

INDEX		
Sr.	Research Subject	Pg. No.
	Editorial	
1	A Study on Awareness Levels & Attitudes of Students towards Vocational Education in India : Dr. Chandrahauns R. Chavan, Farzan B. Mazda	1 - 11
2	Yoga is an Effective Formula for Speed : Shri. Jaysing. M. Hotkar	12 - 15
3	“Algebra” The Symbolic Language Of Mathematics : Joyce Kurian , Dr. Sunny Joseph	16 - 19
4	The Voice of Chipko Movement in Garhwali Folk Songs : Prof. Sudama Singh Bhandari, Dr. Asha Mirajkar	20 - 22
5	A Comparative Study of Quality of Supervised Field Experiences of Teacher Training Programmes Organized in Practice Teaching Schools : Mr. Bhagwan Balani	23 - 26
6	A Study on Customer Relationship Management in Banks : Dr. Nishikant Jha, Mrs. Neelam S.Yadav	27 – 31
7	Absurdity in Malone Dies : Amol Uttamrao Patil	32 – 33
8	Understanding Cloud Computing in Business Transformation : Sabiha Shaikh, Reshma Shaikh	34 – 37
9	Personality Development of a Black Boy in the White World : S. D. Sargar	38 – 42
10	Oil Seed Trading at APMCs - A Study with Reference to Nanded District in Maharashtra : Dr. Shinde T. M.	43 - 48
11	Comparison on some Selected Physiological Variables among the Chhau Dancers, Manipuri Dancers and Santhali Dancers : Dr. Biplab Mondal	49 - 54
12	A Comparative Study of Stress Among B.P.O. Employees who are Under Going Physical Fitness Programme and Those who are Not : Shirish More, Dr. Sopan Kangne	55 - 56
13	Movement is Living, Learning, Language : Prof. V.N. Jagtap	57 - 59
14	कृष्णा सोबती के उपन्यासों के प्रमुख पात्र और स्त्री विमर्श : डॉ. सरिता नरेश बहुखंडी	60 - 61
15	कल्याणकारी राज्यसंस्थेचे मानवी विकासातील योगदान : प्रा. मोरे बाबुराव विठ्ठलराव	62 - 64

Editor's Note

The present era of information and communication technology integrating technology is explicitly expressive. Everyone across the globe discuss how technology can transform our present educational system. In order to strive and survive in this competitive environment, we need to excel in the company of research based activities in the educational system.

This research journal is trying to traverse and disseminate intricacies of research through multi-disciplinary research based idea generation and discussions. The major attempt is to bring about richness in discussion by encouraging contributions from researchers, academic institutions, industries and other agencies in and across the world to deliberate and debate on unsolved problems, questions and queries.

Even though Entire Research Journal is in its growing stage, nevertheless providing ample opportunities to all the likeminded, research oriented minds to join hand and share their experiences in the form of valuable inputs to make it richer.

I ensure that this journal will be a platform to generate and share experiences in the field of research.

Editor.....

A Study on Awareness Levels & Attitudes of Students towards Vocational Education in India

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Abstract

“En-skilling the Indian population is the single most important challenge before the nation today. Building and sustaining skill development institutions providing quality at cost is the management challenge of the decade.” India is a developing country with a need of a skilled work force. Within this context, our Government has constituted the National Skill Development Council under the Chairmanship of Mr. Ramadorai (ex CEO of Tata Consultancy Services), to develop a nationwide matrix of vocational training institutions which would provide courses covering a vast number of vocation skills to meet the demands of an advancing economy and a modernizing society. In another significant move meant to overhaul the vocational training industry; the University Grants Commission has formulated a master plan for the introduction of graduate courses in vocational education. This move was initiated by the All India Council for Technical Education which has identified ten sectors like entertainment, telecom, construction, printing and publishing and such industries that need specialized graduates (*Times of India*, 2012). Given the fact that we Indians look down on skilled labor and continue to stigmatize the vocations; it is important that the introduction of such courses by the Government be accepted by society in a coherent way.

This descriptive and exploratory primary research paper aims to shed light on the perceptions & attitudes of students (of conventional education) towards Vocational Education in India. The study will not only help the government & stake holders of Vocational Institutions understand young mindsets but will also recommend measures which can be incorporated by the virgin Vocational industry.

Introduction

The Indian education system has through its recent history; failed to address the key issue of skills impartment. Given India's high growth rate & a scarcity of practical quality application training centers- the country is facing its biggest skill crunch ever. Aggravating this problem is a constant outflow of skilled artisans & specialized personnel to the Middle East. While Historically Indians have looked down upon skill based education as secondary; the government has come to realize that it is only such education that can empower our nation. With this revelation in mind; the Universities Grant Commission has come forward & has formulated a master plan for the introduction of graduate courses in vocational education (*UCG*, 2012). This move was earlier initiated by the All India Council for Technical Education which had identified ten sectors like entertainment, telecom, construction, printing and publishing and such industries that need specialized graduates (*Times of India*, 2012). For the education and skilling sector, the Budget speech of the Finance Minister on 28th February, 2013 was refreshingly different. Education and skilling and its variant have been mentioned by the Finance Minister nearly 15 times in his address to the nation. At the state level; the Government of Maharashtra has decided to constitute the ‘Maharashtra Vocational Education Commission’ for regulating those vocational courses that are not being conducted in an organized way (*Times of India*, 2011) as per recommendations of the Mujumdar Panel. Banks too are now gearing up in providing financial assistance to students who pursue Vocational Courses as per the guidelines on a model loan scheme introduced by the Indian Banks' Association (IBA) (*Business Line*, 2012). In similar vein; Prime Minister Manmohan Singh has under the Chairmanship of Mr. Ramadorai (ex CEO of Tata

Consultancy Services); constituted the National Skills Development Council. While the National Rural Livelihoods Mission (NRLM) of the Government of India has been set up as the logical up gradation of the National Rural Employment Guarantee Scheme (NREGS); it is to be understood that the Government in these many ways is investing heavily into the sector of Vocational & Skill bases development. Given such radical reforms in the education sector in the pipeline; this study explores the attitudes & awareness levels of students from conventional streams of education towards Vocational education in India. Besides throwing light on their knowledge on the subject; it also illustrates student aspirations & seeks their opinions on how application based training can enrich the education system.

Relevance of the Study

Any change being introduced in the lives of people; needs to be accepted by the population first. Considering that the Ministry of Human Resource Development, Govt. of India is striving hard to overhaul the higher education sector through the introduction of Graduate & Post Graduate programs in the Vocations; it is imperative to understand acceptance levels of such changes among students as well. While on a macro level everyone is aware of the need of skills impartment in curriculum; the sensitivities of students who are immediate stakeholders need to be absorbed. It is only through their experiences & perceptions that we may understand the true effectiveness & shortcomings of the current education system. Their views will be crucial in helping us bridge the gap between ambitious policies that have gone fail & the practical implementation of those very policies. This study will not only help the government & stake holders of Vocational Institutions understand young mindsets but will also recommend remedial measures which can be incorporated by the virgin Vocational industry. The information & insights gained would go a long way in evolving a progressive, creative, dynamic effective & practical strategy with regard to Vocational studies in higher education in the coming decade, in line with the vision of the Ministry of Human Resource; Government of India.

Objectives of the Study

Students are the subjects of our education system. They play an important role in understanding at grass-root levels the impact of government policies. It is important to know what they think; feel & perceive the education rendered to them. In the context of this study; it is also important to gauge their awareness levels towards Vocational education. Following are major components of the research with respect to awareness levels & attitudes of students of conventional education towards Vocational Education in India-

- To understand Satisfaction levels with the current education system.
- To understand Awareness levels among students towards Vocational Education.
- To gauge acceptance levels of students towards courses that would be Vocational in Nature while still offering Degree Certificates in the same.

Review of Literature

According to a study titled “The Skills they Want: Aspirations of Students in Emerging India” by Penn State University; students consider vocational education to be a low quality option as compared to general education could also be influencing this trend. However it was evident that students valued skills in Computers & English. Shedding light on Visions of Vocational Education in India; “Only a strong bonding of work and education can create congenial conditions for progress towards a common school system” is recommended by the National Curriculum Framework (NCF) 2005. While a White Paper titled Mobilizing the Masses-Solving India’s Student Crunch in Vocational Education stresses on the need to break the Myth of Vocational Education being only a Second Chance; it stresses on the need of National Campaigns to change such perceptions. A World Bank document 2006 titled “Skill Development in India- The Vocational Education & Training System” remarks that “Vocational students appear intent on entering higher education rather than entering the labor market.” In other words; most of India’s students strive to secure managerial jobs rather than

those based on the shop floors. Hence; perceptions need to be analyzed and corrective measures ought to be taken in symphony. Similarly; a study titled “Technical & Vocational Education & Training (TVET) system in India for Sustainable Development” by the MHRD sights “Lack of overall social recognition” to be one of the main causes for failure of the Vocational Education sector in India & suggests remedial measures such as Industry-Academia partnerships to uplift the industry. According to Mr. R.V. Kanoria (CEO & MD, NSDC); a society as a fundamental stakeholder for the development of human resource has to be sensitized towards legitimizing vocational education & training and making it an equally attractive alternative to conventional degree-based education. Given this view; it further reinforces the fact that we need to understand student aspirations & consider their opinions while devising educational strategies.

Present Structure of Vocational Education Systems in India

Vocational Education in India falls under the ambit of the All India Council for Vocational Education (AICVE) which is under the Ministry of Human Resource & Development (MHRD). All responsibilities of guiding, planning & co-coordinating of Vocational activities are undertaken by this body. In context of individual states; the State Councils for Vocational Education (SCVE) have been designated to play a similar role within their jurisdictions. According to the Department of School Education & Literacy the technical and vocational education and training system (TVET) in India develops human resource through a three-tier system: A. Graduate and post-graduate level specialists (e.g. IITs, NITs, engineering colleges) trained as engineers and technologists. B. Diploma-level graduates who are trained at Polytechnics as technicians and supervisors. C. Certificate-level for higher secondary students in the vocational stream and craft people trained in ITIs as well as through formal apprenticeships as semi-skilled and skilled workers. Graduate programs however remain few & restricted to very few areas such as Engineering. Programs administered under the Craftsman Training Scheme (CTS) are operated by Industrial Training Institutes (ITIs) and Industrial Training Centers (ITCs). This scheme falls within the purview of Directorate General Employment and Training (DGET), under the Ministry of Labor and Employment. Polytechnic education is currently one of the greatest success models of Vocational Education in the context of en skilling women. It has contributed greatly to the Indian Economy. Most of the polytechnics in India offer three year generalized diploma courses in conventional disciplines such as Civil, Electrical and Mechanical Engineering. During the last two decades many polytechnics started offering courses in other disciplines such as Electronics, Computer Science, Medical Lab technology, Hospital Engineering, Architectural Assistantship etc. There are also a number of institutions in India offering single technology diploma programs in areas like Leather Technology, Sugar Technology, and Printing Technology etc. A number of diploma programs tailor designed for women such as Garment Technology, Beauty Culture and Textile Design are being taught in Women exclusive Polytechnics. These institutions are meant to provide skills after class X and the duration of diploma programs is 3 years, which means, the trainee becomes employable at the age of 19 years. Polytechnics are also offering post diploma and advanced diploma programs of 1-2 years duration in different specializations. In the context of Informal Vocational Skills training; The Ministry of Rural Development administers schemes aims at creating sustained employment opportunities to secure a certain minimum level of employment and income for the rural poor. They include the Jawahar Rozgar Yojana (JRY), Employment Assurance Scheme, the Integrated Rural Development Program (IRDP), the Program for Development of Women and Children in Rural Areas (DWCRA), and the Training of Rural Youth for Self-employment. At present there part time & full time Diplomas in Vocational Education in India are being offered in the areas of 1.Agriculture 2.Business & Commerce 3.Engineering & Technology 4.Humanities Science & Education 5.Health & Paramedical & 6.Home Science. A number of Investors from the Private Sector in Vocational Education have begun offering Diplomas in areas such as Hospitality Management & Building Construction Administrators courses wherein they tie up with foreign skill development providers who then offer a chance to study abroad.

This model is increasingly gaining popularity considering the value it offers of having a chance to study in a foreign land & gaining holistic insights.

Currently there are over 17 Ministries & Departments of the Government of India providing or funding formal/non-formal VET programs. Due to the sheer number of Ministries & Departments involved; there is a lot of variation among the various programs in terms of duration, target group, entry qualifications, testing and certification, curriculum, etc. This phenomenon has also resulted in confusion & lack of coordination resulting in delays & mismanagement of the Vocational Sector. Today in spite of immense investment in the Vocational Sector; there is an underutilization of resources mainly due to outdated techniques applied in teaching and a lack of brand image. Islandization of knowledge because of the lack of sharing of information between Vocational Institutions is also to blame. A lack of availability of main stream courses for Vocational course students to choose from is proving to be a major deterrent for candidates. Citing all these concerns & to bring about standardization within this sector; the Government of India under the Central Advisory Board of Education (CABE) is formulating the National Vocational Qualification Framework (NVQF). If all goes as per plan, the NVQF will cover schools, vocational education and training institutions and higher education sector bringing about uniformity & simplicity in the implementation of Vocational Education & will also lay systems which will facilitate the functioning of Institutions in a standardized & in an up to date manner.

Research Methodology & Sample Size

Based on the Random sampling method; students of standard 11 studying in both the Commerce & Science faculties of public colleges in Dahanu town of District Thane of Maharashtra in India were chosen. Dahanu being a semi urban settlement; consists of students belonging to both metropolitan & rural backgrounds & hence students of this town were chosen to represent the population of students in India.

The study population consisted of 214 students in all consisting of 37 females & 96 males from the faculty of Science & 28 females & 53 males from the faculty of Commerce. In order to gain varied perceptions; students were randomly selected from the 11th standards of both these faculties.

This is a descriptive & an exploratory research study based on primary data. The survey instrument used in this study is a Questionnaire. The Questionnaire used was a combination of objective as well as subjective questions/statements so as to cross examine the validity of objective questions and to accurately examine awareness levels & attitudes of students. Besides this questionnaire; group discussions were also conducted to supplement & validate the data collected through the questionnaire.

Data Interpretation & Analysis

Reliability Analysis

In order to cross verify the reliability of the candidates answers; we devised a Questionnaire wherein subjective questions follow key objectives ones; giving insights into the real knowledge candidates possess.

For Example; the Objective Question-

Are you aware of the concept of Vocational Education?

- Yes
- No

Is followed by the Subjective filling of the Statement-

If Yes, Define in 2-3 lines.

Analysis of awareness levels & opinions has been conducted using the simple percentage method depicted using diagrams & tables. It has been conducted segregating the population consisting of total 214 students into 81 who belong to the Commerce faculty & 133 who belong to the Science faculty. The same has been done in order to get an in depth idea of awareness levels among students of each

faculty individually.

- ❖ **From total respondents; 133 students were from the Science faculty while 81 were from the Commerce Faculty.** Table 1 below shows the division of candidates according to their faculties.

Faculty	Respondents	Percentages (%)
Science	133	62
Commerce	81	38

Table 1 the division of respondents according to their respective faculties.

- ❖ **From respondents of the Commerce Faculty, 66% constituted males while 34% were females.** Table 2 below shows the number and percentages of respondents.

Gender	Respondents	Percentage (%)
Male	53	66
Female	28	34

Table 2 The percentage of male and female respondents from Commerce faculty.

- ❖ **When questioned about their opinion on currently offered conventional education systems; 40% of the Science students & 33% Commerce students believe that the system has a practical approach while 60% science candidates & 67% commerce students stated that conventional education today was theory based & lacked hands on training.** An analysis of students belonging to the Science & Commerce faculties showed in Table 3 & Chart 1 below illustrate the same.

Faculty	Practical Based Opinion	Theory Based Opinion	Practical Based Opinion (%)	Theory Based Opinion (%)
Science	54	79	40	60
Commerce	27	54	33	67

Table 3. Opinions based on practicality of conventional education of today by respondents.

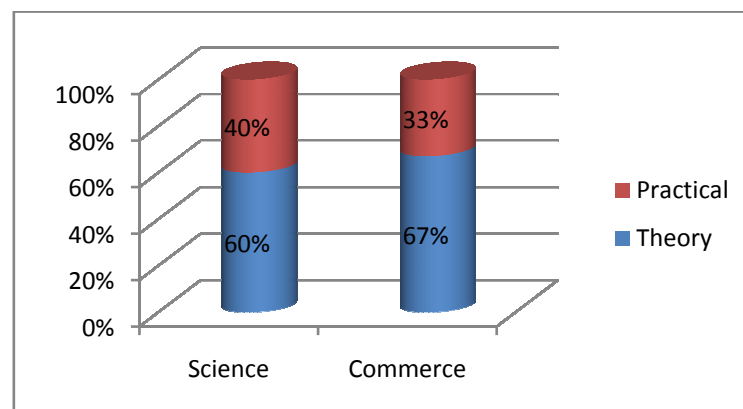


Chart1. Graphic illustration of Opinions based on practicality of conventional education of today by respondents.

As an aggregate; 63.5% of the respondents voted that the current education system is theoretical in application while 36.5% believe that the system is practical in approach.

❖ Satisfaction levels among students from the faculties of Science & Commerce towards the current education system was observed as shown in Table 4 in the following manner-

Faculty	Extremely Unsatisfied (%)	Unsatisfied (%)	Nor Satisfied or Unsatisfied (%)	Satisfied (%)	Extremely Satisfied (%)
Science	0	3	32	50	15
Commerce	12	2	32	48	5

Table 4. The percentage wise segregation of satisfaction levels among respondents.

While a total percentage of 49% respondents claimed to be satisfied with the current system of education; 32% claimed to be neither satisfied nor unsatisfied. 10% were extremely satisfied while 6 claimed to be extremely unsatisfied. 2.5% of respondents claimed to be unsatisfied.

❖ In view of competency levels of conventional education in helping secure jobs; the following trends were observed among Science & Commerce students as shown in Table 5 below-

Faculty	Extremely Incompetent (%)	Incompetent (%)	Nor Competent or Incompetent (%)	Competent (%)	Extremely Competent (%)
Science	8	10	22	42	18
Commerce	4	5	34	36	21

Table 5. The percentage wise segregation of competency levels of conventional education in securing a job by respondents.

39% of all respondents believed that the current education system was competent enough in helping secure a job. 28% claimed that the system was neither competent nor incompetent. While 19.5% believed it was extremely competent; 7.5% marked that it was incompetent whereas only 6% of the respondents stated that it was extremely incompetent.

❖ Students were asked to choose any one of three reasons for selecting their field of study. These included (1) for the achievement of a degree certificate (2) for the skills that the course has to offer or (3) for both. Among the Science as well as Commerce respondents; skills & certificate both arose as the main reason for selecting their courses as shown Table 6 & Chart 2 below-

Faculty	Certificate & Skills	Certificate	Skills
Science	66	16	18
Commerce	69	24	7

Table 6. The percentage wise segregation of key reasons for selecting courses of their choice by respondents.

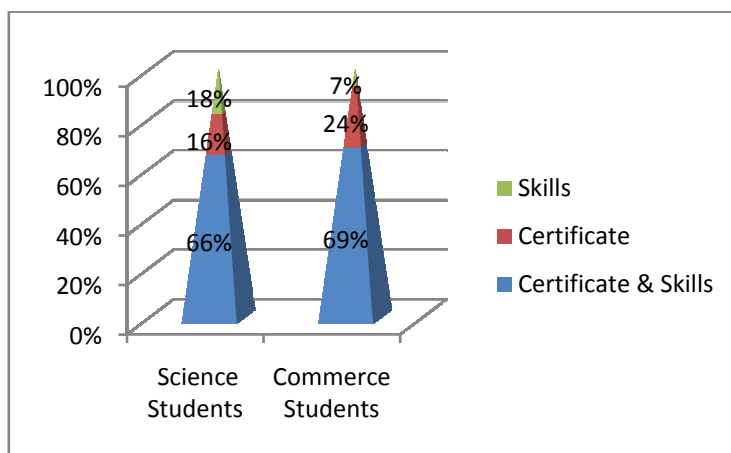


Chart 2. Graphic illustration of key reasons for selecting courses of their choice by respondents.

A majority of 67.5% of all respondents claimed to have taken up their course of study for the certificate as well as skills learned. While 20% stated on taking up their study only for the certificate; 12.5% proclaimed that skill absorption was the only purpose for choosing their course of study.

- ❖ Awareness levels towards Vocational Education among students of Conventional education being the highlight of this study; respondents were made to answer an objective question which was re-verified using a subjective statement blank. If a respondent claimed via the objective question that she/he is aware of the concept of Professional/Vocational education; it was mandatory for them to illustrate its meaning in a few words in subjective form; failing which it was to be deemed that were unaware of the concept of Vocational education. **The level of awareness discovered among Science students was only 10% where as the same stood at 25% among Commerce students.** The same has been illustrated Table 7 & Chart 3 below-

Faculty	% Aware about concept of Vocational Education	% Unaware about concept of Vocational Education
Science	10	90
Commerce	25	75

Table 7. The percentage wise segregation of awareness levels of students towards the Concept of Vocational Education.

