

# Predictors of Underachievement: A Review

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*Education across the world is an important developmental factor. But in any developmental process come obstacles, and underachievement is one of them. Underachievement means that individual has the capacity or potential to perform but is unable to perform according to his or her potential. Underachievement leads to various mental and psychological problems in students such as lowered self confidence, frustration, depression etc. Besides these it is a waste of talent to our society. The present study throws light on the various factors which causes underachievement such as personal factors, family, institutional and environmental factors.*

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Achievement means the act of achieving or performing; an obtaining by exertion; successful performance. The dictionary meaning of underachievement states that “do less than might normally be expected”(Kimbersly, 1998). Hence, underachievement is defined as a student achieving less than their potential would indicate he or she is underachieving.

Personal factors which are responsible for the underachievement of students are boredom, lack of interest, motivation etc. Motivation has been identified as cause of underachievement (Burgaleta, Valverde & Fernandez, 1988; Campuzano, 2001, Diaz, 2004, Karnade & Kulkarni, 2005; Nunez et al, 1998; Slater, 2002, Tucker, Zayco & Herman, 2002; Valle Arias et al, 1999). Motivation is an internal factor, situation or readiness, which ini-

tiates to begin an act or behavior. It also determines the direction and degree of behavior. Motivation plays an important role in student's achievement because until and unless the student is not motivated he will not work hard or sufficient to achieve his or her goal. Gilman and Anderman (2006) pointed out that maintenance of high motivation influences psychological and social functioning and facilitates academic performance as well as positive school perceptions. Butler-Por (1993) showed that motivational factors can stem from the influence of family and become the cause of underachievement. There factor may be hostility in family relations, rejection of the value of that member of the family, Parental expectations, lack of support for emotional and social development and stability and lack of interest.

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Learning strategies is also one of the factors that affect academic achievement. Positive correlations have been found between the value given to the task and the perceptions of auto-efficacy and performance (Yi Chia, 2002). Students with a task goal orientation are more likely to engage in challenging tasks, seek help as needed and adopt useful cognitive strategies, tend to be happier both with school and with themselves as learners (Ames, 1992). Entwistle (1968) found that attitudes towards school and learning involve student's opinions of the class-room environment and self-efficacy in learning. Rochford and Mangino (2006) found lack of appropriate learning style as a causal factor of underachievement. Gildfinch and Thomas (2009) found that ineffective study techniques lead to failure in engineering students. It was also found that peer study groups or tutorials negative attitudes towards academics and approaches to high failure. Lintner (1991) found that the lower level of concentration results in poor academic performance.

Self-concept is an important factor which means what an individual thinks about himself or herself. Self-concept results from the subject's internalisation of his social image. It is developed from different interactions with the social context and agents, great importance assigned to acceptance or rejection from others, especially significant other. Positive self-concept has been identified as one risk-reducing factor against academic failure in the case of unfavourable family situation (Gonzalez et al, 2002; Noel, 1995; Nunez Perez et al., 1998; Zsolani, 2002). Solo (1997) found that having one's mother as a single parent also affect one's self-concept and self-identity negatively resulting in poor performance at school.

Language problem is prominent in India since there are different languages. After every 250

kms the dialect changes and Indian education provides facility of state language as their medium of education with one English and one Hindi subject. West (1999) and Nyland (2001) found that the students whose first language was not English underachieved. Jha and Kellehar (2006) found that the language is also a factor of underachievement.

The general biological factors also affect the academic performance such as sleep, nutrition etc. Kelly, Kelly and Clanton (2001) study found that people who were considered to be long sleepers reported higher Grade Point Average. Nutritional deficiency in early childhood is associated with poor cognition in later years where chronic deficiency of iron and becomes cause of underachievement (Rammala, 2009). Llyod and Still (1976) found that malnutrition affect the growth of child brain resulting in low intelligence of children in rural area. Hammer, Grisby and Woods (1998) found that health-related factors that can contribute to a student's academic performance, and therefore have an effect on his/her academic results.

Preckel, Holling and Vock (2006) reported that the need for cognition as well as facilitating anxiety contributed the most to underachievement. Depression leads to the biased recall of information, while anxiety and worry decrease working memory capacity, making it particularly hard for people to perform complex cognitive tasks (Eysenck, 1992; Macleod & Donnellan, 1993; Forgas, 2001). Vialle, Heaven and Ciarrochi (2004) in their study found that emotional well-being of students affect their academic outcomes. Bergner and Neubauer (2011) found that females underachieve due to difference in their mental rotation tasks as compared to males. They also found that cortical activation is also neurological reason for underachievement. Louw (1993) indicates that people with healthy bodies

perform well academically and be assertive during one's entire lifespan.

The availability of resources enhances one's academic performance since great time and effort are saved by the available resources; the students not only perform better but also make a good impression on their faculty by being on time and producing quality work. Rammala (2009) and Ralenala (1993) found that availability of resources increases academic achievement and lack increases underachievement. Jha and Kelleher (2006) found lack of resources as a factor of boy's underachievement. Calderon, Hey and Seabert (2001) studied correlation between hours worked in a week and GPA. They found out that the more the students spent at work, the less time they spent in studying. It also leads to stress, poor health, less attendance and poor attendance record and therefore resulting in poor academic performance. Jha and Kelleher (2006) found drugs as an important factor in boy's underachievement.

Peer factor is another factor that contributes to academic underachievement (Jha & Kelleher, 2006; Ryan, 2001). Peers support indirectly motivates the students to be regular in their studies and also develops competitive behaviour. Peers influence on the child's development occurs by similar mechanisms as those used by adults; reinforcement, modelling and direct teaching and skills. Buote (2002) showed that positive correlations exist between performance and peer relationships. Montero (1990) found that students failing in school are those most rejected by their group-class. Reis, Colbert and Hebert (2005) found that the support of peers prevent students from underachieving. Peers can play a major role in preventing underachievement from occurring in their closest friends, making peer groups that support achievement an important

part of preventing and reversing underachievement (Reis and McCoach, 2000). Sharry (2004) found that adolescent's value judgements are often influenced by fear of rejection by the group.

Sense of belongingness is a term that is related to attachment of an individual emotionally so that he or she feel that he is liked by people there and is emotionally secure. Maestas, Vaquer and Zehr (2007) described it as a student's subways (Adell, 2002; Jha and Kelleher, 2006). The family factors which were found responsible for underachievement in children are family dysfunction, strained relationship with parents, problems with siblings including rivalry, inconsistent role models and value systems in the family, minimal paternal monitoring, guidance and expectations as well as negative response from relatives (Reis, Colbert & Hebert, 2005).

Home is first school of children. The home environment affects the learning and academic achievement of students in various ways (Adell, 2002; Jha and Kelleher, 2006). The family factors which were found responsible for underachievement in children are family dysfunction, strained relationship with parents, problems with siblings including rivalry, inconsistent role models and value systems in the family, minimal paternal monitoring, guidance and expectations as well as negative response from relatives (Reis, Colbert & Hebert, 2005).

Solo (1997) found that atmosphere at home helps to foster or break school success. Rammala (2009) pointed out that learners who perform poorly might have other problems that are not academic, such as death or divorce, which is highly emotional issues to cope with. Rammala (2009) found that substance abuse by parents of students at result in poor performance of students.

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Marchesi and Martin (2002) found an indirect relationship with performance from the learner's perception of how much importance his or her parents assign to their children's studies at home. June (2003) found that parent's expectations encourage their children to pursue goals with hard work, enhance self-efficacy and nurture good study habits. Castejon and Perez (1998) found that unfavourable family climate promotes non-adaptation, immaturity, lack of balance and insecurity which results in poor concentration and hence underachievement. Studies show that the level of family cohesion (Caplan et al, 2002) and family relationships (Buote, 2001) prove themselves capable of predicting performance. Rodriguez (1986) demonstrated that a positive family climate favours the development of well-adapted nature, stable and integrated subjects and an unfavourable family climate promotes non-adaptation, immaturity, lack of balance and security.

Saiduddin (2003) and Adell (2002) found that poor academic performance is influenced by factors such as poverty, cultural difference, unstable homes, drug abuse and teenage pregnancy. Learners from unstable families are emotionally disturbed and therefore tend to under-perform.

Family income has impact on student's academic achievement (Castejon and Perez, 1998). Family who are self-sufficient provide their children more opportunities to progress academically. They are supportive to their children throughout their academic career. Girls from families with higher incomes may do better in math because their parents can afford educational advantages such as summer enrichment programs and tutoring (Seymour and Hewitt, 1997). They are also more likely to supply positive educational environments for their children (Warse, Steckler & Lesserman, 1985; McNeal Jr, 1999; Fitzpatrick & Silverman, 1989; Wilson & Wilson, 1992) which are related to

growth in mathematics (Xiaoxia, 2002).

Marchesi and Martin (2002) found that upper class students had more of meta-cognitive strategies than those of a lower social-class. Socioeconomic status has been measured higher for the parents of women engineer's compared to the parents of daughter's in other fields (Mau, 2003; Armstrong, 1985). Llorente (1990) found out that to achieve depends more on the parent's level of learning than on their level of income.

Castejon and Perez (1998) found that the child's perception of family support directly affects performance, while the mother's level of studies does so indirectly. The influence of the family educational climate is defined by the amount and the style of help that children receive from the family; this is determined by elements of the family context like the dynamic and affective relationships, attitudes towards values, expectations etc. Marchesi and Martin (2002) found that parental expectations have a notable influence on academic results, even when controlling for initial knowledge and socio-economic context. Castejon and Perez (1998) and Choy (2001) found indirect relationships with performance from the student's perception of how much importance his or her parents assign to study at home.

Socio-economic status has been linked to poor academic performance (Adell, 2002; Dunne, 2005; Georgiou, 2002). Engelbrecht, Kruger and Booyesen (1996) also showed that poverty, political and socio-economic problems result in poor academic performance. Brown (2001) found that low socio economic status leads to engagement in crime in boys and that's why they under-achieve. Sewell (1998) found that street culture and gang peer pressure has been found to be a factor of underachievement in boys. Jha and Kellehar (2006) found that social economic and occupational practices play important role in keeping boys away from school which is one of

the factor that leads to underachievement of boys.

School factor also leads to underachievement (Hedjazi and Omid 2008). It was found that the relationship between school related variables or factors such as time spent studying, sharing of room, time spent in the library, interest in the program being pursued, involvement in student organizational activities, distance of home from campus etc and academic performance.

Teacher's attitudes and supportive behaviour encourages students to perform well (Marchesi and Martin, 2002). Vogt (2008) found that the unapproachable or inaccessible nature of faculty lowered engineering student's self-efficacy, academic confidence and Grade Point Average. Baba (1983) found that lack of qualified teachers and principal resulted in poor academic result of students. Some students feel uncomfortable due to presence of opposite sex faculty. Castejon and Perez (1998) found that the educator's expectation significantly influences the learner's results. Teacher-Pupil relationships are mediated by the teacher's attribution of poor

performance to the student by the way teacher have possess attitude (Georgiou et al., 2002).

Environmental factors consist of factors which are not related to individual personal or family matters but it shows other factors responsible for cause of underachievement. Ismail, Zaharin, Abdullah, Nopiah and Isa (2007) found that the overall performance decreases as the students need to cope up with new environment of studies. Bourdieu and Passeron (1990) found relationship between academic performance and academic environment. The environment in which the students are raised, their cultural background and material priority shapes their attitudes, perception and capacity to deal with academic discourse. Hurtado and Ponjuan (2005) found that students who perceive a negative or hostile climate on a campus also express more difficulty adjusting academically, socially and emotionally.

The above factors have been found to be significantly related to the causes of underachievement and there is a need to understand this and rectify the loss of students and society in a varied way.

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# Continuous & Comprehensive Evaluation : A Boon or a Ban?

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*Evaluation plays a vital role as with the help of evaluation teachers provide different scores, grades to their students. Under the new evaluation system i.e, Continuous Comprehensive Evaluation (CCE) importance is given to both the scholastic and non-scholastic performance of child. The present study is conducted to know whether CCE pattern of evaluation is proving boon to the students or not. For this study the investigator selected 630 students of XI grade students of Central and State Board schools. The tool used for the study is an opinionative tool and academic scores of the students. The result revealed that the CBSE students predicted academic achievement while CGBSE students did not predict academic achievement as a factor effecting grading system.*

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## Introduction

Evaluation is an essential component of the educational process, which helps teacher and learner to improve teaching and learning process. Educational evaluation is a continuous process which helps in forming the values of the educational status and helps in determining the achievement of the students as in every field of educational activity educational judgment is required thus evaluation plays an important role. Hence, it is desirable that teachers must acquire knowledge and understanding about the various aspects of evaluation.

Earlier examination system was full of stress. In our country India, ability of a student is decided by their exam results. There-

fore new system of evaluation was introduced by former HRD Minister Mr.Kapil Sibal with an aim to decrease the accumulated stress of board exams on the students and there by introducing a new more uniform and comprehensive pattern in education for the children all over India. The continuous comprehensive evaluation CCE pattern involves systematic collection, analysis and interpretation of learner's progress both in Scholastic and Co- Scholastic areas of learning. Docan, (2006) on "Positive and Negative Incentives in the Classroom: An Analysis of Grading Systems and Student Motivation" examined how particular grading systems motivate students. The quantitative results of this study marginally support the different incentives motivated students differently.

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Under CCE pattern two different types of Evaluation are done namely : the formative and Summative. Formative test comprises the students work at class and home, the students performance in oral tests and quizzes and the quality of the projects or assignments submitted by the child. Formative test will be conducted four times in an academic session, and they will carry a 40% weight age for the aggregate. In some schools, an additional written test is conducted instead of multiple oral tests.

The Summative assessment is a three-hour long written test conducted twice an year. Each summative will carry a 30% weight age and both together will carry a 60% weight age for the aggregate. The summative assessment will be conducted by the school itself. However, the question papers will be partially prepared by the CBSE and evaluation of the answer sheets is also strictly monitored by the CBSE. Once completed, the syllabus of one summative will not be repeated in the next. At the end, CBSE process the result by adding the formative and summative scores ie;  $40\% + 60\% = 100\%$ . Depending upon the percentage obtained, the board will deduce the CGPA and thereby deduce the grade obtained. Green, and Emerson, (2007) studied on "A New Framework for Grading" and concluded that the grading system satisfies the requirements of good grading system and answers many of the problems faced by more traditional methods

The Philosophy behind CCE system is to give an opportunity to each and every child to be assessed on the basis of their special skill/ ability on which they earn a grade in their performance it do not concerned with only academic performance but the special factor every child posses will be assessed in their overall performance. The theory's of intelligence says along with general factor every human being posses a special factor which make him stand above the group

based on this concept the CCE finds out asses every child on their innate exclusive special ability. To recognize and asses special ability the assessor requires attention, precision and accountability in the task. Hence, assessor finds it difficult to use the CCE on a large group of students they teach. If assessors are broad minded, impartial the CCE system will definitely give a good result for the future citizen of India. To study the influence of CCE pattern on academic achievement the investigator taken the problem " CCE Evaluation : A Boon or a Ban ? "

**Research question:**

RQ1. Does CCE pattern influence the academic achievement of class XI students ?

**Objective :**

? To study the students' attitude towards the new grading system.

**Sample**

For the present study the investigator selected 630 students of class XI of Bhilai. The sample contain 312 CBSE and 318 CGBSE students.

**Tool**

To investigate the above problem the researcher used Open-Ended Question stating- Do you prefer grading system instead of old evaluation system ?

The above question is a part of a opinion-ative tool which consist five questions to measure attitude towards grading system. The investigator has chosen only one question for the present empirical result to understand positive / negative attitude towards grading system.

**Analysis and Interpretation:**

To study the above research question, students' opinion was collected on the question whether the students prefer grading system or not. The question is a rating scale.To present the analysis descriptive statistics were calculated and shown below.

Part I of the analysis is for the result of CBSE

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(Central Board) and Part II is for CGBSE (State Board)

I Result for the type of Board = CBSE

**Table 1: Descriptive Statistics <sup>a</sup>**

	Mean	Standard Deviation	N
Performance for grading System	1.4391	.49707	312
Academic Achievement	61.9904	10.74417	312

**a. Board = CBSE**

From the regression analysis it is understood that academic achievement is predicted as a factor on grading system. Further, the R-Square change result is shown below.

**Table 2: Model Summary <sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2
1	.120a	.014	.011	.49430	.014	4.500	1	310

a. Predictors : (Constant) ,Academic Achievement

b. Board = CBSE

The R-Square change value is .014 which can be presented in percentage as 1.4%. It says that the academic achievement is predicting as a factor of grading system at 1.4% only. Further,

ANOVA is calculated and present below.

**Table 3: Anova <sup>b,c</sup> for Academic Achievement and Board**

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	1.100	1	1.100	4.500	.035a
Residual	75.743	310	.244		
Total	76.843	311			

II Result for the type of Board = CGBSE

To study the result on type of board, descriptive statistics were calculated and presented below-

**Table 4 : Descriptive Statistics <sup>a</sup>**

	Mean	Standard Deviation	N
Performance for grading System	1.4214	.49456	318
Academic Achievement	54.2390	12.24511	318

Results revealed that the variables included in the study (i.e. academic achievement) was found to be insignificant and therefore was removed from the analysis.

The regression analysis computed on academic achievement and attitude towards grading system, academic achievement was not predicted as a factor for attitude towards grading system in the sample taken for the study. It says that the state board students did not predict academic achievement as a factor of grading system.

**Conclusion**

From the above result the investigator found that academic achievement is predicted by CBSE students and the same is not predicted by CGBSE

students it may be because CBSE students presently evaluated under CCE system even though for not so long. The CCE pattern equally gives importance to scholastic and non-scholastic evaluation. The State board still using the conventional system which aims to evaluate only scholastic abilities due to which the state board students did not predict academic achievement specifically like the Central board students did. The result also supported by Brookhart, (2002) “Students Perception of grades” are important for two general reasons first grades & other aspects of classroom assessment influence student’s motivation to learn. Second grades & other aspects of classroom assessment provide students with information that they use in their learning.

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# Health Promotion through Yoga

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*This article discusses how yoga practices promoting health, mental as well as physical? Yoga aims at developing an integrated personality of which the body, mind and spirit are integral components. It does not operate within the old mind/body dualism of Cartesian thought, which separates physical from mental health. Some say happiness depends on physical fitness, mental agility and spiritual verve. Spiritual joys and mental delights are subject to bodily conditions, free from every type of ailment. Yoga is a path to both physical and mental well being and higher spiritual awareness.*

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The real objective of Yoga is to attain peace and tranquility within those who sincerely practice. Yoga are not only free from stress and anxiety, rather they remain undisturbed like the ocean. Yoga, therefore, is not only a science of mental diseases but a complete science of mental health. It is both preventative and curative of mental disorders and at the same time capable of producing mental peace and cosmic consciousness. As such, it is both a positive and normative science. Yoga is a physical technique which aims to unify the body, mind and soul. It is complete work out that helps strengthen the body, calm the mind and purify the soul. The studies conducted on the discipline suggest that the deep breathing exercises and stretching exercises allow increased blood flow to the brain, improving mental activity and relieving both stress and anxiety. Yoga is considered the best alternative mental illness therapy.

According to Dr. Eleanor Criswell, a licensed psychotherapist who has taught courses

in the Psychology of yoga at California's Sonoma State University since 1969, "yoga is incredible in terms of stress management. It brings a person back to Homeostasis (or equilibrium). For people who have anxieties of many kinds, yoga helps lower their basic physiological arousal level" So it can be say that yoga and mental health have a lasting relationship.

A review of related literature revealed some studies showing the impact of yoga on some psycho-physical aspects. For example a study by Leeylia et.al. (1982) revealed that the exercise modeled on yoga had a beneficial influence on general feelings, mood and psychomotor activity of subjects with psychogenic mental disorders, particularly, the improvement of the subjects' mood was quite evident. Pasic, Tadeusz (1984) reported that modified yoga exercises are being used in therapeutics, mainly in psychiatric treatment and psycho-somatic medicine. It is aimed to evoke feeling of calmness, harmony and beauty in patients. Vishal, Singh and Madhu

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(1987) have found that yoga contributed positively for the memory. It was also observed that there was a marked decrease in anxiety and feeling of insecurity of 20 male participants. Karel, Nespore (1992) with his twelve years of experience with yoga in psychiatry emphasized the usefulness of yoga in the prevention of stress, drug addiction and some other health problems. Khumar, Kaur and Kaur (1993) have observed the effectiveness of shavasana as a therapeutic technique to alleviate depression. Findings revealed that shavasana was an effective technique for alleviating depression and also continuation of treatment for longer period resulted in a significantly increased positive change in the subjects. Vijayalaxmi (1996) have examined that the practice of yoga enhances mental health. Evidence obtained from anecdotal records, clinical observations, epidemic logical research and prospective studies suggest that physical activity may reduce an individual's risk for developing depression and may alleviate symptoms in persons with mild to moderate depression (O'neal et.al.2000).

The body/mind interactional approach is strictly observed in the different practices of Yoga. Patanjali's steps of Raja Yoga bears testimony to this. Of the eight steps, the first four : yama, niyama, asana and pranayama, are exoteric and are considered to be the psycho-physiological preparations for the actual Yoga practices. The practice of Yoga proper, begins with the fifth step, pratyahara, which is withdrawal and control of the senses. Pratyahara, along with the next three steps of Raja Yoga, namely dharana (concentration on one object or idea), dhyana (meditation) and samadhi (sublime equanimity) is esoteric and primarily psychological and psychic. Thus in the eight steps of Raja Yoga the practices at the physical and psychological levels are counterbalanced. They present a bal-

anced combination of the physiological Yoga of vitality with the psychical Yoga of meditation. In fact, no asana, however elementary or difficult it may be, is purely a physical exercise. It is done with full awareness, generally with closed eyes and in rhythm with the breath, resulting in a cohesive integrated functioning between the body, mind and prana.

Certain scientific findings justify many of the yogic assumptions and demonstrate the psychotherapeutic value of Yoga practices. Vahia et al (1972) elaborately dealt with the practice of various techniques of Patanjali and their therapeutic implication in the treatment of psychiatric patients. They found the yogic treatment to be more efficient than psychoanalysis or psychotherapy and behaviour therapy. They later (1973) put forth a new approach termed psycho-physiologic therapy based on the concepts and techniques of Patanjali like asana, pranayama, pratyahara, dharana and dhyana. According to the authors, Patanjali's technique begins with control over the voluntary musculature, subsequently one works over the autonomous nervous system and, still later, over the thought process.

Udupa et al (1973) studied the psychological and biochemical responses to the practice of Hatha Yoga in a group of young subjects. On the basis of the findings they pointed out that the practice of Yoga makes an individual psychologically more stable and mentally more alert. Datey et al (1969) indicated the usefulness of shavasana in the therapeutic management of hypertension. Champa, Rao and Murthy (1975) found shavasana efficacious in relieving anxiety. Patel (1973), using Yoga and bio-feedback, found the yogic techniques useful in the treatment of hypertension. Yoga Nidra, or psychic sleep, is primarily a relaxation technique. Relaxation is useful, not only for mental and cardiac patients, but for all men and women engaged in

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various work. How to relax is a problem for which Yoga Nidra specifies a standard, systematic and scientific procedure. It is a more efficient and effective form of psychic and physiological rest and rejuvenation than conventional sleep. The practise of Yoga Nidra changes the nature of one's mind, cures diseases, restores creative genius and develops the capacity to penetrate into the depths of the human mind.

Thus the findings of clinical research confirm the psychotherapeutic usefulness of Yoga

practices and suggest their superiority to other popular psychoanalytic and behavioural therapies. Psychoanalysis and Yoga differ not only in method but also in their aims. The aim of psychoanalysis is to resolve the conflicts and strengthen the ego so that the individual is better adjusted to the normal demands of situations, but the aim of Yoga is not only to remove mental strains but also to transcend the ego-consciousness so that spiritual consciousness may dawn.

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# Effect of Culture and Gender on Learned Helplessness among Adolescents

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*The present study examined the impact of culture and gender on learned helplessness among adolescent students. Male and Female adolescent student from different culture i.e. Tribal and non-tribal culture constituted the sample for the study (Total sample was 400), 200 males from tribal and non-tribal areas and 200 females from tribal & non-tribal areas 100 students from each category. The CASQ was used to measure learned helplessness. The result of 2x2 ANOVA reveal significant interaction effects of culture and gender on learned helplessness. The males of non-tribal and females of tribal culture show high learned helplessness than males of tribal and females of non-tribal culture. Attribution analysis of male and female adolescents with respect to culture reveal that high percentage of non-tribal females(51.62%) and males(50.50%) show internal attributions in comparison to tribal female(46.37%) and male (40.75%) adolescent. The obtained results indicate that non-tribal students show higher level of personal helplessness than the tribal students.*

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**Keywords-** Learned helplessness gender and culture.

## Introduction

Learned helplessness is a reaction to conditions of uncontrollability resulting from the perception and learning that responses and outcomes are independent human activity. Helplessness imprisons people in the cell of passivity. Helplessness syndrome not only creates a condition of immobility for the individual, it brings collective impoverishment, which in turn concerns the problems relating to the growth of competence in children. It is plausible that helplessness plays a distinct role in impairment of

children's competences (Sahoo & Sia, 1988). More over socio cultural systems of developing countries present conditions that are indicative of severe resource constraints. In such situations, people are likely to experience more uncontrollability compared to developed countries. Involvement with the process of life is central to human existence social evolution is facilitated by diversity of others. It is likely people develop helplessness as a result of their observation of helplessness. The kind of helplessness experienced by Indians is mostly shared or universal helplessness (Sahoo & Kar 1992)

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The Trans-cultural features of the construct were demonstrated by (Singhal & Kanungo 1994, 1996). They found that the two culture samples (Canadian & Indian) had lowered helplessness much below than the theoretical helplessness. The groups and did not differ in levels of helplessness but higher amount of variance was accounted by the personal and situational correlates in the case of Canadian sample than the India sample. It is important to recognize the mechanisms that mediate the relationship between helplessness & success Sahoo & Tripathi (1993) and Sahoo & Acharya (1996) attempted to examine sex difference in learned helplessness and found that girls reported greater learned helplessness than the boys, whereas Sahoo and Acharya found that boys show greater helplessness than the girls. They discussed their results on sex difference in learned helplessness in the context of rural and urban difference in rural India. Girls in rural areas of India encounter more negative events than do girls' urban sector.

A number of studies in the western contexts have shown children's attributions as the predictors of their later academic success and failure (Nolen-Hoeksema, Gergus & Seligman 1986). In the learned helplessness model, testing the predictor of success & failure in cultural context is necessary (Singhal & Kanungo 1994). Sahoo & Rath (1989) found that personal helplessness was positively related to non-contingency as well as to motivational & emotional deficits. Although universal helplessness was shown to have similar patterns of relationship with non-contingency, motivational deficits and emotional deficits, the degree of association was weak.

Cross culture examinations regarding academic attribution style have revealed difference causal attributions Duda (1980), reported unique results regarding attributions for achievement.

The student's response in open format revealed that they attributed to personal and behavioral performance for the achievement outcome. Hernandez (1996) examined attribution style and academic achievement in a mixed minority sample compared to a non-minority college student sample. Findings reveal that the attributional model of learned helplessness, was replicated within non – minority group. Specifically internal, stable and global attributing for negative academic events was correlated with poorer GPA. Hick (2004) observed a trend in increased problem solving deficits in response to non contingent feedback among Caucasian participants exhibited LH in comparison to native Americans.

It appears that the construct of helplessness would provide indigenous explanation of peoples adaptive style in developing world. This is also the case with Indian – socio cultural system. It has been reported in the studies the girls show lower level of self confidence may have some reason in socio cultural ground. It has also been reported that girls attribute mostly to internal factors and boys attribute to insufficient effects (Dweck, Bush, 1976) Nichoels, 1975, Licht and Shapiro 1982 which in turn concerns the problems relating to the growth of competence in children. It is plausible that helplessness plays a distinct role in impairment of children's competence (Sahoo & Sia 1988). Moreover socio cultural systems of developing countries present conditions that are indicating of several resource constraints. In such situations people are likely to experience more uncontrollability compared to developed countries.

As indicated in the literature that cultural factors provide indigenous explanation in development of learned helplessness among adolescents and sex difference in learned helplessness may also be related to cultural diversity. Therefore the study examining the role of culture and gen-

der in learned helplessness has been conducted.

**Objectives**

The objectives of the study are following:

1.To examine effect of culture (culture has been specifically considered in the context of tribal and non tribal locale) on learned helplessness feeling.

2.To examine effect of gender on learned helplessness feeling.

3.Whether or not there is joint effect of culture and gender on learned helplessness.

4.To find out explanatory style of adolescents with respect to culture and gender.

**Hypotheses**

In the light of objectives, some such hypotheses have been Formulated.

1.The tribal and non tribal adolescents would differ significantly in their feeling of learned helplessness.

2.The male and female students would significantly differ in their feeling of learned helplessness.

3.There would be joint effect of culture and gender on learned helplessness.

**Sample**

400 adolescents (100 male and100 female from each culture (tribal locale and non –tribal locale) Constituted sample for the study. The selection of the sample was based on stratified random sampling technique.

**Tool**

The CASQ Sahoo (1984) was used to assess the learned helplessness among adolescents.

**Design**

The dependent variable is learned helplessness the independent variables of the study are culture and gender. Culture has been considered in two levels (tribal and non tribal) , and gender has also been considered in two levels (male and female).Thus the design for the study is 2x2 factorial design.

The data was analyzed statistically by computing 2x2 ANOVA.

The results are presented in table 1, 2 and 3.

**Table 1: summary of 2x2 ANOVA**

Source	Sum of Square	df	Mean square	F ratio	P value
Culture	8.41	1	8.41	1.02	NS
Gender	5.76	1	5.76	.70	NS
Culture x Gender	62.41	1	62.41	7.58	P<.01
Error	3258.6	396	8.22		

**Table – 2**

**Mean values of learned helplessness with respect to culture and gender.**

Gender	Tribal	Non tribal
Male	9.47	10.50
Female	10.55	10.00

**Table 3**

**Showing percentage of adolescent student’s responses on LH & its components, with respect to Gender and Tribal & Non tribal locale.**

Variable	Tribal		Non - Tribal	
	Male (N=100)	Female (N=100)	Male (N=100)	Female (N=100)
Total LH	39.45%	43.75%	43.95%	44.66%
Internality	40.75%	46.37%	50.50%	51.62%
Globality	36.37%	44.50%	39.25%	37.62%
Stability	40.87%	40.37%	42.00%	35.87%

It is observed from the table that the ‘f’ ratio for interaction effect was found to be significant (7.58, P<.01).] it means that culture and gender jointly effect learned helplessness. it is

observed from the mean table that male student of tribal locale show less learned helplessness feeling in comparison to male and females of non tribal locale as well as females of tribal locale. Table 3 reveals that higher percentage of non tribal students exhibit personal helplessness in comparison to tribal students. Higher percentage of tribal students show universal helplessness. Female adolescents exhibit more learned helplessness than the male adolescents. The findings of the study suggest that culture and gender play an important role in development of learned helplessness among adolescents. As has been observed that male and female adolescents of nontribal culture have show higher level of learned helplessness than the males of tribal locale. The culture may be responsible for development of learned helplessness, as adolescents of non tribal culture face competitions in various sectors. The pessimistic expectations of nontribal adolescents regarding their uncertain future career may be one of the causes of development of helplessness. The female adolescents of both the culture have shown higher level of learned helplessness, it may be discussed in context of socio cultural background wherein the girls have to face many

negative events in day to day life.

Seligman suggested that depressed people tended to use a more pessimistic explanatory style when thinking about stressful events than did non-depressed people, who tended to be more optimistic in nature. Learned helpless children see failure as permanent (ability not effort), pervasive (in everything they do) and very personal (Gordon & Gordon, 2006).

Most researchers believe that people who experience learned helplessness struggle with three problems: motivational, cognitive and emotional which destroys the child's desire to learn (Gordon and Gordon, 2006; Madden, 2007). Gordon and Gordon (2006) however contended that explanatory style develops in childhood and by third grade, the child had already developed optimistic or pessimistic perceptions about the world from parents, teachers and other adults at home and in the community. This conclusion suggests a comparison between girls and boys of their attributions of failure relate to internal and to external causes in general. The pattern of findings suggests that girls attribute their failures more to lack of ability than do boys.

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# Use and Perceived Benefit of Alternative Treatments by Patients with Pain due to Different Health Problems

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*Almost every health problem in the world can be removed from the body with the help of Ayurvedic treatments. No data regarding the use of homoeopathic treatment and ayurvedic treatment among population suffering from pain (musculoskeletal pain due to arthritis, joint pain, backache, bodyache) are available in India. Therefore, a descriptive survey design was opted to assess most frequent use, reasons for using and perceived benefit of the selected Alternative Therapies by Patients with pain due to different health related problems. Purposive sampling was used to select 100 Patients. The tool was used to collect data was (1) Self structured Checklist for type of Alternative Therapies and the reason for use (2) Rating scale to find out perceived benefits of Alternative Therapy. Result of the study regarding the reason for using Ayurvedic treatment 30% of patients were using for musculoskeletal pain, and 16% of patients using homeopathic for same reason, among ayurvedic maximum 20% used due to their own interest whereas among homeopathic maximum 32% uses treatment due to others influence, and the perceived benefit of ayurvedic medicine and homeopathic medicine seen in reducing severe pain respectively in 45% and in 30% patients, the level of activity was improved among 40% patients under ayurvedic and 35% among patients under homeopathic treatment, but the medium expenditure of ayurvedic medicine in 26% patients and in homeopathic medium expenditure was seen in 16% patients.*

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**Key Words-** Alternative Treatments, Ayurvedic and Homeopathic treatment for pain.

## INTRODUCTION

Despite the widespread nature of the problem, pain is often untreated or inefficiently treated which often result in actual physical damage and can inhibit improvement, prolonged hospitalization contribute to increased health care costs. The term "alternative medicine" is generally used to describe practices used independently or in place of conventional medicine. Almost every health problem in the world can be removed from the body and the body brought back to health with the help of Ayurvedic treatments.

With increased demand for homeopathic and Ayurvedic medicines, coupled with excellent marketing techniques, patients these days are turning towards traditional modes of treatment , as a cure for chronic and lifestyle induced ailments, reports the 'The Economic Times'.

According to the World Health Organization (WHO), more than one billion people are using herbal medicines, and in India, more than 65 percent of people living in rural areas are using medicinal plants and Ayurveda to meet their primary health care requirements.

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Numerous surveys over the past 150 plus years have confirmed that people who seek homeopathic treatment tend to be considerably more educated than those who don't (Rothstein, 1972).

In 1998, homeopathy was the most frequently used CAM therapy in five out of 14 surveyed countries in Europe and among the three most frequently used CAM therapies in 11 out of 14 surveyed countries (Norgesoffentligeutredninger, 1998). approximately 100 million Europeans use homeopathic medicines (di Sarsina & Iseppato 2009).

Homeopathy is particularly popular in France, where it is the leading alternative therapy. In 1982, 16 percent of the population used homeopathic medicine, rising to 29 percent in 1987, and to 36 percent in 1992 (L'Homeopathie, 1993). According to a House of Lords Report (2000), 17 percent of the British population use homeopathic medicines.

In 1990, results showed that 33.8% of Americans used at least 1 of 16 alternative therapies. In 1997, a separate study was conducted using comparable questions and found that 42.1% of Americans used Alternative medicine. The survey found that people were most likely to use alternative therapies for chronic condition such as pain, anxiety, depression and headaches. From 1990 and 1997 there was increased number of people were seeking out alternative forms of therapy.

This is a much resented topic so far Indian context is concerned and in Chhattisgarh state especially no work was done previously based on this topic. Therefore, it is decided to conduct study to find out the "Most Frequent Use and Perceived Benefit Of commonly used selected Alternative Treatments by Patients with pain due to different health related problems". The objectives of the present study were:

1. To find out most frequent use of selected Alternative Therapies by Patients With pain due to different health related problems.
2. To find out perceived benefit of selected Alternative Therapies by Patients with pain due to different health related problems.
3. To find out reasons for using the most fre-

quent selected Alternative Therapies by Patients with pain due to different health related problems.

## **METHODOLOGY**

**Research Design:** Non experimental Descriptive survey design.

**Sample:** The samples were patients having pain due to various health related problems such as musculoskeletal pain due to arthritis, backache, headache, bodyache etc. The sample consisted of 100 patients, 50 are taking ayurvedic medicine and 50 are taking homeopathic treatment. Non probability, purposive sampling technique was used. The study was conducted in selected Ayurvedic and Homeo clinics & OPDS of Bhilai (C.G.).

## **Tools**

1. Self structured Checklist related to type of Alternative Therapies used by patients for pain.
2. Checklist to find out opinion regarding reason for use of alternative treatment. This contain the type of problem causing pain and the opinion like interest in trying CAM, already used conventional medicine in the influence of others and feel relief from problem.
3. Rating scale to find out perceived benefits of Alternative Therapy in the term of relief in pain, expenditure of alternative therapy & level of activity after treatment.

## **RESULTS**

The data collected was analyzed by descriptive statistics in terms of frequency and percentage. Majority of the patient using ayurvedic medicine were 15(30%) in age group of 50-60 years and minimum number 3(6%) re in the age group of 40-50 years. The maximum patients using homeopathic medicine were 8 (16%) in the age group of 30-40 years and minimum number 3(6%) are in the age group of 40-50 years.

The frequency of male using Ayurvedic medicine 40(40%) and female were 10(10%) and the frequency of the male using homeopathic medicine were 32(32%) and females were 18(18%).

Maximum patient using Ayurvedic medicine, 15(15%) belong to high income group, 25(25%) middle income group and minimum were

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10(10%) belong to low income group whereas patient using homeopathic medicine, 13(13%) belong to high income group, 28(28%) middle income group and minimum were 9(9%) belong to low income group.

Maximum patient 20 (20%) using ayurvedic medicine were doing government job and 18(18%) patient were doing private job, 8(8%) were housewife and minimum 4(4%) were retired. Maximum patient who are taking homeopathic treatment 15(15%) were doing government job, 13(13%) were in private job, 15(15%) were housewife and minimum 7(7%) were retired.

Patients who were taking ayurvedic medicine majority of patients 20(20%) were graduate and minimum were 10(10%) were illiterate whereas patients who were taking homeopathic medicine majority of patients 20(20%) were completed their school education and minimum 3(3%) were illiterate.

It was observed in the present study that the number of patient using ayurvedic medicine were 50 (50%) & number of patient using homeopathy were 50 (50%). Maximum number 30(30%) of patient using ayurvedic medicine are having musculoskeletal problems & those who are having miscellaneous problem were 20 (20%). Number of patient using homeopathic medicine having musculoskeletal problems were 26(26%) & those who are having miscellaneous problem were 24 (24%). The reason of using selected alternative medicine the maximum number of patients using ayurvedic medicine were 20(20%) interested in trying CAM, 10(10%) used conventional medicine previously due to influence of others and 20(20%) of them used due to relief from the problem while the patients 8(8%) who were using homeopathic medicine were interested in trying CAM, 32(32%) used conventional medicine previously due to influence of others and 10(10%) of them used as they got relief with problem for which they used.

The perceived benefit was seen in different areas like pain, level of activity and expenditure. Before treatment the maximum number 28 (28%) of patient using ayurvedic medicine were having severe pain & other 22 (22%) were having

moderate pain. After treatment maximum number 45 (45%) of patient having mild pain & minimum 5 (5%) are having no pain while Patient taking homeopathy medicine before treatment the maximum number 30 (30%) of patient having severe pain, 15 (15%) having moderate & 5(5%) having mild pain. and then after treatment 35 (35%) patient were having mild pain & 10 (10%) having moderate pain and 5(5%) were no pain.

Before treatment the maximum number 30 (30%) of patient using ayurvedic medicine were having moderate altered level of activity and severe altered level of activity were 10 (10%) and 10(10%) were having mild altered level of activity. After treatment maximum number 40 (40%) of patient having mild altered level of activity and minimum 10(10%) were having moderate altered level of activity while the patients who are on homeopathy medicine before treatment the maximum number 25 (25%) of patient having moderate altered level of activity and 10(10%) having severe altered level of activity and 25(25%) were having moderate altered level of activity then after treatment 35 (35%) patient were having mild altered level of activity & 15 (15%) having moderate altered level of activity,

Patients who were in ayurvedic medicine the maximum number of patients had 26(26%) medium expenditure per month for their treatment and minimum 10 (10%) were low expenditure for their treatment and Patients who were in Homeopathic medicine the maximum number of patients had 26(26%) low expenditure per month for their treatment and minimum 10(10%) had medium expenditure.

#### **IMPLICATIONS**

Our research Suggests That Persuading Doctors to Integrate CAM will require investment in the types of clinical research that form the backbone of Western medicine”, Abott said, “Even now, medical schools have the opportunity to train the next generation of medical practitioners in health care systems

outside of conventional medicine. Core values of CAM can help students develop a more holistic and individualized approach to patient care.” The study also found that the further along in school were, the more likely they were to believe their learning regarding CAM therapies was sufficient. Still, researchers noted that more than 60 percent of participants favored more education related to this field during their time in medical school.

