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Emotional Intelligence as A Function of Gender and Culture

***G. Meharchandani**
**** Dr. B.G. Singh**
*****Dr. O.P. Verma**

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The present study aimed to investigate emotional intelligence as a function of gender and culture. Total 600 students (300 boys and 300 girls) of 10th class were taken, from two types of cultures, (i.e. tribal and non-tribal) and administered Emotional Intelligence Scale of Meharchandani, Singh & Verma (2014). MANOVA results demonstrate that boys scored higher on self regulation and social awareness dimension of emotional intelligence than girls. Non-tribal students scored higher on self motivation while tribal students were higher on social awareness than their counterpart cultural group. Interaction effect was found to be significant in the cases self awareness, self regulation, social skill, and social awareness, dimensions of emotional intelligence.

INTRODUCTION

Emotional intelligence (EI) is relatively a recent development in the area of intelligence as well as in affective science. Researches become increasingly dissatisfied with the fact that general intelligence is correlated very poorly in predicting the life success and adaptation of individual to his environment. Salovey and Mayer (1990 & 1997) proposed a theory of emotional intelligence as the ability to: (a) perceive and express emotion, (b) use emotion to facilitate thought, (c) understand and reason with emotion, and (d) regulate emotion in the self and others. These researchers conceptualize EI as a mental ability that pertains to an individual's capacity to process and reason with and about emotion-laden information.

Bar-on (1997) characterized emotional intelligence as "an array of non-cognitive capabilities, competencies and skills that influence one's

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ability to success in coping with environment demands and pressures". Goleman (1995) stated that if IQ contributed to 20% of life success, the remaining 80% has been filled by EQ. Emotional intelligence has been a positive and exciting topic with enormous implication for education.

Goleman (1995) reports that emotional literacy programs improve children's academic achievement and school performance. Emotional understanding predicts children's social competence (Kagen, et al , 1995; National Education Goal Panel, 1998; Carlton & Winsler, 1998). Gottman (1997) has noted that emotional and social measures of intelligence are better predictors of school success.

Studies have linked EI to sex (Ge, Conger, & Elder, 2001), age (Fernandez & Rodriguez, 2003), location of residence (Conger & Elder; 2000). These studies demonstrate that further examination of EI in relation to demographic factors proved useful to those searching for insight into adolescent emotional, social, and psychological development (Chan, 2005; Harrod, 2010).

Non-significant gender differences in emotional intelligence has been reported by some researchers (Tyagi, 1996; Brackett & Mayer, 2003; Tiwari & Srivastava, 2004; Browne & Schutte, 2006). However, significant gender differences in emotional intelligence has also been reported by another group of researchers (Brackett, 2001; Day & Carroll, 2004; Goldenberg, et al., 2006; Young, 2006; Osborne, 2009). Females have been reported to have higher emotional intelligence than that of males (Bhosle, 1999; King, 1999; Sutarso, 1999; Wing & Love, 2001; Singh, 2002; Brackett et al., 2004; Katyal & Awasthi, 2005). We know that acculturation plays very important role and affects thinking and behavior of individual also, acculturation process of boys and girls are different, therefore, difference between boys and girls on EI may be explained on the barrier of acculturation differences between boys and girls on emotional intelligence may be explained on these bases of acculturation differences between boys and girls.

Against this backdrop, the present study was designed to verify the hypotheses that (i) there would be significant difference between boys and girls on different dimensions of emotional intelligence, (ii) there would be significant difference between tribal and non tribal students on different dimensions of emotional intelligence, and (iii) there would be significant interaction effect of gender and culture on different dimensions of emotional intelligence.

Method

Sample: Independent variables of the present study were culture and gender, and thus, a 2×2 factorial design was opted taking two types of culture (i.e. tribal and non-tribal) and two genders (i.e. boys and girls). The dependent variables were five dimensions of emotional intelligence. There were 150 subjects in each cell of the design, and therefore, a total of 600 subjects were studied.

Tool : A reliable and valid Emotional Intelligence Scale developed by Meharchandani, Singh & Verma (2014) was used to assess EI of the subjects. The item of the scale are re-

lated to five dimensions of EI, i.e. self awareness, self regulation, self motivation, social skill, and social awareness.

RESULTS

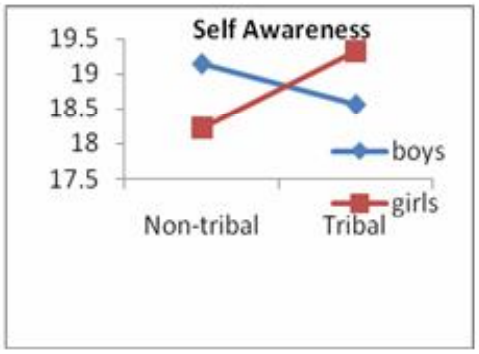
To examine the effect of gender and culture on five dimensions of emotional intelligence multivariate analysis of variance (MANOVA) was employed. Box's M was 168.38, F ratio was 3.68 ($p < 0.001$). It indicates that observed variance matrices of 5 dimensions of emotional intelligence were not equal across the groups formed on basis of gender and culture. Therefore, it was decided to increase the level of norm for accepting the alternative hypotheses. Wilk's Lamda were to be .946 for gender, .969 for culture and .901 for interaction of gender and culture which were significant at 0.001 level. They clearly indicate overall significant impact of gender, culture and their interaction on self awareness, self regulation, social skill and social awareness. Average scores on the five dimensions of emotional intelligence of two genders and two cultural groups are given in following table. Obtained F ratios are also given in the table.

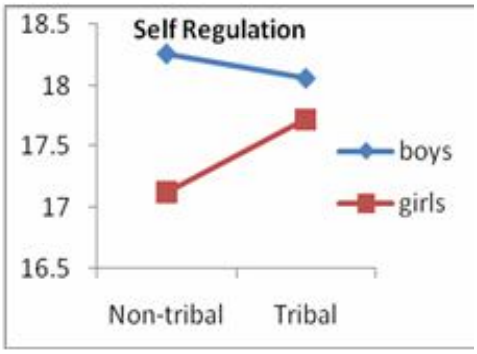
Table: Average EI scores of subjects on the five dimensions along with f ratio (univariate results)

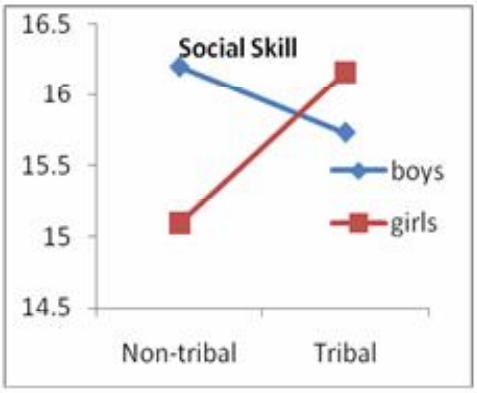
Factors	Boy	Girl	F Ratio	Nontribal	Tribal	F Ratio	Nontribal male	Non ribal female	Tribal male	Tribal e femal	F Ratio
Self awareness	18.857	18.786	0.22	18.687	18.956	3.113	19.14	18.23	18.57	19.338	30.06**
Self regulation	18.167	17.424	13.363 **	17.697	17.424	.947	18.267	17.127	18.067	17.722	3.833*
Self motivation	18.427	18.329	0.500	18.557	18.199	6.798 **	18.72	18.39	18.133	18.265	2.792
Social skills	15.97	15.629	2.290	15.65	15.949	1.77	16.207	15.093	15.733	16.166	11.79 **
Social awareness	17.42	16.552	18.367**	16.730	17.242	6.40 **	17.687	15.773	17.153	17.331	26.67 **

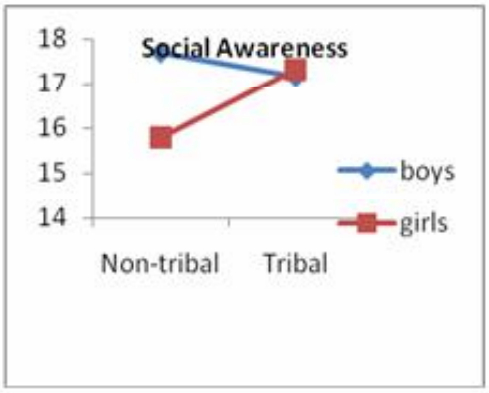
** $p < .01$, * $p < .05$

Results demonstrate that boys scored higher on self regulation and social awareness than girl counterpart. Non tribal students scored higher on self motivation while tribal students were higher on social awareness than their counterpart cultural group. Interaction effect was found to be significant for self awareness, self regulation, social skill, and social awareness. Non Tribal girls scored lower on self awareness, self regulation, social skill and social awareness than the non-tribal boys. On the other hand, tribal girls scored higher on self awareness, social skill and social awareness than tribal boys. It demonstrates that tribal girls are more emotionally intelligent on three dimensions of emotional intelligence, i.e., self awareness, social skill and social awareness than their boy counterpart. However, tribal girls showed less self regulation score than tribal boys but this variation was less than the variation between non tribal boys and girls. Result also indicates that tribal girls showed different trend of emotional intelligence than non tribal girls.









The results partially supported the hypotheses that difference between tribal and non-tribal subjects would be different for boys and girls. Results regarding self motivation reveal that cultural difference was similar for boys and girls. Tribal students were found to be less self motivation than non-tribal students.

Boys in both the culture are amongst the advantageous member of their families of Indian general societies. They are supposed to be more social than girls and it affects the life. This may be a reason of showing higher self regulation and social awareness than girls. The results of the present study is in support of the findings of Chu (2000), Petricles and Furnham (2000), who found that male have higher level of emotional intelligence than females. If biological reasons are considered, boys are supposed to be more able to control their emotions and more able to express them in a socially approved manner. These differences in emotional aspects and better ability of boys to manage emotions make them emotionally more intelligent than girls. One recent study by Kaur

(2010) shows that male adolescence are significantly more self aware, empathetic, self motivated, independent, committed and more emotionally intelligent as compared to their female counterpart. On the other hand, the girls of tribal societies are expected to do many economic activities along with house hold chores like cooking, cleaning and taking care of younger siblings (Nandwana & Joshi, 2010). All these jobs, and greater contribution of their potentiality and awareness towards family, it makes tribal girls more emotionally intelligent than their counterpart boys.

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Emotional Intelligence and Achievement Orientation in Tribal Youths

** Dr. Jay Singh

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In the modern world, education is getting multidimensional and there is a ruthless competition among students to excel. Students suffer to control their emotions in order to face various situations in school life and keep pace with the demands of the human race. The way of managing emotions is decisive for better performance. Success in academics can be explaining by emotional measures at a large scale. Although empirical evidences are available regarding above said association but the contradictions are also observed. Therefore further investigation is required with systematic literature review.

Introduction

India is a country with rich diversity and population incorporates a large number of cultures, religions, languages, racial differentiation, castes, communities and social groups. The categorization of people in terms of their access to social and economic opportunities and their participation in the process of development is based on two factors. The first is spatial differentiation, which refers to the viability of a region on terms of geographical location. The second factor is the characteristics of population as in Indian social system it has invariably been the upper castes who have enjoyed the privileges due to their caste status. Sujatha (2000) has argued that the dominance of one category over others is based on some predefined strength and rooted in the social stratification system. Inequality and differentiation is ubiquitous in India, especially in the case of formal education and achievement related concern. One such marginalized group is the Scheduled Tribes. Although central and state governments have attempt to provide all the opportunities to enhance the educational and socio-economic level of tribe population, but to attain this aim psychological aspect is still needs really a practical attention.

A balanced development of whole society is requires equal opportunities and personal growth to all. But during regular class room teaching, the present researcher has observed that tribal students show very shy and withdrawn approach to the new person and situations. Informal interview with parents indicates that the problems of social anxiety, withdrawn behavior and aggression are common in tribal student. An attempt to intentional interaction with the tribal students was made by the investigator. It was also tried to give them personal attention by using general discussion about his/her goals and some training through affirmative statements. Nearly after

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three months, this effort has shown a positive sign as students have starts to response towards questions and share their problems, feelings etc. These and some other incidences were given an insight to researcher about fact that psychological health of tribal youths is severely neglected particularly in red corridor.

Literature Review

An important psychological construct is emotion that plays the central and useful role in everyday life. Identify, express, understand, regulate, and use the emotions are important to enhance well-being in human being. As more and more evidence suggests that emotions do not only color people's lives, but are absolutely essential to people's survival and adaptation (Cosmides & Tooby, 2000). Therefore, it seems that variables like emotion and approach towards demonstration of abilities in tribal youths are very critical to their complete development point of view.

Recently, the social-emotional competence of youngsters has gained increasing attention from researchers and educators. Psychologists have been defined to social and emotional competencies as behavioural and emotional regulation, understanding emotions, showing self and social awareness, social problem solving, as well as relationship skills (Denham, 2005; McCabe & Altamura, 2011). The development of these competencies during early childhood may show significant impact on learning and academic success, mental health, and general wellbeing (Zins, Bloodworth, Weissberg, & Walberg, 2004; Rhoades, et. al., 2011). World Health Origination (WHO) also considers social and emotional wellbeing as important facet of health with physical and psychological fitness.

The concept intelligence and its different types such as emotional and social intelligence became subjects of a bulk of psychological research which attempt to predict and explain its role in different fields of life. Emotions form one important part of human behavior. Emotions are much close to human's life and character. Some people are matured emotionally and can adapt with society while others are not. Emotions satisfy human daily needs, guide them and orient their abilities and decisions. The regulation of these emotions may critically important to explaining functions of achieving goals (Pekrun & Stephens, 2009). Some empirical evidences are available as given below.

Parker et.al. (2004) aimed to examine the relation between Emotional Intelligence and academic success. Results revealed that academic success is strongly related to Emotional intelligence. Same results was found by Bharwaney (2007) and, Louw and Louw (2007). Rode et al (2007) predicted that emotional intelligence was related to academic performance for two reasons. First, academic performance involves a great deal of ambiguity. Second, majority of academic work is self-directed that requires a high levels of self-management. Therefore, individuals with high emotional intelligence would perform better academically. Qulter, Whiteley, Morely & Dudiac (2009) studied on a large sample of university student and found that students whose Emotional Intelligence is developing they become more academically successful.

Puffer (2011) concludes that emotional intelligence positively relates to less dysfunctional career thinking, greater career decision-making self-efficacy, a higher level of willing

ness to explore a variety of career preferences, and to commit to attractive career options (Brackett, Rivers & Salovey, 2011). Similarly Al-Rfou (2012) has cited a finding that emotional intelligence of high achievers was high. Study recommended the importance of the university educational programs and curricula in developing the individual's emotional intelligence skills, which in turn develop the individual's character, personality and achievement. Recently, Erasmus (2013) also has studied the relationship of different facets of emotional intelligence with achievement orientation of mathematics, and found that EI facets and were potential predictors of Maths achievement but it was differed for boys and girls**.**

In *contrast* some results reported in the study of Al-Rfou (2012) reveal that there were no significant differences found in emotional intelligence between high achievers and ordinary students. Gender difference was also found in the context of emotional intelligence, result showed there were significant positive correlation between the gender variable and emotional intelligence in favor of female students.