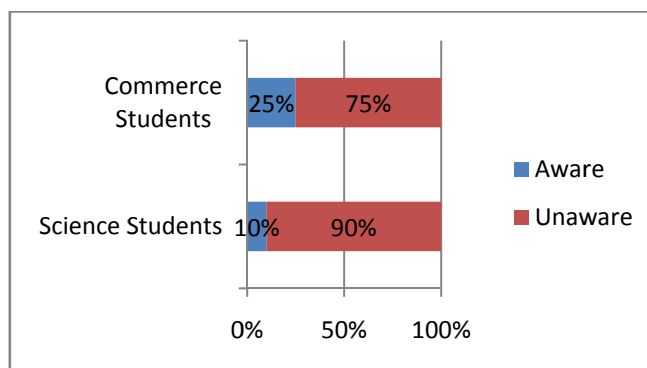


Chart 3. Graphic illustration of awareness levels among students towards the Concept of Vocational Education.

Considering an aggregate of all respondents; 82.5% were absolutely unaware of the concept of Vocational education. Only 17.5% respondents knew its meaning.

- ❖ In order to understand if students were aware of ‘Skill development courses’ other than their awareness towards the term ‘Vocational Education’; a question asking the same was raised. There seemed to be a greater understanding of the term ‘Skill’ than the titles ‘Vocational’ or ‘Professional’ among respondents. Findings of the same are illustrated below-

Faculty	% aware of Skill based Courses	% unaware about skill based courses
Science	24	76
Commerce	26	74

Table 8. The percentage wise segregation of awareness levels of students about skill based courses.

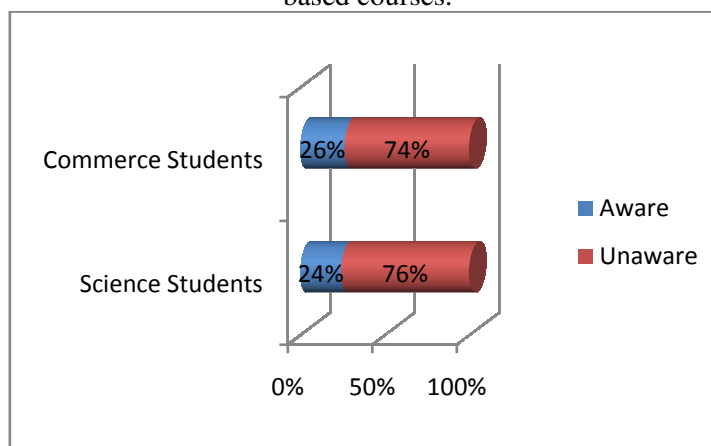


Chart 4. Graphic illustration of awareness levels of students about skill based courses.

While the total percentage of those respondents who were unaware of skill based courses offered stood at 75%; 25% stated that they had knowledge of the same. This awareness level stands 7.5% higher than awareness levels of the term ‘Vocational Education’.

- ❖ While awareness levels among students were determined; student acceptance levels towards Skill based education was also established. Students were asked if they would opt for a skill based course instead of their current education if the course would help them specialize and make them masters in their subject and if it would also award them a degree in the same. A strong majority of 71% & 77% of students from the Science & Commerce faculties respectively voted in favor of such an alternate system of learning.

The same has been illustrated in Table 9 Chart 5 below-

Faculty	Skill + Degree (%)	Conventional Edu (%)
Science	71	29
Commerce	77	23

Table 9. The percentage wise segregation of students choosing skill based formal education against Conventional education.

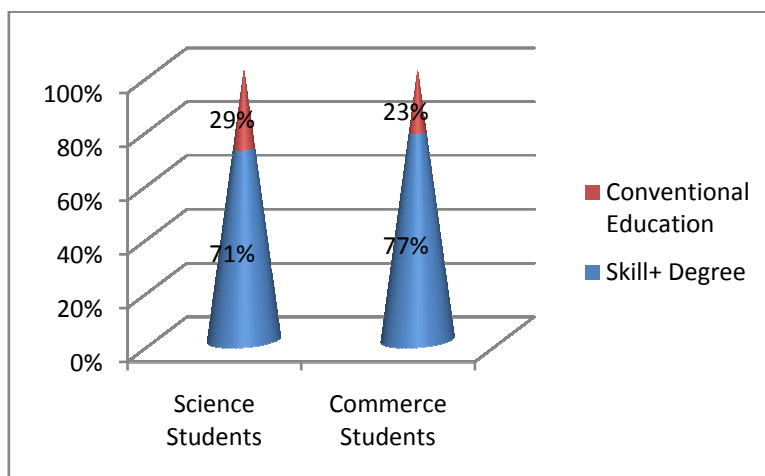


Chart 5. Graphic illustration of students choosing skill based formal education against Conventional education.

As an aggregate; 74% of all respondents voted in favor of skill based learning over conventional education provided it offered them degree certificates in the same. 26% voted in favor of conventional education.

- ❖ Having gauged student choices in education; respondents were then asked if they would opt for a skill based course instead of conventional education if the course would help them specialize in their subject though it would not award them a degree for the same.

Among the Science students; 65% proclaimed no while 35% of the Commerce students agrees upon the same.

Faculty	Skills – Degree (%)	Conventional Edu (%)
Science	35	65
Commerce	42	58

Table 10. The percentage wise segregation of students choosing conventional education against skill based informal education.

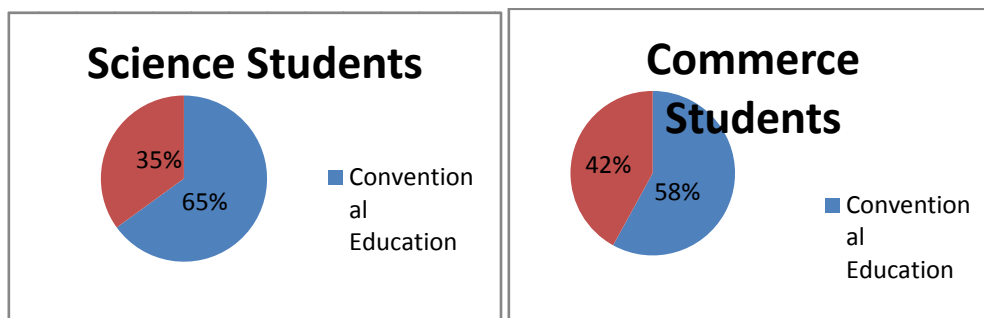


Chart 6. Graphic illustration of students choosing conventional education against skill based informal training.

A total of 61.5% of respondents chose conventional education over skills training if the latter did not offer a degree certificate in the same. In spite of this; 38.5% of respondents still chose skill based training against conventional education citing mastery of work.

❖ At the crux of the questionnaire; students were asked to chose one among 3 systems of learning which they would like to have implemented-

1. That offers skill based training which is job oriented.
2. That offers a blend of practical and theoretical studies.
3. That offers only classroom and book based learning.

The study discovered that a majority of students from both Science & Commerce faculties chose the system “That offers skill based training which is job oriented” over the other two. Table 11 & Chart 7 illustrates the same-

Faculty	% Skill based learning	% Blended learning	% Classroom learning
Science	43	40	17
Commerce	62	26	12

Table 11. The percentage wise segregation of student opinions in favor of their learning system of choice.

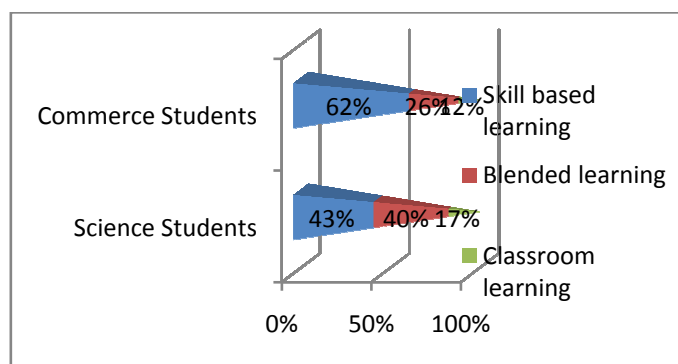


Chart 7. Graphic illustration of student opinion in favor of their learning system of choice.

Among all those who responded; a majority of 52.5% students chose a system of education which is skill based. While 33% preferred a blended system; only 14.5% of respondents voted for the classroom style of learning.

Suggestions

82.5% respondents being unfamiliar with the term ‘Vocational Education’ is a stark revelation that educationists both at secondary & higher secondary levels need to enlighten students about the concept of skill based training. Along with students; parents too need to be educated towards the same. While public university courses such as B.Com & B.Sc remain popular; it is equally important to highlight the existence of professional career options. Social media & broadcasting can be used to spread awareness about such courses. While the few private professional institutes that exist continue to market themselves in their capacities, Industrial Training Institutes have done little to publicize themselves. With an overwhelming 52.5% of respondents preferring a system of education which is skill based & 33% having voted for a blended system; it remains clear that conventional curriculum leaves students questing for more. On the other hand; the resources & seats of institutions imparting Vocational training remain underutilized in spite of such promising opinions towards skill based learning. While the government continues to remain bullish towards Vocational education; the sectors lackluster image remains the key cause of its failure. Re-branding ‘Vocational’ education as ‘Professional’ education could portray a fresher-more modern image of such practical courses making students proud of what they opt for. With 74% respondents preferring skill based training over conventional education (provided they offer legitimate degrees); it is crucial that graduate programs in a multitude of vocations be offered at the earliest. In an exercise to instill skill based learning; some

institutes encourage their students to attain certain offline/online certifications. Such certifications can be instilled into main stream curriculum with the help of industry so as to enrich conventional education with professional training while reducing the additional burden on candidates. The long standing stigma attached to skill based courses in India can be ridden if industry itself comes ahead & promotes the same. While the government strives hard in undoing its failures; public private partnership in the Vocational sector can further boost the industry. At the end; it boils down to the sheer will power of teachers & adults in enlightening & inspiring the youth towards the enormous career prospects that stand available beyond the boundaries of conventional education.

Conclusion

The government in all its capacity is working hard to overhaul the Indian education system. It is of utmost importance however that the sentiments, awareness levels & perceptions of stake holders (students, their parents, teachers, management & industry) be taken into account. While the perception of students remains promising towards vocationalization of education; the gap between them & the professional courses needs to be bridged. Before the introduction of graduate programs in the Vocations; there is also a dire need to study models of management in the context of such institutions. Being capital intensive; their financial feasibility needs to be reviewed so as to shield them from turning into 'death traps'. A little reported though well known feature of resource mobilization, with wide range of combinations- has been managing academic requirements to provide avenues for students with lower standards coming from higher income families to enter the portals of these institutions, with the inevitable result of lowered academic performance. Little research study has been dedicated towards the management of vocational education institutions from a management perspective, which would provide for an alternative approach that ensures convergence in resource mobilization and maintenance of academic standards. What remains most important for professional institutions is the capacity to adapt and evolve with their habitats. Though decentralization is considered beneficial keeping in mind local needs; it has resulted in the failure of many professional programs. With a complex network of skill development courses being run under the umbrella of an array of central-state government ministries; and boards that all lack crucial co-ordination & most have turned into islands of outdated knowledge. This calls for the need to bring all these courses under the ambit of one centralized commission. Having said this; there is also the need to give private professional education providers the autonomy to function within set boundaries. Figures from this study indicate the sheer ignorance of students towards professional courses. If only informed well about the availability of such programs; will society play the role of a catalyst in pushing forward reforms in the vocational education industry thereby transforming our people from a purely theoretically educated to society to one that is equipped to take on a globalized world through the application of skills.

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Yoga is an Effective Formula for Speed

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Abstract

Speed is very essential in sports like Football, Hockey, Cricket, Handball, Basketball, Athletics, Kho-Kho, Softball and other field games for better performance. Speed is an important factor of the motor fitness and it is also a part of our day to day life. Each and every person wants to complete their task as early as possible, it means speed is required for our working ability or to complete the task in a short time. The speed is helpful to perform successive movement of the same pattern at a fast rate. Forty-six male students ($n = 46$) from Chembur Naka Municipal School, Chembur, Mumbai, were selected randomly for the present study. The subject's age group was ranging from 11 to 14 years. The selected forty six students were then again randomly assigned into two equal groups viz., one control group ($n_1 = 23$) and one experimental group ($n_2 = 23$). Experimental group were received specific yoga training for six weeks. In case of post test of speed, the mean scores of control and experimental group were 9.5774 (SD 1.04203) and 8.9074 (SD .66497) respectively, whereas, the mean difference was .6700 and the 't' values of post test was 2.599 which was significant ($p < 0.05$). The study revealed that, daily Yoga practice help to improve speed ability of school going boys.

Introduction

Speed is one of the components of physical fitness, Speed is the rate of motion, or equivalently the rate of change in position, often expressed as distance traveled per unit of time. A subcategory of speed is quickness, which is the ability of the central nervous system to contract, relax or control muscle function without involvement of any preliminary stretch. Speed is very essential in sports like Football, Hockey, Cricket, Handball, Basketball, Athletic events, Kho-Kho, Softball, cycling, swimming and other field games for better performance.

Speed is an important factor of the motor fitness and it is also a part of our day to day life. Each and every person want to complete their task as early as possible, it means speed is required for our working ability or complete the task in a short time. Speed is helpful to perform successive movement of the same pattern at a fast rate. With the speed a person is capable to complete the task in faster time. So it is very essential to improve speed of every individual. After the review of various literatures of exercises, yoga and health related fitness; it was found that, yogic exercises are more beneficial than the others. Yoga exercises are very easy to perform for the school going children; it improves flexibility, muscular tone and much more which is related to a good health of the children. This study was conducted with the objective "to study the effect of selected yogic practices on speed of the male students aged 11 to 14 years dwelling in slum area of Mumbai."

Methodology

The purpose of this investigation was to collect the information regarding the impact of Yoga practices on Speed of school children dwelling in slum area. The following methodology was followed to conduct this experiment.

Forty-six male students ($n = 46$) from Chembur Naka Municipal School, Chembur, Mumbai, were selected randomly for the present study. The subject's age group was ranging from 11 to 14 years. The age was determined from the record of date of birth available in the school. The selected forty six students were again randomly assigned into two equal groups viz., one control group ($n_1 = 23$) and one experimental group ($n_2 = 23$). The researcher made sure that the subjects were medically fit for going through the experimental requirements of this research project. This was done by scrutinizing the health examination record of the students maintained as a part of regular school procedure. None of the subjects was participated yoga.

The experimental group received specific 'Yoga' training while control group was treated as control. The design of the experiment has been planned in three phases.

- Phase – I: Pretest
- Phase – II: Training or Treatment, and
- Phase – III: Post test

Pre – Test (phase – I)

All the subjects of control and experimental groups were exposed to speed test (50 yard dash test) to record the pre test data. Before the test all the necessary instructions regarding the performance of speed wear given to the subjects.

Treatment stimuli (phase – II)

After the completion of pre test, all the subjects of experimental group were exposed to a one and half month (6 weeks) training of selected yogic practices for 60 minutes daily in the morning except Sunday and holidays. The subjects of the Control group were not allowed to participate in yoga training. In fact, both the groups (i.e., experimental and control) participated in their regular activities as per the school schedule.

For the total period of 6 weeks one professionally qualified yoga teacher was appointed to impart and organize daily training programmes of yoga practices under over all supervision of the present investigator.

Yoga intervention included some of the asanas and pranayamas. As well as Omkar recitation. All these contents were selected on the basis of various reports on Yoga and Physical fitness and also based on suggestions from the experts of Kaivalyadhama Yoga Research Institution, Kaivalyadhama, Lonavla. The subjects were given trials of all the selected yoga practices in first two days of training. It was observed that all of them could perform the yoga practices up to the investigator's satisfaction. Further in the 1st week all the asanas and pranayamas were taught. After getting satisfactory performance on asanas, one mudra (i.e., Viparitakarani) and one kriya (i.e., Kapalabhati) were introduced. In the beginning of the 2nd week, Omkar chanting was added along with the regular practices of already introduced Yoga. Gradually, 3rd, 4th, 5th and 6th week, all the subjects of experimental group could regularly practice them with sincerity. The intensity was decided on the basis of increasing the maintenance time. Since principles of yoga do not allow repetition, the researcher skipped this phase of training. Regularity in attendances was satisfactory. However, the yoga training, imparted to the experimental group for total of six weeks was as follows.

Table No. 01:- Yogic Practices for the Experimental group.

Sr. No.	Name of Yoga Practice	Sr. No.	Name of Yoga Practice
1	Shavasana	11	Janushirasana
2	Pawanmuktasana	12	Chakrasana
3	Naukasana	13	Parvatasana
4	Viparitkarani	14	Tadasana
5	Bhujangasana	15	Halasana
6	Shalabhasana	16	Brahma Mudra
7	Vajrasana	17	Ujjayi Pranayama
8	Vakrasana	18	Anuloma-Viloma
9	Paschimottanasana	19	Kapalabhati
10	Mayurasana	20	Om Recitation

Post test (phase III)

Lastly, when the treatment or training period of 6 weeks was over, the post test on speed was conducted for all the subject of both the groups.

Variables and Measurement

Before and after experiment, following test on the subjects was conducted with the help of reliable and standard tools. Following table shows the dependent variable and tools used.

Table No. 02:- Variable, Tools and Measuring unit of the Study.

Variable	Tools Used	Measurement unit
Speed	50 Yard Dash	Nearest to 0.001 sec.

One independent variable i.e. a *Set of Selected Yogic Exercises* formed as a independent variables in the present study. The investigator has selected these yogic exercises on the basis of various research reports conducted in India and abroad.

Yoga training programme was designed on the basis of following.

- The yoga has both preventive and therapeutic benefits. And the most important benefits of yoga are physical and mental benefits to the body and the mind.
- Yoga also helps to improve muscle tone and increases energy, stamina, strength and flexibility. Practicing yoga can burn up body's excess fat and provides a much-improved body shape or figure.
- Yoga can be a powerful enhancement in regular training exercises. Adding Yoga in a routine training program helps develop strength, flexibility, range of motion, concentration, cardiovascular health, and reduces stress, tension, and tightness. The most significant benefit of adding yoga to a training program is its effect on performance.

Statistical procedure

The collected data were processed by using standard 't' test by using SPSS to know, whether the means of both groups statistically differ from each other.

Table No. 03:-Comparison of experimental group and control group performance

Group	N	Mean	Std. Dev.	Mean deference	't'	Sig. (2 tailed)	Remarks
Control group Pre test	23	9.4957	1.01126		1.146		
Experimental group Pre test	23	9.2143	.60227	.2813	1.146	.259	p>0.05
Control group Post test	23	9.5774	1.04203		2.599		
Experimental group Post test	23	8.9074	.66497	.6700	2.599	.013*	p<0.05

* Significant at 0.05 level

Results

It is seen from the above table, in case of pre test of speed, (50 yard dash test) the mean scores of control and experimental group were 9.4957 (SD 1.01126) and 9.2143 (SD .60227) respectively, whereas, the mean difference was .2813 and the 't' values of pre test was 1.146 which were not significant (p>0.05). It reflects that the mean score of pre test of speed of control group and experimental group did not differ significantly. This indicates that the pre-test means of Yoga training group and Control group in Speed test were more or less similar.

But in case of post test of speed, the mean scores of control and experimental group were 9.5774 (SD 1.04203) and 8.9074 (SD .66497) respectively, whereas, the mean difference was .6700 and the 't' values of post test was 2.599 which was significant ($p < 0.05$). It reflects that the mean score of post test of Speed of control group and experimental group was differ significantly. This same result is also presented in following graph.

Pre and Post Mean scores of Speed of Control and Experimental Group
(50 yard dash test)

Discussion

Yoga does not promise for the positive results by easy and short cut way. It does not either promise quick fixes for all problems but it leads to positive results if followed in a systematic manner. Yoga like other sports demands tremendous integrity, self-discipline and awareness to take us beyond existing level of physical, motor, concentration skill and other types of qualities related to a particular sport.

The result of this investigation supports the above statement. In case of speed, Yoga played a significant role for the slum areas students. Result shows that the Yoga practice were effective in improving Speed of the schoolchildren in Mumbai. In this context the null hypothesis that "There is no significant difference in mean score of Speed of control and experimental group" is rejected.

Conclusion

The conclusion of this experimental study is that, daily Yoga practice helps to improve speed ability of school going boys.

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“Algebra” The Symbolic Language of Mathematics

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Abstract:

The development of algebraic notations progressed through three stages : the rhetorical stage, the syncopated stage and the symbolic stage. Historically algebra was developed in Egypt in 1650 B.C.E. Egyptian algebra was rhetorical, that is, no symbols were used. The Babylonian algebra (1800-1600 B.C) was more advanced than that of Egypt. Like the Egyptians, their algebra too was rhetorical. The recorded history of Chinese mathematics began in the Han dynasty. They expressed everything in words and numbers, not in mathematical symbols. The Greeks used geometry as a language to express their ideas that we learn to express algebraically, which we call geometric algebra. But this approach retarded the progress in algebra for several centuries. The later Greek mathematician, Diophantus(A.D.250), some syncopated style of writing equations in Greek algebra, even though, the rhetorical style endured in most of the world for many centuries. The successors of the Greeks in the history of mathematics were the Hindus of India. Like of Diophantus, they also used syncopated algebra. There were no particular symbols for the fundamental operations in the Bakhshali work. Any particular operation was indicated by placing the tachygraphic abbreviation, after, occasionally before, the quantity affected. Then the Arabs took over and improved the Hindu number symbols and the idea of positional notation. These numerals (the Hindu- Arabic system of numeration) and the algorithms for operating with them were transmitted to Europe around 1200 and are in use throughout the world today. The algebra of the Arabs was entirely rhetorical. The landmark advance in symbolism was made by Viète(1540-1603), who used capital vowels A,E,I,O,U to represent unknown quantities and capital consonants B,C,D,..... for known quantities. Viète’s algebra was still syncopated rather than completely symbolic. It was Rene Descarte (1637), who introduced our current usage: small letters, of which the ones at the beginning of the alphabet denote the known quantities and the ones at the end denote the unknown quantities.