**CONCLUSION:**

The current results offer valuable insight into medical students' perceptions of CAM, given the low response rate; researchers plan future studies to further refine the tool and see if the findings can be more generalized. Researchers found that although medical students endorsed the importance of complementary and alternative medicine, obstacles remain that may prevent future doctors from recommending these treatments in their practices.

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# Academic Pperformance in Relation to Gender and Morningness Eveningness Preference

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*The academic performance of the students is influenced by many factors. The present study conducted to see the effect of gender and morningness-eveningness preference upon academic performance. The samples consisted of 66 male and 66 female of first year college student were selected. To measure the academic performance of the student's the overall marks of class 12th were used and to assess the morningnes-eveningness Preference of the subject's Hindi adaptation of Morningness-Eveningness Questionnaire (Horne & Ostberg, 1976) was used. ANOVA results indicated that gender and Morningness-Eveningness preference generated significant variance upon academic performance and no interactional effect of the two factors was found to be significant.*

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**Key Word: Academic Performance, Morningness-Eveningness Preference, Gender**

## INTRODUCTION

Academic performance is the outcome of education the scope to which students, teachers or institution has achieved their educational goals. Academic performance may be defined as the performance of the students in the subjects they study in the school. Academic performance is conceptualized as “that encompasses the student’s ability and performance, it is multidimensional, it is intricately related to human growth and emotional, cognitive, social and physical development it reflects the whole child; it is not related to a particular instance, but occurs across time and levels, though a student’s life in community school and on to post secondary years and working life” (Steinberger, 1993). Individual differences in academic performance have been related to differences in personality, study habit, intelligence, cognitive ability, study time, sleep pattern, study habit, and enviournment.

Circadian typology that is morningness-eveningness preference has been found to be

capable in explaining the variation in the expression of biological and behavioural patterns being a ‘morning type’ or ‘evening type’ and ‘intermediate type’ is a stable characteristic. Although a number of a biological variable such as sleep, gender, age and physical health (Raily, 1990). Humans are normally active in day time. morningness–eveningness preference that is morning active type or evening active type or intermediate type persons (circadian typology) has been found to be capable in explaining the variation in the expression of biological and behavioural patterns. Being a morning type or evening type or intermediate type is a stable characteristic. Most of the studies suggested that the school day starts too early for adolescent students. The findings demonstrate that adult student show better performance in the morning than the later in the day and evening time show bad performance than the morning and afternoon time (Hasher, Goldstein & May, 2005; Itons-Peterson, Rocchi, West, McLellan & Hackney,

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1998; May, 1999). Goldstein, Hahn, Hasher, Wiprzycha and Zelazo (2006) found that evening type adolescents show poor academic performance and high behavioural adjustment problems. Randal and Frech (2009) found that student with morning preferences performed better in school achievement. Morning type students performed better than evening type students (Besoluk, 2010). Preckel, Lipnevich, Schneider and Roberts (2011) found that eveningness was positively related to individuals' cognitive ability and negatively related to academic achievement. morningness had a negative relationship with cognitive ability and a positive correlation with academic indicators. Besoluk, Onder and Deveci (2011) found that students with a morning preference achieved higher scores than evening preference. Franzisp, Anastasiya, Sandra, Richard (2011) found that eveningness was negatively related to academic performance and morningness show positive relation with academic performance. Many studies indicate that gender also influence academic performance. Rosina Lao (1980) found that female show significantly better performance than male. Boys are more under achieving students than girls (McCall, 1994). Females show better performance than males (Mirza & Malik, 2000; Rana, 2000). Amitava, Maojit, Saawata and Braja (2010) found that sex of the student has an influence on their academic performance and assumed that girls are showing the better performance than the boys. Escribano, Iaz-Morales, Delgado & Collado (2011) found that the girls among 15–16 years performed significantly better than boys. More evening oriented young adolescents (12–14 years) performed significantly worse in school achievement. The present study has been undertaken with a view to test the hypotheses that the academic achievement of the student would be influenced by morningness-eveningness preference and gender.

On the basis of above-mentioned discussion found that the present study was undertaken to ascertain the main and interaction effect of morningness-eveningness preference and gender upon academic performance. The hypotheses were: (i) The academic performance of the

morningness preference subject would be significantly higher than the academic performance of the eveningness preference subjects, (ii) The academic performance of the intermediate preference subject would be significantly higher than the academic performance of the eveningness preference subjects, (iii) The academic performance of the female subjects would be significantly higher than the academic performance of the male subjects, (iv) The academic performance of the female subjects with morningness preference would be score significantly higher than the academic performance of the male with eveningness preference and (v) The academic performance of the female subjects with intermediate preference would be score significantly higher than the academic performance of the male with eveningness preference.

## **METHODS**

### **Sample**

Initially a larger number of first year graduate students studying in different college of Raipur district of Chhattisgarh would be randomly selected out of which 132 subjects would be retained as final sample. The subjects would be so selected that half of them were male and remaining half of the female. The age range of the subjects was 18-21 years.

### **Tools**

#### **1. M-E Preference**

To measure the M-E preference of the subjects Hindi adaptation of Morningness-Eveningness Questionnaire (Horne & Ostberg, 1976) prepared by School of Life Science Pt. Ravishankar Shukla University was used. This Questionnaire consists of 7 Questions. This test is based upon a scale score ranged from 6 to 18. The subject will be identified with either Morning type (MT) or Intermediate type (IT) or Evening type (ET), depending upon the total score they achieved between 6-9 or 10-14 or 15-18, respectively on the MEQ.

#### **2. Academic Performance**

To measure the academic performance the overall marks obtained by the students in their previous Board examination i.e., class XII was used.

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#### Design

The present study 2x3 Factorial design would be used to analyze the data in which gender (male and female) and morningness-eveningness preference (morning type, intermediate type and evening type) would consider as Independent Variable. The class 12th marks of the students would be comprised as dependent variable.

#### RESULTS

The purpose of the present study was to examine whether the students with morningness preference would differ in their academic performance from those with intermediate and eveningness preference. It was assumed that the student whose were morningness preference show signs of higher academic performance as

compare to the student whose intermediate and eveningness preference. The average academic performance of the subject's morningness preference (61.77), intermediate preference (62.38), eveningness preference (60.58) respectively, and the obtained F ratio (3.94) of the morningness-eveningness preference has been found to be significant at  $P < .05$  level which point out that the academic performance of the subjects with morning and intermediate preference was significantly higher than academic performance of the subjects with eveningness preference. Subject with intermediate preference show more academic performance than the subject with morningness and eveningness preference. Thus the obtained result has confirmed the hypothesis. Mean values of factors are given in the table.

Variable	Category	N	M	SD	F Ratio	Sig
M-E Preference	Morning Preference	40	61.77	5.81	3.94	$P > .05$
	Intermediate Preference	48	62.38	5.82		
	Evening Preference	48	60.58	5.85		
Gender	Male	66	59.9	4.92	9.41	$P > .01$
	Female	66	63.18	6.67		
M-E Preference *Gender	Morning Preference-Male	20	60.50	5.17	1.17	$P = Ns$
	Intermediate Preference-Male	25	60.44	4.75		
	Evening Preference-Male	21	58.71	4.92		
	Morning Preference-Female	20	63.05	6.18		
	Intermediate Preference-Female	19	64.94	7.69		
	Evening Preference-Female	27	62.03	6.81		

Gender was considered as another variable of the study, it was assumed that the female student would show higher academic performance than male. The average academic performance of the subject female (63.18) and male (59.9) respectively, and the obtained F ratio (9.41) has been found to be significant at  $P < .01$  level which point out that the academic performance of the female subjects was significantly higher than academic performance of the male subjects. Thus the obtained result has confirmed the hypothesis.

The interaction effect of the morningness-eveningness preference and gender was not found to be significant at any acceptable level. The academic performance of the male female students does not depend on morningness-eveningness preference of students.

#### DISCUSSION

The present study investigated the effect of

morningness-eveningness preference and gender on academic performance of the college student. Research findings shows that morningness-eveningness preference has significant effect on academic performance. These results corroborate with the findings from other studies on this topic such as Franzisp, Anastasiya, Sandra, Richard (2011) indicated that eveningness was negatively related to academic performance and morningness show positive relation with academic performance. Besoluk, Onder and Devenci (2011) found that students with a morning preference achieved higher scores than evening preference. Preckel, Lipnevich, Schneider and Roberts (2011) indicated that the eveningness was positively related to individuals' cognitive ability and negatively related to academic achievement. Morningness had a negative relationship with cognitive ability and a positive correlation with academic indicators. Morning type

students performed better than evening type students (Besoluk, 2010). Randal and Frech (2009) student with morning preferences performed better in school achievement. Goldstein, Hahn, Hasher, Wiprzycha and Zelazo (2006) evening type adolescents show poor academic performance and high behavioural adjustment problems. Adult student show better performance in the morning than the later in the day and evening time show bad performance than the morning and afternoon time (Hasher, Goldstein & May, 2005; Itons-Peterson, Rocchi, West, McLellan & Hackney, 1998; May, 1999). Another finding show that gender has significant effect on academic performance. Most of studies indicated that gender influence the academic performance. The findings are supported by the work of Escribano, Iaz-Morales, Delgado and Collado (2011) who have reported that the girls performed significantly better than boys. Amitava,

Maojit, Saawata and Braja (2010) indicated that sex of the student has an influence on their academic performance and assumed that girls are showing the better performance than the boys. Females perform better than the males (Mirza & Malik, 2000; Rana, 2000). McCall (1994) Boys are more under achieving students than girls.

#### **CONCLUSION**

Circadian rhythm play important role of human life and it's also influence student performance. It's affected student learning, memory, personality, behaviour, achievement etc. Gender difference also influences student performance. On the basis of above results it may be concluded that the morningness-eveningness preference and gender identified as an important factor affecting academic performance and no interaction between these two factors.

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# Marital Satisfaction Among Males as a Function of Personality Dimension

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*The aim of the present piece of research is to examine empirically that whether personality dimensions, viz. extraversion and neuroticism are able to generate significant variance upon marital satisfaction or not? Following the stratified random sampling technique, 160-male partners of married couples within the age range of 38-40 yrs were drawn from Raipur city to serve as subjects. Socioeconomic Status, Family type and level of Education were matched for all the groups. 2X2 factorial design was employed to see the effect of personality dimensions. Marital satisfaction scale constructed and standardized by Bhagat and Hasan (2013) was used to assess the marital satisfaction level of the Ss. For assessing personality dimensions the Hindi Version of Eysenck Personality Questionnaire (1985) by Jitendra Mohan was used. The result indicated that the extraverted normal subjects scored significantly higher on marital satisfaction scale than the introverted neurotic subjects.*

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**Keywords-** *Extraversion, Neuroticism, Marital Satisfaction Gender*

## INTRODUCTION

A number of variables with regard to the marital life have been attracting the attention of psychologists during the past three decades. Prominent among them are marital happiness, marital interaction and marital satisfaction etc. Marital satisfaction is relatively new area of investigation. Finch and Beach (2000) defined marital satisfaction as a mental state that reflects the perceived benefits and costs of marriage to a particular person. The more costs a marriage partner inflicts on a person the less satisfied one generally is with the marriage and with the marriage partner. Similarly, the greater the perceived benefits are, the more satisfied one is with the marriage and with the marriage partner. A number of factors have yet been identified and established influencing marital satisfaction. Promi-

nent among them are congruence of spouses commitment to running perceived role support and gender (Baldwin et al, 2010), marital distress, lack of communication (Chapin et al, 2001), gender (Davey et al, 2005), sexual satisfaction (Guo & Huang, 2010), parental stress (Hess, 2008), domestic our lab, gender ideology, work status and economic dependency (Kiger, Gory, Riley and Pumela, 2001).

Prasanthi and Kalavathi (2008) and Shakelford and Buss (1999) focussed on the personality variables associated with marital satisfaction. In the light of the work of Prasanthi and Kalvathi (2008) and Shaekelford and Buss (1999) it is clear that personality variables do influence the marital satisfaction but no paradigmatic study has yet been conducted involving personality dimensions to ascertain its causal

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relationship with marital satisfaction. So, the problem of the present piece of research work is to ascertain whether or not personality dimensions, viz extraversion and neuroticism are capable of generating significant variance upon marital satisfaction or not? On the basis of the review of concerned research literature it is expected that extraversion may emerge as a potential factor influencing the marital satisfaction. It is also expected that neuroticism may also emerge as factor affecting marital satisfaction. The interactional effect of the two personality dimension may also be found significant.

## **METHOD**

### **Sample**

Following the stratified random sampling technique 160 male partners of married couples were drawn from the Raipur city, Chhattisgarh. The age of the Ss were ranging between 38-40 yrs. The socioeconomic status, family type and education of the Ss were controlled by matching technique. Stratification was done on the two personality dimensions, viz. extraversion and neuroticism with the help of two opposite extreme groups technique.

### **Design**

2X2 factorial design was used to find out the main and interactional effect of the independent variables Here the personality dimension, viz. extraversion and neuroticism (Eysenck, 1959) were taken as two independent variables. Two level of the dimension of extraversion, i. e. (1) extraversion and (2) introversion and two levels of the dimension of neuroticism i. e, (1) normal and (2) neurotic were taken in the present study. Marital satisfaction was taken as dependent variable. On the basis of Q3 and Q1 distribution the Ss were assigned to the four cells under 2X2 factorial design.

### **Tools**

#### **1. Marital Satisfaction Scale ( Bhagat & Hasan, 2013)**

Since, under Indian cultural set up not a single

test of marital satisfaction is available, a test of marital satisfaction was constructed and standardized. In all, the scale has 53 items. The following dimensions of marital satisfaction was included.

1. Interaction patterns. 2. Social support. 3. Violence. 4. Spousal mate guarding. 5. Spousal mate value. 6. Children. 7. Satisfaction of one's parents marriage, adult attachment styles. 8. Attribution towards spouse. 9. Physiological well-being of the couple.

The split half reliability of the scale has been found to be 0.822 and the concurrent validity co-efficient of the scale was found to be 0.618.

#### **2. Personality Questionnaire (Jitendra Mohan 1985):**

Extraversion and Neuroticism was measured by Hindi Version of Eysenck Personality Questionnaire (Jitendra Mohan 1985). It has 100 items in all of which 25 items are for tapping extraversion, 25 for neuroticism, 25 for psychoticism and 25 for measuring the tendency to tell a lie. In short it has four sub scales E, N, P and L. It is based on the original EPQ by Eysenck (1978). Its test-retest reliability for scale E is 0.93, for scale N is 0.96, for scale P is 0.85 and for scale L is 0.96. split-half reliability for scale E is 0.69, for scale N is 0.86, for scale P it is 0.96, and for scale L it is 0.78. The validates are also found satisfactory. The full scale was administered on the subjects and scores of psychoticism and lie score were eliminated.

### **Procedure**

After the random assignment of the sample to the respective calls the dependent variable measure i. e, Marital Satisfaction Scale (Bhagat and Hasan,2013) was administered in group setting and scoring of the scale was done according to the system mentioned in the manual of the scale.

## **RESULTS AND DISCUSSION**

Individual satisfaction scores were subjected to 2-way ANOVA. Obtained results are being presented in the following tables:

**Table-1A:** Showing Mean, SD and N for the subjects of the four groups 2X2 factorial design.

Extraversion \ Neuroticism	High	Low
	High	N=22 M=34.32 SD=4.37
Low	N=18 M=29.58 SD=4.18	N=32 M=20.25 SD=3.82

For marital satisfaction as Bradbury (2000) pointed out the satisfied partners are non-distressed partners such persons are required to cognitively balance all environmental influences, feelings, aspirations, disappointments and never show imbalance in small and routine problems. Extraverts are easily adjusted in new situation or new role. They have pain tolerance ability. They handle difficult situations easily either at home or in outside home because they are not over sensitive to the incoming stimulations. They run under the state of equanimity- well organized and composed. All these characteristics are helpful for marital satisfaction. The neurotic subject were found to be significantly poor in marital satisfaction than the normal subjects. The

**Table – 1-B: Summary of ANOVA**

Source of Variance	Sum of Source	df	M S	F	Level of Significanc
Extraversion	189.25	1	189.25	22.21	0.01
Neurotic	110.30	1	110.30	12.94	0.01
Extra. X Neur.	40.02	1	40.02		
With in group	869.49	102	8.52	4.69	0.01

A close perusal of table 1-A and 1-B will make it clear that the independent variables, viz, extraversion and neuroticism have emerged as potential variables to generate significant variance upon the dependent variable, i. e, marital satisfaction. The main effect of both the IVs have been found statistically significant beyond .01 level of significance. The results reveals that extraverted males are significantly better in marital satisfaction than the introverted males Eysenck (1982) has very clearly indicated that extraverts have lower level of cortical arousal and tend to seek out stimulation. This difference is found in extraverts and introverts because of the different functions of cortical arousal systems as governed by reticular formation.

neurotic people according to Eysenck (1982) tend to react more quickly to novel, painful, disturbing or other stimuli than do normal. In fact, the phenotype manifestation of neuroticism shows that people high in neuroticism tend to be emotionally imbalance, unstable, anxious, worrisome and frequently complaining about anxieties and body ache Eysenck (1982) explained that the individual differences in the neurotic-normal dimensions reacts the degree to which the autonomic nervous system reacts to stimuli. He linked this dimension with the limbic system- the brain's visceral or feeling system which influences the motivational and emotional behavior. Because of their cortical arousal system the neurotics are

tend to be easily distressed. They are not cognitively balanced during disturbing family situation. They react quickly to any unpleasant marital communication. They show their disappointment in the decision making matters of the family. Because of such characteristics the neurotics showed poor marital satisfaction than the normals.

In the present investigation the two factor interactional hypothesis could not be verified. A perusal of ANOVA table shows that the two factor interaction is not significant at any acceptable level of significance. It means both the

factors are potentially enough to generate significant variance upon marital satisfaction independently. Therefore, what is added by one factor at one level of the other factor is different from what is added at the second level. Thus, the two factor interaction effect could not generate significant variance upon marital satisfaction.

#### **Conclusion**

Extraverted normal males have shown better marital satisfaction in comparison to introverted neurotic males.

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# Level of Frustration Decreases as the Age Level Increases Among Women

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*The present study is designed to assess the frustration level of women according to their age level. It is assumed that level of frustration decreases as the age level increases regarding aggression, resignation, fixation and regression. The methodology used in this research is empirical based on Nairaashya Maapa also known as the frustration test. In this study the investigator selected sample of 30 women. For this study three age levels 10 from 25-35 yrs, 10 from 36-45 yrs and 10 from 46-55 yrs were selected. Result showing decrease in frustration with the increase in age level indicates that as an individual grows, his feeling of competitiveness with others diminishes, which is the main cause behind frustration.*

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Women enjoyed considerable freedom and privileges during the Vedic period. She was the foundation stone of family and society. She not only created life but also nurtured, guarded and strengthened it. She was the transmitter of culture and tradition. But male chauvinism has always been dominant. As the imposition of restrictions starts in the family, the level of frustration starts increasing. During ancient days, women had to live within the four walls of their homes. She had to play a submissive role in the family and was dependent on male members even for the fulfillment of her basic needs.

With the growth of civilization, education and urbanization woman has become dynamic, versatile and ambitious. She is walking shoulder to shoulder to men in almost all the fields but the

traditional responsibility of nurturing her children, carrying out household works and transmission of culture and traditions is still defined as the work of a woman. As a result she has to undertake double responsibilities of offices and home and it is this dual burden which leads to frustration and aggression among women. Frustration among women diminishes as she grows and learns to adjust with the situations and thus learns to resolve stresses of her life. Frustration as mentioned the thwarting or blocking of goal directed behavior. In other words, people experience the desire to harm others, when they are prevented from obtaining what they want.

Good defined frustration to mean "emotional tension, resulting from the blocking of a desire of need." Kolesnik explains "Frustration is the

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feeling of being blocked or thwarted in satisfying a need or attaining a goal that the individual perceives as significant. Frustration can be external i.e. obstruction in achieving physical assets, following rules regulations or working as per others desire." Internal frustration is related to internal traits such as phobia, weakness, inferiority etc. Frustration among women can make them aggressive or resigning and isolated from others.

Rosenweig (1944) believes, "whenever the organism meets a more or less insurmountable obstacle or obstruction in its route to the satisfaction of any vital need, frustration is caused. Writ (1956) concludes the person is aware of his inability to satisfy his drives and his failure to reach the goals he has set for himself and so he feels helpless and suffers from injured pride".

#### **Objectives**

1. To know the frustration level of women age range 25-35 yrs.
2. To know the frustration level of women age range 36-45 yrs.
3. To know the frustration level of women age range 46-55 yrs.

#### **Hypothesis**

Level of frustration decreases with the increase of age level

- a) Regarding Aggression
- b) Regarding Resignation
- c) Regarding Fixation
- d) Regarding Regression

#### **Methodology**

The methodology used in this research is empirical based on Nairaashya Maapa also known as the frustration test. In this study the investigator selected sample of 30 women. For this study three age levels 10 from 25-35 yrs, 10 from 36-45 yrs and 10 from 46-55 yrs were selected.

#### **Tools**

To measure frustration level the investigator used NAIRASHYA MAAPA (FRUSTRA-

TION TEST). Each of the 40 items has five answers (multiple choice) graded on 5 point scale on the positive dimension and a zero point in the negative dimension. There was no time limit given. Reliability of this test is: Aggression: .87, Resignation: .85, Fixation: .92 and Regression .78

In this test frustration measures four types model as:

#### **Aggression:**

Aggression is a behavioral phenomenon which indicates that aggression behavior may stem from learned habits of responding as well as from excessive response. It may be expressed in terms of irritation, quarreling and fighting, disrespecting elders, negativity towards traditions and beliefs etc. McClelland and Apicella (1945) have also done significant works in the context of frustration aggression hypothesis by creating frustration in the laboratory.

#### **Resignation:**

In Resignation behavior there is extreme elimination of needs, no plans, no future orientation, withdrawal from social contacts, isolation, lack of interest in surroundings etc. Persons who are severely frustrated in a given situation may try to escape or withdraw from that situation. It may be due to the psycho-physical factors. The organism makes withdrawal responses and so called physical and psychological processes are involved in varying degree.

#### **Fixation:**

Maier (1956) contends that fixed behavior cannot be explained by using learning principles. He makes it clear that frustration instigated behavior is without goal orientation. This type of behavior is a terminal response and not a means to an end. He described fixated behavior deriving from frustration as being stereotyped and extremely persistent. Mowrer (1950) considers fixated responses to be simply well conditioned responses where certain human habits persist in spite of other apparent non-adaptive nature.

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### Regression:

Freud (1933) has also suggested frustration regression hypothesis this notion was that frustration could cause an individual to reveal to modes of action that had characterized his behavior to earlier development age.

Thus frustration has system. It has four mod-

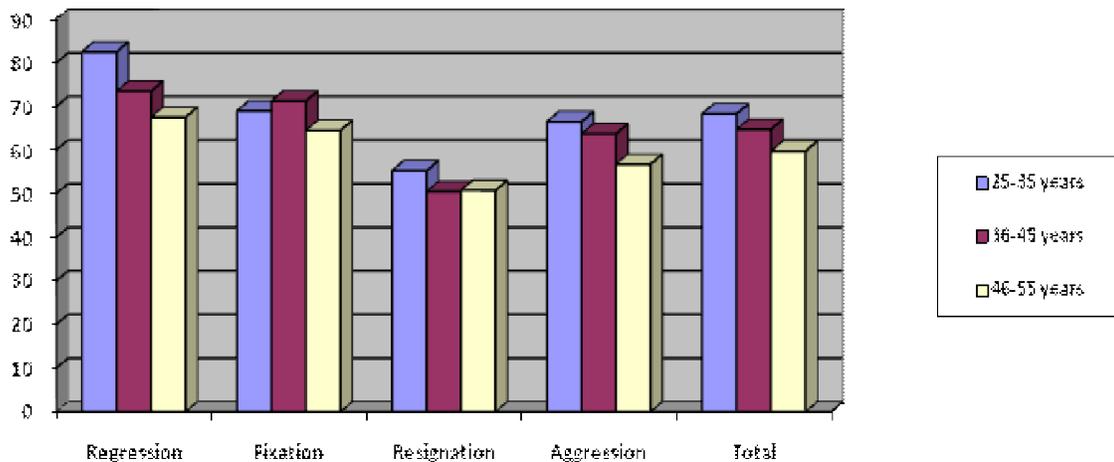
els of reactions to a situation Aggression, Resignation, Fixation and Regression, Aggression indicates frustration dynamics in hostile situation, resignations the extreme escapism from reality, regression is the condition to go back and fixation is the repetitive behavior.

### Results

Table showing comparative scores as per age level

Age	Regression	Fixation	Resignation	Aggression	Total
25-35 yrs	82.5 %	69 %	55.25%	66.5%	68.31%
36-45 yrs	73.5 %	71.25%	50.5%	63.75%	64.75%
46-55yrs	67.5%	64.5%	50.75%	56.75%	59.75%

Bar Diagram showing the above data:



### Conclusion

Result showing decrease in frustration with the increase in age level indicates that as an individual grows ,his feeling of competitiveness with others diminishes ,which is the main cause behind frustration.(Brown and Farber 1951).With the growth of individual emotional stability is practiced. Frustrations are deeply related to emotions in a typical way (Sargent 1948).

Another reason behind decrease of frustra-

tion level may be assigned to tendency of individuals to learn to compromise with situations; economic conditions , family relations , existing customs and traditions and inclination towards spirituality .Stability in personality traits also checks filling of fixation turning individuals less frustrated.

Regression lowers constructiveness (Barker, Dembo et.al 1941).Active response to situation

is inhibited due to emotional lethargy and lack of ambitions may be due to economic constraints, health or circumstances. All these factors ultimately result towards decrease in frustration among women. Thus a new system of coping up with frustration is built which is dynamic depending on condition of the individuals.

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# Effect of Parental Encouragement on Emotional Intelligence

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*Parental encouragement affects a lot to change the Psychological behaviour of the child and at the same time it helps in the increasing of the Emotional intelligence. The purpose at the present study was to know the effect of parental Encouragement of Emotional intelligence of 11th grade students. 40 Sample of B.S.P. students were taken. The data was collected using Agarwal Parental Encouragement scale (APES) for parental Encouragement and Mangal Emotional intelligence inventory (MEII) for Emotional Intelligence has been used. The hypothesis was testing using ANOVA. The Result of the present study revealed a significant effect of Parental Encouragement on Emotional intelligence of 11th grade students.*

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## **Introduction:**

The society of child begins with his family, nurturance provided by parents. Parent's concern guidance and influence provides an insight to the child's life. It enhances the repletion of good behaviour in future. Parental Encouragement is a treatment which is given by the parents to their children ,by which they increase the possibilities of good behaviour in them through proper guidance , nurturing and caring ; as the parental encouragement affects the psychological behaviour of the child and at the same time helps in increasing the emotional intelligence. Every child has emotions and it is the duty of parents to help the child to use his emotions in the correct sense for his future development, as

good relationship between parents and children make them emotionally strong whereas the vice versa as emotional intelligence is a combination of a child emotion and his intelligence. Jain(1989) studied the family structure, parental behavior and self esteem in male and female adolescents and found that subject of joint family were higher in self esteem that those of nuclear family. It is like that only, that the implication of guidance is to put the right person at the right place. Bakshi (2001) in his study found that the unhealthy parents attitude towards the child is not only a hazards for healthy and positive family relationships but it is also of human resources development at the community .

Emotion act as a powerful tool for learning

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everything in life. Success in academics also can be predicted more by emotional measures than by academic ability. Emotional intelligence can be utilized in problem solving as Salovey and Mayer (1990) proposed that individuals tend to differ greatly in their ability to organize their emotions in order to solve problems. Therefore parents should properly look after the emotions of their child. Verma and Alka (2003) found that Emotionally intelligent children have full confidence in themselves and can achieve the tough targets easily in their lives.

**Objectiv:**

To know the effect of Parental Encouragement on Emotional Intelligence.

**Hypothesis:**

There exists no significant effect of Parental Encouragement on Emotional Intelligence.

**Sample :**

The Researcher has taken 40 11th grade students, from B.S.P. school.

**Tool :**

Agarwal Parental Encouragement scale (APES) developed by Dr. Kusum Agarwal is used to measure the Parental encouragement of 11th grade students, and Emotional Intelligence of students assessed by Mangal Emotional Intelligence Inventory (MEII) which developed by Dr.S.K.Mangal and Mrs. Shubhra Mangal.

**Analysis and Finding:**

**Table 01**

**Means, standard deviation of emotional intelligence**

Different Group	High			Average			Low		
	N	M	SD	N	M	SD	N	M	SD
B.S.P. Students	14	61.42	5.75	29	61.86	8.36	37	52.97	5.62

The groups are made on the basis of parental encouragement and scores of emotional intelligence of these groups are taken the mean and SD of these groups emotional intelligence is calculated and tabulated in above table. From table it is found that there is not much difference between high and average groups mean score which is 61.42 & 61.86 respective, but high and average groups mean score both are quite high then low group's mean score which is found to be as 52.97. To see whether the difference is significant or not, ANOVA one way was calculated whose summary is as below.

**Table - 02 Summary of ANOVA one way B.S.P. students groups.**

Source at Variances	SS	DF	MS	F	Result
Among three groups	1523.69	2	761.845	15.96	Significant P< 0.05
Among all conditions	3673.86	77	47.712		
Total	5197.55	79			

From above Table it is seen that calculated value of F is 15.96 which is significant at 0.05 level when df=(2,77) since table value is less i.e. at df = (2, 77) table value of F is 3.11. So hypothesis is rejected at point 0.05 level of significance. So there is found significant of effect

The Hypothesis H1, there, exists no significant effect is rejected of parental Encouragement on Emotional intelligence of students studying in 11th class of B.S.P. schools.

**Table - 03 Showing t value (B.S.P. Groups)**

Groups	t	Level of Significance
High / Average	0.29	P > 0.05
Average / Low	7.34	P < 0.05
High / Low	7.47	P < 0.05

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To find whether there is significant difference between each two groups or not 't' value is calculated 't' between High and Average group is 0.29 and table value is 1.98 which is greater so it is non-significant at 0.05 level. That means High and Average groups of B.S.P. students both are equally affected by parental encouragement on Emotional Intelligence. When 't' is worked out in between Average and low groups it comes 7.34 which is significant at 0.05 level i.e. table value is 2.62 and have found that Average group at B.S.P. Students are more affected by parental encouragement on Emotional intelligence in comparison to the low group. When 't' is worked out in between High and low groups it comes 7.47 which is significant at 0.05 level. Table value is 2.63 conducts that High group of B.S.P. students differ i.e. They are more affected by parental encouragement on Emotional Intelligence as compared to low group. It confirms that there is significant difference in Emotional intelligence in between. High and low groups of (B.S.P.) student regarding parental

encouragement. High group has high Emotional intelligence and low groups have low.

On the basis of the present study, the researcher suggests that parents should attend to the needs and desires of the child and help them to increase their emotional power and the teacher should reinforce the students for achieving good results and for their innovative creation and provide extra attention to the emotionally weak students. In a study Chowdhury and Muni (1995) & Codjoe (2007) also derived at a conclusion that parental encouragement have a positive effect and has contributed a lot to their children's academic performance. The study clearly shows that the Emotional Intelligence with Parental Encouragement is very important for each and every person for achieving the higher aim, objectives goals in every field of their life because only the emotionally intelligent child will be able to lead their life successfully, happily able to face the difficult challenges and will be able to maintain their status equilibrium in the society.

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# Social Exclusion of Women in Panchayati Raj Institutions: A Case Study

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*Reservation of seats has given these women an opportunity to demonstrate their deep political consciousness & interest in obtaining power. For them, politics & elections are very practical routes out of poverty & are instruments of social change. In this article, we have analyzed the social exclusion process which takes place while implementing certain social legislations in general and reservation for women and Dalit women in Panchayati Raj Institutions in particular. There has been a continuous debate on the usefulness of this concept at various academic fora. The term is very important in understanding the social and economic processes which created exclusion and the causes and consequences of deprivations. "In India, social exclusion is continuous practices with some sections of the Indian society like daltis, adivasis and women". The types of social exclusion could be caste, sex and religion. The effect of social exclusion is that some sections of the society are isolated from or deprived of access to equal opportunity for economic and social growth. The study has come out with the findings that caste and patriarchy and economic conditions of the elected representatives play a very dominative role in Marathwada region of Maharashtra state.*

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Women constitute nearly 50 per cent of the population of the world, but when it comes to their representation at higher levels of political positions in the government, they account only less than 10 per cent. (Women, 1991, 1991:52) Poor representation of women is not specific to the political domain alone, but is also reflected in the administrative as well as managerial positions where women constitute only 14 per of their total populations (singla, 2007).

In India, the demand for women's representation at higher levels of political decision-making

process has been continuing for long. Way back in 1931, Lady Data during the Indian National Congress session had lamented the absence of women members in the legislative assemblies, as she felt that women could have voiced the feelings of their sisters with greater clarity and force than men. Dr. Ambedkar raise the voice of Dalit women, he had a firm belief that women had a rightful role to play in the political process of change and in the pursuit of full and equal citizenship for both dalit men and women. He thus challenged widely prevalent

Brahminical notions of gendered spheres, constructions of 'ideal' womanhood and their nationalist reconstructions. The slogan 'Education, Organise, Agitate' applied equally to men and women, and Ambedkar called for the political participation of women whose participation grew from less than a hundred women in the phases of movement to 25,000 at the All India Dalit Women's Conference in Nagpur in 1942 (Bhosale, 2008).

The concern was expressed by some members of the Committee for the Status of Women in India (CSWI) in 1974 who argued for women's representation, on the ground that such a move would take up the cause of other disadvantaged women (Sharma, 1998). There is also a growing demand for reservation of seats for women in Parliament by various women's movements today. In short, the essence for the growing demand for greater participation of women in the political process by women themselves is the result of the growing realization that besides representing the neglected half of the population it would equip them with power to redefine the political agenda and articulate their interests. The 73rd Constitutional Amendment Act was passed by the parliament to full fill the concern raised by the different forums in for long period in the country.

However, the idea that produced the 73rd Amendment was not a response to pressure from the grassroots, but to an increasing recognition that the institutional initiatives of the preceding decade had not delivered, that the extent of rural poverty was still much too large and thus the existing structure of government needed to be reformed. It is interesting to note that this idea evolved from the Centre and the state governments. It was a political drive to set PRIs as a solution to the governmental crises that India was experiencing (World Bank, 2000).

The constitutional Amendment Act which tries to address the concerned about women and Dalits in local self Governance bodies especially at the grass level has been fulfilled because the concern of Central Govt has been reached to its true spirit i.e. to change societal status of Women and Dalits in the country. Following studies shows this aspects in different parts of country.

Ambedkar N. (2000) observed in Rajasthan that the large number of participation of women in Panchayati Raj institutions could happen because of reservation of seats for women. Similarly, Action Aid India (2000) studied all the Maharashtra villages, they observed that the women members or Sarpanchas were informed the decision of the Grampanchayat much latter than the actual decisions or they were suggested not to appear in the Grampanchayat meetings or their husbands those who were generally agriculture labourers in the farm of higher caste farmers were controlled by them.

#### **Statement of the problem**

The Constitution 73rd Amendment brought 33 per cent of seats for women in Panchayati Raj Institutions (PRIs). It has for the first time, a large number of women appearing on the political horizon. The question is whether an intervention like the constitutional amendment is able to ensure women's empowerment or whether the patriarchal structures, manifested in the household and the state, will continue to dominate. Women have been excluded from the social, economical and political participation for centuries, whether in the new Panchayati Raj Institutions, women are still excluded and marginalized by the traditional power structure at the grassroots.

In this study, an attempt is made to analyze the perception of women leaders and Elected women representatives at the grassroots level. It is an attempt at studying and nature

and effectiveness of elected women members' participation in the decision-making process at the grassroots and specifically studying their ability to address the issues affecting women at the village level.

**Objectives of the Study:**

The study has been guided by the following objectives:

1. To Study the Socio-economic profile of the Elected Women Representatives (EWR's).
2. To explore the impact of 73rd constitutional Amendment on political participation of Women.
3. To document and analyze the nature and extent of Social Exclusion process takes place in the new Panchayati Raj Institution.
4. To make the recommendations for effective implementation of 73rd Constitutional Amendment at the Grass root level.

**Theoretical Framework:**

Social exclusion is important socio-economic variable. Social exclusion has several dimensions. It exists in various spheres and in many forms. Caste, race, religion, age, gender, social position and occupational hierarchy -are all potentially volatile to social exclusion. In its simplest understanding, social exclusion is lack of access to resources and consequent inability to utilize them. It is further accentuated by denial of opportunities which enhance access to resources and their utilization. It can, therefore be experienced by anyone who is in a position which is vulnerable to such impeding conditions. The gender roles are likely to put women at certain disadvantages vis-a-vis men. Superimposing this with lack of access to education and employment; other incomes; land ownership and political participation- all are drivers to accentuate social exclusion. Thus, people who are socially excluded are vulnerable.

Social exclusion and discrimination refer to

the process and outcome of keeping a social group outside the power centres and resources. As long as those individuals and social groups who are subject to exclusion remain silent then there is no conflict. But the moment they articulate their exclusion and demand their constitutional and human rights then those who had subjected them to exclusion unleash a reign of terror on them.

The new leadership that has emerged at various levels, especially at the level of local government seems to have posed a serious challenge to the traditional power structures. The conflicts emerge in the process of sharing the power as leaders and EWR. They have been excluded in the decision making and implementation of government schemes, excluded from Gramsabha and Grampanchayat meetings. To top all, the motion of no confidence against them is used very frequent to keep them away from political process. Therefore, the main problem that concerns us here is whether the representation of such a large number of women in the local government institutions has made any significant departure to affect the existing gender biased social structures and norms.

These changes need to be assessed in terms of:

- Whether recognition of such constitutional structures, especially leadership of women for collaboration and joint efforts have been accepted by the traditional power structures.
- Whether the new Amendment of the 73 Constitution Amendment Act have led to the overall empowerment of elected women.
- Whether women have been able to bring in any new developmental alternatives as far as the local governance is concerned.

The assessment of the impact would be done on the basis of the following main features of the 73rd Constitutional Amendment Act:

- The Gram Sabha or village assembly has

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been considered as a deliberating body to decentralize governance. It would be seen whether EWR and other women from the village attend the Gramsabha.

- The one-third of the total seats for the membership as well as Office of Chairpersons of each tier has been reserved for women. We need to see whether the participation of women has increased in Gram Sabha due to the increased number in local self Government bodies.

- An indicative list of 29 items has been given in Eleventh Schedule of the Constitution. Panchayats are expected to play an effective role in planning and implementation of works related to these 29 items. It needs to be examined whether EWR and village women have provided opportunities to participate in the planning and implementation of Govt. programmes.

### **Study Area:**

The study has been conducted in the Marathwada Region of Maharashtra state in three different times i.e. in the year 2002, 2007 and 2013-14. Marathwada region has been comprised with eight districts. The districts are Aurangabad, Beed, Jalana, Osmanabad, Latur, Parbhani, Hingoli and Nanded. This paper is based on some findings of the above mentioned studies. This paper is based on the study conducted in Osmanabad district of Tuljapur Taluka.

### **Gram Panchayats in Tuljapur**

In the Tuljapur Block, there are 110 villages and 104 Gram Panchayats, total women elected members are 520 (approximately) in Gram Panchayat (GP). In the year 2011, the Govt. of Maharashtra has passed the bill for 50 per cent reservation for Women in three tiers System of local self Government bodies. In the year 2012 elections were conducted for some Grampanchayats and the policy of 50 per cent reservation for women was implemented in those Grampanchayats (GP). As per the data of

Tuljapur Block committee there are 45 women occupying the position of Sarpanchas in the GP of Tuljapur Block of Osmanabad District.

### **Sample Size of the study:**

The study has been conducted in five villages of the Tuljapur Block. The selection of villages was based on the Grampanchayats having Women Sarpanchas in the village. The villages are selected on the basis of population having less than 1000 people in the village. In one village (Sangavi Mardi) no election was conducted for the Gram Panchayat. The members and the Sarpanch of Gram Panchayat were selected in the village meeting. In other two villages (Saroal and Honala) there was no election for the women seats and elections were conducted only for seat unreserved for women.

In other two villages, elections were conducted and there were two panels in each village. It has been observed that though the elections in Maharashtra are not held under the banner of political parties but in these villages panels were formed on the basis of party line and were supported by two different political Parties of the State. In one village (Khandala) after the election violence occurred and the elected bodies could not conduct their monthly meetings continuously for three months. In another village (Pangardharwadi), violence occurred in the month of November 2013 (after one year). Due to violence and the conflicts in the villages for the power politics, the elected bodies were not able to implement any programmes or scheme for the village development. On this background, the team conducted 50 interviews of the Elected Women Representatives of Tuljapur block.

