reasons they might need more entertainment through T.V., Films movies and music to release their tension which forms a viscious circle again adversely affecting their motivation for studies.

Our results are in agreement with the various studies which show that motivational and affective obstacles rather than cognitive ones appear to be at the root of educational deficit of students (Csitzentmihalayi 1988, 1990a, Deci and Rayan 1985b, Dweck and Elliott 1983, Maker and Connell 1984, Lepper and Hodell 1989).

One study done by Csitzentmihalayi and Robinson (1984) of normal adolescents shows that a large proportion of talented youth give up the strenuous training for acquiring mastery in a field and opt for an easier lifestyle.

Thus the above, statistical analysis shows that various factors like father's and mother's education, and other factors which are related to education system, educational institution, family problems, societal problems, individual problems and problems related to mass media particularly T.V. Film, movies, video, Music etc. do affect students motivation for studies.

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Plastic Bags & its Environmental Impact A Study

Introduction :

Man kind on the earth has made numerous innovations for our conveniences and comforts. Now days we are so much used to them that it has become difficult to do without them. These conveniences are made so cheap by economic, social, cultural and political fctors that the darkside of them is rarely thought of Without thinking about the social and environmental disasters we are busy with economic advantages. The synthetic and chemical substances and their environmental cost form a classic example of our misdirected progress and our addiction for suicidal conveniences. These new innovation looking innocent in the beginning are not only harmful to environment but also to the human generations to come.

Innovation of plastic is very swiftly woven with our life but its uses has created so many complex problems for us. So long as our lifestyles continue to be misdirected from outside, we fail to take conscious control of our requirements on the basis of biosphere and biotechnology.

It can be said that the commonest and the most versatile product of modern technology is plastics. It is the wonder material which will outlast and out-perform all other commonly used natural materials. Plastic materials are now the world most widely used synthetic material and simultaneously one of the most problematic, from the point of view of its impact on enviornment. The rapid industrialization, depletion of natural resources, increase of human population and even more rapidly changing requirements, Since the second world war led to large scale production of synthetic materials as a substitute for natural products. of all synthetic material was 1 crore ton. In 1980, the production of plastics was about 6 crore tons and it rose to 10 crore tons in 1990.

Development of plastics & its increasing demand.

Plastic industry has grown rapidly since its beginning hardly half century ago. Plastic materials have now become an absolutely unavoidable ingredient in every aspect of modern life in particular the consumeristic urban lifestyle. Recently the effect on the urban middle class due to rapid changes in the Indian society has increased plastic users so enormously, that it is comparable to that in any developed countries. This change took about quarter century in industrialized society while it took only two to four years in Indian society. If this is the condition in the beginning then it can be highly disastrous in the future.

India being an agrarian, rural developing society our production and consumption level of plastics are nowhere near that of the western countries. Inspite of that since the 1960s plastics have made deeper and deeper inroads into the average Indian homes also. In 1960s it was only 1.5 lakh tone, and it has reached to about 25 lakhs tones recently. Petrochemical industry producing polymers is among the fastest growing sectors of Indian Industry registering a growth of 12-15% during 1992-93, yet these was a shortfall in production. In 1990-91 the demand for various polymer plastics was 8.92 lakh tones and it has increased to more than 25 lakh tones recently. Experts say that demand will still increase steadily.

Inspite of environmentalists opposition, plastics are used to a wide extent.

In India, plastic is inevitable from domestic to high-tech industrial requirements. Either it is a home or office, kitchen or bathroom, plastic is used everywhere.

Hazardous Effects of Plastic :

Plastic has acquired such unpararallel status in today's life, it is really a challenge to us. Explaining the hazards of plastic uses, internationally known environmentalist. Green Peace Activist E.N. Leonard states that main chemicals used in manufacture of plastic are hazardous to health and safety of human kind. Most of the Chemicals used in manufacture of plastics are poisonous chemicals like benzene and vinyl chloride which are careinogentic. Certain chemicals when transformed into gaseous form and liquid hydrocarbon which on evaporation pollute the air we breathe. Certain chemicals are flammable and explosive. In 1986, American Environmental Protection Agency prepared a list of 20 chemicals which produce most dangerous wastes. Five amongst the first six are used in plastic industry. Thus the chemicals used in plastic manufacturing are very hazardous and Poisonous. Pollution created in plastic manufacturing is very serious.

Plastic is non-biodegradable material. So it is getting accumulated as a solid waste on the earth and can last for 100 years. Its effect on the ecosystem is still not known completely, but under the effect of ultraviolet rays it breaks into small pieces and get penetrated into the earth. Such land containing plastics looses its natural rich & nourishing elements. Thus most useful ecosystem of land is thus destroyed.

It is a headache to dispose off the plastic materials. Most advanced western countries also do not know how to solve the problem of plastic waste. So they try to send this plastic waste to third world of the underdeveloped countries and they are least worried about the environment of the countries.

A study in Simla has shown that there are six layer of plastic. If this continues then land will become unproductive to support any life. In America while exeavation plastic was found in lower layer of surrounding lands of urban areas.

Almost 70% of the earth is covered by oceans. We use these oceans to dispose of our waste Whatever found unuseful, is thrown to seawater and other surface water. Oceans have become dustbins for plastic waste. Due to this oceanic pollution marine life is threatened; substandard quality of sea water, pollution and floating plastic waste are lethal to marine life. In 1975, the U.S. National Academy of Sciences estimated that 7 million tones of garbage ar dumbed into the world's ocean every year.

The citizens of Bombay and Calcutta are on the top list of garbage producers. They generate about a 500 gms. of waste per day. However our large population makes the garbage problem in our country a colossal one. According to study done by operations Research Group (ORG) Baroda in 1989, Bombay generates 3200 tones of solid waste every day. This figure has gone up beyond 4000 tonnes and is expected to go up even further. Out of this waste, only 40% is bio-degradable material.

Maximum plastic is used in packaging, changing lifestyle affects the development of packaging industry. Within short span of 10 years, plastic containers have replaces glass, metal containers. It is assumed that plastic packing is a safe one but that is not so in reality.

Efforts have been made to recycle plastic and thus to reuse it But the Bakelite type thermosetplastic and polystyrene type thermoplastics are not recyclable. Recycling process are not developed well. Germany which is known for recycling techniques, recycles only 7% plastic, while America recycles only 1%. In India less than 1% of plastic is recycled. Secondly quality of recycled plastic is much substandard. So it is harmful for using, experts cautions, us, but studies have not been made.

In most of the cities, there is no place to dispose of the plastic waste, so it is burnt. But burning of plastics is more dangerous. Because of the poisonous gases emerging out while burning the plastics, people suffer from heart attack, cancer, kidney failure, tension, numbness, lever disorders etc.

So long as plastic waste in concerned we are dragged into crisis while on the other side its production and uses are increased tremendously. Our lifestyles ar undergoing changes modeled according to patterns of living in the western countries. The all prevailing consumerism, waste and long term unviability of this lifestyle are making deeper inroads into our attitudes also. This western plastic culture has spread its wild claws over the earth and this has resulted into threat to Jal(water) Jumin(land), Jungle(forest), Janwar(Animal) and Jan(people).

In the country where the cut nails are not thrown out, there only in Bombay daily 2 crores of plastics bags are used and thrown away. This is not only a danger to animals and birds but also they are ready to destroy our whole environment. 7200 crores of plastic bags used in last ten years have become god of death to many animals and birds and still waiting to hang many more. Each plastic bag used is death document for someone's life.

Study Related Information :

The classic example to understand how swiftly and how widely the plastic is woven with our daily life is pollythenehags. when people go to market to purchase vegetables, fruits, medicines, footwear clothes, foodgrains, the shopkeepers pack and give these items into red, blue, yellow, black and white plastics bags or sometimes in very attractive plastic bags and the people accept them with pleasure without any hesitation. Some customer ask for extra bags.

Apart from studying with viewpoint of shopkeepers and customers towards the plastics bags, following aims are also behind the study.

(1) Plastic is used to wide extent by the people. To what extent is this true ?

(2) Share of plastic bags out of total plastic used is maximum. How much is this ?

(3) To examine relationship between plastic and environment.

(4) To examine peoples opinion about the harm caused to environment and natural resources by plastic bags.

(5) Are the people aware of the harm due to plastic bags ?

(6) Is there awareness among the people about this subject ?

(7) Are the people ready to accept our alternative other than plastic ?

(8) What are the people's thoughts about the plastic culture ?

This study is to examine the above issues and questions.

Selection of Samples :

In this study 30 shopkeepers and 30 customers from the age group 20 to 60 years have been selected. Most of the shop-keepers are from 30 to 60 years old. While the customers (29) ar from the age group of 20 to 50 years. Majority of the customers comprises of housewomen and their education is from higher secondary to graduation. Ten customers have educating from 10th standard to higher secondary level. Only two customers have education less then 10th standard. Education level among the shopkeeper is low. More than half (17) education from 10th standard to higher secondary. Here there is a relationship between educating and profession. It means people having less educating adopt some small or big shopkeepering or business.

Now a days shops are of various types but in general observations the shops of grains, clothes, vegetables, fruits, footwear and some other (medicines and miscellaneous) (5x6=30) using plastic bags more are selected for the study. These shops are from Santacruz to Andheri area.

Method of Study :

Questionnaire observation, and interview are being used for the data collection in this survey by visiting shops/customers/industries.

Data Collection :

The below mentioned information has been collected while studying the plastic bags used by customers and shopkeepers. Information given by the customers and shopkeeper is represented here without any bias. Efforts have been made to collect both quantitative and qualitative information. But more stress is given on the qualitative information.

Customers under study go the market to buy some or the other items. they use some or the other types of plastic bags for the purchase Twenty two out of thirty customers use only and only plastic bags; while the other also use sometime paper bags; sometime jute bags or sometimes cloth bags along with the plastic bags. Similarly all shopkeepers except one sell their items to customers in one or the other type of plastic bags. But 10 shopkeeper use both plastic and paper bags. No shopkeepers use both plastic and paper bags Most of the shopkeeper have no objecting if the customers come along with their own bags. Big shopkeepers give attractive plastic bags with handle to their customers just because of the gear of theft, to build up their image, for the sake of publicity and to attract the customers. In short, most of the shopkeepers give there materials to customers only in their plastic bags. Some shopkeeper keep small packets of Farsan and Kirama ready. Most of the shopkeeper collect the cost of the plastic bags from the customers only. Only four shopkeeper can't afford the cost of plastic bags but they have to bear this just to stand i the competition.

Customers generaliy throw away the plastic bags after using them. What happens to thrown away bags? According to ten they are recycled. In reality only 1% plastic bags are recycled in India. According to four they go to river or lakes. According to 11 type are burnt along with the other waste. rest do No know what happens.

In short according to 50% used plastic bags go as the waste. This is harmful

to the public health. It is not good from the point of view of environment. Some believe that paper, cloth are safe from the point of view of disposal. Twenty two know that disposal of paper and cloth is easy. They mix with the earth and do not add tot he waste. some do not know about disposal. Thus both are aware of the harm due to plastic bags waste, though they use them freely. Shopkeepers have to surrender to the demand of the customers and the customers are helpless just because of their habits and wrong impressions.

In the study, plastic bag are found to be maximum in strength. Out of 76 reply, 52 are positive, rest are using paper and cloth bags only one customer out of 30 under study opposes the plastic bags. He goes to market for shopping with his own cloth bag. According to the supporters of plastic bags, you can go empty handed tot he market, buy anything you like and when required, these bags are usable in any season, they look fashionable and so are in more demand, young generation prefer to go along with time.

Customers also demand for more bags. Nine customers demand more than one bag. Twenty seven customers say that shopkeepers themselves offer the bag. Fourteen shopkeeper agree that they offer bags of their own because they think that customers will demand for bag. So we have also to offer even if it is a loss to us. Thus there are customers to demand and shopkeepers to offer the extra bag. Generally customers demand for extra bag while shopkeepers give only if customers demand. Shopkeeper do this not to save environment but to save their expense. The reason for demanding extra bag is out of fear of falling the material by tearing of the bag or the bag can be use elsewhere. Customers agree that they demand for 2-3 bags if they are attractive ones shopkeeper also give extra bag at the extra cost just to have good customers. Fifty percent shopkeeper say that no customer deny to take the bag on his own but ont he contrary demand of the 2-3 extra bags.

According to 21 shopkeeper, even if they deny to give extra bags, customers, insist on the extra bags. Fifteen customers have agreed to that. According to 6 shopkeeper, customer demand for a bag even if he has to pay extra for that. Five shopkeepers say that if the customers are not satisfied by giving the extra bag for that they will go to the other shop. Four customers agree to that. Thus according to both shopkeeper and customers, generally extra bag is demanded and if not given customer goes to next shop.

Forty three out of sixty are ready to use bags other than plastic. It means non supporters of this are less. According to shopkeepers they have to give any kind of bags. They are ready to give paper bags but not the cloth bags. After the one shopkeepers child swallowed the plastic, he stopped using plastic bags.

Customers say that cloth and Jute bags are harmless last longer and can carry more shopping. Simultaneously they save the environment. Some shopkeepers who agree that cloth and paper bags are better, enduring and sturdy. One shopkeeper was ready to give cloth and jute bags in place of plastic bags if there are good and honest customers for him.

There are forty two (42) who believe in boycotting plastic. It has importance to date. Customers say that plastic pollutes the environment. It is harmful to environmental and health and adds to the waste and disposal is also difficult.

Burning of plastic increases the air pollution. According to a shopkeeper, use of plastic is needless and useless. It is dangerous to environment and life on the earth. I adds to the waste. Chemicals emitted by burning the waste are harmful so that must be boycotted. Twenty four out of sixty do not believe to boycott. To their opinion, plastic is used everywhere it is simple and cheap, occupies the less place. So many things in the world harm the environment then why only plastic bags are prevented from using. But more than half are ready to boycott it.

Efforts to examine the ideology of shopkeeper and customers about plastic culture, have received good response. Forty out of sixty say that plastic culture must go. Customers supporting this say that it is harmful for him an being. Its destructing is difficult so to save the environment, plastic culture must go.

Shopkeeper say that if it goes, cost will go down, less waste will be generated and earth can be saved from harmful results to environment and health. It is used in plenty that needed so it must be reduced. Indians take it lightly. If they take it seriously, they can be saved from many serious consequences. It polluted our water and land and so it must go while 20 (7+13) respondents advocate the plastic culture. To their opinion it is light in weight, handy in holding and can hold more shopping, what other than plastic can be used and big shopkeepers use them to build up their image na for publicity. They like today's culture. It speeds up the service so both shopkeepers and customers like it.

In short the above study has show that people are not unaware about the harms and hazards of plastic bags. Although its percentage is less, they understand by news papers, public discussion, lectures and their own bad experience. Many people believe that plastic is harmful it must be boycotted and plastic culture must be removed from common use. Although both shopkeepers and customers use plastic freely customer must initiate in this respect. They should come forward to depart from wrong impression of shyness, foundness and fashion and should stop using plastic.

Findings :

(1) Plastic is used in plenty by common people. Both customers and shopkeepers agree that major share of plastic it the total plastic used. Plastic bags are used according to the type of shop so if care is taken, more that half can be saved.

(2) Figure of how many plastic bags are used is not available because small shopkeepers do not count. But on an average 3-4 bags come daily along with vegetables and other items shopkeepers have also to give average 2 bags per customers.

(3) Most of the shopkeepers (20) and barring one exception all customers (29) use plastic bag.

(4) Both indicate that plastic and environment are related but only few know the type of relation between them. Many respondents say that it is harmful and increase the pollution.

(5) Rarely very few know that plastic bags are hazardous to natural resources and life ont he earth. One has told that it is harmful to land and human health. Many say that it increases the waste.

(6) Forty out of sixty say that plastic culture must go. Manufactures many not favour this because of economic loss but customers and shopkeepers have not to loose anything except plastic bags. If the cost of shopkeeper is reduced, customers will be benefitted. Thus there is awareness about this subject but lot more is needed to be done. If the common man is made aware of the hazards of plastic bags, he is ready to use other bags of cloth and jute if made available. This is very good aspect. But how many shopkeeper will be ready to bear this expose ? This is a big problem.

Certain studies and certain people like Shri. Mukesh R. Bhimjiyani in plastic purti of "Samantar Pravan" advocate for the plastic and plastic bags saying that it is very useful. To this opinion, we can't ignore the values of plastic as a substitute for glass, ceramics, wood, stone and paper. It is light in weight, easy to transport and not corroded. For certain aspects, there is no reply to plastic. They quote the example of Shish Hari and say that by throwing the waste in plastic bags, dirtiness is prevented and thus plastic bags can be used for saving environment.

In one study conducted in Germany, it was noted that plastic bottle and plastic bag contain more material than glass bottle and paper bag. But recycling of glass items is easier that plastic items. The benefit of glass is that on heating it, most of its pollutants (dirt) are destroyed while the use of paper preferable from the point of view of environment. Thus the things cannot be viewed only from the point of view of economical an numerical benefit. One survey carried out by the Germany ,secretariat to find out to what extent plastic and paper bags are harmful to environment an dhow much expensive they are showed that plastic bags are much cheaper and not so harmful to environment. Other findings of the study was to promote the people for use and reuse of plastic bags.

Baring such are study and expression plastic an its various products are found are to be much more harmful.

Conclusion :

Nowadays so many articles about environment are published in newspapers and magazines. Certain people are found opposing them., Famous artist Amarnath Sehagal recommend to sensitize society about the plastic problems. According to Gautam Bhatia who is known for his hatred towards plastic says plastic is so connected with modernity that all efforts on research are concentrated unnecessarily on this.

Because of increasing threats to environment industries are also facing certain challenges. So Eco-mask programme was setup to evaluate safety of environment. Still it is not accepted all over so it is needed to educate the people about the items. Harmful top environment and flooding the market and to change the view point of the purchasers. Today, market is flooded with colorful and scented 'use and throw away' plastic bags and the waste is piled up on the earth. Efforts have been made in Italy, Denmark, Pakistan and Simla to ban the use of certain items of plastic. Our Government has also started thinking in the direction of putting

restrictions on certain hazardous items. But how it will be implemented is a big question. So environmentalists and media should contribute to the mobilization to awaken the proper (to bring awareness among the people.

Suggestions :

(1) To select study one or two from the items harmful to environment.