Introduction:

Every meaningful mathematical statement can be expressed in plain language. Many plain language statements of mathematical expressions would fill several pages, while to express them in mathematical notation might take as little as one line. One of the ways to achieve this remarkable compression is to use symbols to stand for statements, instructions etc.

Algebra is a symbolic language of mathematics that allows communication between people who don’t know each others’ spoken language. The grammar of the language involves three major components such as expressions, identities, and equations. The creation of a formational language was fundamental to the process of making algebra a part of mathematics. The use of this new symbolic language was sometimes considered by the authors as an art or a procedure for expressing ideas that already existed. Some authors believed that this symbolic language was useful for clarifying the understanding of mathematical ideas and also for finding new mathematical results. The language used in mathematics before the seventeenth century was mainly rhetorical and then later rhetorical with abbreviations.

Objectives: This paper aims to study the development of symbols of algebra from ancient times.

Stages of symbolism:

The development of algebraic notations progressed through three stages: the rhetorical (or verbal) stage (1650 BCE- 200 CE), the syncopated stage (in which abbreviated words were used) (200CE- 1500 CE) and the symbolic stage(1500 CE – present) with which we are all familiar.

The development of symbolism of algebra in this notes is outlined under the following headings:

Egyptian algebra, Babylonian algebra, Chinese algebra, Greek geometric algebra, Diophantine algebra, Hindu algebra, Arabic algebra and European algebra.

Historically algebra was developed in Egypt in 1650 B.C.E. Much of our knowledge of ancient Egyptian algebra was based on the Rhind papyrus also known as the Ahmes papyrus. Their algebra was rhetorical, that is, no symbols were used. Problems were stated and solved verbally. Egyptian algebra employed the symbol “heap” for the unknown. Problems were phrased in terms of “heaps” and then solved.

The mathematics of the old Babylonian period (1800- 1600 B.C) was more advanced than that of Egypt. Their “ excellent sexagesimal (numeration system) led to a highly developed algebra. There were some use of symbols, but not much. Like the Egyptians, their algebra too was rhetorical. They used the words “length” and “width” as we would use the variables x and y to represent unknowns. The product of the “length” and “width” they called “area” as we would write the product of x and y as xy .

The recorded history of Chinese mathematics began in the Han dynasty, a period that lasted from 206 B.C.E until 220 C.E. Little was known about the mathematics in China before the founding of the Han dynasty. Everything – the problem, the solution and the algorithm that used to obtain the solution- was expressed in words and numbers, not in mathematical symbols. There were no “equals” signs, no x 's to represent unknowns and none of the other notational tools that we use today. Thus Chinese algebra too was rhetorical. The absence of adequate symbolism was a substantial barrier to mathematical progress.

The Greeks, who did not recognize the existence of irrational numbers, avoided the problem thus created by representing quantities as geometrical magnitudes. Various algebraic identities and constructions equivalent to the solution of quadratic equations were expressed and proven in geometric form. The Greeks used geometry as a tool to study everything. Geometry became the language that the Greeks used to describe and understand the world about them. They learned to use the language of geometry to express ideas that we learn to express algebraically, which we call geometric algebra. Geometric thinking pervaded all of Greek mathematics including algebra. Euclid was best remembered for having written one of the most popular text books of all time called “Elements”. When we speak of unknowns x , y and z , we generally assume that these variables represent numbers. But the approach of Euclid was different. In his time, variables were not numbers. He represented unknowns by line segments and in his second book, he established the rules that allow one to manipulate segments in the way that we would manipulate numbers. What we represent with equations, Euclid represented with pictures of triangles, rectangles and other forms. Geometric algebra made algebra visible. The geometric algebra described by Euclid set the standard for Greek algebraic thinking for centuries. His exposition was logically rigorous. Because of its form, geometrical algebra was of little practical value. This approach retarded the progress in algebra for several centuries.

Diophantine Algebra:

The later Greek mathematician, Diophantus(c. A.D.250), represents the end of a movement among Greeks away from geometrical algebra to a treatment which did not depend upon geometry. He introduced some syncopated style of writing equations to Greek algebra, even though the rhetorical style endured in most of the world for many centuries, except in India, and this hinders the progress of mathematics.

Hindu Algebra:

The successors of the Greeks in the history of mathematics were the Hindus of India. The Hindu civilization dates back to at least 2000 B.C. Their record in mathematics dates from about 800B.C. but became significant only after influenced by Greek achievements.

One of the most important works of the Hindu mathematician, Brahmagupta, (628) was his

style of algebraic notation. It was like that of Diophantus, syncopated algebra. He used a dot above a number to indicate a negative number. When formulating an equation containing one or more unknowns, Brahmagupta called each unknown, a different color, which is analogous to the way that we are using the letters x, y and z to represent variables. To simplify his notation he preferred to use an abbreviated form of each color word. A condensed abstract algebraic notation made mathematical ideas more transparent and easy to express. Bhaskara (b.1114) developed a highly syncopated algebraic notation.

There were no particular symbols for the fundamental operations in the Bakhshali work. Any particular operation was indicated by placing the tachygraphic abbreviation, the initial syllable of a Sanskrit word that import, after, occasionally before, the quantity affected. The operation of addition was indicated by 'yu' (an abbreviation from 'yuta' meaning added), subtraction by '+', which is probably from 'ksa' (abbreviated from 'ksaya' meaning diminished), multiplication by 'gu' (from 'guna' or 'gunita' meaning multiplied) and division by 'bha' (from 'bhaga' or 'bhajita' meaning divided). In later Hindu mathematics, the symbol for subtraction was a dot, occasionally, a small circle, which was placed above the quantity. Other operations were represented by simple juxtaposition. Bhaskara II (1150) used a dot (bindu) over the quantity (both known and unknown) for negatives.

The symbols for powers and roots were abbreviations of Sanskrit words of those imports and were placed after the number affected. Thus the was represented by 'va' (from varga), cube by 'gha' (from ghana), fourth power by 'va- va' (from varga-varga), fifth power by 'va-gha—gha' (from varga-ghana-ghata), sixth power by 'gha-va' (from ghana- varga), seventh power by 'va-va-gha-gha' (from varga- varga-ghana-ghata) and so on. The product of two or more unknown quantities were denoted dots. In the Bakhshali treatise, the square root of a quantity was denoted by writing after it 'mu' which is an abbreviation for 'mula' (root). There were no specific symbols for the unknown. Consequently its place in an equation was left vacant and to indicate it vividly, the sign of emptiness was put there. The use of the zero sign to mark a vacant place was found in the arithmetical treatises of later times when the Hindus had a well-developed system of symbols for the unknowns.

Lack of an efficient symbolism gave rise to a certain amount of ambiguity in the representation of an algebraic equation, especially, when it contains more than one unknown. To avoid such ambiguity, the abbreviations of ordinal numbers such as 'pra' (from 'prathama', meaning first), 'dvi' (from 'dvitiya', meaning second), 'tr' (from 'tritiya', meaning third), 'ca' (from 'caturtha', meaning fourth), 'pan', (from 'pancama', meaning, fifth) and so on have been used to represent the unknowns. Aryabhata I (499) probably used coloured shots to represent unknowns. Brahmagupta (628) mentioned 'varna' as the symbols of unknowns. At one time the unknown quantity was called yavat- tavat (as many as, so much as). In later times, its abbreviation, 'ya', was used for the unknown. Bhaskara II occasionally employed the tachygraphic abbreviation of the names of the unknown quantities themselves to represent them in an equation.

Arabic Algebra:

In the 7th and 8th centuries, the Arabs united by Mohammed, conquered the land from India, across northern Africa to Spain. In the following centuries (through the 14th) they pursued arts and sciences and were responsible for most of the scientific advances made in the west. Although the language was Arabic, many of the scholars were Greeks, Christians, Persians or Jews. Their most valuable contribution was the preservation of Greek learning through the middle ages and it is through their translations that we know today about the Greeks became available. They took over and improved the Hindu number symbols and the idea of positional notation. The algebra of the Arabs was entirely rhetorical, that is, the algebra expressed entirely in words and without the use of specialized algebraic symbols.

European Algebra:

At the beginning of this period, zero had been accepted as a number and irrationals were used

freely. The existing knowledge of both arithmetic and algebra came to Western Europe through the study of Arabic mathematics. But not until the fifteenth century symbols were used as Diophantus had done, for the commonest arithmetical operations. At that time, the symbols \tilde{P} and \tilde{M} for plus and minus were used in Italy and France. They had been introduced by Lucia Pacioli (1445-1514) as abbreviations for the words piu (more) and meno (less). The symbols + and – occurred in Germany in 1480. These symbols were first printed in 1489 in a book by Rechenmeister Johan Widmann. Algebra in 1500 was still largely rhetorical. The symbols \times and \div for multiplication and division do not appear until the 17th century. The sign for equality appeared in an algebra text book, by Robert Recorde (1510-58), published in the year 1557. He introduced the equality sign with the justification that no two things can be more equal than a pair of parallel lines.

The study of algebra spread much throughout Europe. One of the most barriers to further progress was the lack of a convenient symbolism for expressing the new ideas, but this condition was changing in a haphazard way. Throughout Europe various algebraic symbols were introduced. Mathematicians in different geographical regions employed different notations. There were several symbols proposed for equals sign (=). There were also alternatives for +, -, \times and so on. It took time for the notation to become standardized. But all these notational innovations were important in the sense that they made algebra easier. Rhetorical algebra can be slow to read and difficult to follow. Our ordinary everyday language was just not the right language to express algebra and the higher level of abstraction made the rhetorical expression difficult to read.

The landmark advance in symbolism was made by Viete (French, 1540-1603), who used capital vowels A, E, I, O, U to represent unknown quantities and capital consonants B, C, D, etc. for known quantities. Viete's algebra was still syncopated rather than completely symbolic. Symbolic algebra reached full maturity with the publication of Descartes's *La Geometrie* in 1637. It was Rene Descartes (1596-1650), who introduced our current usage: small letters, of which the ones at the beginning of the alphabet denote known quantities and the ones at the end denote the unknown quantities. In contrast to that of Viete, who used a complicated mix of symbols and words, Thomas Harriot's (1560-1621), a British mathematician and astronomer, algebraic notion was simpler and consequently, more modern.

Unlike Decarte, who had a flair for good algebraic notation, Pierre de Fermat (1601-65), used the older, more awkward notation of Francois Viete. Descartes and Fermat developed a new symbolic language that enabled them to bridge the gap that had separated algebra from geometry. This language contributed to progress in both the fields.

Conclusion: By the end of the 17th century, the deliberate use of symbolism entered in mathematics and hence in algebra. Thus algebra can be written in a symbolic language that is designed to express mathematical thoughts, including how to do problems. Hence algebra, the language of mathematics, includes the ability to read with comprehension, to express mathematical thoughts clearly, to reason logically and to recognize and employ common patterns of mathematical thought.

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The Voice of Chipko Movement in Garhwali Folk Songs

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Introduction

The word Garhwal is derived from the words 'Garh' and 'wall'. It is believed that there were 52 garhs with strong and mighty walls. It is a paradise of gods and goddess. Rich culture, treasure of flora and fauna, abundance of nature, variety of traditions, honesty and religious faith are the main characteristics of Garhwal.



The sky kissing peaks, white sheets of snow, meadows, beautiful valleys, the hissing zigzag rivers and smiling flowers touch the tender heart of everyone. As a view point of religion, literature, art and culture, it is well prosperous.

The Himalayan region had always been exploited for its natural wealth, minerals and timber. The end of the nineteenth century, it has been observed that most of the Himalayan ranges became naked. The trees were used for the commercial purposes. But in the same way it spoiled the evergreen environment. The forest cover started deteriorating at an alarming rate, resulting in hardships for those involved in labour-intensive fodder and firewood collection. This also led to deterioration in the soil conditions, and soil erosion in the area as the water sources dried up in the hills.

Meaning and Purpose of Chipko Movement

In Hindi the word Chipko means "to stick" or "to hug" and that is what the Uttarakhandi women have done in 70's to save the trees. Chipko Movement, started in 1970's was a non violent movement aimed at protection and conservation of trees and forests from being destroyed.



The villagers used to hug the trees and protect them from wood cutters from cutting them. Chipko movement was based on the Gandhian philosophy of peaceful resistance to achieve the goals. It was the strong uprising against those people who were destroying the natural resources of the forests and disturbing the whole ecological balance. The Chipko movement, though primarily a livelihood protection movement rather than a forest conservation movement, went on to become a rallying point for many future environmentalists.

Objectives of Chipko Movement

1. To aware the people about chipko movement and the personalities took part in the movement.
2. Ecological awareness.
3. To plant trees and make evergreen world.
4. Embrace the trees and Save them from being felled;

The Role of Women

One of the best things about the Chipko Movement was the way it spread by the women. In Chamoli district in 1974, a group of women protected 2500 trees from being auctioned off by the government by standing by them. Chipko empowered women to change their world.

Women participated in Chipko Movement

Garhwali women played an enchanted role to divert the mind of the government towards the protection of trees. Among the women, Gaura Devi the head of the Mahila Mangal Dal led 27 women in the Reni (village) Forest and protects the trees from being felled. It was 1973, and the first movement happened spontaneously in a village in the Himalayas. Since then, the Chipko Movement, groups of activists protecting their trees, has spread across Uttar Pradesh and India itself. An active protest, the Chipko Movement put themselves between their beloved trees and the axe threatening to cut them down. Everyone by now knows about the chipko movement. But many know about the women of the uttarakhand region who have made it their lifetime mission to leave undestroyed forests for their children and grandchildren.



Despite this, both female and male activists did play pivotal roles in the movement including Gaura Devi, Sudesha Devi, Bachni Devi, Chandi Prasad Bhatt, Sundarlal Bahugana Govind Singh Rawat, Dhoom Singh Negi, Shamsheer Singh Bisht and Ghanasyam Raturi, the Chipko poet, whose songs echo throughout the Himalayas. Out of which, Chandi Prasad Bhatt was awarded the Ramon Magsaysay in 1982 and Sundarlal Bahugana was awarded the Padma Vibhushan in 2009.

Sunderlal Bahuguna.

He is one of the most prominent leaders of the Chipko movement. An activist and philosopher between 1981 and 1983, travelled 5000 km across the Himalayas spreading the message of the Chipkos.

Folk Songs and Chipko Movement

Today chipko movement could be hear in the Garhwali folk songs. Some books are written on Chipko movement in a form of story while few poets write folk songs.

For example :

Jagigyan hum beejigyan hum; Ab ni chalali choron ki

Ghor apuna, baun apuna; ab ni chalali auron ki

(We have risen, we are awake; No longer will thieves rule our destiny

It is our home, our forests; no longer will the others decide for us)

Maatu hamru, paani hamru, hamra hi chaan yi baun bhi

Pitron na lagai baun, hamunahi ta bachon bhi

(soil ours, water ours, ours are these forests too

Our forefathers raised these, it is we who must protect these too)

The famous Garhwali folk songs' writer and singer Mr. Narender Singh Negi tried to aware the people about the deteriorating trees and the environment with the help of his



beautiful folk songs.

1. Na kata tyoun dalyoun

Daala na kata chucho daala na kata



Daali katali ta mati bagali

Mati bagali ta koodi na pungadi bachali

ghas – lakhara na kheti roli, bhoul ta aas aulad kya kholi

dhar mangara pandera sukhala -----

sainta taun dalyoun tain nouna jani , palyaa taun dalaun tain aulad jaani

(do not cut the trees , don't cut the beautiful trees. If you will cut the trees the soil will flow and then neither the houses nor the fields will remain. There will be no grass, woods and fields and so the coming generation will be in hunger. So love the trees. Give birth more trees and save them with tender hands like own children.)

2. Maatu bikigi, paani bikigi, bikigya hamara baun bhi

Haath khaali , pet khaali, thikanu ni kakhi raun ki

(soil has been sold, water sold, our forests too have been sold off

Hands bare, stomachs empty, we have no shelter to stay)

Conclusion

We've all heard about tree huggers, but this is one time when this method really worked! It just goes to show that, if you feel strongly about something, if you want to protect it, you can. If you love something, you can fight to save it too, just like the Chipko movement. In true sense Uttarakhand women became path maker of evergreen environment in the world. In this regard everyone should follow the footprints of Gaura Devi so we can make the ecological balance which is the permanent source of our economy. No doubt Gaura Devi emerged like goddess Nanda who cannot be forgotten from the history of Chipko Movement.

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A Comparative Study of Quality of Supervised Field Experiences of Teacher Training Programmes Organized in Practice Teaching Schools

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Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. An effective teacher training programme can be ensured when both the school and the B.Ed. colleges work in hand in hand. Teaching practice is an integral component of teacher training. It grants student teachers experience in the actual teaching and learning environment.

Teaching practice is a time when all these learned concepts have to be applied successfully in real life situations. Practice teaching occupies a key position in the programme of teacher education. It is a culminating experience in teacher preparation. It provides opportunity to beginning teachers to become socialized into the profession (Furlong et.al, 1988).

Performance during practice teaching provides some basis for predicting the future success of the teacher. Outgoing popularity and centrality of practice teaching is an important contributing factor towards the quality of teacher education programme. During practice teaching working with students in schools provides a high degree of emotional involvement of a mostly positive nature. Student teachers feel themselves grow through experience and they begin to link to a culture of teaching. During practice teaching, they feel engaged, challenged and even empowered (Trowbridge and Bybee, 1994; sharafuddin, and Allison, 1969).

Professional Experiences

Professional experience is a vital component of every pre-service teacher education program and includes supervised professional experience, wider field experiences and/or internships. It involves actively engaging in all aspects of the teaching process, in different school settings, and with a range of learners.

The Purposes of providing Profession experiences are:

1. To inspire a shared vision among student teachers towards teaching profession
2. To identify the values, knowledge and skills that are distinctive among student teachers towards teaching profession
3. To promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

As teacher educators, we are responsible to provide best of best professional learning experiences to our student teachers. In order to develop the various competencies in school related activities, it is important to provide them field based experiences. Students are taken to the schools and are trained in those schools so their professional skills can be honed. School based supervised field experiences are the most important aspect of the teacher training programme. Keeping in mind this importance aspects of teacher training programme, the researcher had decided to do a comparative study of various supervise field experience provided to student teachers like practice teaching, internship, Lesson observations, Research work/projects, Evaluation Project and CCRT activities.

Statement of the Problem: A comparative study of quality of supervised field experiences of teacher training programmes organized in practice teaching schools.

Objectives of the Study:

1. To study the quality of quality of supervised field experiences of teacher training programmes organized in practice teaching schools.

2. To analyze the quality of quality of teacher training programmes organized in practice teaching schools in terms of....
 - a. Practice teaching program
 - b. Internship program
 - c. Lesson observations
 - d. Research work/projects
 - e. Evaluation Project
 - f. CCRT activities
3. To compare the quality of quality of supervised field experiences of teacher training programmes organized in practice teaching schools in terms of....
 - a. Practice teaching program
 - b. Internship program
 - c. Lesson observations
 - d. Research work/projects
 - e. Evaluation Project
 - f. CCRT activities
4. To suggest the remedial measures to improve the quality of supervised field experiences of teacher training programmes organized in practice teaching schools.

Conceptual Definition:

Supervised Filed Experiences: All those learning experiences provided by B.Ed. Colleges to the student teachers in terms of...

1. Practice Teaching: Teaching by a student under the supervision of an experienced teacher.

2. Internship: The internship is a continuation of the practical and theoretical training student teachers receive in schools. The internship focuses on the continued development of students' reflective and pedagogical skills and, ultimately, provides a context in which students are expected to obtain a high degree of mastery in professional competencies for the teaching profession.

3. Lesson Observations: Observations of lessons given by student teachers to learn teaching skills during practice teaching programme.

4. Research projects: Research can be defined as the search for knowledge, or as any systematic investigation, with an open mind, to establish novel facts, solve new or existing problems, prove new ideas, or develop new theories.

5. Evaluation project: A whole hearted project undertaken by student teachers to learn the evaluation skills.

6. CCRT: The training program mainly emphasis on use of CCRT resources for conducting cultural activities in all the developmental activities which include Education, Science and Technology, Housing, Medicines, Agriculture, etc. of different cultures of India.

Operational Definition:

Supervised Field experiences: All learning activities organized by the BTTC B.Ed. College to provide hands on experiences to student teachers develop various competencies following in following areas for their professional preparation.

1. Practice Teaching: teaching by a student under the supervision of an experienced teacher is termed as practice teaching.

2. Internship: These activities include conducting morning assembly, taking attendance, maintaining attendance record, study of log book and various other important documents like progress report card, assisting teachers, conducting co-curricular activities, taking proxy lessons etc.

3. Lesson Observations: Observation and feedback are integral to improving teacher performance and practice. The student teachers are expected to learn the various teaching skills used by their peers to improve the quality of their practice teaching lessons.

4. Research projects: The primary purposes of basic research (as opposed to applied

research) are documentation, discovery, interpretation, or the research and development of methods and systems for the advancement of human knowledge.