However, as said above this paper is based on other two similar studies conducted by the author in 2002, and 2007 in Osmanabad and Hingoli Districts. This is done basically to understand the trends taking place over a decade

among the women in local self governance at the village level. This will give the idea about the extent of participation of women in local self government bodies. This data is not a comparison of three different studies because the data was collected for different studies on different issues. Therefore, all the data of different studies has not been used.

**Profile of Women Leaders**

The analysis of emerging patterns of women leadership at Panchayats has revealed that elected women Sarpanch were less than 50 years of age. They mostly belonged to the age group between 36- 45 years. Almost all of them were married. This dispels the myth that rural power is the monopoly of the aged. The younger generation of women opting for political representation is a sign of change.

**Table No. 1: Age Profile of Women Leaders as per year of study**

Age group / Year of study	2013-14	2009	2002
18 – 35	05	06	00
36 -45	16	10	07
46 – 55	04	02	04
56 and above	00	01	00
<b>Total</b>	<b>20</b>	<b>19</b>	<b>11</b>

**Educational Background of Elected Women Representatives (EWR):**

In traditional structure, education was meant only for a specific caste groups and out castes like Dalits and women were prohibited from seeking education. It was only with the coming

of the British rule and missionaries and social reformers through movements that doors to education made open for the Untouchables and women. On this background it is interesting to study the educational background of the women of elected representatives.

**Table No. 2: Educational Background of Women Leaders:**

Education Level / year of study	2013-14	2009	2002
literate	10(50% )	31(68.42%)	4(36.36%)
primary	05	06	05
Middle	02	00	02
SC/HSC	03	00	00
<b>Total</b>	<b>20</b>	<b>19</b>	<b>11</b>

As per the data there are more than 50 per cent EWR are illiterates. Among these Illiterate EWRs most of them are from Dalit categories. It shows that despite of increasing the educational percentages (66.1%, 2011) of women at state level, the educated women are neglected/ excludes in the local self governance bodies.

However, it is does not mean that these villages do not have educated women for Grampanchayat candidature, the fact is that the selection of the candidates of women done before the election on the basis of their poor educational background deliberately, so that they will not oppose the traditional power structure in the village. They remain isolated of the socio-economic and political dynamics of the village. This situation in Marathwada region is still existing/

practiced, the political position of women is not changing. The women are formally included through reservations but virtually/ substantively excluded from the political power. Soni (2005) also stated that lack of education is found as one of the many hurdles for women’s participation in political process. Their physical presence is there in the Grampanchayats but it does not give them visibility.

**Economic Conditions and Occupational Background**

The income of the individuals has an impact on their social status in the society. The income also makes the difference in political participation of the leader. The poor leaders those who are worried about their own survival cannot solve the problems of others. However, it is believed that an elite class is emerging among the SCs as leaders. To test these hypotheses the data collected which reflect on the issues raised in the above. It is also important to know whether poor communities are given the opportunities in village politics. Therefore it is interesting to know how have they been treated by the men in the Grampanchayats. Following table is about the economic conditions of ESRs.

Table No 3: Economic Conditions of EWR’s

<b>Economic Condition</b> <b>Year</b> <b>of study</b>	<b>2013-14</b>	<b>2009</b>	<b>2002</b>
APL	09	02	DNA
BPL	11	17	DNA
<b>Total</b>	<b>20</b>	<b>19</b>	<b>NA</b>

APL=Above Poverty Line, BPL=Below

Poverty Line, DNA= Data Not Available

As per the data there are more than 50 per cent EWR are under the category of BPL. Most of these EWR are from Dalits. Only two members from schedule caste is reported on APL poverty line. In the case of OBC and General categories, only two members from BPL and all others are from above APL. Sixty percent EWR’s are having agriculture land but all this land is in the name of their respective Husbands or the male members of the family.

The data reveals that 73rd constitutional Amendments had shaken the traditional power structure. Traditionally, leadership in the village was confined to ‘rural elites’ who were generally speaking, aged and moderately educated, belonging to the higher castes with links to state political leaders and bureaucracy (Chakraborty and Bhattacharyya, 1993). It looks that poor/Dalit women are included in local level politics. But this is not true, in our discussion with the village community during the fieldwork, the leaders and other EWR/Dalit representatives told that the Upper caste community decides the Sarpanchs and candidates for contesting elections. They decide the candidates not on the basis of skills, knowledge and education of the persons but on the basis of ignorance, illiteracy, poverty, dependency and other weakness of the person. This is done by the Upper caste Up-sarpanchas, so that they can easily keep the political power in their hands.

**Gram Sabha**

Gram Sabha (GS) is an institution created to ensure the accountability of elected leaders as well as to promote transparency in their operation. Gram Sabhas are held for forwarding peoples’ demands, grievances, complaints, needs, etc., to the government for solution. The Gram Sabha should list out priorities and assist in se-

lection of beneficiaries for various programmes and schemes. In this way, the aspirations of the people would be articulated. On this background the participation of dalit members in Gram Sabha meetings has been analyzed on the basis of following data.

The data reveals that 8 (42%) out of 20 members do not participate in the Gram Sabha functions they only make their presence in the meeting. Remaining attends but not regularly and they don't understand what happens actually in the Gram Sabha. The proceeding of Gram Sabha is handled by Gramsevak Only.

When it was inquired with the community during our field work about the Gramsabha several reasons were offered by the Gramsabha members. These included 'do not know about the Gramsabha timings', 'not invited', 'men from village dominates the Gram Sabha', 'women are not given opportunity to speak', 'timing is not suitable', 'lack of time', 'Do not find important', 'Grampanchayat do not implement the decisions' etc. The question here is why Gram Sabhas are not held properly? Who wants the Gram Sabha? Why Women and Dalits is not been informed about the Gram Sabha meetings etc.,

Jare (2007) observed that there is strong feelings among the dalit women that they are not given much importance to call for Gram Sabha because they are Dalits. Secondly, Dalit women observed that there is a domination of upper caste men communities in the Gram Sabha meetings, which do not allow them to raise their voices and they were not provided opportunities to speak in the meetings. In fact, most of the time it is deliberate exclusion by the Deputy Sarpanchas of the upper Caste.

**Attitude of Male members towards the Issues raised by EWRs:**

As per data around 42 per cent EWR re-

ported that the issues raised by them are ignored by the men members in Gramsabha and also in Grampanchayat meetings. Only 21 per cent EWR reported that the issues raised by them are accepted by the men members. There are 7 (36%) members reported that they discuss and take discussion on the question raised by the EWR's. It reveals that the issues concerned by the women are not the priority of the Grampanchayats; the issues raised by them are neglected and dominated by men in the village.

**Domination by Deputy Sarpanch and Gramsevak**

Vice-President or Deputy Sarpanches (Upa-Sarpanchas) are holding the power in the Grampanchayat in real sense. After the 73rd Constitutional Amendments one finds that wherever there are Dalit and women occupying the position of Sarpanchas, the Upa-Sarpanchas who are belongs to upper caste from landlord,s family control the powers of Grampanchayats. In short, the Upa-Sarpanchas with the help of Gramsevak(men) jointly control the power of Grampanchayat in the study region.

As per the data, there are 11 (55%) EWR reported that the Deputy Sarpanch is dominating and they push their agenda during the monthly meeting of Grampanchayat and in Gram Sabha meetings. However, 8 (40%) EWR's said that male members are helpful to them in Gram **Panchayats.**

Similarly, Gramsevak (Village Development Officer) is the key person for implementing all decision taken by the peoples representative at village level. There are 13 (65%) members reported that the Gram Sevak always supports and implements all decisions of EWR'in the Grampanchayats. However there are 6(30%) EWRs have reported that they do not get the support of the Gramsevak in the

Grampanchayats. The situation of support of Gramsevak has been improved as compared to data collected in 2007. This is because in most of this Grampanchayats there are now women Gramsevikas employed in the Grampanchayats. It has been observed in 2007 study that majority of leaders i.e. 50 Per cent reported that the Gramsevak of their Grampanchayat takes most of the decisions. While little less than half i.e. 47.5 Per cent respondents reported that Upa-Sarpanch (Deputy-Sarpanch) of their villages takes the decisions in Grampanchayats meetings.

It is important to note that though the main objective of the 73rd Constitutional Amendment is to decentralize the power in PRI through reservation to SC/ST and OBCs,, but the data shows that the powers are mostly concentrated with Gramsevaks which means with the bureaucrats. In many places, the Gramsevaks are so powerful that they treat Sarpanchas like their servants. This happens with Dalit and Other Backward Caste (OBC) Sarpanchas also.

In fact, before 73rd Constitutional Amendments Acts there, used to be Sarpanchas mainly from upper caste and landlords family. The gramsevaks used to respect them because they are from upper Caste landlords family, they never dare to treat them in this manner because they know that they will have trouble in the village. But after the Amendments, there are Sarpanchas belong to SC, ST, OBCs and women. They are mainly considered socially and economically weaker sections. Due to their economical and social status, the gramsevak do not care for their positions. They treat them like servants some times we find the Sarpanchas are holding the Gramsevaks bags in their hands.

#### **Tenure of Dalits in the Leadership Role**

The data shows that all the women members(20) are elected for the first time on the lead-

ership role and overwhelming majority of Dalit leaders i.e. 85 respondents(Jare, 2007) were the first timer in the role of leadership. In village politics, generally it is observed (ibid) that those who obey the village patil or the landlords and follow their orders are considered for candidature for elections in the Grampanchayats. There is pressure from their family, especially male members to contest for the elections. Therefore, they are there in the leadership role. The issue is that none of them willingly wanted to become either the GP member or the Sarpanch of the village.

Another very important issue coming out of this facts that why none of the women members wanted to contest the election again? Or perform the role of leadership at the village level, It is observed that village social dynamics and political dynamics do not allow them to perform their role as a Member or Sarpancha. Secondly, they were not given the opportunity to work because they were ignorant women. The women members felt that they had to loose their daily wages as they attended the meetings in the village or in Panchayat Samiti or Zilla Parishad. Therefore, economic condition is another reason for not contesting the elections again. It means caste; gender and economic conditions are the factors excluding women from political processes at the village level.

The result is, once they become the leader at the Grampanchayat level they don't want to remain in politics again. Whereas, men from the upper caste society remained in the politics throughout their life or at least they try once or twice for acquiring power positions at the village level.

#### **Some Suggestions:**

Elected Women Representatives (EWR) needs adequate support systems as well as education to make themselves effective leaders. The

Self Help Groups (SHGs) of Women could be possible support to attend the Gramsabha . So that, she will not feel lonely in the mob of men. There is a need to have political literacy and political education to EWRs at the Grampanchayat level. Another important aspect is that when the Members of Parliament (MP) and Members of legislative Assembly (MLA) are getting honorarium every month, then why not the poor members of local self government

bodies be given the honorarium so that they benefit out of their job and also become accountable to government and people in general.

**Conclusions:** The study clearly shows that though women are given the opportunity by Constitution to enter in the politics but the traditional structure and patriarchy in the village do not allow them to perform their role as EWR. The reservation has not led to effective participation or a share in the benefits that panchayats provide.

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# Institutional Finance For Agriculture Development In India

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*The present study highlights the agricultural credit scenario in India with special focus on institutional finance to agriculture sector in India. It also identifies the important issues in agriculture credit market. In India, it is well known that most of the farmers dependent on external finance to enable cultivation. In the recent years, increasing diversification of agriculture has seen an increase in credit needs. Easy availability of adequate agriculture finance at the right time has an important role in the development of the agriculture as well as for rural development. The result shows that in India, demand for agriculture credit is much higher than its actual supply. Within the institutional framework, co-operative banks have lost their leading position, while the commercial banks have emerged as an important segment. Though over the years, the institutional credit flow to agriculture has increased significantly, a large number of farmers are still out of reach of these institutional credits. In this situation the farmers are left with no alternatives but to move to the informal market. In this market they get trapped and are even compelled to commit the suicide. Inadequacy, weak institutional network, heavy indebtedness, high transaction cost, low credit-deposit ratios in several States and the continued presence of informal markets are the serious problems related to the agriculture credit. For the development of agriculture, as well as, for whole economy, it is necessary that these problems should be address on priority.*

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**Keywords-Agriculture, Finance, India, Status, Problems**

## **Introduction**

Agriculture has always been India's most important economic sector, contributing about 18% of the country's gross domestic product (GDP) and employs nearly 60% of the population. In India agriculture is mostly depends on millions of small farmers, who need external

finance to enable cultivation. In the recent years, increasing diversification of agriculture has seen an increase in credit needs. Easy availability of adequate agriculture finance at the right time has an important role in the development of the agriculture as well as in overall development of the Indian economy.

**Agriculture credit system in India**

In India multi agency approach is used for disbursing credit to agriculture. Agricultural credit delivery system comprises both formal (institutional) and informal sources. Institutional framework comprise a large number of agencies, including cooperatives, regional rural banks, commercial banks and self-help groups, whereas the important non-institutional sources are professional moneylenders, landlords, input suppliers, commission agents and also the large farmers. In a changing business environment the institu-

tional sources of finance play a significant role in agriculture development.

Under institutional credit system, there are today over 80,369 commercial bank branches including around 15,144 RRB branches, about 94,942 primary agriculture credit societies and over 12,000 state and central co-operative banks in the country, which not only provide different financial services to the farmers but also play a key developmental role. Table 1 gives the quantum of institutional credit flow to agriculture between the years 2003-04 to 2007-08.<sup>1</sup>

**Table 1: Agency-wise institutional credit flow to agriculture**

(in crore Rs.)

Agency	2003-04	2004-05	2005-06	2006-07	2007-08
Commercial banks	52,441 (60.3)	81,481 (65.0)	1,25,477 (69.5)	1,66,485 (72.6)	1,28,495 (66.7)
Cooperatives	26,875 (30.9)	31,231 (24.9)	39,404 (21.8)	42,480 (18.5)	41,813 (21.7)
RRBs	7,581 (8.7)	12,404 (9.9)	15,223 (8.4)	20,434 (8.9)	22,227 (11.5)
Other agencies	84 (0.1)	193 (0.2)	382 (0.2)	-	-
Total	86,981 (100)	1,25,309 (100)	1,80,486 (100)	2,29,399 (100)	1,92,535 (100)

Note: Figures within the brackets are shares in total.

Source: NABARD (2008).

**Current scenario of institutional credit to agriculture**

The multi-agency organization of agriculture credit delivery system in India worked well over

a period of time. However, this vast institutional framework has not been able to meet the rapidly increasing demand of agricultural credit in a comprehensive and satisfactory manner.

**Table 2: Credit Flow to Agriculture from Different Sources (In percent)**

<b>Source of Credit</b>	<b>1951</b>	<b>1961</b>	<b>1971</b>	<b>1981</b>	<b>1991</b>	<b>2002</b>
<b>A. Non-institutional</b>	<b>92.7</b>	<b>81.3</b>	<b>68.3</b>	<b>36.8</b>	<b>33.7</b>	<b>38.9</b>
Money lenders	69.7	49.2	36.1	16.1	17.5	26.8
Traders	5.5	8.8	8.4	3.2	2.2	--
Relatives/Friends	14.2	8.8	13.1	8.7	4.6	--
Landlords and others	3.3	14.5	10.7	8.8	6.3	--
Unspecified	---	--	--	--	3.1	--
<b>B. Institutional</b>	<b>7.3</b>	<b>18.7</b>	<b>31.7</b>	<b>63.2</b>	<b>66.3</b>	<b>61.1</b>
Government, etc.,	3.1	15.5	7.1	3.9	5.7	
Cooperative Society / Bank	3.3	2.6	22.0	29.8	23.6	30.2
Comm. Banks, etc.	0.9	0.6	2.4	28.8	35.2	26.3
Others	--	--	0.2	0.7	1.8	--
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Source: All India Debt and Investment Surveys

All-India Debt and Investment Survey (AIDIS) 2002 gave the clear picture of the share of different institutional and non-institutional sources in providing credit to agriculture (Table 2).<sup>2</sup> Over the period of 40 years, the share of non-institutional sources of credit to farmer's households has declined sharply from about 92.7% in 1951 to about 33.7% in 1991, with the share of moneylenders having declined from 69.7% to 17.5%. The institutional credit to agriculture has started to grow after bank nationalization with a share of 7.3% in 1951 to 66.3% in 1991. However in 2002 the share of moneylenders has again increased to 26.8%, while the overall share

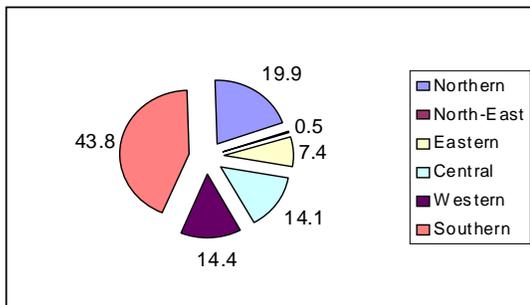
of non-institutional sources rose to 38.9% and share of institutional credit declined to 61.1%. In other words, institutional credit system has not been able to adequately penetrate the informal financial markets and still the informal sources, especially the moneylenders, play an important role in agriculture credit delivery. The NSSO Survey 2003 indicates that as much as 51 per cent of the farmers' households do not access debt at all and only 27 per cent of all cultivator households receive institutional credit. Formal credit to small and marginal farmers is also limited.<sup>3</sup>

**Table 3: Finance to Agriculture by Commercial Banks (in percent)**

	Mandatory	Public sector bank	Private sector bank
Mar 04	18	15.1	15.81
Mar 05	18	15.3	13.5
Mar 06	18	15.3	13.6
Mar 07	18	15.6	12.8

**Source: Report on Trend and Progress of Banking in India 2006-07**

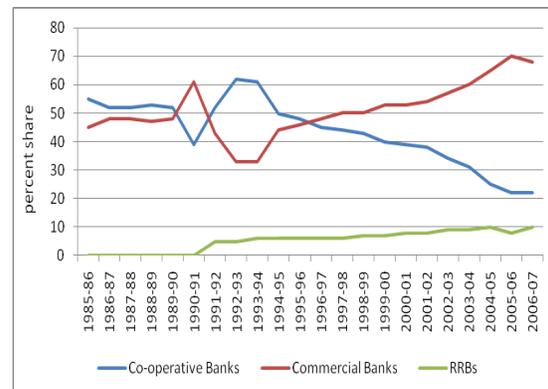
The government-owned banks have not been able to meet the mandatory target of 18 % of advances to agriculture in the recent years. As on March 2007 only eight public sector banks and three private sector banks could achieve the 18 per cent sub-target of lending to agriculture (RBI). The outstanding credit to agriculture from public sector banks has improved marginally from 15.3 percent of net banking credit on March 2006 to 15.6 percent in March 2007, whereas the lending to agriculture by private sector banks has declined from 13.6 percent to 12.8 percent during the same period. <sup>4</sup>



**Figure 1: Region-wise credit flow to agriculture and allied activities by commercial banks**

(As on 2001-02 in percent)Source: Mohan, 2006 <sup>5</sup>

There are large regional disparities in disbursement of agriculture credit by commercial banks. For instance, the southern region accounted for nearly half of the total outstanding farm credit disbursed nationally; on the other hand, the north-eastern and eastern region's share in credit is much lower (Figure 1).



**Figure 2: Institutional Agriculture Credit Flow by different sources**

Source: Economic Survey and NABARD

Note: up to 1990-91 data of commercial banks includes RRBs also

Within the institutional framework, co-operative banks have lost their leading position to commercial banks. The share of co-operative banks has declined to 22 % during 2006-07 from 62 % in 1992-93, while the share of commercial banks has increased from 44 % to 68 % during the same period (Figure 2).<sup>6</sup>

**Important Issues in agriculture credit delivery**

The multi-agency framework of agriculture credit system was envisaged to provide the diverse financial needs of the farmers by giving a wide choice of the agencies, but in reality, the farmers hardly enjoyed the benefits of the ap-

proach as the system suffered from several drawbacks in the design, planning and implementation. Some of the deficiencies are expressed in terms of inadequacy, constraints on timely availability, heavy indebtedness, high transaction cost, neglect of small and marginal farmers, low credit-deposit ratios in several States and most important the continued presence of informal markets.<sup>7</sup>

Although the share of institutional credit to agriculture has increased over the years, yet there exist a considerable gap between the demand and supply. Farmers, specially the small and marginal farmers are still dependent on local moneylenders for their growing credit needs, as the reach of institutional agencies to these weaker sections has remained poor. High transaction costs attached with the institutional loans also discourage farmers to lend from the institutional sources. The procedures, systems and documentation formalities affixed to the institutional loans are also cumbersome for the farmers to follow. Furthermore, because of non availability of updated land records tenants and sharecroppers are not eligible to get the institutional credit.<sup>8</sup>

### **Conclusion**

In India the institutional finance play a very significant role in agriculture development. Over the years, the institutional framework of agriculture credit work well but still there exist several gaps in their performance. The public policies on agriculture credit has always directed towards providing adequate credit to farmers at reasonable rate. But in reality, due to lack of proper implementation of the policies lay down for the benefit of farmers and bureaucratic hurdles in getting credit from institutional sources, a large number of farmers are still out of reach of these institutional credits and still dependent on informal sources, mainly on professional moneylenders, for their credit requirements. In this market they get trapped and are even compelled to commit the suicide.

For improving the credit flow to agriculture, the need of the hour is to make institutional framework more participative through proper implementation of the existing policy so that the agriculture sector can be served like any other sector of the economy. It is necessary that all institutions should work together and complement each other. Linkage among the different agencies at all level is needed for improving credit flow to agriculture.

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# Communism in India in Early Phase

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*The Communist inherited the progressive, anti-imperialist and revolutionary traditions of the Indian people. Since its formation in 1920, by a small group of determined anti-imperialist fighters inspired by the October Socialist Revolution in Russia, the Party had set before itself the goal of fighting for complete independence and basic social transformation. The Party pledged to work for the establishment of a socialist society in India, free from class exploitation and social oppression. True to the cause of proletarian internationalism, the Party consistently supported the national liberation movements against the imperialist order and the struggles for democracy and socialism the world over, which were major features of the twentieth century. The Party adopted the principles of Marxism-Leninism as the guide to action for winning national independence, to attain the objective of socialism and to advance towards the ultimate goal of communism.*

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**Key Words- Communist, Revolutionary, Russia, socialism, Marxism**

## **Introduction**

Communism, the political and economic doctrine that aims to replace private property and a profit-based economy with public ownership and communal control of at least the major means of production (e.g., mines, mills, and factories) and the natural resources of a society. Communism is thus a form of socialism—a higher and more advanced form, according to its advocates. Exactly how communism differs from socialism has long been a matter of debate, but the distinction rests largely on the communists' adherence to the revolutionary socialism<sup>1</sup>

## **Causes responsible for communist movement in India**

Impact of Russian revolution before the Russian revolution, socialism was only an idea, but the success of socialist revolution in Russia led the downtrodden people of the world to look towards the new Russian for inspiration for emancipation. The transformation of the greatest monarchical imperialism into the rule of worker deeply stirred the imagination of the oppressed people, Lenin who consistently upheld the principle of national self determination and supported the struggle of subject nation for nations for national independence ,combine the class struggle

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of workers and peasant and the national liberation movement in a subject country in to a dialectical whole ,arguing that the two kind of struggle were supplementary to each other insofar as both of them pitted against imperialism. in this context ,the tried to make the third international the co-ordinating centre of revolutionary struggle of genuine internationalist proletarian revolutionaries who, in the case of colonial countries ,launched class battle while simultaneously advancing the cause of national liberation this made the soviet an ally of national liberation movement, besides the working class movement, and enthused the nationalist forces in different colonies<sup>2</sup> .At this stage a few educated Indians ,inspired by the ideals of Russian revolution ,started grouping towards Marxism, their motive being a desire to promote the national struggle more effectively. simultaneously came the Hijrat movement which was to provide .along with other exile in Europe and Asia, a group of educated Indian who were indoctrinated i communist strategy and tactics in USSR and who were later sent back to organise worker in India .this group, acting under the initiate and economic actives of the third communist group in 1921-22,fist abroad at Taskand (USSR)and subsequently in India. the programmatic basis of these young communist group was provided by the colonial theses of the 2nd congress of the international (1920)A few communist that there were at this stage whole heartedly supported the Non Co-operation movement started under the inspiring leadership of Mahatma Gandhi but the young educated Indians who were thus drawn to the masses could not necessarily remain within the confines of the Gandhians solution either of political or of the social and economic grievances' of the masses. As in other matters, some of them turned to the west, and to the socialist and labour movement there<sup>3</sup> The reorientation

of the revolutionaries as from political compulsion .Britain being regarded common enemy not only of Hindu revolutionaries and pan- Islamic Muslim but also of the Soviet union .therefore, the collaboration of these three agencies Russian communist leaders, Indian revolutionaries and Pan- Islamic Muslim became instrumental in spreading communist movement in india<sup>4</sup>

The communist movement in India was a product of the radical impetus coming out of the national liberation struggle. Though the Communist Party of India was first organized in Tashkent by 'migrate' Indian revolutionaries, the seeds of class politics and the ideology of scientific socialism sprouted in the soil of the subcontinent once the message of the October Revolution reached its shores.

From the outset, the colonial state unleashed repression on the communists. The conspiracy cases in Peshawar, Lahore and Kanpur were meant not to crush an organized movement, but to suppress the very possibility of communism taking root in India.

The communist movement, with its strong ideological moorings, influenced virtually all other streams. This contributed to the rise of radical trends even inside the Congress in the post-First World War period. The militant anti-imperialist stand of the communists attracted various revolutionary fighters. Among them were the Gadar fighters of Punjab, the colleagues of Bhagat Singh, the revolutionaries of Bengal, the militant working class fighters of Bombay and Madras presidencies and radical anti-imperialist Congressmen from different parts of the country.

Communists played the principal role in transforming the demand for independence from the vaguely-enunciated idea of Swaraj to a pro-people concept of freedom not just from the colonial regime, but also from social and economic exploitation and sectarian strife Despite its organi-

zational limitations, the CPI, guided by the Communist International (Comintern), forced attention on the class exploitation of workers and peasants.

However, the sectarian stand of the communists restricted the Party's growth. The Comintern's stand, particularly after the Sixth Congress in 1928, isolated the Party from the main current of the anti-colonial movement.

The Meerut conspiracy case trial provided a common platform for all the communist groups to sit together and to initiate the process of self-introspection. The Party took a new turn politically and organizationally, and this prepared the ground for the massive people's movements led by the communists in the coming years<sup>5</sup>. (<http://www.leftword.com/>)

CPI officially stated that it was formed in 25 December 1925 at the first Kanpur Party Conference. But as per the version of CPI(M), the Communist Party of India was founded in Tashkent, Turkestan Autonomous Soviet Socialist Republic on 17 October 1920, soon after the Second Congress of the Communist International. The founding members of the party were M.N. Roy, Evelyn Trent Roy (Roy's wife), Abani Mukherji, Rosa Fitingof (Abani's wife), Mohammad Ali (Ahmed Hasan), Mohammad Shafiq Siddiqui, Rafiq Ahmed of Bhopal and M.P.B.T. Acharya.<sup>6 7</sup> CPI says that there were many communist groups formed by Indians with the help of foreigners in different parts of the world and Tashkent group was only one of them.

The CPI began efforts to build a party organisation inside India. Roy made contacts with Anushilan and Jugantar groups in Bengal. Small communist groups were formed in Bengal (led by Muzaffar Ahmed), Bombay (led by S.A. Dange), Madras (led by Singaravelu Chettiar), United Provinces (led by Shaukat Usmani) and Punjab (led by Ghulam Hussain).

However, only Usmani became a CPI party member.<sup>8</sup>

During the 1920s and beginning of 1930s the party was badly organised, and in practice there were several communist groups working with limited national coordination. The British colonial authorities had banned all communist activity, which made the task of building a united party very difficult. Between 1921 and 1924 there were three conspiracy trials against the communist movement; First Peshawar Conspiracy Case, Moscow Conspiracy Case and the Cawnpore Bolshevik Conspiracy Case. In the first three cases, Russian-trained muhajir communists were put on trial. However, the Cawnpore trial had more political impact. On 17 March 1924, M.N. Roy, S.A. Dange, Muzaffar Ahmed, Nalini Gupta, Shaukat Usmani, Singaravelu Chettiar, Ghulam Hussain and R.C. Sharma were charged, in Cawnpore (now spelt Kanpur) Bolshevik Conspiracy case. The specific charge was that they as communists were seeking "to deprive the King Emperor of his sovereignty of British India, by complete separation of India from imperialistic Britain by a violent revolution." Pages of newspapers daily splashed sensational communist plans and people for the first time learned, on such a large scale, about communism and its doctrines and the aims of the Communist International in India.<sup>9</sup>

"The downfall of Tsardom has ushered in the age of destruction of alien bureaucracy in India too", commented the Dainik Basumati, then a leading nationalist daily from Calcutta, just ten days after the event. "Our hour is approaching, India too shall be free. But sons of India must stand up for right and justice, as the Russian did" – declared the Home Rule League's pamphlet *Lesson From Russia*, published from Madras in late 1917. And so on and so forth, exclaimed the exuberant Indian nationalists, find-

ing a new inspiration, a new path in the great November revolution. It was from among them that the first batch of Indian Communists emerged. They came mainly from two backgrounds: (a) the Congress mainstream, e.g. S.A Dange of Bombay, Singaravelu M Chettiar of Madras etc.; and (b) national revolutionary organisations, e.g. MN Roy who had been a responsible cadre of Anushilan Samity and Yugantar, Virendranath Chattopadhyay and Bhupendranath Dutta (younger brother of Narendranath Dutta, better known as Swami Vivekananda), both leading members of the "Berlin Committee", Ghadarites operating from the USA, such as Ratan Singh and Santokh Singh and so on. Many who were serving the nationalist cause in other ways also played a pioneering role, such as Muzaffar Ahmed of Calcutta, then a co-editor of the literary-political magazine Navyug (the other editor was the revolutionary poet Kazi Nazrul Islam), and Ghulam Hussain, a professor from Peshawar who became a whole time TU organiser<sup>10</sup>.

Communism, like concepts of modern nation state, representative democracy and modernism in general, is no doubt of European origin. But in scope and orientation it was, and will always be, a universal ideology. In the second and third decades of the nineteenth century, when freedom fighters in India and other backward countries like China and Vietnam were looking beyond their national frontiers for the correct path, Marxism too was developing beyond its initial European paradigm to embrace the conditions of those colonial and semi-colonial countries. Marx had left behind some deep insights on the conditions and revolutionary potentials of these countries including India, but it was Lenin who played the key role in this evolution. In a series of articles and pamphlets like *Backward Europe and Advanced Asia* (1913) and *Imperialism, the High-*

*est Stage of Capitalism* (1917), he gradually developed a holistic vision of national liberation struggles as an integral part of international socialist revolution. The theory was enriched in the Second World Congress (1920) of the Comintern (Communist International or CI) with active involvement of emerging communists from backward countries, most notably MN Roy. Roy's cooperation and comradesly controversy with Lenin produced the famous co-documents known as "Colonial Theses" and "Supplementary Theses", and these laid a foundation on which the communists in India developed, brick by brick, their theory of Indian revolution.<sup>11</sup>

#### **Development of communist organisation in India**

The 'international press correspondence of the 16th November reported a speech by Zinoviev claiming that organised political (communist) parties had been formed in India and other countries. On the 11th November, speaking before the colonial Commission of the Communist International, M.N. Roy had stated that the Central Committee of the Indian Communist party was established at Bombay with branches in Peshawar, Calcutta, Madras and Allahabad. Roy was speaking with an optimism, then somewhat lightly founded, but since amply justified by the growth and activities of the communist groups which now exist in almost every province of India.<sup>12</sup>

**Bombay:-**In Bombay one S.A Dange appeared to be the head of socialist group with communist or quasi-communist views. In 1922 he entered into correspondence with Roy probably in consequence of the latter's 'Vanguard' propaganda. In August he proceeded to publish the 'Socialist' a fortnightly, now a monthly organ of scarcely veiled communism. Singaravelu Chettiar and Dange attended the Gaya Congress at which the former showed himself to be an extremely

active communist propagandist. he was appointed to the committee formed to carry out the congress.

**Madras:-**On the 11th April Madras Communist were reported to have adopted a 'Labour-Swaraj' Manifesto drawn up by Mani Lal and to have practically secured the approval of C.R Das for it. Muni Lal was said to be in touch with Mr. Saklatvala M.P. The manifesto is a comparatively mild document and this report may be an indication that the Madras Communist are, in Roy's terminology, working both 'legally' and 'illegally'

**Punjab:-**The Punjab or Lahore group of communists came into existence in the consequences of a visit paid to Kabul in June 1922 by Gulam Husain of Peshawar a school master interested in communism, He and Shamsuddin Hassan started a newspaper 'Inqalaab' in October, and in November and December published translation of the articles which from Roy's proscribed 'India's problem and its solution. they also distributed communist pamphlets free of charge

**Bengal:-**Muzaffar Ahmaad was building up an organisation in Bengal with the help of members of the old revolutionary party and others. They had also started direct propaganda. This has developed considerably and three prosecutions of their special news paper 'Dhumketu' have resulted in an apology and in the conviction of two editors.

**United provinces:-**Muhammad Shakut usmani of Bikaneri, a Moscow trained agent has been in India for more than a year about the September he established a nucleus of students in Banaras and secured the co-operation of Samprnanans a political ex-convict. In February Maulana Abdul Quadir Azad Subhani of Conpore, a well known agitator, published a Swaraj scheme which exhibited distinct traces of communist influences.

Central provinces:-in February S.Satyabhakta

editor of the *Pranvira* wrote to Dange (Bombay)

saying that he was already a subscriber to some communist newspaper but wanted more. he intended to start a special news paper for peasant and workers. In April he was regularly publishing communist literature and was about to produce a new vernacular paper the "Sharamajiva" (Labourer). he was recently written to Sylvia Pankhurst for literature likely to be of use in the formation of a communist group.<sup>13</sup>

These two processes – an advanced section of nationalists reaching out for Marxist theory and the latter developing into an inspiration and guide to the national liberation movement across the globe – were fused into a real movement only when the internal conditions got ripened. That happened in 1922-23, when in a matter of just one year all the four early communist groups of our country sprang up in the four major industrial cities of Calcutta, Bombay, Madras and Lahore. They emerged locally without any interconnections or any grand plan, and came together in the founding conference of the CPI held in the industrial city of Kanpur on 25-28 October 1925. Here it should be mentioned that a "CPI" in exile was formed in Russia in 1920-21, but having no roots in the masses of India. This event remained just a footnote in the annals of communist movement of our country.<sup>14</sup>

Now what was so special about the period starting with mid-1922, which saw a sudden spurt in organised communist activity? It was in 1922 that Gandhi called off the non-cooperation movement at its peak. This generated in all nationalist circles angry debates and a search for an alternative path, for a way out of the leadership crisis, and the quest led the most radical freedom fighters to the crimson path heralding a new dawn on earth, as we have noted above.

At a particular confluence of national and international factors was thus born, on the soil

of India, the communist wing of the national liberation movement. The great hallmark of this radical alternative to Gandhism was that from the very outset it strove to combine the twin tasks of national liberation from imperialist yoke and social liberation of the toiling masses from feudal and capitalist exploitation and oppression<sup>15</sup>.

Roy had announce the despatch of his pamphlet *What Do We Want* in November (it was published in Geneva, 1922) this pamphlet pointed out the goal can be attain in stages-first, 'political Independence' -Were determine to overthrow foreign rule"-and that the assistance of 'bourgeois' will be accepted for this first step. when foreign rule has been replaced by Indian 'bourgeois' rule, second stage will be entered upon-that of 'economic Emancipation' .demand will be made ,such as 'expropriation without compensation', which the Indian bourgeoisie,, 'will not readily accept' :the will be force to do so by mass action'-first demands, then 'mass demonstration', finally the development that is thus described:"mass action thus begun, will begin to develop in to organised agrarian strikes, in to food riots, the plunder of corn stock and assault upon large estates with the idea of confiscation...What burst out spontaneously at Gorakhpur. Rai Braeilli, Chauri Chaura Malabar, Central India and what is going on in the Punjab must be develop by every possible means. Peasant revolt must spread like wild fire from end of the country to the other"...The result of this will be the overthrow of the Indian bourgeois Government and the attainment of the third and final stage , 'Social Emancipation' in the form of the 'Dictatorship of proletariat'. The programme is summarised in the concluding .It is our task to infuse consciousness in these toiling masses-to develop the spontaneous awaking and intensify their rebellious sprits by leading by their struggle

for the redress of their immediate grievances. our object should be to create discontent everywhere against the present system of exploitation, and to intensify it wherever it exists. Thus will the ideal of Swaraj may be brought within the understanding of the worker and peasant of India .Let us lead them forward under the slogans 'Down with Foreign Rule': Down with all exploitation': Land to peasant and Bread to the Worker'<sup>16</sup>

### **Conclusion**

General trend of all communist activities is directed to perverting the Indian national independence movement so that it may be a means implementing the fundamental communist programme in accordance with the original programme of the communist party of idea (section of the communist international). the communist party in India has no more than a few hundred member .but its influence is to be measured not so much by its size as by its ability to guide other group and organisations; it is not so much the open activities of communists and the direct influence of the illegal communist party which call for serious attention as the insidious and sedition manner in which Communist are able penetrate other organizations ,and the indirect hold which communist teaching exert over the national movement<sup>17</sup>. they are trying to the economic ,social and culture progress of the Indian people demand the complete separation of India from imperialist Britain. To realise this separation is the goal of revolutionary nationalism .this goal, however can not be attain by negation nor by peaceful means.....freedom or slavery, there is no middle course... The Indian people must be free or be crushed to death by British imperialism: there is no middle course. and the people of India will never liberate themselves from the present slavery without a sanguinary struggle.<sup>18</sup>....

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# Thematic Concern in the Works of Jhumpa Lahiri

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*This paper highlights on the Indian English writing, Feministic perspective, Second Generation Adaptation, Diasporic Consciousness in Lahiri's work. The works of Jhumpa Lahiri show their concern with the social and cultural injustice meted out to women who are marginalized and exploited. She has written about the Indian women, the problem faced by them in the male governed social set up, the role assigned to them in the society, the prejudiced attitude of men towards them. Jhumpa masterfully explores the themes of the complexities of the immigrant experience and foreignness, the clash of lifestyles, Cultural disorientation, the conflicts of assimilation, the tangled ties between generations and paints a portrait of an Indian family torn between the pull of respecting family traditions, and the American way of life. It's a tale of love, solitude and emotional upheavals with an amazing eye for detail and ironic observation.*

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Literature is an aesthetic representation of human emotions, feelings; thought and experience that always try to preserve its inherent nature and their conflict that subjugate the true manifestation of human conscience.

Indian English writing in English literature is not essentially different in kind from other Indian Literature. It is a part of it, a modern fact of that glory which, commencing from the Vedas has continued to spread its mellow light.

**Introduction:** - In the development of the India English Literature, the feminine sensibility has achieved a self-sufficiency and has developed very well in spite of its late manifestation traditionally India had a male-dominated culture. In literature as well as in social life,

Indian Women had no autonomous existence as they were suppressed by layers of prejudice, convention, ignorance and reticence.

A woman writer imprisoned with in her own social dogmas had to choose her literary canvas from a selected area of experience with certain vistas remaining beyond her reach. These forbidden vistas are being creatively explored and delineated.

There has been a spurt of woman writers like Kamala Markandaya, Ruth Prawer Jhabvala, Nayantara Sahgal, Anita Desai, Bharti Mukherjee, Geeta Mehta, Shashi Deshpande, Uma Vasudev, Geeta Hariharan, Namita Gokhale, Nina Sibal, Shobha De, Arundhati Roy, Manju Kapoor and Jhumpa Lahiri. Through their

## **70 / Thematic concern in the works...**

writings, the women writers very successfully and skillfully capture the Indian ethos.

The works of Jhumpa Lahiri show their concern with the social and cultural injustice meted out to women who are marginalized and exploited. She has written about the Indian women, the problem faced by them in the male governed social set up, the role assigned to them in the society, the prejudiced attitude of men towards them.

She presents women in their deprived state in society and showcases their position and role in the man-woman relationship, she also examines the Indian woman as a stereotyped wife, as a Child bearer and as an object to please and allure men by her physical charms. Women she feels must be vindicated in their self-assertion and in their demand for dignity and self-respect.

Namesake (The novel) describes the struggles and hardship of a Bengali couple who immigrate to the United States to form a life outside of everything they are accustomed to. The Namesake is the cross-cultural, multigenerational Story of a Hindu Bengali family's journey to self-acceptance in Boston.

Jhumpa masterfully explores the themes of the complexities of the immigrant experience and foreignness, the clash of lifestyles, Cultural disorientation, the conflicts of assimilation, the tangled ties between generations and paints a portrait of an Indian family torn between the pull of respecting family traditions, and the American way of life. It's a tale of love, solitude and emotional upheavals with an amazing eye for detail and ironic observation.

**Feministic perspective:** - Many of her short stories are narratives recording the feministic perspectives of the lives of women who are conditioned by certain ingrained and instinctive aspects of life the very fact of their womanhood.