(2) Start initiating to use items other than plastic an which can replace plastic in our daily requirement. Persuade our neighbors, friends and shopkeepers to do so.

(3) Stop buying items from the shop which supply in plastic bag or keep readymade packing in plastic material and thus reduce the waste right from its roots.

(4) Show your opposition (displeasure) by writing to Industries making customer oriented items using processed food, cosmetics and plastic packaging.

(5) Force the Government to make laws to prevent undesirable plastic items.

(6) Do not be guided by others and decide yours living lifestyle yourself. Be careful about customer oriented and waste culture surroundings.

In other advanced countries efforts have been made to make biodegradable plastic instead of artificial plastic. In India also there are much more developed in the area of plastic Engineering and plastic Technology. Government of India undertaking Central Institute of Plastic Engineering and Technology should develop a technology which can make harmless plastic, and should develop studies related to this subject.

Mrs. Maniben Patel

Head. Dept. of Sociology

WHOSE LAND IS IT ANYWAY?

Dept. of sociology

ABSTRACT :

Discussion on environment degradation is an age-old thing. This article is an attempt to talk on the effect of environment degradation on human beings. Human being is the most important part of environment, who found out the deeper truth about the different aspects of nature and nature related things.

Sudden growth of population, industrialization and migration has been always discussed in the context of environment and always human beings are being blamed. And that is more or less true. In this article the focus is on the things, which are, unseen, untalked and unfelt. That is why the topic of environment problem in Sanjay Gandhi National Park has been chosen.

Sanjay Gandhi National Park (SGNP) situated in Mumbai is also known as Borivali National Park. Though the location is in Borivali it covers the areas like Kandivali, Malad, Goregaon (East) and also other nearby parts. The park is only one in India to be situated within the precincts of metropolitan area of a large industrialized city.

Instead of going into the history of SGNP, I would directly talk about the issues of encroachment and environment degradation.

The deterioration of the park can be attributed to two main causes, one is the immense pressure exerted by the increasing population of Mumbai through its demand for construction materials. The second is the pressure exerted by the economically weaker communities, which depends on the forest resources for their basic necessities. But again out of this the second problem has a solution unlike the first. The pressure can be relieved or removed, not easily but with little effort by fulfilling their demands from else where, but they don't do so purely because of greed and to save their money on transportation. As far as the problem of encroachment is concerned, the encroachers are people from below poverty line, and they need to be treated more sympathetically, by rehabilitating, them and by providing employment opportunities, so that they do not feel the inevitable need to encroach in to the forest.

OBJECTIVES :

The problem of encroachment in the SGNP is a very sensitive and humanitarian issue vis-a-vis the frequent demolitions and eviction of the encroachers. This problem is again intertwined with ramifications of political, judicial, environmental and administrative aspects. Hence the need for this study emerged. Following objectives were identified in the course of the study.

1. To trace the history of the early settlers/tribals and the later illegal encroachers.
2. To investigate the intensity of the encroachment, which took place with or with, out the connivance of the authorities.
3. To assess the rapid environmental degradation of SGNP and it's impact on wild life, along with the pressure from environmental groups to check the degradation of SGNP by relocating the encroachers.

4. To find out the action taken by various authorities to relocate and rehabilitate the encroachers after their dwellings are demolished.

HOW DID THE ENCROACHMENT START?

Encroachment of govt land and forest is a perennial problem facing the modern society. The reasons are not difficult to find out. The main culprits are industrialization and urbanization, which attract migrants, and expedite migration. Industrialization and Urbanization are universal processes implying large-scale economic development and rapid social transformations. These prosses according to many writers and scholars have resulted in "breakdown of traditional social institutions and values." The famous sociologist G.S. Ghurye is of the opinion that Urbanization is migration of people from village to city and the effect of the movement upon the migrants and their families and upon fellowmen in the villages. Actually India has always faced the problem of imbalanced development. There has been uneven development through out India, especially in rural areas and this has forced people to migrate to cities. Migration refers to the more or less permanent movement of people across a social boundary. It is to be distinguished conceptually from nomadism, seasonal migrant work, the travel of one or more workers, from fixed household in search of work and regular movements between town and country.

The impact of industrialization and urbanization on migration and the consequent problems it can have on the cities can be obviously noticed in the classical case of SGNP Encroachment. The Borivali National Park is not only a "DEN OF LIONS, BUT IT IS A DEN OF ILLEGAL ENCROACHERS'!!! When we trace the encroachment in the SGNP we find that it was motivated by political and economic factors.

Economic Factors :

Economic factor is the most important factor in so far as migration is concerned. The people leave their place, district, state or even country in search of better economic opportunities. As successive govts in India have failed to provide even basic necessities to the rural people, and neglected the agricultural sector, there was large-scale migration from the rural areas to the cities over a period of time. Even in an economically develop state like Maharashtra we find regional imbalances in the area of economic development and large-scale migration. Mumbai being the commercial capital of India and source of manifold avenues of job opportunities has, allured lackhs of migrants to its fold. Mumbai provides roti and kapada to every one but not makan. Hence even the SGNP, a sanctuary and a reserved area has been encroached, trampled and degraded, it has growing industries, informal formal sector, construction sites, unorganized sector, etc are opened which provides job to the migrants, As even the owners are in search of low paid workers.

POLITICAL FACTORS-STAGES OF ENCROACHMENT :

The encroachment in the SGNP can be broadly divided into 3 stages.

* 1st stage - 1970 to 1985 moderate Encroachment
* 2nd stage-1985-1994 Encroachment intensifies
* 3rd stage-November 1994 onwards, Uncontrolled Encroachment under political patronage.

During the two years following the elections, of November 1994 it is alleged,

political parties in the area encouraged slum dwellers to move into forestland, and openly declared that such encroachments would be regularized under political pressure. They kept on giving promises for regular water connection, electricity, public toilets, ration shop, primary schools and all other civic amenities in the illegally encroached areas and the Bombay Municipal Corporation, Telecom Nigam Ltd., Local police authorities, and almost the entire bureaucracy in Mumbai and Thane District appeared to have been trying to please their political masters. Hence the administrative system is equally to be blamed. This enables the encroachers to break all kinds of State and National laws. The residents in this area are all migrants in search of job and they are both tribal and Non-Tribal. They work in Mafco, which is situated in the park, and also in nearby industries like Tata power house, Mahindra and Mahindra, and also in construction areas where Raheja's are having their construction of big buildings.

The above-mentioned factors aggravated the migration problem in this area. According to an estimate there are 90,000 hutments in the Borivali national Park and if we calculate average 5 members in a family then the population in this area would be around 4,50,000

LEGAL PROCEDURES TO REMOVE THESE ENCROACHER'S FROM PARK :

The authorities of SGNP have so far filed a total of 66 cases since the year 1990 and from 1987 to 1995 there were 82 demolitions. The procedure of demolition is very inhuman; one can witness sheer rudeness and cruelty. During the demolitions, those who don't have proof of the cut off date 1-1-1995 (that is who do not have their name in the Electoral Rolls) are subjected to inhuman treatment. Their small huts and things are burnt ruthlessly. This demolition takes place in the morning from 10 to 11 and lasts till 4.00 O'clock. According to forest officers the locals over there do know before 3-4 days that their house are going to be demolished but even then they don't shift to other places. Sometimes police also have to use tear gas, air firing and lathi charge to control angry crowds.

Regarding their rehabilitation, those who have proof of the cutoff date 1-1-1995 are promised to be rehabilitated by the government. They were given alternate places twice but both the times government took back their places because it was coming under the Coastal Regulation Zone and Buffer Zone Acts.

IMPACT ON ENVIRONMENT :

To talk about Mumbai's Environment is pointless because due to industrialization, urbanization, migration and population explosion, problems related to environment are increasing rapidly. There is a tendency among the elites, the media and even the middle class to blame the economically weaker sections of the city to for all the evils and troubles the city encounters. Same cane be said about the people residing in the SGNP. Here forest department and environmentalists blame the poor people living in the forest for environmental degradation. But the truth is that over demolition of place has made the land so unfertile; one cannot grow anything on it. Regarding the use of river even those who are not locals of Borivali National Park come here and have bath and do poojas. This should be stopped. The wildlife is dying slowly so we have to preserve them. There are lots of things that one can do to preserve the environment rather than just accusing the

encroachers.

What ever we have discussed so far was more based on documentary evidence; there is another side to the story that is the people's perspective. The perspectives are part and parcell of the whole issue.

PEOPLE'S PERSPECTIVE :

According to law unless people are relocated, their houses cannot be demolished but here nobody cared to follow the rules.

According to locals, the forest officers take bribe and if they give them enough money then they do not demolish their houses.

According to one of the politicians this whole thing is nothing but a political power game; when one particular party rules then they create problems for the people siding the other party.

According to Mr. Chandrakant who is a social worker and a member of Niwara Haq Suraksha Samiti (NHSS), relocation is going to take time and lots of money is required, Instead of that forest department should build fencing to stop further encroachment and allow the locals to stay there. Even famous actress Shabana Azmi is a part of the above drive.

According to Ms. Maruqh Adenwalla (lawyer) who is also the member of NHSS, there is lot of difference between words and deeds. It means the surveys for proof of the cut off date 1-1-1995 is not being done properly and also a lot of corruption takes place. In the same way nothing is done for relocating them.

The Forest Department, Municipal Corporation, Telecom Nigam. BSES all are at fault; otherwise how could they give such basic amenities to the people residing in a illegal place and after giving ration card and voting rights they automatically become members of that place so actually the fight is between the state government and forest department. One can see more laxity on the part of forest department. What were they doing when people started settling down in the areas? They have not come there overnight! Were the authorities sleeping or did they take any bribe from them? Blaming the forest dwellers is just not right.

Even the environmentalist did not do anything about Mafco Company and about stone quarries in side the park.

People living there are ready to take care of environment if proper knowledge is imparted to them. But again they are not included in any such decision-making procedures; some forest dwellers also believe that the problem of migration, encroachment and other urban pathologies are the result of mismanagement of rural and urban development programs.

RECENT DEVELOPMENT :

Recently in one of the Popular News Papers it was reported that the famous actress Shabana Azmi and Rajya Sabha M.P. aproached the government to bring an early settlement to the problem of SGNP settlers, and the govt. is pondering over the relocation and rehabilitation of this people in Chandivali near powai.

FINDINGS :

During this whole field study we met a cross section of people and interviewed them. Their viewpoints were controversial and contradictory.

1. Forest official's claimed that there was intense afforestation programme on the demolished land. But to my dismay I found in Damunagar where large-scale demolition and eviction took place, only 3-4 trees planted.
2. BMC Denied giving any water connection to encroachers but to my pleasant surprise, I saw 24 hour running water on taps.
3. Environmentalist are claming for the demolition of the huts of the poor people and not at all bothered about the removal of Mafco unit and stone quarries run by rich people.
4. Fencing that is built is not according to measurement it is uneven.
5. Forest officials can be bribed and their houses can be protected from the demolition.
6. There is lack of proper survey of proof of the cut off date 1-1-1995. Lots of people have been not included as some of them were out of station and some could not understand the implication of supplying proof of residences.
7. The controversy between various govt. authorities needs to be sorted out first. Then only a smooth relocation and rehabilitation program can be worked out. The state govt, BMC, should work in hand in hand under the direction of court.
8. The forest department can cultivate trees on the existing wasteland and then the drive of afforestation can be carried out on encroacher's area, after the court order resolves problem.

Suggestions :

* It is recommended that all persons whose name are not found in the electoral rolls prepared with reference to 1st Jan 1995 should be resettled and given a full rehabilitation package at another location.
* Their relocation should be in such places where they can meet basic necessities.
* The government of Maharashtra should published a notice at least in 2 Marathi and 2 Hindi papers with reference to their intention of demolishing structure with in the national park.
* All voluntary organization should help government as well as locals to have cordial relation between them.
* The forest department can take afforestation activity in large area of wasteland with in the forest and then concentrate on the demolished land.
* The local are ready to take care of environment if proper education imparted to them so the forest department can take help for their afforestation drive. This will solve both the problem of shifting the locals and afforestation. As they will take care of environment then there is not need to relocate them.
* The Mafco factory situated with in the park should be shifted to a suitable location out side the park boundaries.
* It is strongly recommended that all mining and quarrying operation with in the park should be stopped immediately.

* Environmentalists who are talking about environment should visit these place and try to see human being as important part of environment. They can also help forest department in imparting knowledge to them.

FOOD NOTES :

This paper is an abridged version of the project submitted in M.A. programme in sociology at S.N.D.T. University. The study was based on detail interview of across section of people, observation, and case studies of Damunagar are in SGNP.

Reference :

1. Paranjpye Vijay : A Comprehensive Environmental Assessment of the SGNP, 30/1997 (Study conducted by the Maharashtra State Division of the WWF)

2. DAG (Petitioners) A.R.Bharti (DCF) SGNP (Respondents v/s. M.B. Shah) F.I. Rebello C.J. High Court Order Saturday 7th May, 1997.

3. Articles used for reference are from the

(A) Times of India (B) Human Scape (C) Wildlife etc.

Twinkle K. Parekh

NIGHT SCHOOLS - A NEED ANALYSIS

The Night Schools came into existence as its necessity was felt to provide education to persons working in industries, hotels, household etc. Majority of them were under-privileged, destitute children who had to earn their livelihood at an early age. Taking the clue from the past, some Night Schools were later started with the objective of providing useful and healthy activities to divert working class adults from indulging in undesirable and antisocial activities during their spare times. As reported in 'Smaranika' (1994), the Secondary School Code states, "Night School is a school, which teaches the Secondary School Course for half the daily working hours of a day school to pupils who are unable by their avocation to attend day schools."

Mrs. Bradley, a social worker in the field of education, started a Night School in 1885. The Bradley Night School, Mumbai is the first Night School, offering course at par with that of day school. It is the oldest known Night School still in existence. Maharashtra is the only state that offers Night School education at par with S.S.C. courses. The State Government gives almost 100% grants to these schools.

Table 1. District wise distribution of Night Schools in Mumbai in 1999.

	No. of Schools
Distr. no. 30	26
Distr. no. 31	27
Distr. no. 32	36
Distr. no. 33	23
Total	112

[Source: Mahrashtra State Board of Education Result Summary Booklet, 1999.]
Maharashtra had 206 Night Schools in 1994 out of which, 148 were in Mumbai. Out of total 20,013 students in Mumbai, 92.28% were males and 7.72% were females. ('Smaranika', 1994.)

Night School students can be broadly categorized as those working during daytime (60%), those who do not work during daytime (20%), and those who had failed for more than 2 years and hence were removed from the day school (15%).

Very few studies have been done in past on Night Schools. Prabha (1975) and Tiwari (1992) found that children join Night Schools due to poor economic condition. Failing twice in day schools was another major reason. Kesarkar (1996) found that the reasons for joining Night Schools remained the same from 1951 to 1994. Panse (1971), Tiwari (1992) and Keluskar (1993) did study on problems faced by Night School teachers and students. It revealed that these children have to work for long hours. Poor motivation and absence of guidance from parents was one of the major problems.

The purpose of the study was to explore the scope of Night Schools in relation to educational objectives and to determine the changes needed in its working norms. The researcher undertook a pilot study of the Night Schools and some of its beneficiaries. The objectives of the study were to investigate

- Reasons for enrolling.
- Effect on Performance in S.S.C.

- **Beneficial aspects as perceived by students, and**
- **Suggestions for improvement.**

Though Night Schools were mooted with a prime objective to educate working children and destitutes, the researcher tried to answer the following research questions -

1. What is the general profile of Night School?
2. Whether the desired goal is being achieved?
3. What changes are needed in the system to achieve the objectives?

With these objectives, the researcher undertook a pilot study of the Night Schools and some of its beneficiaries. The absence of similar investigations justifies the need of this paper.

Method

In 148 Night Schools in Mumbai, a total of 20,013 students were studying in 7th to 10th standards. ('Smaranika', 1994). The researcher selected two schools at random, one in Matunga and the other in Vile Parle (East). Based on the objectives, a pre-tested questionnaire was prepared by the investigator. 50 students were given questionnaire to fill. Relevant data was collected from 10th class in each Night School. Based on open questionnaire, 8 teachers and 2 principals were interviewed to find their problems in teaching and their opinions about students.

Results

Profile of Night School

The result that emerged from this study presents a profile of the existing Night Schools in Mumbai.

The following table 2 shows that majority of students (70% to 85%) are between 15 to 19 years age. Even after 20 years age, 8% to 29% students desired to study and hence joined Night Schools.

Table 2. Agewise distribution of students whilst joining Janata Night School.

Age	Below 15	15 to 19	20 to 24	25 to 29	30 to 34	Above 35	Total
No. of students in year 1999	1 (1.25%)	56 (70%)	20 (25%)	0	0	3 (3.75%)	80
No. of students in year 2000	4 (6.55%)	52 (85.24%)	4 (6.55%)	1 (1.6%)	0	0	61

All the Night Schools are affiliated to day schools. Yet, Night Schools students hardly get laboratory facilities. Most of the schools do not have a library. Whereas, schools that have some books are locked in cupboards. Ajagaonkar (1974) and Tiwari (1992) had reported lack of educational facilities as one of the reasons for poor result. Majority of them who had to work joined Night School as they were enthusiastic to learn. The fact that students appear two to three times shows their eagerness to learn despite various odds.

· Reasons for joining Night Schools

The Night Schools are the institutions where under privileged adolescent get opportunity to learn. Table 3 presents some of the major reasons that coerce them to join the Night Schools.

Table 3 Reasons for joining Night Schools by working & non-working youngsters.

Reasons	Working %	Non-working %	Total %
Could not get admission in day-school	26.8	22.2	26
Working during day-time	68.3	33.3	62
To get better education	61.0	55.6	60
For better future prospects	17.1	0.0	14
Other reasons - Poverty	9.8	0.0	8
- Consecutive failure	0.0	22.2	4
Total	86.2	13.8	100

The salient points emerging from the above table are that, they had to join Night School so they can work and earn during daytime and yet better their education. Consecutive failures in day schools also had led them to join Night Schools. The teachers interviewed separately were also of the same opinion.