5. Evaluation project: It included year plan, unit plan, giving worksheets, preparing test item, preparing question paper, finally preparing blueprint and conducting test to evaluate the performance of student teachers in carrying out the evaluation.

6. CCRT: The use of CCRT resources in practice teaching programme by student teachers during their internship programme.

The researcher has compared the quality of above mentioned teacher training programmes organized in practice teaching schools B.Ed. programme organized by Bombay Teachers' Training college for B.Ed. Batch 2012-2013 in terms of a. Practice teaching program, Internship program, Lesson observations, Research work/projects, Evaluation Project and CCRT activities.

Scope of the Study:

This study will guide the institution and mainly the principal and faculty in designing process evaluation for its B.Ed. programme. There are many steps involved in the implementation of quality teacher training programmes, and this study will be helpful to think and chalk out a delivery service program that will lead to enhance the quality of learning activities conducted by the institution.

Significance of the Study:

This study has enabled the researcher to identify and explore the areas of teacher training programme that can be improved to achieve the quality of the program.

Research Design:

The researcher has used the descriptive survey method. The purposive sampling technique is used in this study. The population and sample of this study was 101. The researcher has collected the data from student teachers studying in BTTC in the B.Ed. Batch 2011-2012.

Research Tools:

- (a) **Tools for data collection:** The Researcher has prepared tools for data collection in the form of a questionnaire to measure and compare the quality of B.Ed. programmes conducted in practice teaching schools. The student teachers were asked to rate the quality of each programme conducted in terms of O,A,B,C, or D
- (b) **Scoring pattern:** The researcher will use the rating scale of 4 points rating scale (Outstanding =O, Very Good=A, Good=B, Average=C and Below Average=D) to measure the quality of teacher training programme conducted by BTTC for B.Ed. Batch 2011-2012.
- (c) **Data collection:** Data was collected from 101 student teachers of B.Ed. Batch 2011-2012.
- (d) **Analysis of data:** Analysis of data was done by descriptive and inferential analysis.

Analysis and interpretation of data:

1. Practice teaching is most effective school based program in comparison of other programs. It was found that all the components of management of practice teaching programme like planning, organizing, directing, controlling and evaluating were found very effective. Majority of the student teacher found that practice teaching programme was conducted in the professional way by the college.
2. **Lesson Observation done by the student teachers were found satisfactory:** The reason was that there was not proper monitoring done by the faculty and even student teachers did not discuss the observed lessons among themselves.
3. **Internship programme was found to be of average quality:** There were various reasons were given for that. The main reason was that only orientation and guidelines of the programme was given by the college but the follow up was not done in accordance with the planned activities. Even student teachers also did not show good level of enthusiasm in conducting activities during internship programme.

4. **Research project was found to be average:** It was found that during internship programme student collected the data for their research project but they were unable to do other tasks like tabulation of data, review of related literature or analysis of data.
5. **Evaluation project was found to be of average quality:** The evaluation projects were undertaken by all the 101 students during the programme but it was found that the quality of this programme was found to be of average level. Student teachers were of the view that they could not get co-operation from practice teaching schools in conducting evaluation project.
6. **CCRT activities were found to be satisfactory in nature:** All the 101 students used the CCRT resources in their practice teaching lessons like photographs of the various Historical monuments, arts, crafts and various dance forms to provide students the information about the rich cultural heritage of India. But students did not show much enthusiasm in such learning experiences.

Conclusion: It was found that quality of lessons conducted during supervise field experiences was the best, whereas quality of other programmes were found to be of average quality. It is concluded from this that the quality of various “supervise field experiences” conducted in the school programmes differs in quality. The student teachers didn’t find the research project effective as compared to other programs.

This shows that there were some gaps in the organization of supervised field experiences. There is need to improve communication between student teacher, teacher educators and teachers of practicing schools to understand the short comings of such program so that these could be removed by the training college to make program effective.

The best suggestion for improvement of ‘supervise field experiences’ is to be conducted with the help of teachers. This will give the student teachers a positive influence for conducting research.

Suggestions

Feedback should be taken from teachers of practicing schools regarding effectiveness of supervise field experiences on regular bases and B.Ed. Colleges shall involve school teachers in this task.

As well different schools should be given for practice teaching, internship, observation of lessons, research project, evaluation report and CCRT for different and unique experiences and learning.

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A Study on Customer Relationship Management in Banks

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Abstract

The purpose of this study is to better understand benefits of CRM to customers and banking sector. A qualitative research is used for this study and the data is collected through the interview were conducted with two banks and a group of their customers. Research findings indicate that with the implementation of CRM and the latest technology both banks have maintained good relationship with customers. It also indicates due to the usage of CRM bank have also ensured full security for the transaction of their customers. CRM facilitates the banks to provide one to one services and also maintain the transaction security of the customers.

CRM is not a product or service; it is an overall business strategy that enables companies to effectively manage relationships with their customers. It provides an integrated view to every company and to every employee in the organization, that they have to treat their customers with respect. CRM is a simple philosophy that places the customer at the heart of a business organization's processes, activities and culture to improve his satisfaction of service and, in turn, maximize the profits for the organization. Customers have a lot more choices and they do not have to be loyal to any company in general, so companies are now trying to figure out ways to manage customer relationship effectively. Hence, CRM has become a major corporate strategy for many organizations. It is concerned with the creation, development and enhancement of individual customer relationship with carefully targeted customer groups resulting in maximizing the total customer life time value.

Keywords: Customer relationship management (CRM), customer retention, best practices, Customer Satisfaction.

Introduction:

Mahatma Gandhi realized this simple truth long ago. He said: "The customer (client) is the most important visitor on our premises. He is not dependent on us. We are dependent on him. He is not an interruption in our work. He is the purpose of it. He is part of it. We are not doing him / her favor by serving him/her. He is doing us a favor by giving us an opportunity to do so".

According to Kotler, CRM principally revolves around marketing. It involves integrating information gathered from all the distribution channels and analyzing the data, with the help of IT, to understand customer behavior. The continuous analysis and improvements over a long period of time should result in enhancing customers' lifetime value with the firm. In the light of the above, it is imperative for us to understand who is a customer, what is a relationship and the spin-off in terms of business when we effectively manage the two elements.

Technology intensive delivery channels like Internet-banking, Tele-banking, Mobile Banking and Automated Teller Machines (ATMs), etc., have created a win-win situation by extending greater convenience and multiple options for customers while providing tremendous cost advantages to the banks.

CRM would also make Indian bankers realize that the purpose of their business is to "create and keep a customer" and to "view the entire business process as consisting of a tightly integrated effort to discover, create, and satisfy customer needs. "For CRM to be truly effective, it requires a well-thought-out initiative involving strategy, people, technology, and processes.

The study is a detail study of process Involved in Planning of Customer Relationship Management and Need for Customer Relationship Management. Today's world is distinct with its hyper competitive environment.' Survival of the fittest' is the 'mantra' of this century and banking, being a service industry, is definitely no exception to it.

CRM can help banks in following ways:

- **Campaign Management:** - Banks need to identify customers, tailor products and services to meet their needs and sell these products to them. CRM achieves this through Campaign Management by analyzing data from banks internal applications or by importing data from external applications to evaluate customer profitability and designing comprehensive customer profiles in terms of individual lifestyle preferences, income levels and other related criteria.
- **Customer Information Consolidation:** - Instead of customer information being stored in product centric silos, (for e.g. separate databases of savings account & credit card customers), with CRM the information is stored in a customer centric manner covering all the products of the bank. CRM integrates various channels to deliver a host of services to customers, while aiding the functioning of the bank.
- **Marketing Encyclopedia:** - Central repository for products, pricing and competitive information, as well as internal training material, sales presentations, proposal templates and marketing collateral.
- **360-degree view of company:** – This means whoever the bank speaks to, irrespective of whether the communication is from sales, finance or support, the bank is aware of the interaction. Removal of inconsistencies of data makes the client interaction processes smooth and efficient, thus leading to enhanced customer satisfaction.
- **Personalized sales home page:** – CRM can provide a single view where Sales Managers and agents can get all the most up-to-date information in one place, including opportunity, account, news, and expense report information. This would make sales decision fast and consistent.
- **Lead and Opportunity Management:** - These enable organizations to effectively manage leads and opportunities and track the leads through deal closure, the required follow-up and interaction with the prospects.
- **Activity Management:** – It helps managers to assign and track the activities of various members. Thus improved transparency leads to improved efficiency.
- **Contact Center:** – It enables customer service agent to provide uniform service across multiple channels such as phone, Internet, email, Fax.
- **Operational Inefficiency Removal:**– CRM can help in Strategy Formulation to eliminate current operational inefficiencies. An effective CRM solution supports all channels of customer interaction including telephone, fax, e-mail, the online portals, wireless devices, ATMs, and face-to-face contacts with bank personnel.
- **Enhanced productivity:** – CRM can help in enhanced productivity of customers, partners and employees.
- **CRM with Business Intelligence:-** Banks need to analyze the performance of customer relationships, uncover trends in customer behavior, and understand the true business value of their customers. With the rapid growth in online banking, it is predicted that banks will increasingly turn towards user profiling systems by the end of this decade. According to an October 2005 Gartner report, about 65% of US banks will use transaction anomaly detection and user profiling systems by the end of 2010.

CRM Strategies for Effective Banking:

A good customer experience will drive customer acquisition and promote customer retention, which translates into increased profits. The following are the different types of business imperatives for a successful CRM strategy:

- Creating a customer-focused organization and infrastructure.
- Assessing the life-time value of the customer's profitability.
- Maximizing the profitability of each individual customer.

- Methods to attract and retain the best customers.
- Establishing and maintaining long-term relationship with customers.
- Offering contractual safeguards like guarantees, warranties and building the customer confidence.

Once the CRM strategy has been formalized and enshrined into doctrines that can be practiced, systems required to be designed to enable proper implementation of the same.

Self-service and peer support models, knowledge-based applications and on-demand delivery characterize the new era of CRM.

- **Putting the customer first:** - As Forrester Research's John Ragsdale notes, improving customer experience is about "building loyalty, not customer satisfaction." This means that lower cost channels like the Web or chat must not only provide at least the same perceived value as traditional channels like the one, but also offer unique features and benefits not available elsewhere.
- **Reading from the same hymn-sheet:** - A common challenge lies in integrating customer-facing technologies like advanced search, chat, user forums, SMS, etc. with existing CRM processes.
- **Metrics:** - Going beyond operational metrics like Average Handle Time, measuring the success of service and support initiatives must span multiple channels, user segments and even organisations, if certain functions are outsourced. These could include user-centric metrics such as site traffic, experience indicators like customer satisfaction and service level agreements and outcome metrics like increase in conversion and referrals.
- **The value of enterprise:** - As solutions have become more scale able and customizable to specific tasks, organizations are applying enterprise chat more widely, and seeing impressive results. For sales and marketing the ability to provide live answers online and in-context is often resulting in higher close rates.
- **E-mail still has a key role:** - While spam and security concerns have tempered the growth of e-mail as the ubiquitous business communications channel, many consumers still prefer email to other modes of interaction.
- **The evolving role of Websites:** - With more consumers embracing Web applications and information delivery, many organizations are focused on evolving their sites from being primarily transactional (e-commerce, account management, registration) to being more informational and interactive via advanced search, online knowledge delivery and collaboration.

Objectives of the Study:

1. How technology has helped banks to take customer centric view.
2. To learn and understand the changes in relationship management.

Need of the Study:

It is crucial to understand the importance of customer satisfaction to a bank and its relationship to the financial success of the bank. So there is a need for customer survey, to search their requirements and satisfaction.

Scope and Limitation of the Study:

It is necessary for bank to continuously monitor the satisfaction level of the customer. The design of the questionnaire and the means of collecting data should be well considered before implementation.

Data Source and Methodology:

The objective of a survey instrument is to determine the value that the bank is currently delivering to the customer and the value that the customer expects. In this direction both primary as well as secondary data were attempted to be collected. Primary data is collected through questionnaire prepared for customers and bank managers about application and importance of CRM in their banks.

Review of Literature:

H. Peeru Mohamed and A. Sagadevan (2005) Managing relationship with customer and

making them delighted has become a necessity in the wake of globalization, where customer delight is the only key to success and to the very existence of the company.

Nils Merkel (2005) stated the expectations from companies in the banking sector and requirement of a successful implementation of CRM. For a successful implementation, there must be a common sense that the implementation will affect all parts of the company and that there might be server changes to get positive results. Due to that the project must be supported by the management from the very beginning.

S.B. Sachdev and H.V. Verma (2004) in today's competition in Indian banking industry, customers have to make a choice among various service providers by making a trade-off between relationships and economies, trust and products, or service and efficiency.

H. Peeru Mohamed and A. Sagadevan (2005) Managing relationship with customer and making them delighted has become a necessity in the wake of globalization, where customer delight is the only key to success and to the very existence of the company.

Reeti Agrawal and Sanjay Rastogi (2009) determined factors affecting customer perception and attitude towards and satisfaction with e-banking is an essential part of a bank's strategy formulation process in an emerging economy like India. To gain this understanding in respect of

Indian customers, the study were conducted on respondents taken from the northern part of India.

R.K. Uppal and Bishnupriya Mishra (2011) he analyzes the widening gap between desirability and availability regarding reliability, accuracy, confidentiality, flexibility, e-channels, high attention to customers, low service charges and overall satisfaction of customers in three bank groups i.e. public sector banks, Indian private sector banks and foreign banks. Also recommends some measures to bridge this gap between the D/A of service quality parameters in the banking sector in the emerging competition. Banks should reliable to win the confidence of potential customers and to retain the old ones.

Challenges in Implementing CRM:

Managing customer is one of the main issues faced by banks. The CRM has to be updated and upgraded. Techno savvy products will only benefit and respond to the ever-changing demands of the customers. The major challenges stirring the banker in India relate to the need to introduce innovative, customer-friendly product and services for which newer technologies are needed to be brought in multiple areas to reduce the overall transaction cost for the benefits of the customer.

To implement CRM successfully, you'll have to reorganize your customer and change your banks mindset. There are three importance criteria:

1. It is necessary to have good design interface. They have to be easier for a customer to give a bank its information and for the banks to capture that information.
2. Is to have a good memory. The bank has to remember what the customer told them so that they don't need to ask the customer same question again. And,
3. The company has to have the ability to integrate the information into the way it handles that customer.

Implementation of CRM Solutions in Icici Bank:

ICICI set up a development bank over four decades ago to provide product and service for the corporate segment, diversified into the retail segment of the financial market in the early 1990s. In the last decade it has transformed itself to a technology intensive financial services group.

The first such move came in the mid-nineties when ICICI raised debt from the retail market. In 1994, it established ICICI bank as a commercial bank that is flexible, innovation and prompt in meeting customer requirement.

The Retail Strategy

ICICI has ambitious plans for its retail business initiatives. The retail strategy revolves around intensive deployment of technology. Electronic channels including Internet, ATMs, call center, contact

center, desktops, kiosks, mobiles and other hand held devices will perform financial activities while ensuring that customer has multiple options for access and transactions

The CRM Roadmap

CRM, at ICICI the organization aims to achieve the end goal of one-to-one marketing. The CRM software application will not only facilitate the coordination of multiple business function but also coordinate multiple channels of communication with the customer –face to face, call center, ATM, web, telephone, kiosk, branch, sales associates, etc. so as to enable ICICI carry out cradle-to-grave customer management more efficiently.

Two important lessons are to be gleaned from the above:

1. Banks must treat their customer personally.
2. Customer dissatisfaction will affect the finances of the bank.

As a final note one should remember what the Forrester Research in its latest report says: “If having satisfied customers were all it took to grow, banks would be in heaven. Few bank customers are dissatisfied. But banks want customer with deep relationships-which few have. Satisfaction scores aren’t a good predictor of customer’s future purchase intentions. Banks should stop relying solely on satisfaction as a success metric and also measure its perceptions of its customer advocacy”.

“CRM is not just a Good Idea...But A Matter Of Survival!”

In today’s world of consolidation, convergence and competition banks and financial institutions need to be agile, adept and efficient all at time in order to be successful.

Suggestions:

To improve the level of CRM in banks following suggestions are made:

1. Bank personnel should be willing and ready to serve the customers.
2. They should be quick and prompt in offering the services.
3. Personnel should be knowledgeable and Skillful and the same should be reflected in their behavior.
4. Quality Service should be maintained consistently.
5. All the risks and side-effects, if any, should be conveyed to customers.
6. Banks should be conveniently located & all dealings with customers must be kept confidential.
7. Employees should be properly equipped with communication facilities for easy access.
8. Physical facilities should be attractive.
9. Personnel should be polite, respectful, flexible, friendly and accommodating.

Conclusion: “A satisfied customer is the best ambassador”

CRM involves knowing the Customer individually and having some mechanism for interacting with them or hearing from them, and customizing the business for them. The issues pertaining to customer retention and acquisition strategies are some of the major areas in the CRM policy of a bank. For a new bank, customer acquisition is more important, but an established bank, it is the retention that becomes more important. Retaining the customers in a highly competitive volatile market is a tough task. To gain a competitive advantage in getting tomorrow's customers; the banks need to have different kinds of strategic thinking. For this, the banks must fully grasp the shift in the direction of new markets. Designing well-defined strategies along with the ability to compare and contrast results, and enough flexibility to learn through this interactive process is the recipe for a successful CRM Initiative.

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Absurdity in Malone Dies

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Introduction:

"*Malone Dies*" is a novel by Samuel Beckett. It is first published in 1951, in French, as 'Malone meurt', and later translated into English by the author.

The second novel in Beckett's "*Trilogy*" (beginning with *Molloy* and ending with *The Unnamable*), it can be described as the space between wholeness and disintegration, action and total inertia. Along with the other two novels that compose the trilogy, it marked the beginning of Beckett's most significant writing, where the question of language and the fundamentals of constructing a non-traditional narrative became a central idea in his work. One does not get a sense of plot, character development, or even setting in this novel, as with most of his subsequent writing- '*Malone Dies*' can be seen as the point in which Beckett took another direction with his writing, where the bareness of consciousness played a huge part in all his subsequent writing. '*Malone Dies*' contains the famous line

"Nothing is more real than nothing", (Beckett, Malone Dies, p-16).

Malone Dies – Asylum:

The story of the rise of lunatic asylum and its gradual transformation into, and eventual replacement by, the modern psychiatric hospital, is also the story of the rise of organized, institutional psychiatry. While there are earlier institutions that housed the 'insane' the arrival at the answer of institutionalization as the correct solution to the problem of madness was very much an event of the nineteenth century. To describe this with one regional example, in England at the beginning of the nineteenth century there are a few thousand 'lunatics' housed in a variety of desperate institutions but by 1900 that figure had grown to about ten thousand. That this growth should co-exist with the growth of alienism, later known as psychiatry, as a medical specialism is not co-incidental.

"It is not a room in a hospital, or in a madhouse, I can feel that I have listened at different hours of the day and night and never heard anything suspicious or unusual, but always the peaceful sounds of men at large, getting up, lying down, preparing food, coming and going, weeping and laughing, or nothing at all, no sounds of all." (Beckett, Malone Dies, p-177).

To the absence of a centralized state response to the social problem of madness until the nineteenth-century, private madhouses proliferated in eighteenth-century England on a scale unseen elsewhere. References to such institutions are limited for the seventeenth-century but it is evident that by the start of the eighteenth-century the so called 'trade in lunacy' was well established.

Malone – aged, bedridden personality:

The narrator, the aged and bed-ridden Malone, loses no time in telling us. He is not entirely sure about his identity, and has little idea how he got to the particular bed in which he is ridden, where his needs are attended to in the most basic manner by persons unknown. To pass the time until he is done with everything, he resorts to various shifts, including a succession of narratives, which seldom last long before they are brusquely cut off with 'What tedium' or 'This is awful'- Malone, self editing all the time, is his own harsh critic.

"I shall soon be quiet dead at last in spite of all perhaps next month. Then it will be the month of April or of May. For the year is still young, a thousand little signs tell me so." (Beckett, Malone Dies, p-173).

Strange boy – Saposcat (Sapo):

The most developed narratives concern a strange boy Saposcat (Sapo for short), who becomes fascinated by the life of a family of peasant – this story includes an unforgettable description of the burial of a defunct male and, after that, derelict called Macmann who is taken into some kind of

charitable institution, where he has relationship, to the best of his ability, with a grotesque woman called Moll, and is mistreated by various members of staff. This narrative is the one that finally sticks, carrying the novel to its shocking end, one of the most extraordinary in modern fiction.

"The man's name is Saposcat. Like his father's Christian name? I don't know.

He will not need one. His friends call him Sapo." (Beckett, Malone Dies, p-180).

Beckett is essentially a comic writer, keeping a straight face while finding the vitality of life in its very absurdity.

Fearing of the Winter and Summer:

Numerous and varied in the dense foliage they lived without fear all the year round, or in fear only of their congeners, and those which in summer or winter flew off to other climes came back the following winter or the following summer, roughly speaking. The air was filled with their voices, especially at dawn and dusk, and those which set off in flocks, in the morning, such as the crows and starlings, for distant pastures, came back the same evening all joyous to the sanctuary, where their sentinels awaited them. The gulls are many in stormy weather which paused here on their flight inland. They wheeled long in the cruel air, screeching with anger, and then settled in the grass or on the house tops, mistrustful of the trees. But that is all beside the point, like so many things. All is pretext, Sapo and the birds, Moll, the peasant, those who in the town seek on another out and fly from one another:

"Sapo loved nature, took an interest in animals and plants and willingly raised his eyes to the sky, day and night. But he did not know how to look at all these things, the looks he rained upon them taught him nothing about them. He confused the birds with one another, and the trees, and could not tell one crop from another crop." (Beckett, Malone Dies, p-185).