Researches about emotional training have shows some brain correlates, as in a experiment of Hansenne, et al (2014) after the intervention, the training group showed less cerebral activity as compared to the control group within different regions related to emotional regulation and attention including prefrontal regions and the bilateral inferior parietal lobule, the right pre-central gyrus and the intra-parietal sulcus. These results suggest increased neural efficiency in the training group as a result of emotional competencies training. Research about emotions with achievement related constructs has significant and intense debate in Indian context, because development of education is a critical issue in contemporary India. Although, sufficient empirical evidences are not available in literature but few resent studies especially focusing on educational achievement are discussed.

Dubey (2012) has made an attempt to explore emotional intelligence in relation to academic motivation. Finding shows a positive relationship between emotional intelligence and academic achievement motivation. Study further reveals significant differences in students with high, average and low academic achievement motivation on emotional intelligence. Bhadouria (2013) has emphasis to determine the factors affecting development of emotional intelligence and its role in academic achievement for students. Results show that nurturing emotional and social skill by teachers during school education is highly associated with emotional intelligence, and academic achievement without emotional intelligence does not indicate future success.

But, Lawrence and Deepa (2013) have found a contradictory result such as no significant difference in emotional intelligence in male and female participants. Results also found that there is no significant correlation between emotional intelligence and academic achievement as well as no significant correlation found between emotional intelligence and socio-economic status.

Conclusion:

Emotional Intelligence is, therefore, important for all individuals because it helps them to formulate their basic values in daily life and provide strong psychological base to success

in academic life. Although a number of national and international empirical evidences are found in literature but some of the prior foreign researches and some recent domestic findings show inconsistency with positive association between emotional competencies and achievement orientation. Furthermore, there is lack of research related to intervention in above said variables especially on Indian tribal sample. Therefore, it may be very useful and relevant investigation in current scenario of tribal areas about emotional competencies related to achievement orientation is needed in Indian circumstances; especially it is much required in tribal areas situated in middle India. Because the population of these region are considered as under developed and the students are not getting exposure like urban residents.

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Organisational Efficiency in Relation to Type and Demographic Variables

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The present study aimed to measure the organisational efficiency adopted by the members of secondary schools of Angul district in relation to the type of management (Govt and non-Govt), sex (male and female), medium of instruction (English and Oriya) and different blocks of Angul district. The sample included 300 teachers of 50 schools randomly drawn from 288 secondary schools of Angul district. Data was collected with the help of Organisational Efficiency Questionnaire. Data was analised by computing mean, standard deviation, standard error of mean, mean difference, t-value, and Anova. The study led to the following conclusions: (i)The members of Govt. and non-Govt. secondary schools do not differ on their organisational efficiency. (ii)No difference exists in the organisational efficiency of male and female members of secondary schools. (iii)Members of secondary schools of different Blocks of Angul district do not possess difference on their organisational efficiencies.

Introduction :

Organisational efficiency called as organisational success or growth is defined and conceptualised in different ways and no unanimity is found in different approaches. Though a large volume of literature is available on the concept and working of organisational efficiency there is often contradiction in the various approaches. The various approaches are judgmental and open to question. Thus various terms are often used interchangeably such as organisational effectiveness, organisational productivity, organisational profitability, and organisational growth to denote organisational efficiency. The inconsistency in the various terms is obvious. This inconsistency mainly arises because of discrepant conception of organisational efficiency.

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According to Louis. R. Pondy (1967) "Organisational efficiency is a term that is more comprehensive than a mere reflection of the good performance and productivity of members. It reflects how effectively the organisation discharges its obligations with respect to all its constituencies in its internal and external environment, including employees, shareholders, customers, suppliers, government agencies and the general public." Organisational efficiency is reflected in how well the organisation is equipped to handle its current survival and its future growth through creative and adaptive strategies. Organisational efficiency is the central theme of al theory. It is a workable concept from the stand point of management. It is very difficult to conceive a theory of that does not include the concept of efficiency. Organisational efficiency has at least two fundamentally different meaning depending on whether the organisation is viewed from inside or outside. When considered from inside it would provide a typical managerial view point for the use of Resources efficiently. When from outside the out put is the main consideration and then the judgment is done by its contribution to the larger society.

The main purpose of survey of related literature is not completion but an analytical review of the various resources. It stimulates and encourages the investigation to dive deep into the problems and enables him to formulate is hypothesis regarding their possible solutions. In this manner it is advantageous to have a thorough survey of the researches which have already been in a particular field and which gives suitable guidance for further enquiry.

Adhikari (2008) during his investigation on organisational climate and academic performance of schools in Sikkim, he revealed that there was significant difference due to variation in management as well as organisational climate of the institution. Bliss, Tanter and Hoe (1996) in their study, "organisational climate, effectiveness and innovativeness of the school" have observed the close relationship of organisational climate with other dependent variables. The openness of climate does facilitate the capacity of the school to adopt newer educational facilities in greater number and in shorter time.

Sahoo (1999) conducted on "A study of school organisational climate, Teacher's mental health and their job satisfaction with an inter analysis of students mental health, their attitude towards studies and academic achievement", The major findings were: (i) the school organisational climate scores followed a pattern of normal distribution, (ii) the quality of organisational climate was found to differ significantly from school to school. Lenka (2003) studied on "A comparative study of the organisational climate of Government and Privately managed degree colleges in Orissa in relation to Teacher's job-satisfaction and pupils' academic achievements. The findings were : (i) The organisational climate of Government managed institutions show a distinct difference from that of the privately managed institutions, (ii) There exists a wide disparity among the teachers of government managed colleges and teachers of primarily managed colleges.

Parida (2004) conducted a study on "Management organisational climate and teacher morale in Orissa school". He found significant positive correlation between organisational cli-

mate and Teacher morale of school level. Mishra (2006) studied on "An analysis of organisational climate and Human relationships in Schools".The major findings were: (i) There exists differences in the organisational climate of different schools as perceived by the students, (ii) There exists differences in organisational climate of different schools as perceived by the teachers, (iii) Teachers of the most of the schools have also perceived their school climate level as good one.

. Devi,(1985) studied on "Role Perception of Teachers and Principals in Relation to Organisational Efficiency in the Secondary Schools of Madras City" The major findings were: (i) Teachers generally perceived the organisational climate of their schools to be closed where as the principals perceived it to be open, (ii) Both principals and teachers perceived the leadership behaviour of the principals to be mostly HH pattern, (iii) Teachers perceived their principal as extreme task oriented whereas the principals perceived themselves to be extremely person oriented, (iv) Perceptual difference between teachers and principals was more in autonomous climate and less in controlled climate with respect to task oriented leadership style, whereas it was more in closed climate and less in autonomous climate with respect to person oriented leadership style.

Patel (2005) during his study on organisational climate in higher secondary schools of city area as well as rural area by adopting OCDQ questionnaires found that in the closed climate the principal did not consider the teachers as effective persons and in the open climate the teachers and the principal find pleasure in working with each other. Girls schools found in open climate where as boy's schools with closed climate are more in number. The percentage of familiar controlled and open climate is found more in large size school.

Objectives:

(1) To study the organisational efficiency perceived by the members of secondary schools.

(2) To compare the organisational efficiency perceived by the members of Government secondary schools with their non-Govt. counterparts.

(3) To compare the organisational efficiency perceived by the male and female members of secondary schools.

(4) To compare the organisational efficiency perceived by the members of secondary schools of different blocks of Angul district.

Hypothesis:

The following null hypotheses have been framed for testing.

HO_1: The members of Govt. and non-Govt. secondary schools do not differ in their organisational efficiency.

HO_2: No difference exists in the organisational efficiency of male and female members of secondary schools.

HO_3: Members of secondary schools of different Blocks of Angul district do not possess difference in their organisational efficiency.

Sample :

The secondary schools of Angul revenue district formed the population for the present study. The sample constituted 300 teachers taken from 50 randomly chosen secondary

schools. Matching number of Government and non-Government schools, 40 Oriya medium and 10 English medium schools, 190 male and 110 female teachers were included in the sample.

Tools :

Organisational Efficiency Questionnaire (OEQ), developed by Agrawal and adopted by Naik (1993) was used to assess the perceived organisational efficiency by the teachers of secondary schools. The organisational efficiency questionnaire contained 37 items. the questionnaires had five possible responses ranging from 1 to 5. The subjects were instructed to tick (P) a number from 1 to 5. Scoring was done by giving 1 mark for response 1, 2 marks for response 2, 3 marks for response 3, 4 marks for response 4 and 5 marks for response 5 respectively.

Results:

TABLE-1

Mean, Standard Deviation, , t-value for the Govt.non-Govt. secondary schools

Mean		SD		SEM		MD	t-value	Level of
G	NG	G	NG	G	NG			significance
74.22	73.51	19.32	19.48	1.58	1.59	0.71	0.32	NS

The members of Govt secondary schools depicted higher conflict management strategy (Mean=74.22) as compared to non-Govt members (Mean=73.51). The SD for members of Govt schools is 19.32 where as it is 19.48 for the members of non-Govt schools. The obtained t-value (0.32) is smaller than the table value (1.97) at .05 level of significance. Therefore, the difference between the organisational efficiency of Govt. and non-Govt school teachers is not significant and hypothesis No.1 i.e., the members of Govt. and non-Govt. secondary schools do not differ in organisational efficiency their is accepted. Lenka (2003) also studied the organisational climate of Government and Privately managed degree colleges in Orissa. He found that Government managed institutions show a distinct difference from that of the privately managed institutions.

TABLE-2

Mean, Standard Deviation, , Mean Difference, t-value for male and female teachers

Mean		SD		SEM		MD	t-value	Level of
G	NG	G	NG	G	NG			significance
74.04	73.37	19.90	18.56	1.45	1.78	.68	.29	NS

The Table-2 shows higher mean (74.04) in favour of male teachers. The standard deviation for male and female teachers are 19.90 and 18.56 respectively. Mean difference is .68. Table value at .05 level of significance (1.97) is larger than the calculated t-value i.e., .29 organisational efficiency. It proves that the male and female secondary school teachers do not differ significantly on their. Therefore the hypothesis No.2 i.e., no difference exists in the organisational efficiency of male and female members of secondary schools has been accepted.

TABLE-3
Sum of squares, degree of freedom, mean square, F-value

organisational efficiency (OE)	Sum of square	df	Mean square	F-value	Level of significance
Between Blocks	4843.75	7	691.97	1.88	.07
Within Blocks	107349.64	292	367.64		
Total	112193.40	299			

It is observed from Table-3 that the sum of squares between the Blocks and within the Blocks are 4843.75 and 107349.64 respectively and the total is 112193.40 . Degree of freedom between the Blocks is 7 whereas it is 292 within the Blocks and total is 299. Mean square between the Blocks is 691.97 and within the Blocks 367.64. F-value is found to be 1.88 and level of significance is .07. Consequently, the hypothesis No.3 stating members of secondary schools of different Blocks of Angul district do not possess difference in their organisational efficiency is accepted. As Sahoo (1999) has found differently in his study that the quality of organisational climate was found to differ significantly from school to school. But here, it seems to be same organizational climate (work culchre) of deferent bloks of Angul District in Orisa.

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Effect of Types of Cues and Quality of Schooling on Memory Organization

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*The present study aimed at investigating the effect of types of cues(verbal and non verbal cues)and quality of schooling on memory organization .The sample comprised of 80 subjects between the age grupe of 7-10 years, A 2*2 factorial design was employed . A list of 16 categorical items comprising four items from four concept categories was used. ANOVA on recall measure showed significant main effect of types of cues and quality of schooling whereas on measures of clustering only the main effect of cues was found significant. Main effect of quality of schooling was not found significant.*

Developmental studies of memory have often drawn their conclusions based on task and materials used in laboratory setting. Over the years, research efforts have focused on the development of various strategies that children use to enhance learning and memory (Kail & Hagen, 1977; Ornstein, 1978). These strategies have been grouped into those that encourage attention to relevant aspects of the material and task that lead to more elaborate and meaningful representation in memory; and those that emphasize organization during study and recall. Encoding of structural characteristics of items strategically occurs at the time of presentation, whereas organization of material strategically is particularly useful at the time of retrieval.

Some studies indicate that lower degree of organization in children's recall may occur due to being cognitively inactive in response to instructions to rehearse or remember, or due to the lack of awareness of the value of organization as a tool for recall (Corsale & Ornstein, 1977; Moynahan, 1973; Tenny, 1975)

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The presence or absence of appropriate cues among children has been identified as an important factor in recall efficacy. Cues may be generated internally or provided externally and the effectiveness of the cue is determined by the extent to which it is used spontaneously.

Studies suggested that real environment supports object cueing procedure help organization and recall particularly at younger age level (Brown, 1980; Mandler, 1979). When children find the recovery of the target information difficult, they look forward to externally available items or object to use as retrieval cues.

In general, the studies indicate the dominance of cued recall over uncued recall (Tulving & Pearlstone, 1966); of nonverbal cues over verbal cues (Craik, 1973; Paivio, 1971, 1983) of external over internal cues.

Studies on the effect of the quality of schooling on cognitive competence and representational process indicate that schooling significantly affects the cognitive competence of individuals (Mishra, 197 6& Sinha, 1977).

It was observed that although children of 7-10 years were generally aware of semantic relationship among items in the categorical list, this knowledge was not used effectively in the organization of list items particularly by ordinary school children.

The present study attempted to examine recall and organization of children of better school and ordinary school as influenced by verbal cues and non-verbal cues (Picture) conditions of presentation of categorical items. It was hypothesized that –

(i) Children attending better quality of school would show greater recall and organization than children attending ordinary school.

(ii.) Recall and organization of categorical item in both the schools would be greater under non-verbal (picture) than under verbal cues (only instruction)

METHOD

Design :

In this study, two schools (better and ordinary) were tested by presenting the categorical list under verbal and non-verbal (picture cues) conditions. Thus, a 2x2 factorial design was employed with school and type of cues as independent variables.

Samples :

The sample of the present study consisted of eighty subjects aged between 7-10 years, from local primary schools of Sagar district of M.P. 40 subjects were drawn from better school and another 40 from ordinary school. The sample were homogenous with regard to some variables such as age and socio-economic status of subjects.

Materials :

A list of 16 categorical words comprising of four items from the concept categories of fruits, clothes, home appliances and vehicles was employed. In one condition (verbal presentation), the subjects were informed about the categorical nature of items in the list. In another condition (Non-verbal), the subjects were informed through picture cues. The items were randomly presented. The exposure time of each word and picture was two seconds. Ninety seconds were allowed for recall.

Each recall protocol was examined for the amount of recall and category clustering in recall. The recall score ranged from 0-16 . The analysis of category clustering was done by Kagan and Klein's (1971) method. According

to this method, recall of 4 items of a category recalled together was given three (3) score, recall of three items of a category recalled together was scored as 2, recall of two items of a category items was scored as one(1). Recall of one item of a category will be scored zero(0).

Result :

Mean recall and clustering scores (Table-I) on the school variable revealed that the children of better school recalled and clustered more items (M_1 = 7.6 , M_2 = 2.55) than ordinary school children (M_1 = 6.75, M_2 = 2.50).

The mean score of both verbal and nonverbal groups (Table-I) revealed that the non-verbal (picture) cues were more effective (M_1 = 6.35, M_2 = 8) than verbal cues (M_1 = 1.85, M_2 = 3.20).

ANOVA (Table II) of recall and clustering revealed the main effect of cues to be significant. The main effect of quality of school was not significant. None of the interactions was found to be significant.