Regarding daytime work, the chief reason cited was poverty that forced them to get a job. It was found that 36.2% children earned less than Rs 600 and 51.3% earned between Rs 600 to Rs 1,000 per month. The researcher also found those 64% children had 4 to 6 members and 18% had more than 7 members at home. 24% of them had only one earning member, 54% had two and 16% had three earning members in their family. Further, 9.8% children were from very poor economic background. Amongst non-working children too, one-third joined Night School so as to secure a job during the day. Some of them had to perform household chores during daytime as both the parents were working. It reveals that majority of the children joined Night Schools to learn whilst earning livelihood for their family.

Status of students at the time of joining Night School

Table 4. Status of students at the time of joining Night Schools.

	Failed & Joined -			Passed & Joined -			As per Parents' Wish			
Standard	8th	9th	10th	8th	9th	10th	8th	9th	10th	Total
No. of students in Hindi Night School in 1999	65	18	0	8	2	0	6	7	0	106
	72 - are from the same morning day school						34 - are from out side school			
No. of students in Hindi Night School in 2000	34	8	0	14	2	0	9	3	1	71
	37- from the same school			34 - from other school						
No. of students in Hindi Night School in 2000	42	21	0	12	2	0	15	7	2	101
	64-from the same school			41 - from other school						
No. of students in Janata Night School in 1999	18	18	4	13	1	0	11	12	3	80
	5 Students were from the same Night School after 3 to 5 years gap									
No. of students in Janata Night School in 2000	15	10	1	10	0	0	14	11	0	61
	4 students were from the same Night School after 3 to 5 years gap.									

Very few students join Night School after passing 7th & 8th standard in day school. Table

4 shows 59% to 78% of the students who had failed in day schools joined Hindi Night School during the years 1999 to 2001. Students joined Night Schools after passing 7th standard mainly because there was no further education in their day school and that they could get free education in the Night School.

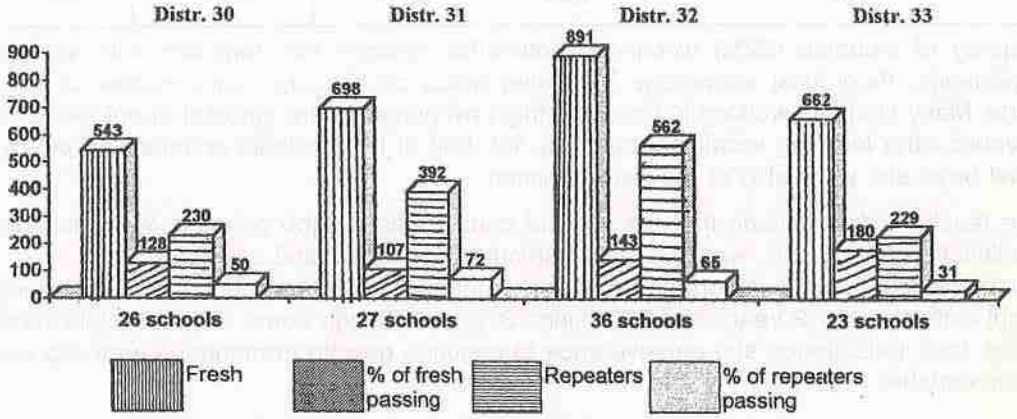
Performance in S.S.C.

Table 5 S.S.C. Results of Two Schools in 1999.

No. of Students in -		Appeared	Passed	Passed (%)	Total (%)
Hindi Night School - 1999	Fresh	19	6	31.57	34.37
	Repeaters	13	5	38.46	
Janata Night School - 1999	Fresh	24	1	4.16	
	Repeaters	10	2	20.00	8.82

Overall performance in S.S.C. is mere 34.37%. The appalling results of Janata Night School (8.82%) is mainly due to higher age group persons joining Night School but being unable to cope with the work and the family.

Fig. 1 S.S.C. Result in Four Mumbai Districts in Year 1999.



As manifest in table 4 above, majority of the students joining Night Schools were failures and with poor foundation. This is reflected in Fig. 1 showing their S.S.C. result. From 15.23% to maximum 27.19% students passed in 1st attempt, whereas, just 11.52% to 21.73% repeaters passed in 4 districts in Mumbai in 1999. According to their teachers, their basic foundation in math, science and English is very poor. Students find these subjects in the new syllabus difficult to cope with. They get little motivation, no guidance from their parents and hardly any time for studies after working.

Opinion of students on Night Schools

Opinion of the students gathered from an open ended question asked by this researcher are summarized below -

- Children who are serious about learning come to Night Schools.
- In absence of Night Schools, many working children would have remained illiterate. Working children find Night Schools a blessing. Even non-ernployed children performing household work during the day could get an opportunity to get educated.
- Night Schools provide them satisfaction of learning. After learning in Night School,

students can teach other small children and communicate better. It will also be help them in their service. Some of them wanted to learn further or pursue some other vocational courses. However, as per records, barely 1% students do further studies.

- In reply to the question of learning vocational subjects like, printing, carpentry, computer, motor mechanic, tailoring etc., 80% students preferred it so that after passing S.S.C., they can fend for themselves.
- Economically poor students get opportunity to learn at very nominal cost - Rs 48 per year. If Night Schools were not existing then due to poverty and hectic life, they would have remained uneducated. The problem of their survival would have remained forever.
- Night Schools give opportunity to village boys who come to city in search of jobs.
- Foresighted students (5%) lauded Night Schools as a ray of hope that could fetch them better jobs. Some students felt Night School a boon to their career.

Table 6 Inclusion of vocational subjects in the syllabus

Vocational subjects preferred	Working children (%)		Non-working Children (%)	Total (%)
	Industrial	Non-industrial		
Yes	64.7	50.0	33.3	52
No	35.3	50.0	66.7	48

Majority of students (52%) working in industries realized that together with working experience, theoretical knowledge in related fields could make them master of their trade. Many students working in non-industrial environment were ignorant about available avenues after learning vocational subjects. Yet, half of the students engaged as peons, hotel boys etc. were also of the same opinion.

The teachers did concede that the present course was not job oriented. Yet, minimum qualification upto S.S.C. was essential particularly in maths and science.
The researcher found importance of Night Schools as 58% students were attending Night School since 2 years and 32% since 3 years. Though some of them might have failed, their persistence and perseverance to continue despite tremendous hardship are commendable.

The researcher interviewed teachers of both the schools again in 2002. No improvement was observed in working of the Night Schools. In fact, more failures join Night Schools. Teachers find the present day students not so eager to study like those in the past. They blame the children for poor result.

Discussion

Night Schools definitely provide opportunities to the under-privileged children and hence every effort should be made to strengthen the functioning and improve the quality of the education therein. The startling fact that emerges from this study is that though the Government is spending the money; the objective is far beyond expectation. Barely 20% students manage to pass. After S.S.C., most of them have to undertake other courses to become a driver, electrician, typist etc. They spend further money to learn the profession that will earn them livelihood. Thus, apart from learning basic maths and science, the time spent by them and the money spent by Government gets wasted.

The researcher found the need of a practical approach towards working of the

Night Schools. Major alterations in their syllabus were felt necessary. The course should be essentially need-based, career oriented and aimed at imparting knowledge that would best equip them to earn their livelihood. The suggestions by the researcher are as follows -

- Basic foundation of those students is very poor at the time of joining the Night School. Unless their base is strengthened, it would be very difficult for them to cope with S.S.C. subjects.
- It sounds paradoxical that the efforts are to complete the course in one year but invariably, students take 2 or 3 years to pass a standard. A pragmatic approach should be adopted. Instead of teaching all the subjects in one year, they should be taught 3 to 4 subjects over 2 years so that the teachers can teach properly and the students can learn thoroughly. Ajagaonkar (1974) and Tiwari (1992) also established that their S.S.C. result was poor because many failures join the Night schools.
- The syllabus of Night School and day school is same. The subjects taught in school give them basic knowledge on various topics. But, how far will those subjects be useful in their future? It would be more meaningful to emphasize on teaching vocational subjects like craftsmanship, carpentry etc. that can fetch them better employment or start independent profession.
- In new S.S.C. course, more than one language should be relaxed for Night Schools.
- Books should be made available to the students who desire and have time to read.
- More time should be spent in the laboratory and workshop.
- Industrialists should be motivated to help them get training in specific areas, as those same children will be subsequently useful to them. Donors should be persuaded to provide books, teaching aids, library and workshop equipment as well as food.
- All the Night Schools should be started from VII standard so that those students not upto the mark can be brought at par at their early age.
- As per latest regulation, anyone who has passed 8th standard and is above 18 years can directly appear in S.S.C. through a school merely by filling Form no. 12. This might further deteriorate the standard and lesser students will enrol in Night Schools.
- Emphasis should be on imparting meaningful education rather than producing certificate holders. Alternatively, they should be permitted to appear for tests as and when they get ready.

This reflects that an overall rethinking is necessary about the objectives and curriculum of Night Schools. Practical approach with regards to their curriculum and operation of Night Schools are vital that needs urgent attention.

To sum, the threat of closure of Night Schools or even contemplation of such a step because of heavy expenditure and poor rate (20%) of success is erroneous logic. Without Night Schools, more juveniles of vulnerable age will be on the streets creating social problems and becoming easy prey to a number of vices and to anti-social adult manipulators. Night Schools are in the greater interest of the society and the nation at large.

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Smt. Rupa Motivala

A STUDY OF THE SOCIAL AND PSYCHOLOGICAL FACTORS

That affect The Elderly Living in Mumbai

Department of Foods and Nutrition

The past century has witnessed a shift in the age make up of the population in the world. More than ever before, there is an increased interest in identifying factors that lead to healthy aging. This study aimed to gather information about the social & psychological factors affecting the elderly living in Mumbai 98 elderly men and women were randomly selected. They were non-institutionalized. The subjects were visited at home & information about social and psychological factors was gathered. The result of the study showed that psychological factors (loneliness, depression; a low self-esteem), social factors (death of spouse, low social interaction etc.) and socio-economic factors, all affected the elderly living in Mumbai.

Introduction

For most of us the goal in life is to die young as late as possible. Probably no subject so deeply interests human beings as that of his or her life span. Old age has been equated with wisdom, experience and respect of the society. For many old age is a wretched time characterised by a sense of uselessness, by physical and social neglect and by severe physical and mental deterioration.

The aging process is multi-factorial and results from the combined effects of inherited & acquired factors, which are physiological, psychological and social. Additional to this is the altered socio economic environment. Thus, it is important to improve the quality of life of the elderly with a major emphasis on helping the elderly to live as independently as possible within the community.

This study aimed to gather information about the factors affecting the elderly living in Mumbai, so as to aid in providing better intervention & health care facilities to the aged. Older adulthood can be made a more fulfilling and happy period of life for the elderly, if one is aware of the psychosocial factors affecting them.

Methodology

This study comprised of elderly men and women (n=98) randomly chosen, who were free living. The subjects were visited at home and with a questionnaire information about social and psychological factors was gathered. The questionnaire included questions on household composition, transportation and recreation facilities and their utilisation.

Results & Discussion

The profile of the study sample was as follows : Table - 1.

Population of the Study

	No.of Subjects	Age Group	Religion	Education
Males	57	60 - 91 yrs	All were Hindus	Professionals & Graduates
Females	41	60 - 78 yrs		Graduates & under graduates
Total	**98**			

A majority of them were retired government employees. The exact income group of the subjects should not be determined, as none were ready to reveal their

total income.

Transportation :

Both male and female subjects preferred bus or auto rickshaw while travelling as compared to taxis or trains : Table 2

Transport Preference of the Subjects

Mode of Trans.	Preference	Reason
Bus	Preferred	Convenient to use
Auto	Preferred	Convenient to use
Taxi	Not preferred	As expensive
Trains	Avoided	Too crowded

Since the elderly living alone they would try to save on transportation costs, this resulted in less of socializing in the family circle as they would be required to travel. Most of them preferred having visitors rather than going on visits themselves.

Health Services :

All subjects were eligible for health care facilities : Table - 3

Health Services

Health Care Services	Free Medicines	Utilised	Reasons
All were eligible	5% took free medicines from them	None utilised the services	Too far from residence

Those who had facilities closer to residence rarely visited for no valid reason. The most commonly reflected cause was lethargy to visit the centre unless it was very close to residence. Some of them said that they did not have good faith & trust in the medical facilities offered to them by the government. The reasons mentioned were regular changes in doctors, fears that junior doctors would attend to them & also the fear that unhygienic medical equipment would be used.

Many of them were members of various local senior citizen organisation that arranged lectures & camps including health camps. But none took benefit from them.

Exercise & Recreation :

Few of the elderly did exercises such as yoga (23%). Many went for walks regularly. No other exercise was mentioned by any of them. Some ladies attended 'mandals' and regularly visited the temple for bhajans. Few women did stitching. Reading was a good past time mentioned by all subjects both male & female. Women read mythological books & religious volumes whereas men had wider area of reading. Politics & finance were the subjects of interest for men. Television was the main source of entertainment for all of them.

Men had slightly more of physical activity as they would go for walks & meet other retired men. One of the major causes of not doing simple physical activity of walking was the lack of proper footpaths or parks. The subjects did no other physical exercises.

Social Changes :

The Social situation involving the aged cannot be ignored since it affects the person's attitude towards life & also health. Social isolation frequently is considered

to be a contributing factor for the development of psychological factors.

In the present study all subjects especially single experienced loneliness. Many of them wanted to be participated in many family functions but were restrained by health problems. Single unmarried older persons were found to be more isolated than married persons. They had lesser interaction in society & said that they did nothing to change that. Person who were more socially active reported less loneliness.

Psychological Changes :

Traditionally, India has been known for respecting the elderly & taking care of them. Many times their own families consider the elderly as senile & redundant. They are therefore to fend for themselves. Loneliness, depression & an unwanted feeling arise in the elderly.

In the present study all subjects living alone & with family expressed loneliness & a felling of being left out & uselessness. 30% of the elderly in this study mentioned depression. They felt loss of authoritative status, which they enjoyed during the prime years of life. They resorted to more of religious rituals & reading of religious books to overcome depression. Depression affects the adjustment of the elderly to their living environment. Most of the aged, experienced a loss of self-esteem as physical strength, mobility & financial resources diminished.

Conclusion :

Special attention must be given to a variety of factors that make our elderly vulnerable. Taking care of them requires a lot of care and attention primarily on the part of the family. Understanding their mental tension, keeping them free of depression and the feeling of loneliness should be the prime responsibility of others living with them. This will make our aged healthier and happier till the time they live. There is a need for potential intervention strategies directed towards individuals of older ages. Improving health practices can have a positive effect among those in poor health by preventing further decline.

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Ms. Rita Patil

"Organisation & Execution of Library Public Relations in Academic Libraries;

A case study on Maniben Nanavati Women's College Library"

Abstract

Highlighting the importance of PR as an important management tool, outlining the scope & identifying different publics to be addressed with clear objectives. Suitable approaches to be adopted for individual target public with matching activities, result in making the library and library professionals as visible, appreciated, supported and rewarded.

In the New Millennium with advent of IT in libraries, traditional libraries would change to Digital, Virtual, and Global library without walls. Library PR techniques with innovativeness would all the more need to be applied systematically and diligently.

Case Study of College Library working within many constraints, yet achieving valuable positive PR with a future outlook is presented with details.

The increasing use of information Technology in libraries during the last decades of 20th Century brought sweeping changes in the field of Library & Information Science. As a result, the profession of librarianship has become a more demanding, one requiring quite advanced knowledge in many fields, in addition to the philosophy, theory, technical knowledge and skills of Library & Information Science.

Libraries of all kinds, need to be effectively managed to cope with challenging situations as follows :

* Rapidly changing technological scenario.
* Shrinking financial resources.
* Ongoing need for training and educating library professionals from entrance to completion of career span.
* Growth of new categories and levels of users.
* Libraries changing from "FREE to FEES" service organisations.

For effective management of Library and Information Centre, every activity should be viewed from a managerial angle. Among the major six management skills required by librarians of 21st Century, "Public Relations" features as an important one.

All libraries have public relations programmes, whether they are recognised as such or not. As long as there is one patron, then there is a PR programme; good, bad or indifferent.

"LIBRARIES ARE FOR USE". Users are important to the library, but the fact is that libraries, if they are to continue to develop, must be projected in many directions and to many different targets, not merely to individual users or groups of potential users.

The directions may be

* Internal - such as library staff, parent organisation's authorities etc.

* External - such as users/customers, suppliers, Government bodies, public, media etc.

PR in Academic Libraries :

The primary purpose of an academic library is to support the learning, teaching and research carried out in the parent academic institution. Academic librarians have never had to worry about attracting patrons because of the "captive audience" in the form of students and faculty who must use the library in order to accomplish their ends. One of the important activities of any Library is to recognise all its most powerful and influential constituents. viz:

* Members of Governing Body/Administrators
* Library Staff
* Volunteers
* Donors
* Users
* Mass Media

PR APPROACHES :

Audio-Visual : Importance of the spoken word and the visual image as instruments of library publicity like Talks, Lectures, Discussions, Debates, Seminars presented both formally and informally to groups of faculty, students and visitors about the scope, aims, contents & services of libraries. Such opportunities to publicise the library should be welcomed and seized upon with alacrity. Correspondence of routine, printed type needs to be carefully drafted & designed. All unpleasant matter like return of books, library fines, complaints about non-receipt of ordered items, explaining delayed or non-payment, curtailing services, changing from free service to paid service need to be conveyed diplomatically making the pill as sweet as possible.

Printed Publications like Annual & other Reports, Library bulletins & magazines, Printed Catalogues, Subject booklists, Lists of recent additions, Special service folders, Book Week Programmes, Posters, Photographs, Invitation cards, Folders, Service leaflets all publications whatever they are, need to be prepared with brevity, with artistic and functional style, and creatively designed with due consideration for the targeted audience. The distribution and effective beaming to the right audience should be well thought out prior to the printing.

Exhibitions & Displays : Libraries, with their books, A/V collection, maps, prints and a host of other materials have a great potentiality for the kind of audio-visual appeal that can be expressed through exhibitions, & displays. As with all other PR activity, these can be put on well or badly, the difference being that the end result will create either an impressive or a discouraging image for the library. Formal inauguration of exhibition by well-known personality has PR value. Thoughtful photographs taken has current and future PR potential.

"Preventive PR" is using forethought and planning before problem arises, as PR is also the anticipation and prevention of possible problems before they have a chance to become major issues.