Absurd Beginning:

"I shall soon be quite dead, in spite of all." (Beckett, Malone Dies, p-173).

"*Malone Dies*" famously begins with absurdity and proceeds with a man recording the process of his own death, distracting himself with narratives from the world of his room, bed, notebook and pencil. We quickly realize we are in a world of mirrors, of shifting narrative layers where the narrator interrupts and changes his own narratives whimsically, where characters are invented changed, dismissed or murdered on a momentary impulse. Never has Beckett seemed closer to Flann O' Brien. Several hilarious murders later, we arrive at the final disintegration of Malone. And that is where the final piece begins.

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Understanding Cloud Computing in Business Transformation

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Abstract:

Now-a-days everybody is familiar with Internet; information explosion and increasing number of people accessing the Internet makes the world populace more knowledgeable and alert. Tackling with the increasingly complex and growing world has led to the evolvement of the traditional system which is known as client server into new and complex one that is cloud computing. Cloud computing allows anytime access from anywhere with the help of Internet connectivity without the need for in-house technology infrastructure –server and software to purchase, run and maintain. It requires less cost and this model allows users to pay as they go. The main concern is data security; users do not have control or knowledge of where their data is being stored. Since it was started with slow but its gaining popularity day by day. It is very much suitable for big companies which are scattered all around the world. Cloud computing in accounting is a powerful means to create synergy to increase the user's satisfaction and to maximize the revenue to the industries. Cloud computing in accounting and is a revolutionary way of architecting and implementing service based on evolutionary changes.

Keywords: Cloud computing, Accounting, Security and cost.

Introduction

Internet, Google and Globalization has changed the life style and thinking pattern, one cannot imagine the life without it. People need to be informed in all aspects, is the need of hours. Timely and cost effective service is practicable only under the concept of Cloud Computing.

Cloud Computing adds capabilities to a computer without licensing new software, investing in new hardware or infrastructure or training new personnel. It is Internet computing which allows users anytime access from anywhere with the help of Internet connection. Here the data are stored on multiple servers, so there is no need to take back-up of the data. It is not only providing users' flexibility but also save a lot of time and cost. Quick and cost effective service is practicable under the concept of Cloud Computing. Cloud Computing service providers allow users and companies to pay for and use the software and storage.

Methodology

Data have been collected from Secondary sources like journals, research books and electronic media.

Objective

To understand the importance of Cloud Computing in Business Transformation.

Problem

High cost and interrupted service of the internet is the feature of today's era.

Hypothesis

Cloud Computing will save time and cost of the users in Business Transformation.

History of Cloud Computing

1. Cloud Computing concept was there in 1950, known as "Time Sharing" but the technology was very costly because several clients needed to access information on separate terminals.

2. In 1969, JCR Liklider introduced the idea for an “Intergalactic Computers Network”. But it was John McCarthy the father of the term “Artificial Intelligence” built upon the cloud idea the first uses of cloud data were for financial transactions.
3. In 1977, Professor Ramnath Chellappa was the first to uses the term “Cloud Computing”.
4. Salesforce.com became the first site in 1999 to deliver applications and software over the internet.
5. Amazon stepped in, in 2002 with “Web Services” providing on advanced system of cloud services from storage to computation.
6. But in 2008, when Google and Microsoft entered in the playing field that cloud use really become a widespread efforts to bring the technology mainstream. Cloud Computing does not require capital as well as operational expenditure for end users. It is free from both the expenditure. The cost which is required is minimal. The companies don’t have to buy a set of software or software licenses for every employee. Instead the company could pay a metered fee to a cloud computing service providers. Normally servers and digital storage device take up space. Companies need to rent physical space to store servers and database because they don’t have it available on site. Cloud computing service provider give these companies the option of storing data on someone else’s hardware removing the need for physical space on the front end. One can say, Cloud Computing is an inexpensive way of providing storage and software.

Applications of Cloud Computing

Financial Application

The Financial Service industry is one of the most heavily regulated in the world. It is a mixture of both opportunities and challenges. To tackle with the market complexity business need to find new and more creative ways to increase their agility, efficiency, cost effectiveness and responsiveness. As the pace of change grows, financial service companies will need to move ever faster to deploy new products and services. Application of cloud computing is a novel IT paradigm in the financial industries because they are among the most intensive users of Information Technology across various service industries. Cloud computing concept act as a backbone of most finance related business process. Prominent examples of cloud computing in financial industries are online banking, electronic payment methods or (ATM) etc.

In order to assess cost, time and efficiency of cloud computing, case study of Sun Trust Banks Inc (2004) is taken which is one of the largest banks in the US, found it difficult to get consistent comprehensive view of client data and sales methodology in which Sun Trust had invested was not supported by its Tools. Due to intense competition Sun Trust sought to deploy a CRM system offered by salesforce.com.

With help from salesforce.com consultants, Sun Trust integrated the CRM with a proprietary data warehouse that serves as an integration hub for its others systems, affording a complete view of consumers and relationship across the business and they customized the CRM to drive its sales methodology. The project delivered the following results after adopting Cloud Computing:

- The project was delivered on time.
- It was under budget.
- Sun Trust achieved a marked increase in lead relationship, achieving the highest in the industry.
- Improved employee productivity resulted in thousands of additional sales opportunities that yielded millions in revenue.

Consumers Electronics Application

Smart Phones provide a variety of networking options such as Cellular Bluetooth and Wi-Fi etc which serve a range of coverage and bandwidth requirements. Current mobile phones allow people not only to make telephone calls but also to access email, short messages, play games, share information, run video conferences and coordinate business actions. Many of the software, tools previously available in PDAs, tablets, laptop, and desktop PCs have been ported to mobile phones, such as office and multimedia application. Today many collaboration technologies are widely used. So mobile phones have unique advantage over laptops and desktop systems because they are light weight and can fit into pockets.

Each day more and more users connect to the Internet using their mobile devices. Cloud computing may prove to be an ideal strategy for reaping the full benefits of mobile devices. Mobile phones take data out of homes and offices and put them in our pockets. This means that much of your vital data will be available not just at home, at the office or in your wallet, but can be easily accessed at anywhere. Consumers are beginning to demand not only access to hotel and restaurant directions, airline reservations, weather reports, social networking sites, personal email and instant messaging but also full and secure access to their business application at work or a business partner's site as well.

Educational Applications

Furthermore, Cloud computing plays an important role in creating a flexible, unified and open platform for educational information, sharing of educational resources, and alleviating the information gap between different areas of education. Cloud computing can help in education in the following ways:

- Accommodate the rapid increase in mobile device dependency
- Store expansive amounts of sensitive data and information that's easily accessible
- Stay current (e.g. provides students with digital campus storage for class notes, papers and projects)
- Acquire and implement the latest software and application updates
- Streamline enrollment and admissions processes that are costly and time-consuming
- Turn to subscriptions that are scalable and provide options

In the field of education, Cloud computing is pretty important as it gives the teachers and the learners to constantly update their stock of information. It allows teachers and learners to access applications and other useful tools for free. Students are able to experience and feel what it is like in the real world and are exposed to openness. As such, they will be able to learn things more decently and more effectively because the entire learning process is facilitated by a teacher or a mentor. Basically, cloud computing will enable learners to formally undergo education even without going to the four-walled classrooms. For families who travel a lot, cloud computing will allow their children to travel with them, while continually learning lessons, submitting assignment, and getting grades.

Suggestions

1. Before adopting cloud computing, an organization must analyze the benefits and risks of cloud computing.
2. Due to financial meltdown, many organizations have gone for Cloud computing because it saves money and time but it becomes extremely important for the organizations to check whether it makes sense or not.
3. Another major concern is of the organization regarding the ownership and transfer of data. In case any service provider goes out of the business? What happens to data, to overcome this

organization must ask several questions with the vendor related to their strategies and cost incurred to transfer the data from one place to another.

4. Security and privacy, is one of the main areas of concern for anyone building a cloud network. According to Dr. Ron Ross a senior computer scientist at NIST, said “You are never going to have complete trust. We don’t live in a risk free environment. We have to manage risk, not avoid it”. Organizations can tackle the challenges of security and data privacy by creating a hybrid cloud where sensitive data can reside on a private cloud and computing power can be available on a public cloud.

Conclusion

Cloud computing act as a catalyst. It is a cheaper way to counterbalance intense competition in the market as this model allows users as they pay they use services. The only main problem associated with this, is security but risk cannot be avoided, it can be managed. Cloud computing is in a period of strong growth is going to be the hot topic in the next few years.

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Personality Development of a Black Boy in the White World

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Abstract :

Education has a very vital role to play in the life of a human being. It is the institution of education that shapes the personality of human being. That is why the ancient as well as modern thinkers have emphasized upon the need of education in the all round personality development of the members of ant society. Hence this paper attempts to study the impact of education on the life of Richard, a small black boy from America, who led his life in the first half of the twentieth century.

Key Terms: personality, autobiography, community, religion, society, family.

Richard Wright (1908 - 1960), a well – known African American writer, has written about the experiences of his childhood and early youth in his autobiography in two parts, namely ‘Black Boy : A Record of Childhood and Youth’(1945) and ‘American Hunger’ (1977). The life for an African American boy in the South America was very miserable. The whites used to exploit the blacks beyond imagination. In such social circumstances, it was not easy for a black boy like Richard to lead his life. But Richard with his indomitable spirit overcame all the obstacles in his path and succeeded in life. Along with his strong will-power, hard work and self-confidence, education (both formal and informal) played an important role in his success.

Richard was required to face not only the white community, which was always antagonistic towards the blacks, but also his own African American community. In Part I of his autobiography, Richard has narrated many incidents in which the members of his own African American community try to exploit him.

Richard tells us that before he could understand the meaning of ‘Fatherless Child’, his father had deserted his family. And it was very difficult for a woman to bring up her children properly in the evil social circumstances. But Richard’s mother shouldered the responsibility if her children very bravely. She worked as a cook to earn bread for her kids. But her efforts were far less to help them grow in the hostile world. She was required to teach her children to stand on their own feet and make way for themselves. And that is exactly she did, while speaking about his mother’s efforts in teaching him the ways of the world, Richard tells us an incident in ‘Black Boy.’ To survive in the South, a black boy was required to assert himself. One evening his mother asked him to do the shopping for food. When Richard reached the corner, he was beaten up and his money was snatched by a gang of black boys. When Richard came back crying, his mother again gave him money and sent him back for shopping. Again the same boys beat him up and snatched his money. The third time Richard’s mother gave him money and a stick. She told him to fight with the boys if they bothered him. Richard was terrified. He did not want to go back and fight with the boys. But his mother ordered him not to come back home without groceries. As there was no any other way out, Richard reached the street. The boys again surrounded him and tried to snatch his money. But this time Richard started to fight with them. He:

“let the stick fly, feeling it crack against a boy’s skull. I swung again, lamming another skull, then another, Realizing that they would retaliate if I let up for but a second. I fought to lay them low, to knock them cold, to kill them so that they could not strike back at me.... I hit again and again... The boys scattered, yelling, nursing their heads, staring at me in utter disbelief. ...

I stood panting, egging them on, taunting them to come on and fight, when they refused, I ran after them and they tone out for their homes, screaming.... That night I won the right to the streets of Memphis.”¹

Through this incident, Richard’s mother taught her son a lesson that in this hostile world if he wanted to survive, he has to find his way by any possible means. After learning this lesson from the book of life, Richard overcame many similar obstacles successfully in the future.

As a child Richard was very inquisitive. All the time he used to think about various happenings around him and as soon as his mother came home, he would ask her a number of questions about those happenings. It is his curious nature that had made him learn to recognize certain words before his formal schooling started. He tells us that he used to go through the books and ask the other school-going boys about ‘the baffling black print.’ Slowly he learned to recognize certain words and he told his mother that he wanted to learn to read.

One day when he was alone at home, a coal man came to deliver coal the family had ordered. And it was from this coal man that Richard learned to count. While recalling this incident, Richard writes:

“He counted to ten and I listened carefully; then he asked me to count alone and I did. He then made me memorize the words twenty, thirty, forty, etc. then told me to add one, two, three and do on. In about an hour’s time I had learned to count to a hundred and I was overjoyed...Long after the coal man had gone I danced up and down on the bed my nightclothes, counting again and again to a hundred,...When my mother returned from her job that night I insisted that she stand still and listen while I counted to one hundred. She was dumfounded...”²

After this incident Richard’s mother taught him to read and write and with her help Richard began to read Sunday newspapers.

Richard’s formal schooling began very late than the other boys in the neighborhood. His father had deserted the family and his mother had not enough money to send him to school. Somehow she managed to collect money for his schooling. Richard’s first day at school was memorable. He writes about it is following words:

“The boys of the neighborhood took me to school the first day and when I reached the edge of the school grounds I became terrified, wanted to return home, wanted to put it off. But the boys simply took my hand and pulled me inside the building. I was frightened speechless and other children had to identify me, tell the teacher my name and address...”³

The poverty of family forced Richard’s mother to discontinue his schooling and put him and his brother in an orphan home. The atmosphere there was bleak and dull. The children were not given enough food to eat. They were further deprived of food if they committed some mistake. Here Richard learnt much about the life. While speaking about the effects of his stay in the orphan home, Richard writes:

“Dread and distrust had already become a daily part of my being and my memory grew sharp, my senses more impressionable; I began to be aware of myself as a distinct personality striving against others. I held myself in, afraid to act or speak until I was sure of my surroundings, feeling most of the time that I was suspended over a void. My imagination soared”⁴

This experience at the orphan home had a far-reaching effect on Richard. He could not forget it throughout his life. After some weeks Richard's family shifted to Jackson at his Granny's. The religious atmosphere of the house forbade the children of doing many things. And one of them was reading novels. But Richard was very much influenced by the story of 'Bluebeard and His Seven Wives' which he heard from Ella, a coloured schoolteacher at Granny's. But before Ella could finish the story, Granny came there and scolded Ella for telling stories to Richard. Richard couldn't know the ending of the story. It made him vow

“that as soon as I was old enough I would buy all the novels there were and read them....” I burned to learn to read novels and tortured my mother into telling me the meaning of every strange word. I saw, not because the word itself had any value but it was the gateway to a forbidden and enchanting land.”⁵

This desire to read helped Richard to learn a lot throughout his life and ultimately helped him succeed in his writing career.

After a certain gap, Richard was once again sent first to a school in West Helena and then in Greenwood. But he could not continue with it. He was sent back to Jackson to live with his mother. Though he had failed to attend the school continuously, he had learnt a lot from the life itself. That is what he meant when he says:

“At the age of twelve, before I had had one full year of formal schooling, I had a conception of life that no experience would ever erase, a predilection for what was real that no argument could ever gainsay, a sense of the world that was mine and mine alone, a notion as to what life meant that no education could ever alter, a conviction that the meaning of living came only when one was struggling to wring a meaning out of meaningless suffering.”⁶

Such were the experiences Richard had taken before he turned twelve and those real life experiences had certainly taught him much more than he could have learnt from the formal educational system.

Richard's stay with his grandmother at Jackson was very difficult for him. His mother was suffering from paralysis. The atmosphere of the house was completely religious. Every time, for every occasion, these were prayers and Richard was forced to participate in them. Here Richard was admitted into a religious school where Aunt Addie was a teacher. But here too Richard could not stay longer. Actually, he could not believe in the preaching of the religion. The hard experiences of his life had made him lose his faith in God. Still he tried to pray but it was useless. About his experiences with God and His religion, Richard writes: “My attempts at praying became a nuisance, spoiling my days.”⁷

It is because of Richard's attitude towards God that Granny and Aunt Addie thought him to be spoilt and lost. They had become critical and hostile towards him. They did not give Richard the textbooks he needed in school. He was ordered to wash and iron his clothes.

Then Richard was admitted to Jim Hill Public School as a fifth grader. There Richard studied very hard and the success he got in school aroused the much needed sense of confidence in him. He writes about it:

“I studied night and day and within two weeks I was promoted to the sixth grade. Overjoyed I ran home and babbled the news. The family had not thought it possible. How could a bad, bad boy do that? I told the family emphatically that I was going to study medicine engage in research, make

discoveries.... Since I had leaped a grade in two weeks, any thing seemed possible, simple, easy”⁸

Richard studied in the same school for four years. During these years, he took different jobs to support him and his family. The experiences he got during these jobs taught him a lot about the life in the South. He learnt how a nigger should speak and behave in front of the whites if he wanted to survive in the South. He had learnt that the whites despised the Negroes. They considered Negroes more as animals than human beings. It was believed that Negroes can never become like the whites. That is what Richard tells the readers when he narrates an incident in his autobiography. When Richard was in seventh grade, he was working with a white woman. One day the woman asked Richard why was he going to school and Richard replied that he waited to become a writer. When she heard the reply, she indignantly said:

“You’ll never be a writer” and added “Who on earth put such ideas into your nigger head?”⁹

This attitude of the white woman is a clear indication that the whites considered Negroes capable to work only as porters. But Richard had made up his mind. He had determined to be a writer. And so one day he wrote a story called “The Voodoo of Hell’s Half-Acre” and got it published in a local Negro newspaper.

At the end of the final year of graduation, Richard was selected as a valedictorian of his class and assigned to deliver a speech. He prepared his speech. But he was shocked when the Principal called him to his office and asked him to deliver the speech which he had prepared for Richard. Richard told the Principal that he had prepared his own speech. But the Principal tried to pressurize Richard in accepting the speech that was written by the Principal. Though the Principal tried to tempt him by saying that: “I was seriously thinking of placing you in the school system, teaching.”¹⁰

Richard firmly declined the offer. It was Richard’s strong desire to do the things in his own way. He did not want that others should interfere with his life. And that’s what he had learnt from the life itself. But after graduation when Richard entered into the outside world, he realized that yet he had to learn so many things if he wanted to survive in the white South. Actually he knew what was wrong with him, but he could not correct him. His direct contact with the white world made him aware of what the whites thought about the black people. In other words, his knowledge which he had acquired while working with the whites was very much necessary for his survival. He mentions it in the following words: “I learned new model of behaviour, new rules in how to live the Jim Crow Life.”¹¹

And it was quite clear that during his stay in the South, if Richard had not learnt the Jim Crow life, he would have perished and his dream of freedom would also have vanished in the air. But he ‘learned’ how to live in the South.

Somehow Richard managed to save enough money to take him to Memphis. There he worked for an optical company for ten dollars a week. It is here that Richard could read whatever he wanted and this reading taught him to think about his relationship with the outside world. He writes:

“My reading had created a vast sense distance between me and the world in which I lived and tried to make a living, and that sense distance was increasing each day.”¹²

He says so because the Negroes with whom he was living were unaware of the abject conditions of their lives. They, it seems, had accepted the kind of life they were forced to live by the whites. But Richard did not want to be one amongst them. Actually, it was his reading which had made him aware of their different outlooks towards life.

From Memphis, Richard came over to Chicago, a city of his dreams. He was accompanied by

his Aunt Maggie. Here Richard worked as a porter, postal clerk, dishwasher, insurance agent and sweeper. During all these days, he was reading whatever he came across. His experiences with the people and his readings helped him to understand the real problems of his people. He had learnt that:

“the problem of human unity was more important than bread, were important then physical living itself, for I felt that without a common bend uniting men, without a continuous current of shared thought and feeling circulating through the social system, like blood coursing through the body, there could be no living worthy of being called human.”¹³

He felt that the Communist Party was trying to unite the people and so he joined the party. But after working with the comrades for some time, Richard realized that they were far away from the common people. Actually, they were more interested in fighting with each other for higher positions in the party than in solving the problems of the masses. However, his experiences with the party helped Richard to learn about his strengths and confidence level. He says:

“I was young and brimming with confidence. I felt that my strength was unlimited.... I thought that I could turn my energies to writing...”¹⁴

As was decided, Richard concentrated on his writing and became a successful writer.

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Oil Seed Trading at APMCs - A Study with Reference to Nanded District in Maharashtra

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Introduction:

There was no problem of agricultural marketing in ancient India as Indian villages were self-sufficient, self-dependent and self-contained isolated units. During the reign of the Mughals, the process of marketing was based on the individual efforts of peasants to the same extent as that of today. In the 13th century, grain dealers of Northern India used to buy grain in the villages and sell it among the villagers, which they had purchased in the towns. During the regime of Aurangzeb, peasants, after keeping some quantity of grain for home consumption and seed, used to sell the rest.

Thus, the system of marketing prevalent in those times was not very different from that of obtaining in modern times. Marketing is the crux of all our agricultural problems as the distribution of commodities is as important as their production.

Agricultural Marketing plays an important role in accelerating the pace of economic development in addition to stimulating production and consumption. Its dynamic functions are of primary importance in both agricultural and economic development. As such marketing has been described as the most important multiplier of agricultural development.

Marketing is a complex subject. Marketing connotes a series of activities involved in moving goods from the point of production to the point of consumption. Agricultural marketing is the study of all the activities, agencies and policies involved in the procurement of farm inputs by the farmers and the movement of agricultural products from the farms to the consumers. Thus, Agricultural marketing system is a link between farm and non-farm sectors. All the groups of persons associated with agricultural marketing are interested in having an efficient marketing system. Therefore the study of the performance of APMCs is significant.