It is a common belief that feminists all over blame not only male possessiveness and chauvinism but also female reluctance, easy acquiescence and lethargy for the bad shape that women existence is in. Male-gods are the unchallengeable legislators of a patriarchal society and women join them in their pride which makes the matter worse, but if we go through the stories written by Jhumpa Lahiri we may say that this notion is wrong for the contemporary woman is all set to acquire her own space and establish an identity of her own.

### **Second Generation Adaptation: –**

United State of America is popularly known as a melting pot of all cultures People from different cultures all over the worlds have been immigrating to America since the last centuries and have created a totally new culture which is made of all the different cultures. In fact, immigrants are expected to assimilate themselves into this culture as soon as possible. This poses interesting challenges to people who come from other cultures, which had a strong influence on their way of life, like people from the Indian subcontinent.

Thus Lahiri Shows how later generations depart from the constraints of heir immigrant parents who are often devoted to their community. Lahiri's shifts to the fact that succeeding generations become increasingly assimilated into American culture and are comfortable in constructing perspectives outside their country.

### **Diasporic Consciousness: –**

Jhumpa Lahiri, a child of immigrant parents was born and brought up in America. Her culture and heritage are inclined to both India and United States. From her personal experience as a child of immigrant parents; she records in her literary output, the emotional journey of characters seeking Love beyond the barriers of nations, culture religion and generations. Her

works reflect the immigrant individual's effort to make balance between the primeval traditions of new world.

Jhumpa Lahiri's winning collection of short stories. The Interpreter of Maladies reveals her commendable grasp of the theme of exile and diaspora. Lahiri introduced us to people who left behind family and friends and the familiar heat and dust of India to live a new life in America, which is a cold and bleak land of strangers and new customs like a miniaturist, Lahiri straddles between two worlds of Boston and Bengal with great ease. The stories of Interpreter of Maladies depict the trauma of the first generations Indian migrant to America. The sense of alienation longing, loss and hope which are often marked as the immigrant experience are explicitly dealt with in the stories. Though most of the stories in this collection have an American setting, India especially Calcutta often remains in the memory of its characters.

Her earliest stories A Real Durwan, The Treatment of Bibi Haldar and the Interpreter of Maladies are set in India. India continues to form

a part of fictional landscapes in the collection. Lahiri draws heavily on the memories of her parents to depict an India which she did not know. Thus Jhumpa Lahiri has shown in her works that whatever may be the reason of immigration, diasporic community faces the problem of displacement, rootless ness, discrimination and marginalization in the migrated country. The contribution of Jhumpa Lahiri to the variety and versatility of the Indian English novel is considerable Fiction by Jhumpa Lahiri provides searching insights and a great deal of human understanding. The potential of human achievement can be realized through her writings, without assessing the work done by women writers, no critic can comprehend the sweep and range of Indian English literature. In the male dominated Indian society woman is given a secondary place. Whether a woman is a technologist, a bureaucrat, a lawyer, a novelist or a scientist, she cannot escape her ordained duties as a wife or a member of the family. Jhumpa Lahiri has taken up issues related to their status and tried to influence the conscience of the society.

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ekLykoVh 2003½ us i k; k fd gkbZ Ldwy ds fo | kFkZ ka  
, oa f"kk{k}d ds usrd vo/kj .k dh LFkki uk dk  
v/; ; u fd; k vlg ik; k fd gkbZ Ldwy ds mPp Lrj  
ds fo | kFkZ ka dk fo"okl f"kk{k}d ds vuq lk gsrk  
gA LoktZ 2004½ us crk; k fd ekuoh; eW; i j .k d k j h  
gksrsgA oMLe ky 2007½ us Li 'V fd; k fd f"kk{k}k  
rFkk l gi k B; ka dsek/; e l smuea l kA dfrd eW; ka  
dk fodkl gsrk gA

**v/; ; u dk mnas; %**

f"kk{k}d , o f"kk{k}d k vka ds eW; f"kk{k}k i fd; k ea  
fHkkUrk dk v/; ; u djuka

**ifjdYiuk %**

f"kk{k}d , o f"kk{k}d k vka ea eW; ka f"kk{k}k ds nkg u  
muds f"kk{k}k i fd; k ea l kFkZd fHkkUrk ugh gsrh gA  
**vHkkdYik , o U; kn"Z %**

mnas; dks/; ku j [krsqg Lora= pj ds: lk ea  
rhu dkj dka dks l fefyr fd; k x; k & fo | ky; ds  
i d k j] f"kk{k}k fo'k; rFkk f"kk{k}d fyaxA fo | kHkkjrh  
) kj l pkyr rFkk "kkl dh; fo | ky; ] fo | ky; ds  
i d k j ds vLrxZ gA Hkk'kk l kfgR; ] l keftd foKku  
rFkk foKku] f"kk{k}k fo'k; ea l fefyr gA rFkk  
f"kk{k}d , o f"kk{k}d k, a gA tks f"kk{k}d d{k nl oh ea  
v/; ki ujr FkZ ds f"kk{k}k dk , d i wZ dky [kM ea  
voykdu fd; k x; kA

**74 eW; f"kk.k ifD;k ea f"kk{kdk ds fyaxr--**

3x3x2 dkjdh; vfhkdYi dsvk/kkj ij dty 18 iZ[kb/ka fy, 10&10 f"kk{kdk & f"kk{kdkvka dk papk x; kA bl idkj dty 18x10 3/4 180 f"kk{kdk ds f"kk{k.k dks mnas"; i firZ grq voykdu ea l feefyr fd; k x; k A

**midj.k %**

eW; f"kk{k.k ifd;k ea f"kk{kdk dh Hkfedk ea fyaxr fhkUurk dk v/; ; u djus grq voykdu vud ph dk fuekZk fd;k x; k ftl ea dty 22 eW; f"kk{k.k ifd;k; a gA vud dkkudrkZ us d{kk ea ihNs cBdj] l Ei wZ , d dky [kM ea i R; d f"kk{kdk ds f"kk{k.k ifd;k dk voykdu fd; kA

**l k[; dh; fo"ysk.k , oa fu'd'kZ &**

v/; ; u ea f"kk{kdk , d f"kk{kdkvka dh foHkUu ifd;kvka ij vkofRr dh x.kuk dh xbZrFkk i R; d ifd;k ij f"kk{kdk & f"kk{kdkvka dschp vlrj dh l kfkZdrk dh tkp grqdkbZ oxZ dh x.kuk dh xbZ A bl h idkj foHkUu ifd;kvka ds mi; ksx ea fyaxr fhkUurk dh tkp grqfYMeSu dks VdE idj.k fo"ysk.k fd;k x; k A ikr ifj.kke l kj.kh dekad 1 ea inf"kr gA

**l kj.kh dekad &1**

**f"kk{kdk , d f"kk{kdkvka ds f"kk{k.k ds njsku eW; f"kk{k.k ifd;k**

क्रमांक	मूल्य शिक्षण प्रकिया	शिक्षक	शिक्षिकायें	X <sup>2</sup>
1	जीवन्त उदाहरण देना	65	67	0.030
2	तुलना करना	19	27	0.696
3	प्रदर्शन	4	4	00
4	स्वयं अर्थ का निर्माण	40	35	0.334
5	निष्कर्ष निकालना	15	11	0.125
6	व्यक्ति विशेष का उल्लेख	27	30	0.158
7	अपने विचारों की अभिव्यक्ति	14	20	1.06
8	स्वयं का दृष्कोण	9	16	0.98
9	निर्देश देना	48	55	0.478
10	आलोचना करना	3	5	0.50

*ew; f"kk.k if0;k ea f"kkkda ds fyaxr+- 75*

11	अधिकार दिखाना	35	46	1.46
12	न्यायपूर्ण व्यवहार	8	3	1.91
13	सैद्धान्तिक पक्ष पर बल देना	41	50	0.890
14	क्रियात्मक पक्ष पर बल देना	43	40	0.108
15	स्पष्टीकरण पर बल देना	78	75	0.058
16	अनुभूतियों को स्वीकार करना	3	1	1.00
17	प्रत्यास्मरण कराना	34	29	0.396
18	प्रशंसा करना	5	4	0.12
19	प्रोत्साहित करना	43	42	0.012
20	विचारों को स्वीकार करना	32	39	0.695
21	दार्शनिक व समाजशात्रियों का बोध	4	8	1.34
22	व्यक्ति की गरिमा का विकास	14	16	0.134
$\chi^2_r$ (स्वतंत्रता अंश = 21) = 40.05, सम्भाव्यता < .010				

I kj.kh l s Li 'V gS fd fQMeS d k fVdæ  
i d j.k fo"ysk.k dk eku 40-05 ik; k x; k tks  
fd 21 Lorærk vâk ds 0-010 Lrj ij l k fkd  
gS A ft l l s Li 'V gkrk gS fd iq 'k f"kk{k d  
eW; f"kk{k.k ea fofHkUu ifd; kvka dk mi; ksx

ft l i d kj d jrs gâ efgyk f"kk{k d ml i d kj  
l s mu ifd; kvka dk mi; ksx ugh d j rha gA  
f"kk{k d , oaf"kf{k d kvka ds chp eW; f"kk{k.k  
i f0;k ea fHkUurk dk v/; ; u Hkh fd; k x; k  
gS tks fd l kj.kh Øekad &2 ea i n f"kk{k gA

76 l eW; f"kk.k i fØ; k ea f"kk{kdk} ds fyaxr--

I kj.kh Øekad&2

Øekad	f"kk{k.k} प्रक्रिया बिमा	f"kk{kdk}	f"kk{kdk}; a	dkbz वर्ग
1	0; ogkfjd विवरण	217	206	6-37*
2	eW; kadu	35	39	0-44
3	vk"ki स्थापना	45	54	0-82
4	fun"ku देना	83	101	1-76
5	in"ku	34	35	0-014
6	fØ; kRed प्रेरणा	118	121	0-038
7	I S kãrd विवरण	41	50	0-89
8	vu"kkir; ka को स्वीकार करना	43	36	0-62
$\chi^2$ , Lorãrk vãk = 7 ½ = 13.50 ] सम्भाव्यता > 0.05				

\* = P < .05

fQMeu dksVØe i j.k fo"ysk.k dk eW; 13-50 gStks 7 Lorãrk vãk ds 0-05 Lrj ij I kFkd ughagã i fj.kke n"kk{kdk} gSfd f"kk{kdk} , oaf"kk{kdkvka

ds eW; f"kk{k.k i fØ; k ds mi ; kx ea fHKUrk ugha gkrh gã

foopuk %

bl I nHkZ eacukbzxbZ i fjdYi uk fd f"kk{kdk} , oa f"kk{kdkvka ds eW; f"kk{k.k ds nkjku muds f"kk{k.k i fØ; k ea I kFkd fHKUrk ugha gkrh gã i fj.kke I s Li'V gSfd iq 'k f"kk{kdk} eW; f"kk{k.k ea foFHku i fØ; kvãdk mi ; kx ftl i zkj I sdjrs gãefgyk f"kk{kdk ml i zkj I smu i fØ; kvãdk mi ; kx ugha djrh gã vr%bl i fjdYi uk dh i fV ughagkrh gã bl vk/kj ij "kã; i fjdYi uk dks vLohdr fd; k x; kã bl h i zkj fVdfjgk ½2006½ usvi usv/ ; ; u ea ik; k fd jk'Vh; rk ds eW; ds ifr f"kk{kdk} , oa f"kk{kdkvka ds e/; vLrj gkrk gã

i R; d i fØ; k ij f"kk{kdk} , oa f"kk{kdkvka ds chp i ktr dkbz oxZ i fj.kke n"kk{kdk} gSfd f"kk{kdk} , oa f"kk{kdk}; a yxHkx I eku : Ik I s eW; f"kk{k.k i fØ; kvãdk mi ; kx djrs gã fdUrqf"kk{k.k i fØ; k dkbz oxZ n"kk{kdk} gSfd 0; ogkfjd foof.k i fØ; k dk iz; kx f"kk{kdk} , oaf"kk{kdk}; a fHKU & fHKU : Ik I s djrs gã bl dk , d dkj.k ; g gk I drk gSfd f"kk{kdk}; a xg.kh Hkh gkrh gã rFkk vU; dk; kã ds fy, I e; ughafudky i krh gã tcf d iq 'k f"kk{kdk} I kelftd fØ; k&dyki ka, oa ppkzvka ea Hkx yrs gã rFkk fHKU & fHKU i zkj ds 0; fDr; ka ds Iã dZ ea jgrs gã

I nHkZ %

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\*

# 0; ol kf; d çfrcy ij fyax dk iHko

\* Mk cl r døj l kcj  
\* \* Mk liuk "kelz"

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oržku v/; ; u ds }kjk ; g i rk yxku dk iz kl fd; k x; k fd 0; ol kf; d ifrcy ij  
fyax dk D; k iHko i Mfk gS bl dsfy; sia jfo"kdj "kpy fo-fo- ds vdknfed LVKND dky/st ea  
fofHku dk; Zleka ea "kkfey ifrHkfx; kq ¼ gk; d ik/; ki dks ea fo | eku 0; ol kf; d ifrcy dk  
ryukRed v/; ; u fd; k x; kA inRr l xg.k grqMKW, -ds JhokLro rFkk MKW, -oh fl x }kjk  
fufež vkiq'skuy LVl BUMB1 dks Ldsy ds : i ea fy; k x; kA 20&20 efgyk , oa iq 'k  
ifrHkfx; ksdksv/; u es "kkfey fd; k x; kA e/; eku rFkk i ekf.kd fopyu ds vKkij ij Vh ifj{k.k  
dh x.kuk dh x; h A ifj.kke l s i rk pyk fd efgyk rFkk iq 'k ifrHkfx; kaeami fLFkr 0; ol kf; d  
ifrcy ea l kFkd v rj ugha gA

vkt ds Hkx nkM+l s Hkj h bl nfu; k ea tg,  
0; fä vius dsj; j rFkk ukdjh dks ydij bruk  
tkx: d gSfd og dkbzdl j NkMUsdsfy; srš kj  
ughagA de l s de l e; rFkk ç; kl eaog vfekd  
l svfekd gkl y dj ysk pkgrk gA thou eavkxs  
c<us dh xykdKV çfrLi ekz ds chip 0; fä vius  
thou dk vkun [kks tk jgk gsm l dk thou uhj l  
rFkk çfrcy ; çä gksx; k gA fo | ky; ] n[irj] QDVjh  
?kj vKj thou dh dfBukbz ka tc vfekd tFVy gks  
tkrh gS rc 0; fä bu dfBukbz ka dk gy <us ea  
vl eFkz gks tkrk gA QyLo: i ml ea l øskRed  
ruko l apr gksyxrs gA ft l sge çfrcy ds : i  
ea n[ krs gA

dkseyu ¼1976½ ds vuq kj dkbz Hkh i fjLFkr  
tk 0; fä ij nco Mkyrh gS rFkk ft l ds dkj .k  
0; fä dks vl ek; kstu djuk i Mfk gS; gh çfrcy  
gA jkstu vKj buds l kFk; ka dk ¼1972½ dk ekuuk  
gSfd çfrcy dk vFkz mu mih u voLFkvka l sgA  
tk 0; fä l s dfBu l ek; kstu dh ekax djrh gS  
çfrcy l s øfkr mih d] tšod eukokfud ckä

vkrfjd gkfudkj d vKj opu okysvkn dñ Hkh gks  
l drsgA çfrcy ; k ruko i fjLFkr ; k ?kvuk dk  
eç; kadu djus ds ckn ml ds çfr dh x; h , d  
fo'kSk vuq; k gkrh gSft l ea 0; fä viusekuf l d  
 , oa nšgd dk; ka dks fo?kfvr gksrs gq s i krk gA

0; ol kf; d çfrcy , d k çfrcy gS tks ml ds  
0; ol k; l s l øfkr gA 0; ol kf; d çfrcy dks  
ekuf l d 'kkjhjd ; k l øskRed ruko ds : i ea  
i fjHkkr fd; k tk l drk gSft l dh mri fuk 0; fä  
ds 0; ol k; fo'kSk dh otg l sgkrh gS rFkk bl dk  
çHko 0; fä ij 'kkjhjd ; k eukokfud : i l s  
i Mfk gA bl sruko] i fjLFkr ; k dkjd ds : i ea  
Hkh n[ k tk l drk gSft l dh otg l çfrcy i šk  
gksrk gA

okrkoy .k ; k dk; LFky dh ekax rFkk bl ekax  
dks i jk dj i kusea 0; fä dh ; kx; rk eadeh gksus dh  
n'kk ea 0; fä ea 0; ol kf; d çfrcy i šk gksrk gA  
çk; % tks 0; ol kf; d çfrcyd gksrs gS ml dk  
eukokfud çHko 0; fä ij 'kkjhjd ; k ekuf l d  
 : i l s i Mfk gA 0; ol kf; d çfrcy ds ifj .kke

\* \* l gk; d ik/; ki d] %eukfoKku½ 'kk-LukRdlRj egkfo | ky; do/kkzN-x-½  
\* \* l gk; d ik/; ki d] ¼ ekt 'kk=½ otok; -Vh- Lo'kk l h 'kk- LukRdlRj egkfo | ky; nkz¼AN-x-½

Lo: i 0; fä ea 'kkj hfjd y{k.k ds : i ea Fkdku] fl jnnz i v dh l eL; k, ð eka i f' k; ka dk nnZuhm , oa [kkus&i husea0; oekku ik; k tkrk gA fpark] fpMfpMki u] e | i ku] u'khyS inkFKkZ dk l ou] vl gk; egl w djuk (Powerless) rFk fuEu uSrd cy dh i gpk u 0; ol kf; d çfrcy dseukoSkfud rFk 0; ogkjxr l eL; kvka ds : i ea dh x; h gSj hrk l ijh] 2012½

0; fDr }kjk dk; LFky dh vko'; drkvka ds i wkZugradj i kusdsifj .kkelo: i 0; ol kf; d i frcy mRi lu gkrk gA ySdu vSj Hkh , d svud dkjd gA tks 0; ol kf; d çfrcy ds fy; s mÜk nk; h gkrS gA tS s dk; LFky ij vrosäd l a'k'k'z tlc dh vl j {kk} rFk dk; Hkkj dh vfe drk vkfnA

i ky ½2006½ us vi us vè; ; u ea ik; k fd vk; ij fyax] dk; kbfek] dk; Z l rFkV rFk dk; Z ds çfr çR; {k ij .kke dk 0; ol kf; d ruko ij dkbZ l kFkZl çHko ugha i MFrk gA ml gkus; g vè; ; u , d e, My ds tko grqfd; k FkA tcfD LDV& , oa yb kfud ¼1982½ ehylVsu , oa ModV ¼1984½ xhu xkl , oa cplz ¼1988½ vkk; w xhu Xykl , oa cplz ¼1990½ us vi us vè; ; u ea ik; k fd i q 'k f'k{kdk ea efgyk f'k{kdk dh ryuk ea 0; ol kf; d ruko vfe d gA l ijh ½2012½ us vi us v/; u esefgyk , oai q 'k Ldny f'k{kdk ds 0; ol kf; d çfrcy ea Hkh fdl h çdkj dk l kFkZl varj ugha ik; ka

gdeu rFk vSMeu ¼1976½, oadkjl d ¼1979½ us vi us vè; ; u ea; g tkuus dk ç; kl fd; k fd deþkj dh ds dk; Z ij fu; æ .k dk ml ds 0; ol kf; d çfrcy ij D; k çHko i MFrk gA vè; ; u dsifj .kkelo l i rnk pyk fd dk; Z ij fu; æ .k c<u+rFk fu.kz u 'kfä ea of) gkus l s ml ds 0; ol kf; d çfrcy ea l kFkZl deh ik; h x; hA

ckadh , oaryhc ½2009½ useys' k; k ds i q "k uSh deþkfj; ka ds dk; Z l rFkV , oa 0; ol kf; d çfrcy dschp l æk dk i rk yxkus ds fy; svè; ; u fd; k vè; ; u dsifj .kkelo crkrsgäfd nku dschp 'kfä 'kkyh l æk gA tS & tS s dk; Z l rFkV dh ek=k c<h oS & oS s 0; ol kf; d çfrcy ea deh n[kh x; hA ySdu i ky

½2006½ us vi us vè; ; u ea ik; k fd dk; Z l rFkV dk 0; ol kf; d ruko ij dkbZ l kFkZl çHko ugha i MFrk gA eg'k , oafeJk ½2004½ us ik; k fd fu.kz u dk; Z l rFkV , oa 0; ol kf; d çfrcy dschp ekMjV pj ds : i eadk; Z djrk gA vFKZ-dk; Z çfrcy ds QyLo: i fu.kz u dk 0; ogkj gkrk gS rFk bl ds i wkZ gkus ij dk; Z l rFkV c<rh gA of'k"B , oafeJk ½2005½ us vi us , d vè; ; u ea ik; k fd 0; ol kf; d çfrcy , oal keftd l g; kx 0; fä dh HkkokRed çfr) rk dks fuekZj r djrk gA l ijh ½2012½ us 40 Ldny f'k{kdk&f'k{kdk vkadksydj , d vè; ; u fd; k ft l ea mugkus ik; k fd çkbzV , oa 'kkl dh; f'k{kdk ds 0; ol kf; d çfrcy eafdl h çdkj dk l kFkZl varj ugha gA

mijkä l kgr; ds v/; u l s kkr gkrk gS fd vkt gj 0; ol k; eadN u dN ek=k ea 0; ol kf; d çfrcy vo'; gA l Hkh 0; ol k; ka ds vi us dk; Z i SvZ rFk dk; Z dh tfVyrk gS tks ml dk; Z ea çfrcy mRi lu djrh gA ; fn ge egkfo | ky; ka ea dk; Z r l gk- çkè; ki dka ij utj Mkys rks mu ij Hkh dk Qh ek=k ea 0; ol kf; d çrcy dh ekSt mxh çrhr gkrh gA mlga d {kk&d {k ij fl LFkr ea Nk=ka ds chp , d JSB 0; k [ ; ku nus ds l kFk&l kFk ç'kkl fud dk; Z Hkh i j s djus gkrS gA l kFk gh l kFk vkt ds nkj ea l Hkh egkfo | ky; ka ds uSh l sfujh {k.k djokdj vPNs xM yus dk nco gS tks dgha u dg h çkè; ki dka ds çfrcy dk dkj .k curh gA

futh egkfo | ky; ka ea çkè; ki dka dks çcaku ds l kFk l ek; kst u LFkfi r dj ds dk; Z djus dk nco gkrk gA dk; Z; k ukdjh dh vl j {kk rFk ; kx; rkuq kj oru çkr u gkus l s Hkh 0; ol kf; d çfrcy i nk gkrk gA dbZ ckj mlga vi us uSrd eki n.mka l s l e>k'k djuk i MFrk gS tks muds 0; fäRo ea }n i nk djrh gA

vllrkaRok ; g n[kk x; k gS fd vucl , d s dkj .k gS tks çkè; ki dka ea 0; ol kf; d çfrcy mRi lu djrs gA 0; ol kf; d çfrcy dh otg l s çkè; ki d dk fu"i knu fxjrk gS ft l l sml ds çfrcy ea vSj

**8010;olM;d çfrcy ij fyx dk ilko**

of) gsktrh gSbl çdkj dsdpØ l sckgj fudy i kuk dbzckj vl eHko l k çrhr gkrk gA

efgyk l gk; d çkè; ki dka ij utj Mkysrksge i krs gâfd mlga , d l kFk nksHkfedk fuHkkuh gkrh gS mlga , d vPNs çkè; ki d gkus ds l kFk&l kFk , d vPNh xg.kh Hkh gskuk gkrk gA ?kj ijfokj ds mlkjnkf; Rokaçksijj djusdsfy; srksog çkè; gkrh gh gA l kFk gh l kFk dk; ZLFky ; k egkfo |ky; ea Hkh ml l s JSB fu"iknu dh viçkk dh trrh gA bl ds ifj.kke Lo: i fuf'pr : i l s mu ij 0; ol kf; d çfrcy vfekd gskuk pfg, A

orèku vè; ; u dk mîs; ; g i rk yxkuk gSfd ia jfo'kdj 'kpy fo-fo- jk; ij dsvdknfed LVkQ dkyst ea mi l Fkr l gk; d çkè; ki dka ea muds 0; ol kf; d çfrcy dk Lrj fdruk gS l kFk gh l kFk ; g Hkh tkuuk gS fd efgyk rFkk iq "k l gk; d çkè; ki dka ds 0; ol kf; d çfrcy eafdl h çdkj dk varj gSfd ugh à

**vè; ; u ds mîs; (Objectives)**

1- vdknfed LVkQ dkyst ds iq "k çfHkfx; ka ea 0; ol kf; d çfrcy dk eki u djuka

2- vdknfed LVkQ dkyst dsefgyk çfHkfx; ka ea 0; ol kf; d çfrcy dk eki u djuka

3- vdknfed LVkQ dkyst dsefgyk , oa iq "k çfHkfx; ka 0; ol kf; d çfrcy dh rnyuk djuka

**l eL; k (Problem)**

D; k efgyk , oa iq "k çfHkfx; ka ds 0; ol kf; d çfrcy ea l kFkd vl rj gS\

**ifjdYiuk (Hypothesis)**

efgyk , oai q "k çfHkfx; ka ds 0; ol kf; d çfrcy ea l kFkd varj ugha gA

**fofek (METHOD)**

**U; kn'kz (Sample)**

vè; ; u ea ia jfo'kdj 'kpy fo-fo- dsvdknfed LVkQ dkyst ea mi l Fkr ml eçkhdj.k rFkk l ej Ldiy dk; Øe dsçfHkfx; ka dks'krfey fd; k x; ka os l Hkh fd l h u fd l h egkfo |ky; ea vè; ki u dk; Z dj jgs gA l Hkh çfHkfx; ka l s 0; fäxr : i l s

l à dZdj ç"ukoyh Hkjok; h x; hA yxHkx 25 efgyk , oa 25 iq "k çfHkfx; ka l s l à dZ fd; k x; ka yfdu ges dny 20&20 ç"ukoyh gh vè; ; u gsrq l gh : i l s çktr gsk l dA

**midj.k (Tool)**

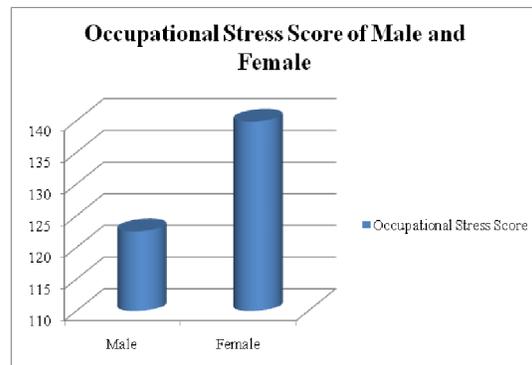
vè; ; u gsrqM,- , -ds JhokLro rFkk M,- , -ih-fl æ }kjk fufeZ rFkk eukSkkfud ij hçk.k l kFku }kjk çdkf'kr vkdq'skuy LVs BUMDI dk mi ; kç fd; k x; ka ; g , d çek.kh—r ij hçk.k gSft l ea 46 in ; k ç'u j [k x; s gS l Hkh inka dh çfHkfx; ka dks ip fcaqj sVax Ldy ij nsh gA ; s i kp fcaq iwz vl ger l s iwz l ger ds chp gA ij hçk.k dh fo"ol uh; r vèz foPNnu , oa Økicid vYQk fofek l s kkr dh x; h gS tks Øe'k%0-93 rFkk 0-90 ik; h x; hA

**ifj.kke , oa 0; kç; k (Result & Discussion)**

**Table - 't' Test summary Table**

	Male	Female	't' value
Number	20	20	
Mean	122.6	139.9	1.97
SD	22.83	16.96	

**df= 38 p=0.05 Not significant**



mijka vcy rFkk çkj Mk; xte l s Li"V gSfd tga efgyk çfHkfx; ka us vkS r : i l s 139.9

0; ol kf; d çfrcy çlkrkd çlkr fd; k rks iq "k çfrHkkfx; ka us 122-6 0; ol kf; d çfrcy çlkrkdA efgyk , oa iq "k çfrHkkfx; ka ds 0; ol kf; d çfrcy ea vlrj Li "V fn [kkbz nsjgk gA ; fn vls r : i l s nçkk tk; rksefgykvædlsi q "kædh rgyuk ea 0; ol kf; d çfrcy vfekd gA bl dh otg ; g gks l drh gSfd mluga?kj rFkk dk; LFky ij nksjh Hkkfedk vnk djuh i Mrh gA dbz ckj dk; Z LFky dk okrkoj.k muds vuphy ugha gsrk gA gekjs l ekt ea 0; klr ækkfed , oa l kl—frd e; kzh; a Hkh efgyk çfrHkkfx; ka ds çfrcy dks c<lus ea l gk; d gks l drs gA

ijh{k.k l kj.kh ij utj Mkysrksge ikrsgSfd efgyk rFkk iq "k çfrHkkfx; ka ds çlkrkd dk çekf.kd fopyu Øe'k% 16-97 rFkk 22-83 gA bl dsee; ekukædschp dk Vh&ijh{k.k çlkrkd 1-97 çlkr gq/k tksfd l kFkZdrk ds Lrj 0-05 ij Hkh l kFkZd ugha gA vr% gekjs }kjk dh x; h ifjdYiuk l R; fl ) gpl fd efgyk , oa iq 'k çfrHkkfx; ka ds 0; ol kf; d çfrcy ea l kFkZd varj ugha gA l ijh ½2012½ rFkk iky ½2006½ us vius ve; ; u ea tks ij.j.kke çlkr fd; s gS og gekjs ij.j.kkks dh i q"V djrs gA

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# Hkkjr ea "kgjh cqt qZ % n\$ Hkkj vkj I gk; rk

MMW ,u- vknukjk; .k }jkk jfpr iqr d h l eh

\* *Vkyu ; Ino*

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20 March 2014

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30 March 2014

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5 April 2014

MMW ,u- vknukjk; .k orëku ea Hkkj; vj fo-fo- dks EcVij] rfeyukMwea l ekt 'kkL= vkj tul ; k foHkkx ds i kQj , oafHkkxk/; {k gA budh i qrd Hkkjr ea "kgjh cqt qZ % n\$ Hkkj vkj I gk; rk vkB v/; k; ea foHkkftr g\$ ftl ea blgkaus rfeyukMq ea dks EcVij "kgj ds 768 ofj'B ukxfjdka dk v/; ; u fd; k gA bl dsek/; e l smlgkaus; g l e>kus dk iz kl fd; k gSfd cqt qk dksfd l idkj dh l kekftr vkfkd rFkk HkkoukRed I gk; rk i ktr gksh g\$ l kfk gh l kfk mlgkausbl ckr dk Hkh o. kZ fd; k gSfd nu js0; fDr; ka l smlgD; k i frfd; k feyrh g\$ i Lr q y\$ k budh i qrd dh l eh\$kk g\$ mDr i qrd dk idk'ku ch-vkj- i fcy'kx dkj i kjs'ku ubzfnYyh }jkk 4=34 ea fd; k x; k g\$ i qrd eny: i l svaxst h Hkk"kk ea idkf'kr dh x; h gSftl dk 'kk'kd g\$ "vcZ , YMyh bu bfUM; k% ds j , .M l i kZ" A

## i l r k o u k

vkt vf/kdrj n\$ k fodkl rFkk jkst xkj dh ckr dj jgsgA ijUrq, d i e[ k l eL; k tksfo"o ds l keus [kMh gks jgh gS og gS ofj'B ukxfjdka %0\$½ dh c<fh l ; kA fodfl r n\$ kkaea; g l eL; k i e[ k : lk l sfodV gksh tk jgh gA bl dk i e[ k dkj .k gS mPPk Lrj dh LokLF; l okvka ds dkj .k eR; qj ea deh vk jgh gSrFkk thou iR; "kk eaof) gksjgh gA Hkkjr eso) kadh l ; k eafuj; j of) gPZ gSbl rF; l sbadkj ughad j l d rA<sup>1</sup> orëku l e; ea Hkkjr ea; pk oxZ dh l ; k vf/kd g\$ ijUrq; gha ; pk oxZ dh vf/kd l ; k Hkfo'; ea ofj'B ukxfjdka dh vf/kd l ; k dh vkj l d r dj jgh gA 1961 ea Hkkjr ea dty ofj'B ukxfjdka dh l ; k dty ukxfjdka dh l ; k dk 5-63 i fr"kr Fkk tks 2001 ea

c<dj 7-44 i fr"kr gks x; k rFkk buds 2016 ea c<dj 10 i fr"kr gkaus dh l Hkkouk gA

## ofj'B ukxfjdka dh n"kk , o a l e k t } j k k l e f k Z

vud idkj ds n\$ k , oafons'k ea gq l o\$; gh n"kk r a gSfd yxHkx 60 l sydj 65 i fr"kr ykx vi us o) ka dh vkfkd rFkk HkkoukRed I gk; rk djrsgA ijUrq l R; rk bl l sdgha vf/kd vyx gA orëku l e; eavk/kudj .k jvks k\$xdj .k vkj i f"peh l H; rk ds dkj .k Nks/ i fjokj dh ykyl k rFkk jkst xkj dsfy, , d txg l snu jst xg iyk; u ds dkj .k cqt qka dks vius i fjokj dk l e f k Z ugha feyrkj rFkk mudh i fjokj l snjh c<+ tkrh gA <sup>2</sup> l jdkj dks Hkh bl fn"kk ea xHkhj iz kl djus pkfg, A

\* i h, p-Mh "kk'kkFkZ] l ekt "kkL= foHkkx] cjdrmyk fo"ofokly;] Hkka ky

**,u- vƒfnukjk; .k dk 2005 dk ofj'B ukxfjdla ij I oā**

vƒfnukjk; .k us2005 earfeyukMqdh rhu ftyka ij fd, viusl oāea; g ik; k dh 54 ifr"kr ds ea ifr] i Ruh vki l ea gh , d&nw js dh I gk; rk djrs gā 32 ifr"kr ofj'B ukxfjd viuh nƒkHky Lo; adjrsgSrFk 19 ifr"kr dh I gk; rk mudsi ƒ djrs gā 18 ifr"kr dh I gk; rk mudh i ƒ; ka djrh gā bl dk rRi; Z; g gSfd ofj'Btu; g pkrsgSfd oksviuk thou; ki u [kq gh djrsFk vko"; drk ds l e; gh oks nƒ jka ij fuHkj jgā<sup>3</sup> **bl fdrkc dks fy[kus dh vko"; drk vƒ bl dk m}S;**

bl fdrkc eage ofj'B ukxfjdka dks l ekt }kjk feyus okys vƒfƒkd] "kkj hfjd] I keƒtd rFk HkkoukRed l eƒku dk v/; ; u djsxā v/; ; u ds fy, geus Hkkjr jkT; ds rfeyukMq ds dks EcVij "kgj dks pƒk gā dks EcVij , d vks] kSxd {k= gS rFk "kgjhdj .k dh vo/kkj .kk l s l EiUk gā **fun"ƒ dk vƒdkj**

fun"ƒ ƒ/4 Bi y 1/2 ds rƒ ij dks EcVij ds 72 okMZ ea l s 4 okMZ dks fy; k x; k gā 2 okMZ dh l kƒjrk ij vƒ/kd rFk 2 okMZ dh vi ƒkdr igys okMZ ds de gā bu 4 okMZ ea l s 8 DyLVj fy, x, gSrFk i R; d DyLVj l s 100 ofj'B ukxfjd l eku; fun"ƒu fof/k l s fy, x; s gā rFk vƒkdMa , d= djus ds nkƒku 778 0; fDr; ka ds vƒkdM, df=r fd, x, gā "dks EcVij "kgj ds bu vƒkdMa ds vƒkkj ij ge vƒxs vƒus okys v/; k; ka ea i a:hdj .k fof/k }kjk ofj'B ukxfjdka dh fofHkUk l eL; kvka dk v/; ; u djsxā\*\*

**fun"ƒ ea fy, x, 0; fDr; ka dh : ij ƒkk**

bl v/; k; eage fun"ƒ ea fy, x, 768 0; fDr; ka dh vƒfƒkd] I keƒtd rFk tukiddh; 0; oLFk dk v/; ; u djsxā rFk ml ds fy, ge bl ckr dh foopuk djsxā dh ofj'B ukxfjdka ds fdruscPPls gƒ

muds ?kj dh fLFkr dƒ h gƒ mudh ekf l d vk; fdruh gƒ o dku l h tkfr ds gƒ muds ?kj ea fctyh] ikuh rFk muds ?kj dh fLFkr dƒ h gā rFk bu l c ckrka dk mudsvdysjgusrFk i fjokj ds l kƒk jgus ij D; k vl j i Mƒk gā uhpsge 768 ofj'B ykxka dh l keƒtd rFk vƒfƒkd l j puk rFk bl dk mudsvdysjgusrFk i fjokj ds l kƒk jgus ij D; k QdZ i Mƒk gSdk vƒkdMks dsek/; l sfp=.k djsxā

**ofj'B ukxfjdla dk fun"ƒ**

	Male	Female	't' value
Number	20	20	
Mean	122.6	139.9	1.97
SD	22.83	16.96	

uhpscuh l kj .kh l s Li 'V gSfd ofj'B ukxfjdka ea efgyk vka dh l ƒ; k i q 'kks ds eƒpkcys vƒ/kd gā efgyk vka dh l ƒ; k 53-2 ifr"kr gā bl l s; g Hkh Li 'V gks jgk gS i q 'kka ds eƒpkcys efgyk, a vƒ/kd l ƒ; k ea i fjokj ij vƒJr gSvFkok i fjokj ds l kƒk jg jgh gā<sup>4</sup> vxj ifr] i Ruh ea l s fdl h , d dh eR; qgks xbzgSrks, ƒ syks Hkh vƒ/kd l ƒ; k ea vi us i fjokj ds l kƒk gh jg jgs gā vƒf"ƒ{kr 0; fDr vƒ/kd l ƒ; k ea i fjokj ds l kƒk jg jgagā vxj ge ekf l d vk; dks vƒkkj ekus rks, ƒ s 0; fDr ftudh dkbZekf l d vk; ugha gS vƒ/kd l ƒ; k ea i fjokj ds l kƒk jgrsgā l a ƒr i fjokj ea vƒ/kd ykx i fjokj ds l kƒk jgrsgS tcf d , dka dh i fjokj ea; g l ƒ; k de gā<sup>5</sup> bl v/; k; eageus fctyh rFk ikuh dh l ƒo/kk ds vƒkkj ij Hkh fdrus ykx vdsysjgrsg rFk fdrus i fjokj ds l kƒk jgrsgā a mij cuh l kj .kh ea foopu fd; k gā

84 l Hkj r ea "kj h c f k z % n f k k y v l g l g k r k

Øekad	Øfj 'B ulxfjdka dk oxhídj .k	vdysjgrsgs	lfjokj ds l kfk jgrsga
01	i q 'k	165	199
02	efgyk	94	320
03	60&64 o'kz	86	136
04	70&74 o'kz	55	107
05	vud íph tkfr j vud íph tutkfr	52	116
06	vú; fiNMk oxl	130	264
07	l kekl;	56	91
08	"kknh"knk	177	180
09	fo/kj	82	339
10	vui <+	90	261
11	10 <sup>th</sup>	72	142
12	12 <sup>th</sup> +	97	116
13	?kjyw	31	304
14	Lkolfuoyk	101	119
15	0; ol k;	57	46
16	Ekl d vk; "kl;	19	302
17	4000 \$	121	111
18	10000 \$	80	232
19	dekusokyk , d 0; fDr	125	261
20	dekusokyk 3 \$ 0; fDr	11	65
21	Lka Ør ifjokj	12	136
22	, dkch ifjokj	247	383
23	, d cPPk	25	15
24	2 cPPks	122	194
25	3 l s 4 cPPks	80	200
26	, d yMelk	103	194
27	2\$ yMeds	76	241
28	1 cVh	96	173
29	2\$ cVh	99	241
30	1 cPPk ml h "kj ea	45	224
31	2 cPPks ml h "kj ea	19	76
32	1 cPPk "kj dsckgj	55	87
33	2 cPPks "kj dsckgj	33	44
34	cPPk edku	126	261
35	iDck edku	120	248
36	"kkíky; dh l ío/kk ugha gS	30	52
37	Lkk>k "kkíky;	150	203
38	viuk "kkíky;	45	55
39	fctyh ugha gS	14	14
40	fctyh gS	245	505
41	l koítud uy	109	250
42	viuk uy	150	269
43	fufu thou l pdkrd	94	167
44	mPPk thou l pdkrd	75	168