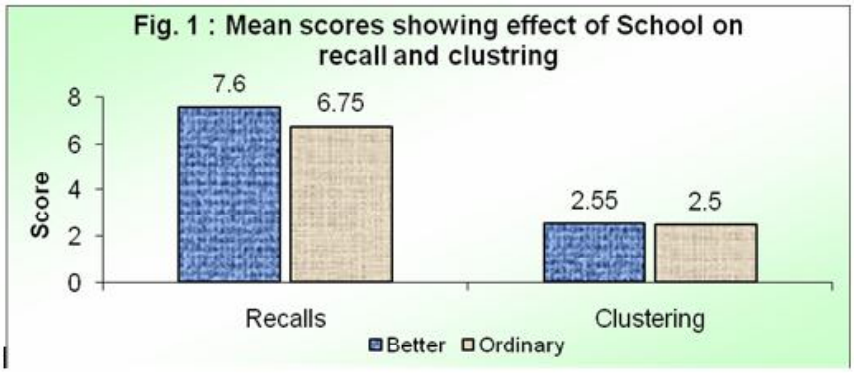
Table I : Means scores and SDs of group on recall and clustering measures

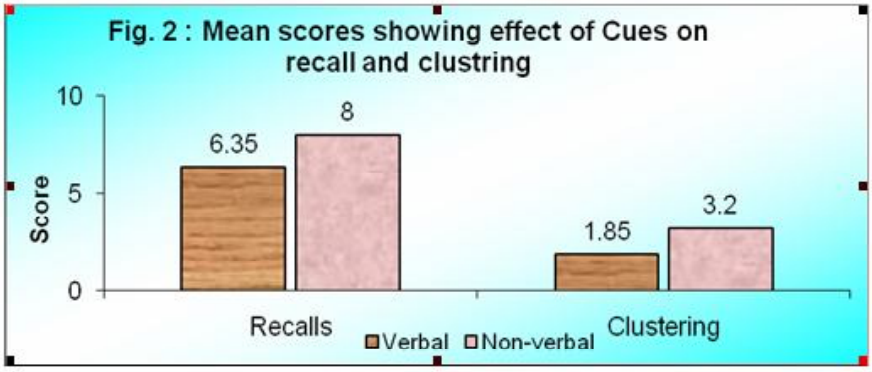
Table I : Means scores and SDs of groups on recall and clustering measures

	School		Cues	
	Better	**Ordinary**	**Verbal**	**Non-verbal**
Recall				
Means	7.6	6.75	6.35	8.0
SD	2.8	2.0	2.5	2.1
Clustering				
Means	2.55	2.50	1.85	3.20
SD	1.7	1.68	1.65	1.53

Table II : Means scores and SDs of group on recall and clustering measures

Source of variation	Sum of squares	df	Mean square	F-ratio
Recall				
School (A)	14.45	1	14.45	2.58
Cues (B)	54.45	1	54.45	9.72**
School x cues (AxB)	0.4	1	0.4	0.07
Error : within trcatmcnts	42.6	76	5.6	
Clustering				
School (A)	0.02	1	0.02	0.007
Cues (B)	36.42	1	36.42	14.00**
School x cues (AxB)	2.48	1	2.48	0.95
Error : within treatments	200	76	2.6	





Discussion :

The findings in general support the hypothesis of the study. The better school children demonstrated slightly greater recall and better organization of items in comparison to ordinary school children.

The non-verbal cues were more effective than verbal cues with respect to recall and organization.

Developmental studies generally indicate that younger children often do not spontaneously use various cognitive strategies in learning and recall, but when instructed verbally or non-verbally, they can employ these strategies to improve their memory.

Some primary studies reveal no effect of category naming before or during item presentation on organization (Nelson, 1969; Williams & Goulet, 1975). Other research indicates that providing category names during presentation or prior to recall is not as effective as is a condition that force the child to recall items in category sets/blocks (Cole *et al.*, 1971; Lange, 1973; Scribner & Cole, 1972). .

There is also evidence for automatic clustering even on the part of young children. When list items have strong associations (Lange, 1973, 1978) . This suggests that children's clustering in recall may be more a function of associations among the items themselves than the result of the deliberate use of a memory strategy.

Cole *et al.*, (1971) have indicated that giving category names as cue is not an effective mean of enhancing recall and organization. Paivio's (1971) dual encoding hypothesis proposes that pictures provide means of dual encoding (verbal and nonverbal). Hence, it is more effective means of memory and organization.

The present study has great educational implications for the young children in the age of technology. It is helpful for teachers, academicians and policy makers in planning curriculum and employing the teaching methods for younger one's.

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Socio Cultural Dynamics of Marriage: A Critical Discourse in the Spouse

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Spouse unfolds the socio cultural perspective of the most dominant Indian institution Marriage. Shobha De broadly discusses the emotive implicatures of marriage in the rational as well as the modern context. Spouse reflects the neoliberal approach of Shobha De whereby she [ours forth the role and functions of couples by providing promising mantras for successful married life. The durability or no durability of marriage is directly proportional to the family life. The changing social scenario and selfhood of the couples stand as a natural therat adversely affecting the sanctity of this institution Accordingly Spouse comes out with a detail discourse on the matter concerned. In this way Spouse pours forth a post feministic voice of Shobha De with a new and purposive of marital norms and clauses.

The socio cultural aspect of marriage has an infinite role to play for it not only serves as a base for present bond but also joins two family and finally continues the line of descent. In Indian perspective marriage is the most powerful social institution and so its importance can very well be ascertained. Not only the couples but the two families meet and get lied with a harmonious knot. The socio cultural aspect of marriage is something pre-ordained; the cultural trait develops through series of moderation and is finally authorized. Therefore the marital bond is sensitive as well as very dominating role to play in coloring the life pattern of the couples. According to Manu (IX-26)

To be the mothers were women created and to be fathers men, the Veda ordain that Dharma must be practiced by man together with his wife. *The Institution of Hindu Marriage* (106)

The Institution of marriage serves as a base for various other institutions on social level, most important of them is family. Family grows and exists only through marriage. The line of descent continues through marriage and maintains the identity of any family in question. Thus the social implicative of marriage has far role to play and necessitates every member of society to understand its core meaning. It is not a simple licensed privilege to enjoy rather marriage demands some important roles and function to carry on devotedly Then only the purpose of the institution gets served. Generally, marriage is taken very lightly and thus it bad conse

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quences surface very fast with the couples taking divorce and shifting to individual corners. This adversely affects the social paradigm; marriage is not an autonomous institution it is solely bonded and one has to abide by in every socio-cultural perspective. Spouse stands as a standard piece of nonfiction echoing the social aspect of marriage when Shobhaa De reasonably evaluates its each and every aspect as an intellectual Indian woman.

Right from the Vedic Phase to the present era marriage has been a powerful institution but has undergone various alterations. The most surprising aspect seems the continuity of the sacred bond inherent in this institution. Primarily it binds two persons and gradually they become one. It is a long term process which is experienced by the couples personally and its colour is reflected. Every couple has the personal way of interpreting their conjugal bond but one thing important in every case is its permanence and continuity.

Spouse thus evaluates and enumerates each and every facet of the marital bond; how it begins, works and finally cultivates into the most promising colour. However, as a Post feminist Shobhaa- De(2005) echoes her broadness and rationality but as an Indian woman keeps stressing the cultural value of marriage and its holiness.

The chapter wise summary in one way lets us know each and every aspect of marriage : what it means to marry and enter that institution. At the same time we also get to learn much aspect of its social role and function. The structural pattern of society is deeply embedded with the institution of family and it is directly proportional to the soundness of marriage as an institution.

Primarily the institution of marriage relates to the personal bond between the couples who become one through a ritualistic ceremony. This personal bond has several things to connote whereby the equation of an inter-personal term starts developing therefore the new couples undergo various experiences that sound very strange but keep on learning through it. Hence the ideal version of marriage remains only a dream;

Marriage is an idea. A malleable idea. Marriage is what you make of it. Marriage is maddening, as anybody who has experienced it will tell you. There is no formula for a happy marriage. And nobody has all the answers. *Spouse (1)* One the personal level the degree of attraction and devotion very much depends upon the physical affinity. It has to be cordially accepted because its denial mars the strengths of the personal bond. Although the cultural norms stresses the holiness but the biological urge has an equal demand and ought to be satisfactory; "We have to first break through the inhibitory wall that stops us from reaching out physically— " *Spouse Touch and go (5)*

Spelling it out and Talk Time discusses at lengths on the importance of the 'Quality talk' between the couples. When the whole life has to spend with each other good communication serves as the only medium for really getting to know as guaranteed. There zare various misunderstanding that crops up and reaches its climax in a distorted way. The sacramental aspect of marriage remains functional only when the partners are good speakers, expressing their personal thought freely anywhere and anytime. Therefore the importance of 'Quality talk' is stressed by the narrator;

Both partners need to listen keenly and then point out where the confusion really lies. But to get to that stage you have to fine- tune your ' take-time' and add some quality to it — it is a process that evolves over the years – if it evolves at all, *Spouse: Talk time – 24*

The level and degree of personal communication decides the nature of marital bond which the couples celebrate or face. If it is well carried the partners develop a good chemistry or turn foes otherwise. The ritualistic bond always aim for cultivating an in depth tuning so that finally every couple starts living and enjoying the personal empathy. But there are few personality traits that need to be developed for attaining that stage otherwise the opposite side turns more dominating. Two different person from different background share one roof after marriage. So the social purpose is served only when the 'differences' are cordially accepted; "when two human beings share the same space, conflict is a natural corollary. How you resolve fights is the more important issue" *Spouse: Fight or spite 34.*

Therefore in the old days the in- laws always served as a promising mediator for resolving personal conflict. However in the modern phase, individuality sounds more powerful. Although the identity icon of the either couple sounds even today, yet these are some commitments which, need to be fulfilled. Then only the marriage can be lead happily or it becomes a severe punishment. So one has to accept that "Emotional management in a marriage involves a lot of investment". Therefore the couples must develop the habit of discarding the negatives and concentrating more on their positives.

One need to face and adjust on personal level. The personal understanding is the key factor. For a long survival commitment is essential or the disintegration sets in. Since the traditional slot of marriage always remains functional on social level, difference and separation has to be coped up on personal level. Therefore thousands of couples go on tolerating each others oddities standing at corner. However reconciliation has always been a promising healer, " why give up it there's even a five percent chance of reconciliation ?" *Spouse: Marriage must foul 70*

There are various condition that should be compulsorily fulfilled to maintain the sacramental aspect in the marital bond. It the couples fail in this regard then disintegration sets in. However in the present era divorce is not an uncommon or surprising facet; it is conveniently resorted by the couples. However, its ill – effects pinches not only the separated partners but the children as well. The frequent cases of legal separation poses a serious threat towards the serenity of ' marriage' as a social institution; "Divorce has become commonplace, atleast in our critics, where its being viewed as a sad but inevitable part of a larger social change." *Spouse: Divorce and be Damned (75)*

This is the worst situation if someone is bracketed in such slot:

Slot of separation and becoming a post – divorcees.

If we minutely interpret the major cause for such suffering its main cause surfaces easily; lack of commitment and of course flexibility. The institution works smoothly if the couples strike a balance and maintain personal rhythm. Patience and devotion are the two most im

portant traits for its success otherwise the relation suffers many illnesses.

The cultural perspective in the matrimonial relation is equally dominating. Only those partners respect each other who are culturally sound and are emotionally very mature. Marriage connotes a complete dissolution of a personal ego and mingling of the two beings on physical mental as well as social level. In case the couple fail in this context, then their existential pangs becomes very obvious,

"the worst power game in marriage involves the ego- an egotistical partner is an unpleasant partner – no two ways about it." *Spouse: Games people play(120)*

Thus intelligent couples should create bridges, not lay landmines.

In the same vein a ritualistic bond is emphasized as a safety valve. There are few very successful marriages that set an example for the others:

Rituals play a major role in some marriage. Repetition

is reassuring since the 'rules' are familiar. Rituals then

become a kind of security blanket for couples who rely

on habits to provide coherence and sense of continuity

in their lives.

Spouse: Repeat value(139)

The above quoted lines reflects the power of customary bond and its consciousness on the part of the narrator. Shobhaa – De attempts her level best to illustrate the matrimonial relationship within the gamut of social structure and its cultural perspective. As a women she very well enumerates the social role of every women is conditionally expected to switch on rightly in her new role.

If on the personal level she has to correspond evenly before her husband, the role becomes more challenging before the in laws. Her personal image directly affects the degree of affinity and pleasantness she provides in her part. The basic norms has to be followed heartily, specially the role as a giver. If the bride is self-centered and an egoist she is emotionally rejected by the family measure. Her cultural set up plays the main part in this context.

Matrimonial relations are also affected by the kind and nature of family structure. It becomes more challenging if the bride becomes a part of joint family. However the Nuclair Family posses and equal challenge either of the family types has its own norms and set in conditions to be fulfilled cautiously. The present life phase permeates more the nuclear structure but there are number of joint family folks which also becomes a pleasant shelter for the brides who become familiar with its demanding norms. The narrator comments:

Joint families do have their advantages if you know how to negotiate your way through landmines. I know a few young girls who married into large, extended families and seem to be perfectly well adjusted an happy.

Spouse: All in the family (223)

There are thousand of excuses for any new bride who is herself incapable of coping with the conditional norms of a new environmental change. All she needs ardently is a soothing adaptability and not a forced commitment. In that way she looses the actual charm which nourishes automatically if she has commitment and devotion.

The social structure is traditionally more influential. At the same time the pace of technical development has altered the life style of the Indians. We are all the victims of cultural lag. The choice between love or arranged marriage doesn't sound so simple or easy. Love marriage still remains a foreign concept since marriage in India denotes a traditional bound ritual fixed and arranged by the guardians. Arranged marriage carries a family censure whereas love marriage is mostly individualistic. However the personal equation between the partners actually serve as an exact scale for measuring their success or failure. To our surprise there are few successful love marriage that withstood all the oddities while many arranged marriage have collapsed in its half way due to lack of corresponding equation. Thus the narrator comments:

" Arranged' has worked for centuries in India; 'love' is only fifty years old. And both can fail !" *Spouse: Love Vs Arranged (Pg.63)*

Since love marriage remains a personal choice one needs to be cautious for it. Thus the advice sounds very apt;

"if you opt for love, assume full responsibility for you decision. Take whatever comes with the terrain;" *Spouse: Love Vs Arranged (Pg.62)*

Love alone is no guarantee, commitment is more essential for permanence. Thus it is a balanced arithmetical equation that stands as a promising factor for maintaining a smooth long matrimonial relationship. Commitment favours an encouraging mode where the partners positively explore each other and are heartily one. The strangers becoming one through marriage sounds very unusual but culturally bonded rituals train every individual to gradually fit in this slot and enjoy the personal term. Indeed the matrimonial relationship is the deepest and most complex bond and thus its exploration equally challenging.

The family structure is yet another conditional factor to decide the relation between the spouses. Thus a renounced sociologist Dr. G. Das aptly comments:

The joint family system refers to the cohesive group of family members where members are bound together by their blood relations further strengthen by their mutual obligations. The joint family is based on the relations among adult males rather than on conjugal bonds between spouses. *Dr. G. Das : Indian Joint family system.(Pg.93)*

The spouses lack personal space and so can exit only if they have a mental make up for leading their life in such family type However the modern complexities has certain favourable options in this joint family structure. There are few modern brides who have heartily appreciated the positive sides of joint family. One such bride or bahu commented:

" the joint family works best in times of crisis – death, emergencies births, travel. Everybody comes together at such time. people can be so gratefully helpful when you most need help." *Spouse: All in the Family (223)*

However the ratio of such devoted 'bahus' remain relatively low as compared to the individualistic brides out and favouring the nuclear family structure; they love freedom and desire a physical as well as an emotional space. The other half is equally challenging. The new couple are probably in risky zone since there is no guardian for resolving their personal dispute and so the chances of divorce becomes more

prominent. It is at this point where by the joint family structure acts as a promising safety valve.