Essentials for PR :

* A good, updated stock of library materials
* Efficient and helpful library services
* Well educated, well-trained, service oriented library staff
* Positive attitude for PR in library professionals
* Budget of time and finance. Sufficient time for planning, preparing and executing PR activities is necessary. Lake of time is severely limiting factor. Financial resources are necessary to put forward a good PR program. Cuts in overall finances is a major deterrent and is also the obvious excuses for lack of an organised PR programme.

Evaluation : The result of PR activities are seldom quickly forthcoming and time is needed for continuous activity to build up knowledge, appreciation and response. As reputation accrues with familiarity and faith. However attempts to collect feedback is the finishing round of PR along with the evaluation of the same. The evaluation forms the guidance for future PR. They need to be published for the others to learn and gain insight.

Desirable Characteristics of Library Professionals for Public Relations :

* Vision & foresight
* Perseverance to realise short term and long term goals
* Creativity & innovativeness
* Self-confidence
* Participation in activities & events at various levels
* A willingness to be proactive to seek support & not wait till support is given
* Ability to work independently
* Ability to form and work in teams
* Leadership skills
* Enthusiasm
* Pleasant and assertive communication skills - ability to say "no" nicely
* Writing skills
* Public Speaking skills
* Negotiating & Persuasive Skills
* Analytical skills
* Financial understanding & skills
* Instructional, Training & Consultation skills
* Organising ability
* Resourcefulness
* Write & Speak knowledgeably on behalf of the profession on topics of Libraries, Information & Communication media and technology.

Challenges of the New Millennium :

Library scenario is under constant change, revoluationising the concept of library

of 20th Century. Traditional library materials like Books and Journals are taking the digital and electronic formats. The Collection of library materials have uncoupled ownership to access of the materials. The availability of IT, Internet, e-mail has resulted in death of distance making library as a gateway to internet information. New styles, forms & protocols of communication are appearing on the horizons and soon becoming routine. Newer delivery techniques are being invented. And above all with quicker obsolescence of technology, finances are needed much quicker and in unpredictable amount. In these situations adopting PR approach, in libraries, integrating in every operations would be one important way to meet the challenges of the New Millennium.

A Case Study ; Maniben Nanavati Women's College Library :

BRIEF PROFILE :

The library was set up with the inception of the College in 1972. The College is affiliated to SNDT Women's University. The College has developed from 110 students and 3 faculty members in 1972 to 2500 + students and 65 + faculty members in 2001 with three institutions functioning vizly.

1. For Graduation Studies in Arts with Home Science in Gujarati &
2. For Higher Secondary Studies English medium and Commerce in English Medium
3. Career Centre Offering Vocational Diplomas.

The library serves all three institutions.

Providing good library service is a stated objective of the College Management.

LIBRARY COLLECTION : comprises of Books, Periodicals, Pamphlets, Newspaper Clippings, Photographs, Slides, Audio Cassettes, Video Cassettes, CDs & Multimedia.

LIBRARY SERVICES : Traditional services as Reading in the library, Home Lending, Book Bank facilities, Reference Services are further augmented by User Education, providing library orientation for freshers in small batches in respective medium of instruction, Xeroxing Services, personal Assistance to faculty and students for co-curricular activities, learning, teaching, workshops, seminars, further studies and research. Displays are organised through out the year. Special exhibitions are arranged on important events.

Bibliographies are prepared for educational events organised in the College.

NATIONAL BOOK WEEK is celebrated from 14th to 20th November since 1990 to highlight the importance of books in one's life and to promote reading habits and cultivating it as a lifelong habit especially among students.

"The YEAR OF BOOKS 2001 - 2002" was celebrated.

INFORMATION TECHNOLOGY IN LIBRARY : In the College, Library was the first to start use of computers, with the help of the neighbour school. Now 3 PC s with LAN connection, scanner and a library software have been installed.

LIBRARY STAFF : The State Government's staffing pattern allows 1 Librarian, 1 Secretarial Staff and 5 Support Staff for the Graduation and Higher Secondary college. The library has been given 4 support staff over & above the Librarian. The College Management is financing services of additional 1 full time and 1 part

time professional library staff and 1 support staff for Career Development Centre. 1 part time volunteer is associated with the Library for last twelve years.

LIBRARY HOURS : Library is open from 7.30 in the morning to 5.00 in the evening.

LIBRARY MANAGEMENT : Library is managed by the Librarian as the leader of the library staff responsible directly to the Principal and to the Members of College Governing Body. Librarian enjoys equal status with other academic departmental heads and is also functioning on various committees at the Colleged and the University. Library Committee has heads of all Departments with Principal as the Chairman & the Librarian as the Secretary.

Compilation of various statistics regarding different types of use, library procedures and services, finances incurred, etc. direct the trend in formation of library policies and budgetary allocations. Budget plans are suggested on the basis of quantitative and qualitative analysis of statistics, written responses of promotional activities, faculty's teaching and learning needs and College's priority and goals.

FACTORS HELPED TO DEFINE THE NEED & OBJECTIVES OF PR IN THE LIBRARY :

* Budgetary shrinkage and fluctuations
* Challenges for library personnel
* Dissatisfaction about the image of library and library professionals held by general public, administrators, faculty and students.
* Widening gap between the expectations from library and the support given from Government, Funding Agencies and other bodies.
* Participating in Library Association's activities by the librarian.
* Updating professional knowledge by attending lectures, workshops, seminars, Refresher Courses, further studies, reading professional and management literature, visiting other libraries, seeking guidance from the leaders of the Library Science fields, keeping self informed about the changes in curricula of Library & Information Science by the Librarian.

The PR activities at College library ***evolved*** over the period of time and stages :

* *From* unplanned, impulsive activities *to* planned, well thought out activities based on stated and unstated responses of users.
* From aiming at general approach public to aiming at specific target audience.
* *From* adopting general approach for all *to* differentiating various approaches and adopting them for identified target audiences
* *From* library's perception of activities *to* incorporating perceptions of services by Users/Audiences
* *From* occasional financial allocation *to* planned budget for finance and time seeking wherever possible support from donors, sponsors and funding agencies with the proposals.
* *From* undefined, vague support of library staff *to* purposeful team work backed by training and development of library staff including volunteers.
* *From* grabbing opportunities *to* creating opportunities.

Ahalia Mahavidyalaya Women's College
LIBRARY BOOK
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* *From* general appeal for increase in funds, staff, equipments, physical space, to specific requests stated in reports, scheme and proposals supported by statistics, successful events, and financial implications.

* *From* passive involvement in the activities and programmes of the parent organisation *to* full participation, leading as well as forming teams for activities and programmes of parent organisation.

Use of PR techniques for :

* Considering users' needs & perceptions

* Communicating in varied directions at different levels & styles

* Collecting responses & evaluating them in various activities organised / employed to match with the set objectives.

Targeting public/audience by MNWC Library to reach and persuade to achieve required objectives/information with appropriate methods/means to implement :

Public/ Audience	Methods/ Means	Information About
Governing Body	Reports	- Shortfall/reaching goals in
Chairperson		- Physical area, Collection, Staff,
Secretary		Services & Financial support
Treasurer		- Library services supported by Statistics
		- Analysis & evaluation of Results for Future course of actions
	Proposals &	- Defining policies & goals
	Personal Contact	- Plans to translates goals into action
	Budget Plans &	- Financial implications of activities
	Persuasive talk	- Sources & Alternatives
		- Justifications & accepting the changes
	Library Service	- Personal interests & building library Collective accordingly
	Arranging Visits	- Institution's PR for general/specific public
	With public/	- Informing library services and extent of
	Potential	Use, with stress on future plan
	Beneficiaries	- Support of Governing Body for library
Principal	One-to-one &	- Appraising about Library, library staff,
	Committee	Needs of faculty & students
	Meetings	- Alternatives for solutions to challenges
		- Invoice approvals
		- Monitoring Budget & Auditing
		- Keeping informed about Personal interest, needs Relevant administrative, political, legal

		& cultural information
		- Outreaching help for various policies, Schemes, proposals, reports, presentations
	Reports	- Overall annual performance of library Supported by data, & photographs
		- Revisions of policies, procedures, rules
		- Performance appraisal of library staff
Library Staff	Personal	- Library as service organisation
	meetings	- Inform about library's plans, fluctuations in work assignments, staff, budget
		- Two ways communications - suggestions, reporting, requirements, service rules
	Instructional Manuals	- Consistent practice in record keeping & procedures
	Training	- General & specific jobs e.g. compiling statistics, communicative skills, designing displays, user education
	Listening & Guiding	- Complaints, problems, aspirations, Conflict resolutions, counseling, welfare, With fairness & firmness
		- Reviewing performance
		- Career and educational progress
Faculty	Notices with personal name	- New Releases, Changes in Library Rules, Relevant information
	Library Services	- Reservations, Acquisitions, SDI, Teaching & Research needs
		- Bibliographies for projects, workshops, seminars,
		- Library tour & introduction to new faculty members
	Committee Meetings	- Contributing in academic and co-curricular plans & activities
	Personal Contact	- Forming support group for library, & team for various activities
		- Involving in library activities from planning to execution
		- Helping in use of Information Technology
	Participation by Librarian	- Talks, lectures, written contribution in academic events
	Coordination	- Responding & timing library projects with faculty's objectives
		- Weeding of Library Collection
Students	Signs, Notices	- Library Hours, facilities of library &

	Written Help	helpful arrangements of library holdings
	Procedure	- Convenient & attractive physical
	Bulletin Boards	environment
		- Simplifying procedures, rules, regulations
		- Positive attitudes of library staff
		- News paper Clipping, etc.
	User Education	- How to use and explore library materials, types & formats of information sources
	Displays/	- Recent additions
	Exhibits	- New subjects and approaches
		- Important events, DAYS, career options
	Correspondence	- Overdues
	Personal Contact	- Approachability of library staff
		- Personal Assistance in learning
		- Redressal of grievances, complaints
		- Understanding their needs
		- Help in co-curricular activities
		- Librarianship as an avenue for career
	National Book	- Importance of Books & Reading
	Week & Year of Books	- Cultivating reading Habit & Pursue as life long habit
		- Library as a learning centre with new technology over and above curricular needs
		- Use of PR materials, as reminder of library's role in self development
Volunteers	Personal	- Appreciating willingness
	Contacts	- Maintaining talent profiles
		- Thanking & Public Acknowledgement
	Training	- For Specific event (eg. People Skills)
		- For Specific Job
	Individual work records	- Generating commitment and self development
Donors	Reports	- Utilization of donations
		- Exhibiting donated items
		- Printing catalogue for use & PR

BUDGETING :

For each major event, detailed budgetary plans of time and finance required are chalked out. Approval and sanctions are obtained from the Principal & Governing Body of the College. Allocation of 5% is earmarked from the annual library budget for PR Activities. Proposals for UGC Grants - "Books & Journals" include minimum 10% allocation for the "Promotion of Library" activities. Sponsorship is also sought, from funding agencies and private donors. Innovative projects using PR has

distinguished the Library in the eyes of the Governing Body. Recently, the college Governing Body set aside Corpus Fund exclusively for "Special Activities of Libraries" from the donation made by the Chairperson on her Amrut Mahotsav.

FACTORS CONSIDERED IN ORGANISATION OF NATIONAL BOOK WEEK AND MAJOR EVENTS/EXHIBITIONS :

* Selecting a THEME, and related activities like lectures, sessions, workshops, games, based on expressed and felt needs of the users.
* Involving members of Governing Body, Principal, Faculty and library staff in :
  - Planning
  - Suggestions for suitable personalities for various activities
  - Forming committees for each item matching with individual's status and talent profiles
* Planning detailed budget of finance and time, & getting the approval making necessary changes
* Pre - publicity in the College about the event
* Designing, and Printing / In House preparation of suitable materials like
  - Bibliographies
  - Invitation letters / Brochures / Folders
  - Posters, graphs, charts, boards, signs, quotations, poems, writings
  - Creative items for distribution as PR activity
  - Attractive formal Invitation cards
* Sending the invitation cards as per updated & accurate mailing list, followed up by telephone to influential constituency members and donors.
* Using creative styles in physical arrangement of the exhibitions.
* Using innovative and colourful methods to display photographs, models, cut - outs, captions, replicas, artifacts, new furniture / equipments demonstrations - live and / or with the help of Technology e.g. VCR / Computer with Multimedia / LCD Projector
* PR regarding the College & Library with the invited personalities
* Formal Inauguration function by eminent personalities; pre & post event press-releases in newspapers
* Separate photographing for record, posterity, reports and PR purpose
* Use of Remarks Book and spontaneous written responses
* Inviting suggestions
* Acknowledging contributions / suggestions / help made by faculty, authorities, students
* Evaluating the responses, noting the areas of improvement for future activities

VISUAL PR COMMUNICATION ITEMS :

Graphics like charts, graphs, models, signs, along with quotations, poems, catchy captions are artistically designed and prepared by the library staff to visually communicate with PR approach.

Printed publications : Creatively prepared by the library staff and are used for PR purposes :

* Library rules and services
* Library procedures
* Catalogue of special collections
* Proposals for various schemes for Colleges and Library to Government and Funding Agencies
* Reports for various grants, donations, & endowments
* Performance appraisal for Grants
* Annual Reports
* Institution's Reports & Souvenirs

special items for ***Nationals Book Week & The Year of Books :***

* "Record of Reading" Book
* Book marks
* Brochures
* Folders

FEEDBACK & EVALUATION

Complete success or failure is rare in anything and most results tend to fall somewhere between the two extremes. With many PR programmes, measurement is difficult. Certain changes are indications for successful PR e.g.

* Gaining faith and involvement of stakeholders in the Library activities
* Appreciation of Library's role as an active, vibrant educational unit of the College.
* Greater allocation of finance, staff, space by authorities
* Unexpected donations / endowments
* Attracting better staff for library
* Reduction in repeated questions for directions, procedures, etc.
* Increased visits & greater use made by readers
* Greater interests & suggestions expressed
* Requests for more activities by the public
* Recall of displayed items by the readers
* Greater involvemen. in library activities by users and authorities
* Higher expectations by users

However among many successful activities, one distinct activity can be addressed as a major disaster for PR. "Video cassettes viewing programme for the faculty" to highlight new service and A/V collection of library was organised in April 1991. The timing was not perceived convenient by the faculty. Few senior

faculty members when approached by the librarian proposing the programme had nodded agreeably during one - to - one informal meet, but later on faculty as a whole group opposed the programme because of the compulsion imposed by the College authorities, who in fact were enthusiastic to introduce A/V approach in teaching.

Great deal of PR at personal level along with patience were exercised by the library staff over a long period to win back the support of the faculty. The episode taught important lessons of (1) value of timing, (2) information flow at all levels and (3) sensitivity to users' feelings.

PR is hard nosed, demanding and continuous process. Problems can occur even after detailed planning, e.g. the speaker may fail to arrive. Resourcefulness supported by earlier PR efforts help to convert challenges into solutions and achievements.

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Mrs. Abha Sharma

FINANCIAL SECTOR

ISSUES, REFORMS, ACHIEVEMENTS AND PERSPECTIVES

Significance of Financial Sector : Economic development of a country depends on capital formation which, in turn, depends on whether finance is made available in time, in adequate amount and the terms on which it is made available. The financial sector establishes a bridge between the savers and the borrowers and thereby helps capital formation. It is an essential adjunct of economic growth.

The relationship between economic development and financial development is mutually reinforcing. While financial markets accelerate development, they, in turn, grow with economic development.

What Is Financial System ? The word 'system' in the term 'financial system' implies a set of complex and closely connected or intermixed institutions, agents, practices, markets, transactions, claims and liabilities in the economy. The financial system of any country consists of specialized and non-specialized financial institutions, of organised and unorganised financial markets, of financial instruments and services which facilitate transfer of funds. Procedure and practices adopted in the markets and financial interrelationships are also parts of the system.

A sector has a boundary, while a system shows interrelationships between core and the other elements of the system. In this analysis the word 'system' and 'sector' is used interchangeably. Secondary data is used here. Fig.1 presents a typical structure of financial system in any economy.

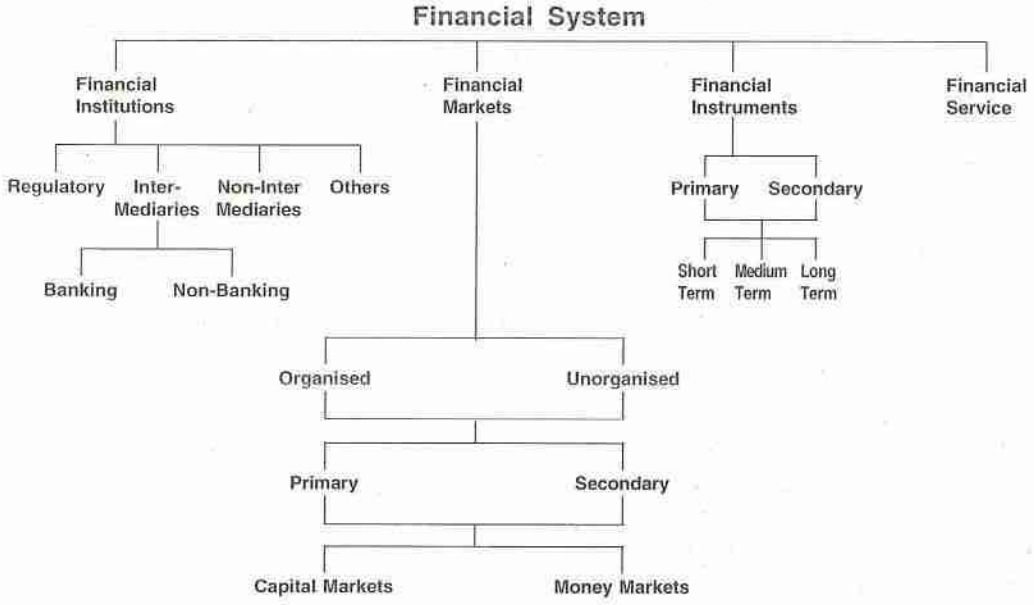


Fig. 1 : Financial System - Various Parts,

Source : Bhole, L.M., Financial Institutions and Markets, 2001, p.4.