**ofj'B ulxfjdka dk HkkoukRed l eFkū**

ofj'B ulxfjd vi uh o) koLFkk ds nꝑku vud i zlkj dh "kjhfd] ekuf l d rFkk vdsyi u dh l eL; kvka l s xflkr jgrs gA 6 bl l e; mlga HkkoukRed l eFkū dh vko"; drk gkrh gS tks mlga thou l kFkh l sfeyrh gS; k cPPka l sfeyrh gS; k l ekt l sfeyrh gA dN 0; fDr , d sHkh gkrsgS tks vi uk ikyu Lo; a j [kus ea l eFkū gkrsgS i jUrq vf/kdrj dks fdl h u fdl h dh l gk; rk dk vko"; drk i Mꝑh gA 7 ofj'B ulxfjdka dh vko"; drk, a rFkk l eL; k, a l e; ds l kFk cnyrh jgrh gA

bl v/; k; ea geus ofj'B ulxfjdka l sckr dj ds mudks feyus okys HkkoukRed l eFkū dk v/; ; u fd; k gA rFkk ; g tkuus dh dks "k" k dh gS fd os HkkoukRed : lk l sfd l ij vf/kd fuHkz gA bl v/; k; ea ofj'B ulxfjd dks feyus okys l eFkū dks dbz vk/kkj ij oxhñr fd; k x; k gA tS s mudh l eL; kvkadks l ꝑuk] muds l kFk ykxks dh l gkuHkfr] efi"dy ds nꝑku feyus okyk l eFkū] muds l kFk [kfi" k; ka cka/uk] rFkk mudks l krouk nꝑk vkfnA uꝑs geus l kj .kh }kj ofj'B ulxfjdka dks feyus okys HkkoukRed l eFkū dk oxhñj .k fd; k gA

**¼ fr"kr eŁ**

Ø l ā	HkkoukRed l eFkū dk i zlkj	HkkoukRed l eFkū nꝑs okys 0; fDr			vU;
		thou l kFkh	cV/k	cV/h	
1	l eL; k l ꝑuk	41-8	24-8	18-1	15-3
2	l gkuHkfr	42-7	23-3	18-6	15-4
3	l dV ds l e; enn	39-8	26-0	18-8	15-4
4	[kfi" k; ka cka/uk	41-9	24-3	18-5	15-3
5	l krouk nꝑk	42-8	23-1	19-2	14-9
6	mij fy [ks l Hkh oxkz ds fy, l eFkū	43-1	24-2	18-6	14-1

Lkfi .kh l s; g Li 'V gSfd ofj'B ulxfjdka dks feyus okys HkkoukRed l eFkū ea l cl scMk ; kx nku ml ds thou l kFkh dk gkrk gA ml jk uEcj i ꝑ dk rFkk rhl jk uEcj i ꝑh dk gkrk gA

**ofj'B ulxfjdka dh vkfkd l gk; rk**

Hkkjr ea fjV; j eV dh mez 58&60 o'kz gA tc , d ulxfjd bl mez dks i kj dj yrk gS rks og l ꝑkfu grs tkrk gA rFkk bl ds ckn ml s i a'ku] xB; w h vkfn feyrh gA

; g feyus okyh jkf" k gj vkneh ds fy, vyx&vyx gkrh gA ; g dguk xyr ugha gksk fd vf/kdkk ofj'B ulxfjdka ds fy, ; g jkf" k vi uh vko"; drk vka ds fgl kc l s ijh ugha

i MꝑhA<sup>8</sup> bl ds vykok vf/kdkk oxz , d k gS ft l sbl rjg dh l gk; rk ugh feyrh rFkk ml s 58&60 o'kz dh mez ds ckn Hkh dk; l djuk i Mꝑk gA

efgykvka dh ckr djark so) koLFkk ea vkfkd raxh gksk muds fy, fodV l eL; k gA<sup>9</sup> ge bl ckr dk v/; ; u djxa dh ofj'B ulxfjdka dks fdl ckr ds fy, /ku dh vko"; drk gkrh gS rFkk bl dh i rZ dgka l s gkrh gA bl ds fy, geus , d l kj .kh cukbz gA

86 | *Mijr ea "kqjh cqt qz % n f k kky vlg l gk; rk*

¼ fr"kr e½

Øekad	foffkUk dkj.kka ds fy, vkfFkd l gk; rk	ftul soj 'B ukxfjd l gk; rk iklr djrs gA		
		thou l kFkh	cPPks	vU;
01	cPPks dh f" k {kk	10-0	59-2	30-8
02	cPPks dh "kkrh	18-5	52-9	28-9
03	0; ol k; ea l gk; rk	21-8	60-3	17-9
04	df'k ea l gk; rk	23-3	58-3	18-3
05	edku @ tehu dh l j {kk ds fy,	23-3	50-2	26-5

l kj.kh l sLi 'V gsdh ofj 'B ukxfjdka dks l cl s vf/kd vkfFkd l gk; rk rFk l eFkU cPka l s iklr gksh gA cPPka dh f" k {kk dsfy, ofj 'B ukxfjdka dks 59 l s 60 ifr"kr rd vkfFkd l gk; rk feyrh gA tc 0; fDr vdsys jgrk gS rks ml s l cl s vf/kd vkfFkd l gk; rk thou l kFkh ; k vU; 0; fDr; ka l s feyrh gA ijUrq tc og l a Dr ifjokj ea jgrk gS rks ml s l cl svf/kd vkfFkd l gk; rk cPPka l s iklr gksh gA i q 'kka ds eplkys efgykva dks ifjokj RfFk cPPka l s vf/kd vkfFkd l gk; rk feyrh gA 44-8 ifr"kr i q 'kka dks rFk 58 ifr"kr efgykva

dkc cPPks l s vkfFkd l gk; rk feyrh gA **chekjh dh volFk ea ofj 'B ukxfjdka dks feyus okyh vkfFkd l gk; rk**

ge vc bl ckr dk v/; ; u djsa dh ofj 'B ukxfjdka dks fcekjh dh volFk ea fdu ykxka l s vf/kd vkfFkd l gk; rk feyrh gA rFk l gk; rk feyusokyks dks geus dkbZ ughj thou l kFkh yMek yMeh rFk vU; ds: lk ea oxhd r dj ds uhp, d l kj.kh cukbZ g%&

¼ fr"kr e½

क्र-सं	बिमाज्ज	बिमारी में वरिष्ठ नागरिकों की आर्थिक सहायता				
		कोई नहीं	जीवनसाथी	बेटा	बेटी	अन्य
1-	nf'Vnksk	46-5	2-8	28-9	7-6	14-3
2-	"kqj	43-4	2-6	42-1	6-6	5-3
3-	jDrpki	36-2	4-1	38-0	11-8	10
4-	vyl j	40	&	36	12	12
5-	fny dh fcekjh	45-8	2-8	38-9	16-7	6-9
6-	fdMuh	50	&	12-5	12-5	25
7-	VhOch0	23-8	&	42-9	19-0	14-3
8-	i hB nnZ	42-7	1-7	27-4	13-7	11-5
9-	pje jksx	50	&	33-3	16-7	&
10-	nkr dh fcekjh	42-9	&	28-6	&	28-6

bl l kj.kh l sLi 'V gsdh vf/kdkk ofj 'B ukxfjdka dks fcekjh dh volFk ea fdl h l s l gk; rk ugha feyrhA dN fcekj; ka t\$ %VhOch0 rFk mPPk

jDrpki ea cS/ksdk l g; ksx vf/kd feyrk gA ml js uEcj ij cS/ksdk ifr"kr gS tks fcekjh dh fLFkr ea vi us cqt qkZ dh vkfFkd enn djrs gA yMfd; ka



**88 | Mjir ea "kgjh cftqz % nfhkky vlg l gk; rk**

mudscPPksHkh o) koLFkk dh fLFkfr ea i gpp tkrsgA bl dkj.k l eL; k vlg fodV gks tkrh gA bl fLFkfr ea l c ofj'B gks tkrsg rFkk dku fdl dh enn djxk ; g , d l eL; k mRi UUk gks tkrh gA 768 0; fDr; ka ds l ož ea geus ; g ik; k dh 445 ofj'B ukxfjdka dks ifjokj dk l eFku feyrk gSftl ea l s 428 ofj'B ukxfjd vi us ifjokj ds l kFk jgrsgA vFkk~dgus dk rRi ; Z ; g gSfd tks 0; fDr vi us ifjokj ds l kFk ugh jgrs gS o) koLFkk ea mudh nfhkky dsfy, mUgavU; 0; fDr; ka i j fuHkj jguk i Mfk gA

**l kj , oa fu'd'kz**

bl i qrd ea geus dks EcVj "kgj ds 768 ofj'B ukxfjdka dk v/ ; ; u fd; k gA geus mudh feyus okyh l kelt d] vkfkd] HkouRed rFkk "kjhjd : lk l snh js 0; fDr }kjk feyus okyh l gk; rk dk o.ku fd; k gA bl i qrd l sfu'd'kz fudyrk gSfd ifjokj ds l kFk jgus oky ofj'B ukxfjdka dks ifjokj dk l g; lx yxHx gj ekeys ea feyrk gA rFkk vdsys jgus okys 0; fDr; ka dks viuh l gk; rk dsfy, nhjs ij fuHkj jguk i Mfk gSvFkok viuh l gk; rk Lo; adjuh i Mfh

gA l ekt dsvU; 0; fDr; kadk Hkh ofj'B ukxfjdka dh l ok ea vPNk [kk l k ; lx nku gS pks os ml ofj'B ukxfjd ds ifjokj ds gks vFkok ughA

**l q-ko**

1-bl i qrd ea fy; k x; k ueus dk vkdkj cgr NkV k gA ftl sc<kus dh vko"; drk gA

2-xteh.k rFkk "kgjh ofj'B ukxfjdka dh l eL; k, a rFkk vko"; drk, avyx&vyx rjhds dh gksh gA mudk vyx&vyx fo"ysk.k vko"; d gA

3-bl i qrd ea jkT; vFkok dlnz l jdkjka }kjk ofj'B ukxfjdka dks nh tkus okys foHkUk vkfkd l gk; rk rFkk ofj'B ukxfjdka i j i Mks okys i Hkoka dk o.ku ugha fd; k x; k gA ftl dk o.ku djuk vko"; d gA

4-bl i qrd ea o) kJe ea jgus okys ofj'B ukxfjdka dh fLFkfr dk foLr o.ku ugha fd; k x; k gS tks fd cgr vko"; d gA

5-ueus dk vkdkj fl QZ, d jkT; l sfy; k x; k gS tks fd cgr l hfer gA bl dk ijs nsk ea l nHk vFkok ijs jkT; ds l nHk ea v/ ; ; u djuk cgr vko"; d gA

**l nHk %**

- 1- ul jhu vkfl ; k 1/2009 1/2 "vcu , Ymjy" dUI sV i fcyf"kak] ubZ fnYyhA
- 2- tks kh vjfoln dckj 1/2006 1/2 "vkmj ij" bu bf.M; k" fl fj; Yl i fcyd'skUI ] ubZ fnYyhA
- 3- l DI suk Mh-i-h 1/2006 1/2 "Y kshy h vko , ftx" dUI sV i fcyd'skUI ] ubZ fnYyhA
- 4- xUMkrjk oh.kk] i Vsy l j tq 1/2011 1/2 "ftx , u bñjMI Hyhujh vko" jkor i fcyd'skUI ] ubZ fnYyhA
- 5- "kelz jru 1/2011 1/2 "bfj'btu dk l ekt" ML=" dky/st cpl fmi k; t; i jA
- 6- JhokLro] l ph 1/2013 1/2 "ftx ykoD , V n , t" , -i-h, p- i fcyf"kak dky i kjs'ku ] ubZ fnYyhA
- 7- npsv# .kk] l hek Hk l hu] , u-xqrk] , u- 'kelz 1/2011 1/2 , LVMh vkoD , Ymjy yhfok bu vkM , t gke , M ohnbu Qeyh l v&vi bu tlewLVmht vku gle dE; fuVh l ko] okY; #85/21/ i-h-i-h 93&98]
- 8- dckj i-h-m/k; , .M i-h bylxw 1/2012 1/2 Dokfyv vkoD buQkby ds j fj l hoM ckbZ , Ymjy bu fr: fpjki Yyh] bf.M; u tu; vko t jlv/sy h okY; # 26] u- 4] i-h-i-h 513 & 523]

- 9- egki k= ruqtk 1/2012½ ikcyel vktD , YMjyh foMkst bu mMh"kk , u befi fjdy LVMh] bf.M; u *tuý vktD tjlhVlyktH ok; # 26]* ua 4] i h i h 549&563]
- 10- fl g , i wkkz ds ykds'k dckj , M l h , e- iou dckj jsh 1/2012½ l kbfd; fVd ekjfcyhV bu t f j v k f V d i k i y s ' k u b u v k s M , t g k e l , M d E ; f u V h , d E i j s V o L V M h ] *bM; u tuý vktD l kbDyktdy eMfl u]* ok; # & 34] i h i h 39&43]
- 11- l B h o u " k h [ k k ] f o t ; k y { e h o e k ] m n h k o f l g 1/2013½ b E i D V v k t D , s t a v k t u f m i s ' k u , M , D V h o h f V t v k t D M s y h y h o a l b u u k e y , Y M j y h l c t D V l y h o a b u v k s M , t g k e l , M d E ; f u f V t v k t D d k u i g ] ; w i h ] *b j u s ' k u y t u y v k t D e M d y f j l p z , M g s F k l k b l ] o k ; # & 2 ] b " ; # & 2 ]* i h i h 243&249 ]
- 12- f r o k j h , l - l h ] f u " k k , e - i k . M s ] b l n i k y f l g 1/2012½ e s V y g s F k i k c y e l v e l a b u g f c V s V l v k t D v k s M , t g k e l ] , f i f y e u f j L V M h ] *b f . M ; u t u y v k t D l k b d v f V ] o k ; # & 54]* b " ; # & 2 i h i h & 144&148]

\*

# e/; çnšk ds eokl h tutkfr ea ekr` , oa f'k'kq LokLF; I æðh I eL; k

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28 May 2014

ekuo thou dh vko'; d n'kk, amuds l keftd] l kã—frd vlg HkkSkkyd ifjošk ij fuHkj djrh gð 0; fä ds LokLF; dh l okæh.k {kerk ml ds'kkjhfd vo; okadh LokLF; rk ij vk/kfjr gð ftUgafokHku ifjoskkred f0; k& ifjfk; ka evarf0; k djrs gq tho mf}dki dh vlg vxl j gksk gð çLrç 'kšk e/ ; çnšk jkT; ds fNUnokMk ftys ds tþukjn0 fodkl [k.M ea fLkfr dþljikuh xte dseokl h tutkfr ea ekr`, oa f'k'kq LokLF; I æðh I eL; k ij vk/kfjr gð ftl ea xHkðrh efgykva ds [kku&iku rFlk ekrkva }kjk f'k'kq/ka dks Lruiku o vuijyd Hkstu nus, oa LokLF; ds dN i {kka dks'kkfey fd; k x; k gð ftl l s ; g fu"d"iz fudkyk x; k gSfd bl tutkfr dh LokLF; fLkfr ççr fuEu gð bl tutkfr dh 91-66 çfr'kr xHkðrh efgyk, afo'kšk çdkj ds Hkstu eadkndþ/dh dk l du djrh gð vlg ek= 55-00 çfr'kr efgyk, a xHkðLFkk ds l e; LokLF; tþp djrh gð eokl h tutkfr eabl çdkj ds LokLF; I eL; k; j gkus dk dkj.k vi; kRr Hkstu] LokLF; ds çfr tkx: drk esdeh] vf'k{kk] vkfFkd fLkfr fuEu] vKkurk , oa fu/kurk dk çfrQy gSftl ds fy, l jdkj dks mi; ðä dne mBlus pkfg, A

çe[k 'kã& eokl h tutkfr] LokLF;] ekr] f'k'kq l keftd] vkfFkd] Mfed] vuijyd Hkstu A

fo'o Hkj ea LoLFk thou] ych vk; qvlg bl ds fy, t#jh LokLF; , oa i kšk.k l fo/kkva dh miyc/rk dks fodkl dk eki nM ekuk x; k gð fdl h Hkh l ekt ds l exz vkfFkd f0; kdyki ka dk dæ fcnq ml es jgus okys euþ; dh 'kkjhfd vlg ekuf l d çgrjh gsrh gð ; g çgrjh u d0y 0; fä; ka dks futh mi yfc/k; ka fnykus dk ek/; e curh gð vfi rç çgnš k l ekt dks Hkh ubZ Åpkbz ka vlg mi yfc/k; ka çnku djrh gð gl u ¼1967½ usvi usv/ ; ; u ds }kjk ; g Li"V fd; k dh xteh.k l epk; ea jks vlg LokLF; I æðh I eL; k, muds l ã—fr dk vak gsrh gð ; kno ¼1994½ usvi uh i þrd þvknokl h l epk; ea LokLF; ds dN i {kã ea LokLF; ds i fji {k eafy [kk gð fd 0; fä vi usvflRro dh j {kk ds fy, l f"V ds çkjEHk l s gh ç—fr , oa i; k0j.k t fur l eL; kvks l sl æ'kq r jgk gð l æ'kz dh bl varf0; k

ea ml us vi uh 'kkjhfd {kerkva dk i wkz mi ; kx fd; k gS , frgkl d fodkl 0e ea 0; fä dk LokLF; vlg ml dk çfrjkskh i {k l kefgd Lrj ij l kepkf; d 'kã , oa çHko ds : i ea çdV gqk gð ftl ds ek/; e l s ml us t0dh; , oa l kã—frd L=kr dk i wkz mi Hkx fd; k gS vlg fufgr i kfj fLkfr dh; n'kk l s vi uk vfhk; kstu cuk; s j [kk gð fj teku ¼1974½ us tutkfr; {k=ka ea LokLF; l okva dk v/; ; u dj crk; k fd LokLF; l okva ds vykok blga LokLF; ds çfr tkx: drk yuk Hkh t#jh gð M,- pks ¼2001½ usvi uh i þrd pLokLF; fpdRI k HkxkyB eafy [kk gð fd l keku; r l Hkh tkurs gð fd LokLF; D; k gS i jUrç bl dh , d l þuf'pr ; k l þi"V i fjHk"kk nsuk dfBu gð okLro ea LokLF;] 'kjhj ea dkbz jks ¼Disease½ u gkus l s Hkh vkxs dh n'kk gð pLokLF; B dks jks ds l UnHkz ds fcuk

\* 'kkfFkd i h, p-Mh&ekuofokku , oa V.A.N.F. vokM] m/Mh k dæh; fo'ofok;] dkjki þ-

i fjHkkf"kr djuk Hkh d fBu gA fo'o LokLF; I æBu ¼1946½ us vius I fo/kku ea LokLF; dks dñ bl rjg i fjHkkf"kr fd; k g& pLokLF; og n'kk gSftl ea I Ei wkZ 'kkjhfd] I kekftd vls ekuf d I Urq"V gkš 'kkjhj eafI QZfdl h jksx dk u gksuk i wkZ LokLF; ughagSA fo'o LokLF; I æBu usLokLF; dh i fjHkkf"kk eafdl h jksx dh xš ekstmxh I sHkh vkxs tkj fn; k gA ml eaLokLF; dsrhu egROI wkZ?kVdka& 'kkjhfd] ekuf d] vls I kekftd voLFk ij fo'kSk /; ku dñer fd; k x; k gA mi; ða rhuka?kVd vki I ea dkQh ?kfu"Brk I s I æ/kr gA

tutkfr ekuo Iekt ds ,d , d s vx dk çrfuf/kRo d jrh gStksekua I ð—fr dh çk; %vkfn voLFk ea jgrs gS vls bl —f"Vdsk I s vR; f/kd fi NMg gq gks gS fo'kSk; k ; fn mudh rgyuk vR; f/kd çxfr'khy I H; I ekt ds I kFk dh tk, A ; stutkfr , d fuf'pr Hkk&Hkkx eafuokl djrs gS , d fo'kSk çdkj dh Hkk"kk çsyrsgš dñ vkfndkyhu /ke&çFk vls ijEi jk dks ekurs gS rFk vkfndkyhu vkfFkd o I kekftd 0; oLFk ds varxZ fuokl djrs gA eokl h tutkfr dksvuq fipr tutkfr dh I ph eavuðekad 31 ij vñdr eokl h tutkfr dksj [kk x; k gA Jh , I -, y-'khywdsvuq kj] eokl h tutkfr vU; tutkrh; I epk; I sviuk vyx /ke] I ð—fr I kekftd] jhfr&fjokt Li"V : i I sifjyf{kr djrk gS rFk xkS/keZdk dBkjrk I siky d j us dh fo'kSk rk j [krk gS rksml seokl h tutkfr dgrsgA eokl h tutkfr dk yxHkx 80 çfr'kr] ykx fNUnokV/ke ftysesfuokl jr gA bl fy, çLr" 'kksk fNUnokV/ke ftys ds tñukjñð fodkl [k.M ea I Ei lu fd; k x; kA

**'kksk ds mīš; %**

- 1- eokl h tutkfr ea xHkZrh efgykva }kj k fy, tkus okys Hkktu I ædkh v/; ; uA
- 2- eokl h tutkfr ea ekrkva }kj k f'k' kq/ka dks

fuf'pr I e; rd Lruiku , oavuqj d Hkktu nus I ædkh v/; ; uA

3- eokl h tutkfr ea f'k' kq/ka dh ns[k&jš k I ædkh v/; ; u A

**çfrn'kksk dk vldkj %**

eokl h tutkfr ea ekr' , oaf'k' kq LokLF; I ædkh I eL; k 'kksk i= ds fy, dy 120 I nL; ka dks 'kksk fd; k x; k gA ftl dsfy, vl Hkkfork fun'kZ dk ç; kx fd; k x; k gA dñ j kuh xte eafuokl jr eokl h tutkfr ds I Hkh ifjokk I s , d ; k ml I s vf/kd I nL; ka I s I k{kRdkj fd; k x; kA bl ds I kFk&I kFk voykduj dñæh; I eñ ijppkz 'kksk fof/k; ka dk ç; kx fd; k x; kA bl xte ea fLFkr vkxuckMh dæ o çkFked LokLF; dñæka I s Hkh tkudkj h yh xbA

**ifj.kke , oa foopuk**

**rkfydk&1**

**xHkZrh efgykva }kj fo'kSk idkj ds Hkkt; inkFkZ I ædkh foj.k**

क्र		आवृत्ति	प्रतिशत
1-	fo'kSk Hkkt; पदार्थ लेते है	95	79-16
2-	ugh yrs gS	25	20-83
	dy ; kx %	120	100-00

rkfydk I s Li"V gSfd 79-16 ifr'kr efgyk, j xHkZLFk ds nš ku fo'kSk idkj ds Hkkt; inkFkZ dk I ou d jrh gStcfd 20-83 ifr'kr efgyk, j bl dk I ou ugha d jrh gA bl I sfu"d"izfudkyk tk I drk gSfd I okZ/kd efgyk xHkZLFk ds nš ku fo'kSk çdkj ds Hkkt; inkFkZ dk I ou d jrh gA

921 e/; çnsk ds eokh tutkr ea ekr--

**rkydk 2**

eokh tutkr dh xHkbrh efgyvla }kjk  
fy; s tkus okys HkK; inkFKk dk foj.k

क्र	खाद्य पदार्थ	आवृत्ति	प्रतिशत
1-	dknks d/dh	110	91-66
2-	xM+dh pk; ] भोज्य पदार्थ (दूध मांस आदि)	11	9-16
dy ; ks %		120	100-00

-rkydk l sLi "V gSfd l okZ/kd xHkbrh efgyk, a  
67-5 ifr'kr d/dh dk ç; ks] 24-16 ifr'kr dknka  
dk iz; ks] 6-66 ifr'kr xM+dh pk; dk iz; ks , oa  
2-5 ifr'kr vl; HkK; inkFKk %nwk eka vfn½ dk  
iz; ks djrs gA vr%rkydk l sfu"d"z fudkyk tk  
l drk gSfd vf/kdk k xHkbrh efgyk, a d/dh %67-  
5 çfr'kr½ dk ç; ks djrh gA

**rkydk 3-**

xHkbrh ds le; LokLF; tkp djks  
ds vk/kj ij oxhZj.k

क्र	प्रतिक्रिया	आवृत्ति	प्रतिशत
1	LokLF; tkp djks gA	66	55-00
2	ugha djks gA	54	45-00
dy ; ks &		120	100-00

; fn gkWrks ml ds vk/kj ij oxhZj.k

क्र	गर्भावस्था के समय जाँच	आवृत्ति	प्रतिशत
1	1 ckj	17	14-16
2	2 ckj	74	61-66
3	2 l s vf/kd ckj	29	24-16
dy ; ks &		66	100-00

rkydk 3 ea fo'yf"kr l eokh l sLi "V gS fd  
eokh tutkr ea 55-00 çfr'kr mÜkjnrkvka ds  
ifjokja ea xHkbrh ds le; LokLF; tkp djokrs  
gA 45-00 çfr'kr mÜkjnrk ds ifjokja ea LokLF;  
tkp ugha dj; k tkrk gA ftueal s 61-66 çfr'kr  
mÜkjnrk dk dguk Fk] fd ijs xHkZky esnks ckj  
LokLF; tkp djok; k Fk , oa 24-16 çfr'kr mÜkjnrk  
us crk; k dh xHkbrh ds le; nks l s vf/kd ckj  
tkp djok; k Fk bl çdkj çkr vkdMka l sfu"d"z  
fudkyk x; k fd vf/kdk mÜkjnrk xHkbrh ds  
le; LokLF; tkp ugha djokrs gA vj tks bl le;  
LokLF; tkp djok; s Fk; oks Hk vf/kdk kr% nks ckj  
djok; s Fk

**rkydk 4**

ekrvla }kjk tle ds rjr ckn f'k'q dk  
otu djokus ds vk/kj ij ofxZj.k

क्र	प्रवृत्ति	आवृत्ति	प्रतिशत
1-	gk; djrs gA	56	46-66
2-	ugha djrs gA	64	53.33
dy ; ks &		120	100-00

rkydk 4 ea fo'yf'kr l eokl l s Li"V gSfd eokl h tutkfr ea 53-33 çfr'kr müljnrkvka us f'k'kq/ka dks tle ds rj r ckn otu ugha dj; k x; k Fkk ek= 46-66 çfr'kr l nL; ka usotu dj; k Fkk

**rkydk 5**

**müljnrkvka ds ifjokjka ea çl o djus ds ek; e ds vk/kj ij oxhñj.k**

क्र	माध्यम	आवृत्ति	प्रतिशत
1-	LFkkuh; nkbz	59	49-16
2-	l jdkjh M,DVj	36	30-00
3-	?kj dh cçh efgyk	25	20-83
	dy ; lx&	120	100-00

rkydk 5 l s Li"V gSfd eokl h tutkfr ds yxHkx 49-16 çfr'kr ifjokjka ea çl o LFkkuh; nkbz djrh g& rFkk 30-00 çfr'kr ifjokjka ea l jdkjh M,DVjka }kjk , oa20-83 çfr'kr ?kj fd cçh efgykvka }kjk çl o fd; k tkrk g&

**Rkydk 6-**

**eokl h tutkfr dh ekrkvka }kjk f'k'kq/ka dks fuf'pr l e; rd Lruiku djkus l eokh fooj.k**

क्र	स्तनपान कराने हेतु निश्चित समय	आवृत्ति	प्रतिशत
1-	f'k'kq dks tle l s 1 वर्ष तक	21	17-50
2-	1&2 o"lz rd	61	50-83
3-	2 o"lz l s vfëkd	38	31-66
	dy ; lx %&	120	100-00

rkydk 6 eokl h tutkfr dh ekrkvka }kjk f'k'kq/ka dks fuf'pr l e; rd Lruiku djkus l eokh fooj.k n'kkzh g& rkydk l s Li"V gkrk gS fd ekrk, a vi us f'k'kq dks 1&2 o"lz rd 150-83 ifr'kr 1/2 Lruiku djrh g& 31-66 ifr'kr ekrk, a 2 o"lz l s vfëkd rd , oa17-50 ifr'kr ekrk, a f'k'kq dks tle l s 1 o"lz rd Lruiku djrh gS vkj 2-5 çfr'kr ekrk, a 4 o"lz rd vi us f'k'kq/ka dks Lruiku djrh g& vr% tutkfr dh l okz/kd ekrk, a vi us f'k'kq dks 2 o"lz rd Lruiku djrh g&

**rkydk 7-**

**eokl h tutkfr dh ekrkvka }kjk f'k'kq dks fuf'pr l e; rd vuqjyd Hkstu nsus l eokh fooj.k**

क्र	निश्चित समय	आवृत्ति	प्रतिशत
1-	3 ekg	30	25-00
2-	4&6 ekg	87	69-16
3-	7 ekg ds ckn	03	2-5
	dy ; lx %&	120	100-00

rkydk 7 eokl h tutkfr dh ekrkvka }kjk vi us f'k'kq dks , d fuf'pr l e; ds ckn vuqjyd Hkstu ; inkFkz nsus l eokh fooj.k n'kkzh g& rkydk l s Li"V gkrk gSfd 69-16 çfr'kr ekrk, a vi us f'k'kq dks 4&6 ekg l s vuqjyd Hkstu ; inkFkz nsuk çkjHk djrh gS, oa25-0 çfr'kr ekrk, a 3 ekg ds ckn vkj ek= 2-5 çfr'kr ekrk, a 7 ekg ds ckn vi us f'k'kq/ka dks vuqjyd Hkstu nsuh g&

vr% rkydk l s Li"V gSfd] eokl h tutkfr dh vf/kdk ekrk, a vi us f'k'kq/ka dks 4&6 ekg dh mez l s vuqjyd Hkstu ; inkFkz nsuk çkjHk djrh g&



# I a Ør ifjokj eafo?kVu i 'pkr~ , dkdh ifjokj dh fLFkr

\* *Adk'k ixljs*

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*Hkkjrh; I ekt ij ik'pkr; I l dfr ds i Hkko ds dklj .k rFkk vksj kfxdj .k ds dklj .k ifjokj ea0; fDroknh eukofr; kwi cy gkrh tk jgh gsftl I si fjokj dk i R; d l nL; d0y vi usgh fgrka rFkk LokFkZ dh i frZ ds fy; s dk; Z djrk gS I kFk gh cMfh ghpZ fu/kZrk i kfjokj d I xBu] ml dh "kkr rFkk LFkr; Ro dh uho dks [kks]kyk dj jgh gA Hkkjrh ea vf/kdkrk i fjokj i0Z I e; ea I ; Ør : i I sjgrs FkA vk/kfud I e; es I a Ør i fjokj esfo?kVu n[ksus dks fey jgk gA fo?kVu i "pkr~ , dkdh ifjokj dh fLFkr ea vu d egROI wZ i fforZu vk, agA bl v/; u ea n'sk ds foHkku jkT; ka ea I a Ør i fjokj dk i fr"kr I k{kjrk nj o uxjhdj .k dh fLFkr] , dkdh ifjokj ka dh f'k{k dk Lrj , oal a Ør i fjokj I s vyx gkus ds i 'pkr~, dkdh ifjokj dh vkfkd fLFkr dh tkudkj I o[k.k , oaf}rh; d vkadMks dsek/; e I s i ktr dh x; hA vkadMks ds fo'ysk.k I s Kkr gqk fd I a Ør i fjokj dk I k{kjrk nj o uxjhdj .k I s \_\_. kRed I adk gSn'sk ea tS s tS s I k{kjrk nj o uxjhdj .k dk i fr"kr c<+jgk gS oS s I a Ør i fjokj ds dk i fr"kr Hk ?kV jgk gA f'k{k 0; fDr I a Ør i fjokj ea jguk i l n ugh djrs gA , oal a Ør i fjokj I s vyx gkus ij vf/kdkrk , dkdh ifjokj ka dh vkfkd fLFkr ea I dkkj gqk gA*

ifjokj I ekt dh , d ekyd] I koBksed rFkk i e[ k I l Fkk gA ekuo I ekt ds bfrgkI ea i fjokj I cl si gyk I keftd I e gA i fjokj ea fd I h i dklj dk I xBu vFkk LFkr; Ro ugh Fk i fjokj sea /khj&/khjsi Mld h vk; svk] bl i dklj dbZ i fjokj ds feyus I s I epk; cus vk] I epk; ks I s I ekt dk fuekZ.k gqkA i fjokj gh 0; fDr ds I keftd j .k dk vkj Hk gsrk gS ml ds 0; fDrRo ds fodkl dh uho i fjokj eagh i Mfh gS bl ds vfrfjDr i fjokj I l dfr dh fujDr jrk dk Hk i e[ k I k/ku gS; g I l dfr dh j{k gh ugh djrk vfi r qml si h<h nj i h<h gLrkr fjr djus dk dke Hk djrk gA i fjokj vi usl nL; ksdh mfpr n[ kHky] I keftd j .k , o f'k{k ea egROI qkZ ; ksnku nrk gS I kFk gh I keftd] /kfeZd] vkfkd I kldfrd , o jktu'rd vko'; drkvks dh i frZ

djrk gS vFkk cPpk i fjokj eagh tle yrk gS ml dk i kyua i ksk.k ekrk & fir k dh n[ k&j]k ea gsrk gS ftl I sog , d I H; ukxfjd curk gA i fjokj , d s0; fDrka dk I e gS rks , d edku ea jgrsg] jDr I adk gS rFkk LFku LokFZ, oai kj Li fj d drD; cksk ds vk/kkj ij I eku gkus dh tix: drk ; k Hkkouk j [krs gS etenkj (1973) A esdkboj , o ist (1965) ds vuq kj "i fjokj LFkr; h ; kA I adka ij vk/kfj r , d , d k I fuf'pr , oay?kqI e gS ftl ea I arkuk i frR ds vol j ds I kFk & I kFk muds i kyua i ksk.k dh Hk 0; oLFk jgrh gA vr% Li "V gSfd i fjokj , d s0; fDr; ksdk I e gS tks , d edku ea jgrs gS jDr }kj I adk/kr gS vk] LFku] LokFZo i kj Li fj d drD; cksk ds vk/kkj ij I eku gkus dh pruk j [krs gA

\* I gk; d ik/; ki d "vFZML=" 'Ml dh; yky cgl nj 'ML=h Lukrdkrj egkfo | ky; fl jkat ftyk& fofn'kk %e-i %z

96 | *l a q r i f j o k j e a f o ? k v u i ' p k r --*

orèku l e; eadkuuvsdsi Hkkod dsdjk .k] 0; fDr ij l si fjokj dk fu; æ .k de gkrs tk jgk gSft l l s rykd] fookg foPNn vkfn dsdjk .k i fjokj vkl kuh l s fo?kfvR gks jgs gA i fjokj ds l nL; ks ds e/; , derrick dk l ektr gkskj mudse/; dVrk mRi l u gkskj i R; ad dk dny vi usgh fgrksdh i firZdsfy, dk; Z djuk bR; kfn i fjokj d l æ Bu dks f' kFky djdsml eafo?kVu dh fLFkr mRi l u dj nrs gA l a q r i f j o k j ' k c n d s v f k z l s g h l i " V g k s t k r k g S f d b l e a , d l s v f / k d , d k d h i f j o k j l ; q r : i l s j r s r g A , d l a q r i f j o k j e a l k / k j . k r % 3 ; k 4 i h k ; k a d s j D r l æ k h j g r s g A d o ð ( 1 9 9 0 ) d s v u d k j \* l a q r i f j o k j , d s 0 ; f D r ; k s d k l e n g g A t k s , d g h f u o k l L F k u e a j r s r g q a , d g h j l k b z e a c u k H k k s t u [ k r s r g A f t u d h l k e l u ; l E i f r g k r h g S t k s l k e l u ; i n t k e s H k k x y r s R k F k f d l h u f d l h j D r l E c u / k j k j k v k i l e a c a k s j g r s g A \* o g h a n p s ( 1 9 6 9 ) d k e k u u k g S f d \* t c v u d d s u n r i f j o k j , d l k F k j g r s g k s m u e a f u d V d k u k r k g k s r F k k o g , d v k F k z d b d k b z d s : i e a d k ; Z d j r s g A \* \* ; g ¼ a q r ½ l e n g i k j H k d i f j o k j l s o g n g k r s g S r F k k f t u e a l k e l u ; r % n k s ; k n k s l s v f / k d , d k d h i f j o k j i k ; a t k r s g S \* J h f u o k l ( 1 9 6 9 ) A

vkt ds vks] kfxd ; q e a v k / ; k f R e d n f " V d k s k d k L F k u H k k r d o k n h n f " V d k s k y r k t k j g k g A f t l d s Q y L o : i i k f j o k j d r F k v l u ; l H k h i z k j d s e k u o l æ k r s t h l s v k F k z d m R i j d k s l s i H k k f o r g k r s t k j g s g A v d s y s i q " k d h v k ; l s i k f j o k j d v k o ' ; d r k v k s d h i f i r z u g k s l d u s d s d k j . k v u d i f j o k j k s d h f l = ; k l f o f H k u m | k s x k s r F k k d k ; k y ; k s e a u k d j h d j u s t k u s y x h g S ; g f L F k r H k h i k f j o k j d f o ? k v u m R i l u d j j g h g A o r è k u l e ; e a l k e k f t d e l ; k s v k n " k z r F k k e l u ; r k v l s e a b r u h r s t h l s i f j o r z u g k s j g k g S f d m l d s Q y L o : i i k f j o k j d l æ B u e a f ' k F k y r k m R i l u g k s x b z g S , d m u d s f H k u k & f H k u k v k n " k z r F k k e l u ; k s d s d k j . k l n L ; k s d s e / ; e r H k n ] r u k o ] d y g d h f L F k r m R i l u g k s t k r h g S t k s i k f j o k j d f o ? k v u d k s t l e n s j g s g A

**rkydk delad & 1**  
**nšk ds foHku jkT; ka ea l a q r i f j o k j d k i f r " k r l k k j r k n j o u x j h d j . k d h f L F k r**

राज्य का नाम	संयुक्त परिवार का प्रतिशत	साक्षरता दर का प्रतिशत	नगरीकरण का प्रतिशत
jkT LFku	25.0	66.11	24.89
gfj ; k .kk	24.6	75.55	34.79
i atkc	23.9	74.84	37.49
xqT jkr	22.9	78.03	42.58
vkaki nšk	10.7	67.02	33.49
rfeyukMw	11.2	80.09	48.45
i k a M p j h	11.4	85.85	68.31
dukVd	16.2	75.36	38.75
djy	16.6	94.00	47.72
if'pe cakky	15.5	76.26	31.89
egkj k"V <sup>a</sup>	17.6	82.80	45.23
e/ ; i nšk	17.7	69.32	27.63
mfm"kk	12.3	72.87	16.68
xkok	12.6	88.70	62.17

mi jkDr rkydk ea nšk ds foHku jkT; ka ea l a q r i f j o k j d k i f r " k r l k k j r k n j o u x j h d j . k d h f L F k r d k m Y y [ k f d ; k x ; k g A f t u j k T ; k a e a l k k j r k n j o u x j h d j . k d k i f r " k r T ; k n k g S m u j k T ; k a e a l a q r i f j o k j k a d k i f r " k r d e g S t S & r f e y u k M i j i k a M p j h ] x k o k ] m f M l k ] e g k j k " V o d j y v k f n A o g h n l j h v k j f t u j k T ; k a e a l k k j r k n j o

uxjhdj.k dk ifr'kr de gsmu jkT; ka ea I a 0r ifjokj ka dk ifr'kr Hkh T; knk gS tS s jktLFkkuj gfj; k.kk] i atkc o xqtjkr vkfn gA vr%Li "V gsrk gSfd I a 0r ifjokj dk I k{krk nj o uxjhdj.k I s \_\_.kkRed I adk gSnsk ea tS s tS s I k{krk nj o uxjhdj.k dk ifr'kr c<+jgk gS oS sl a 0r ifjokj ds dk ifr'kr Hkh ?kV jgk gA

I a 0r ifjokj ds fo?kVu ds i kfjokfjd dkj .kka dk tkuusdsfy, fl jkt 'kgj %tyk&fofn'kk e-i½ ds mu I c ifjokj ds dk I oS fd; k x; k] tks igys I a 0r ifjokj ea l feefyr Fkai j r qvc fo[kf.Mr gk ppsgA bu ifjokj ds ds v/; ; u I stkrF; i klr gq gS os fuEu gA

**rkydk dekl & 2**  
**, dklh ifjokj ka dh f'k{k dk Lrj**

कं	शिक्षा का स्तर	उत्तरदाताओ की संख्या
1	fuj{kj	09 (9.0%)
2	ek/; fed	40 (40.0%)
3	gkbZ Ldny	20 (20.0%)
4	gk; j I dsMh	19 (19.0%)
5	mPp f'k{k	12 (12.0%)
	योग	100 (100%)

mijDr rkydk ea l a 0r ifjokj I svyx gq , dklh ifjokj ka dh 'k{kf.kd fLFkr dk mYys[k fd; k x; k gA mDr rkydk ds fujh{k.k I s Li "V gsrk gSfd v/; ; u {k= ea 09 ifr'kr mRrjnkrk fuj{kj gS ek/; fed rd f'k{k mRrjnkrk dk ifr'kr 40 gS tcfid gkbZLdny] gk; j I dsMh o mPp f'k{k i klr fd, gq mRrjnkrk vka dk ifr'kr de'k%20] 19 o 12 gA