The social change has been directly proportional to decide the existing stamina of the joint family system. Thus the nuclear family set up became more favourable. The futurity of the children in any family totally depends upon the degree of compatibility among the spouses. Irrespective of the family structure, their personal term decides the level of socialization that a child finally becomes a part of. The personality make up of any child reflects the parents configuration and this challenges the personal equation of the spouses anywhere and anytime. If the spouses maintain a good rapo and are open minded, the offspring' s develop the same vitality and are fully confident everywhere. On the other hand, kids of single parent are half way on social graph. They lack confidence and become introvert. Thus Shobhaa De aptly comments:

I strongly feel that communicative families nurture communicative kids. If children are encouraged to talk and express themselves at an early age, if their views and opinions are listened to with attention and respect they grow into adulthood knowing how to make most of both time and words. *Spouse: Talk Time (26)*

Divorce breaks the family and the ultimate suffering victims are the selfless children without any fault. This pinches any conscious man since it affects the whole life of such children. The problem is highly sensitive and so it is obvious to question:

Which child the world does not want to grow up in a stable, loving home with both parents sharing the responsibility of rearing and caring. *Spouse: Divorce and be Damned (80)*

In case of any strained phase, there are certain moral responsibility on the part of the spouse. The noticeable hint in this regard is very well articulated; "kids should never be used as bargaining chips or a courier service between warring adults." Spouse(84).

Therefore the relation and its variance directly affects the whole life pattern of children. They have their birth right of leading a happy life with a gifted childhood. Incase they suffer they merely victimized by their parents disintegrated phase. The modern life style in a way is full of uncertainty and so even the legal separation today provides various provision for a normal life pattern of the children. but still the best option lies in reconciliation. It not only heals up the wounded spouses but also saves life graph of children.

Spouse in this way provides an in depth analysis of various aspects related to the matrimonial relationship especially the social perspective. Marriage and family are the two most dominating social institutions that decides the stability of social structure. The spouse have certain roles to perform on personal level and at the same time remains functional on social level. The modern phase of life has altered various social norms thus affecting the functional mode of marriage, today many spouse lack that emotive empathy which carries the essence of martial bliss. Lack of commitment seems the only drawback lending such bond temporary tenure. Therefore Shobhaa De interprets the actual message that a ceremonial marriage conveys. In an Indian women she is well aware abount the sacramental union. The Indian ver-

sion of marriage is still working due to its deep rooted cultural mode.Despite various alterations, the ceremonial marriage still remains the first option to the Indian folks. The matured youths still today rely on the traditional and customary marriage because it carries a social censure.

After pouring forth her best, Shobhaa De finally confess her most personal experience as a wife of very promising husband marriage to her is sacred and becomes worth celebrating through an emotional empathy. The concluding lines are worth inspiring:

Marriage is no temporary contract to serve the momentary physical demand or to enjoy good company for sometime and then to lapse at the slightest inconvenience . It is a permanent union which stands various vicissitudes life only to grow stronger and more stable. *Spouse (283)*

The sociological perspective takes into its stock all the features

In context of structural pattern of a given society. Indian social value is time tested and therefore its continuity inspires everybody Marriage was holy in the Vedic age and gradually altered with the passage of time. Despite such alterations, the Indian version of marriage still remains a ritualistic ceremonial bond. It binds two strangers through ritual and they abide by its social aspect. Although the western touch can't be overlooked but is challenging mode seems risky because it lacks social censure. The ceremonial marriage on the other hand is out a guaranteed anchor that carries the life of Spouses smoothly.

The personal tuning matures only through mutual understanding and perseverance and once it is attainted. Marriage turns into a heavenly bliss. It is this place which every spouse dreams and desire for and Shobhaa De managed to crystallize it through her fantastic and most promising books entitles spouse. We admire her for this accomplished work.

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Demographical Study of the Primitive Tribes of Chhattisgarh

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The aim of the paper is to present the data regarding the status of the primitive tribes' population in the state of Chhattisgarh, as in comparison to the other tribal states of India. The paper also provides information not only about district wise population and sex ratio of primitive tribes in Chhattisgarh, but also about the sex ratio of the total population of the state. Chhattisgarh stands at the seventh place after Madhya Pradesh, Maharashtra, Orissa, Gujarat, Rajasthan, and Jharkhand from the point of view of population. If we go by the percentage of tribal population in each state, Chhattisgarh stands at the eighth place after Mizoram, Lakshadweep, Nagaland, Meghalaya, Andhra Pradesh, Dadar and Nagar Haweli and Manipur. Thus it can be said that the percentage of scheduled tribes in Chhattisgarh is more than the other adjacent states like Madhya Pradesh, Maharashtra, Gujarat, Orissa, Andhra Pradesh, Uttar Pradesh and Jharkhand etc.

Introduction -

''India is the second biggest sub-continent after Africa where maximum tribes habitate. The format of "National Policy on Tribal Groups 2006", which was formulated for the first time in India, was released by ministry of Tribal work on 21st July 2006. The format proclaims that there are 698 tribes (including 75 primitive tribes) in India and their population as per the data of 2001 is about 0.44 crores I having 4.27 crores males and 4.17 crores females. This is 8.2% of the total population of the country. (Shrivastava,2011).

Many provisions were made in the Indian Constitution for their over all development and they were motivated to come forward to-

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wards development. In the fifth five year plan the government made a critical study of the development of these scheduled tribes and it was found that the tribal groups have not been beneficiated much by these policies. So, many commissions and committees have made recommendations from time to time for their development after the study of these tribal groups. Among them "The scheduled Area and Scheduled Tribes Commission" is a prominent one, which is also known as "Dhewar Commission". Later on, the planning commission of Indian Government organized the study team on Tribal Development Programme (1969), which is also known as Shilu AO Committee. It marked and identified 75 tribal groups as primitive tribes on the following basis. 1. On the basis of low literacy 2. Pre-Agriculture Economy 3. Isolated Life-Style 4. Stagnant and decreasing population. The committee termed all these tribes as Primitive Tribes and recommended for separate planning for their development. Both of these committees and commissions have recommended for hundred percent grant from the center to implement these planning for their all round development.

The five tribes, who have been identified in the fifth five year plan as primitive ones in the undivided Madhya Pradesh, are Baiga, Pahari Korwa, Abujhmaria, Bhatia and Sahariya. In the sixth and the seventh five year plan, Kamar and Birhor tribes were also included in it. The general unified tribal development plannings were said to be insufficient and separate agencies were made for their upliftment.

''On November 1st 2000, the State of Chhattisgarh came into existence. There are 18 districts in the state; Raipur, Mahasamund, Durg, Rajnandgaon, Kawardha, Bilaspur, Janjgeer Chanpa, Raigarh, Jashpur, Sarguja, Koriya, Narainpur and Beejapur. As per 2001 census, the total population of chhattisgarh was 2,08,33,803 and the population of scheduled tribes is 66,16,596 which is 31.76 percent of the total population. Out of the total scheduled tribe population of the country, 8.44% live in Chhattisgarh. (Shrivastava,2006)

Chhattisgarh Stands at the seventh place after Madhya Pradesh, Maharashtra, Orissa, Gujrat, Rajasthan and Jharkhand from the population point of view. If we go by the percentage of tribal population in each state, Chhattisgarh stands at the eighth place after Mizoram, Lakhshadweep, Nagaland, Meghalaya, Andhra Pradesh, Dadra and Nagar Haweli, and Manipur. In other words, the percentage of scheduled tribes in Chhattisgarh is more than the other adjacent states like Madhya Pradesh, Maharashtra, Gujarat, Orissa, Andhra Pradesh, Uttar Pradesh and Jharkhand etc. Five tribes of Chhattisgarh; viz. Kamar, Abhujhmaria, Pahari Korwa, Birhor and Baiga have been identified as the primitive tribes by the Government of India.The number of tribal families in various districts is given in the following table -

District Wise Number of Primitive Tribal Families in the State

Table No. 1

Number of Families							Total
S.N	**District**	**Kamar**	**Baiga**	**Hill Korwa**	**Abhujhmaria**	**Birhor**	
1.	Raipur	3369					3369
2.	Dhamtari	1378					1378
3.	Mahasamund	671					671
4.	Kanker	67					67
5.	Bastar				3895		3895
6.	Narainpur						
7.	Bijapur						
8.	Dantewada						
9.	Kawardha		7340				7340
10.	Bilaspur		3009				3095
11.	Korba			514		86	867
12.	Jashpur			2987		353	3084
13.	Raigarh					97	153
14.	Sarguja			4864		153	4864
15.	Koria		4445				4445
16.	Rajnandgaon		975				975
17.	Durg						00
18.	Janjgeer Champa						00
	Grand Total	**5485**	**15769**	**8365**	**3895**	**689**	**34203**

Source- (Vaisnav,2008)

The above table shows that in Chhattisgarh, 34203 families of primitive tribes live in 16 districts of the state. In two districts Durg and Janjgeer-Champa, their population is nil. Among these tribes, the maximum families belong to Baiga Tribes. The Baigas mainly live in Kawardha, Bilaspur, Koria and Rajnandgaon district. The 8365 Hill Korwa families mainly reside in Sarguja, Jashpur and Korba districts. Kamar tribe lives in Raipur, Dhamtari, Mahasamund and a very few quantity in Kanker. There are total 5485 Kamar families in Chhattisgarh. The Abujhmariya tribe is found in the Bastar, Narainpur, Beejapur and Dantewada districts and total 3895 families of this tribe live in these districts. The least families are of the Birhor tribe i.e. 689, live mainly, in Raigarh and Jashpur districts. The sex-ratio of primitive tribe population is given here-

The Status of Sex-Ratio of Primitive Tribes

Table No. 2

S.N.		Total Population					Total	Ratio
	Primitive Tribe	**Male**	**Percent**	**Female**	**Percent**	**Total**	**Percent**	
1.	Kamar	11474	49.82	11559	58.18	23033	100	1007
2.	Baiga	34250	50.94	32991	49.06	67241	100	963
3.	Pahari Korwa	17394	50.98	16728	49.02	34122	100	962
4.	Birhor	1277	48.63	1349	51.37	2626	100	1056
5.	Abujhmaria	9602	49.49	1799	50.51	19401	100	1021

Source- (.Govt. of Chattisgadha 2004)

The above table clarifies that in Chhattisgarh, the maximum population is of the Baiga (67241) and Hill Korwa (34122). But among them the males outnumber the females and the sex-ratio is 963:1000 and 962:1000 respectively. Another sad aspect is that when we see the population of the remaining three tribes in the decreasing order, they are Kamar (23033), Abhujhmaria (19401), and Birhor (2626). Among them the sex-ratio is 1007:1000, 1021:1000 and 1056:1000 respectively. It is noteworthy that the minimum population is that of the Birhor primitive tribe, where the sex-ratio is 1056:1000, which is a good example not only for the state but for the country also.-

Sex Ratio of Total Population of the State, ST & Primitive Tribes

Table No. 3

S.N.	Number of Families							Sex Ratio
	Name of the Tribe	**Male**	**Percent**	**Female**	**Percent**	**Total**	**Total Percent**	
1.	Total Population of the Sate	10474218	50.28	10359585	49.72	20833803	100	989
2.	Total ST Population	3287334	49.68	3329262	50.32	6616596	100	1013
3.	Total Primitive Tribe Population	73997	50.54	72426	49.46	146423	100	979

Source : (Vaisnav, 2007)

The above table shows that out of the total population of the state, which in 20833803, the sex-ratio is 989:1000, whereas the tribal population, which is 6616596, this ratio is 1013:1000 and the primitive tribal population which is 146423, this ratio comes to 979:1000. It means among the tribal population, the number of women are more than men, when we compare them with the primitive tribe. It can be said that the number of women is less than the males, (979:1000) in the primitive tribes.

Conclusion

The total number of primitive tribe is 146423 in Chhattisgarh, which is 2.21 percent of the total tribal population. When we analyze the population of the primitive tribes, it becomes clear that the maximum population is of the Baiga tribes (45.92 Percent). There after come Hill Korwas (23.30%), Kamar (15.73%), Abuhhmaria (13.25%) and Birhor (1.79%). The population of women are more among Kamar, Birhor and Abhujhmaria tribe, whereas the men are more in the Baiga and Hill Korwa Tribe.

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Reading Disabilities: Identification Causes and Remedial Strategies

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There is a group of students, which though normally intelligent, may not excel in academics. An invisible handicap does not allow the students to perform to their actual potential .They remain a puzzle to the parents and teachers and referred to as 'slow learners ', under achievers of are called as learning disabled. Specific learning disability mean a disorder in one or of the basic psychological processes involve in understanding or in using language , spoken or written which may manifest itself in an imperfect ability to listen , speak or to do mathematical calculations. The awareness among such children that 'I am good in something 'boosts their self esteem. This in turn will help the child to cope better with his remaining specific learning disabilities .For this; his other skills like music, dance, drawing, painting, sports are to be encouraged. Parents need to identify these skills in which their child excels and progress in their life...Adequate opportunities is to be provided to nurture their skills.

The most exciting ,confusing , and significant phrase 'Learning Disability 'have been brought in to lime light in recent year .There is a group of students ,which though normally intelligent ,may not excel in academics . An invisible handicap does not allow the students to perform to their actual potential .They remain a puzzle to the parents and teachers and referred to as 'slow learners ', under achievers of are called as learning disabled. Dr. Kirk (1963) introduce the phrase 'learning disability ' to describe children "who have disorders in the development language ,speech ,reading and associated communication skills needed for social interaction .

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Specific Learning Disability:

Specific learning disability mean a disorder in one or of the basic psychological processes involve in understanding or in using language , spoken or written which may manifest itself in an imperfect ability to listen , speak or to do mathematical calculations .Specific learning disability does not include children who have learning problems that are primarily the result of visual hearing or motor handicaps ,or of emotional disturbance or of environmental , cultural or economic disadvantage . But Specific learning disability is significant problems of synthesizing organizing, and memorizing.

Difficulties in reading spelling are termed as Specific learning disability or Dyslexia. Difficulty in reading is also considered as one of the disabilities among the population. Reading disability is found among people of all ages and in all socio economic classes .There are two kinds of dyslexia (a) Developmental phonological dyslexia –where one has a problem with non- word reading .Non ward reading is one changing the initial or middle letters of word . (b)Developmental surface dyslexia – where one is difficulties in reading irregular words. They violate English spelling to sound word rule .Approximately 75%of student's diagnosis with learning disabilities manifest social skill deficit that distinguish them from their non learning disabled peers. (Sridhar & Vaughn -2001)

The reading difficulties are not the result of generalized developmental delay & sensory impairment .(Lundburg & Hoien ,2001 ; Mather & Goldstein , 2001) Written expression disabilities and mathematics disabilities are commonly found in combination with a reading disabilities. (American Psychiatric Association, DSM-IV-TR, 2000)

During the school years a child with non verbal disability may experience difficulties in Mathematics , science , printing and writing , logical ordering and sequencing , organizing information, and non verbal social skills . (Rourke, 1989, Thompson, 1997) Reading is a complex process made up of several interlocking skills and processes. (Tankersley, 2003) Reading disability in the population is normally distributed. (Rodgers ,1983 ; Shaywitz , Escobar ,Fletcher , & Makuch , 1992) .The severity criterion for reading disability is arbitrary and varies somewhat across studies . The study reviewed below typically selected subject who were more than about 1.5 standard deviation below the population mean (i.e. below the 10^{th} percentile) in their sampling areas .