Desirable Characteristics Of Financial Sector :

Experiences across the world confirm that countries with well developed and market-oriented financial sectors, have grown faster and more steadily than those with weaker and closely regulated sectors. The different desirable characteristics of a good financial sector are :

- The most pressing need of a primary market users is that they should be able to do business with each other at low cost. An efficient financial market minimizes transaction costs.
- There should also exist a healthy secondary market, so that the securities are negotiable. It is desirable that transactions in the secondary market should be much greater in value and volume than those in the primary market.
- It is desirable that secondary market is an active one. The two criteria used to determine the level of activity are :
  - Depth of the market - An active financial market should have closely bunched buy and sell orders for a security.
  - Breadth of the market - A broad financial market has large number of different types of investors buying and selling securities. A broad market will exhibit greater price stability.
- The three important aspects of the efficiency of a financial sector are Allocative Efficiency or the use of funds by most efficient firms. This requires that the secondary markets should be operationally and informationally efficient.

Operational efficiency requires that the difference between gross acquisition costs and net sale proceeds minimum, so that the holders of old securities can restore liquidity without loss in the secondary market. The third type of efficiency refers to Information - Processing Efficiency. A financial sector which is fully informationally efficient will have all buyers and sellers bargaining on an equal footing. It also provides sufficient opportunities for hedging against possible future contingencies and reducing risk.

- The market should also be flexible to adjust to changes in external circumstances.

Issues : In many of the developing countries, the financial sector in general and the banking sector in particular has been plagued by various problems which necessitated drastic structural changes and a re-orientation of approach in order to move towards the development of a more efficient and well functioning financial system.

In India, various financial market segments such as money market, foreign exchange market, government securities market and capital market for long remained insufficiently developed. As they suffered from some serious deficiencies - limited number of participants, tight regulations, limited instruments, segmentation of various markets, limited volumes, low and at times pre-determined coupon rates, lack of efficient market practices including

trading and settlement practices and small investor base. The Indian Capital and Foreign Exchange Markets also remained, by and large, isolated from the international capital and foreign exchange markets.

While some reforms to develop the markets were initiated in the 'eighties' major initiatives were adapted only after 1990.

Financial Sector Reforms : After 1990 the Indian Financial Sector witnessed financial sector reforms for achieving the following goals :

(i) Correction and improvement of the macroeconomic setting, involving monetary policy reforms viz. rationalisation and deregulation of interest rates, redesigning of directed credit programmes and reduction in levels of resources pre-emptions.

(ii) Improvement of the financial health of banks.

(iii) Building up of financial institutions or banks and relevant infrastructure.

(iv) Improvement in the level of managerial competence and quality of human resources by suitable training.

(v) Improvement in access to financial savings.

(vi) Promotion of competition through a level playing field, redefining role of banks and encouraging innovations and easier entry/exit in financial sector.

(vii) Development of transparent and efficient capital and money markets.

Financial Sector reforms are influenced by various committee reports viz. Narasimham Committee Reports (1991, 1998) in case of banking sector reforms, Malhotra Committee Report in case of Insurance Sector Reforms, Padmanabhan Committee Report in case of reforms in regulation of banks.

Table 1 has classified different financial sector reforms initiated in the last decade under two groups-capital market reforms and banking related reforms.

Table No. 1

Financial Sector Reforms During The Last Decade (1991-2001)

Year	Capital Market Reforms	Banking Related Reforms
1991-92	Financial institutions (FIs) free to decide on debt equity swaps.	
1992-93	1. Securities Exchange Board of india (SEBI) announced guidelines on equity market disclosures and transparency. 2. Financial Institutional Investors (FIIs) allowed to hold 24% of local Cos. Individual FII can hold maximum of 5% of total equity in a single company. The sensex touched the level of 4367 which was the highest in that period.	1. Narsimhan Committee on Bank Reforms submits its report. 2. Statutory Liquidity Ratio (SLR), Cash Reserve Ratio (CRR) cut to reduce state pre-emption of loanable funds. 3. Number of lending rates cut from six to three. 4. Capital adequacy norms laid down for the first time.

	3. Screen based trading started at National Stock Exchange (NSE). 4. Over The Trading counter Exchange of India (OTCEI) was established Indian Firms allowed to access European markets via Euroequities. 5. Private Mutual Funds were allowed.	5. 365 days Treasury Bill (TBs) introduced with the market related rates. 6. Other Securities rates raised to bring them closer to market rates. 7. Deposits related rates freed, subject to ceiling.
1993-94	**1.** Controller of Capital Issues (CCI) abolished, issue pricing to be market determined. 2. SEBI empowered as market regulator.	1. State Bank of India (SBI) Act was amended to allow the banks to access equity market. 2. Number of interest rates cut from 4 to 3, floor lending and deposit rates brought down. 3. Budget provides Rs. 5700 crores to capitalise banks. 4. Prudential norms laying down the maximum Non-Performing Assets (NPSs). 5. Debt recovery tribunals were established. 6. Malhotra Committee Report recommended entry for private sector in insurance market in India.
1994-95	**1.** SEBI regulation 1994 was passed. 2. Unit Trust of India (UTI) brought under SEBI jurisdiction.	1. Freedom was given to banks to decide their Prime Lending Rate (PLR). 2. No minimum lending rate for loans above Rs. 2 lakhs. 3. Adhoc T.Bs limited by agreement between Government and RBI, to limit monetisation of the government debt.
1995-97	1.Norms for Cos to access the capital market further tightened. 2. First time issuers required to have a three years dividend paying record. 3. Public sector banks allowed to access markets and price the issued at premium. 4. Stock Exchanges asked to set up clearing to houses.	1. Industrial Development Bank of India (IDBI) Act was amended, IDBI raised Rs. 1200 through its public offering. 2. SBI became the first Indian Bank to be listed overseas. 3. Six primary dealership firms, promoted by banks and FIs were granted a license to operate. 4. CRR cut from 13% to 10% 5. PLR cut, Government decided to

announced.	5. Stock lending scheme was banks. 6. A committee headed by Shri P.N. Bhagawati constituted to modify Take Over Code.	allow setting up private sector local
1997-98	1. Entry barriers for unlisted companies lowered. 2. SEBI changed rules to create a wall between issuer and registrar of issue. 3. Disclosure norms made more stringent. 4. Multiple categories of Merchant Banks (MBs) merged into one category. MBs banned from non-capital market transactions.	1. Interest on foreign currency deposits de-regulated. 2. Fixed interest rate regime relaxed. 3. RBI Act was amended after a number of scams.
1998-99	1. Rolling settlement for dematerialized shares. 2. Infrastructure Cos get easier public issue norms. 3. Initial Public Offers (IPOs) to go through depositories.	1. Banks get tougher provisioning norms for government securities, state government guaranteed loans. 2. Risk weight assigned to government securities, state government guaranteed loans and forex open position. 3. Non-Banking Financial Companies (NBFCs) regulations tightened. 4. Insurance Regulation and Development Authority (IRDA) Bill was introduced in parliament.
1999-2000	1. Securities Law Amendment Bill 1999 was passed in parliament, incorporating derivatives and units of investment schemes as securities, as defined by the Securities Contract and Regulation Act 1956. 2. Rolling Settlement allowed in in 10 scrips. 3. Companies free to determine par value of their new issues. Sensex crossed the level of 6000 in this year.	1. IRDA Act was passed in the parliament. It allowed private equity in insurance, and foreign equity at 26% of total capital. 2. Banks allowed to operate different PLRs for different maturities. 3. Times Bank merges with Housing Development Finance Corporation (HDFC) Bank. 4. Industrial Credit and Investment Corporation of India (ICCI) Bank as well as ICICI got listed in New York Stock Exchange (NYSE) after their respective American Depository Receipts (ADR).
2000-01	1. Dematerialized trading made	1. Amendments of Banking Companies

	compulsory. 2. Rolling settlement introduced. 3. Internet trading permitted.	and Transfer of Undertaking Act to allow banks to enter in insurance sector. 2. Governments say will cut its stake in public sector banks to the level of 33%. 3. State owned banks announced a Voluntary Retirement Schemes (VRS) to shed excess staff. 4. RBI allowed NBFCs to convert themselves into banks. However big industrial groups such as TATAs BIRLAs etc. are not allowed to start banks, nor hold more than 10% of total equity in a bank. 5. IRDA issued licenses to private insurers. 6. Bank of Madura merged with the ICICI Bank. 7. RBI announced cut in bank rate and CRR. 8. IDBI act was amended to make film financing an eligible activity for the financial institutions.

Source : Indian Bank's Association, Indian Banking Year Book 2000, p.22-27.

The reform process is an ongoing process and there are still many areas where reforms have to be completed e.g. capital adequacy ratio is expected to reach 10% by end of March 2003.

Achievements : Table 2 deals with differences between promises and actions in the last budget 2001-2002.

Table No.2

Financial Sector Reforms : Promise/Action	
Promise	Action
1. Corpus of RIDF increased from Rs. 4500 crores to Rs. 5000 crores.	Action Completed : More liquidity promise for rural schemes.
2. Banks to cover eligible farmers for Kisan Credit Cards (KCCs).	Action Completed : Mr. Sinha's pet scheme to finance farmers.
3. Banks to provide for premiums of personal insurance package in KCC.	Coverage being extended, good progress, loans disbursed under KCC Scheme brought under Krishi Bima Yojana.
4. Subsidy of Rs. 78 crores for rural godowns.	Action completed : Move aimed at improving storage.
5. NABARD proposes to cut the rate of interest for funding the storage of crops from 10 to 8.5%.	Action completed : Move seen to enable better storage and enhanced value.

6. 7 more Debt Recovery Tribunals.	Action completed : Banks armed to recover Non-performing Assets (NPAs).
7. Banking Sector Recruitment Board abolished.	Action completed : Major steps to reform staffing pattern of banks.
8. Government to abolish stamp duty on transfer of debt instruments within the depository mode.	Action completed : It was launched on October 10, 2001-Suitable amendments have been made.
9. Implementation of Deepak Parekh Committee to restructure UTI, including extending tax incentives.	Partly Done : Tax incentives extended but UTI restructuring yet to be completed.
10. To set up a joint mechanism between SEBI and Department of Company Affairs (DCA) for taking stringent action against unscrupulous promoters who raise money from investors and misutilise them.	Action taken : A coordination and monitoring committee set up with members of DCA, SEBI and Stock exchanges. Companies which file their documents and comply with the listing agreement will be taken off the vanishing companies list.
11. Debt market reforms : - Clearing Corporation for forex deals	Action Incomplete : Clearing Corporation set up with SBI as chief promoter, but not yet functional.
- Government Securities (G-Sec) trading on order driven, screen-based system.	All other promises are under various stages of pilot runs, finance ministry claims.
- Negotiated dealing system for G-Secs.	G.Sec Act is ready to replace Public Debt Act.
- Electronic fund transfer and real time gross retirement system. - G.Sec Act to be placed in Parliament. - Legislation on securitisation.	Securitisation Bill not prepared yet.
12. A high-level group proposed to give recommendations on government and non-government, unorganised sector pension schemes to reform pensions.	LRDA gives its report within three months. Centre announces funded pensions for government employees.
13. Administered interest rate to be reduced by 1.5 per cent. Tax concessions to continue.	Action completed : Rates were reduced soon after Budget to as her in a change in the administered rate regime.
14. Expert committee to be set up to review the administered small savings scheme.	Action Taken Y.V. Reddy Committee submits report. Government considering its suggestions.
15. Indian Cos may invest upto $50 million abroad annually through the automatic route without three year profitability condition.	Action Completed : RBI issues notification on March 1, 2001 to enable Indian Cos to venture overseas.

Source : The Economic Times, "A Molehill out of a Mountain of Promises", 7th February, 2002 p.13.

Reforms are a long drawn out process and there is a log of opposition to reforms because they have not benefitted the poor. Besides there are frequent changes in the Government at the centre and the states and lack of enthusiasm on part of the states to implement the reforms.

Promises In The Budget 2002-2003 : In order to add transparency and stability in the capital market, Government plans to announce issuance calendar for Government securities, introduce a new Government Securities Bill to replace the old Public Debt Act 1949. So as to boost investor confidence and to strengthen market integrity; it proposes to complete the process of demutualisation or corporatisation of stock exchanges by the year 2002, bring about legislative changes in SEBI Act 1992 for investor protection. The reforms in the banking sector would be continued to enhance efficiency and competitiveness of the sector. Government proposes to introduce a new bill on Banking Sector Reforms and plans to set up a pilot Asset Reconstruction Company by June 2002, for taking over non-performing assets of the banking sector. The Deposit Insurance Credit and Guarantee Corporation (DICGC) has been converted to Bank Deposits Insurance Corporation (BDIC) for dealing with distressed banks. Necessary amendments are proposed to be made in the Banking Regulation Act 1949 to relax the maximum ceiling of voting rights of 10% of foreign bank subsidiaries.

Perspectives : The Indian Financial Sector is now gearing up for the second phase of reforms. The financial sector needs badly a paradigm shift - a shift from the bureaucratic handling of the sector to a kind of handling based on professionalism. Slowly, the country has started its journey on the much desired road of being market oriented.

- Presently, we have a structure in which different sub-sectors of the financial sector are highly stratified within the sub-sectors, Based on the trends emerging, worldwide and within the country, the end of stratification between sectors and consolidation between some sub-sectors would be the inevitable compulsion of a fast growing economy.
- In the pre-reform era, the Indian Financial Sector was not high on the scale of transparency and disclosures. In the last few years progress has been made and the regulatory system at present is far more conscious and enforce necessary disclosures and compliance with norms. It is expected that with the gradual strengthening of the system, reaching and adherence to international norms is not going to prove too difficult.
- Our legal system has not kept pace with measures of financial sector reforms. To make our financial sector more effective it needs changes in the Legislative framework, at the level of the constitution. Laws should be such as to enable speedy recovery of the dues of the banks.
- The main players of the financial sector, viz, banks, insurers, investment banks, asset management and securities firms, trading and distribution agencies have functioned with sufficiently high borders between them. For smooth functioning of the financial sector, these borders are gradually being removed.
- Upon the support system depends the strength and well being of the financial sector. The support system-regulatory as well as self-regulatory

- has to be pervasive and effective. Growth of such a support system for the financial sector is a welcome development of the post-reform era. SEBI, the Board of Financial Supervision (BFS), Association of Mutual Fund of India (AMFI) and other associations of different market players have been established and they are busy fixing norms and practices for healthy working in their respective fields. These bodies are gradually being empowered by laws, to assume responsibilities for proper conduct on the part of financial sector they support.

- Consolidation of banks and the branches, to reduce the average cost of service to the client and to increase the spread between average revenue and average cost, should be the long term goal of the banks in the future.
- The market should become perfectly efficient so that nobody derives an undue, even temporary advantage of inefficiency.
- The foreign exchange market should move towards a full fledged capital account convertibility as recommended by Tarapore committee. This committee has recommended that in view of comfortable foreign exchange reserves, every Indian should be allowed to purchase upto a limit of 3500 dollars. This would protect to some extent the purchasing power of his rupee.
- Financial sector institutions including insurance companies should not be asked to reconcile commercial and social welfare functions, if they are going to be judged solely on maximization of profits.

Conclusion : Indian Financial Sector with its good past and intrinsic strength will be strengthened by the rapid reforms which have been initiated. One hopes in the new millennium, it would merit and bear a fair comparison with the financial sector in other parts of the world.

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HUMAN RESOURCES PRE AUDIT - IMPERATIVE NEED IN CASE OF MERGERS AND AMALGAMATIONS :

1.00 PREAMBLE :

With the advent of globalisation and liberalisation, the market forces have started operating in different ways and in order to sustain and derive maximum synergic benefits and reduce cost so as to become more competitive in a completely exposed free market, the industry has been resorting to unprecedented level of mergers and amalgamations.

The last few years have seen mergers and amalgamations of entities of sizes hitherto unrecorded.

To keep in line therewith, there has also been evolution of new practices in the sphere of accounting, finance and tax.

The authorities too have been coming out newer and stricter norms of valuation, capital market control, accounting standards, etc. 'Due Diligence Studies' are also carried out extensively and a lot of reliance is placed on these studies.

While 'Due Diligence Studies' are carried out with more emphasis on accounts, legal, commercial, finance and other aspects, **the due importance for 'Human Resources' Related areas has not been given.**

It is needless to point out that any scheme of amalgamation or merger could not succeed to the extent envisaged in any strategic paper unless and until the aspects of human resources are fully studied, analysed and carefully utilised both in the pre and post amalgamation or merger stages. **The human ability to manage the change is vital.**

This paper is aimed at analysing some of the aspects which need to be studied in depth.

2.00 COMPATIBILITIES :

It is a well known fact that every organization is unique and typical and has been built up by distinct character, philosophy, culture and vision. Every organisation is like any human being, possessing typical and unique characteristics, temperament, rhythm, momentum and values built over a period of time though may in turn possess heterogeneous head counts. Every organisation has it own beliefs, values and attitudies.

The values of human resources have to be carefully matched of all the entities planning for merger and amalgamations so as to ensure achievement of optimum result of any plan, be it marketing, technical, financial or administration.

It is these human assets which would be required to implement all that have been conceived to achieve the advantages of merger or amalgamation and it is therefore needless to state that the ultimate success depends in the smooth, cohesive and complete manner in which the **human resources of the entities would ultimately merge or amalgamate.**

Any plan to integrate, amalgamate or merge the human entities requires careful consideration and due deliberation of innumerable aspects like any other

segment such as marketing, technical or finance. In fact, integrating human resources calls for much more care and skill than merging of technical or market or financial resources. This is mainly because of the fact that the human value in its totality as perceived and seen in any organisation and those within the organisation with focus on individuals would be totally different and in fact are more complex, sometimes may even be beyond comprehension.

3.00 NARROWING DOWN DIFFERENCES :

As stated earlier, every organisation is unique and typical and is highly impossible to conceive of organisations merging or amalgamating as homogenous in all respects of human values.

It is ultimately the success with which the different values of the various entities would be woven as a single well knit unit with least friction at every stage of operation, that is to say, at conceptual level, pre merger level, post merger level and in the years to come that would spell out clearly whether the so called advantage of merger or amalgamation would fructify.

It is inconceivable to think of situations without friction nor is it possible to expect equally non manageable levels. It is therefore necessary to understand the type of problems, the gravity of the situation, the relative weightage, the possible areas of conflict, the probability of conflict and chalk out well thought out plans to iron out these areas. This would be better than adopting crisis management style which would only bring in adhoc practices with quantifiable avoidable losses.

In other words, evolving plans for human resources integration at various levels call for a complete understanding of the human values and in fact calls for a complete 'Diligence Study'.