An efficient marketing system is an effective agent of change and an important means for raising the income levels of farmers and satisfaction of the consumers. The movement of goods from producers to consumers at the lowest possible cost, consistent with the provision of services desired by the consumers, may be termed as efficient marketing. An efficient marketing system for farm products ensures an increase in the farm production gets translated into an increase in the level of income and thereby stimulating the emergence of additional income. Consumers derive the greatest possible satisfaction when goods are available at the least possible cost. Therefore the study of the performance of APMCs is significant.

There has been a rapid increase in the marketable and marketed surplus of different agricultural commodities. This has been both on account of increase in agricultural production and also due to the increase in the marketed surplus-output ratio of commodities. The growth of marketable surplus of agricultural produce from 1950-2000 is shown in the following table No. 1.

Table No. 1
Growth of Marketed Surplus in India
(Million Tonnes)

Particulars	1950-51	1999-2000
Cereals	11.5	116.5
Pulses	3.9	8.1
Oilseeds	3.8	17.3
Milk	8.5	44.8
Fruits & Vegetables	38.2	118.6

Source : Agricultural Marketing in India- S.S. Acharya

It can be observed from the above table that marketed surplus of cereals as increased from 11.5 mt. to 116.5 mt., that of pulses increased form 3.9 mt. to 8.1 mt., that of Oilseeds increased form 3.8 mt. to 17.3 mt, that of Milk increased form 8.5 mt. to 44.8 mt, that of Fruits & Vegetables increased form 38.2 mt. to 118.6 mt.

Objectives & Limitations of the Study :

The objective of this paper is to study the financial performance APMCs it studies the performance on Revenue and Expenditure side as well as Assets & Liabilities side.

The study is limited to a period of five years from 1999-2000 to 2003-04. It is a study of select samples APMCs in Nanded District of Maharashtra.

Methodology :

The researcher has selected a sample of 5 APMCs namely, Nanded, Kandhar, Loha, Degloor, Mukhed. The study is based upon secondary data collected from annual reports of the APMCs. This is a study based upon financial analysis.

Hypothesis:

The hypothesis of this study is that the financial performance of APMCs shows an uneven trend.

Significance of the study:

Receipt & Delivery of Oilseed Groundnut: The researcher has observed and analyzed the changes in the Receipt & Delivery of Oilseed Groundnut by the sample APMCs under study. The results are shown in the following Table No.6.8.

Table No.6.8.

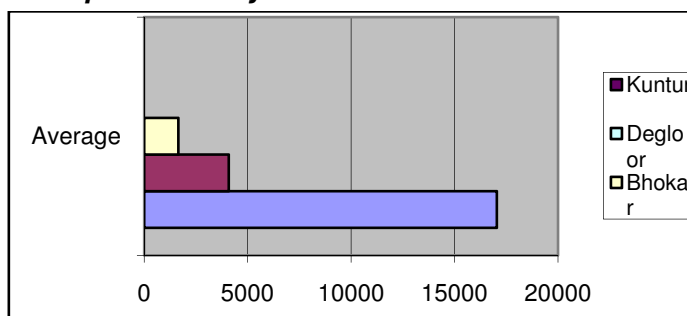
Receipt & Delivery of Oilseed Groundnut in Select APMCs in Nanded Dist.

(No of Figures in Quintals)

Sr. No.	Particulars (APMCS)	YEARS									
		2000	2001	Perc-entage Change	2002	Perc-entage Change	2003	Perc-entage Change	2004	Perc-entage Change	Ave- rage
1	Nanded	55414	5243	-90.54	5606	6.92	11713	108.94	7228	-38.29	17040.80 A
2	Loha	7154	5577	-22.04	1379	-75.27	4487	225.38	1838	-59.04	4087.00 B
3	Bhokar	3000	1722	-42.60	1353	-21.43	1561	15.37	618	-60.41	1650.80 C
4	Degloor	0.00	0.00	0.00	0.00	0.00	0.00	-100.00	0.00	0.00	0.00
5	Kuntur	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Source: Secondary Data, Annual report of APMCs.

Graph No.6.8 Receipt & Delivery of Oilseed Groundnut



An analysis of the data presented in the above table shows following facts.

1. **Nanded APMC:** It can be observed that, the receipt & delivery Oilseed Groundnut of these APMCs was 55414 q. in year 2000 which has ultimately risen to 7228 q. in year 2004. The average receipt and delivery of Oilseed Groundnut is recorded 17040.80 q. A fall in the receipt & delivery of Oilseed Groundnut over previous year is recorded in the year 2004 (38.29%), 2001 (90.54%), where as a rise is recorded in the year 2002 (6.92%), 2003 (108.94 %) over previous year. The annual movements are irregular the ultimate figure shows an increasing trend.
2. **Loha APMC:** It can be observed that, the receipt & delivery Oilseed Groundnut of these APMCs was 7154 q. In year 2000 which has ultimately fallen to 1836 q. in year 2004. The average receipt and delivery of Oilseed Groundnut is recorded 4087.00q. A fall in the receipt & delivery of Oilseed Groundnut over previous year is recorded in the year 2001 (22.04%), 2002 (75.27%), 2004 (59.04%) , where as a rise is recorded in the year 2003 (225.38%), over previous year. The annual movements are irregular the ultimate figure shows an decreasing trend.
3. **Bhokar APMC :** It can be observed that, the receipt & delivery Oilseed Groundnut of this APMCs was 3000 q. in year 2000 which has ultimately fallen to 618 q. in year 2004. The average receipt and delivery of Oilseed Groundnut is recorded 1650.80 q. A fall in the receipt & delivery of Oilseed Groundnut over previous year is recorded in the year 2001 (42.60%), 2002 (21.43%), 2004 (60.41%), where as a rise is recorded in the year 2003 (15.37%) over previous year. The annual movements are irregular the ultimate figure shows an decreasing trend.
4. **Degloor APMC:** there is no receipt and delivery of Oilseed Groundnut in this APMC during the period under study.
5. **Kuntur APMC:** there is no receipt and delivery of Oilseed Groundnut in this APMC during the period under study.

Thus It can be seen that the average receipt & delivery of Oilseed Groundnut of Nanded APMC has been 17040.80 q. (A), that of Loha APMC has been 4087.00 q. (B), that of Bhokar APMC 1650.80 q. (C), The Nanded APMC is on the highest rank. A whereas the Bhokar APMC is on the lowest rank C as regards receipt & delivery of Oilseed Groundnut. The movements are irregular.

6.2.9. Receipt & Delivery of Oilseed Sunflowers: The researcher has observed and analyzed the changes in the Receipt & Delivery of Oilseed **Sunflowers** by the sample APMCs under study. The results are shown in the following Table No.6.9.

Table No.6.9.

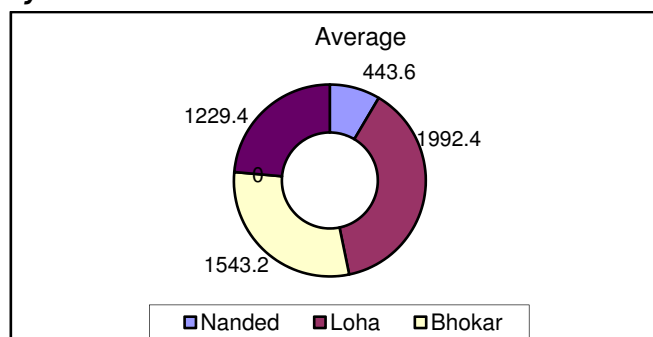
Receipt & Delivery of Oilseed Sunflowers in Select APMCs in Nanded Dist.

(No of Figures in Quintals)

Sr. No.	Particulars (APMCS)	YEARS									Ave- rage
		2000	2001	Perc- Entage Change	2002	Perc- entage Change	2003	Perc- entage Change	2004	Perc- entage Change	
1	Nanded	790	624	-21.01	76	-87.82	702	823.68	26	-96.30	443.60 D
2	Loha	1007	1941	92.75	1585	-18.34	2612	64.79	2817	7.85	1992.40 A
3	Bhokar	2398	2402	0.17	1480	-38.38	335	-77.36	1101	228.66	1543.20 B
4	Degloor	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 E
5	Kuntur	0.00	200	0.00	1475	637.50	1000	-32.20	3472	247.20	1229.40 C

Source : Secondary Data, Annual report of APMCs.

Graph No.6.9

Receipt & Delivery of Oilseed Sunflowers

An analysis of the data presented in the above table shows following facts.

1. **Nanded APMC** : It can be observed that, the receipt & delivery Oilseed Sunflower of this APMCs was 790 q. in year 2000 which has ultimately fallen to 26 q. in year 2004. The average receipt and delivery of Oilseed Sunflower is recorded 443.60 q. A fall in the receipt & delivery of Oilseed Sunflower over previous year is recorded in the year 2001 (21.01%), 2002 (87.85%) 2004 (96.30%) where as a rise is recorded in the year 2003 (823.68%), over previous year. The annual movements are irregular the altimate figure shows an decreasing trend.
2. **Loha APMC** : It can be observed that, the receipt & delivery Oilseed Sunflower of this APMCs was 1007 q. in year 2000 which has ultimately risen to 2817 q. in year 2004. The average receipt and delivery of Oilseed Sunflower is recorded 1992.40 q. A fall in the receipt & delivery of Oilseed Sunflower over previous year is recorded in the year 2002 (18.34%), where as a rise is recorded in the year 2001 (92.72%) 2003 (64.79%), 2004 (7.85%), over previous year. The annual movements are irregular the altimate figure shows an increasing trend.
3. **Bhokar APMC**: It can be observed that, the receipt & delivery Oilseed Sunflower of these APMCs was 2398 q. in year 2000 which has ultimately fallen to 1101q. in year 2004. The average receipt and delivery of Oilseed Sunflower is recorded 1553.20 q. A fall in the receipt & delivery of Oilseed Sunflower over previous year is recorded in the year 2002 (-38.38%), 2003 (-77.36%), where as a rise is recorded in the year 2001 (0.17%) 2004 (228.66%), over previous year. The annual movements are irregular the altimate figure shows an decreasing trend.
4. **Degloor APMC**: there is no receipt and delivery of Oilseed Sunflower in this APMC during the period under study.
5. **Kuntur APMC**: It can be observed that, the receipt & delivery Oilseed Sunflower of this APMCs was 0 q. in year 2000 which has ultimately risen to 3472q. in year 2004. The average receipt and delivery of Oilseed Sunflower is recorded 1229.40 q. A fall in the receipt & delivery of Oilseed Sunflower over previous year is recorded in the year 2003 (-32.20%), where as a rise is recorded in the year 2002 (637.50%) 2004 (247.20%), over previous year. The annual movements are irregular the altimate figure shows an increasing trend.

Thus It can be seen that the average receipt & delivery of Oilseed Sunflower of Nanded APMC has been 443.60 q. (D), that of Loha APMC has been 1992.40 q. (A), that of Bohkar APMC 1543.20 q. (B), that of Kuntur APMC 1229.40 q. (C), The Loha APMC is on the highest rank. A whereas the Nanded APMC is on the lowest rank D as regards receipt & delivery of Oilseed Sunflower.

6.2.10. Receipt & Delivery of Oilseed Soyabean: The researcher has observed and analyzed the changes in the Receipt & Delivery of Oilseed Soyabean by the sample APMCs under study. The results are shown in the following Table No.6.10.

Table No.6.10

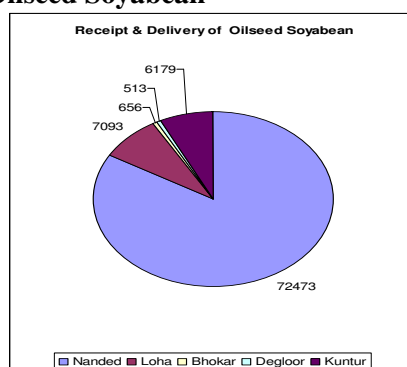
Receipt & Delivery of Oilseed Soyabean

(No of Figures in Quintals)

Sr. No.	Particulars (APMCS)	YEARS									
		2000	2001	% Change	2002	% Change	2003	% Change	2004	% Change	Ave- rage
1	Nanded	14105	33477	137.34	36840	10.05	175190	375.54	102752	41.35	72473 A
2	Loha	1754	1090	-37.86	3629	232.94	7000	92.89	21993	214.19	7093 B
3	Bhokar	1061	519	-51.08	361	-30.44	634	75.62	705	11.20	656 D
4	Degloor	725	390	-46.21	415	6.41	630	51.81	405	-35.71	513 E
5	Kuntur	1035	800	-22.71	3830	378.75	1125	-70.63	24106	2042.76	6179 C

Source : Secondary Data, Annual report of APMCs.

Graph No.6.10

Receipt & Delivery of Oilseed Soyabean

An analysis of the data presented in the above table shows following facts.

- Nanded APMC :** It can be observed that, the receipt & delivery Oilseed Soyabean of this APMCs was 14105 q. in year 2000 which has ultimately risen to 102752 q. in year 2004. The average receipt and delivery of Oilseed Soyabean is recorded 72473 q. A fall in the receipt & delivery of Oilseed Soyabean over previous year is recorded in the year 2004 (41.35%), where as a rise is recorded in the year 2001 (137.34 %), 2002 (10.05%), 2003 (375.54%) over previous year. The annual movements are irregular the ultimate figure shows an increasing trend.
- Loha APMC :** It can be observed that, the receipt & delivery Oilseed Soyabean of this APMCs was 1754 q. in year 2000 which has ultimately increased to 21993 q. in year 2004. The average receipt and delivery of Oilseed Soyabean is recorded 7093.00 q. A fall in the receipt & delivery of Oilseed Soyabean over previous year is recorded in the year 2001 (37.86%), where as a rise is recorded in the year 2002 (232.94%), 2003 (92.89%), 2004 (214.19%) over previous year. The annual movements are irregular the ultimate figure shows an increasing trend.
- Bhokar APMC :** It can be observed that, the receipt & delivery Oilseed Soyabean of this APMCs was 1061q. in year 2000 which has ultimately risen to 705 q. in year 2004. The average receipt and delivery of Oilseed Soyabean is recorded 656 q. A fall in the receipt & delivery of Oilseed Soyabean over previous year is recorded in the year 2001 (51.08%), 2002 (30.44%), where as a

rise is recorded in the year 2003 (75.62%), 2004 (11.20%) over previous year. The annual movements are irregular the ultimate figure shows an decreasing trend.

4. **Degloor APMC** : It can be observed that, the receipt & delivery Oilseed Soyabean of this APMCs was 725 q. in year 2000 which has ultimately fallen to 405 q. in year 2004. The average receipt and delivery of Oilseed Soyabean is recorded 513 q. A fall in the receipt & delivery of Oilseed Soyabean over previous year is recorded in the year 2001 (46.21%), 2004 (35.71%), where as a rise is recorded in the year 2002 (6.41%), 2003 (51.81%) over previous year. The annual movements are irregular the ultimate figure shows an decreasing trend.
5. **Kuntur APMC** : It can be observed that, the receipt & delivery Oilseed Soyabean of this APMCs was 1035 q. in year 2000 which has ultimately risen to 24106 q. in year 2004. The average receipt and delivery of Oilseed Soyabean is recorded 6179q. A fall in the receipt & delivery of Oilseed Soyabean over previous year is recorded in the year 2001 (22.71%), 2003 (70.63%), where as a rise is recorded in the year 2002 (378.75%), 2004 (2042.76%) over previous year. The annual movements are irregular the ultimate figure shows an increasing trend.

Thus It can be seen that the average receipt & delivery of Oilseed Soyabean of Nanded APMC has been 72473 q. (A), that of Loha APMC has been 7093 q. (B), that of Bohkar APMC 656 q. (D), that of Degloor APMC 513 q. (E), That of Kuntur APMC 6179 q. (C). The Nanded APMC is on the highest rank. A whereas the Degloor APMC is on the lowest rank E as regards receipt & delivery of Oilseed Soyabean. The movements are irregular.

Conclusion:

Thus, it can be seen that, though the production and output of soyabean in Marathwada region of Maharashtra is high yet the trading on APMCs is very low as compared to the output.

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Comparison on some Selected Physiological Variables among the Chhau Dancers, Manipuri Dancers and Santhali Dancers

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Introduction :

Dance is a traditional art of India; it has been carrying our holistic culture. In India, many cultural programmes start by performing dance. It is not only the symbol of holiness; it is also a part of super enjoyment. Some attractive flexible body movement and steps are identity of each dance. Some dances are very fast, some are slow, and some dances take much time to perform.

In India, people followed many type of dances. Each dance has own style, separate expressional way, and different movement mechanism. Dancers try to develop perfection in skill execution in each step. All traditional Indian dances are performed during festivals or in cultural programmes. It can add also that all Indians are interested in dances, they know about the meaning and value of our traditional dances, that is why they try to involve themselves directly or indirectly in this dance culture. It is well known fact, when we involve in any dance, may be for rocking or for big party or for some auspicious occasion, after dancing we can feel happiness and get some physiological changes like breathing frequency, heart beat increase sweating come out muscle get tired that mean it is affected on physiological system. These changes lead a permanent adaptation if we do dance regularly. Some foreign research studies revealed that dance tremendously affected on physical fitness, physiological and psychological variables of dancers. It happens because dancers are physically and mentally involved.

Many research studies also have shown that various types of exercises not only develop the physical fitness, it also has effected on physiological and psychological conditions, because during exercise a person not only involves himself physically, he involves mentally also.

Endurance training refers to the ability of the heart, vascular system, and lungs to provide O_2 and nutrients to the working tissues and to remove the waste product of metabolism. It is quite clear that the primary goal of aerobic endurance training is to improve and/or to increase the capacity and efficiency of these three systems in order to great amount of oxygen can be supply to the cells.

From the above study, endurance training can change physiological conditions i.e. heart rate, blood pressure, vital capacity etc.

The Chhau dance follows the basic principle of Hindu dance. Chhau dance is prevalent not only in Seraikela but also in the same form or the other in many parts of Orissa and West Bengal. Manipuri one of six dance styles, it is indigenous to Manipuri, the north eastern state of India and the indigenous people of this vally were said to be the dance expert Gandharvas mentioned in the epic Ramayana, Maha Bharata and other religious scriptures. The Santhal are largest group of Munda people, who live in Bihar, Orissa, West Bengal, and Jharkhand. An important part of social life is music, dance and singing in turn. Danes are linked with the facility of the harvest and they are performed separately by men and woman with various body movements before and after the early season, and between showing and harvesting.

Hoffmann S et.al conducted a study in 1999 on "Health related value of dancing in the elderly" people. For this study, they selected 12 women aged between 59 to 77 years who were tested once a week three times, over three minutes with a break of three minutes, three weeks in all. The sequence of the dances changed every week. 108 values of the maximum heart rates measured were considered for statistical calculation. It was found that there was no significant difference between the separate dances. The results suggest that dancing even of slow dances will have positive effects for a preventive heart-circulatory training, when the exercise program takes into account, within the context of a particular group, the needs of the individual, especially training duration and training frequency.

To examine the effects of a 12 week program of low impact aerobic dance conditioning on

VO₂max, sub maximal heart rates and body composition of college-aged women McCord P. et.al conducted a study on the effect of low impact dance training on aerobic capacity, sub maximal heart rates and body composition of college-aged females. Sixteen women were exercised three times per week for approximately 45 minutes per session at 75-85% of their heart rate reserve. All testing were conducted within one week pre- and post training. Posttest results revealed a small but significant increase in VO₂max. Sub maximal heart rates and body fat decreased significantly, but there was no post training change in body weight. It was concluded that low impact aerobic dance is as effective as other endurance training regimens in improving cardiovascular fitness and decreasing body fat.

Olson MS. et.al. (1995) conducted "A test to estimate VO₂ max in females using aerobic dance, heart rate, BMI and age". For this study they selected 100 female subjects age ranged between 18 to 40 years who were completed a treadmill test to determine VO₂max and were assessed for heart rate (HR) response to a bout of aerobic dance. Reliability was determined by using correlation and paired "t"-tests of the aerobic dance routine test and retest trials. To ensure the validity of the test multiple regression equation, forward entry analysis, and the cross-validation of the regression equation were completed. The results of "t"-tests between the observed and predicted mean values for VO₂max revealed no significant difference ($p > 0.05$). These results indicate that a four minute aerobic dance test provides a valid and reliable sub-maximal protocol for estimating VO₂max and providing an index of aerobic fitness in apparently healthy 18 to 40 yr old females.

Hui E et.al.(2008). Conducted a study to determining the effects of dancing on the health status of older persons. For this purpose they selected A pool of 111 community-dwelling subjects were allocated to either an intervention group, which included 23 sessions of dance over 12 weeks, or a control group. Physical outcome measures included the 6-min timed walking test, trunk flexibility, body composition, lower limb endurance and strength, balance, the timed up-and-go test, resting heart rate and blood pressure and quality of life was assessed by the Medical Outcomes Survey Short Form (SF-36) questionnaire. Significant difference was observed between the groups in six outcome measures: mean change in resting heart rate, 6MWT, TUG, lower limb endurance and the 'general health' and 'bodily pain' domains of SF-36. The majority of the dance group felt the intervention improved their health status. The researcher concluded that dancing has physical and psychological benefits, and should be promoted as a form of leisure activity for senior citizens.