Evidence from a number of family studies has shown that if a child is diagnosed with reading disability, there is a higher than normal probability that other family members will also be reading disabled. (C .f .,Finucci , Guthrie , Childs , Abbey , & Childs , 1976 ; Hallgren , 1950 ; Gilgar , Pennington , & Defries , 1991 ; Vogler , Defries , & Decker , 1985)

The exact probability seems to depend on a variety of factors, including the severity of the child's reading disability and the type of assessment from other family members 'reading skills. For example ,when the parent's diagnosis for reading disability is based on self report ,the familial incidence tends to be lower than when the diagnosis is based on the direct measurement of parents' reading skills .(Gilgir et al .1991) .

Most studies of familial incidence first diag-

nose a child with reading disability using a severity criterion that would identify 5-10 % of children with normal intelligence and educational opportunity then the investigator attempt to use a .similar severity criterion to diagnose reading disability in the parents.

Evidence from the familial nature of reading disability is based on parental rates that are substantially above the 5-10% rate estimated for the population .Hollis Scarborough (Personal communication, 1997) Computed the average rate of reading disability among parent across eight family studies that include a total of 516 families . The rate across studies varied from 25% to 60% with a median value of 37%. All studies founds rate for reading disability among parents of reading disabled children were significantly higher than expected in the normal population .The median proportion of reading disability among fathers (46%) was slightly higher than the median proportion among mother (335) .

A few studies have attempted to directly estimate this prospective risk when parental disabilities are identified first. (Finucci, Gottfredson and Childs 19858) It is found that 115 parent who had attended a special school for disabled reader when they were children, 36% reported that at least one of their children were reading disabled.

Scarborough's (1990) prospective studies of children with one or two reading disabled parents found that 31% of the second grade children were eventually identified by reading disabled by their schools. When the diagnosis of reading disability was based on Scarborough's extensive test results showing that reading was at least 1.5 standard deviation below the population mean, the rate was twice as high (62%). A higher than school identification rate .When children are actually tested is a common result in large epidemiological studies .(Colson , Forsberg , & Wise , 1994 ; Shaywitz , Fletcher , & Escobar , 1990) In contrast , Scarborough found that only 5% of children were reading disabled if both parents were normal reader . Approximately 75% of student diagnosis with learning disabilities manifest social skill deficit that distinguish them from their non learning disabled peers. (Sridhar & Vaughn -2001). The reading difficulties are not the result of generalized developmental delay or sensory impairment. (Lundberg & Hoien, 2001; Mather & Goldstein, 2001) .Written expression disabilities and mathematics disabilities are commonly found in combination with a reading disability. (American Psychiatric Association, DSM-IV-TR, 2000).

Identification of Children with Reading Difficulty:

· Difficulty in distinguishing between letters. Ex. 'b' from'd' 'I' from 'b M from W. etc

· Reluctance to read aloud.

· A monotonous voice when reading (-no rising or falling intonations).

· Does not follow the stress, punctuation in a sentence, paragraph and passage while reading.

· Tendency to follow the text with finger when reading.

· Does not focus attention on the text while reading; distracted or diverted by Surroundings \ thought.

· Miss pronunciation of the words from the text while reading.

· Lacks confidence and hesitates to read in class.

· Unable to read the letters or identify the alphabets. As a result cannot read words and sentences.

· Reading comprehension is poor.

· Takes more time to sound out a word.

· In lower classes-unable to discriminate between sounds.

· Repeats certain words again and again while reading.

Factors Associated With Reading Difficulty:

Anxious parents would like to know exactly why their child is not reading or spelling like other children there are several factor s of causes which are responsible for reading disabilities, out of which some are described below.

1. Neurological damage:

Children with difficulties share several characteristics found in persons with brain damage caused by injury or infection. Neurological damages can also occur during pre-natal and post natal periods. Other factors like labor, premature birth, use of drugs and alcohol are some of the variable associated with it. Through neuroimagin technique it has been determined that there are subtle structural and functional brain differences in individual with learning disabilities. (Kibby & Hynd, 2001).

2. Maturational Delay:

Bender, (1973) observed that if differential stages on the development of brain are delayed, there occurs a maturational lag .Some symptoms mentioned by Bender are –

· Slow maturation in language skill.

· Delay in development of motor skills.

· Visual –motor problems.

De-Hirsch and Langford (1966) described language deficits of reading, writing and spelling as developmental disturbances, reflecting an immature nervous system.

3. Genetic factors:

Hallagren (1950) found that 88% of families of dyslexia children showed similar learning problems. Hermann (1959) examined dyslexia in twins and reported that of the twelve sets of identical twins, all members were dyslexics .Developmental differences of the brain associated with learning disabilities are thought to be influenced by genetic factors. Genetic makers for reading disabilities have been identified on chromosomes 6and 15 (Kibby & Hynd, 2001). Learning disabilities may run in families, parents of a student with learning disabilities may indicate that they had similar learning pattern in school .However it is important to remember that parent's learning disability may manifest differently in the child.

4. Bio-chemical factors:

Chemical play an important role in brain activity .Absence or even excessive amount of bio chemical substance, which result in reading difficulties.

5. Nutritional deficiency:

A growing child requires adequate nutrition. Poor diet and severe malnutrition can reduce the child's abilities to read, write and learn or think by damaging inter-sensory abilities and delayed development. Feingold (1976) suggested that some individual might react to the presence of synthetic colors, preservatives, and other additives in foods. He claimed that, such foods increase hyperactive behaviors.

6. Environmental factors:

Environmental factors can be categorized in two aspects. Economical aspect, social and

culturally deprived home .In economically deprived homes, the child may not be exposed to adequate, sensory, linguistic and cognitive activities. An emotionally unstable home life may deprive the child from any motivation to learn. Social and cultural environment are also causes for reading disability .When there is no possible interaction with peers ,friends or relatives ,the child may not be able to develop his language which in turns affects his reading ,writing or spoken language .In the case of tribal people or minorities ,the students do not have exposure to the outer world ; as a result of their cultural deprivation ,they may experience learning difficulties in language acquisition .

Other possible contributing factors including problems during pregnancy caused by the use of tobacco, alcohol, and other drugs .Mother who smoke may be more likely to have low birth weight babies who may be at risk for a variety of problems. Alcohol and drugs consumed by a mother during pregnancy transfer directly to the fetus. Environmental tonix are also being investigated as possible causes for learning disabilities. (Sousa, 2001).

7. School environment:

Some researchers (Bruner , 1971) , (Coles 1987 and Durkin , 1980) believed that poor quality of teaching in schools can also cause reading disability .Very often teachers themselves are not equipped to teach a particular subject .A poor teaching style not giving time to the learner to acquire basic skills , moving first and failure to understand how best a child learns ,use in appropriate material and curriculum are also the factors that lead to reading disability .

Role of Teachers & Parents in helping their children with reading difficulties:

Reading is one of the important aspects of language learning skills. Reading poses a challenge not only to the learner but also to the teacher because it is not just a general ability but a composite of many specific abilities. It is generally perceived as a multidimensional skill involving perceptual, linguistic, cognitive and motivational components.

Reading is an integral part of school work, fun time, sports and a host of other activities of children and adult alike. So the pupils having reading difficulty must not be ignored by the parents and teachers.

Teachers must motivate and show a positive reinforcement towards the children. Special

Attention and care must be given to the child who faces a problem with reading. “Being

Misunderstand is more tragic than having a disability.”

A teacher must show her kindness ,patience and encourage the child who is found to be a little

Poor in his /her performance or disability is found in learning process.

Where a child sits in the classes is important .If he has a very poor concentration or is inclined to dream, he needs to be near the teacher so that his attention can be regained discreetly, if necessary.

You are lazy : ‘You are not trying enough ‘ ‘,You are stupid ‘etc are some of the ways

Parents and teacher greet children with ‘specific learning disability .

Guidelines for parents:

Parents can give a child adequate reading practice at home.

Encourage the child to read and it is best to use a book that the teacher suggests for reading. However, books with pictures are the best as they are enjoyable.

Parents must help the child in reading and discuss what the book is about.

If a child misreads a word that does not affect the meaning of a word, ignore it. If he misreads a word that affects the meaning of the text, encourage him to check the word that he reads.

If a child hesitate over an unfamiliar word ,wait for a short time to see whether he manages to read it or not .If not encourage him to sound it out , else parents can read it loudly and clearly .

At the end of reading, parents must discuss the text with the child. Ask for his opinion about the story. It is a good idea to read the book page by page and observe the pictures.

Avoid negative comments.

Remedial strategies:

Remedial education is the main source of treatment .It includes

Improving visual discrimination.

Improving visual retention and visual sequencing memory.

Improving listening skills.

Improving auditory discrimination.

Improving reversal problems etc.

Conclusion:

The children with reading disabilities are acutely aware of their disability and feel sad about it. In addition remarks like 'lazy ''not trying 'etc makes their self esteem dip. This is turning leads to psychological and behavioral problems, depression etc.

The awareness among such children that 'I am good in something 'boosts their self esteem. This in turn will help the child to cope better with his remaining specific learning disabilities .For this; his other skills like music, dance, drawing, painting, sports are to be encouraged. Parents need to identify these skills in which their child excels and progress in their life...Adequate opportunities are to be provided to nurture their skills .To sum up, all these procedures when followed will help to reduce the intensity of disabilities in children , which in turn helps the development of children .

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Effect of Parental Education on Academic Performance of College Going Girls

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80 college going girls of Bhilai township between the age group of 18 – 23 years were selected for the study. Survey was conducted with the help of questionnaire method. Information regarding educational level of their parents was collected. Academic performance, which is a part of educational growth was assessed by the percentage of marks obtained by the subject ,for the last three consecutive years.The study revealed that academic achievement of adolescent girls with higher Parental educational level was significantly high.

Keywords – Parental Education, Academic performance.

Education is a primary need in the era of globalisation. Education not only gives insight, it also grooms the personality, inculcates moral values, adds knowledge and gives skills.In this era of globalisation and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with individual's well being and opportunities for better living (Battle and Lewis,2002). Besides child's innate ability many factors influence a child's academic achievement.

Parental education is of vital importance in affecting student's educational achievements. It is like a backbone providing confidence to students. Studies indicate that parental education boosts up their children's performance (Musrat et.al, 2013).

According to The Land on review of education, well educated parents speak to and read to their children more than their less educated peers. Better educated parents are more likely to use complex language and a wider vocabulary with their children, therefore their children develop language skills, vocabulary and cognitive skills earlier. This provides academic success to children.

Parent's level of education is a factor in what type of occupation they have? The more the education they have, the higher their earning

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potential. People with more money can afford to live in more expensive neighbourhoods with better school. Children who attend better schools have access to higher quality educational opportunities. Being in a better educational institution gives children a better chance of academic success and achievement. Parent's educational qualification is directly linked with the language competence of their children

The influence of Parental involvement on a student's academic success should not be underestimated .Brain power and genetics play important roles but the determining factor comes down to what kind of support system she has. Having one parent involved is better than having none at all.It has also been found that successful adults emerge from supportive middle and upper class families.(Andrianes ,2013)

Parents involvement in a child's early education is consistently found to be positively associated with a child's academic performance.Parent child interactions,specifically stimulating and responsive parenting practices have important influences on a child's academic development.(David R. et al,2010)

Academic achievement is a multidimensional and multifaceted phenomenon.

According to carler (1940) "The success in academic achievement acts as an emotional tonic and any harm done to a child in the home or neighborhood may be practically repaired by success in school or college. High achievement in school or college builds self esteem and self confidence which leads to better adjustment with other groups.

Attainment of success causes children to set high and realistic goals for themselves. Determining the correlation between Socio economic status and academic performance is important for all educators to understand, so that all students can achieve their academic potential. It can assist educators in determining instructional strategies that will fit each individual student.

Field studies indicate that the impact of parental education on academic achievement may change. It is considered that determining those family variables that affect student's academic achievement at the higher education level may provide data for the micro and macro level policies to be developed in order to alleviate inequalities in education and increase quality.

By examining specific parenting practices such as parental involvement and education, Programmes may be developed for educational reforms and initiatives.

Method

In the present study 80 girl students studying in various colleges of Bhilai township between the age group of 18 to23 years were selected for the study.

This study examined the ways in which academic achievements are affected by parental education. Data is collected from participants through questionnaire. Statistical analysis was done, the results are presented in the table

Table 1: Distribution of Subjects According to Educational Status of Parents (n=80)

S.No.	Educational Status	No.	%
1.	10th	09	11
2.	12th	22	27
3.	Graduate	35	44
4.	Post Graduate	14	18
	Total	80	100

Fig. 1: Bar Diagram Showing Distribution of Subjects According to Educational Status (n=80)

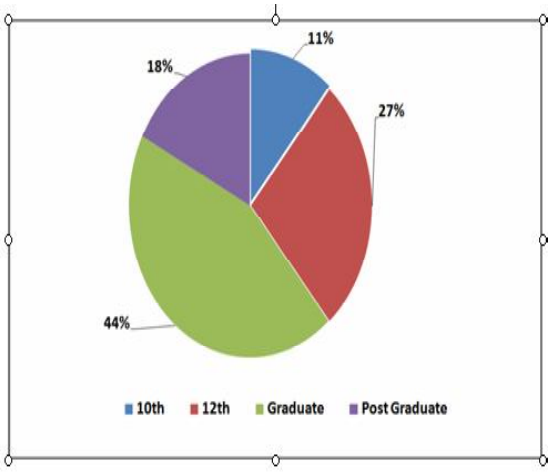


Table 2

Mean and S.D. of Academic Achievement of Selected Subjects on the Basis of Educational Status of their Parents (n=80)

Educational Status	N	Mean	S.D.
10th	09	54.62	6.06
12th	22	58.12	6.54
Graduarte	35	63.26	6.73
Post Graduate	14	67.35	9.13
Total	80		

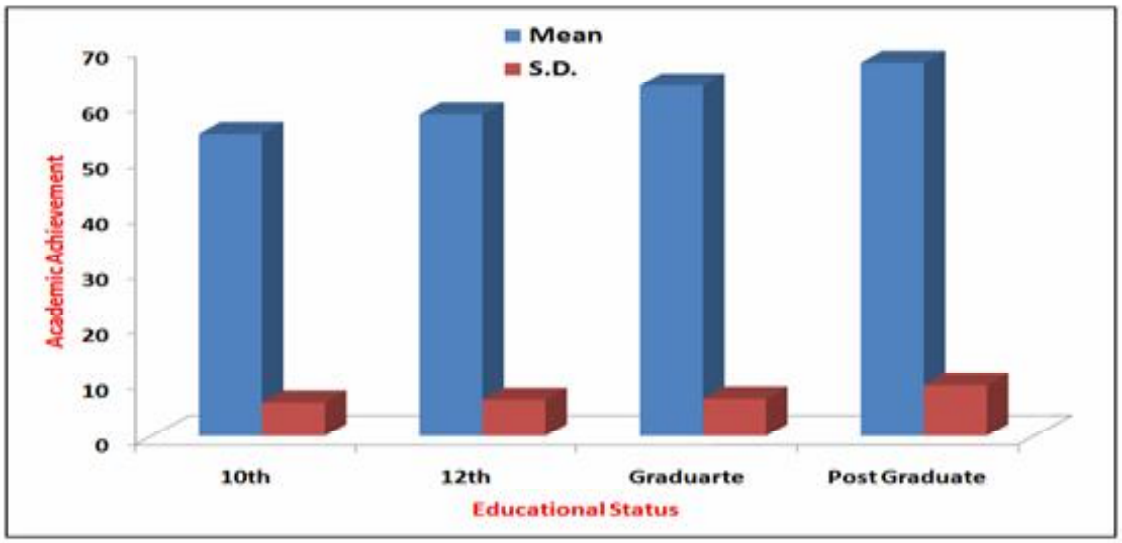
Table 2 (a)
ANOVA SUMMARY

Source	df	Sum of Squares	Mean Squares	F	Sig.
Between Groups	03	1263.700	421.233	8.37	01
Within Groups	76	3820.902	50.275		
Ttoal	79	5084.601			

The F ratio of 8.37, an indicator of effect of educational status upon academic achievement of adolescent girls was found to be statistically significant. It thereby reveals that academic achievement of adolescent girls differ significantly according to educational status of their parents at .01 level.