4.00 SCOPE OF STUDY :

4.01 CORPORATE PHILOSOPHY ON HR :

There is a need to analyse in depth the corporate philosophy of the unit in question as regards the Human Resources. Different organisations have **different philosophies and it is essential to understand the underlying philosophy.** There are organisations who are more philantrophic when it comes to the question of human resources and there are others who treat human resources like any other form of assets. There are organisations who are lenient towards human resources and there are others who strictly follow 'hire and fire' policies.

There was organisations who recruit head counts strictly as per requirement and there are those who recruit on referral. There are organisations which are family owned. There are those who are community owned and then there are those which are universal.

The corporate philosophy as regards human resources would be clearly discernible and this would form the central fibre on which the entire human resources would have been woven together and any disturbance to this fibre unless and until carefully carried out would lead to unsurmountable and unpredictable problems.

4.02 AGE OF THE ORGANISATION :

It is necessary to take adequate not of the age of the organisation and the journey of the organisation during various periods of industrial upheavels.

While younger organisations would reflect adoption of current practices, latest mind sets, etc. the older organisations would reflect the values prevalent in earlier decades.

While the younger organisations would not have had the opportunities to sail through different phases of business cyclical life, the older organisations would have developed certain amount of resilience and maturity.

Again the older organisations may have head counts at different age groups.

It may also be possible that the older units may rely heavily on experience and the younger ones more on 'qualification'.

4.03 HR MANAGEMENT PRACTICES AND PROCEDURES :

It is absolutely essential to study and understand the Human Resources practices and procedure at various stages such as :

- **Budgeting of head count requirements**
- **Head count utilisation methodologies**
- **Recruitment methodologies**
- **Orientation and training methodologies**
- **Provision of facilities for job learning**
- **Skill development opportunities**
- **Growth opportunities**

Management is a skill and an art. Though there has been well studies researched methodologies and recommendations for Human Resources principles and practices and strategic management of human resources, there exists a lots of diversity.

An organisation and its people who are used to certain practices, procedures and methodologies would find it extremely difficult to adjust to certain other philosophies, procedures, practices and strategies and even if they were to adjust to the same, the cost and the time effect should be least damaging.

It is in this context a detailed exercise is called for to understand the background, the change over needs and the strategies for change over.

4.04 ORGANISATION STRUCTURE AND RESPONSIBILITY CENTRES :

Every organisation structure its organisation on an ongoing basis to achieve the best possible results and restructures more often to adapt itself to the changing requirements. it is also not uncommon to come across organisations following different structures. There are different structures and different responsibility centres.

The reporting and responsibility centres vary from organisation to organisation.

It is a common knowledge that any change in pattern disturbs the smooth flow of work and invariably brings in complexities. It is to be borne in mind that the structure is represented on the paper but the responsibility centres are represented by individual human resource of pre set calculations, variable characteristics etc.

4.04 (A) FUNCTIONAL ANALYSIS :

The various functions are the departments of all the entities to be merged or amalgamated need detailed evaluation to decipher.

(i) the style of function
(ii) the core management team
(iii) the management practices
(iv) complementary and supplementary effect
(v) Redundancy areas/levels
(vi) Mitigating effect
(vii) Inter and Intra personality aspirations/Ambitions/expectations etc.

4.05 SALARY STRUCTURE/FINANCIAL PACKAGES :

The detailed study of financial package at various levels, the impact of increments at various levels over a period of time, the incentive methodologies, etc. is absolutely essential.

The unionised and non-unionised levels require a different approach.

5.00 HUMAN FACTOR :

5.01 PRE-MERGER ANXIETIES

Unlike machines the human being have emotions and react quickly even rumour of merger or amalgamation brings in anxieties at different level with varying magnitude.

The impact would be serious and needs different techniques and strategies to reduce the intensity. This is true for all the entities.

There may be irrepairable damage if this element is not carefully handled.

5.02 POST MERGER IMPACT

There is bound to be post merger effect which may last even for years to come.

It is therefore necessary to chalk out detailed plan to make the merger of human resources smooth, productive and harmonised.

6.00 CONCLUSION

It is therefore clear that a detailed indepth study is called for in the areas of human resources in case of merger or amalgamation. The aim of this paper is that to highlight the needs and probable scope for such a study without dealing in depth on each and every aspect involved.

Mr. Jayant Mehta

COUNT YOUR CHICKEN BEFORE THEY HATCH

Arvindam Chaudhuri

Management Guru Arvindam Chaudhury, mension that one can count your chickens before they hatch. It is all about attitude learning, from mistake, persisting in the face of adversity, vision, empathy for others, human relation skills & Communication skills. The book is divided into five chapters, each leading into the other. The first chapter deals with being passionately involved with whatever you think & do.

The three dimension to success which Chaudhuri calls it - the ASK Principle of success. The Attitude dimension, the Skill dimension and the Knowledge dimension. The right attitude is about being passionate about what you do. One has to be passionate about your beliefs. Passionate beliefs often make great sacrifices look easy. Those who can count their chickens before they hatch are people who are passionate about being the maximum numbers of chickens hatching. People with passion automatically tend to be innovative. The most important point to be remembered is that people who passionately believe they can, develop the ability to persist in the face of adversity.

The next chapter is devoted to the skills necessary for people to succeed in life. The magic mantra which Arvinadam suggests is 'Smiles win friends'. Another important factor in winning friends is about the great quality is listening and how to sincerely appreciate friends and be genuinely nice to them. By admitting your mistake you can give yourself a feeling of nobility and exultation. Motivation is another important factor. It is not just about wining friends, it's also about driving people and friends towards higher level of efforts. Small token of appreciation for your people can change the way they look of you, your organizations.

The 3rd chapter tells about the four Principle for effective Communication.

The first Principle for effective communication (L A W i.e. Looks, Action and Words) Looks - are not just about expression but also about the way one dresses up. Action - Perfect actions and body language have always been one of the greatest assets of great communications.

Words - Words can be powerful. The right words however few could trigger many a brilliant idea, bringing fresh life into your organisation. The second Principle for effective Communication is to be audience friendly, and to keep the Communication Short and Simple. The third Principle for effective communication is to be polite and polished - as a speaker, we need to know our audience and be empothie and polite to them. Politeness is a virtue, it needs lasting impression. The fourth Principle for effective communication is to bring in the humorous human touch - Humour is effective. A good way of bringing humour is by cracking a joke on yourself.

The 4th Chapter discusses Pegging cultural holes - Global Management Practices and theory "I" management.

The writer here suggested that people are different, so are the culture and lifestyle as a result management styles tend to be different. Theory "I" is an attempt to understand and define the Indian worker just like the Japanese had tried to do with their Theory "z", although India has some of the best management schools of

the worlds and the best behaviour of skills humour talent, we are not able to do as well as we have failed to develop on indigenous management style which revolves around our cultural roots and upbringing some of the Principle of "Theory" "I" management suggested are

(1) Most Indians value emotional bonds a long term relationship.

(2) Most Indians value growth opportunities and Commitment.

(3) Our cultural roots often make us complacent.

(4) Lack of patriotism at micro level leaves us aimless.

The last chapter Sleepy Cows to Galloping Horses - The author suggested two ways for making people work - "I" Management prescribes solutions at two levels : The Macro and The Micro.

At the Macro level,the Government and the Industry need to self leadership standards. One need to have Macro level policies for enhancing the patriotic instincts and the moral values of our country men.

At the Micro level, Indian leaders have to increase the element of human touch in their organisation. "Brain and Thinking process Restructuring" is required of the top level. The best theory of leadership is "true love theory of leadership".

Lord Krishna and Mahatma Gandhi are globally relevant Indian management mantras :-

Krishna had two great qualities - he knew how to dance and how to make others dance.

Mahatma Gandhi - is said to have the habit of leading life and the success of this non violent revolution is the biggest lesson for the Indian managers. Lord Krishna and Mahatma Gandhi have shown how to make galloping horses out of sleepy cows and one can count their chickens before they hatch, if they hatch it one has the determination the ability to work successfully with people and the flexible attitude of theory "I" management.

The book truly lives its promise of "Achieving" and "Counting your chickens before they hatch". A must for everyone to read. Written in a Lucid style flavoring with personal experience, theories and research findings and relevant stories to make it very interesting.

Ms. Sujatha Rao

BOOK REVIEW
WINNING MANAGEMENT

6 Fail-Safe Strategies For Building High-Performance Organizations

By

Wolf J. Rinke

The book "Winning Management" is written by Wolf J. Rinke, who is a management consultant and a Business Coach. He also is the author of books like "Make it a Winning Life : Success Strategies for Life, Love and Business" and "The 6 Success Strategies for Winning at Life, Love and Business".

While book stores are over flowing with all kinds of management and leadership books, what makes this book unique is it's easy to understand and more importantly easy to implement strategies.

It leads one on a practical, common sense journey that can be implemented everyday so that achieving a high performance becomes reality.

The reason why I choose this book is because I believe that no matter which profession we belong to, it is time we realize that we all especially as teachers need be actively involved in turning our colleges/organization into HIGH PERFORMING INSTITUTIONS.

I found the author's definition "Winning Management" very interesting. He says that, "Winning Management is the art and science of empowering others to help them to get the job done". He cleverly explains that it encompasses both management and leadership therefore moving away from the popular debate of management verses leadership.

The author highlights that in an organization we may have the best resources in terms of the manpower and finance, but if we don't have a strong foundation, it will lead to lowered performance and productivity.

A strong foundation can be built by **Creating an Organizational Philosophy,** which consists of the mission, vision and values. The author here has very effectively described each one of these with examples. According to me, this is the best part of the book and I think it not only important for every institute to develop a philosophy but also for every individual to develop a Personal Philosophy to live by and in doing so we all should ask ourselves the following questions :

Why am I here ? (Mission/Purpose)

Where am I going ? (Vision)

What are the Values that I am going to live by ?

And lastly develop plans that will transform this philosophy into reality.

The second strategy that the author talks about is **Climate Building**, which is a neglected aspect in any organization. Sadly most managers not only don't try to improve the work culture but also don't even think it is important.

It beautifully points out that a manager should treat every employee the way they

themselves wish to be treated. This is an important lesson any manager to learn as traditionally we tend to follow the hierarchy system which is not very conducive to development. The author also talks about the importance of appreciation and trusting the employees. Though this concept has been discussed in many books, this book gives us some easy to implement tips, which play an important role in developing a positive work culture. I particularly liked the final Winning Action Step, "Do whatever you can to make sure that people enjoy coming to work".

This left me dreaming that if every management followed this theory then the Monday morning blues will be completely eliminated.

The author goes on to talk about the third strategy, **Coaching and Empowering.** For a long time now, empowerment has been the buzzword in all leadership programmes, this is too has nothing new to offer as far as empowerment is concerned but what was interesting is the relatively new concept of coaching, which is guiding, people, building confidence and lastly motivating team members.

Here, the author has given a coaching process in 7 stages, which I feel each one of us as teachers can use to coach our students to help them to succeed in life.

Communication, the fourth strategy is definitely one of the most effective tools of any organization. Most of the concepts explained here are fairly well known like listen actively, strive for win-win, and so on. The important thing that the author has brought out over here is the importance of both training and educating. He illustrates this by saying that "Education is Learning to Think; Training is Learning to Do". This is very important in today's companies where training programmes are given more importance.

The fifth strategy is **Customer Focus,** This part is very well illustrated with examples, about what's important to our customers and the cost of poor service. What I like mainly in this chapter is the 8 step "How to Implement an Exceptional Quality Services Strategy",

I am very confident that if any organization will follow these steps, they will see a dramatic increase in the level of customer satisfaction which obviously leads to increased profits. Also, almost all Winning Action Steps highlighted in this chapter are worth doing in any organization.

The last strategy is **Change Driven.** Change is inevitable and as it is said that progress depends only upon that person who is ready to change. I believe that it is extremely essential for educational institutes adopt change by constantly reinventing themselves and their syllabus but unfortunately in our country these are the very institutes that are slowest to change with times. Though the topic is explained very well, while reading it I felt it is easier said than done especially in our country where we still follow a very traditional management style.

Many of the concepts explained in this book are those, which have been written in many management books. Yet, I would recommend this book to everybody as the author has a unique writing style which makes the book very interesting and simple to understand driving home the complex management thoughts very effectively.

Also, one of the characteristics of the book is that one can open the book at any page and start reading and still find it useful.

I would specially like to share some of features that the author has added which makes the book more interesting. They include :

Reality Check : to help us to put things in their proper perspectives.

Winning Action Steps : to help us to translate the knowledge into practice.

Preview of Further Attractions at the beginning of each chapter and Summary at the end reinforces the points made.

Self/Organization Diagnostic tools are there in the beginning of almost every chapter, which helps us to understand self and organization better.

All concepts are very well illustrated with scientifically presented data and reference, which gives it an authentic value.

Though this book is primarily a management book, it also is a very effective self-help book. While reading the book, I kept stopping to think of how I can adopt these strategies not only in my institute but also my personal life and in my dealings with people around me. Though not all concepts can be used in educational institutes, I feel that adopting even some of these practices can go a long way in improving the quality of our institutes and in the long run improving the quality of education.

At the same time, it was a little frustrating to read this book as being the junior member in my institute; I realize that I cannot bring about all the changes that I think are useful.

My personal thought is that if everybody in an organization reads this book, tries their best to implement whatever possible and passes on the book for others to read, then they surely can BUILD A HIGH PERFORMANCE ORGANIZATION.

Ms. Parinda Merchant.

THE IMPORTANCE OF AUTHENTIC MATERIAL IN ELT

Introduction :

English Language Teaching today has undergone a sea change. A new generation of students with new needs and demands, seems to be the order of the day. Consequently, ELT has now become a PROCESS, and not just completing a course book. The ultimate aim is to involve the learner in the process of acquisition of Communication Skills, and to enable him to use English as a Library Language. In the words of Dr. Merchant, (Ref. The Times of India, dt.June 26, 2000), "the education system has failed miserably in its purpose of imparting an overview of life". It is the privilege of the language teachers to impart this Overview of Life, by going beyond the Course book. Thus, if we are to achieve this aim, and be successful as good educators, we have to call upon other authentic material like newspapers, magazines, journals, writings from great authors and thinkers, and present real life situations and events, and allow the students to think and react, and thus impart an overview of life.

Aims & Objectives :

* To study the usefulness of introducing the students to other authentic material with regard to their improvement in the language.
* To find out if the study of English can become more interesting and lively if other suitable, authentic material is introduced.
* To observe if the introduction of authentic material can help a student to relate his classroom studies to everyday life, help him to think for himself, analyse a given situation & discriminate between right & wrong.
* To find out if real life situation, gleaned out from current newspapers & magazines can be more effective to impart Value Education, (which is the crying need of the hour!), improve the General Knowledge, create more involvement, help to analyse difficult situations, respond, react and even initiate discussions in the classroom.

Need & Significance :

There is an urgent need for something more than the prescribed texts, especially in ELT, if we are to solve the problem of monotony & boredom in the English classes. (Ref."The Practice of English Language Teaching" by Jeremy Harmer.) The course book may satisfy the general needs, but the particular needs of the student can only be fulfilled by particular & special materials. "One of the most important Laws of learning is the law of Readiness" (Ref. "The English Teacher's Handbook" by T.C. Baruah.) This can be achieved only by going beyond the course book. Moreover, the only way to motivate & generate interest in the students, make ELT more relevant & meaningful, reinforce his reading & comprehension skills, and in some cases, simply give access to a storehouse of knowledge, we need the help of a wide variety of authentic reading material.

Survey, Experiments & Observations :

A sample of 20 students from the vernacular medium classes of SYJC were selected for the study. This specific group was chosen as it could represent the

entire gamut of the vernacular students who, at the Junior college level are suddenly 'thrown in' along with the English Medium students, in facing the same course book, and who hence face extreme difficulty in learning English.

A variety of tools for this study was used, which included (a) relevant newspaper cuttings, (which allowed scope for analysing situations and reacting); (b) clippings from English magazines, (which allowed scope for lively & interesting discussions, comments etc.); (c) though provoking quotations and excerpts from the writings of great authors (for Value education), and (d) questionnaires & personal interviews. The valuable data so collected was carefully analysed, classified & tabulated using percentages, tables & pie charts. A sample of the questionnaire administered and the responses received, is given below :

	Questions	Responses	
		Yes	No.
(1)	Should Junior College teach Spoken English ?	95%	5%
(2)	Should 'Practical Classes' in English be included, along with some project work ?	90%	10%
(3)	Should 'Practical' and Project work form a part of the examinations ?	100%	0%
(4)	Should reading of newspapers & magazines be a part of tutorials ?	100%	0%
(5)	Would you like to have a library period in English ?	95%	5%
(6)	Do you buy English Newspapers at home ?	15%	85%

Practical Experiments too were conducted on this group for a period of ten days, an hour a day, in order to get a first hand information about the benefits of using a variety of authentic materials in the classroom.

It was observed that the whole exercise was highly rewarding. Since a wide variety of authentic material was very specific to the group & catered to their particular interests, tastes & levels, there was a very good response & enthusiasm from the group to learn more & more.

Some of the selections included were :

(1) Household tips ..... from the magazine Femina.

(2) Opinion Polls, in the form of Pie charts & Bar diagrams ..... from Times of India.

(3) Interesting Advertisements from Newspapers & Magazines.

(4) An extract from "Computer Fundamentals".

(5) An extract from "Positive Health" by Dr. Krishan Chopra.

(6) Beauty & Health related cuttings from the latest magazines.

(7) Interesting facts from the "Tell Me Why" series, by Arkady Leokum.. (Hamilton Publications)

(8) Great quotations from various authors, as 'Thought for the day', to instil Value Education.

Apart from this, Project works were also given. Topics like, Good Health, Beauty Care, Interior Decoration, Mother Teresa, My Country, Great Leaders, etc.

were given & the students could choose any one. They were also encouraged to choose any other topic of their interest & work in pairs.

It is to be noted here that the selections & project work were specific to the needs & levels of the group and should not be assumed as a Standard One.

As a feedback, they were given a questionnaire at the end of the experiments.