\*\*f'k{k I sl ad/kr 446 Lukr dks ij fd, x, , d v/; ; u ¼1930&32½ ea ejpV (1935) usi k; k Fkk

fd f'k{k{kr ylx I a 0r ifjokj ea jguk i l n djrs gA\* ifjLFkr; kaesgq cnyko o bl uohu v/; ; u I s Li "V gsrk gSfd f'k{k{kr 0; fDr I a 0r ifjokj ea jguk i l n ugh djrs gA v/; ; u {k= ea 91 ifr'kr f'k{k{kr mRrjnkrk I a 0r ifjokj I svyx gq gA ogh ek= 09 ifr'kr vf'k{k{kr mRrjnkrk I a 0r ifjokj I s vyx gq gA vxyh rkydk ea l a 0r ifjokj ds fo?kVu ds dkj .kka dk mYys[k fd; k x; k gA

**rkydk dekl & 3**  
**I a 0r ifjokj ds fo?kVu ds dkj.k**

कं.	विघटन का कारण	उत्तरदाताओं की संख्या
1	0; ol kf; d dkj.k o i kfjokfjd >xM\$	22 (22.0%)
2	0; fDrxr bPNk, a o c<fk gqk ifjokj dk vkdkj	40 (40.0%)
3	0; ol kf; d dkj.k o dkuuka dk i Hkko	08 (08.0%)
4	i kfjokfjd >xM\$ o c<fk gqk ifjokj dk vkdkj	30 (30.0%)
	योग	100 (100%)

mijDr rkydk ea l a 0r ifjokj ds fo?kVu ds dkj .kka dk mYys[k fd; k x; k gA rkydk ds v/; ; u I s Li "V gsrk gSfd 22 ifr'kr mRrjnkrk vka dk ekuuk gSfd mudsi fjokj dk fo?kVu 0; ol kf; d dkj.k o i kfjokfjd >xM\$ jgs gS 40 ifr'kr mRrjnkrk vka dk ekuuk gSfd 0; fDrxr bPNk vka o

**98 | I a Ør ifjokj ea fo?Wu i 'pr--**

c<fk gƳk ifjokj dk vdkdj fo?Wu dk dkj.k cukA ogh 08 o 30 ifr'kr mRRjnrkrvka ds ifjokj dk fo?Wu de'k%0; ol kf; d dkj.k o dkuuka dk i Hkko ¼t\$ & fglunw mRRjnf/kdkj vf/kfu; e 1929] cky & fookg fujkdkd vf/kfu; e 1929 cf) yfC/k vf/kfu; e 1930] fglunw fL=; ka dk l a fRr vf/kdkj vf/kfu; e 1939] fglunw fookg vf/kfu; e 1955] fglunw mRRkj kf/kdkj vf/kfu; e 1956 o ngst fujkdkd vf/kfu; e 1961 t\$ sfu; ekaea ifjokj dsef[k; k dh fujadqrk dks detkj dj fn; k gA½ ds pyrs rFk i kfjokjd >xMka o c<fk gƳk ifjokj dk vdkdj jgk gA vr%Li"V gkrk gSfd l a Ør ifjokjka ds fo?Wu dsef; dkj.k i kfjokjd >xM½ c<fk gƳk ifjokj dk vdkdj vL\$ 0; fDrxr bPNk; a gkrh gA bl idkj dh i kfjokjd l eL; k, auxjh; i Hkko o f'k{k dsLrj dsc<usdsdkj.k vL\$ T; knk fodjky gkrh tkrh gA

**rkydk dekd & 4**

**I a Ør ifjokj lsvyx gks ds i'pr-- ,dkdh ifjokj dh vkfkd flFkr**

क	आर्थिक स्थिति	उत्तरदाताओं की संख्या
1	vk; ea of) o Lo; a dk edku	27 (27.0%)
2	vk; ea of) cPpka dk l okkh.k fodkl o thou 'kSyh ea ifjorZ	43 (43.0%)
3	l ekt ea ubz igpku	11 (11.0%)
4	mijkDr l Hkh	09 (09.0%)
5	udkjkrRed ifjorZ	10 (10.0%)
	; kx	100 (100%)

mijkDr rkydk eal a Ør ifjokj lsvyx gq ,dkdh ifjokjka dh vkfkd flFkr dk mYydk fd; k

x; k gA v/; ; u {ks= eal a Ør ifjokj lsvyx gq 27 ifr'kr ,dkdh ifjokjka dh vk; ea of) ds l kFk Lo; adk edku Hkh cuk gA 43 ifr'kr mRRjnrkrvka dh vk; ea of) ds l kFk cPpka dk l okkh.k fodkl t\$ s & vPNh Ldnyh f'k{k} vPNs diM½ vPNk [kku&iku o cPpka dh vL; bPNkvka dh i whZ ds l kFk Lo; a dh thou 'kSyh ea Hkh ifjorZ gƳk gA 11 ifr'kr mRRjnrkrvka dk ekuuk gS fd ifjokj lsvyx gks ds i'pr~l ekt eaLo; adh igpku kuh gS rFk 9 ifr'kr mRRjnrkrvka dh vk; ea of) Lo; a dk edku] cPpka dh vPNh f'k{k} thou 'kSyh ea ifjorZ ds l kFk l ekt eaLo; adh igpku kuh gS tcf 10 ifr'kr mRRjnrkrvka dk ekuuk gS fd ifjokj lsvyx gks ij mudh vk; lsvyx dk xqtkj cgr ef' dy l sgks i krk gS vFkr~ifjokj lsvyx gks ij bu ifjokjs ij vkfkd : i lsvyx udkjkrRed i Hkko i Mk gA mDr rkydk ds fo'ySk.k l sLi"V gkrk gSfd l a Ør ifjokj lsvyx gks ij vf/kdkk ,dkdh ifjokjka dh vkfkd flFkr ea l qkj gƳk gA fu"d"z

l kekt d l j{k dh n"V l s; fn ge n[ks rks vkt ds l e; eal a Ør ifjokj furkr vko'; d gS D; ksd ,dkdh ifjokj vc brus l jf{kr ugh jg x, ftrus igys FkA ; fn ge ,dkdh ifjokj dks n[ks rks ogkaefgyk, , i q "k nksuks gh dke ds fy, ?kj l s cgkj tkr gA ft l l sefgykvks dks vi us dk; Z{ks= ij dbZ rjg dh i js kfu; ks dk l keuk djuk i Mfk gS muds l kFk nq; bgyk fd, tkr gS fQj Hkh os ukdjh djrh gS rkd vi us ifjokj dh vkfkd flFkr eaenn dj l dsyfdu bl dk nji Hkko cPps ij vf/kd i Mfk gA tc ?kj dh efgyk , i q 'k nksuks dke ds fy, cgj tkr gS rC muds cPps dh n[ks rks >nykj esgkrh gS; k vk; k ds }kj ft l l s ekrk&fi rk ds mfor fn'kk funZ ku ds vHkko eacPps ead bZ rjg dh xyr vkrst \$ s & >B ckyuk] plgh djuk] cjh l xfr eajguk] efnjk l ou djuk] ekj i hv djuk vkfn fodfl r gks tkrh gS tks vkxs pydj

vijk/k iḍr ea ifjofrḥ gls tkrh gS o nḥk ds  
Hkfo"; dk l kḥftd iru gkus yxrk gḥ tks vkxs  
pydj dbzrjg dh l eL; kvka dks tle nḥk gḥ  
ogh nḥ jh vkj , dkadh ifjokj gkus l s dgy  
tul ḥ; k ea dk; Zkhy tul ḥ; k dk Hkx c<+tkrk  
gḥ vkfJrk dk iḥr'kr ?kVrk gḥ 0; fDr vius  
i kfjokfjd drḍ; ka dk ijk djus o viuh bPNkvks  
dh i whz gsrq vf/kdkf/kd ifjJe djus yxrs gḥ

ftl l sifr 0; fDr vk; c<rh gSo vkfFkd Lorærk  
Hkh c<rh gḥ ftl l s 0; fDr viuh bPNkuq lk viuk  
thou ; kiu djrk gḥ nḥk dh vkfFkd ixfr ds  
l kfk gh l kfk l kḥftd 0; oLFkkj l j {kkj vfhkfr]  
ekuo 0; ogkj dksfu; ḥ=r djuk] l ḥdfr dsekḥyd  
rRoksdh j {kk vkfn ekuoh; o l kḥftd eḥ; ka dk  
Hkh fodkl gkus pkfg, ftl l s le) , oa l H;  
l ekt dh LFkkiuk gḥ

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nqs , l -l ḥ ¼1969½ *\*\*ekuo vjḥ l ḥdfr\*\** jktdey i dkk'ku i k-fy- ubz fnYyh i`da 113

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# tutkrh; I ekt dsfodkl ea xş I jdkjh I æBu dh Hæedk

\* e"Ŵgn [Ŵku

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15 May 2014

nşk dk tutkrh; I ekt vl; I ektksdh rgyuk esdkQh fi NŴk gŵk gŀ bl dsfodkl  
grşql jdkjh rFkk xş I jdkjh I æFkk, afŴkj rj iz kl dj jgh gŀ xş I jdkjh I æBu ftl I nŴkZ ea  
dk; Zdjrs gŀ ml h dsvuq i mudk Lo: i Hkh cgr gn rd cnyrk jgrk gŀ vl; ; u {k= ds: i  
ea cMøkuh ftysds i kVh fodkl [k.M dk p; u fd; k x; k gŀ vk'Ŵxte VLV xş I jdkjh I æBu  
I syŴk iŴr I Hkh tutkrh; ifjokj vl; ; u dks lex gŀ mnş; i ŴkZ fun'kZ fof/k dk mi; kş  
djrs gŀ vk'Ŵxte VLV xş I jdkjh I æBu I syŴk iŴr 45 tutkrh; ifjokj ka dk p; u  
'ŴkZ vl; ; u dsfy, fd; k x; k gŀ i æFked I eadksdk I æyu I k{ŴRdkj vuŴ Ŵh] voykdu , oa  
I eŵ ppkZ ds ek; e I ş mRrjnkrkvka I s iŴr rF; ka, oa tkudkj I sf; k x; k gŀ 'ŴkZdk; Zds  
nkşku I k{ŴRdkj vuŴ Ŵh] voykdu , oa I eŵ ppkZ fof/k; ka dk iz kş I ead , df=r djus dsfy,  
fd; k x; k A p; fur xş I jdkjh I æBu şjkj eŴ; : i I s dŴk dks mlur djus I ædkh dk; Zfd,  
gŀ D; kŀd tutkrh; I epk; dk thou dŴk ds bnŴxnZ gh ?kşrk gŀ blgkus tutkrh; I epk;  
dh vko'; drk dsvuq i dk; Zfd; k gŀ I kFk gh I kFk tutkrh; I epk; dks vktifodk I s tkŴŴs  
dsfy, muds ikl miyŴk I d kku vş dks ky dk mi; kş fd; k x; k A tutkrh; I ekt vŴŴer  
xş I jdkjh I æBu ds şjkj fd, x, dk; kş ds ifr I dkj kRed ik; k x; k A

xş I jdkjh I æBu ka ds vFkZ dh ckr dh tk,  
rkş u rks budk dkbZ fuf'pr vFkZ gŀ u fuf'pr  
mnş; vş u gh dkbZ fuf'pr dk; Z , oa  
xrfof/k; k A xş I jdkjh I æBu ftl I nŴkZ eadk; Z  
djrs gŀ ml h dsvuq i mudk Lo: i Hkh cgr gn  
rd cnyrk jgrk gŀ I kFk gh dŴ I æBu , d s Hkh  
gkrs gŀ tks ; k rks I epk; dh t: jr ds vuŴ kj  
vi uh xrfof/k; ka eacnyko ykrsgŀ; k fQj /kujkf'k  
tkus dsfy, ml ea Qj cny dj yrsgŀ fQj Hkh xş  
I jdkjh I æBu fuEu Lrj ij dk; Z rŴkZ vka şjkj , d  
I kFk dk; Z djus grşql æBr fd; k x; k , d I eŵ  
gkşk gŀ ftl ds vŴrxr tul eŵ LoŴNd I æBu  
, tŴh] I ekt dY; k k I eŵ vŴfn I Hkh vkrsgŀ ; s  
I Hkh I æBu I eŵpr vf/kfu; e ds vŴrxr i æhdŴr  
gkrs gŀ rFkk budk eŴ; mnş; I ekt I şk djuk

gkşk gŀ u fd yŴk deku vFkZ , d s cMş Nkş  
I æBu tksfd nşk dh izkl fud 0; oLFk ds in  
I ki kfud Őe ea ugha vkrş i jŴr q turk ds fodkl  
grşdk; j r-gŀ mlga xş I jdkjh I æBu dgk tkrk  
gŀ ; s I æBu LFkkh; Lrj] jk'Vh; Lrj o vŴrjkZVh;  
Lrj ka ds gkrs gŀ <sup>1</sup>

**fo'o cŀl ds vuŴ kj & \*\***, uthvks , d futh  
I æBu gkşk gŀ tks ykşka dk nŴk nnZ nj djuş  
fu/kZka ds fgrka dk I ō) Ŵ djuş i; kşj .k dh j{k  
djuş cŴu; knh I kelftd I şk, i nku djus vFkok  
I kepŴ; d fodkl dsfy, xrfof/k; k pykrk gŀ\*\*  
nŴj ka 'kŴka eŴ \*\* , uthvks oŴkŴfud : i I s xBr  
I æBu gkrs gŀ tks I jdkj I s Lora= dke djrs gŀ  
vş blgavkerş ij I koŴfud rkş ij nŴk tkrk  
gŀ ftudk y{; yŴk deku ugha gkşka \*\* xş

\* i h, pMh 'ŴkZkFŴZ I ekt dk; Z ŴŴckck I kgc vEcMdj jk'Vh; I kelftd foKlu I æFku eŵh Ŵe-iZk

I jdkjh I aBuka dk ey mnas; I kelftd U; k; fodkl vls ekuo vf/kdkjka dh j{k ds fy, dke djrk ga bu I aBuka dk foRr i ksk.k i wkZ; k vka' kd : i I s I jdkj I s i klr /kujkf'k I s gkrk gS vls ; I jdkjh i fruf/k; ka I s njh cukrs gq xS I jdkjh Lo: i cuk, j [krs ga fo'o cd usbu xS I jdkjh I aBuka dks nse; oxk ea fplgr fd; k gS & igyk f0; kRed xS I jdkjh I aBu vls i jkdj xS I jdkjh I aBu a igys I aBu dk ey mnas; fodkl kledkh i fj; kst ukvadh : i j k r s k j djuk vls f0; kflor djuk ga f0; kRed xS I jdkjh I aBuka dks jk'Vh; I aBu j vlrjZVh; I aBu j I epk; vk/kfjr I aBu vkfn ds: i ea oxhZr fd; k tk I drk ga bl ds foifjr i jkdj xS I jdkjh I aBuka dk ey mnas; varjZVh; I aBuka dh uhr; kavls dk; i ) fr; ka dks i Hkfor djuk ga <sup>2</sup>

**\*kSk v/; ; u ds mnas; %**

1- tutkrh; fodkl gsqxS I jdkjh I aBu }kjk f0; kflor fofo/k dk; Deka dk v/; ; u djuka

2- xS I jdkjh I aBuka }kjk f0; kflor tutkrh; fodkl dk; Deka I s tutkrh; I epk; ds I kelftd , oavkfkZd thou eagq ifjorZka dk v/; ; u djuka

v/; ; u {k= ds: i ea cMekuh ftys ds i kVh fodkl [k.M dk p; u fd; k x; k ga vk' kxte VLV xS I jdkjh I aBu I sykHk i klr I Hk tutkrh; i fjokj v/; ; u ds I exz ga mnas; i wkZ fun' kZu fof/k dk mi; kx djrs gq vk' kxte VLV xS I jdkjh I aBu I sykHk i klr 45 tutkrh; i fjokj ka dk p; u 'kSk v/; ; u ds fy, fd; k x; k ga i kFked I eadks dk I adyu I k{kRdkj vuq phj voykdu , oal ey pplZdsek/; e I j mRrjnkrkvka I s i klr rF; ka, oat kudkj h I sfd; k x; k ga I epkj i =] i f=dk, j i qrdS I jdkjh vHky[k] tux.kuk fj i kZ/ ba/ juS/ i wZ i dlf'kr 'kSk i = bR; kfn dk mi; kx f}rh; d I kexh , df=r djus ds fy, fd; k x; k ga 'kSk d; Z ds nkj ku fuEufyf[kr fof/k; ka dk i z kx I ead , df=r djus ds fy, fd; k x; k gS

%& 1-I k{kRdkj vuq phA 2- voykduA 3- I ey pplZA

vk' kxte VLV cMekuh dh LFki uk 13 tykbZ 1983 dks e/; i nsk iftyd VLV , DV 1951 ds vlrzr dh xba vk' kxte VLV 13] tykbZ 1983 I s e-i z ds vkfnokl h cgy; ftys cMekuh ea foxr 30 o'kZ I s dQV jkx; k fodykax 0; fDr; k fujkfJr o) tul ekul d jkx; karFk vR; r fu/kZu o cd gjk 0; fDr; ka ds i quokZ gsq' kkl u j iz kkl u vls I ekt I oh I LFk vka ds }kjk I pkfyr foHkuu dk; Deka i fj; ktukvka dk f0; k lo; u dj budk I kelftd , oavkfkZd I 'kDr dj .k dj jgk ga vk' kxte VLV cMekuh ftys eadk; j r-, d , d h I LFk gS tksfd I h dh igpku dh egrkt ugha ga bl dh bl igpku ds i h Nsbuds }kjk fd; sx, mYy[kuh; dk; Z, oabu dk; k dh I Qyrk ds vk/kj ij bl s i klr foHkuu i jLdkj gS tks bl ckr ds i ek.k gS fd vk' kxte VLV tgl; dk; Z djrk gS ogk; ds ykx kadsgn; ead tkrk ga vkfnokl h cgy {k= cMekuh ea viuh mRd"V xrfrof/k; ka vls I okvka ds Lo: i dbZ nhu&nq[k; ka ds fy, vk' kxte VLV cMekuh , d fo'kry oV o{k dh Hkar dk; Z dj jgk ga ftl dh Nk; k ea vkJ; ikdj dbZ 0; fDr vol j i klr dj vkRefuHkjr dk thou ; ki u dj jgs ga<sup>3</sup>

vk' kxte VLV dks dk; Deka , oai fj; ktukvka ds mRd"V I pkyu gsqv lrjZVh; jk'Vh; , oal Fkkuh; Lrj ds dbZ i jLdkj , oal Eeku i klr gk paps ga VLV dks 1996 ea e-i z jkT; Lrjh; fcj I k eqMk vkfnokl h I ok i jLdkj] 1998 ea jkVjh vlrjZVh; e.My dk I ok p I Eeku ekun \*\* i kly gS j QS, kS] 2001 ea Hkjr 'kkl u }kjk fodykax dV; k.k eamRd"V ; kx nku ds fy, jk'Vh; i jLdkj] 2007 ea e-i z 'kkl u }kjk jkT; Lrj dk \*\* banjk xkdh I ekt I ok \*\* i jLdkj jk'Vh frth }kjk 2006 ea i h m r ekuo I ok ds fy, \*\* I LFkxr jk'Vh; i jLdkj vls 2008&09 ea Hkjr I jdkj xkeh.k fodkl ea-ky; }kjk {k= ea jkst xkj ds vol j mi yC/ dk jkus ds fy, \*\* jk'Vh; jkst xkj tkx: drk \*\* i jLdkj I s I Eekfur

**102 | tutkrh; Iekt ds fodkl ea-**

fd; k tk pplk gA l u-2012&13 ea tu vflk; ku ifj"kn e/; inSk 'kkl u }kjk \*\* jkT; Lrjh; Lo; a l sh l hFKK\*\* ijLdkj l suoktk x; k gA<sup>4</sup>

p; u fd, x, xj ljdkjh l xBu ustutkrh; {ks= eadk; D@e@ifj; kstuk ds fØ; kBo; u ds nks ku eq; : i l snks i djk dh xrfrof/k; ka dks 'kkfey fd; k ftuea, d osgrh gß ftueafdl h , d 0; fDr dks ykHk i ktr gsrk gS, oanq jh osftul s l a wZ xk dks i R; {k , oaviR; {k : i l sykHk i ktr gsrk gA p; fur xj ljdkjh l xBu }kjk l Ei lu dh xbz xrfrof/k; k; tß s & i 'kq kyul dwpk; xgjh d j. k] dwpk; [kpnokuk] Lo; al gk; rk l ewg cukuk] dFk ; a-] eM+cnh bR; kfn 'kkfey gA ftul s 0; fDrxr ykHk i ktr gsrk gS, oaty l jpuvkadk fodkl ] i kuh dh Vadh] pkjxkg fodkl ] ipk; r jkt l 'kfdrdj. k] l kefgd djhfr mleyu] tutkx: drk l eakh dk; Z ftl ea l a wZ l epk; dks ykHk i ktr gsrk gA

**rkfydk dzl xj ljdkjh l xBu }kjk fd, x, dk; Z**

क्रमांक	किया गया कार्य	आवृत्ति	प्रतिशत
1-	tyxg.k i cadku l eakh dk; Z	38	84.44
2-	Lo; a l gk; rk l ewg cukuk	31	68.89
3-	mlur cht] ekvj i Ei] mlur dFk ; a- vkn mi yC/k djukuk	31	68.89
4-	f'k{k l eakh dk; Z	29	64.44
5-	LokLF; l eakh dk; Z	18	40.00
6-	jstxkj l eakh dk; Z	32	71.11
7-	Lkeftd djhfr mleyu l eakh dk; Z	28	62.22
8-	i f'k{k.k l eakh dk; Z	15	33.33
9-	efgyk , oacky fodkl l eakh dk; Z	20	44.44
10-	i ; kbj .k l j {k.k l eakh dk; Z	23	51.11

mDr rkfydk l sKkr gsrk gSfd v/ ; ; u {ks= ea p; fur xj ljdkjh l xBu }kjk dh xbz xrfrof/k; ka ea 84-44 ifr'kr mRrjnkrkvka us tyxg.k i cadku l eakh dk; Z 68-89 ifr'kr mRrjnkrkvka us Lo; a l gk; rk l ewg cukuk] 68-89 ifr'kr mRrjnkrkvka us mlur cht] ekvj i Ei] dFk ; a- vkn mi yC/k djukuk] 64-44 ifr'kr mRrjnkrkvka us f'k{k l eakh dk; Z 40-00 ifr'kr mRrjnkrkvka us LokLF; l eakh dk; Z 71-11 ifr'kr mRrjnkrkvka us jstxkj l eakh dk; Z 62-22 ifr'kr mRrjnkrkvka us l keftd djhfr mleyu l eakh dk; Z 33-33 ifr'kr mRrjnkrkvka us i f'k{k.k l eakh dk; Z 44-44 ifr- mRrjnkrkvka us efgyk , oacky fodkl l eakh dk; Z , oa 51-11 ifr'kr mRrjnkrkvka us i ; kbj .k l j {k.k l eakh dk; Z crk, tksfd xkp ea xj ljdkjh l xBu }kjk fd, x, gA mDr rkfydk ds v/ k; ij dgk tk l drk gSfd p; fur xj ljdkjh l xBu }kjk eq; : i l s dFk dks mlur djus l eakh dk; Z fd, gß D; kcd tutkrh; l epk; dk thou dFk ds bnixnz gh ?kprk gA

**rkfydk da 2**

**xj ljdkjh l xBu }kjk fd, x, dk; Z dh tutkrh; l epk; dks vko'; drk ds l eak ea tkudkj**

क्रमांक	एन.जी.ओ. द्वारा किया गया कार्य की आवश्यकता	आवृत्ति	प्रतिशत
1-	gk	45	100%
2-	ugha	00	00%
	dy &	45	100

mDr rkfydk l sKkr gsrk gSfd 100 ifr'kr mRrjnkrkvka us dgk fd xj ljdkjh l xBu }kjk fd, x, dk; Z dh vko'; drk gSvkj , d sykHkFFkz ka dk ifr'kr 'kq; gß ftl gkaus xj ljdkjh l xBu ds dk; Z dks vko'; drk vuq i ughaekukA vr%rkfydk

ds vkkj ij dgk tk l drk gsf d p; fur xj  
l jdkjh l æBu usv/; ; u {ks= ea tutkrh; l epk;  
dh vko'; drk ds vuq i dk; Z fd; k gA

**rkfydk dz 3**

**xj l jdkjh l æBu l s iDr 0; fDrxr yHk  
ds l æk ea tkudkj**

क्रमांक	प्राप्त व्यक्तिगत लाभ	आवृत्ति	प्रतिशत
1-	cht , oa d'k ; æ	15	33.33
2-	ex+cnh	06	13.33
3-	i 'ki ky u	04	8.89
4-	ek/j i Ei	03	6.67
5-	chq; xgjh d j .k	06	13.33
6-	chq; [knkb]	06	13.33
7-	vkV k pDdh	01	2.22
8-	fdjk .kk nplku	03	6.67
9-	fl ykbz e'khu	01	2.22
dy &		<b>45</b>	<b>100</b>

mDr rkfydk l sKkr gkrk gsf d v/; ; u {ks= ea  
dk; j r-xj l jdkjh l æBu l stutkrh; mRrjnkrk vka  
ea 33-33 ifr'kr dks cht , oa d'k ; æ] 13-33  
ifr'kr mRrjnkrk ex+ cnh] 8-89 ifr'kr dks  
i 'ki ky u] 6-67 ifr'kr dks ek/j i Ei] 13-33 ifr'kr  
dks chq; xgjh d j .k] 13-33 ifr'kr dks chq; [knkb]  
2-22 ifr'kr dks vkV k pDdh] 6-67 ifr- dks fdjkuk  
nplku] 2-22 ifr'kr dks fl ykbz e'khu ds : i ea

0; fDrxr yHk i ktr gqk gA vr%dgk tk l drk gS  
fd v/; ; u {ks= ea dk; j r-xj l jdkjh l æBu us  
tutkrh; l epk; dks vktfodk l s tkM us ds fy,  
mudsi kl mi yC/k l d k/ku vqj dks ky dk mi ; ks  
fd; k gA

**rkfydk dz 4**

**xj l jdkjh l æBu ds }jk fd, x,  
dk; Z ds ckjs ea vflkr l ækh tkudkj**

क्रमांक	अभिमत	आवृत्ति	प्रतिशत
1-	dkbz ifjorU ugha	00	00
2-	vi\$kk l s de ifjorU	05	11.11
3-	l kekl; ifjorU	08	17.78
4-	vPNk ifjorU	06	13.33
5-	cgr vPNk ifjorU	26	57.78
dy &		<b>45</b>	<b>100</b>

mDr rkfydk l sKkr gkrk gsf d v/; ; u {ks=  
ea dk; j r-xj l jdkjh l æBu }jk fd; sx; sdk; Z  
dks tutkrh; l epk; dskHkFkZ ka l si ktr vflkr  
dsvk/kj ij 11-11 ifr'kr usvi\$kk l s de ifjorU]  
17-78 ifr'kr us l kekl; ifjorU] 13-33 ifr'kr us  
vPNk ifjorU vqj 57-78 ifr'kr us cgr vPNs  
ifjorU dh Jskh eaj [kk gA vr%rkfydk dsek/  
; e l s dgk tk l drk gsf d v/; ; u {ks= ea xj  
l jdkjh l æBu ds }jk fd, x, dk; k ds ifr  
tutkrh; l epk; dskxka dk vflkr l dkj kRed  
gA

**l mH %**

- 1- jkt i q] mn; fl g 2010¼ vkfnokl h fodkl , oa xj l jdkjh l æBu] jkor i fcyds kUI ]  
t; i g] i "B 49
- 2- <http://iasrahmanistudy.blogspot.in/2012/09/blog-post9277.htm/>.
- 3- vk'kkxte VLV 2011&12¼ ok'kd fj i kZ i "B 0- 1
- 4- vk'kkxte VLV 2011&12¼ ok'kd fj i kZ i "B 0- 2

\*

# efgyk f'k{k dk fodkl , d , frgkl d fo"ysk.k

1NRrhl x<+ ds fo"sk I UnH2 e2

\* Jterh dlerh fl g ifjglj

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f'k{k 'kkl u dky ea l a wklz Hkkjr o"z ea vaxst h f'k{k dk i plj i d kj gvrk bl dk i Hkko NÜkhl x<+dh f'k{k 0; oLFkk ij Hkh i Mka i k' pkr; <x dh f'k{k.k l LFkk, a l eLr ns'k o NÜkhl x<+ eaLFkfi r dh xbA vaxst h f'k{k ds i d kj l sHkjr h; l dfr vls ; jki h; l dfr dk l ekxe gvrk Hkkjr h; ka dks vi uh l dfr ds vHkoka dk vuHko gksus yxk , oa mlga l keftd dj hfr; k; o vu/k fo'okl Li "Vr%nr"Vxkpj gksus yxk Qyr%l keftd , oa/kfeZ l qkjk dk ; q; i kj Hk gvrk mPp f'k{k ea NÜkhl x<+egkfo |ky; jk; ij vls , l-ch-vkj- egkfo |ky; fcykl ij dk ; lxnku fo"sk : i l smYy[kuh; gA vaxst h f'k{k ds dkj.k NÜkhl x<+ea Hkh jktuhfrd vls l keftd ixfr vk; hA bl dky ea efgyk f'k{k dks Hkh i Hk l fgr fd; k x; k vls efgyk vka ds mRFkk vls ixfr ds fy, dk; Z vj Hk fd; sx; A ykMZ fji u ds 'kkl u dky ea g. Vj deh'ku us Hkh efgyk f'k{k dks fo"sk : i l si Hk l fgr djus dk l q-ko j [kka oS fDrd vupku ij Hkh vuod du; k 'kkyk, aLFkfi r dh x; hA ij xkeh.k vpy ea du; kvka ds fy, f'k{k dh i; klr 0; oLFkk u gks l dhA

NÜkhl x<+{ks= dks i k' pkr; l H; rk ds l ehi ykus vls ; gkaotkxj .k mri é djus dk Js vaxst h f'k{k vls ; jki h; l dfr dks gh gA ; jki h; f'k{k i) fr us HkX; ds Hkjd s jgus dh Hkkouk vls iyk; uokn dks l ekr dj fn; k vls muea f0; k'khyr ds xqk dk i kndkz gvrk vc muea cf) foodl] oSkfud rd&fordZ dh Hkkouk tkxr gpA bl i d kj vaxst h f'k{k vls Kku foKku us {ks=h; uo; qdka ds l e{k uohu fopkj ka dk , d u; k l d kj rks [kky fn; k] fdUr qdkyUrj ea bl ds dkj .k Hkkjr h; Kku&foKku , oa thou 'ksh dh mi s k rFkk i k' pkr; l H; rk&l dfr dh vi s k gksus yxhA ts jk"Vh; rk dh nr"V l smfpr u FkA<sup>1</sup>

NÜkhl x<+vpy ea mPp f'k{k ds v/; ; u dh l epr 0; oLFkk ugha FkA bl fy, 1937 ea Bkdj l; kjsyky fl g dh v/; {krk ea NÜkhl x<+ f'k{k.k

l fevr dh LFkku uk dh xbA 16 tykbZ 1938 dks NÜkhl x<+ea N-x- egkfo |ky; dh LFkku uk dh xbA bl s ukxij fo- fo- l s l yXu fd; k x; k FkA<sup>2</sup> NÜkhl x<+ea ntl jk egkfo |ky; Lorærk ds i' pkr- 1948 ea, l-ch-vkj- dky st dsuke l sfcykl ij ea i kj Hk gvrk o"z 1948 ea gh foKku f'k{k ds i Fke dhæ ds : i ea 'kkl dh; foKku egkfo |ky; dh LFkku uk gpA<sup>3</sup> bl ds i' pkr- foHké {ks=ka ea egkfo |ky; ka dh LFkku uk dk Øe i kj Hk gvrk

rhl jh i po"khz ; kstuk ea NÜkhl x<+vpy ds fy, , d fo-fo- i Lrkfor fd; k x; kA jfo'kdj fo-fo- vf/kfu; e 1963 ds rgr-e-iz ds i Fke eq; ea h ia jfo'kdj 'kpy dsuke ij bl fo-fo- dk uke j [k x; kA bl fo-fo- l sl kekl; f'k{k} vHk; ka=dh] fpdfRl k rFkk d"r k l s l e/kr l Hkh egkfo |ky; ka dks bl l sl e) fd; k x; kA<sup>4</sup> e-iz fo-fo- vf/kfu; e

\* Lkgk; d ik?; ki d] bfrgkl ] "kkl dh; egkfo |ky; l gl i j ykgl j kft ty&dchj/ke 1N-x-1/2

1983 ds rgr~16 tu 1983 dks fcykl ij {ks= ds l r xq ?kkl hinkl dsuke ij xq ?kkl hinkl fo-fo-dh LFkki uk fcykl ij ea dh xbA <sup>5</sup>

vktknh ds ckn efgyk l k{kjrk dsfy, cjkcj iz kl gksrjsggA bl h Øe ea 1958 eajk"Vh; efgyk f'k{k l febr] 1964 eajk"Vh; f'k{k l fj"kn] 1970 ea L=h f'k{k l febr] 1975 ea varjkl"Vh; efgyk o"lz ds l adYi rFkk 1986 ea uohu f'k{k ulfr ea ukjh f'k{k ds fodkl grqvud l øko fn; sx; A o"lz 1993&94 ea i kFfed Lrj ij 42-9 i fr'kr ckfydk; ai at hdr gq] tcf d 1950&51 eadpy 28-1 i fr'kr FkA bl i d kj /khj&/khj s efgykvka dh f'k{k ea l økj gsrk jgk 1950&51 ea efgyk l k{kjrk nj dpy 7-93 i fr'kr Fk tks tux.kuk 2001 ea 54-16 i fr'kr vkadh xbz gA

NRrhl x<+ ds fofHkuu ftyka dh l k{kjrk ea L=h&i q "k dk varjky vf/kd fn [kkbz i Mf k gA ftu ftykaeam |ks; i z kkl fud] dk; ky; ] 'k{kf.kd l u.Fk, a vf/kd gA l k{kjrk vf/kd ik; h x; h gA bl h i d kj fofHkuu vk; qoxZ ea gh l k{kjrk nj ea varjky gA 1991 ea l kr o"lz rFkk ml l svf/kd vk; qoxZ eadpy 41-8 i fr'kr FkA bl h vk; qoxZ ea xteh.k {ks=ka ea dpy 36-6 i fr'kr Fk] ft l ea 52-0 i q "k rFkk 21-2 i fr'kr fL=; k; FkA uxjh; {ks=ka 70-7 i fr'kr Fk] ft l ea 82-1 i fr'kr i q "k , oa 58-2 i fr'kr fL=; ka FkA vr%nksuka gh {ks=ka ea i q "ka dh rgyuk ea fL=; ka dk vuq kr de gA 10 l s 14 vk; qoxZ eadpy 64-5 i fr'kr 0; fDr l k{kj Fk] ft l ea 75-0 i fr'kr i q "k , oa 53-4 i fr'kr fL=; ka FkA 15 l s 59 vk; qoxZ ea 38-9 0; fDr l k{kj Fk] ft l ea L=h&i q "k dk i fr'kr Øe'k%22-1 , oa 56-2 gA 60 o"lz l svf/kd vk; qoxZ ea 15-9 i fr'kr 0; fDr l k{kj FkA ft l ea xteh.k {ks= ea 13-0 i fr'kr 0; fDr , oa uxjh; {ks= ea 41-7 i fr'kr 0; fDr l k{kj FkA <sup>6</sup>

20oha 'krkCnh jk"Vh; mnksku , oa ixfr ds l kFk l kFk ukjh tkxfr ds n f"Vdks l s Hkh egROI wZ gA Hkjr h; ukjh dks ml ds vLrRo cksk ghu Lrj

fLFkr l smckjus rFkk ukjh vLerK dks l g f{kr djus eajktkjk e Hkstu jk; dk fo'kSk ; ksnku gA LorU= Hkjr ea efgykvka dh oBkkfud fLFkr mudh f'k{k vkj l kelftd fLFkr l Hkh ea dkQh l økj gpyka i fj.kke ; g gpyk fd ixfr ds gj eplke ea f'k{k] foKku] l kfgR; vkj fpdfR l k vkfn {ks=ka ea ukjh dk opLo LFkfi r gksus yxka <sup>7</sup>

Loraerk vknsyu ea Hkx yusokyh ukfj; kausn'sk dks vktknh fnykus ds l kFk ukjh dks Hkh l ekt ds calu l s eDr djus ds fy, ml dh f'k{k ds fy, iz kl fd, A ukfj; kaus f'k{k ds i d kj dsfy, vi us ?kj] [kr vkfn dks Hkh fo |ky; ka dks nku dj fn; ka ft l ea [k]kx<+ dh egjkuih inekorh dk ; ksnku Hkyk; k ugha tk l drk gA ftUgkaus vi us jktegy dks l xhr f'k{k dsfy, nku eafn; ka Loxh'z nkA dY; k.k fl g us jk; i j ea d f'k{k ds fodkl ds fy, , d yk [k : i ; s rFkk 1700 , dM+Hk'e dk nku fd; k FkA <sup>8</sup> ; gh dkj .k gsf d NRrhl x<+ vpy dh ukfj; kaf'k{k i kfr dh yyd tkxr gpy vkj ml gkaus bl fn'kk ea vkxs c<us dk iz kl fd; ka 20oha 'krkCnh ea tc ukjh us vi us thou ds l Hkh {ks=ka ea vi uh fLFkr dks l økj us dk iz kl fd; k] rks f'k{k dk {ks= d s svNrk jg l drk FkA vk/kfud i fjo'sk ea ukjh dks tgvkf/kd Loraerk i ktr gpy gSogha og vu d l eL; vka l s f'kj Hkh xbz gA vkt ukjh dh ftEentfj; k; cgr gn rd c<+xbz gS \ l ekt ea egROI wZ LFkku i ktr dj yus ds i'pkr- ml ds mlkj nkf; Roka eaf) gksxbz gA og vkfFkd l eL; kvka dks l gy>kus dsfy, fujarj l øk'kz dj jgh gA <sup>9</sup>

i po"khz ; kst ukvka ea efgykvka ds fodkl i j Hkh /; ku fn; k x; k gA i gyh pkj ; kst ukvka ea efgykvka ds LokLF; vkj l g{k dks i kFfed r k nh x; hA i kpo h vkj NBoha ; kst uk ea ukjh f'k{k ds i pkj i d kj ds l kFk muds 0; fDrRo ds i wZ fodkl i j /; ku j [k x; ka efgykvka ds LokLF; ] f'k{k vkj Lokoyeh cuus i j l Hkh ; kst ukvka ea fo'kSk /; ku j [k x; ka l kroha ; kst uk ea efgykvka dks ykHkFkha

106 I efgyk f'k{k dk fodkl , d , frgkl d fo"ysk.k

cukus ds vusd dk; Øe j [ks x; A 8oha; kst uk tks 1992 l s 1997 rd pyh ml eaefgyk l 'kfdrdj.k dk iz kl fd; k x; kA bl ds ckn dh ; kst ukvka ea efgykvka dh f'k{k vkj LokLF; l cdkh vusd iko/kku fd, x; s D; kfd efgyk Hkkoh ih<h dk fuekzk djrh gA; g l R; gS fd efgyk l k{kjrk 1947 eaek= 8 ifr'kr Fkh] 2001 eaefgyk l k{kjrk dh nj 54 ifr'kr gks x; h gsvkj c<rh gh tk jgh gA

vl æfBr {ks= ea 15 ifr'kr efgyk, a dk; Z dj jgh gS tks d f'k vkj Hkou fuekzk eaef; : i l sgA 15 ifr'kr efgyk, a m |kska vkj mPp izklkl fud l okvka ea gA ifr; ksch ifj {k{vka ea vkus ds ckn os d qy izklkl d cu jgh gA l uk ea dk; Z djus o iq "kka ds l eku oru i kus dk vf/kdkj ml gahh feyk gA orëku l fo/kku dh /kjk 15 ea fyak Hkn oftr crk; k x; k gA /kjk 16 ea l eku vol j fn, tkus dh i f'V dh xbz gA /kjk 21 ea ml dh futh Lorærk ea glr {k{ dk fu"sk gA /kjk 39 , ea l eku U; k; dk iko/kku gA 43 ea [kfrgkj vkj vkj] kfxd {ks=ka ea jkst xkj mi yC/k dj kus dk iko/kku gA /kjk 44 ea ; whOkeZf l foy dkm dh crk dgh x; h gA /kjk 45 ea fu%kq d f'k{k 0; oLFkk efgykvka ds fy, dh xbz gA

vk/kqud dky ea ukjh f'k{k dks cjkcj c<kok feykA bl dky eaf'k{k dh l kelU; i pfyr 0; oLFkk jk; ij ftys ea ykxw FkhA Øe'k% l e; kuq kj efgyk f'k{k ds fy, Lohy [kksys x, A yMelka ds l kFk Hkh budh f'k{k gkrh jghA ukjh f'k{k dks okLrfod xfr 1956 bz eae-iz ds xBu ds i'pkr-gh feyhA 1951 ea jk; ij ftys ea 7 ifr'kr 'kgjh {ks=ka ea fL=; k; l k{kj FkhA tcf d xteh.k {ks=ka ea budh l ; k 3 ifr'kr FkhA u, e-iz ea l e; kuq kj ukjh f'k{k ds fy, foHkku ; kst uk, a cukbz xba ft l ea iæq kr% i u?kV ; kst uk] ckydk Hkkjrh ; kst uk] l eku f'k{k ; kst uk] vkj pkj ds j f'k{k ; kst uk] foHkku f'k{k ; kst uk, a e-iz 'kkl u vkns kkuq kj jk; ij ftys ea

yxwgrh jghA ; | fi ; g l c f'k{k ; kst uk, a 1956 bz ds i'pkr-dh gS fQj Hkh L=h f'k{k ds fodkl ds {ks= ea budk ; kx nku fufodkn : i l s Lohdkj tk l drk gA 1946 eae/; i kkr cj kj dks rhu eMy ea foHkfr fd; k x; kA ft l s ukjh f'k{k ij tkj fn; k x; k FkhA