Fig 2

Bar Diagram Showing the Comparison of Academic Achievement on the Basis of Education Status of Parents (n=80)



The results are more minutely examined by the investigator by way of Least Significant Difference Method (Posthoc ANOVA). The same is presented in table no. 2(b).

Table 2(b)
Multiple Range Test Least Significant Difference Test with significance level 0.05
Comparison of Academic Achievement of Selected Subjects on the Basis of Educational Status

(*) Indicates significant differences at .05 level which are shown in the lower triangle

		10th	12th	Graduate	Post Graduate
Educational Status	Mean				
10th	54.62			*	*
12th	58.12			*	*
Graduate	63.26	*	*		
Post Graduate	67.35	*	*		

The statistical values presented in table 2(b) gives following inferences

- Academic achievement of adolescent girls whose parents are post graduates was found to be significantly higher (Mean=67.35) as compared to academic achievement of subjects who are either 10th pass (Mean= 54.62) or 12th pass (Mean=58.12). The mean difference of 12.72 and 9.22 respectively is statistically significant at .05 level.
- Academic achievement of adolescent girls whose parents are graduates was found to be significantly higher (Mean=63.26) as compared to academic achievement of subjects who are either 10th pass (Mean= 54.62) or 12th pass (Mean=58.12). The mean difference of 8.63 and 5.13 respectively is statistically significant at .05 level.
- No statistically significant difference was observed in academic achievement of girls whose parents are either 10th pass (Mean=54.32) or 12th pass (Mean=58.12).

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Basic health Services in Rural Areas of the Chhattisgarh State

(With special reference to Arang block of Raipur district)

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Present paper is a study of basic health services in rural areas of the Chhattisgarh state. For the present study Raipur district has been taken as study area. Paper is based on secondary data collected from various secondary sources. Findings of the study shows that the status of basic health services in rural areas of Chhattisgarh state is below standard .The rural people are dissatisfied and health services is like apathetic public health services. Because of this dissatisfaction is so clear among the poor people and the government has failed to protect the health of rural people. One of the another significant findings is that due to poverty, illiteracy and lack of awareness the rural people are not in the position to take advantages of govt. health services so that it is need to aware rural people about health services.

Introduction:

After passing a decade of 21st century in India, health remains a serious concern. Almalta Declaration in 1978, it was announced by the end of the 20th century, every Indian will get the gift of health. Units of measure mortality and morbidity good health is nutrition and health depends on these indicators are some determinants such as food, drinking water, sanitation, shelter, clothing, education and health service.

India is a land of deep social and economic divisions. However, the division of classes is mainly due to the asymmetry of this asymmetry

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on the division race, gender, age, religion, the role cannot be denied. Health conditions may be at a scale of these disparities. Aspirations of 75 to 80 percent of total population, the reality is so far from being. These people do not bother to eat more than they are overweight or have trouble appetite. Calories per three-quarter house where such work to the standards (Health and Family Welfare:575).

Nutrition of sociology shows from 1998-99 to 2005-06 national family health survey, weighing between 0-3 years (under-weight) ratio of children is almost unchanged. This figure is higher than those of African countries(Health and Family Welfare: 544). Than India are poor and underdeveloped. It is startling is the fact that for them to call us and these countries and the growth rate is the same instinct. In this context, China, Afghanistan, Sudan and Nigeria are performing better than India. Yet 73 percent of the country's population lives in villages than in cities where 15 percent of health services are not available. According to the Union health ministry statistics in the country six thousand people per 2083 people, a doctor and a health worker must be available but 70 to 80 percent and 90 percent of physician health worker working in urban areas. This may explain what the reality of the rural health system is (Draft of rural mission 2005)

For all Central Government Health Scheme 2000 "National Illness Assistance Fund" set up this fund to help those suffering from certain serious diseases that are living below the poverty line but for all selected primary health and health services for patients of health centers has taken place now. Largely the responsibility of the health government has now handed over to the private sector (Budget 2011). The ongoing economic reforms since 1991 in the areas of health life have had a profound effect on health (Planning in rural Ares).In India in 1978 (Alpyta Declaration) signed by 2000 to get the sanatorium was committed. I.c.s.s.r in 1981 and I.C.M.R. The alternative strategy of health for all by the joint panel titled A detailed report was prepared (Kurukshetra 2011: p, 53). In 2005, the Indian parliament passed the National Rural Health Plan was adopted to achieve this goal but today eight years what is the health status of the public is not hidden from anyone. Johan sol. Majn Bakh has said that in any country where an ordinary citizen is pay the cost of health services (Rural Health Plan: 2011). Risks in society increases, the country's labor force will decline. An international organization of health facilities throughout the world, has prepared a report on the matter. The 135th of 176 countries according to the situation of India. France, Denmark, where the rich and the poor in those countries which have joined the difference in features of the work, is the poorest as well as the health facility receives the rich. Chad, Nigeria, Afghanistan, in those countries where it is widest. Even though India is trying to become one but in term of health facilities closer than we have underdeveloped countries. Most of our children suffer the consequences because their immunity is a lot of work and they can die from common ailments. Such as the common cold or two weeks for agricultural adult impairment, is the biggest cause of death in young children. Immunity in children less than one year of age has the highest infant mortality rates because of health conditions for any so-

ciety is an important barometer. Immunity in children one to five years is rapidly increasing. After that mortality is quite a task (Janani Suraksha Programme Draft 2008). This report explains why India is such a huge difference in the health facilities. According to the report, 62 percent of their savings in Indian health facilities are forced to spend on the biggest reason is that nearly 80 percent of India's health services in the private sector.

Malnutrition for the liberation of India and state government in addition to joint and several state-level planning schemes and social service organizations are also. World Bank, World Health Organization grant also gives millions to health even if malnutrition is not to leave India. Chhattisgarh state is better than some states but not good. Women and Child Development Department of the State's annual budget is Rs 14 billion. Even when in most countries of the world today is still healthy and lack of medical facilities. Especially in countries where the majority of the world's people live. There is still pressure of diseases and health facilities are inadequate (Dainik Bhaskar, 20 April 2010) this is the situation in Chhattisgarh.

Health status in Chhattisgarh State Policy and Plans-

Chhattisgarh state's total population by the year 2011 is 2.21 caror approximately 70 percent of the population is associated with STS. The dead are 91 children in 1000 to tribes. 78 percent under the age of 75 years suffer from anemia. 18 percent of deliveries are well trained. 28 percent of children less than 2 years of age go as planned vaccination. 74 percent of the entire tribe in Chhattisgarh, nearly 43 percent of women suffers from anemia delivery young tribal traditional manner diarrheal disease in children is key. Lack of information about it is found and treated. In 2000, after becoming Chhattisgarh, health facilities in tribes such as the play's run health program that will run Mitanin program (C.H.W.) are inspired. Hope in the future (Agricola social health activists) as soon as the state government Mitanin program Matrity mortality in 2001 was 85 per thousand to 64 per thousand in 2005, succeeded in bringing him.

In 2006, the Chhattisgarh government created by the collective health and population policy, the policy underscores the expansion of health facilities; particularly in tribal areas is low due –

1. Enhancing health services in rural areas.
2. Methods of institutional deliveries.
3. Conscious of family planning in rural and small families tells importance.
4. The National Rural Health Mission, Chhattisgarh Government on 15 July 2008 under the scheme of Children Introduced to the heart of one poor child under the age of 15 years of free medical care, including surgery of the scheme in the state's outstanding private institutions Authorized under the plan are made by private institutes etc. The Chhattisgarh government has launched a 3-year medical program.

In the areas of basic health services in Chhattisgarh Rural status is known to the State of Chhattisgarh in Raipur district in the 2011 census most of the population is 40 million. 76.76 percent of the rural population and rural population in Raipur district is 63.51 percent (Government of India, 2013, p.340).

S. No	Maternal mortality in Chhattisgarh		Infant mortality	
1.	2000-2001	470 per million	2001	79 per thousand
2.	2001-2011	335 per million	2011	54 per thousand
3.	2012	100 per million	2012	30 per thousand

According to statistics in Chhattisgarh remains high maternal mortality rate and infant mortality rate has decreased. The historical lack of Chhattisgarh distinguished J.R.D. Tata Memorial Prize has been found. Similarly, the Chhattisgarh state government to improve the state of health policies and health plans are implemented (National population policy, 2002)

Health check-up camps Plan - Factories for workers and their families organized a free health check-up camps and Vishvkrma accident gratia is paid on death and burial assistance. Construction Workers 18 to 60 years is eligible for the scheme and Rs 25,000 on her normal death Rs 100,000 to Rs 5,000 on funeral and accidental death and physical disability by the government is Rs 75,000 (Health and Family Welfare 2005, p.453)

108 Sanjivani Express - It was launched in 5 January 2011 to Raipur and Bastar. In the event of emergencies (medical, police, fire) is a service provided for free (Health and Family Welfare 2005, p.458)

Health Corps Ambulance Service - This service has been started on the lines of lifesaving ambulance Bastar not reach the remote villages where there four wheeler vehicle ambulance corps for the health service has been started.

Sanjeevani Fund- Heart disease, cancer, kidney transplant etc. The funding for the treatment of serious diseases is given maximum assistance of Rs 1.50million.

Ayurveda Gram- Plan to promote Ayurveda in villages has been conducted.

Village Health Committee- All committees cleanliness Rs 10,000 per annum is provided by government and hospital committee has been improved lamp life.

Sickle cell disorder Planning Program - The scheme was launched in 2004-05. Biochemistry Department of Medical College in Raipur for sickle cell screening project has been launched separately. For cancer patients Dr. Bhim Rao Ambedkar Hospital in Raipur-art linear accelerator and C.T. Sekyuletr machine is available. The state of Chhattisgarh during construction per ten thousand has the effect of leprosy. Here are 7 hospitals in which the 3rd District Hospital, Durg, Bilaspur and Ambikapur and 4 community health centers Bilha, Khairagarh, Kurud and Manendragarh got the ISO 9001: 2008certification for the quality of services. The first hospital in Korba district and the district has received this certification. 3 the Medical College Raipur, Bilaspur, and in Jagldlpur and is proposed in Raigad (Chhattisgarh human development report 2012)

Reducing infant and maternal mortality in the state of Chhattisgarh the rate of malnutrition to work to educate the community to learn about nutrition nutrition and health facilities throughout the state sought to increase vaccination and health education for the girl child or teenager women and child development associated with

many different Plans are being implemented by the Government of Chhattisgarh. The following is-

Girls Prosperity Plan- Implementation of the plan to have high social attitudes towards girls and girl child feticide and female literacy is to encourage less (Dainik Bhaskar April 18, 2012)

Kishori Shakti Yojana - The scheme of 11 to 18 years young girls aware of the symptoms is to provide information.

Ayusyamti Plan- Under the scheme provides health services to the rural landless women.

Maternal cottage plan- Under this scheme orphanage for destitute women and orphans are provided.

Nari Niketan Plan - The planned 16 years of age or older, abandoned and destitute women for women.

Mamata Scheme- The scheme was introduced 1 July 2007. The 0-6 year olds and Shishuwati expectant mothers and women of the free vaccination and nutrition and health services are made ??available.

Janani Suraksha Yojana - Janani Suraksha Yojana under the National Rural Health Mission is the name of expectant mother's safe delivery. The plan to reduce infant and maternal mortality rates is being implemented. The objective of the scheme is to facilitate institutional deliveries of poor pregnant women. Chhattisgarh, August 15, 2011 launched the scheme in all government hospitals have been adopted and as well as free to come and leave the house with the hospital to arrange for delivery under the scheme is carried out.

Mhtari Lika Health Day- Under the set of all primary health centers, day a week service is on the female doctor.

Nava jatan yojana- The plan is to start from January 24, 2012 by the District Kondagaon. Its main purpose was to prevent malnutrition.

Chief Minister Child Heart Protection Plan- The scheme began in July 2008 suffering from heart disease is a disease of children 1 to 15 years to arrange free operation. Yet approximately 1,500 children have been operated successfully.

Chief Ministers Child Hearing Plan - The plan is to start from April 6, 2010 after children who cannot hear, sounding machines to remove those children's hearing problem plan has been triggered. The hearing-impaired children under ear implant are within the compiler. Dr. Bhim Rao Ambedkar This feature only government hospital in Chhattisgarh in Raipur. This is innovative in the country of Chhattisgarh.

Sapling Scholarship Scheme - The scheme is applicable from 2010 in which workers registered beneficiary's son - daughters have first class marks awarded.

Child labor Education Plan - The scheme is applicable from 2010 Adyanrt children annually in the child labor schools uniforms, school bags, shoe, stocking, belt, tie and card 1000 / - is given to the value of Rs.

Indira Gandhi Maternity Support Plan- The state government in two districts Dhamtari and Bastar has decided to initiate the plan. Under this scheme, the period of 6 months of pregnancy and childbirth in women beneficiaries Rs 4000 will be given in three phases.

Strong Plan – Smekit Bal Vikash Yojana empower teen girls 5 districts of the state of Bastar, Raipur, Rajnaadgov, Raigarh and Surguja Rajiv Gandhi Kishori strong empowerment scheme has been introduced.

In 2002 national health policy objectives for the nation's public health is to achieve M acceptable standard. In keeping consistent with

the broad objectives of the Eleventh Five Year Plan for the people, especially the poor and disadvantaged people have set a target of achieving good health. A well-structured three-tier public health infrastructure in the country is located in rural and semi-urban areas, community health centers, primary health centers and sub-centers and along with it almost exclusively located in urban areas that provide tertiary and medical debate hospital and medical college has multiple special knower. The health of the network infrastructure to improve health indicators is credited to receive the massive health facilities.

By 2012-13, the allocation for health services in the public sector, the successful three percent of GDP. During the current year increase in funding for health conscious and vigorous efforts are also being carried. National rural health mission in this direction is the water through which public health in rural areas and major qualitative discussion aims to improve standards of health.