A study was conducted by Pepper MS. on a physiological appraisal of dance - as a suitable form of exercise in 1984. This review considered the physiological demands and effects resulting from various dance forms and described the unique alterations in body build and composition, musculo-skeletal and cardiovascular adaptations, and abnormalities in menstrual function and pubertal progression found in dancers.

Objective of the Study:

- * To assess the conditions of physiological variables of Chhau dancers, Manipuri dancers and Santhali dancers.
- * To compare the Heart rate of Chhau dancers, Manipuri dancers and Santhali dancers.
- * To compare the Blood pressure of Chhau dancers, Manipuri dancers and Santhali dancers.
- * To compare the Inspiratory capacity of Chhau dancers, Manipuri dancers and Santhali dancers.

Methods and Materials:-

Three dances group were selected (Chhau dancers i.e Group-1, Manipuri dancers i.e Group-2 and Santhali dancers i.e Group-3) and only 300 male dancers(100 from each group) were the subjects of this study so that the samples were selected randomly from a particular population or purpose sampling technique was used in this study. Based on literary evidence, discussion with expert and scholar's own understanding following variables were selected.

3.6 Description of the Procedure Measuring Physiological Variables:

3.6.1: Heart rate:-Purpose - To assess the resting heart rate.

Equipment: - Watch or timer.

Procedure: - It is common to take the pulse in the radial artery of the wrist.

3.6.2: Blood pressure:-

Purpose: - To assess the blood pressure.

Equipment:- sphygmomanometer and stethoscope

Procedure:- Place cuff midway between shoulder and elbow then inflation the cuff up to 20-30 cm above expected systolic pressure. Place the chest piece firmly and directly over brachial artery below the cuff.

Screw valve counter-clockwise to release valve at a rate of 2-3 mmhg per second. The systolic pressure is the gauge reading at the first audible pulse. Continue with the air release. The diastolic pressure is the gauge reading at the last audible pulse.

Scores:- The systolic pressure and the diastolic pressure is the scores.

3.6.3 Inspiratory capacity

Purpose:- To assess the Inspiratory capacity level.

Equipment: Incentive Spiro meter

Procedure:

- i) it is best to get result in an upright position
- ii) place the mouthpiece in subject mouth and, from a normal resting expiration, Inspire at a slow yet sufficient rate to raise the ball off the bottom of the spirometer.
- iii) Continue inspiring to keep the ball afloat. The longer the ball is up, the greater inspired volume will be.

Scoring: multiply subject's inspiratory time (in second) by the inspiratory flow setting (in cc/second). (Comparison of Heart Rate among the three different dance groups)

Table- 1 :- Showing the mean and standard deviation of the heart rate of three different dance group.

Group	N	Mean	SD
1	100	69.370	5.39
2	100	72.450	6.40
3	100	69.500	4.23

Interpretation

Table no – 1 indicate that mean heart rate of the Chhau dancers is lesser among the three types of dancers; therefore chhau dancer's heart rate is good than another two dancers group.

Table- 2 :- Showing the analysis of variance among three different dance groups.

	Sum of squares	df	Mean square	F	Sig.
Between Groups	606.860	2	303.430	10.362	.01
Within Groups	8697.060	297	29.283		
Total	9303.920	299			

Interpretation

Table No - 2, indicates that 'F' is significant at .01 level between groups. In this study, three separate dance groups were selected to compare the Heart rate. The result of 'F' test indicates that there was significant difference on the heart rate of the groups.

Table- 3 :- Showing the significant of difference in the mean scores in heart rate, with the help of 't'.

Group	Group	Mean Difference	Std. Error	Level of Significance
1	3	.130	.765	.865
1	2	3.080*	.765	.01
3	2	2.950*	.765	.01

Interpretation

To estimate the gain in favor of the groups 't' test has been made. Table – 3, indicates that the effects of dance on the groups of Chhau dancers and Manipuri dancers do not differ significantly either at .01 level or at .05 level. In case of comparison between Manipuri and Santhali dancers, the difference between average Heart rate is significant at .01 level and the gain in favor of Manipuri dancers. The comparison has also been made between Chhau and Santhali dancers then the difference is significant at .01 level. It was revealed from the result of 't' that the gain in the favor of Chhau and Manipuri dancers. The result leads to conclude that the Chhau and Manipuri dancers are establishing superiority over the Santhali dancers in case of their Heart rate.

(Comparison of Blood Pressure among the three different dance groups)

Table- 4 :- Showing the mean and standard deviation of the blood pressure of three different dance group.

Group	N	MEAN	SD
1	100	97.090	6.09
2	100	94.880	7.27
3	100	99.550	5.14

Interpretation

Table no – 4 indicate that mean blood pressure of the Santhali dancers is lesser among the three types of dancers; therefore Santhali dancer's blood pressure is good than another two dancers group.

Table- 5 :- Showing the analysis of variance among three different dance groups.

	Sum of square	Df	Mean square	F	Sig.
Between groups	1091.487	2	545.743	14.061	.01
Within groups	11527.000	297	38.811		
Total	12618.487	299			

Interpretation

Table No – 5, indicates that 'F' is significant beyond .01 levels between groups. In this study, three separate dance groups were selected to compare the blood pressure. The result of 'F' test indicates that there was significant difference on the blood pressure of the groups.

Table-6:- Showing the significant of difference in the mean scores in blood pressure, with the help of 't'.

GROUP	GROUP	Mean Difference	Std. Error	LEVEL OF SIGNIFICANCE
1	3	2.460*	.881	.01
1	2	2.210*	.881	.05
3	2	4.670*	.881	.01

Interpretation

To estimate the gain in favor of the groups 't' test has been made. Table – 6, indicates that the effects of dance on the groups of Chhau dancers and Manipuri dancers differ significantly at .01 level and the gain in favor of Chhau dancers. In case of comparison between Manipuri and Santhali dancers, the difference between average blood pressure is significant at .01 level and the gain in favor of Santhali dancers. The comparison has also been made between Chhau and Santhali dancers then the difference is significant at .05 level and the gain in favor of Santhali dancers. It was revealed from the result of 't' that the gain in favor of Santhali and Chhau dancers.

(Comparison of Inspiratory Capacity among the three different dance groups)

Table- 7:- Showing the mean and standard deviation of the Inspiratory capacity of three different dance groups.

Group	N	MEAN	SD
1	100	3427.000	204.92
2	100	2501.000	273.67
3	100	3337.800	277.99

Interpretation

Table no – 7, indicate that mean Inspiratory capacity of the Chhau dancers is greater among the three types of dancers; therefore Chhau dancer's Inspiratory capacity is good than another two dancers group.

Table-8 :- Showing the analysis of variance between three different dance groups.

	Sum of squares	df	Mean square	F	Sig.
Between Groups	52188896.000	2	26094448.000	9.979	.01
Within Groups	776639516.000	297	2614947.865		
Total	828828412.000	299			

Interpretation

Table No - 8, indicates that 'F' is significant at .01 level between groups. In this study, three separate dance groups were selected to compare the effects of dance on the Inspiratory capacity of the groups. The result of 'F' test indicates that there was a significant impact of dance on the Inspiratory capacity of the groups.

Table 9: Showing the significant of difference in the mean scores in Inspiratory capacity between the three different dance groups, with the help of 't'.

Group	Group	Mean Difference	Std. Error	Level of Significance
1	3	89.200	228.690	.70
1	2	926.000*	228.690	.01
3	2	836.800*	228.690	.01

Interpretation

To estimate the gain in favor of the groups 't' test has been made. Table – 9, indicates that the effects of dance on the groups of Chhau dancers and Manipuri dancers' do not differ significant either at .01 level or at .05 level. In case of comparison between Manipuri and Santhali dancers, the difference between average Inspiratory capacities is significant at .01 level and the gain in favor of Manipuri dancers. The comparison has also been made between Chhau and Santhali dancers then the

difference is significant at .01 level. It was revealed from the result of 't' that the gain in the favor of Chhau and Manipuri dancers. The result leads to conclude that the Chhau and Manipuri dancers are establishing superiority over the Santhali dancers in case of their Inspiratory capacities.

Conclusion :

From the assessment of Physiological variables, the researcher concluded, that the Chhau dance positively affected physiological variables i.e., the heart rate, the blood pressure and inspiratory capacity compared to the other two dances. 'F' test indicates that the Chhau dancers were better in the average heart rate the blood pressure (Santhali dancers also) and inspiratory capacity. There fore the Chhau dance significantly affects the physiological variables than other two dances.

5.4 Recommendation:

This study suggested that Santhali dancers' blood pressure was very good. Therefore, it is recommended that regular Santhali dance practice can be used to maintain blood pressure.

1. This study has revealed that the Chhau dance was better to control heart rate. Therefore, it is recommended that regular Chhau dance practice can control heart efficiency.
2. This study has proved that regular dance practice can improve inspiratory capacity. In addition, Chhau dance practice affected the respiratory system. Therefore, it recommended that Chhau dance practice can be used to improve inspiratory capacity.
3. Similar studies may be conducted on different dances.
4. Similar studies may be conducted on female dancers.
5. After conclusion, the researcher realized that Chhau and Santhali dancers were greater in all sectors than another dancers were. Therefore, the researcher recommends that Chhau dance can be used to develop physiological capacity of sports persons as well as general persons.
6. Lastly, the researcher recommends that Chhau dance could be introduced in sports field as well as in physical education curriculum for physiological capacity and for super enjoyment.

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A Comparative Study of Stress Among B.P.O. Employees who are Under Going Physical Fitness Programme and Those who are Not

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Abstract

The purpose of the study was to study the stress among BPO employees who are undergoing physical fitness program and those who are not. The study is confined to the Call centre employees from the Pune City. Two hundred male employee (n=200) of Magarpatta based B.P.O. Companies were selected randomly as sample by employing Fishers random Table. The subject's age group was 25-30 years. The score in criterion measure (OS) Occupational Stress Questionnaire of A.K. Shrivastawa and A.P.Singh was given to the 100 employees, who are doing regular physical fitness activity were taken. Descriptive statistics have been applied to process the data. Further, Independent Sample t test was employed for comparison among groups. The result summarized that there was significant different among groups.

Key words: Occupational Stress, physical fitness

Introduction

Call centres have emerged out of the major changes that have taken place in the spare of work and employment in last two decades. They provide services which includes customer interactions, back office operations, transcriptions etc. The Industry also provides them with a life style, which they could not otherwise dream of, compared to employees in other industries. Even though they are paid high salaries and incentives still they face mental stress due to various other factors. Here it is the need of the day that an individual has to overcome the mental stress and have optimal level of health and physical fitness. So physical fitness will surely help the B. P. O. (call centre) employees to be more alert and enduring and live without stress. Many friends of researcher are working in call centre as B. P. O. & after discussion & interaction with them, researcher has found that dealing with technology they under go through various ailments such as Fatigue, Irritability, Inability to relax, Headaches, Backaches, Visionary problem, Sleep problems, Stomach problems, High blood pressure, Hearing problems which ultimately causes them mental stress. The researcher has also observed that the friends who are doing regular fitness have less mental stress. Therefore researcher has shown interest to study this problem.

It was, therefore, thought desirable to undertake the problem entitled, "A STUDY OF STRESS AMONG B.P.O. EMPLOYEES WHO ARE UNDER GOING PHYSICAL FITNESS PROGRAMME AND THOSE WHO ARE NOT".

Material and methods

A survey was conducted in this study. Two hundred male employee (n=200) of Magarpatta based B.P.O. Companies were selected randomly as sample by employing Fishers random Table. The subject's age group was 25-30 years. The Questionnaire about regular physical fitness program was given to all 25 to 30 years B.P.O employees. On the basis of response to the questionnaire 100 employees, who are doing regular physical fitness program and 100 employees, who are not doing physical fitness program was randomly selected and separately divided in to two groups.

The data was collected administering Occupational Stress Questionnaire of A.K. Shrivastawa and A.P.Singh was given to the both groups(200 employees). The scale assesses the extent of stress, employees experience in the context of their job life.

Results

Descriptive statistics were used for obtaining normality of data (Table 1). Independent sample t test was used for comparison (All values are significant at 0.05 level) (Table 2).

Table1 Descriptive Statistics of stress for groups doing exercise

Exercise	N	Mean	Std. Deviation
Yes	100	127.59	21.28
No	100	147.38	17.08

Table represents mean score and standard deviation for stress test of the subject.

Subjects doing Physical fitness activities has stress scores of 127.59 (\pm 21.28). Subjects those who are not doing Physical fitness activities has stress scores of 147.38 (\pm 17.08).

Table2 Independent Samples Test of stress for groups doing exercise and not doing exercise

		F	Sig.	t	Df	Sig. (2-tailed)
STRESS	Equal variances assumed	9.391	.002	7.250	198	.000

Table shows the 't' value for the comparison between mean stress of group doing exercise and those who are not doing the exercise is 7.250 with degrees of freedom 198, which was statistically significantly at 0.000 significance level. Therefore researcher rejects the null hypothesis H_0 : 1 "There is no significant difference between level of stress of the employees who are under physical fitness activity and those who are not."

Conclusion

With the help of present investigation the following conclusion are drawn.

There is no significant difference between level of stress of the employees who are under physical fitness activity and those who are not.

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Movement is Living, Learning, Language

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Intellectualisation and theoretical understanding of any subject creates broader base for the universal practice of the subjects like Physical Education and Sports. Friends it's very fine stage to discuss and dialogue about our subject, Physical Education and Sports. Congratulations to those who are willing to find out new dimensions and directions to Sports and Physical Education.

Here are few points, though not for discussion but for brainstorming technique.

1. Movement-

Physical movement is the most vital part of all our activities. Our physical wellbeing and movements are interlinked. After the child's birth the first test, is its 'cry'. Then movements of upper lower extremities, vital organs are checked, to watch-everything natural and safe. The lovely pleasant look of (till then) over worried mother, Immensely pained and laboured , now yet highly satisfied; after very sincere prayers to her favourite god, the mother experiences warm tactual sensation in her bed , is the most reliable and valuable physical test of child's movement.

The second or perhaps in the same sight all of them observe together, the birth of a boy or girl. A doctor or a nurse holds the child with its legs in hanging hands and again tests its vital organs and abilities of respiration with that of "unique cry". Then the movements remain the cause of living till the last breath. Our muscles and many organs have built-in, movements for their regular biological Functions.

2. Learning and Movement-

Not only to live the life as it is, but to live it more happily and in fullest meaningful way one needs to learn many more things. No learning is possible without some sort of physical movements. Running, Jumping, Throwing and many other sport's skills do need physical movements, but basic writing also. In a very very subtle thinking, even in deep sleep, which is suppose to be least phase of movement, even in dreams, absolute micro movement takes place in various parts of the brain.

Emotions though seeming abstract, are the products of secretion of different glands. Moreover to have control over these emotions one has to think in some other direction, which requires micro change in brain cells.

Learning changes and modifies the behavior of a person. It might be physical, intellectual, emotional or spiritual. It needs some sort of change in the body, which is the product of physical movement .Thus "that age old-Body"-Mind dualism is over.

3. Why Physical Movements, even when so much needed and equally important were discarded so far?

One of the reasons seems to be from our culture or philosophy of life there. We wanted to be..." very highly developed as spiritual one". While trying to develop this spiritual aspect : 'Atma' was supposed to be the KING. To reach the immortal Atma-this mortal body was felt as a major disturbance. So it was difficult for Atma to meet Parmatma. So one group of society then punished body as enemy of Atma and tried to please Atma. That's why many people neglected the minimum care of their body. In the second stage of the society then, asceticism (Nivrutivad) also indirectly impressed the common mass to neglect the body. In short, people used to say "What's the use of this

physical world, when it is not true?" It is "Maya"-Brahma is the only truth. General trend of our culture is not materialistic one.

4. But even in the 20th century and now in 21st also, why P.E. is not hiked by the common students?

It is one of faults of British organizers of Educational system then ,those who were appointed to work as P.E. teachers, mainly were ex-army men .So marching drills and external form of restricted, worth for collective, common demonstrations were known to be major activities of P.E. programme. Pleasant, joyful self gearing of basic free healthy, physical movements, always liked by the children as sports and plays were not the regular features of physical education of schools and colleges.

A strong, robust man with care of fearful external discipline standing only at the doors (Not in the main inner sacred part of the temple of Goddess Saraswati - Vidyamandir) is supposed to be P.E. teacher. Unfortunately we could not get better leadership to change this image of P.E. teacher.

5. Socially-

In general our society also does'nt accept the person with more free physical movements and remaining with more light attitude.

One of the reasons, the practice of physical exercise to the extreme level is specially neglecting many other aspects of life by the persons - Malla. Pahilwan - of Akhada - Talims discouraged many intellectuals and kept them away from such heavy 'Vyayam'.

Second reason of the workers from many professions had to work hard with toiling physical labour, which naturally kept their body healthy and hard.

6. For the purpose of Defence...

For years together personal fights , or to carry and use very heavy weapons like Gada (Mace) ,Dan patta, heavy swords, warriors needed to be quiet heavy and caring more about their physical size , shape, and strength. Now the balance has been shifted to use more intellectualized technology of weapons and wars.

7. It is a must-

In any case P.E. sports and exercise are must for life discipline, pleasure and health. One can have many things from others but not his health. It's highly personal treasure and pleasure for your goodself. To reduce the mental tension and get the mental peace one must be sometimes free to experience the pleasure of sports on open grounds.

8. Useful for communication-

Important aspects of education as to experience and express it for the means of communication.

The first communication of your ownself is your body, height, weight, physical pose, poise, posture and healthy easy balanced movements. Your pleasant smiling face speaks for your health. Your firm neck , head , straight sight and uphold shoulders speak for your confidence and courage in front of hundreds and thousands of people within the first look of few seconds.

Many a times your body language narrates more than what you could speak for hours together. The physical distance between and among the persons in their placement differentiates the means and qualities of communication. Proximity-close or open reflects the cohesiveness of relations or indifference.

Actually what we presume as language of communication has also too much to owe from the various physical movements of body as a whole and in special cases through lips ,eyes ,face ,tongue ,vocal cords for high and low ,soft ,easy ,hard ,sweet and many other characteristics of our voice.

In the present age since we are marching towards so many aspects of personal development, a very good purposeful stress can be given on physical movements, through exactly and meaningfully planned new physical education and sports.

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‘कृष्णा सोबती के उपन्यासों के प्रमुख पात्र और स्त्री विमर्श’

डॉ. सरिता नरेश बहुखंडी: ठाणे, महाराष्ट्र.

कृष्णा सोबती हिंदी साहित्य की एक सशक्त हस्ताक्षर हैं। एक ऐसा वजूद जिसने सदियों से चली आ रही नारी जीवन की महिमाओं के गुणगान के भीतर छिपे रोती मूर्ति के दर्द को चीख के साथ बाहर प्रस्तुत किया है। पुरुषों को घायल न कर अवाक् रख कर, उनके कथा साहित्य नारी को केंद्र में रखकर नहीं लिखे गए, न ही पुरुषों को निशाना बनाकर लिखे गए हैं। उन्होंने जीवन के अलग-अलग टुकड़ों को लिखा और मात्र लिखा नहीं उसे दिशा दी। दिल के दर्द को दबाकर सहते चले जाने वाले आदर्श के खेमे दूर फेंक मात्र व्यक्ति के रूप में अपनी पहचान बनायी, जो सबसे अलग और अनोखा है। और कोई ऐसा हो ही नहीं सकता। यही नितांत अपने होने का एहसास उनके नारी पात्रों में विकसित होता दिखाई देता है।

‘डार से बिछुड़ी’, ‘मित्रो मरजानी’, ‘सूरजमुखी अंधेरे के’, ‘दिलो दानिश’, ‘जिंदगीनामा’, ‘समय-सरगम’। जब भी उनका कोई उपन्यास प्रकाशित हुआ है, हिंदी साहित्य में मानो स्त्री विमर्श नहीं बल्कि विमर्श का एटमबम फूटा है।

‘डार से बिछुड़ी’ में कृष्णाजी ने पाशो के जरिए स्वातंत्र्योत्तर पूर्व स्त्री की दशा का यथार्थ वर्णन किया है। जीती-जागती भाषा से उपन्यास का परिवेश सजीव हो उठता है और वर्तमान में होते हुए भी हर स्त्री को पाशो बना देता है। आज हम नारी चेतना की चाहे जितनी बातें करें पर सच तो यह है कि उन परिस्थितियों में हम आज भी पाशो को सुझाव नहीं दे सकते, जहाँ नारी की नियति मात्र फुटबॉल के समान ही है। उसकी देह उसका रंग-रूप ही उसका परियच है और परिस्थिति उसे जहाँ ले जाए वहाँ उसे हर सिरे से नए की तलाश करनी पडती है, कहीं भी उसका अपना कुछ नहीं है; न ही उसकी कोख से ऊपजा उसका अपना लाल वो तो दिवानजी का है। हर कोई पाशो से अपने ‘लाल’ की बात करता है। वर्तमान समाज में बेमेल विवाह का प्रमाण काफी घट गया है। अर्थतंत्र के साधन स्त्रियों के लिए भी उतने ही प्रमाण में सुलभ हैं, राजनैतिक स्थिरता भी कुछ हद तक है। लेकिन जवान विधवा स्त्री के प्रति पुरुष समाज के देखने का नजरिया बदला नहीं व युद्धों में स्त्रियों की सुरक्षा पर आज भी प्रश्नचिन्ह लगा हुआ है। व आज भी ‘डार से बिछुड़ने’ पर उसकी यही दशा होती है, तब चाहे वह मजबूरी में या स्वेच्छा से लिया गया निर्णय ही क्यों न हो ?