Lora=k{kj Hkkjr ea 0; ki d n f'V dsk l rfyf fplru l keltd vkj /kfeZd pruk ds izdk'k ea ; æ& æ dh l rkbz xbz ukjh dh vkj Hkh l e; dh n f'V x; h vkj ukjh ds Hkk; us djoV yhA ukjh ds mRFkku dk ekxZ i kj Hkd pj.kka ea iq "k ds }kj gh izklkl fd; k x; kA l s k fUr d : i l sukjh dks l ekurk dk in inku fd; k x; kA Lora=rk ds i'pkr-Lo-Jhefr l jkst uh uk; Mw dks Hkkjr ds , d i kar dh igyh efgyk xouj fu; Ør fd; k x; kA Jhefr fot; y{eh if.Mr ekL dkaea 1947&49 vkj ok'kæV u ea 1949 l s 52 ds chp Hkkjr dh igyh efgyk jkt nr jghA ukjh dks l ekurk ds iæf i Fk ij vkxs c<us dk vol j 1948 ea d hæ l jdkj us Hkkjrh; izklkl fud l ok dh ifr; ksrk ij h {k{vka ea L=h dks Hkh cBus dk vf/kdkj inku dj fn; k FkhA ft l s ukdjh ea ukjh vkj uj dk Hkn l eklr gks x; kA Hkkjro"z ds uohu l fo/kku ea L=h vkj iq "kka dks l eku vf/kdkj fn; s x; A<sup>10</sup>

NÜhl x<+dh i j ä jk, ajhfr&fjokt] vkpkj 0; ogkj o vkfFkd fLFkr dk tgka rd izu gS; g vU; jkT; ka l s l oFkk fHkÉ fn [kkbz nrh gA NÜhl x<+ eyr% tutkrh; l ekt jgk gA ; g efgyk o iq "kka ds chp T; knk Hkn Hko dHkh ugha jgk l e j l rk dh fLFkr ; gka ds , frgkl d l o k.k l s Li"V gkrh gA efgykvka dks tutkrh; l ekt ea iq "kka ds cjkcj dh Hkkxhkhj feyh Fkh] 'kk; n ; gh otg l sefgykvka dk vFkd ktZu ea cjkcj dh Hkkxhkhj jghA efgyk, a iq "kka ds l kFk dks l s d k feyk dj dk; Z djrh FkhA pksou mi t l æg ds {ks= ea gks; k d f'k dk; kA ds {ks= ea gka bl fy, efgykvka dks ij h Lorærk FkhA fdUrq tutkrh; l ekt ds vfrfjDr , d oxz

ni jk Hkh gSftl ea l o.kz vkrs FksftUga vU; jkt; ka  
 l sfoLFkfr gks dj ; gkavk; so ; gka dh Hkfe dks  
 viuk fuokl LFkku cuk yasokyk dgk tk l drk  
 gSml oxZdsl kFk ckgj dh l dfr ; gkavk; h bl  
 oxZeaefgyk , oai q "k ds chp HksHkko dh fLFkr  
 fo|eku FkA efgykvka dk vFkktZu ea ; ksnku  
 ugha FkA efgyk, a 'k'sk.k dk f'kdj FkA

ekuo thou dh xMh ds nks ifg; sdgykus  
 okysuj&ukjh izfr iFk ij rHkh xfreku gsl drs  
 gS tc nksuka eai ; klr l ekurk gksA Hkkrh; l ekt  
 , oaeefgykvka dh fLFkr dk l e fo'y'sk.k djust  
 ; g izhr gkrk gSfd Hkkr eaeefgykvka dsl efr

fodkl ds exZea vud vojksk gS tS sl kekt d  
 jhr fjokt] ijEijk, a, oa: f+ ka vkt 21oha l nh  
 ea ikp j [krs gq Hkkrh; efgykvka ds Hkfo"; dks  
 voykdr djust ml sl q'+, oa okLrfod Lo: i  
 inku djust ds fy, vko' d l qkjk dh furkar  
 vko'; drk gS l qkkrRed iz kl , oaeRro ds fy,  
 , d vj l ekt eafokl ijEijkvka vj : f+ ka  
 dks tgka l ey u"V djuk gsk ogha ni jh vj  
 uoprk tkx djuh gksA efgykvka dsl okh.k  
 fodkl oa l eFkku gsrq 'kkl dh; , oa l kekt d  
 rkS ij l q'+ mik; viukus dh furkar  
 vko'; drk gS

**l mHkZ %**

- 1 oek] Hkxoku fl g] NRrhl x<+dk bfrgkl ] i:- As
- 2 oek] jktWn] e-iz ftyk xtSv; j] 1992] i:- 381A
- 3 ogh i:- 382A
- 4 e-iz ftyk xtSv; j] fcykl ij 1992] i:- 405&406A
- 5 ogh]
- 6 l d l vkt bM; k] 1991] e-iz fMFLVd i kQkby l sm) rA
- 7 i kbd] omu] NRrhl x<+dsvkfyd miU; kl kaeukjh thou dk fp=. k] 'k'sk izdk] 1999&2000A
- 8 'kek] , l -vkj-] i pk; rh jkt , tpsku bu bM; k] feRry izdk' ku] 1994] ubZfnYyh ¼ k'sk i =  
 fo/kk i pake] i:- 136A
- 9 'kpy] ghjky] NRrhl x<+KkudkSk] e/; insk fglnh xfk vdkneh] Hkky] e-iz] i:-117A
- 10 xteh.k fodkl U; wt yVj] ubZfnYyh] tu 1993 [k.M & 9 v d 6] i:- 6A

\*

# Hkj r ea cks) /kE dh i qLFKā uk dk iz, kl vls I Qyrk dh i kl fxdrk

\* fuye dfrz xllke  
\* \* eplsk dely ok?kelys

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12 Jun 2014

cks) /kE dk fodkl , oa ipkj djus ea i e f k : i l segROI w k z Hk f edk vnk djus okya  
ea cks) /kE ds yxHkx <kbzgtkj o'kka eapkj uke cM s gh egROI w k z jgs g & r Fk x r c p \* tks Lo ; a  
cks) /kE dsew i o r b l jgs g f ' l e k v v " k k d " f t l u s H k j r l s c k j v l ; n s ' k k a r d b l /kE d k i p k j  
f d ; k j ' g ' k b / k u \* f t u d s } k j k c k s ) /kE d k s v r ; l r i c y v k j ; i n k u f d ; k r F k k ' M / M W c k c k l k g c  
v k E c M d j \* t k s c k s ) /kE d s i p x B u d r k l z d s : i e a v k t H k h f o " o b f r g k l e a t k u s t k r s g a l k F k  
g h v u k x f j d /kE i k y j H k n l r v k u l n d k s k y ; k ; u j e k u u h ; d k a k h j k e r F k k e k ; k o r h v k f n d k c k s )  
/kE i p k j & i l k j e a v e l ; ; k x n k u j g k g a v k / k f u d f " k { k k u s c k E g . k o k n d s l k e l f t d v l s / k k f e d  
[ k k s k y i u d k s m t k x j f d ; k g s o . l z v l s t k r h ; r k d h 0 ; F k z - k d k s m t k x j f d ; k g a n i j h v l s c k s )  
/kE dh l e k u r k L o r a - r k v l s c l / k r k d h H k k o u k v l s u b r d f " k { k k d k s t u t h o u e a i H k k f o r f d ; k  
g a v r % b l /kE d k i p k j & i l k j i p % , d c k j v " k k d d k y h u H k j r d h ; k n f n y k r k g a u o t k x j . k  
d h ; g y g j t k j h j g h r k s o g f n u n j u g h a t c H k j r , d " i c p H k j r \* d s : l k e a i f r ' B l f i r g l o c k A

cks) /kE ds tlenkrk ; k eny i o r b l L o ; a  
egkeuo c p d s e u e a d H k h ; g f o p k j H k h u g h a v k ; k  
g l o c k f d m u d s e g k i f j f u o k z k d s l k " p k r - d k y k l r j e a  
b l /kE e a f o l r r f o l a f r ; k a d k s L F k k u f n ; k t k , x k A  
m u d k e k u u k F k f d l r ; d h T ; k f r l s l r ; d k s  
i d k f " k r d j /kE f u [ k j t k , x k A v r % m l g k a u s d g k  
F k f d e s e k x h k r k g j e f D r n k r k u g h a b l h d k s  
d e t k j h l e > d j d f r i ; r F k k d f f k r f o } k u k a d s  
} k j k b l /kE d k g h u ; k u j e g k ; k u j o t z ; k u t s s  
V o p M k a e a c V o k j k f d ; k x ; k v l s c k s ) /kE i r u d h  
v l s v x l j g a r k A H k j r t k s c k s ) /kE d h t l e H k f e  
F k h j y x H k x 8 0 0 o ' k z i m z , d o x l f o " k s k d s n q p Ø d s  
d k j . k ; g k j l s i r u d h v l s v x l j g a r k A

cks) /kE ds b f r g k l e a c k s ) /kE d k s v k ; k o r l s  
c k j r d i l k f j r d j u s d k J s e g k u l e k v v " k k d  
d k s g a e k s z l e k v v " k k d v l s d q k k u " k k l d d f u ' d

usck) /kE i p k j d f o n s ' k k a e a H k s t s F k A c k s ) /kE l , d  
f o " k r y o v o { k d s : i e a f o d f l r g k s x ; k F k k  
f t l d h " k k [ k k , i f " p e e a b j k u l s y d j i m z e a  
b . M k s u s " k ; k v l s t k i k u r d r F k k m r r j e a l k b c s j ; k  
d h l h e k l s n f { k . k e a f l e y } h i r d f o l r r F k h A  
H k j r h ; c k s ) /kE e k i p k j d n j l F k n s ' k k a d k s H k j r h ;  
l k a n x j k a d s l k F k t k r s F k A v " k k d u s y a d k j c e l z r F k k  
; q u k u v k f n n s ' k k a e a c k s ) f h k { k a r k a d k s H k s t k b l h i d k j  
d f u ' d u s p h u j t k i k u j f r c r v k f n n s ' k k a e a e g k ; k u  
" k k [ k k d k i p k j d j u s g r q c k s ) f h k { k a r k a d k s H k s t k j  
f t U g k a u s c k s ) /kE d k i l k j & i l k j f d ; k A <sup>1</sup>

yxHkx 2100 o'kz igysbl egku l ekv v "k k d  
us c p dh f " k { k k v k a d k i p k j & i l k j d j c k s ) /kE  
d k s t h o l l r c u k ; k A m l u s v i u s i e e g l n z r F k k i e h  
l a k f e = k d k s /kE i p k j d s f y , J h y a d k H k s t k A m l u s  
l H k h /kE a r F k k e r k a d k s v k n j f n ; k j , d n i j s d k s

\* i h, p- Mh: "kkskkFkhl cjdrmyk fo"ofolky:] Hkks ky] e/; insk

\* \* i h, p- Mh: "kkskkFkhl e- iz l kelftd foKku "kksk l l Fkku] mTt&] e/; insk

vlkj djuk crk; k vls ; g Hkh dgk fd tksfdl h ml js ds /keZ dks gkfu i gpprk gSog [kq vi us /keZ dks {kfr i gpprk gA cks) /KEE dks tui h; cukus ds fy, ml us bl sjkT; kJ; inku fd; k o cks) /Ee dks jkt dh; /keZ cukdj l Eekfur fd; kA l ekV v"kkad ds fl gkl u ij cBus ds i mZ cks) /Ee fl Fkj Fkka

ex/k dsf"kyky [k ea l ekV v"kkad us cD] /Ee vls i ak ds i fr J) k 0; Dr dhA i Kkoku] "khy vls vkpkj fu' B fhk {kq/ka dks /Ee i ak ea j [kus dh vkKk i akj fr dhA ml us rrrh; cks) l akfr ds ckn , d vHkri mZ fu. iz ds vuq kj tEcuhi dh l eLr fr "kkvka vls vl; ns'ka ea cks) /Ee ds vkpk; i cks) /Ee ds i pkj d vls cks) fhk {kq/ka dks /Ee vls fou; }kj k vfeV Kku vls ekuo dY; k.k ds fy, Hkst ka<sup>2</sup> bl iz dkj cks) /Ee ds mRFkku ea l ekV v"kkad dk uke Lo. kZkj ka ea vkt Hkh vej gA

l ekV v"kkad }kj k Hkkjr ea cks) /Ee dh LFkki uk ds ckn l Ei mZ Hkkjr cks) e; gkus yxka ij Urq/kj& /kjs Hkkjr l s cks) /Ee dk iru gkus yxka i q% Hkkjr ea cks) /Ee dks LFkfr i r dj usea d n fo }kula us vfd iz kl fd; k vls l Qyrk i ktr dhA

1886 ea 22 o'kZ dh voLFk ea vukxfjd /keZ ky m/fo m/2 us vi us ekrk&fir k dh vu efr yd j thou i; Dr cks) /Ee ds fy, dke djs dk iz k fd; kA os 1891 ea Hkkjr vk; A cks) /Ee ; gk; l s 800 o'kZ l syfr gks x; k Fkk vls ylx ml s Hkoy l s x; s FkA l Hkh cks) /kfeZ LFky ka dh fl Fkfr n; uh; FkA ij tc /keZ ky us x; k ds cks) efinj dks ns [kk rksos jksi MA ogh ?kq/ us v d dj cks) efinj dksoki l yus dk ml gkaus iz k fd; kA Jhyadk ykS/dj ml gkaus 1891 ea ^egkck/k l kl kbZ/h\* dh LFkki uk dhA vukxfjd /keZ ky us egkck/k l kl kbZ/h ds }kj k cD x; k ds fo"o ifl ) cks) fogkj dks cks) x; k ds fgUn qe gUr dspky l s Nq/ kus ds fy, l ak'kZ "kq dj fr; kA vDVicj 1891 ea Jhyadk ea , d vlurjkZVh; cks) l eesyu ea phu] tki ku] cekZ rFk Jhyadk ds

i fruf/k; ka us Hkx fy; kA ogk; ; g ?kksk. k Hkh dh xbZ fd Hkkjr fl Fkr cks) LFky ka ds th. kZ) kj ea cMk jkf" k tV/kuk l cdh ftEen kjh gA 1892 ea ml gkaus egkck/k if=dk dk iz dk"ku "kq fd; k tks vkt , d i e [k vlurjkZVh; if=dk gA ; g muds iz; Ruka dk gh Qy gS fd cks) x; k] l kju kFk] y [Ecu] d [khu xj] l kph rFk vl; dbZ cks) LFky vkt gjh&Hkj h fl Fkfr ea gA 1946 ea dbZ ns'ka ds ncko ds dkj .k fcgkj l jdkj us , d , DV ^cks) x; k VE i y eaust eV , DV\* i kl fd; k x; kA efinj vf/kfu; e dk mnas; efinj dks cks) mikl uk rFk v/; ; u dk dbZ cukuk gA

fo"o esy ds vol j ij ve s j dk dsf"kd kxks uxj ea , d /keZ l a n 1893 ea vk; kfr dh xbZ FkA 'fr xk i y v kD cD k' ds y [kd Mkw i ksy xk: l ds fuea .k ij /keZ ky ml ea l feefyr gq vls 'fo"o dks cD dk \_\_.k' fo'k; ij , d i Hkko"kk y Hk'k.k fr; kA ml gkaus cD vls cks) /Ee dh egkurk ij iz dk" k Mkyka ml gkaus crk; k fd cks) /Ee , d ØkUr dkj h] cD] l ar rFk oSk fud /Ee gS rFk cD us vi us vuq kf; ; ka l s dgk& vi uk e"ky %hi d %Lo; acuka^vr }hi kshko^A vukxfjd /keZ ky us dbZ fo }kula dks i Hkfor fd; k ft l ea egki mVr jkgg l k d R; k; u] HknUr vkUn dks kY; k; u] fhkD [kq t xnh" k d"; i] fhkD [kq /keZ f {kr rFk vu d ka Hkjr h; , oafons'kh ukxfjd gA buds i fj Je rFk R; kx dk gh Qy gS fd cks) /Ee dh l f kh tMs ml ds tle LFkku ea i q% th for vls gjh gks xbA<sup>3</sup>

vr% ; g l c rjg l s mfpr gh Fk fd ml gkaus cD) dk segku l kekt l dkj d fu: fir fd; kA ml gkaus vi us Hk'k.k ds nls ku crk; k fd ckEg.k vls "kmz ds jDr ea d kbZ QdZ ugha rFk tkfr Hkn df=e gA tle rFk /ku l sugha cYd l Ppkb] vPNs dk; ka rFk Kku l svkneh cMk gkr k gA tc v"kkad egku us cks) /Ee dks jkVh; /keZ ?kks'kr fd; k] ij ml jkT; dh l ekfr vls ckEg.k l Rk dh i qLFkA uk ds ckn , d cgr cM+ l epk; dks vKkurk ds v k

dir ea /kdsy fn; k x; k vls mlga l Hkh idkj ds  
vf/kdkjka l sofpr dj fn; kA n'sk dh v/kxfr dk  
; g iæf[k dkj.k FkA vNur oxZ dh mri fr dk ; gh  
e[; dkj.k FkA mlgkaus vksLi 'V fd; k fd L=h  
vls iq 'k , d ml js ds cjkj gA /keZ dk Loj  
mRrjRrj Økfr dk Loj glrk x; k tc mlgkaus tfr  
0; oLFk dls l ektr djusrFk ekuorkokn dh LFkki uk  
dh ekac dhA ; glq l s cks) /Ee dks , d ubZ fn"kk  
inku glpA

Jherh ih- y{eh ujl q dh iqr d ^; l d  
vkd c[) Te\* 1912 l s cks) txr ea gypy ep  
xbA blgkaus c[) dh f"kkvka rFk l keftd pruk  
eavVw l Ecu/k LFkfr fd; kA mlgkaus vksd gk fd  
fuokZk dk vFZ xfrfof/k; ka dh l ekfr ugha gA  
mlgkaus cks) /Ee dks , d u; k vk; ke] u; k vkn"lz  
fn; kA mlgkaus dgk fd cks) /EEK l gh vFkka ea  
l ektokn 0; oLFk dk l eFk dk djrk gA cks) /Ee  
plgh dks pgsml dk Lo: lk dN Hkh gls euk djrk  
gA vr%dN 0; fDr; ka ds gkFk ea l Ei fr , d= gksuk  
ufrd nf'V l smfpr ugha Bgjk; k tk l drkA

Hkkj eack) /Ee ds iql% mRFkku ea MKW  
vkecMdj dk uke cks) vdk"ka eanshl; eku fl rkjs  
dh rjg vkt Hkh gA yxkrkj 21 o'kk l s l Hkh /keka  
dsfo"ksk vl; ; u ds i"pkr-v"kked fot; kn"keh 14  
vDVw; j] 1956 dksukxi g %egkj V% ea vi us5 yk[k  
vuq kf; ; ka ds l kFk cks) /Ee dh nh{kk ydj fo"o  
dk l cl s fo"ky /kekrj.k fd; kA bl ?kvuk l s  
n'sk&fon'sk ea rgydk epk x; kA rjg&rjg dh  
vkykuk, j dh xbZ ftl ea dgk x; k fd ; g  
/kekrj.k /keZ l svf/kd jktufr l s ijr FkA ij  
D; k Jhyak vls celZ ds cks) jktufr l svyx jgs  
gA n'sk dh vktkn dsfy, D; k ogk ds cks) Hk[k  
gmky dj rFk xis; k; [kkdj ik.k ugha fn, gA  
fQj Jhyak vls celZ l gh MKW vkecMdj dks D; k  
mlga veij dk teZ h ; k fcVw dk jkLrk ugha ekye  
FkA

vi uh eR; qdsdN fnu i d MKW vkecMdj us, d

l xg dsfy, ys[k ea /EEK dh pkj e[; fo"kskrkva  
dksLi 'V fd; k & 1- l ekt dks thfor jgus dsfy,  
t: jh gSfd og ufrdrk ij vk/kfjr gls 2- /Ee  
okkfud Kku l srkyey j [krk gks rFk food vls  
vu[ko ds fo: ) u tkrk gls 3- og Lorark]  
l ekurk rFk HkRko ij vk/kfjr gls rFk 4- og  
nhurk dk xqkxku u djrk gA ; gh pkj kafo"kskrk, j  
MKW ckckl kgc vkecMdj ds vuq kj cks) /Ee ea  
fo|eku gA ftl idkj yks vfgd k ij tkj nrs  
ik, tkrsg ml ij ckckl kgc dks l [r , rjkt gA  
mudk dguk gSfd c[) us vfgd k ds l kFk&l kFk  
l keftd] vkfkd vls jktufr vktkn ij Hkh  
cgr tkj fn; k gA mlgkaus vksd gk gSfd fglw  
/keZ ds l keftd nqi Hkko dks cks) /Ee gh nj dj  
l drk gA fglw/keZ dk vk/kj ufr"kkL= ugha ij  
dN , srgkl d rRo gA ij cks) /Ee ufr"kkL= ij  
gh vk/kfjr gA fglw/keZ vl ekurk ij vk/kfjr gS  
vls cks) /Ee dk vk/kj Hk fr ) kur l ekurk gA

nh{kk xg.k djrs l e; MKW vkecMdj us  
cks) /Ee l qkj dk , d dk; Øe r\$ kj fd; k FkA  
cks) /Ee i pkj & i l kj ds fy, mlgkaus ml ea rhu  
iLrko j [ksFk tksbl idkj gS& 1- cks) /Ee xFk  
dh r\$ kjh vls forj.k] 2- cks) l ak ds mnns"; ka vls  
nf'V dks ka ea l qkj rFk 3- , d fo"o cks) /Ee  
i pkj d l kd kbVh dh LFkki ukA

Lku 1935 ea, oyk dkuYBl ea MKW vkecMdj  
us dgk Fk fd "fglnq/keZ ea tle ysk ejs cl dh  
ckr ugha Fkh] yfdu eafglnqjgdj ugha: akA\*\* "kj  
fdruk Hkh Hk[k gks yfdu ?kl ugha [krk] tks  
egki q 'k rstLoh , oa "kFDroku gsrk gS og vi uh  
ifrKk ij vVy jgrk gA rFk ml dks l kdkj Hkh  
djds fn[krk gA ml fnu ikp yk[k mi fl Fkr  
turk us, d gh Loj eacksyuk "kq dj fn; k & c[) a  
"kj.kaxPNkfe] /Eea "kj.kaxPNkfe] l aka "kj.kaxPNkfeA4

Hkkj rh; bfrgkl ea, d k dkbZ mnkgj.k ugha  
feyrk gSfd fd l h usk ds dgus i ikp yk[k yks  
, d l kFk gh /kekrj.k fd, gA ukxi g ds /kekrj.k

dh [kcj Hkj r eagh ughacfyd fo"o dsdks&dksus  
eafctyh dh rjg QSy xbA cks) n'skka ds l ekpkj  
i=ka ea bl "kkk l ekpkj dks i kFkfedrk ndj i Fk  
i llusij Nki k x; kA cks) /keZxg.k djusdsckn l u-  
1956 eaMKW vkEcMdj tc dkBek.Mwdsfo"o cks)  
l Eesy eack) ka dsurk ds: lk ea i /kjsrks l Eesy  
ds v/; {k MKW eyny l [kj us l d kj Hkj ds cks) ka dh  
vlg l smudk vffkulnu djrsqg dgk Fkk& "ckcl kgs  
MKW vkEcMdj us bl 20oha "krkCnh ea , d dfj"ek  
djdsfn [kk fn; k gA\*\* egki f.Mr jkggy l kaDR; k; u  
dk dguk Fkk fd MKW vkEcMdj usu, fl jsl shkkj r  
eack) /keZk , d [KEHk xkm fn; k gA ft l sv  
dkbz ugha fgyk l drkA

fons'kkaeack) /Ee nr ds: lk ea 1932 ds  
vkjEHk l s1933 dh vlr rd i i; MKWHknURk vkuln  
dkS Y; k; u dksegki mMr jkggy l kaDR; k; u ds l kFk  
; jki h; jk'Vka eack) /Ee dk id kj djusgrqHkst k  
x; k FkA dydRrk dh egkcks/k l kd k; Vh ds l kStU;  
l s ml /Ee id kj ; k=k dk vk; kst u fd; k FkA  
1952 l s1955 rd i i; MKWHknURk vkuln dkS Y; k; u  
th us Lora: i l s vkXus , f" k; k ds Fk; ySM]  
dEckSM; k eyf" k; k tS sck) jk'Vka dh /Ee ; k=k  
l Ei ll dhA ml h idkj 1956 ea Hkj r l jdkj dh  
vlg l segkekuo c) dh tks2500oh t; Urh eukbz  
xb] ml t; Urh o'kZdsgh, d dk; Dje dsrgr ije  
i i; MKWHknURk vkuln dkS Y; k; u dsuBRo eack)  
fHk{ka/ka dk , d ifrfuf/k eMy phu ds cks) J) k  
LFkkuka dh ; k=k djus Hkst k x; k FkA <sup>5</sup>

5 tuojh] 1982 ds fnu HknURk vkuln  
dkS Y; k; u th us vius /Ee dk; Z dh deBkne  
^nh{kkHkne\* ukxij l s [ksh&dkeBh exZij 8-5 , dM+  
tehu ij ^c) Hkne /Ee idYi\* cuk; k mlglus vius  
fudVre /Ee cu/kqi i; MKW l koax eskaj dsl g; kx  
l s 1977 ea gh ^ck) i f" k{k.k l LFkku\* uke l s, d  
/keZkZ l LFk dk iathdj.k fd; k FkA <sup>6</sup> vr% cks)  
/Ee dks l Qyrk fnykus ea dksKY; k; u th dk  
egRo i wkZ ; kxnu gA

ekU; oj dka'kjkke th }kjk NMx, cgtu vkUnsyu  
ds i pkj&id kj ds l kFk Lor%gh cks) /keZk id kj  
gkrk pyk x; kA bl ckr dh i qVh vkadMs djrs gA  
Hkj r ds nfyka ea ekU; oj dka'kjkke th dh ygg  
De" k%2001 rd mRrjkrj c<fh gh pyh xbz FkA  
bl chp epka l shkkj r dksck) e; cukusdh ?kksk.kk  
djus okyka dk i Hkko nij&nij rd Hk fn [kkbz nrk  
FkA bl h nkj ku ds vkadMs n"kkZsgSfd o'kZ2001 dh  
tux.kuk ea reke 'kM+ a , oa =qV; ka ds ckotm  
Hkj r Hkj ea 7955207 10-81 ifr"kr 1/2 c) LV ukfer  
gg A rgyukRed nf'V l s ns [k rks 1991&2001 ds  
n"kd eaeflye tul ; k 29-3 ifr"kr dh jqrkj l s  
c<h] ogh cks) ka dh tul ; k 23-2 ifr"kr l sc<hA  
ogh ij fglunq/ka dh tul ; k dh jqrkj 20 ifr"kr  
jghA Li'V l h ckr gS fd cks) ka dh tul ; k ea  
c<krjh vud fipr tkfr] vud fipr tutkfr] vl;  
fi NMk oxZea l sc) /Ee vi ukusokyka dh otg l s  
gla; gh og l ekt gS ft l ea ekU; oj dka'kjkke 14  
vDVm] 1971 dks vud fipr tkfr] vud fipr tutkfr]  
vl; fi NMk oxZ, oavYi l ; d depkjh l ;k] 1978  
eackel Q] 1981 ea Mh, l -4] rFk 1984 l scgtu  
l ekt i kvhZdsek; e l smrjs FkA <sup>7</sup> /Ee l svi fipr  
"kkf'krka dks ^c) iorZ cukus okys ekU; oj gh FkA  
cgtu l ekt ds cuj rys /Ee karfjr tkfr; k; , d  
l ekt ds: lk ea l afBr gpbZrks bl dsfy, ekU; oj  
dka'kjkke th dh l ka dfrd] l kekt d] o'pkfj d]  
Okar dk gh ; kxnu gA

bl ds vfrfjDr MKW vkEcMdj dh tle  
"krkCnh ds vol j ij ubZ i h<h ds ; pdka ds chp  
vnE; mRl kg dk l pkj gprk gA vlg ik; % i R; sd  
"kgj ea vlg vuska xkoka ea c) fogkj dh LFkku  
dh tk jgh gA ynak [k ds igkMh otz kuh cks)  
fgekpy ds ykggy&fLQfr ds nqz LFkkuka ea  
ijEi jkoknh cks) ] fl fdde] nkftZyx] v: .kkpy ds  
igkMh Hkxka ea cl s os cks) tks l fn; ka l s vud  
vinkvka dks >yrs gg Hk bl s cpk, j [ks gS mu  
ykskaea Hk i q%tkxj.k dk l ans'k vk pqlk gA mRrj

i whz Hkkj ds vki kej v: .kkpy ins'k] ef.kij] fetk]ej e'ky; v'k f=i]jk jkT; ea cks] i q% t'xj.k dk l ns'k e'kuh {ks= dsuonhf{kr cks} ka v'k] l LFkkvka }kjk igpk; k tk jgk gA uo t'xj.k ds fy, uonhf{kr , oa ijEi jkoknh cks} ka ea ; ksnku] rkyes , oa ipk] & i d kj g'q Hkkj ds cks} ka dh , d l elo; l febr Hkkj dh jkt/kkuh fnYyh ea o'kz 1988 eaynak [k dsykek d'kd cdgkth] fnYyh ds f'kd [kqvk; b'k uk; d egk'k]sv'k] fcgkj dsmikl d cl/kq th ds l g; kx l s LFkkfir fd; k x; ka bl l febr us ynak [k l s yd] v: .kkpy ins'k ds fgeky; h {ks=} mRrj & i whz Hkkj ds ijEi jkoknh cks} {ks= , oa e'kuh , oa egk'k'V' xq'jkr bR; kfn {ks=ka ea cks} ka d's, d t'v g'ku] cks} l d'kj dksviuku] if=dk ^; q'& mnek'sku\* , oa vl; i d'k'ku }kjk cks} ka ea ubz pruk ykus , oa l feukj] x'ksh , oa l Eesyuka }kjk t'xfr i'nk djus dk v'kd izkl dj jgs gA QyLo: lk mRrj & i whz {ks=ka d's cks} d'k'ka dh l a; k eagsv'k] vf/kdrj f'p; u ; k fglwcu p'ps'g] i q% vius ey /ke] cks} /ke d's viuk jgs gA e'kuh bykds t's fcgkj] cak] mRrj ins'k] e; i ns'k] egk'k'V' i'atk ea vf/kd l a; k r'fk jktLFkk] gfj; k. k] enkl ] m'hl k] d'jy] v'ku/ka ns'k v'k] duk/d

v'kn jkT; ka eafNVi'v : lk ea y'k cks} nh{k ys jgs gA ; g bl ckr dk i'k.k g'sfd vk/k'ud f'k{k us c'k'g.kokn ds l k'k'fd v'k] /k'k'ed [k'k'k'ys u d's m'k'xj fd; k g'so.kz v'k] t'krh; rk dh 0; f'k'k d's m'k'xj fd; k gA nh jh v'k] cks} /ke dh l ekurk] Lor'rk v'k] cl/k'k dh Hkkouk v'k] usrd f'k{k d's t'hou ea i'kk'for fd; k gA vr% bl /ke dk ipk] & i d kj i q% , d ckj v'k'kd d'kyu Hkkj dh ; kn fnykrk gA uot'xj.k dh ; g y'g t'kjh jgh r'ksog fnu nij ugha t'c Hkkj , d 'i'z' Hkkj\* ds : lk ea ifr'k'fir g's'ka

<kbzgtk] o'kz l svf/kd l e; chrusij Hk cks} /ke] viuh rst'jprk l sor'ku ea Hk i d'k'koku g's v'k] viuh tholrrk cuk, gq gA egkekuo c'p dk /ke l d'kj d's v'ud ns'ka ds d'j'k'ka y'k'ka d's l d'k'k' thou thus dh j'k i'z'k' dj jgk gA v'k] cks} /ke] d'k' ns'ka r'fk d'k' {ks=ka rd gh l'fer ugha j'g x; k gA 190ha l nh ds i'k'k' ea gh c'g' l s ; j'k' h; v'k] v'f'j' dh fo}ku eg'k'ek c'p ds c'p] l'kr r'fk o'k'k'ud /k'k'ed r'fk l k'k'fd fopk]ka r'fk v'k'kd egku] m'k'k'ck'k' kg' v'k'ec'kd] ds d'k; k'v'k] fopk]ka l s v'k'k'k' g'kd] mu ij y'k' fy [kus y'x'g' r'fk cks} /ke] dh i'k' i'x'drk d's m'k'xj djus y'x'gA

**I mHk %**

- 1- ifr; k'srk nizk] 1/2001 1/2 ekf] d if=dk] ubz fnYyh] fl r'ecj]] i: 0-&285
- 2- p'p'f'd] dug's kyky] 1/1999 1/2 *Hxoku x'k'e c'p* thou v'k] n'k'u] ; quofl l' h i'f'yd's'ku] ubz fnYyh]] i: 0-&137
- 3- v'k] dk l'g] [k Hkkj] 1/2006 1/2 ukxi]g] v'ad fl r'ecj & v'DV'w]]] i: 0-&79
- 4- i'z'p] t'xr] 1/2000 1/2 ekf] d if=dk] ubz fnYyh] v'ad vi'sy] i: 0-&11
- 5- v'k] dk l'g] [k Hkkj] 1/2005 1/2 i'k'f'kd if=dk] ukxi]g] 16&30 tw]] i: 0-&21
- 6- ogh] i: 0-&22
- 7- fl g] l ruke] 1/2008 1/2 *ekl; oj d'k'k'k'le v'k] cks} /ke] l E;* d i d'k'ku] ubz fnYyh]] i: 0-&18]19

\*

# vkfnokfl ; ka dh vkfFKd&l kekt d flFKr ds l d r d

1/2 tux.kuk 2011 ds ifjiξ; eħ

\* *MMW jkdsk dēlj plēku*

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4 March 2014

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20 March 2014

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30 March 2014

n s k ds vkfnokfl ; ka ea l k{kjrk dk Lrj rnyukRed : i l s de gsvFKr~vkfnokl h l eeg  
ea l k{kjrk ds Lrj dh flFKr l rksktud ughagē tēfd vl; l Hkh l eegka ea l k{kjrk dk Lrj mPp  
gā vr%bl vlg /; ku fn; k tkuk vko'; d gā vkfnokfl ; ka dsedkuka dh flFKr ds l ēdk ea Li "V  
gSfd dōy 40-6 Āfr'kr vkfnokfl ; ka dsedku vPNh flFKr eaggē tēfd vl; l Hkh l eegka ea ; g  
Āfr'kr 53-1 gā 'kkōky; dh miyC/krk dh flFKr ds vuq kj dōy 22-6 Āfr'kr vkfnokl h l eegka  
ds ; gk; 'kkōky; gē tēfd vl; l Hkh l eegka ea ; g Āfr'kr 46-9 gā ogha j l kbzlj dh n"V l s Hkh  
vkfnokl h l eeg dh flFKr vPNh ugha gā vkfnokl h l eegka ds ; gk; i hus ds i kuh dh 0; oLFk ds  
l ēdk ea Li "V gSfd ek= 19-7 Āfr'kr vkfnokl h l eegka ds fuokl ea i hus ds i kuh dh 0; oLFk gē  
ogha vl; l Hkh l eegka ea ; g Āfr'kr 46-6 gā nu jh vlg l okē/kd 33-6 Āfr'kr vkfnokl h l eeg  
vi us fuokl LFku ds vf/kd nj l s i hus ds i kuh dh 0; oLFk d jrs gā i hus ds i kuh ds l=krka ds  
l ēdk ea Li "V gSfd 53-82 Āfr'kr vkfnokl h l eeg 'kkō/kr ty , oagSMi Ei vkn ds i kuh dk i hus  
ea mi ; ks d jrs gē tēks vl; l Hkh l eegka dh rnyuk ea de gā 19-58 Āfr'kr vkfnokl h l eeg  
v'kkō/kr ty < psgg d q j , oauy d i r Fk 26-60 Āfr'kr fcuk < psgg d q j un h j ug j rkyk vkfn  
ds i kuh dk i huseami ; ks d jrs gā bl n"V l s vkfnokl h l eeg dh flFKr vl; l Hkh l eegka dh  
rnyuk ea vPNh ugha gā

ekuo l ekt g tkjka vks yk [kka o"ka dh fodkl  
i fō; k l s xōtjrk gāvk orēku volFKk rd i gōk  
gā dñ l ekt fodkl dh i j Eij k ea vkxsc < + x ;  
rks nu j s l ekt dk Qh i hNs jg x ; A vucl ekuo  
l ekt vkt Hkh vk [k v v o L F k k ea fuokl d j j g s g ā  
/khj & /khj s budh l ē; k es fujarj ofē) gksh x b A  
t s & t s s l H ; rk dk fodkl gksh x ; k j ekuo l ekt  
dh vkfFKd ] jktuh rd vks l kekt d l l F k k v k a dk  
Hkh fodkl gksh x ; k A t c ; s > q M + v k s v f / k d  
fodfl r g k s x ; s r k s o l ; t k f r d s u k e l s l E c k s / k r  
f d , t k u s y x A c l u s t u t k f r ; k a d s f y ; s ' o l ; t k f r ^  
' k C n d k m i ; k s x f d ; k ( B a i n c e , . 1 8 9 1 ) A / k j j , u s  
v i u h i l r d e a b l g a f i N M s f g l u n q v F k o k ' r F k k d f F k r  
v k f n o l h ^ d g k g s ( G h u r i y e , 1 9 4 3 ) A t u t k f r ; k a ; k

vkfnokl h l ekt Hkkjrh; l l Nfr dh thourrk ds  
irhd gā ; fn blga Hkkjrh dk Ekoy fuokl h d g k t k ,  
r k s d k b z v f r ' ; k s D r u g h a g l o s h A f Q j H k h H k k j r h ;  
l e k t d s l t h r h z e a b l l e k t d h f l F k r v H k h H k h  
l r k s k t u d u g h a d g h t k l d r h g s

o"z 2011 dh tux.kuk ds vuq kj Hkkjrh dh  
dty tul ē; k 121 djkm+gksxbz gē t l ea o"z 2001  
dh tul [ ; k ds vuq kj 17-66 ifr'kr dh of) gōz  
gā l okē/kd tul ē; k oky j k T ; m R r j i n s k g s  
t g k j 19-9 d j k m + t u l ē ; k g ā l c l s d e o k y k  
j k T ; f l f d d e g s t g k j 6-07 y k [ k t u l ē ; k g ā o " z  
2011 dh tux.kuk ds vuq kj n s k d h d t y t u l ē ; k  
ea vkfnokfl ; ka dh dty tul ē; k 104281034 gē  
t k s d t y t u l ē ; k d k 8-6 i f r ' k r g s t c d h o " z

\* l g k ; d Ā k ; k i d j 1/2 v F k z k k l = 1/2 l j n j o Y y H k H k k b z i V s y ' k k l d h ; e g l f o | k y ; j d q h 1/2 k j 1/2 e l ; Ā n s k

**114 I vkfnokl ; ka dh vkfndk l fLFkr ds l dsd**

2001 ea ; g ifr'kr 8-2 Fkk Hkkjr dh tux.kuk&2001]2011½ I k{kjrk dk Lrj o"kZ2011 dh tux.kuk ds vuq kj Hkkjr ea 5 o"kZ rFkk 5 o"kZ I s vf/kd vk; q ds vkfnokl h oxZ dh I k{kjrk nj dks rkfydk Ø-1 ea n'kZ k x; k gA

I eM dh dM I k{kjrk nj 63-1 ifr'kr g\$ ftl ea xkeh.k {ks= ea 61-5 ifr'kr rFkk uxjh; {ks= ea 80-4 ifr'kr gA Li"V g\$fd vkfnokl h I eM ea Hkh uxjh; {ks= ea I k{kjrk nj rnyukRed : i I s vf/kd g\$ tks muds thou Lrj dks Hkh i Hkkfor