Prime Minister's health care plan to provide treatment under the extreme specificity Health facilities in medical colleges in 13 states and has begun work to upgrade infrastructure is excessive. Improving life expectancy rates and changes in life styles is growing burden of non-communicable diseases. The treatment of these diseases at the level of community health centers, etc., to arrange for the provision. Government in rural areas to provide basic health care is to conduct multiple missions and schemes. National Rural Health Mission (N.R.H.M.) to the poor families in remote rural areas, accessible, affordable and quality health services responsive to the Hon'ble Prime Minister was started on April 12, 2005 by (Poverty alleviation in India , 2007)

National Common Minimum Programmed, focusing on primary health services in the health sector expenditures on successful domestic product in 2005, up from 0.9 percent in 2012, has agreed to grow 2-3 percent. [17] National Rural Health Mission for services estimated to increase results by reducing the infant mortality rate to 30 per thousand births M. M. R and T reduced to 100 per 1 million births. F. R. There was reduced to 2.1 by 2012.

In health services delivery system in the country to strengthen the 7432 physicians, 7063 specialists, physicians Ayush 11 575, 60 268 A N M, 33 667 staff nurses, 21 740 Para medical personnel and Para-medical personnel have been involved Ayush 4616. Human resources in the health services sector to increase (Rural health trinity mission, 2012:243)

Health services more useful and qualitative hope to make the most of the program has been run By March 2011, 8.49 million of which the country hopes and link workers have been selected (Health and Family Welfare, India:2013)

Reinforcement and upgrading of health services aimed to build structure during the past 6 years, various health services in sub-health centers were 17 388 and 22 139 new construction and renovation projects have been concluded (www.icrer.org)

Facilities available at all times to make high-level health facilities and referral services provided under these facilities, 69 107 primary health centers Working at all times is to provide health facilities. The first referral health facilities (F R U) in 2691 as executive built units (Education and health in India, 2006)

Mobile medical units and emergency response services through mobile medical units in 642 districts, 461 districts made ??less. Carriages mobile medical units in the country in 1787 are designed as an executive. 108 call center based services today is working in 11

states (ibid: 2006) 33 149 patient welfare committees under the community participation in health centers have been created. 483 million has created specific health sub-centers at the village level (Planning Commission of India 2003:98)

Through RCH services, in 2010-2011 the number of women benefiting from JS Y was 113.39. In 2008, the infant mortality rate was 53 per one thousand live births, one thousand births in 2009 to 50 per cent has occurred (A primary health policy and health awareness:200)

Janani Shishu Suraksha program of health facilities by pregnant women in rural and urban areas to provide completely free and cashless medical facility was provided in the June 1, 2011 including normal deliveries and caesarean and sick newborns (up to 30 days after birth) of features also provides for the treatment.(Health and Family 2012:200)

Government to provide more health tracking system created in order to know the mother and child, including telephone number to provide all the information about mothers (Health and Family:2012, P.211)

Similarly, in January 2010 by the Government to eradicate polio by the first bivalent oral polio vaccine been initiated. In 2009, there were 741 cases of polio were left in 2010 to 42 per cent. In 2011, only one case of polio has until May, while during the same period in 2010, there were 21 cases (Health and Family:2012, P.230).

A measles vaccination-related activity across the country in addition to the Government of India, the beginning of the second dose was 80 percent lower than the supplementary vaccination coverage was initiated activity. Hepatitis B vaccine first launched in 10 states was later extended to the entire country. Penta valent vaccine containing Hib combinations in which the DTP Plus in two states, Kerala and Tamil Nadu who were introduced on a pilot basis under which covers 14 million children. Newborn babies' (Health and Family:2012, P.233). newborn babies' objective to facilitate greater health in the basic medical practitioners, nurses and midwives to train newborn care program (N S S K) has been started. Hope For Home-based newborn care module 6 and 7 has been launched(India 2011:520).

To improve maternal deaths in health facilities lane Review & Adolescent health through programs such as the Government has assessed the causes of maternal mortality And adolescent girls to promote menstrual health and cleanliness has launched a new scheme.

Public Health to improve health facilities under the national, state and sub-district levels, in the framework of National Rural Health Mission prevention and control of diseases the control is similar to programs. Borne diseases such as malaria, dengue Black fever Vishnu effective treatments for diseases long for freedom from Klik Neton insecticide, rapid diagnostic kits Knjineshn quick check equipment and Militikosin Oral Drug Therapy Has been launched (Government of Chhattisgarh:2012) To control the population, family planning-related services health centers appointed day came as short and long term measures of difference I U D Promoting through ASHA workers have been distributing contraception.

To deliver basic health services in rural areas, the government in the health sectors is so constant effort. But so many people still do not receive health benefits. Providing health services to all efforts are made to keep the government's purpose. Under the poor, women, SC and ST and BPL families in the

larger hospitals, treatment facilities are provided free. But despite living above the poverty line in our country is such that many people are just so unhealthy living because they have no money for treatment.

So much can be said with claims from government to government hospital facilities provided to Applicable should be undertaken so that the integrity of the country can take on any excellent private hospitals.The question arises if the government provided all facilities to public hospitals are claimed to so finally, why the patient requires treatment in private nursing homes have to? This question answer not only the government but also society is collectively explores.

Ministry of Health and Family Welfare, prevention and control of major communicable areas and traditional and indigenous medical practices progress been implementing various programs at the national level, but government health facilities are taking advantage of the village is 16.33 percent. 83.67 percent of rural people due to lack of information, lack of awareness Due to the inordinate delay in treatment do not take advantage of these facilities. Hundred percent of rural people in his village which modern public health clinic for medical treatment such as medical care system of modern upgrade machines Good doctors and clinics fully equipped and cheap treatment is considered necessary in the village. Currently being provided by the Government's health facilities which is 80.88 per cent and 19.12 per cent of people say low-level health facilities it considers the level is medium. The government health facilities and 96.4 percent higher so far from being the star of the rural population receives health services are not satisfied with the present.

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***Mk- Hkkjrh oekZ**

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*** ug: ikd] jyo vkokl dkykuh] MCY;-, l-& 4 lh] tk/kkij ¼jkt LFkku½] 342001*

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0;fDr dk viu nfud thou e fHkUu&fHkUu idkj dh leL;kvk dk lkeuk djuk iMrk gA okLro e tc fdlh ifjfLFkfr dk fu;f=r dju d fy, ml ifjfLFkfr l dkb Li'V ldr ugh feyr g rc og ifjfLFkfr ,d leL;k cu tkrh gA ekuo viu lEe[k mRiUu gb leL;k dk lek/kku djuk pkgrk gA dHkh&dHkh leL;k dk lek/kku vdLekr fey tkrk g rFkk dHkh leL;k&lek/kku e vud dfBukb vkrh gA fiufVd ¼Pintrich, 1999½ d vulkj leL;k lek/kku y{; dh ikfIr e ck/kd irhr gku okyh dfBukb;k ij fot ; ikIr dju dh ifØ;k gA cUMjk ¼Bandura, 1997½ d vulkj & leL;k lek/kku og ifreku g ftle rkfdd fpUru fufgr gkrk gA xkfoUn¼Govind, 1999½ d vulkj & leL;k lek/kku og ifØ;k g ftle ikFkfed ifjfLFkfr;k l ikjHk dj okfNr y{; rd igpuk vif{kr gA Hkkj}kt ¼Bhardwaj, 1999½ d vulkj & leL;k lek/kku ltukRed vf/kxe 0;ogkj g D;kfd l'tukRedrk iR;d vf/kxe 0;ogkj e ugh feyrh gA ,Mel¼Adams, 1997½ d vulkj & le>uk dk rkRi; g leL;k dk vkrfjd ifrfuf/kRo vFkkr lKku d Lrj ij leL;k d lHkh i{kk dh ,lh iLrrh dh 0;fDr d fy, mld lHkh vo;o ;k ?kVd ,d nlj l lcf/kr gA

leL;k dk le>u d fy, 0;fDr mld lHkh ?kVdk ij ckjh&ckjh l vo/kku dfUnr djrk g vkj mld lHkh lc/k rkRi;k ,o mi;kxk dk Lefr l iu:)kj djrk gA leL;k d lHkh ?kVdk dk ekufld Lrj ij ifrfuf/kRo nu d fy, vud mik;k dk lgkjk fy;k tkrk gA dHkh&dHkh ?kVdk dk irhdk d :Ik e cny dj xf.krh; <x l mud lc/kk dk le>k tkrk g leL;k lek/kku dh fof/k;k g & vulh[kh] i;kl ,o =fV] vrnf'V okD;rkRed Hkk'kk] oKkfud bR;kfnA

f"k{k.k vf/kxe ifØ;k d }kjk Nk= u fdl lhek rd viuh "kfDr;k vkj ;kX;rkvk dk fodkl fd;k g ;g mldh "kf{kd fu'ifŸk dk lpd gA ek ,o fd"kkj ¼Ma & Kishor, 1997½ d vulkj & "kf{kd fu'ifŸk dk rkRi; Nk=k }kjk vftr Kku] dk"ky vkj ;kX;rk dh ek=k l gA fiufVd ¼Pintric, 1999½ fu'ifŸk ijh{k.k dk rkRi; ,l ijh{k.kk l g tk ,d fuf"pr le;kof/k d if"k{k.k d lk"pkr fdlh {k= fo"k'k e 0;fDr d Kku dk ekiu djr gA

jk; ¼1982½- u ltukRed rFkk l'tufgu fo|kfFk;k dk leL;k&lek/kku {kerk dk v/;;u fd;k vkj ik;k fd nkuk d chp leL;k&lek/kku {kerk e lkFkd vrj gA FkhUM ¼1990½- u xf.kr e leL;k&lek/kku {kerk ij vfHkHkkod dh f"k{kk rFkk 0;olk; iHkko ij v/;;u fd;k vkj fu'd'k fudkyk fd ekrk dh f"k{kk dk ckyd d leL;k&lek/kku {kerk ij iHkko iMrk gA lkuh ¼1991½- u ik;k fd foKku fo'k; d Nk=k dh leL;k&lek/kku ;kX;rk vU; fo'k;k d fo|kfFk;k dh vi{kk ryukRed :Ik l vf/kd gA ytV ¼1993½- u xf.kr e leL;k&lek/kku d fofHkUu igyvk ij fjikV iLrr fd;k vkj Li'V fd;k fd leL;k&lek/kku d jkLr e Nk=k d dju e Nk=k d chp 0;fDrxr vrj gA fQfyli ,o fØLVk ¼1998½- u xf.kr dh vfHkofRr ij f"k{kdk

d r;kjh d iHkko dk v/;;u fd;k] vkj ik;k fd f"k{kdk dh r;kjh dk xf.kr dh vfHkofRr ij lkFkd iHkko iMrk gA :Qy ,o eklu ¼1998½- u xf.kr dk v/;;u vfHko'fŸk ij v/;;u fd;kA jko] ekbyh ,o lpl ¼2000½- u v/;;u 0;gjpuk vkj xf.krh; ,dkxrk dk v/;;u fd;k] vkj ik;k fd v/;;u 0;gjpuk dk xf.krh; ,dkxrk ij lkFkd vrj gA feMyVku ,o Liful ¼1999½- u xf.kr dh miyfC/k e ij.kk dk v/;;u fd;k] vkj fu'd'k fudkyk fd ij.kk xf.krh dh miyfC/k e lkFkd iHkko iMrk gA

v/;;u dh mnn"; &

- lh-ch-,l-b- ckM e v/;;ujr fo|kfFk;k dh leL;k lek/kku {kerk dk xf.kr dh fu'ifRr ij iHkko dk v/;;u djukA
- lh-ch-,l-b- ckM e v/;;ujr fgUnh ek/;e d fo|kfFk;k dh leL;k lek/kku {kerk dk xf.kr dh fu'ifŸk ij iHkko dk v/;;u djukA
- lh-ch-,l-b- ckM e v/;;ujr vxth ek/;e d fo|kfFk;k dh leL;k lek/kku {kerk dk xf.kr dh fu'ifŸk ij iHkko dk v/;;u djukA

v/;;u dh ifjdYiuk,a &

H_1 - lh-ch-,l-b- ckM e v/;;ujr fo|kfFk;k d leL;k lek/kku {kerk dk xf.kr dh fu'ifŸk ij dkb iHkko ugh ik;k tk;xkA

H_2 -Lkh-ch-,l-b- ckM e v/;;ujr fgUnh ek/;e d fo|kfFk;k d leL;k lek/kku {kerk dk xf.kr dh fu'ifŸk ij dkb iHkko ugh ik;k tk;xkA

H_3 -Lkh-ch-,l-b- ckM e v/;;ujr vxth ek/;e d fo|kfFk;k d leL;k lek/kku dk xf.kr dh fu'ifŸk ij dkb iHkko ugh ik;k tk;xkA

vfHkdYi ,oa U;kn"kZ &

iLrr "kks/k dk; dk e[; mnn"; lh-ch-,l-b- e v/;;ujr fo|kfFk;k dh leL;k lek/kku {kerk dk xf.kr dh fu'ifŸk ij iHkko dk v/;;u djuk gA bl mnn"; dh ifr gsrq NŸkh lx< d nx fty d fHkykb uxj dk puk x;kA ftle l lh-ch-,l-b- dkl pyu oky fgUnh ,o vxth ek/;e d fo|ky;k l 40&40 fo|kfFk;k dk p;u fd;k x;kA bl idkj dy 80 fo|kfFk;k dk ;knfPNdh fof/k }kjk puk x;kA bl gsrq d{kk 8oh e v/;;ujr Nk= ,o Nk=kvk dk lfEefyr fd;k x;kA

midj.k &

leL;k lek/kku {kerk o xf.kr dh fu'ifŸk dk ekiu dju d fy, ,y-,u-nc }kjk fufer leL;k lek/kku {kerk rFkk xf.kr dh fu'ifŸk d ekiuh dk i;kx fd;k x;kA leL;k lek/kku {kerk ekiuh e dy 20 i"u fn; x; g ftld pkj lHkkfor mŸkj Hkh fn; x; g iR;d i"u dk lgh mŸkj Øekd mld lkeu fn; x; [kku e fy[kuk g bl i.k dju gsrq 40 feuV dk le; fu/kkfjr fd;k x;k gA lgh mŸkj ij ,d vd rFkk xyr mŸkj ij 0 vd fn;k x;kA blh idkj xf.kr dh fu'ifŸk ekiuh e dy 30 i"u gA 10 i"u vdxf.kr d] 10 i"u chtxf.kr d rFkk 10 i"u j[kkxf.kr d gA vdxf.kr o chtxf.kr d i"u dk mŸkj gy djd fy[kuk g rFkk j[kkxf.kr d i"u dk mŸkj gk ;k ugh e nuk g bl i.k dju d fy, 1 ?kVk dk le; fu/kkfjr fd;k x;k gA

lgh mYkj ij 1 vd rFkk xyr mYkj ij 0 vd fn;k x;kA

lkf[;dh; fo"y'k.k ,oa fu'd'k &

lh-ch-,l-b- e v/;;ujr fo|kfFk;k dh leL;k lek/kku {kerk dk xf.kr dh fu'ifYk ij iHkko dh lkFkdrk dh tkp gr leL;k lek/kku {kerk ijh{k.k d vk/kkj ij mPp] lkekU; ,o fuEu leg cuk; x; rFkk mudk xf.krh; fu'ifYk e e/;eku ,o iekf.kd fopyu Kkr fd;k x;kA bu rhuk legk d e/;eku e vrj lkFkd g ;k ugh bl Kkr dju gr One Way ANOVA dk i;kx fd;k x;kA ifj.kke dk lkj.kh Øekd e n"kk;k x;k gA

lkj.kh Øekd&1

lh-ch-,l-b- e v/;;ujr fo|kfFk;k d xf.kr dh fu'ifYk dk e/;eku rFkk iekf.kd fopyu

leg	N	M	SD	F vuqikr
mPp leg	23	22-47	2-18	121-05
lkekU; leg	32	16-81	2-53	
fuEu leg	25	12-32	1-78	