A sample of the questionnaire & the responses given at the end of this period is given below :

	Questions	Responses	
		Yes	No.
(1)	Were the English lessons done in these ten days, useful to you ?	90%	10%
(2)	Were they interesting for you?	85%	15%
(3)	Were they easy to understand ?	80%	20%
(4)	If there were no examinations in English, would you still like to attend classes like this one ?	80%	20%

Findings & Conclusions :

From the responses to the questionnaires, interviews & the practical experiments conducted, certain concrete conclusions were arrived at :

There is a keen desire for the students to learn English and use it too ..... the stumbling block seems to be the difficulty level and the area of interests.

Another relevant finding was that almost all the students felt that Spoken English would be a very welcome feature during English classes.

Project Work, which was conducted on the experimental group had a very enthusiastic response, not only because of the great involvement on the students' part, but also because they were allowed to choose a topic close to their heart & had an aptitude for.

Yet another interesting finding was that most of them were keen to go through English magazines, newspapers etc., but getting access to them was a problem & even if they did get it, the difficulty level was a stumbling block.

Probably the best findings were revealed during the 10 days experimentation, when there was a great zeal & zest shown by the sample students. The feed back obtained by the questionnaire at the end of the experiment is proof enough to show the importance of Authentic Materials in the Classes. It is only by this method that a conscientious teacher can tailor his materials to the specific needs of his students.... can supply according to the demands.

Recommendations & Suggestions :

(1) Whenever possible, other authentic reading material should be resorted to by the English teachers .... even if it is only newspapers & magazines.

(2) The teachers in English should be given the freedom to substitute a few lessons in the course book with more relevant, meaningful & current topics, using authentic material.

(3) To ensure involvement & develop interest, "Project Work" should be given to the students .... at least at the FYJC classes. The projects

should be specific for the particular needs & aptitudes .... e.g. Nutrition & health, beauty care tips, interior designing etc. for home science students; commerce related topics of the commerce students and so on.

(4) A Library period (exclusively for English) should find a place in the class time table, wherein the library comes to the class room & can be monitored by the English teacher. Scrapbooks, to enter useful information obtained during these library periods, should be encouraged.

Bibliography :

(1) Learning Purpose and Language in Use - H.G. Widdowson.

(2) The Practice of English Language - Jeremey Harmer

(3) The English Teacher's Handbook - T.C. Baruah.

(4) New Horizons in Teaching English - E. Nageswara Rao.

(5) Developing English Comprehension - Kamala Nanda.

Mrs. Nirmala Raman.

MARKETING OF PADDY

***Introduction :**

Andhra Pradesh, a state predominantly agricultural in nature is one of the most important rice (paddy) producing states in india. Rural production of 70% depends on agriculture for their livelihood. The share of food grains in the total cropped area of Andhra Pradesh is 62.3% out of which 48.15% of the land is under the cultivation of paddy crop.

***Need for the study :**

Krishna district is the most important rice producing district of Andhra Pradesh. Paddy crop has been given highest priority in Krishna district as out of the total land under cultivation, 62.3% of the land is under paddy crop, which makes Krishna district a good choice.

***Objectives of the Study :**

This study aims at an examination of marketing aspects of the paddy in Krishna district.

(1) To analyse the trends in the exciting marketing situation and critically examine the role of marketing agencies in Krishna district.

(2) To investigate the reason for their moderate share in the final price of the rice.

(3) To assess the effectiveness of present marketing network and to analyse the role of millers and brokers in the determination of the price of paddy.

***Methodology of the study :**

This study is limited to assess the present marketing situation in Krishna district, which covers the various marketing agencies presently engaged in marketing of paddy in particular millers and broker.

***Role of various marketing agencies :**

Due to lack of proper storage facilities and inabilities to adjust farmers production in accordance with the demand, the cultivator in Krishna district, who himself is a trader. Many farmers prefer to dispose off their produce at a lower price.

There are three options to sell farmers produce, which depends on the size of farmers agricultural land holding.

(1) Moneylenders or village merchants :

Next to the farmer, moneylenders are found in Krishna district in the process of marketing of paddy. But their role is limited and almost restricted to very small farmers.

(2) Brokers :

Nearly 70% to 80% of the marketable surplus in Krishna district passes through brokers. In some village of Krishna district, brokers handle about 90% on the marketing of paddy. Broker is a special agent, who has contact between miller and farmer.

(3) Miller or Wholeseller :

Miller is the one who purchases large quantities of paddy either from the broker or sometimes from the co-operative marketing societies. Brokers to the mills supply mostly 80% of the paddy. They analyse the quality, grade, durability and standard of the sample grains. The miller decides the price by keeping in mind the supporting price announce by the government.

***Channels of distribution of paddy :**

The farmers select the channel of distribution only after harvesting depending on the volume of production, his financial condition, transport and storage facilities and other social obligations. They may select any one of the following channels.

(1) Farmer - Moneylender - Consumer.

(2) Farmer - Broker - Miller - Retailer - Consumer.

(3) Farmer - Miller - Retailer - Consumer.

(4) Farmer - Co-operative marketing society - Miller - Retailer - Consumer.

***Findings :**

(1) Farmers cannot afford to wait longer for price rise, either due to their pre-determined loan recovery arrangement with banks due to their inadequate and unscientific storage facilities. 3/4 of the farmers dispose off their produce immediately after the harvesting whilist 1/4 prefer to wait another 2 or more months for price rise and very few farmers would wait till price rises reasonably in keeping produce longer is lack of proper and safe storage facilities.

(2) The active channel of distribution in Krishna district is brokers through which approximately 70% of the marletable produce passes from farmers to the millers. Many farmers were of the opinion that approaching miller directly without the assistance of the brokers has its own associated problems such as transporation, weighing, packing and collection of money. Not withstanding these troubles, nearly 1/5 of the farmers preferred millers rather than brokers while 4/5 of the farmers prefer brokers, especially services provided by them though the price paid by them is comparatively lower.

(3) The cycle of marketing system starts right from the farmers fields, from which a major portion of the paddy is being transported by the animal driven bullock carts either to the farmers' house for consumption or for sale. The movement of 80% of paddy from the field starts by bullock carts, followed by 6% by tractors and 12% by the trucks or lorries.

(4) The latest knowledge about the price is through radio and paper. Bulletins on agriculture are also available on a large scale, which gives all the information about price.

***Conclusions and recomendations :**

(1) Since Krishna district is prone for cyclones, it is advisable to provide some relief to the farmers to come out of the financial difficulties caused by regular and continuous natural calamities. An insurance corporation is the only and ideal institution, which can rescue the farmers in this regard, through crop insurance technique.

(2) The government of Andhra Pradesh should help the farmers to come together as one marketing society to undertake the processing, storing grading and marketing of their produce. It is advisable for the state government to set up regulated markets.

(3) To eliminate many of the middle-men and to get strong collective bargaining power, the Farmers Co-operative Society is probably the best alternative to promote the planned development of marketing of paddy in Krishna district.

(4) The government of Andhra Pradesh should give active encouragement to build godowns of larger capacity to facilitate storage of paddy for marginal and small farmers. There should be a close coordination between cooperatives and the warehouses.

Mrs. Jayshree P. Gandhi

Scoring of Low Marks In History By XII Standard Students : An Analysis.

Objective :

History is such a subject, which joins past with the future. The mistakes committed in the past should not be repeated and the lessons can be drawn from History. We get our culture and mannerism from History. History is connected with every part of the society. Political History, Geographical History, Basic History, Social History are different parts of History.

In such an important subject like History and after introduction of new syllabus, the results of History in 12th Standard students shows a declining trend.

Needs & Importance :

The trend of result shown by the 12th Standard students of Maniben Nanavati Women's College in the subject of History gives an alarm. History is a very important subject by which a person can acquire a lot more knowledge and if the students loose interest in such a vital subject like History it is a serious problem in itself.

Even those students who procured higher marks in 11th standard have also shown downward trend in the examination of 12th standard and therefore it has becomes necessary to find out the reasons behind this lack of interest by students in the subject of History.

Such a problem did not exist in the past and why it has propped up now and for what, reasons have to be found out.

Finding Solutions :

To find out the reasons for the decline of interest by the 12th Standard students of Maniben Nanavati Women's College and to bring corrective measures and solutions, I had prepared a questionnaire and had given tot he students of 12th Standard and students of B.A. Part I with History as special subject, so that after reading their views, we can understood the problems the students envisage and take corrective measures to solve the same. Since the medium of instruction in 12th Standard and B.A. Part I is Gujarati, I had prepared the Questionnaire in Hindi language so that the students can understood it better and give proper replies.

After studying the answers/replies submitted by the students of Maniben Nanavati Women's College in response to my questionnaire, it was found that some girls found it difficult to understood the History of China , as some of the Chinese words used ere very difficult for them to understand and grasp. Some of the girls could not analyse the importance of History as a subject. Some students even could not get along with Indian History and found it difficult to understood the subject on the whole and the fight for Independence in particular. Of course the main hurdle was Chinese History, which was carrying 40 marks, and many students could not solve it properly as mentioned above.

It has therefore become necessary to chalk out a plan to deal with this serious problem and find out some fruitful solution. Firstly the awareness amongst the students must be created i respect of the seriousness and the importance of the subject of History. While explaining the section of Indian Independence in Indian History, the Films like "Gandhi" & "Sardar Patel" should be screened along with

related documentary footage. Regarding Chinese History, the Film "The Last Emperor" can be screened and thus audio/video effect can send a stronger impact on their minds to make them understand easily. Some seminars should be arranged and it has to be seen that students take active interest in such seminars.

Conclusion :

After intensive research, it has now become a confirmed fact that 70% of the students find it difficult to grasp Chinese History, which is reflecting on their results.

However it should be noted that such problems are not only faced by Maniben Nanavati Women's College, but all over Maharashtra State. Some modification in teaching methods as suggested above, like screening Films and holding regular seminars would be greatly beneficial one should try to understand the difficulties of individual student and sort them out at grass root level.

Ms. Panna A. Purohit

AIDS AWARENESS AMONG XII STD. STUDENTS

Introduction :

AIDS is observed at an International level. It is not a medical problem but it is basically a social problem with social complication in youth students. The youngsters are always ready to follow the friend circle, peer influence and peer pressure. All over the world an average teenager opens up and listens to another teenager as the most reliable source of information on sexuality. Because of this it is always easier for youth to reach other youth, as they use their own ideas, know their likes and dislikes, compulsions and motivation.

AIDS is called acquired, because it is always caught (become infected) from someone else. Immune Deficiency, because the virus destroy the body's "Protection Mechanism" (Immune system) that fight against disease and syndrome, because this illness has variety of signs and symptoms.

HIV is tiny, a thousands times smaller than thickness of a hair, it looks like a roiled up porcupine. It stands for Human Immune-Deficiency Virus. It (HIV) directly attacks the while blood cells. These cells reduced and the Immune system is affected. It is name of virus that causes AIDS.

The HIV/AIDS has directly shaken humanity and human relationship to its roots. The youth of particular age group have been greatly affected by it. It is very common in adulthood, in which individuals experience distinct physical, physiological, social and psychological changes in themselves. This is the age of adolescence, which has been identified as age group of 13^{th} to 18^{th} years. During this age, changes of Hormones/Organs will be observed. Somewhere in between, the opposite sex develops sexual feelings and sexual attraction.

Aims & objectives :

The title "Collegian dies of AIDS" inspire me to work on the project of "Awareness of AIDS students-youth". A 21 years old, second year undergraduate commerce student from south Mumbai college, revenged by AIDS as a result of a life of sexual abondon relation, dies on March 22nd, 1997. He was the first student from the city (Mumbai) to get involved in AIDS. But he never thought that people of his age could become an AIDS patient.

It is one of the sad and shaming story of our students. which encourage me to organise social survey and awareness programme of HIV/AIDS. The incidence of behaviour that take place in student (Youth) at risk for drug abuse, sexually transmitted diseases, unwanted pregnancies, and now HIV/AIDS, is continuously increasing in school, college and university environment.

The most rapid and well documented spread of HIV has occured in Mumbai & the state of Tamil Nadu. Mumbai is linked with international relationship as well as socio-economic development which tempted the outsiders.

Objectives :

There is no part of the country which can be declared as free from HIV/AIDS. Prevention of HIV/AIDS is a very important concept of study. It is therefore necessary in life that one has to prevent and make students youth "Aware of life after AIDS"

(a) It provides descriptive studies of fact of life.

(b) Through awareness programme desirable attitude of students can be developed for their health and life.

(c) Socially and culturally deprived attitude of youth can be removed.

(d) It gives knowledge to promote responsible and safe sexual behaviour.

(e) Involvement and participation of student (youth) in awareness programme reduce the risk of HIV/AIDS infection.

Clinical approach of Aids in adults having major and minor signs are as follows :

Major signs : (1) Weight loss, atleast 10% of body weight.
(2) Chronic diarrhoea, for more than one month.
(3) Constant fever for more than one month.

Minor signs : (1) Continuous cough more than one month.
(2) General skin disease/infection.
(3) Enlargement of lymph glands.
(4) Viral infection.

It is practically not possible to find out whether the person is HIV positive or AIDS. HIV positive person will develop AIDS and die within short period of life.

Research Methodology :

In Mumbai (about 4 lakhs) maximum numbers of HIV carriers are observed. In response to the growing threat of Aids, as a teacher of sociology, I decided to reach the generation of young student, not yet infected with HIV/AIDS. Through the massive research work on "Awareness of AIDS in students/youth."

About 1000 students were selected for social survey, out of that 60% students were not aware of the risky part of Aids. These required the process of behaviour change, through communication.

Through the techniques of research various causes were found amongst students for involving in AIDS/HIV.

The causes are :

(1) Physical attraction of opposite sex.

(2) Friends circle of the youngster are equally responsible.

(3) Lack of knowledge of sex education.

(4) No control of parents and classroom environment.

(5) Impact of mass media, mainly effects of sexual movies.

(6) Impact of western culture and modern values of life.

(7) Ignorance, confusion, panic, anxiety fear and worry throw them into the HIV/AIDS infections.

Students were not aware that it can happen in any age, so they got involved into sex just for fun or entertainment which cause the death of their cheerful life.

Students who participated in the various AIDS education programme expressed positive attitude for favour of Aids awareness programme. Not only this, about 97% of students supported the view, that every body should spread the knowledge about

HIV/AIDS. Acceptance of AIDS awareness education programme is the result of desirable outcome of the objectives of study.

Research Analysis :

From the literature point of view campaign (survey) against HIV and AIDS in the students youth have removed a little social requirements of life, attached to the study. This informal survey has proved that the fact attached to the disease still remains deep rooted in the public psychology. The youth is most reproductive at the age of 15 to 25 years, many young students are not scientifically aware of the human reproductive process, so they need information and guidance to protect their life from the infection HIV/AIDS. This information knowledge will be given by various sources, Teachers, Parents, peer and society. Aids education should be a part of regular curricular or co-curricular activity.

The above practical work can be done only in college but it is not possible for those children who are unable to get education or are "Drop out" from the colleges. Because of the socialising role of family, friends and peers and disappearing from the society in the dealing with problem. To cover these areas we should follow the imaginative approaches to even "Street children" aware of AIDS. One has to follow given suggestions for the presentation of AIDS/HIV.

Suggestions :

(a) Use young field worker to whom youth will listen and respond to.

(b) Use personalities (Outstanding person) that young students admire and look upto such as cricket players and film stars to speak about AIDS/ HIV.

(c) Cartoons, slides and posters should be prepared for better result.

(d) Use of effective communication method.

(e) Audio Visual aids, Puppets, Drama, Short plays are familiar methods to change attitude and prevent the HIV/AIDS.

Survey-Research requires further steps in the field of "AIDS-Education" means to prevent students with the help of societies, youth students and Government of India.

Message to be conveyed :

Many of us have a wrong belief that stress can be solved only by drugs, alcohol and sex. These are the short cut methods of life to reduce stress, which develop harmful life styles. Instead of this teachers have to guide them to adopt positive ways of removal of tension, like engaging in a creative hobby, learning or developing a skill or talking about the problems to others who understands and cares.

(a) Periodically compulsory testing is the only way to control the spread of HIV +/AIDS.

(b) Safer sex-education should be taught to all young in schools, colleges and Universities.

(c) Sex-education encourages a responsible attitude towards sex rather than early experimentation.

(d) People aware with HIV/AIDS should not get married (not to have children).

As an individual you can act now and do not wait till HIV+Positive comes, which causes AIDS, infects one of us, our friend or family member. Spread the message of HIV infection and AIDS. Help educate others including teenagers about AIDS.

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CONSUMER RIGHTS IN INDIA

MEANING OF CONSUMER & CONSUMER RIGHTS

A consumer is any person who eats food, buys commodities, travels by bus, train, car, taxi, plane, hires a taxi, takes a flat on rent, buys a car, pays electricity & water charges, gets building work done, goes to a doctor, lawyer or any professionals & is involved in any kind of transection.

However, in legal terms a consumer is defined under the Consumer Protection Act 1986 as

A consumer means any person who:

(a) buys any goods for a consideration which has been paid or promised or partly paid & partly promised or under any system of deferred payment & includes any user of such goods. But it does not include any person who obtians such goods for resale or for any commercial purpose.

(b) Hire any service for a commercial purpose has paid or promised to pay or under any system of defrred payment.

Consumers have certain basic rights, which are called consumer rights. Such rights play an important role in the protection & safety of consumers. They also avoid consumer exploitation & check business malpractice. Every consumer should be aware of his rights & use them for his safety & protection.

Needs & Importance of Consumer Movement

Consumer is the centre of all business activities & plays a vital role in the success & growth of business. Modern business management should give highest priority to a consumer satisfaction. Consumers have certain basic rights. However businessmen do not honour these rights. Consumers too are not aware of their rights. Hence they need protection & gidance from business malpractice.

Indian consumers face the problems of shortage, adulteration black marketing & exorbitant prices of essential commodities. Offering of duplicate or unsafe products, deceptive packing & labeling are common malpractice adopted by producers & dealres. The Indian consumer is powerless to asser his rights & to compel a solution to his grievances.

In brief, consumers need protection. There is adequate economic, social & moral justification for such protection, particularly in India, where consumer exploitation is going on a massive scale over a long period of time.

The protection of consumer rights by they themselves or self-help is known as Consumer Movement. Consumer movement or Consumerism is the organised effort of consumers seeking redress, restitution & remedy for problems in acquiring goods & service & maintaining their standard of living.