**rkfydk Ø-1  
I k{kjrk dk Lrj**

क्र .	समूह	ग्रामीण			नगरीय			कुल		
		i q "k	L=h	dy 0; fDr	i q "k	L=h	dy 0; fDr	i q "k	L=h	dy
1	I Hkh I eM	77-3	58-3	68-2	90-0	78-9	84-8	81-1	64-0	72-8
2	vkfnokl h I eM	70	52-6	61-5	88-0	72-0	80-4	71-1	54-4	63-1

L=kr& Report no. 543 of NSS 66 th round, 2009-10

mDr rkfydk I s ; g Li"V g\$dh n\$ ea I eLr I eMka dh dM I k{kjrk nj 72-8 ifr'kr g\$ ftl ea uxjh; I k{kjrk nj 84-8 ifr'kr g\$ rFkk xkeh.k I k{kjrk nj 68-2 ifr'kr gA n' jh vkj; vkfnokl h

djrh gA o"kZ 2011 dh tux.kuk ds vuq kj n\$ ds I eLr I eMka l fgr vkfnokl h I eM ds edkuka dh fLFkr dks rkfydk Ø-2 ea Li"V fd; k x; k gA

**rkfydk Ø- 2  
edkuka dh fLFkr**

क्र	समूह	कुल मकान	अच्छे मकान (%)	शौचालय की उपलब्धता (%)	रसोई घर (%)
1	I Hkh I eM	246692667	53-1	46-9	61-3
2	vkfnokl h I eM	23329105	40-6	22-6	53-7

L=kr& Hkkjr; tux.kuk &2011 mDr rkfydk I s Li"V g\$fd n\$ eady edkuka ea l s 23329105 edku vkfnokl h I eMka ds g\$ ftl ea I s 40-6 edku vkfnokl h I eMka ds vPNs edku g\$ ogha vU; I Hkh I eMka dk ; g ifr'kr 53-1 gA 'k\$ky; dh miyC/krk ds I eC/k ea Li"V g\$fd

tgk; vU; I Hkh I eMka ea I s ; gk; 46-9 ifr'kr I eM ds edku 'k\$ky; miyC/k g\$ ogha vkfnokl ; ka ea dM 22-6 yk\$ka ds edkuka ea 'k\$ky; gA jI kbZ?kj ds I eC/k ea vkfnokl h I eM dh fLFkr yxHkx Bhd dgha tk I drh gA Li"V g\$fd edku 'k\$ky; , oa jI kbZ?kj dh fLFkr ds I eC/k vU; I eMka dh rnyuk

ea vknokl h l egnka dh flFkr Bhd ugha gS vkj fo'kkr%'kky; dh n'V l s budh flFkr dkQh l kpuh; gð

ekuo thou dks LoLFkr inku djusea ihus ds 'k) ikuh dh l cl segroi wtz Hkredk gkrh gð o"z 2011 dh tux.kuk ds vuq kj n'sk ds vknokl h l egn l fgr l Hkh l egnka ds ihus ds ikuh dh 0; oLFk ½ ds l æk mi yC/k vkpMka dks rkfydk Ø- 3 ea n'kz k x; k gSA

**rkfydk Ø-3**

**ihus ds ikuh ds LFku dh flFkr ½fr'kr eð**

Ø	l egn	fuokl LFku ea 0; oLFk	fuokl ds id	l egn
1	l Hh l egn	466	358	176
2	vknokl h l egn	197	467	336

**L=kr & Hkjrh; tux.kuk & 2011**

Rkfydk l s Li"V gSfd ihus ds ikuh dh 0; oLFk dh n'V l s døy 19-7 ifr'kr vknokl h l egnka ds ?kjka es ikuh dh 0; oLFk gð tcfð 33-6 ifr'kr vknokl h l egn ds ?kj l s nij ihus ds ikuh dh 0; oLFk gð bl idkj Li"V gSfd vknokl h l egn dh rgyuk eavlu; l Hkh l egn ds vf/krj ?kjka es ihus ds ikuh dh 0; oLFk gð bl n'V l svknokl h l egn dh l urkktud ugha dgh tk l drh gð

o"z 2011 dh tux.kuk ds vuq kj n'sk es ihus ds ikuh ds L=krka ds l æk mi yC/k vkpMka dks rkfydk Ø- 4 ea n'kz k x; k gSA

**rkfydk Ø-4**

**ihus ds ikuh ds L=kr ½fr'kr eð**

Ø	l egn	dy edku	'k/kr ty] gSMiE- i vkn	v'k/kr ty] <ps dq] uydü	fcuk <ps dq] unj-ugj rkyk vkn
1-	l Hh l egn	246692667	65-46	21-62	12-9
2-	vknokl h l egn	23329105	53-82	19-58	26-6

L=kr & Hkjrh; tux.kuk & 2011

mDr rkfydk l s Li"V gSfd n'sk ds 53-82 ifr'kr vknokl h l egn 'k/kr ty , oagSMi ä ds ikuh dk mi ; kx ihus ds fy, djrs gS rFk 19-58 ifr'kr vknokl h l egn v'k/kr ty] <ps gq dq ; , oauydü ds ikuh dk mi ; kx djrs gS ogha' ksk 26-60 ifr'kr vknokl h l egn fcuk <ps gq dq] unj-ugj rFk rkyk vkn ds ikuh dk mi ; kx djrs gð n'j h vkj vlu; l Hkh l egn ds l okz/kd 65-46 ifr'kr ykx 'k/kr ty , oagSMi ä ds ikuh dk mi ; kx ihus ds fy, djrs gð Li"V gSfd ihus ds ikuh dh 0; oLFk dh n'V l svknokl h l egn dh Bhd ugha dgh tk l drh gð

orðku ea l e; ea tglvko'; drk c<h gð ogh vko'; drkvkadh i firzdsfy, l ä k/kukadh vko'; drk i Mh gð bu l ä k/kuka ds mi ; kx dsek/; e l s ykxks us vkfkd vk/kkj Hkh iklr fd; k gð

o"z 2011 dh tux.kuk ds vuq kj n'sk ds vknokl h l egn l fgr l eLr l egn ds ikl mi yC/k l ä k/kuka dh flFkr dks rkfydk Øa 5 ea n'kz k x; k gð

rkfydk Ø-5  
vU; I k/kuka dh miyC/krk

Ø-	I eg	cfdx l ok	Vh-oh	I kbfdy	dEI;Wj @yivk	dø y eksby	eksby ,oa yfkyk bU	nksifg;k okgu	pkj ifg;k okgu	cfdx l ok  Vhoh jeks by  yfkyk  dEI;Wj  nk@pkj ifg;k vfn	buea l s dksZ ugh
1-	I Hh l eg	58-7	47-2	448	63	53-2	60	21-0	44	46	17-6
2-	vfnokl h l eg	44-98	21-9	36-4	44	31-1	18	90	1-6	1-3	37-3

**L=kr& Hkjrh; tux.kuk &2011**

mDr rkfydk l s Li"V gSfd cfdax l ok dh n"V l s l Hkh l eugka ds 58-7 ifr'kr ykxka ds ikl cfdx l ok gS ogha vfnokl h l eug ds døy 44-98 ifr'kr ykxka ds ikl cfdx l ok miyC/k gA Vh-oh- dh miyC/krk dh n"V l s l Hkh l eugka ds 47-2 ifr'kr , oa vfnokl h l eug ds 21-9 ifr'kr rFkk I kbfdy dh n"V l s l Hkh l eugka ds 44-8 , oa vfnokl h l eug ds 36-4 ykxka ds ikl I kbfdys miyC/k gA ogha dEI;Wj , oa yi vkw dh n"V l s t gk l Hkh l eugka dk ifr'kr 6-3 gS ogha vfnokl h l eug dk ifr'kr 4-4 gA l Hkh l eug ds 53-2 ifr'kr ykxka ds ikl eksby gS ogha vfnokl h l eug ds 31-11 ifr'kr ykxka ds ikl eksby gA ySMykbU , oa eksby dh miyC/krk ds l eadk ea Li"V gSfd l Hkh l eugka ds 6 ifr'kr rFkk vfnokl h l eug ds 1-8 ifr'kr ykxka ds ikl ; g l fio/kk gA l Hkh l eug ds 21 ifr'kr rFkk vfnokl h l eug ds 9 ifr'kr ykxka ds ikl nksifg;k okgu rFkk l Hkh l eugka ds 4-7 ifr'kr rFkk vfnokl h l eug ds 1-6

ifr'kr ykxka ds ikl pkj ifg;k okgu miyC/k gA l Hkh l eug ds 4-6 ifr'kr rFkk vfnokl h l eug ds 1-3 ifr'kr ykxka ds ikl cfdax l ok| Vh-oh-| dEI;Wj| VsyhQk| eksby| LdWj , oadkj miyC/k gA n"V jh vj l Hkh l eugka ds 17-8 ifr'kr rFkk vfnokl h l eugka ds 37-3 ifr'kr ykxka ds ikl mDr eadk l Hkh l k/ku miyC/k ugha gA bl idkj fo'ySk.k l s Li"V gSfd vU; l eugka dh ryuk eavfnokl h l eug mDr l k/kuka dh n"V l s detkj gA bu l k/kuka dh vuyC/krk vfnokl h l eug dh detkj vfkfd dks Li"V d jrk gA

o"z 2011 dh tux.kuk ds vuq kj vfnokl ; ka dh vfkfd &l keftd fLFkr ds l eadk l s l eadk/kr bl fo'ySk.k gSfd nsk ds vU; l Hkh l eugka dh ryuk eavfnokl h l eug dh l k/jrk nj de gA tks , d fpruh; igyw gS vj bl vj /; ku fn;k tkuk vko'; d gA

ogha vfnokl h l eug ds edkuk 'kqpy; , oa j l kbZkj dh fLFkr Hkh Bhd ugha dgh tk l drh gA i hus ds i kuh dh 0; oLFk , oa bl ds L=krka dh fLFkr

Hkh l rksktud ugha gA bl Ádkj o'kz 2011 dh vkfnokl h l eñ dsfodkl dh vñj vf/kd /; ku nus tux.kuk dsvlrxz vkfnokl h l eñ dsfoHku l dsdla dh vko'; drk gA rHkh , d dY; k.kdkjh jkT; dh dk fo'ySk.k djus ij ;g Li"V gSfd 'kkI u dls l dYi uk earZ: i ysI dschA

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**I mHkZ %**

- Hkkjr ljdkj ½2001½ *Mjr dh tux.kuk* / I ká[; dh foHkkx ubZ fnYyh] ] i: 21
- Hkkjr ljdkj ½2011½ *Mjr dh tux.kuk* / I ká[; dh foHkkx] ubZ fnYyh] i: 24
- Hkkjr ljdkj ½2011½ *Mjr dh tux.kuk* / I ká[; dh foHkkx] ubZ fnYyh] i: 27
- Hkkjr ljdkj ½2011½ *Mjr dh tux.kuk* / I ká[; dh foHkkx] ubZ fnYyh] i: 30
- Hkkjr ljdkj ½2011½ *Mjr dh tux.kuk* / I ká[; dh foHkkx ubZ fnYyh] ] i: 35

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# NÝkhl x<h ykd&xhrka ea e[&kfjr ukjh&Hkkouk

\* *Mk }kjd&k id kn plhv&kh*

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2 May 2014

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20 May 2014

NÝkhl x<h ykd&xhrka ea ukjh dh Hkkouk&vka dh ekl fie; r] utkdr , oa uQkl r n[&krs gh curh g& buea 'k&rnka ds fu' Ny , oa cykx iz k& Hkko&foHk&g dj nrs g& vkt fgmh l kfgR; ds 'l kdr' ] 'dkek; uh' ] 'l jst&Lefr\*' , oa 'ukx&fr fo; k&\* t& h d&N Nfr; k; , oa jpuk; ; gh ukjh&Hkkoka dh j l kRed v&Hko; fDr ds i k&f.kd nLrkost ugha g& NÝkhl x<h ykd&xhrka ea Hkh t&k ukjh dh dkey , oa eghu Hkkoka dh l &e v&Hko; fDr dh x&Z g& og Hkh bu ij Hk&jh i M&sd&k ne j [krs g& vko'; drk fl QZ ml ij l &ere vu&f d&ku dj ml s tu&l k&ll; rd ykus dh gh g& bl h l &e vu&f d&ku dh dM& ea gek&jk Hkh iz kl NÝkhl x<h ykd&xhrka ea ukjh dh Hkkouk&vka , oa l &snuk&vka d&s tu&l k&ll; rd ykus dh g& r&f&d Hkfo"; ea bl fo" k; ij 'k&sk djus ok&ys gek&js Hkh bl iz kl ij n"V ikr dj l d& gek&js bl ij; k&st uk dk e&ny mn&ns; NÝkhl x<h ykd&xhrka ea ukjh&Hkkouk&vka dk i j fl&F&fr tU; l &e foopu dj NÝkhl x<h Hk"kk ea v&Hko; fDr dh {kerk , oa i kl &xdrk fl ) djuk g&

1 uo&E&j] l u-2000 d&s NÝkhl x<+ i ns&k dk 'j&kT; \* ds : i ea v&ld&j y&us ds ckn NÝkhl x<h ykd&l kfgR; dh v&lg l kfgR; d&j&ka , oa 'k&sk&k&f&F&L&Z; ka dk >plko v&f&kd g&v&k g&S v&lg NÝkhl x<+ dh e&ny y&ks&dd l &Nfr dh NVk fo&f&Hko 'k&sk&ka ds&ek; e l s Nudj v&lg fu[k&j&d&j l keus vk jgh g& p&gs og ykd&xhrka ds&ek; e l s g&lg& y&kd&ukV; ka ds&ek; e l s g&ks ; k y&kd&uR; ka ds&ek; e l s g&ka l kfgR; dh fofo/k fo/k&v&ka ea NÝkhl x<+ dh ykd&i&j&j&k&v&ka d&s l at&ks k tk j&gk g& NÝkhl x<+ dh ykd&i&j&j&k i&j&k&ky l s&ek&[&kd i&j&j&k ds: i ea pyh vk jgh g& ft l s fyf[&kr : i ea l &g&hr djus dk o&K&f&ud iz kl fo&x&r-d&N n'k&dk&l sl &h&l k&dk&ka }&j&k y&x&kr&j fd; k tk j&gk g& NÝkhl x<+ ds ykd&l kfgR; dk v&kyu fyf[&kr vu&f y&C&kr&k ds v&k&k&j ij v&Hkh rd U; k; l &ar : i l sug&h&fd; k tk l dk g& y&f&du ; g vk'kk dh t&krh g&S fd Hkfo"; ea NÝkhl x<+ ds

ykd&l kfgR; dk fyf[&kr , oa i k&f.kd nLrkost&ka ds: i e&ns&k e&agh ugha o&S' od Lrj ij vi uh v&yx i g&ku fuf' pr g&ks&h&A

NÝkhl x<h ykd&xhr , d v&fyf[&kr : i ea i&j&kr&u d&ky l s d&B&n&j&d&B i&dk&f&r ek&S[&kd i&j&j&k g& NÝkhl x<h ykd&xhr&ka dk b&f&rg&l i k&f.kd r&k l s i&js g& NÝkhl x<+ x&E; i ns&k g&ks ds d&j&k .k NÝkhl x<h ykd&xhr&ka dk nedrk : i x&pk&ka ea gh n"V x&kp&j g&kr&k g& l &Nfr , oa m&R l o i&eh NÝkhl x<+ ds tu&ek&ul ea t&le l s&R; q&rd ds l Hkh l &dk&j&ka ds ykd&xhr i&pj ek=k ea i&pf&yr g& NÝkhl x<h ykd&xhr&ka d&s l k&ll; r&lg ij ge fu&E&u Hk&x&ka ea v&yx dj l dr&sg& ¼1½ l &dk&j&&xhr] ¼2½ fo&ok&g&&xhr] ¼3½ Hk&st&yh&&xhr] ¼4½ tok&j&k ; k t l &xhr] ¼5½ x&lg&h&x&lg&k ; k n&ok&j&h&&xhr] ¼6½ l &pk&&xhr] ¼7½ c&kl &xhr] ¼8½ Hk&j&F&j&h&&xhr] ¼9½ Hk&t&u&j] ¼10½ g&ky&h&&xhr] ¼Q&x&¼] ¼11½ dj&ek&&xhr] ¼12½ n&n&j& ; k] ¼13½

\* l g&k i&k; ki d ¼fg&nh½ 'kk l - uohu eg&f&on; ky; i k. M&kr&j&kb&Z ¼d&ch&j&/k&e½

yĸĸj; k&xhr] ¼14½ [lŸy l c&kh ¼Q&M] fcyyl vkfn½  
xhr] ¼15½ fcjgk&xhr] ¼16½ ckjgekl h&xhr vkfnA

NÝkhl x<h ykdXHRka dsmnHko dsl c&k eabfrgkl  
ek&u gŸ D; k&d ; g , d vkfne dky l sekua&eĸk  
l sfu% r ekŸ[kd ij&jk g& bl ds fodkl dks MKW  
ujnzno oekz useĸ; r% rhu Hkk&ka eafolHkĸtr fd; k  
g& xĸfĸ& ; q ¼ u- 1000 l s 1500 bĸ rd½ ]  
HkĸDr& ; q¼ l u- 1500 l s 1900 bĸ -rd½ , oa  
vk/kud& ; q ¼ u-1900 l svc rd½

**NÝkhl x<h ykdXHRka ea eĸkĸjr ukjh&Hkkouk**

NÝkhl x<h ykdXHRka eakjh&ân; dh l Hkh dkey  
Hkkouk, j , oa onuk, j vi us fofo/k , oa eeLi 'kĸz : i ka  
eanf"Vxĸpj gĸr h g& l jy] l gt , oacsyĸ 'kĸn  
bu Hkkoka dk Ūĸ&ĸ djrs g& NÝkhl x<+vpy ea  
i pŸyr fofo/k NÝkhl x<h xhrka eakjh&Hkkouk vka ds  
l kdj : i dsn'kz gĸrs g& dgħa; s Hko xq xqrs  
gĸ dgħa fBBŸyh dj gj krs gĸ rks dgħa fl l dus dks  
foo'k dj nrs g& NÝkhl x<h cŸyh ea i pŸyr l Hkh  
i dĸj ds vkpŸyd xhrka ea eĸkĸjr ukjh&Hkkouk dk  
fp=.k NÝkhl x<h ykdXHRka ds fofo/k : i ka ds  
ek/; e l sfuEu vorj .kka eaf d; k x; k g&

**¼1½ l kŸj&xhr ea ukjh&Hkkouk**

¼d½ iĸ tle ij& iĸ dŸjke ; k Ñ".k  
dk : i ekuk tkrk g&

^i kps ijp eŸgk jkeapnj ds  
ekj cŸok ds : i /kĸj l s gĸs-

¼N-x- ea i pŸyr ekŸ[kd ykdXHR l ½

¼k½ iĸ tle ij& iĸ dŸjke ; gĸ y{eh dk  
: i ekuk tkrk g&

^tkok nrh tkok ekj uoro l tu yk  
ds y{keh ygs vorj gĸs -----

Hkkxs tkfXl gejsfyio ?kĸ&}k gĸŸ yyuk---A\*\*

¼N-x- ea i pŸyr ekŸ[kd ykdXHR l ½

**¼2½ yĸĸj&xhr ea eĸkĸjr ukjh&Hkkouk**

NÝkhl x<h dforĸ eaokRl Y; j l i zku yĸĸj&xhrka  
eakjh dh Hkkouk 'kĸn& : i eal gt l kdj gĸsmBh  
g&

^l fir tkĸjsjtk cŸ/k l fir tk ny#ok nnk]

>kj h yk c&kh rĸjs >yuk ek js-----

fufn; k vkĸ[kh e vkgh] i j okbz gĸ >ykgh]

yĸĸj l qk, p rŸyk >yuk ek jA\*\*

¼N-x- ea i pŸyr ekŸ[kd ykdXHR l ½

**¼3½ fookg&xhrka ea eĸkĸjr ukjh&Hkkouk**

i js Hkkjr nŸk dh rjg NÝkhl x<+ea fookg , d  
i qhr ij&jk g& fookg dk ifjn"; fofo/k vk; keh  
g& fookg&l ĸdkj ds fofo/k pj .kka ds ek/; e l s  
ekus ukfj; ka dh l á wĸz Hkkouk vka dks tŸ s fupk&Mĸj  
j [k fn; k x; k g& dĸn mnkgj .k l ĸr g&

**¼d½ Hkkouk&xhr ea gĸ; Hkkouk**

^vkbu cĸjr; k vkbz cĸjr; k dkBk e vkŸygbz  
gĸŸ dc ds HkĸŸkŸfi; kl sjghu i Ÿk&Hkĸ k [kĸbz gĸA\*\*

¼N-x- ea i pŸyr ekŸ[kd ykdXHR l ½

**¼k½ fonk&xhr**

NÝkhl x<h ykdXHRka eafonk&xhr gh , d k xhr  
gŸ ft l ea ukjh&eu dh i hMĸ fonkĸg dk nnz , oa  
vi uka l svy x gĸus dh Vhl vi us ân; &fonkĸd  
: i ea efrĸku gĸsmBrs g& vi us cĸy ds ?kĸ dks  
Nk&Mĸj ifr ds ?kĸ ij nŸk tkrh cŸ/h ds fonk gĸus  
l sigysekĸ ds ân; eamBh Vhl bl i dĸj g&

^, d rĸscŸ/h >u gĸrhl ] gĸrhl r fcnk >u dĸrhl ]  
ij tkfrl fcnk dĸscj] vĸĸj Hkĸj dj nrhl A\*\*1

cŸ/h dks fonk djus dk nnz ogh vuĸko dj  
l drk gŸ ft l us vi us dyst s ds VpM& dks l nk ds  
fy, vi us l svy x dj fn; k g& i a nkuŸoj 'kekz us  
^cŸ/h ds fonk Ñfr eabl Vhl dks, d s' kĸn nus dk  
iz kl fd; k g&

^dbĸ s dŸ cŸ/h vĸ rŸyk eŸ HkŸp

i l jk dsekŸh yk ngjk e Q&tp

cM+fl /kok uksĸ rŸ xqĸxj l : -----

cŸys rŸ ugha dHkweŸyk d: A

vbl u nŸkŸju yk dbl sds [knp]@ dbl sdscŸ/h  
-----A\*\*fonkxh i: 5 ij l ½

, d h gh ; knka dk dk#f.kd n"; MKW tsvkj-

l ksh us Hkh i ĸr djus dk iz kl fd; k g&

^cŸ/h ek&jk] xykc] p&k] pesyh dl Qyr jgŸ  
ekj vĸuk e egj&egj egdr jgA\*\*2

120 I NYKhl x<h ykcdxhrla ea e[ki]r ukjh&Hlkouk

ekrk dkrj eu v[š] c[š]>y ân; I svi usus=kal s  
v[š] wdh x&&teuh /kkj cgkrsân; dh vur xgjk[š]  
I sc[š]h d[š] 'k[š]k' k[š]k nrs rM[š] mBrh g&

^exuh dj[š] c[š]h tpuh dj[š] v[š]  
cj dj[š] c[š]h fcgko dj[š] v[š]-----  
tkoj tk[š]h I xscw[š]k t[š]cs v[š]  
n[š]k&I [š]k dsjn[š]k ugd t[š]cs v[š]A<sup>3</sup>

I I jky ds n[š]k[š] ot[š]k , oavl Eeku dh Hlkouk  
rFk ek; dsds I [š]k I Eeku , oaviuki u dh Hlkouk  
dh dYi uk djrs gq fonk g[š]h c[š]h QOoddj dg  
mBrh g&

^eb[š]ds [š]k[š] cM+I k[š]gu ekj nnk  
j& y[š]k[š]cbgk[š] >dkj -----  
I I j[š]ds [š]k[š] cM+I k[š]j ekj nnk  
j& y[š]k[š]cbgk[š] I dsy -----<sup>4</sup>

fonk[š]ds I e; fonk g[š]h c[š]h d[š]vi uscp[š] u  
dh ; kn vkrh g[š]fd og ?kj eabl I sigysD; k&D; k  
dke djrh FkA cpi u dsmuds }kj k fd, x, dke  
dh ; kn dj&dj dsmudh ek[š]fd I rjg I sj[š]xh&

^ukud[š] j[š]g[š] nkb[š]v[š]xuk fyir j[š]g[š]  
v[š]xuk yk n[š]k[š]n[š]k[š] j[š]ks -----  
ukud[š] j[š]g[š] nkb[š]cfj[š]h cgkj[š]p v[š]  
cfj[š]h yk n[š]k[š]n[š]k[š] j[š]ks--A<sup>5</sup>

NYKhl x<h ykcdxhrla ds , d i fl ) xk; d Jh  
i p[š]ke fe>k[š]usmDr vol j ij ek[š]dsân; I smBs  
mnxkj , oaVhl dk ekfe[š]d fp=.k bu i[š]Dr; ka ea  
fd; k g&

^tk nyk[š]j u c[š]h[š] r[š]gk ebds ds I [š]k >u yek[š]  
ifr I [š]k e exu jfg[š] I [š]k[š]esftuxh igk[š]A tk<sup>\*\*</sup>

c[š]h dsfonk yusds d[š]N {k.k igys i jn[š]l u g[š]h  
c[š]h ds eu ea t[š]k Hkko mBr[š] g[š] ml s NYKhl x<h  
ykcdxhrla ea cM[š]c[š]y[š]k[š] njhds I s0; Dr fd; k x; k  
g[š]A c[š]h fcy[š]k[š]h g[š]p[š]vi usek[š]cki , oadjh[š]c; ka I s  
I gt Hkko I s dg mBrh g&

^nkb[š]ds dkj k ds fue[š]y N[š]j[š]  
e[š]gk v[š]ts tk[š]p[š]cM[š] nj[š]  
v[š]s nkb[š]ds e[š]gk v[š]ts tk[š]p[š]cM[š] nj[š]

vi u nkb[š]ds jkes nyk[š]j u j kes nyk[š]j u  
nkb[š]eky k fNu Hkj dkj k e ys y[š] v[š]s nkb[š]eky k--A  
¼ p[š]fyr NYKhl x<h ykcdxhrla I ½

fonk ds oDr I pep ea i g[š]k\* g[š]s tkus ds Hkko  
I sc[š]h dk eu rM[š]us yxrk g[š]A ml I e; eu ea  
tk&tk[š]fopkj v[š]k d#.k ; knavkrh g[š] og v[š]hko; fDr  
I s ijs g[š]A bl h I e; c[š]h ds e[š]k I s vuk; kl ; s  
nk#.k Loj fudy i M[š]k g&

^v[š]ts /kje ys /kje g[š]s v[š]k v[š]k[š] ekj s nkb[š]  
v[š]ts /kje ys /kje g[š]s v[š]s -----  
ykxr j[š]g[š] N[š]v[š] tkgh v[š]k v[š]k[š] ekj nkb[š]  
v[š]ts /kje ys /kje g[š]A<sup>\*\*</sup>

bl h rjg dh ckr c[š]h vi usfi rk[š] Hkko[š] , oavl;  
Lotuka I sdgrh g[š]p[š] i jn[š]l tkus ds fy, vi useu  
dks r[š]kj djrh g[š]A bu xhrla ea N[š]s Hkko I ân; d[š]  
I gt gh jkus g[š]r[š]qfoo'k dj nrs g&

^e; k ds ek[š]j h c[š]k, v[š]k , v[š]s ekj s nkb[š]  
mBr ub; smBk, v[š]s -----  
ek[š]j h yk r[š]k[š] mBkns xk[š] , xk ekj s nnk[š]  
eM[š]ek ekj se<kns xk -----

¼ N-x- ea i p[š]fyr ek[š]k[š] ykcdxhrla I ½  
c[š]h vi us n[š]k[š] , oafjg Hkko ds vfojy i [š]k  
ea cgrh g[š]p[š] M[š]y[š]h mBkus okys dgkj ka I s t[š]k dgrh  
g[š] ml ea ukjh&onuk vi uh pje flFkfr ea g[š]h g&

^fNu Hkj M[š]y[š]k fcyekrs j[š]s dgkj H[š]k[š]  
dfj y[š]o nnk I x Hk[š] -----  
fNu Hkj M[š]y[š]k fcyekrs j[š]s dgkj H[š]k[š]  
dfj y[š]o nkb[š] I x Hk[š]-----A<sup>\*\*6</sup>

¼ ½ Hk[š]tyh xhrla ea e[ki]r ukjh&Hlkouk  
NYKhl x<+ea Jko.k ds 'k[š]y i {k ea c[š]k[š] Hkknz  
i {k i Fk[š]k d[š] Hk[š]tyh fol t[š]u djus dh i Fk[š] g[š]  
vkB fnuka rd N[š]k[š]h du; kvka , oa efgykvka }kj k  
budh I [š]k dh tkrh g[š]A brusfnu rd I [š]k djusi j  
mul si e g[š]k[š] LokHk[š]fod g[š] v[š]k[š] tc v[š]re fnu  
ml dk fol t[š]u fd; k tkrk g[š] rc og I [š]p[š]r i e  
foN[š]k[š] ds 'k[š]n ds: i ea mudse[š]k I s , d s fudy  
i M[š]s g&

^nch xack nch xackj ygjk rjck vksygjk rjckj  
vrck l ĸ?kj Hkstyh yk dbl s djcks BMKA  
vkvks nch xackA\*\*

¼ pfyr NÝkhl x<h ykdXHR l ½  
cky eukkkko ds : i ea ukjh&Hkkouk , d s Hkh  
i LQVr gþz g&

^dñV Mkjsu /kku i Nfj Mkjsu Hkk k  
ybds ybdk gou Hkstyh >u gkgq xĸ l kA\*\*7

**½½ l ĸk xhrka ea eĸKjR ukjh&Hkkouk**

bu xhrka ea ukfj ; k l ĸk ¼ ĸx½ ds ek/ ; e l s  
vi us eukkkoka dks vfhk0; Dr djrh g& os l ĸk l s  
dHkh vius eu dh ckr dgrh gþ rks dHkh ml s  
l ns&okgd cudj l ns& ystkusdh i kfkzk djrh  
g& NÝkhl x<h ykdXHRka ea l ĸk&xhr dsek/ ; e l s  
ukjh dh fu'Ny Ūk&kj Hkkouk ; j fofo/k : i ka ea 'kCn  
i krh g& l ĸk&xhr ea L=h&tkfr dh vkRek cksyrh  
g&

tš & ^ ĩb ; k ijr gp eāpnk l #t ds  
vĸ frfj ; k tue >fu nš l øuk ds frfj ; k-----

frfj ; k tue ekj vfr dyiuk jš frfj ; k l tue  
ekj xm dscjkzj jsl øuk----A\*\*8

, d ub&uosyh nŷgu vius ek; ds l s l l ĸky  
fdl dsl æ ugha tk, xh vĸ fdl dsl æ rj&r pyh  
tk, xĸ bl dh , dckuxh ds : i ea ukjh&Hkkouk pfp=r  
g&

^ubz tkoo eā l l ĸkj jsl øk l ubz tkoo eā l l ĸkj  
ekj l l ĸkj vkgh yugkj jsl øk l ubz tkoo eā l l ĸkj  
ub tkoo eā l l ĸkj jsl øk l ubz tkoo eā l l ĸkj  
ekj l kl svkgh yugkj jsl øk l ubz tkoo eā l l ĸkj  
rj&rstkgw l l ĸkj jsl øk l rj&rstkgw l l ĸkj  
ekj l š k vkgh yugkj jsl øk l rj&rstkgw l l ĸkjA\*\*

¼ pfyr NÝkhl x<h ykdXHR l ½  
**½½ xĸh&xĸk xhrka ea eĸKjR ukjh&Hkkouk**

NÝkhl x<+i ns& ea xĸh&xĸk xhr nokjh ¼nhokyh½  
dsR; kškj ds vol j ij xk; k tkrk g& NÝkhl x<+ea  
xĸh ekrk i kořh vĸ xĸk Hkxoku f'ko dks dgk  
x; k g& blgha dh Lrŷr ea fl=; k HkkokRed , oa

eeLi 'kĸz xhr xkrh g& bl xhr dsek/ ; e l s , d  
L=h vi us Hkkbz ugha gkus ds nnz dks 0; Dr djrs gq  
tkscr dgrh gþ ml s MKW i h l h yky ; kno usbu  
'kCnka ea 0; Dr fd ; k g&

^vkt ds fnu e Hkkbz ekj jfgfrl vĸ Hkkbz ekj jfgfrl ]  
djl k ckgu cj tbro vks cfguh l djl k---- cfguh  
xkMk dspDdk <y r pysvk, ] <y r pysvk, ]  
fcu Hkkbz ds cfguh jk&r pysvk, ] fcu---- vk, A\*\*9

**¼¼ nnfj ; k xhrka ea eĸKjR ukjh&Hkkouk**

NÝkhl x<+ds vĸ pfyd xhrka eā nnfj ; k dk vi uk  
vyx , oafof'kV LFku g& bl s nnz dk xhr dgk  
tkrk g& bl s okrkzkyki ; k l oky&tokc 'kŷh ea  
cg&k ; r xk ; k tkrk g& bl dh l gtrk l jyrk , oa  
Hkkouk i okg'khyrk ds dkj . k bl sykdXHRka dk jktk  
Hkh dgk tkrk g& bl ea L=h , oa i #''k nksukagh vi us  
eu dh onuk , oa Ūk&kfjd Hkkouk vka dks 'kCn nrsg&  
nnfj ; k ds vāre i Dr ds vāre ea pysvkčš 'kCn dks  
yxk ; k tkrk g& nnfj ; k ds ek/ ; e l s L=h vi uh  
Hkkouk dks bl rjg l s 0; Dr djrh g&

1- ^dĸk ds i kuh dĸk l h ykxs jš  
i jnd h pys tkcs l æokjh l , jk&kl h ykxs jsdkj spys  
vkcs-A\*\*

2- ^Qĸgk eñj e dyl ub ; s xk l  
pkjs fnu ds vobz k l æokjh l , nj l ub ; s dkj spys  
vkxs-A\*\*

3 ^vkek yk Vks s [kkgp dfgdš  
eky nxk e rš Mkj s l æokjh l , vkgp dfgdš j pys  
vkcs----A\*\*

¼N-x- ea i pfyr ekš [kd ykdXHR l ½  
**½½ djek xhrka ea eĸKjR ukjh&Hkkouk**

NÝkhl x<h vpy dstutkrh; {ks=ka e djek&xhr  
dk vi uk fo'kš egRo g& bl ds Nm dh y; ea  
rhok , oa i okg gkrk g& ; g xhr Hkh fojg i zkku  
gkrk g& bl ea Hkh ukjh&ān; dk Hkkouk vi us l gt  
: i ea vfhk0; Dr gkrk g& i okl h fi z re ds fy,  
tyrh gþz ulf; dk ds n[ĸh ān; dh 0; at uk dh , d  
ckuxh Jh gu&ar uk; Mq th ds bl xhr ea nš [k, &

122 I NÝKHL x<h ykdXHRka ea e[lfjr ukjh&Hkkouk

^vksnhnh ekj fi ; k xsgs ijnd ]  
 u dksuks vkoSu dksuks tkoš u HkstSl ind ]  
 vksnhnh ekj ----  
 dkdj cj ešgk egnh jpkokš  
 dkdj cj l pkjka dš ] fi ; k cl snij nd ]  
 vksnhnh ekj ---- ijnd A\*\*10

NÝkhl x<h ykdXHRka ea ukjh&Hkkouk vka dh  
 vfhk0; fDr mDr xhrka dsek/; e l sc/ldj gh ughagbZ  
 gA vU; gtljka Qv/dj ykdXHR NÝkhl x<+vpy ea  
 i pfyR gš ftueaukj dh fofo/k Hkkouk, ; vi us l gt  
 : i eavtlziokfgr gA dN Úlakj izkku xhr iLrř  
 gš ftueaukj&Hkkouk, ; i frfocřr gA

Úlakj djuk fl=; ka dh varjre vfhkyk"kk gkřh  
 gA og dYiuk djrř gšfd vi us fi ; k ds ?kj , d s  
 Úlakj djds vk, xh&

^pink dsfVdyh pndh ds Qv/h ifgj dsešvkgj  
 rjš nřkj h rjš vVkj h , ekš jktk js -----  
 i tquh ds pkyh vÅ yxjk vatkj h ifgj dsešvkgj  
 rjš nřkj h ----- jktk jA\*\*11

, d LFku ij ukf; dk l efi ěr gkdj uk; d l s  
 ; gk rd dgrh g&

^rjš /křh ds fplgkj h eš jbgkacu dš  
 rjš i kx e dyxh jbgkacu dA\*\*

ukf; dk uk; d ds ifr vi uh nhokuxh dks cMh  
 vYgMřk l s , d s0; Dr djrř g&

^yxksj bFks nhokukj rjš kscj ekš kse; k ykxsj bFkš

xgřfi l ku dscukys xgyxy] ršyk >ryi dbZ [kyš  
 dk Hkbžks

, dVkyš cy/cy cšjk , fnukj , dVkyš-fnukj  
 ykxsj bFks nhokuk-----ykxsj bFkA\*\*

NÝkhl x<+ea i pfyR ifl ) ykdXHR l sl xghr½  
 bl rjg mDr foj . kka l sLi "V gšfd NÝkhl x<h  
 ykdXHRka ea ukjh Hkkouk, ; vi us fuešy] i katy , oa  
 cykš : i ea e[lfjr gšZ gA

fu"d"lz %

NÝkhl x<+ , oa ; gk ds okfl ; ka ds l nHkZ ea  
 ^NÝkhl xf<+k l cys cf<+k\*\* dh mDr fdřpr Hkh  
 vrkfdZ ugha gA ; gk dh l Hkh l kfgR; d ykd&  
 fo/kk, ; vi uh l jyrk] l gtrk] Li "Vrk , oaviuki u  
 dks yd] iLrř gkřh gA ykx&yiš l snij jgdj  
 ān; dsdkey Hkkoka dks l gt : i ea iLrř dj nřk  
 NÝkhl x<+ds ykd&l kfgR; dh vi uh vui e fo' kškrk  
 gA NÝkhl x<h ykdXHRka dsekuoh; l ōnuk, ; vi uh  
 l gtrk fy, ekš [kd i jā jk ds: i ea i gkrudky l s  
 vuk; kl i okfgr gA

bu l ōnukvka ea ukjh&Hkkouk, ; vi us uš fxZd  
 : i ea e[lfjr gA NÝkhl x<h ykdXHRka ds l eak ea  
 dgk tk l drk gšfd ; s ykdXHR ukjh&Hkkouk vka  
 dk dksuk&dksuk >kd vk, gA fofo/k l dkdj h mRl oka  
 , oal a kx&fo; kx dh i fj l Fkřr ea ukjh&ān; eamBs  
 Hkkoka dks l Qyrki ōZd bu ykdXHRka us e[lfjr

fd; k gA  
 l nHkZ %

- 1- 'křy] n; k'kdj ½2011½ *^NÝkhl x<h ykd l kfgR; dk v/; ; u\*\*/ obko i d'k'ku] jk; i g] i: 89-*
- 2- l křh] tsvkj- ½2002½ *^ekj k ds Qv&NÝkhl x<h dfor&l xg\*\* iz, kl i d'k'ku]*  
*fcykl i g] i: 16-*
- 3- l křh] ch, y- ½2003½ *^NÝkhl x<h Hkřk vÅ ykd&l kfgR; \*\*/ Hkkouk i d'k'ku] ubZ fnYyh]*  
*i: 113-*
- 4- l křh] ch, y- ½2003½ *^NÝkhl x<h Hkřk vÅ ykd&l kfgR; \*\*/ Hkkouk i d'k'ku] ubZ fnYyh]*  
*i: 113-*
- 5- i kBd] j tuh ¼1988½ *^vMřud NÝkhl x<h dko; dk fodkl Med v/; ; u\*\* ¼ křk&*

- izdk] iaj-'kefo-fo- jk; ið] i: 55-
- 6- 'kðy] n; k'kdj 12011½ *"Níðil x<h ykdxtla dk v/; ; u"* oðko izdk'ku] jk; ið] i: 168-
- 7- uk; Mþi guær 14993½ *"Níðil x<h ykdxtla dk ykdxtla r fík eula&lkud vuðlhyu"* fo'ohkjr h izdk'ku] ukxið] i: 321-
- 8- uk; Mþi guær 14993½ *"Níðil x<h ykdxtla dk ykdxtla r fík eula&lkud vuðlhyu"* fo'ohkjr h izdk'ku] ukxið] i: 213-
- 9- eMðZ 12007½ jkor ukp egk&l o l fefr] fcykl ið] i: 155-
- 10- uk; Mþi guær 14993½ *"Níðil x<h ykdxtla dk ykdxtla r fík eula&lkud vuðlhyu"* fo'ohkjr h izdk'ku] ukxið] i: 52-
- 11- eLrðj; k] y{e.k 12003½ *"eðj l x pyo"* oðko izdk'ku] jk; ið] i: 33-

\*