“किसी भी घर गृहस्थी के आँगन से मित्रो की आदिम महक सूँधी जा सकती है।” मित्रो जैसी कई नारियाँ हैं — जो दिन भर अपने पति का इंतजार करती हैं, लेकिन पति के लिए रात का ठिकाना पलभर के नाम पर घर है, और सप्ताह या पखवारे भर बाद जब देह ने आवाज दी तो पत्नी की याद आयी। सिर्फ इतना सा घड़ी भर का रिश्ता इसके बाद दो अजनबियों सी राह, काम, मानसिकता व व्यवहार, दो साथ रहते चाहे — अनचाहे दुश्मन। जिसे छोड़े बगैर राह नहीं, जिसे छोड़कर राह नहीं सी हालत। लेकिन मित्रो उन आम औरतों में से नहीं जो अपने पति की बेरुखी बर्दाश्त कर ले। सन ६० के दशक में पति परमेश्वर की छवि को झुठलाती मित्रो परिवार में रहकर भी अपने आपको मर्यादा में नहीं बाँधती। “मित्रो परम्परागत सामाजिक मूल्यों का प्रतिरोध करती है, सारे आदर्शों एवं परम्परागत मूल्यों से चिढ़कर वह विद्रोह की भूमि पर नैतिकता को चुनौती देती हुई नई चेतना व्यक्त करती है - “जिंद जानका यह कैसा व्यापार ? अपने लडके बीज डाले तो पुण्य दूजे डालें तो कुकर्म।” स्त्री की एक ऐसी समस्या मित्रो द्वारा उपन्यास में उठायी गई है जो निरुत्तरित ही है। यदि पुरुष चाहे तो शारीरिक स्तर पर स्त्री से जबरदस्ती कर सकता है मान मनौती लाड़ चाव से मना सकता है लेकिन यदि यही स्त्री चाहे तो ? और बावजूद लाड़, प्या। मान-मनौती के उसे बदले में रुखापन ही मिले तो उसके लिए जो विकल्प बचता है वो उससे बहुत कुछ छीन लेता है। देह ही उसकी ताकत और उसकी कमजोरी भी है। आखिरकार मन की आँखें ही उसे सही रास्ता दिखा सकती हैं।

‘सूरजमुखी अंधेरे के’ की रत्ती सामान्य नारी नहीं है। बचपन में बलात्कारिक रत्ती को पुरुषों से नफरत नहीं होती। वह कामभावना के प्रति फ्रिजिड हो गयी है, वह अपने इस अभिशाप को धोना चाहती है, संपूर्ण नारीत्व पाना चाहती है। इसके लिए जब तक वह पूरी तरह आश्वस्त नहीं होती हर एक संबंध को तोड़ती जाती है और तोड़कर भी मित्रता के संबंधों में बँधी रहती है, नीति — नियमों से कोई सरोकार न रखनेवाली विमुक्त रत्ती को विशुद्ध पुरुष चाहिए, न ही ऐसा कि जो उसपर अधिकार जताए, या उससे कुछ चाहे जैसे भरी पूरी-गृहस्थी या खानदान के नाम पर बेटे। रत्ती समाज से भले ही विमुक्त है

परंतु बंधी है, अपने आप में। वह उस 'मैं' से स्वतंत्र होना चाहती है पर किसी और के 'मैं' की गुलामी करके नहीं। रत्ती को प्यार चाहिए बिना शर्तों के। कुचली गयी मानसिकता व देह के द्वार पर अनादरित रत्ती साहसी है अन्यथा वह आसानी से टूटकर उपहास हो नियति के हाथों कबका खिलौना बन चुकी होती।

'दिलो-दानिश' में आत्मविश्वासी विधवा छुन्ना का घर-परिवार व समाज की फूहड़ मान्यताओं व अंधविश्वासों के प्रति किया गया विरोध व विद्रोह सार्थक है। स्वाभिमानी छुन्ना किसी के छलावे — बहकावे में न जा, किसी के कहने — सुनने की परवाह ना कर भाग्य को कोसने के बदले वर्तमान व भविष्य को सँवार आर्थिक रूप से आत्मनिर्भर बनती है व पुनर्विवाह कर जीवन को फिर से एक नयी दिशा प्रदान करती है 'दिलो-दानिश' में महक के उसके तौर-तरीके, उसकी शालीनता और उसके सलीके को जिस अंदाज में उपन्यास में पेश किया है, ठीक उसके विपरीत उपन्यास के अंत में महक को अपनी जिंदगी अपने ढंग से जीने की चाहत व ताकत दी है। महक का विद्रोह कृपानारायण से नहीं, नहीं अपने बच्चों से है। उसका विद्रोह है अपने आपसे अन्यथा महक सामाजिक व्यवस्था के हाथों घुट-घुट कर मर जाती व जीवन भर अपनी बेटी के विवाह की शुभ घड़ी पर उसकी झलक पाने के लिए तड़पती रहती वह सोचती है - "आज से पहले तो हम औरत भी नहीं थे। ओढनी थे, अँगिया थे, सलवार थे। ... जूती अपनी थी और पाँव किसी को सौंप रखे थे।"

'जिंदगी नामा' की विधवा ब्राह्मणी लक्खमी का सैय्यदजादे से प्रेम, बहुविवाह और बेमेल विवाह जैसी समस्याएं एक के बाद एक मानो थमती ही नहीं। आँचलिक उपन्यास 'जिंदगीनामा' में गाँवों में पल रही आस्था, परंपरा, रुढ़ियाँ, अंधविश्वास आदि को निभाती, झेलती या उनका विरोध करती पारंपरिक, विद्रोही व आधुनिक रुझान रखनेवाली स्त्रियों का चित्रण पूरी प्रमाणिकता के साथ किया है।

उपन्यास 'समय-सरगम' की मुख्य पात्र आरण्या स्वयं कृष्णा सोबती जी ही हैं। यह बात उन्होंने खुद भी स्वीकारी है। आरण्या एक स्वाधीन, साक्षर, स्वाभिमानी, साहसी, समझदार व सुलझे विचारोवाली आधुनिक प्रौढ़ लेखिका हैं। परिवार — समाज की सबसे मूलभूत एवं महत्वपूर्ण इकाई है उसकी चौखट से बाहर पर अपने भीतर आरण्या जानती है; परिवार नामक जीवित इकाई स्त्री के दम पर ही साँस लेती है। "परिवार अब भी अंतर्संबंधों की नई-पुरानी तारीखों वाला संस्करण मात्र। व्यक्ति इसमें कैसे समाएगा वह इसके बाहर की प्रयोगशाला में, उसें जुटाना होगा अपने बल-बूते पर, लगता है धीरे-धीरे पुराने समय वाले परिवर्तन नए में घुल-मिल जाएँगे और नए पुराने पड़ते जाएँगे। सुविधाओं के सच बड़े होते जाएँगे और संबंधों के विश्वास सिकुड़ते जाएँगे।"

अपनी धुरी आप और अपना समय स्वयं रचने वाली आरण्या नारी जाति को स्थिरता में रह एक नया विकल्प देती है; अपने दम पर पनपने का अपनी पहचान करने का।

निष्कर्षतः हम कह सकते हैं कि मानवीय मूल्यों के प्रति गहरी आस्था रखनेवाली कृष्णाजी के नारी पात्र किसी एक संस्कृति या व्यक्ति विशेष के अंधे मोह में अपना सर्वस्व लीन न कर अपनी पहचान अपने रूप में कायम रखती है। उनके नारी पात्र टूटकर समाप्त हो जाने की अवस्था में परिस्थितियों के भँवर में न फँस अपने अस्तित्व के प्रति संघर्षरत दिखाई देते हैं।

संदर्भ :

- १) सोबत एक सोहबत : कृष्णा सोबती पृ. ३८८ प्र.सं. १९८९.
- २) कृष्णा सोबती के उपन्यासों में प्रतिबिंबित नारी जीवन — डॉ. सुलोचना अंतरेड्डी. पृ. ३८.
- ३) दिलो-दानिश : कृष्णा सोबती पृ. ७३
- ४) समय-सरगम : कृष्णा सोबती पृ. ९२

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कल्याणकारी राज्यसंस्थेचे मानवी विकासातील योगदान

प्रा. मोरे बाबुराव विठ्ठलराव: प्रतिष्ठाण महाविद्यालय, पैठण

राज्याचे ध्येय काय असावे, राज्याचे कार्यक्षेत्र कोणते असावे या प्रश्नांच्या उत्तराच्या शोधतच सर्व विचार आणि तत्वज्ञान मांडण्याचा प्रयत्न राज्याच्या निर्मितीपासून झालेला आहे. वेगवेगळे सिध्दांत मांडले गेले. यातून राज्याची कार्ये, जनतेच्या राज्याकडून अपेक्षा आणि परिस्थितीनुसार 'राज्य' या संकल्पनेचे स्वरूप त्याचा वापर सत्ताध्याऱ्यांकडून केला गेला. आधुनिक काळात ज्या प्रमुख विचारप्रणाली उदयाला आल्या त्यातूनच कल्याणकारी राज्याची संकल्पना उदयाला आलेली आहे. म्हणूनच विसावे शतक हे कल्याणकारी राज्याचे शतक आहे असे म्हटले जाते. या काळात व्यक्तीचे कल्याण हे राज्याचे ध्येय हे तत्व स्विकारले आहे. म्हणून अशा राज्याला कल्याणकारी राज्य म्हटले जाते.

पूर्वीचे राज्याचे कार्यक्षेत्र मर्यादित होते. अंतर्गत शांतता आणि सुव्यवस्था सांभाळणे, परकीय आक्रमणापासून संरक्षण आणि कर वसुली ही तीनच महत्वाची कार्ये राज्याने करावी अशी अपेक्षा होती. म्हणून त्याला पोलिस स्टेट असेही म्हटले जात असे. हे राज्य व्यक्तीच्या दैनंदिन व्यक्तीगत जीवनात किंवा समाज जीवनाच्या क्षेत्रात फारसा हस्तक्षेप करीत नसे. त्यामुळे राजकीय कार्य हे देखील राज्यातील ठराविक लोकांपुरतेच मर्यादित होते. आता मात्र परिस्थिती बदलली आहे. आज जनकल्याणाची अत्यंत व्यापक जबाबदारी राज्यावर आलेली आहे.

काळानुसार व परिस्थितीनुसार ह्या विचारसरणीत बदल होत गेला आहे. ह्या विचारसरणीचा उगम साम्यवाद व भांडवलशाही या दोन परस्पर विरोधी राज्यविषयक विचारांना पर्याय देण्याच्या प्रयत्नातूनच झाला आहे. पूर्वी राज्यांकडे संरक्षण, कर वसुली, न्यायनिवाडा व अंतर्गत शांतता अशी मर्यादित कामे होती. कल्याणकारी राज्यामध्ये वरील कार्यासह इतर सर्व कार्यांचा समावेश करण्यात आला त्यामुळे या राज्याचे कार्य व्यापक झाले.

कल्याणकारी राज्य म्हणजे आपल्या नागरिकांना व्यापक सामाजिक सेवा उपलब्ध करून देणारे राज्य होय. या राज्यामध्ये प्रत्येक नागरिकाला निश्चित जीवमान प्राप्त करता येत व त्याकरीता आवश्यक सुविधा पुरविल्या जातात. कल्याणकारी राज्याच्या संकल्पनेचा विकास २० व्या शतकात होण्याचे कारण जनतेच्या राज्याकडून वाढलेल्या अपेक्षा ही होय. २० व्या शतकामध्ये दोन जागतिक युद्धे १९३० ची जागतिक आर्थिक मंदी, दुसऱ्या महायुद्धानंतरची शीत युद्धाची परिस्थिती व इतर अनेक कारणांमुळे सामान्य जनतेच्या समस्या वाढल्या. त्याला शासनकर्तेच जबाबदार असल्याची भावना वाढली. या समस्यांची तीव्रता व जटिलता पाहता जनतेच्या स्वबळावर त्याचे निराकरण अशक्य होते. त्यामुळे ही सर्व जबाबदारी राज्याने उचलावी अशा भावनेतून राज्याचे कार्यक्षेत्र वाढत गेले. केवळ समयपूर्वीपुरतेच राज्याचे कार्यक्षेत्र मर्यादित न राहता राज्याने मुलभूत सोयी पुरवाव्यात व व्यक्तीचे जीवनमान वाढेल असा प्रयत्न करावा ह्या जाणीवेतून कल्याणकारी राज्याच्या संकल्पनेचा विकास झाला.

कल्याणकारी राज्याची वैशिष्ट्ये :

कल्याणकारी विचारांनुसार लोकशाही हा राज्याचा आधारभूत घटक आहे. लोकशाहीमध्ये विचार स्वतंत्र्यासह अनेक मुलभूत अधिकार व्यक्तीला उपभोगता येतात. त्यामुळे मुक्त वातावरण कायम ठेवण्यासाठी प्रयत्न केले जातात. सर्वांत महत्वाचे म्हणजे जर राज्यकर्ते आपल्या या प्रयत्नात चुकत असतील तर लोकशाही राज्यव्यवस्थेतील जनता त्यांना बदलू शकते.

व्यक्तीचा पूर्ण विकास साधणे त्याचे जीवन सुखी करणे आणि त्यासाठी त्याच्या सर्व प्राथमिक गरजा पूर्ण करणे हे कल्याणकारी राज्याचे ध्येय आहे. व्यक्तीच्या प्राथमिक गरजा पूर्ण करून त्याला दैनंदिन विवेचनातून मुक्त करावे म्हणजे व्यक्तीकडून अधिक उत्साहाने अधिक उच्च दर्जाचे व विधायक स्वरूपाचे कार्य होऊ शकते. ह्याचा फायदा व्यक्तीच्या

विकासाला होतोच शिवाय राष्ट्राच्या प्रगतीलाही त्यातून हातभार लागतो.

आधुनिक युगात प्रचंड वैज्ञानिक व तांत्रिक प्रगतीमुळे जग जवळ आले आहे. जीवनाची गतिमानता वाढली आहे. आधुनिक युग हे जीवघेण्या स्पर्धेचे युग आहे. ह्यात जो तग धरू शकतो तो पुढे जातो सामान्य माणूस ह्या स्पर्धेत टिकाव धरू शकत नाही. कल्याणकारी राज्य सर्वांना समान संधी देण्याचा प्रयत्न करते. समाजातील दुर्बल घटकांच्या विकासाकडे कल्याणकारी राज्य विशेष लक्ष देते.

कल्याणकारी राज्यसंस्थेची भूमिका :

कल्याणकारी विचारानुसार राज्य हे शोषणाचे माध्यम किंवा अनावश्यक संस्था किंवा आपत्ती मानत नाही. तर कल्याणकारी राज्य हे वरदान असून व्यक्ती व समाजविकासाचे माध्यम आहे. यामध्ये व्यक्ती व राज्य ह्यात श्रेष्ठ-कनिष्ठ भाव नाही. दोन्ही एकमेकांस पूरक आहेत. कल्याणकारी राज्य सर्वांसाठी एक व एकासाठी सर्व ह्या तत्वावर आधारीत आहे. त्याच प्रमाणे समाज कल्याणामध्येच व्यक्तिगत कल्याणही समाविष्ट आहे.

साम्यवादी तत्त्वांतर्गत व्यक्तिस्वातंत्र्यावर पडणारी बंधने व उदारमतवादाने पुरस्कृत केलेला आत्यंतिक व्यक्तिवाद ह्या दोहोंमध्ये समन्वय साधण्याचा प्रयत्न कल्याणकारी राज्यांमध्ये केला आहे. त्यामुळे कल्याणकारी राज्यात व्यक्तीला अनेक प्रकारची मुलभूत स्वातंत्र्ये उपभोगता येत असली तरीही समाजहिताच्या दृष्टिने अतिरेक टाळण्यासाठी त्यावर काही बंधनेही घातली आहेत. असे असले तरीही व्यक्तीच्या विकासासाठी जास्तीत जास्त पोषक वातावरण ठेवण्याचा प्रयत्न कल्याणकारी राज्यात केला जातो.

कल्याणकारी राज्य हे प्रागतिक व विधायक राज्य आहे. त्यात सर्वांच्या कल्याणाचा विचार प्रथम केला जातो. कल्याणकारी राज्याला तत्त्वताः कोणत्याच क्षेत्रात मज्जाव नसतो. संरक्षण, न्याय इत्यादी क्षेत्रांपासून ते शिक्षण, आरोग्य, कृषि अशा कोणत्याही क्षेत्रात कल्याणकारी राज्य हस्तक्षेप करू शकते.

व्यापक कल्याण हे कल्याणकारी राज्याचे ध्येय आहे. त्यासाठी आवश्यक त्या सर्व उपाय योजना राज्य करते. त्यामध्ये आर्थिक नियोजन, उत्पादनाला प्रोत्साहन, बेकारी निर्मुलन, अन्नपुरवठा, वृद्धांची सेवा, अनाथ बालकांचे संगोपन, आरोग्य सेवा, औषध पुरवठा, मादक पदार्थावर बंदी सर्व प्रकारच्या शिक्षणाच्या सोयी, दुर्बलांना सहाय्य इत्यादी सर्व उपाययोजना समाविष्ट आहेत.

कल्याणकारी राज्य हे शोषक नसून विकासाला पूरक आहे. पूर्वीच्या राज्याच्या कार्यक्षेत्र संरक्षणात्मक व नकारात्मक कामे येत. परंतु कल्याणकारी राज्याच्या कक्षेत त्यातून जनतेचे व्यापक हित साधले जाते. कल्याणकारी राज्य सध्याच्या काळात सर्वात लोकप्रिय संकल्पना आहे. प्रामुख्याने कल्याणकारी राज्य जनतेच्या प्रतिनिधी मार्फत चालते. हे प्रतिनिधी कायदे मंजूर करून समाज परिवर्तनाची व विकासाची कार्ये करतात. कायदा हे कल्याणकारी राज्याचे कल्याण व विकास साधण्याचे माध्यम आहे. जनसंमतीद्वारेच कल्याणकारी राज्य अस्तित्वात येणे शक्य होते.

कल्याणकारी राज्यसंस्थेवरील मर्यादा :

कल्याणकारी राज्य सर्वकषवाद व व्यक्तीवाद ह्यातील समन्वय असल्याने दोन्ही टोकांमध्ये सुवर्णमध्य साधण्याची एक प्रकारची कसरतच कल्याणकारी राज्याला सतत करावी लागते. हे एका अर्थाने त्या राज्यावरील बंधनच आहे. एखादी गोष्ट देशाच्या हिताची असूनही केवळ व्यक्तिस्वातंत्र्याविरुद्ध असल्याने ती राज्याला करता येत नाही. त्याच प्रमाणे व्यक्ति स्वातंत्र्याच्या नावाखाली स्वैराचार वाढू नये म्हणूनही राज्याला काही बंधने घालावी लागतात.

कल्याणकारी राज्याचा व्याप प्रचंड वाढत असल्याने तो सांभाळण्यासाठी कुशल प्रशासन वर्गाची गरज भासते. शासनाने घेतलेले निर्णय प्रत्यक्ष अंमलात आणण्याची जबाबदारी प्रशासनावर असते. ह्या प्रशासन वर्गाचा खर्च शासनावर येतो. त्याचबरोबर प्रशासनाचे दुर्गण लाचखोरी, दत्पर - दिरंगाई, इत्यादीमुळे प्रगतीला खीळ बसते.

कल्याणकारी राज्यात प्रत्येक क्षेत्रात राज्य हस्तक्षेप करत असल्याने जनतेला छोट्या-छोट्या गोष्टींसाठीही राज्यांवर विसंबून रहावे लागते. हळूहळू लोकांची ती एक प्रवृत्तीच बनते. त्यामुळे जनता निष्क्रिय, निरुत्साही बनते.

निष्कर्ष :

आज कल्याणकारी राज्याची कल्पना जगातील जवळपास सर्वच राज्यांनी मानलेली आहे. प्रत्येक राज्याचे शासन आपल्या पद्धतीप्रमाणे राज्याला कल्याणकारी स्वरूप देण्याचा प्रयत्न करीत आहे. कल्याणकारी राज्यात व्यक्तीच्या स्वातंत्र्यावर कमीत कमी बंधने घालून राज्यातर्फे मानवी जीवनाशी संबंधित सर्वच क्षेत्रांचे नियमन व संवर्धन केले जाते. व्यक्तीच्या विकासासाठी राज्य हे माध्यम ठरते आणि व्यक्तीचे हित व राज्याचे हित ह्यात फरक केला जात नाही. कल्याणकारी राज्यात शासक जनतेने निवडलेले असतात व त्यांनी केलेल्या कायद्याद्वारे विकास साधला जातो. आधुनिक काळात मानवी जीवन क्लिष्ट झाल्याने त्यातून उद्भवलेल्या समस्याही जटिल आहेत. ह्याकरता राज्याव्दारेच संघटित स्वरूपात उपाययोजना केल्या जाऊ शकतात. म्हणून कल्याणकारी राज्याच्या कल्पनेत काही उणीवा जाणवतात तरी देखील आजच्या काळात उपयुक्त व लोकप्रिय संकल्पना आहे.

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