Rights of Consumers :

1. Right to Safety :

The right to safety means the right to be protected against products, production process, & marketing of products which is hazardous to health/life of consumers. The manufacturers shuld give adequate attention to quality control measures during the manufacturing process. Consumer should not be supplied inferior quality, dangerous or

adulterated goods. In fact, the rights to safety suggests that such goods should not be brought in the market at all.

In India, this right has a special significance, as the Indian market is flooded with inferior quality, adulterated & dangerous types of goods. Manufacturers supply such goods, & poor ignorant consumers are exploited. Consumer association should fight for the protection of the right to safety.

2. Right to be informed

The right to be informed suggests that consumer should be given full & fair information needed to make an accurate & well informed purchasing decision. A consumer requires information regarding the price , quality, name of the manufacturer, instruction regarding the use, date of manufacturing etc. Such information can be given on the package or on the label. The information supplied to the consumer must be dependable & not misleading / fales.

In india, the right to be informed is not respected & on many occasions, consumers are given false, inadequate & miseading information.As a result consumers are cheated.

3. Right to Choose :

The right to choose suggests that a consumer should be given full freedom to select an article as per his requirment, liking & purchasing capacity. He should be given access to a variety of alternative products & services at competitive prices. The right to choose aims at promoting competition & discarding monopoly.

Indian consumers do not get the benefit of this right. Consumer have to purchase whatever is available in the market, as there may be limited or no choice at all.

4. Right to be Heard :

The right permits the consumer to register his dissatisfaction or complaint with the company or government. Consumer's opinion should be heard & given consideration while framing & executing the economic policy.

Unfortunately, many companies / manufacturers in india are indifferent towards the needs, grievances & expectations of consumers. However the right to be heard is accepted at the Government level to some extent & government departments, companies, departmental stores have a "Complaint/Suggestion book" to honour the right to be heard.

5. Right to Redress :

The right to redress means the right to receive fair settlement of claims. It involves the right to receive compensation, or get replaced the goods if he is not satisfied with the quality of the goods. Sometimes consumers are given assurance by the manufacturer regarding the quality, colour, service or other specification. The consumer has the right to ask for compensation, replacement, or refund if the article is not as per the specifications of the manufacturer. This right has been given due attention in the Consumer Protection Act.

6. Right to have a Healthy, Physical Environment :

The right to have a healthy environment means the right to a physical environment that will enhance the quality of life. This right acknowledges the need to protect & improve environment for present & future generations. Businessmen should take suitable measure to control pollution & spend their funds for the protection & welfare of the society.

7. Right to Consumer Education :

The right to consumer education means the right to acquire knowledge & skills to be an informed consumer throughout life. This right is important as consumer protection is possible only through suitable consumer education & guidance. Such education is needed for making the average consumer conscious of his rights . Consumer education should be made a part of general education. All possible media of mass communication should be used for consumer education.

8. Right to Basic :

The right to basic needs suggests that the basic needs of consumers should be met properly through market mechanism. Every consumer has certain basic needs. They include food, clothing & shelter. In addition, he needs certain services like health & consumer education. A consumer has a right to these basic needs & the government & business community have the responsibility to meet these needs.

THE CONSUMER PROTECTION ACT, 1986

The Consumer Protection Act was passed by the Government of India in 1986 to provide better protection for the interest of consumers & make provision for the establishment of Consumer Councils & other authorities for the settlement of consumer disputes. The salient features of the Act are :

- The Act applies to all goods & services.
- It covers all the sectors whether private, public or co-operative.
- The provisions of the Act are compensatory in nature.
- It enshrines all the above rights of consumers.
- The act envisages the establishment of Consumer Protection Council at the Central & state levels whose main object will be to protect & promote the right of consumers.
- To provide simple, speedy & inexpensive redressal of consumer complaints.

The provisions of this Act are in addition to & not in derogation of the provisions of any other law for the time being in force.

SUMMARY & CONCLUSIONS :

The success of Consumers Movement mainly depends on the level of consumer awareness around the country. The Government can only play the role of a catalyst or facilitator. The growth of consumer movement is a voluntary effort involving the participation of one and all. Only alert consumers can protect themeselves and the society. Consumer Movement must be made into a powerful social force. For popularising the Customer Movement in India, the following suggections of self help should be considered:

- Proper education should be provided to consumer about their rights & responsibilities as consumers.
- Consumer education should be introduced at the schoold level. It should be made an integral part of the general education system.
- Consumers should be encouraged to raise their voice against all types of malpractices.They must be made bold, alert & conscious as regards their rights. For this suitable guidance should be provided through press T.V., Radio etc.
- Social workers, educated men & women, college professors, social organisations should support & actively participate in this movement.

- The government should provide financial & other help to the consumer movement.
- Consumer association should be set up at every town without political affiliation.

The present socio-economic scenarion in india is favourable to rapid growth of Consumer Movement. The general literacy rate in the country is increasing Consumers are now educated & alert about their rights. The Consumer Protection Act, is encouraging more & more consumers to approach consumer courts & demand compensation in regard to injustice done to them. The practical utility of consumerism must be demonstrated to average consumers.This will encourage them to join the movement & participate actively in its programmes. Consumer Movement has a potential to bring economic revolution in the country in a democratic & peaceful manner.

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Mrs. Deepa Amin

DIFFICULT DAUGHTERS - BY MANJU KAPUR

A FEMINIST READING OF THE TEXT.

The word "feminist" was invented by a French socialist, Charles Fourier, in the early 19th century. It was used for asking franchise and was later on extended to describe a particular strand in the women's movement that stressed the uniqueness and difference for women rather than seeking equality, even to the extent of claiming superiority of women over men. Over the years, feminism has been given a range of shifting meanings. Judith Astellara writes : "feminism is a proposal for social transformation as well as a movement that strives to end the oppression of women...."

And as an anonymous writer quotes, "Feminism is foremost a" `feeling' -- of which I am not ashamed. It is the state when women no longer suppress their feelings of anger and love, or rage and ecstasy, of revenge and beauty. It is when women feel free to use their immense emotional energy to explore and redefine their position in the world. It is when they use their intellect and wit, education and skills, and their rich heritage of knowledge and wisdom to redesign their role in the past, present and future of humanity. Feminism is the fire that melts, but does not destroy."

Feminism, being obliquely an effect of the darker side of modernity, cannot within this civilization, realize the truth except by struggling against modernity itself which is its matrix. While gender is at the center, the issues discussed in this book range from modernity to empowerment. The novel presents the women issues in their holistic perspective underlying and highlighting the dilemmas of women development. Besides it also offers a competent critique of models of feminism providing critical perspectives. The purpose of this book is not to restore the balance by allowing women's voices to be heard or 'to replace the masculine, rational, free subject (as the subject exists today) with a 'feminine' one. Instead, the subject is ambiguous, non-autonomous and fashioned by society's discourses. The contradictory subjectivity of women is like a palimpsest of identities, constantly in flux; there is no Truth of women but many truths. The book suggests that women as subjects are deployers of alternative discourses who manipulate normative signs and create new spaces.

Provocative and path-breaking, the book deliberately offers an interdisciplinary approach to understand how gender knowledge is produced and categories of 'women' created. The author is interested in the ongoing resistance that characterizes the lives of women, in exploring how this is often silenced but never totally lost.

'Difficult daughters' by Manju Kapur is a skilful enticing novel by an Indian writer who prefers reality to magic realism. Through the struggles of the young generation with their parents, it flings them into their own momentous times, their youthful yearning for love and independence.

Set Against the bloody background of partition and written with absorbing intelligence and sympathy, 'Difficult Daughters' is a story of a woman torn between family duty, the desire for education and illicit love.

Virmati, a young woman born in Amritsar into an austere and high-minded household, falls in love with a neighbour, the professor - a man who is really married. That the professor eventually marries Virmati, installs her in his home, alongside his furious first wife, and helps her towards further studies in Lahore is a

small consolation to her scandalized family. Or even to Vrimati who finds that the battle for her own independence has created irrevocable lines of partition and pain around her.

The concept of feminism married the critical concept of equality between our two dynamic genders long ago. First and foremost, a crucial question which invented itself, visited my thoughts time again though the course of absorbing this multitude of life which Ms. Kapur embraces so gracefully : how far can one go for the sheer purpose of pursuing a life soaked in feminism and more prominently, independence ?

Virmati, the central character in this stunning and aromatic novel, peppered with fervor, epitomizes independence.

It must be remembered that Indian social life has subordinated almost entirely the individual to the family. Men and women do not marry according to their free will; their marriages are mostly arranged for them while they are still children.

In the case of Virmati, she was engaged to a man when she was quite young.

The mould of society has been long ago of an almost iron fixity putting each individual in his place and expecting him to conform to it. One speaks of issues and a courageous solution but in this life there are no problems and issues and no call for a solution. A courageous solution is only possible where there is the freedom of the personal will, but where the only solution is submission to the family will, there can be nothing of the kind.

This was why Virmati attempted suicide after which she was locked up in one room. Despite all this, the professor displays his intense love for Virmati by writing letters in a philosophical way, such as, "Do you know how an earthworm lives? It inhabits an extremely limited space, its whole life is spent within the darkness of the soil. It can neither feel nor see. Uneducated people are like that. We are being murderers towards ourselves if we do not develop our intellect. Any part of us that is not used will atrophy and die- the same is true of our minds. My wife is a good woman, runs the house, looks after my family but despite all this, I am lonely lonely, lonely." (1 pg. 1.2, 1.3, Difficult dangarious: Kapur Manisha)

Here, we sense the commodification of the first wife. Traditional masculine behaviour or patriarchy has mainly demanded their wives to be their servants, nurses, cooks, children bearers and rearers, minsters to their sex-desires etc. and feel that it was all due to woman's inferior nature, not to the burden laid on her.

But eventually, when the first wife, Ganga, gets pregnant, Virmati does not believe it and therefore quits writing to him. In the course of time, Virmati finally manages to go to Lahore for further studies inspite of the many problems and family obstacles. She was glad that her family was at last waking up to the fact that women had to take their place in the world, but must it always be when marriage didn't work out? She was trying to live within a moral code but her mother never understood that. Despite her resolution and pain, she was still considered the black sheep of the family. In the girls hostel room. Virmati saw autonomy and freedom and she was to be supervised like a jailbird on parole. Marriage was acceptable to her family, but not independence. The professor eventually tried to get in touch with Virmati and landed up in Lahore. The frequent outings with the Professor made Virmati to admire and idolize him all over again. She now thought of him to be more refined and submissive.

Virmati joins her room-mate Swarna in her national demonstrations. In her family, the banner of simplicity, once unfurled, functioned as a deterrent to argument rather than a stimulant. Virmati was simple. She made no demands beyond the one's of basic amicability. Swarna goes on to talk about her college when it was divided along communal lines. She said, ".....we were pawns to forces beyond us. I did learn a valuable lesson though. I now know better than to presume on the permanence of any relationship." (• 2 Pg. 134)

Virmati stared at Swarna. Her opinion seemed to come from inside herself, her thoughts ideas & feelings blended without any horrible sense of dislocation. She was committed, articulate. Would the Professor want her to be like Swarna ? She didn't want to do anything that would alter the professor's undying love for her. May be she could be like Swarna from the inside, secretly. Virmati found herself constantly comparing herself with Swarna and she innerly wished to be like her. Swarna on the other hand, got involved with IPTA, agitated against rising prices, wanted profiteers punished, wanted more equality between men and women and was totally against segregation on religious lines. Swarna, here, is symbolic of Women Empowerment.

Virmati feels guilty of meeting the professor so often and when the topic of marriage comes up, he always ignores by saying, "Marriage is not the only thing in life, Viru. The war - the Satyagraha movement - because of these things, women are coming out of their homes, taking jobs, fighting, going to jail. Wake up from your stale dream."(• 3 Pg. 151)

The initiative, courage and leadership women displayed in the political movement towards national independence assured them a ready and abiding place in India's new resurgent life.

Virmati should've participated like Swarna in the freedom movement. Swarna rightly said, "Most families look upon the marriage of a daughter as sacred duty - or a sacred burden. We are lucky we are living in times when women can do something else. Even in Europe women gain more respect during wartime. And here we have that war and our Satyagraha as well."(• 4 Pg. 152)

Women's participation in the national movement was still in the thralldom of ignorance and tradition and till they were educated and freed, they could contribute but little towards national freedom.

Virmati's studies were her passport to independence, not just her passport to the sexual desires with the professor. They were worthy of more respect. Nevertheless, Virmati became pregnant. Now each of Harish's words echoed in her mind with an irony he had taught her to recognize in Shakespeare's texts. Tragic irony, comic irony, how he had loved to expand on them. Which species was this ? It lacked the epic proportions of tragedy, and the love - courtship - marriage theme of comedy. In either case she was the fool, that much was certain. Whatever it was, she thought, she would be able to tackle her problems on her own. She had lived way from home for almost a year. She had seen women growing in power and strength, claiming responsibility for their lives, declaring that society would be better off if its females were effective and capable. Why had she been so upset to learn of Harish's absence ? She would solve the problems on her own. She was worthy of independence.

'Difficult Daughters' exemplifies fiction which supports the status-quo of male-female relationships. It portrays the commodification of wives, patriarchy, male domination and at the same time Women empowerment.

The love-obsessed heroine, Virmati, accepts her position as a part time mistress to the Professor. At the conclusion, Virmati submits unquestioningly to Harish's illicit sexual domination of her. But a 'little rift' leads to Virmati's painful abortion of her and Harish's child. Virmati is not able to free herself from him in order to develop her own life.

Such romanticizing about women's passive roles in relation to men has a long tradition.

Virmati finally finished her BT in Maharani of Sirmaur state and goes on to become the principal of the same school much against the wishes of her mother. Nevertheless Virmati ran her school, her home and passed the days busy and happy. The professor came to the specter that lay between her and her life as Principal so that she too began to look upon her stay there as a period of waiting rather the beginning of a career. And while he was with her, it seemed her life as a teacher was insubstantial, but she wanted more material to their togetherness. She didn't want there to be any constraints in their intimacy, but now, letting him know how she felt, only served to increase the number of devils raging inside. She insulted him by letting him know that second marriages of men were condemned socially, resulting in humiliation and misery to everyone. The professor flushed. How dare she insult him like this ? All he had taught her had led to this! Such insensitivity! And he walked away.

It is well understood that man throws the entire blame upon the women as women in the same way throws the entire blame upon man. In truth, there should be a mutual feeling of guilt between the two. Moreover, as long as this notion of superiority and inferiority is not eliminated, nothing or nobody can put an end to the misunderstanding that divides the human race into two opposite camps and the problem will not be solved. The mutual relation between man and woman are, at once and towards each other, quite despotic matters and somewhat pitiable slaves. For as long as you have desires and preferences a attachments, you are a slave of these things and on those persons on whom you depend for fulfillment. Thus woman is the slave of man because of the attraction she feels for the male and his strength, because of the desire for a 'home' and for the security it brings, lastly because of the attachment to maternity ; Man too on his side is a slave of woman because of his spirit of possession, his thirst for power and domination, because of his desire for sexual relation and because of his attachment to the little comforts and conveniences of a married life.

Finally Virmati and the professor get married. Virmati promised herself a blissful marriage, after all they had gone through so much together. But Virmati, though married, was dispossessed because the professor's mother, Kishore Devi, did not accept her second daughter-in-law. During that time there were communal riots, in which Virmati's father expired and due to this trauma, her grandfather too passed away soon after. The entire blame put on her, Virmati suffered a miscarriage. Now she felt as though she was left with nothing. Her job could not sustain her and flaunting Harish seemed a pathetic gesture, signifying her emotional poverty. Virmati had fulfilled all her duties as a wife but she had got no recognition for her hard work and years of sacrifice. Harish had become the principal of AS college and it was increasingly difficult for him to come to Lahore where Virmati had taken up to study MA in Philosophy. This was her only means of escape. According to Harish, Virmati seemed to be giving attention to anybody and everybody except him. This was not acceptable to him. If Harish's love for her wasn't strong enough to survive an MA, it

certainly wasn't going to survive a lifetime - a thought that Viramati shuddered to foresee. Harish Seemed to have transformed into a visionary, with the war taking a toll over him. And with Ganga's growing influence at home, Virmati constantly kept asking questions to herself as to whether the professor really needed her anymore. She was the wife-Ganga was the Pronoun - a fact that Virmati had to live with.

Finally, Ida, the narrator of the book was born. For both Harish and Virmati, it meant a new slate and a blank beginning. But her husband continued to be Ganga's public statement of selfhood. Her bindi, bangles, and mangalsutra seemed to suggest that he was still her God. Virmati tightened her reins on Ida as she grew older. At the same time, Harish got more and more involved with the freedom struggle. He carried on with his love of learning and made education an issue with each of his children (Giridhar and Chhoti from his first wife, Ganga - and Ida - from Virmati). Ida refused to show any intellectual brightness and to bridge that contradiction, married a man who was an academic. This led to a disastrous marriage and Virmati spent the period after Ida's divorce with sadness and disapproval. For long periods, Ida was engulfed by melancholy, depression and despair. Now, without her mother, Ida pieced together material from memories that were muddled, partial and contradictory. Her mother was after all, a woman who had defied her own family for many years. That is what Virmati tried to give Ida - Adjust, Compromise, Adapt.

Differences between 'feminine' and 'masculine' are immaterial in a world in which the qualities of both are useful to the well-rounded personality. What women need of all is not a boosting of their 'feminine' qualities but equal treatment in all spheres with men.

The past clings on to us still in some measure and we have to do much before we redeem the pledges we have so often taken. Yet the turning point is past; history begins anew for us, the history which we shall live and act and others will write about. We rejoice in that freedom, even though clouds surround us and many of our people are sorrow-stricken and difficult problems encompass us. But freedom brings responsibilities and burdens and we have to face them in the spirit of a free and disciplined people.

We have come to a point where things are going to take a U-turn and a new orientation will take place. Just have a little faith and trust and allow yourselves to be guided, otherwise you will lose the advantage of being here. And you will go back with the same weaknesses and same habits one sees in life as it is outside. For we are living in an exceptional time at an exceptional turning point of the world's history. Indeed, if we listen to our hearts voice, we immediately perceive that we are more or less consciously waiting for a new reign of justice, of beauty, of harmonious goodwill and fraternity. And this seems in complete contradiction with the actual state of the world. But we all know that never is the night so dark as before the dawn. May not this darkness then, be the sign of an approaching dawn ?

Ms. Naisargee A. Shah



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