F dk eku 4-88 g tk fd 0-01 Lrj ij lkFkd g vFkkr rhuk legk e lkFkd vrj gA iR;d nk legk e lkFkd vrj g ;k ugh ;g n[ku gr U;euD;y ijh{k.k dk mi;kx fd;k x;k] ft ld ifj.kke l Li'V g fd rhuk legk e vUrj lkFkd FkkA vr% "kU; ifjdYiuk vLohdr gkrh gA ifj.kke iekf.kr djrk g fd lh-ch-,l-b- ckM e v/;;ujr fo|kfFk;k dh leL;k lek/kku {kerk dk xf.kr dh fu'ifYk ij lkFkd iHkko iMrk gA

Lkh-ch-,l-b- ckM e v/;;ujr fgUnh ek/;e d fo|kfFk;k dh leL;k lek/kku {kerk dk xf.kr dh fu'ifYk ij lkFkd iHkko n[ku d fy, leL;k lek/kku {kerk d vk/kkj ij mPp o fuEu leg cuk; x; rFkk mudk xf.krh; fu'ifYk e e/;eku ,o iekf.kd fopyu dh x.kuk dh xbA ;g vrj lkFkd g ;k ugh Kkr dju gr One Way ANOVA dk i;kx fd;k x;kA ifj.kke lkj.kh Øekd 2 e n"kk;k x;k gA

lkj.kh Øekd&2

lh-ch-,l-b- ckM e v/;;ujr fgUnh ek/;e d fo|kfFk;k d xf.kr dh fu'ifYk dk e/;eku o iekf.kd fopyu

leg	N	M	SD	F vuqikr
mPp leg	10	22-4	2-10	69-70
lkekU; leg	17	18	2-27	
fuEu leg	13	11-46	12-05	

Li'V g fd mPp leg dk e/;eku 22-4 ,o lkekU; leg dk e/;eku 16 g tk fd mPp leg l de g rFkk fuEu leg dk e/;eku 11-46 g tk fd lkekU; leg l de gA mPp o fuEu leg d e/;eku e dkQh vUrj gA F dk eku 69-70 g tk 0-01 Lrj ij lkFkd gA iR;d nk legk e lkFkd vrj g ;k ugh ;g Kkr dju gr U;euD;y ijh{k.k dk mi;kx fd;k x;k ifj.kke n"kkrk g fd rhuk legk e vUrj lkFkd FkkA vrh ikIr ifj.kke d vk/kkj ij "kU; ifjdYiuk vLohdr dh tkrh gA

ifj.kke bl lR;rk dh vkj ldr djrk g fd lh-ch-,l-b- e v/;;ujr fgUnh ek/;e d fo|kfFk;k dh leL;k lek/kku {kerk ijh{k.k d vk/kkj ij cuk; x; mPp] lkekU; o fuEu leg d e/; xf.kr dh fu'ifŸk e lkFkd vrj gA mPp leg dh xf.kr dh fu'ifŸk mPp g rFkk fuEu leg dh xf.kr dh fu'ifŸk fuEu gA

lh-ch-,l-b- ckM e v/;;ujr vxth ek/;e d fo|kfFk;k dh leL;k lek/kku {kerk dk xf.kr dh fu'ifŸk ij iHkko d v/;;u d fy, ikIr vkdMk d vk/kkj ij leL;k lek/kku ijh{k.k d mPp] lkekU; o fuEu leg cuk; x;A mudk xf.krh; fu'i{k e e/;eku ,o iekf.kd fopyu dh x.kuk dh xbA rhuk legk d e/;eku dk vrj lkFkd g ;k ugh Kkr dju d fy; One Way ANOVA dk i;kx fd;k x;k g ifj.kke dk lkj.kh Øekd & 3 e n"kk;k x;k gA

lkj.kh Øekd & 3

lh-ch-,l-b- ckM e v/;;ujr vxth ek/;e d fo|kfFk;k d xf.kr dh fu'ifŸk dk e/;eku rFkk iekf.kd fopyu

leg	N	M	SD	F vuqikr
mPp leg	13	22-53	2-24	54-63
lkekU; leg	15	17-26	2-67	
fuEu leg	12	13-25	1-01	

lkj.kh l Li'V g fd mPp leg dk e/;eku 22-53 ,o lkekU; leg dk e/;eku 17-26 g tk fd mPp leg l de g rFkk fuEu leg dk e/;eku 13-25 g tk fd lkekU; leg l de gA mPp o fuEu leg d e/;eku e dkQh vrj gA Li'V g fd F dk eku 54-63 g tk fd 0-01 Lrj ij lkFkd gA iR;d nk legk e vUrj lkFkd g ;k ugh ;g n[ku gr U;euD;y ijh{k.k dk mi;kx fd;k x;k ft ld ifj.kke l Li'V g fd rhuk legk e vUrj lkFkd FkkA vr% "kU; ifjdYiuk vLohdr gkrh gA

ifj.kke fl) djrk g fd lh-ch-,l-b-ckM e v/;;ujr vxth ek/;e d fo|kfFk;k dh leL;k lek/kku {kerk ijh{k.k d vk/kkj ij cuk; x; mPp] lkekU; o fuEu leg d e/; xf.kr dh fu'ifŸk e lkFkd vrj gA mPp leg dh xf.kr dh fu'ifŸk mPp g rFkk fuEu leg dh xf.kr dh fu'ifŸk fuEu gA

lanHkZ %&

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0;kolkf;d ,oa v0;kolkf;d ikB;Øe dh fo|kfFk;ksa dh 0;olkf;d :fp dk v/;;u

*yfyrk lkgw

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iLrr v/;;u dk mnn"; egkfo|kyhu Lrj d 0;kolkf;d ,oa v0;kolkf;d ikB;Øe d fo|kfFk;k dh 0;kolkf;d :fp dk ryukRed v/;;u djuk g] ftle jk;ij "kgj d LukrdkRrj e v/;;ujr 0;kolkf;d ,oa v0;kolkf;d ikB;Øe d 180 fo|kfFk;k dk ifrn'k d :i e p;u fd;k x;kA bl "kks/k dk;Z e 0;kolkf;d :fp dk tkuu d fy, Mk- ,l-ih-dyJ'B }kjk fufer o ekudhdr ijh{k.k dk i;kx fd;k x;kA v/;;u d fu'd'k e 0;kolkf;d ,oa v0;kolkf;d ikB;Øe d fo|kfFk;k dh lkfgR;] oKkfud ,oa fØ;kRed 0;kolkf;d :fp d e/; lkFkd vrj i;k x;kA 0;kolkf;d ,oa v0;kolkf;d ikB;Øe d fo|kfFk;k dh okf.kT;] jpukRed] dykRed] df'k vuukRed] lkekftd ,oa xgfoKku 0;kolkf;d :fp {k= e lkFkd vUrj ugh i;k x;kA

"kCn dqth% 0;olkf;d ikB;Øe] v0;olkf;d ikB;dze 0;olkf;d :fpA

iLrkouk%

iR;d 0;fDr d thou e :fp;k dk cgr egRo g D;kfd ,d 0;fDr D;k vkj dl djxk ;g cgr dN mldh :fp;k }kjk gh fu/kkfjr gkrk gA :fp;k ,d idkj dh lh[kh gb vfHkij.kk g tc ,d 0;fDr viuh iln d vk/kkj ij dkb dk; dju dk vFkok dkb fØ;k dju dk Lor= gkrk g rk og 0;fDr bu fØ;kvk dk viuh :fp d vk/kkj ij purk gA :fp;k gekj thou e egRoi.k blfy, Hkh g D;kfd ;g vf/kxe d fy, vfHkij.kk L=kr Hkh gA

0;kolkf;d :fp dk vFk g] ekuo fd ml 0;olk; d ifr :fp ;k >dko ftl og dju e vf/kdre lUrf'V ikIr djrk gA ekuo viuh :fp d vulkj 0;kolk; dk puko dju e mld 0;kolkf;d thou e lek;kstu ,o dk; lUrf'V c< tkrh gA Talati and Joshi (1986) u viu v/;;u e ik;k fd vf/kdk"k mRrjnkrkvk u lHkh 0;olkf;d :fp {k= e mPp 0;olkf;d :fp inf"kr dhA vyh ¼1991½ e viu v/;;u e vYil[;d lenk; d

**"kks/k Nk=k] eukfoKku] v/;;u "kkyk i- jfo "kdj "kDy fo"ofo|ky; jk;ij

fd"kkjk dh "kf{kd vfHk:fp ,o 0;olk; vfHk:fp e lkFkd vrj ik;kA Found (1992) Ek viu v/;;u e vk;fj"k Nk= Nk=kvk dh 0;olkf;d :fp ,o iR;{kdj.k {kerk dh ljpuk e dkb ljpukRed vrj ugh ik;k x;kA oek ¼1991½ e viu v/;;u e ;g ik;k fd lkekU; tkfr d Nk=k dh Hkxky fo'k; e :fp vulfpr tkfr ,o tu tkfr d Nk=k dh vi{kk vf/kd gA jgkxMky ¼1998½ u viu v/;;u e "kgjh {k= d fo|kfFk;k e xkfe.k {k= d fo|kfFk;k dh vi{kk xf.kfr; :fp vf/kd ik;h xbA gokykiukoj ¼1999½ u viu v/;;u e 0;olkf;d egkfo|ky; d Nk=k dh 0;olkf;d :fp ,o v0;olkf;d egkfo|ky; d Nk=k dh 0;olkf;d :fp e lkFkd vrj ik;k x;kA "kf{kd dk; ,o lj{kkRed dk; e bu leg e lkFkd vrj ugh ik;k x;k vr% fu'd'k d vk/kkj ij ;g dgk tk ldrk g fd 0;olkf;d ,o v0;olkf;d egkfo|ky; dh fo|kfFk;k dh 0;olkf;d :fp e vrj ik;k tkrk gA

0;kolkf;d ikB;Øe f"k{kk ,o if"k{k.k dk mfpr idkj l ;ktukc) :i l cuk;k x;k dk;Øe vkj mldk iHkkoh dk;kUo;u gA n"k e 0;kolkf;d Hkfedkvk d fy, mi;Dr vkj if"kf{kr dkfe;k dk r;kj djuk gh 0;kolkf;d ikB;Øe dk mnn"; gA v0;kolkf;d ikB;Øe d vrxr o fo'k; vkr g ftu e 0;kogkfjd i{k ij de /;ku fn;k tkrk gA

mnn";%& 0;kolkf;d ,o v0;kolkf;d ikB;Øe d fo|kfFk;k dh 0;kolkf;d :fp dk v/;;u djukA

ifjdYiuk %& ^0;kolkf;d ,o v0;kolkf;d ikB;Øe d egkfo|ky;k d fo|kfFk;k dh 0;olkkf;d :fp d e/; lkFkd vrj ik;k tk;xkA*

fu/kkfjr mnn";k l lcf/kr ifjdYiuk d ijh{k.k gr lo{k.k vul/kku fof/k dk i;Dr fd;k x;k g] iLrr "kk/k e jk;ij "kgj d 0;kolkf;d ,o v0;kolkf;d ikB;Øe dk lpkfyr dju oky egkfo|ky; d vrxr 3 egkfo|ky; ,o v0;kolkf;d ikB;Øe d vrxr 2 egkfo|ky; dk p;u fd;k x;kA iR;d ikB;Øe l 90 fo|kfFk;k ¼45 Nk= ,o 45 Nk=kvk½ dk p;u fd;k x;k A iLrr v/;;u e fo|kfFk;k dh 0;kolkf;d :fp l lcf/kr inRRk ,d= dju gr Mk- ,l-ih- dyJ'B }kjk fufer 0;kolkf;d :fp ifjlph dk i;kx fd;k x;k gA

ifj.kke ,oa foopuk %

rkfydk Øekd & 1

Ø-	egkfo|ky;	ikB;Øe d p;fur Nk=&Nk=kvk dh l[;k		;kx
		Nk=	Nk=k;	
1-	0;kolkf;d ikB;Øe d egkfo|ky; d fo|kfFk;k dh l[;kA	45	45	90
2-	v0;kolkf;d ikB;Øe d egkfo|ky; d fo|kfFk;k dh l[;kA	45	45	90

0;kolkf;d :fp ii= }kjk ikIr vkdMk d vk/kkj ij 0;kolkf;d ikB;Øe ,oa v0;kolkf;d ikB;Øe d fo|kfFk;k d e/; vrj dh lkFkdrk Kkr dju d fy, Økfrd vuikr ¼CR½ dh x.kuk dh xbA

mi;Dr Ø- 1 e n"kk; x; e/;eku eY;k l Li'V gkrk g fd 0;kolkf;d ikB;Øe d fo|kfFk;k dh lkfgR; 0;kolk; {k= e v0;kolkf;d ikB;Øe d fo|kfFk;k dh ryuk e vf/kd :fp gAmDr nkuk ikB;Øe d fo|kfFk;k dh lkfgR; 0;kolkf;d {k= e lkf[;dh nf'Vdk.k l lkFkd vrj g vFkoki ugh ;g tkuu gr Økfrd vuikr d voykdu l Li'V gkrk g fd 0;kolkf;d ikB;Øe ,oa v0;kolkf;d :fp {k= e lkFkd vrj g D;kfd ikIr Økfrd eku 0-05 Lrj ij lkFkd gA

mi;Dr Øekd 2 e n"kk; x; e/;eku eY;k l Lik'V gkrk g fd 0;kolkf;d ikB;Øe d fo|kfFk;k dh oKkfud 0;kolkf;d :fp {k= e v0;kolkf;d ikB;Øe d fo|kfFk;k dh ryuk e vf/kd :fp gA mDr nkuk ikB;Øe d fo|kfFk;k dh oKkfud 0;kolk; {k= e lkf[;dh; nf'Vdk.k l lkFkd vUrj g vFkoki ugh ;g tkuu grt eku dk voykdu l Li'V gkrk g fd 0;kolkf;d ikB;Øe ,oa v0;kolkf;d ikB;Øe d fo|kfFk;k e oKkfud 0;kolkf;d :fp {k= e lkFkd vrj g D;kfd ikIr"t" 0.01 Lrj ij lkFkd gA

rkfydk Øekd & 2

0;kokolkf;d ,oa v0;kolkf;d ikB;Øe dk o|kfFk;k dh 0;kolkf;d :fp {k= dk ek/;eku] ekud fopyu ,oa Økfrd vuikr%&

Ø	0;kolkf;d :fp {k=	leg				dkfrd vuikr C.R., t. dk eku
		0;olkf;d ikB;de		v0;olkf;d ikB;de		
		e/;eku M	ekud fopyu S.D	e/;eku M	ekud fopyu S.D	
1-	lkfgR;	8.39	4.27	6.8	4.19	2.22*
2-	oKkfud	12.22	3.9	9.8	5.14	3.52**
3-	fØ;kRed	14.54	4.27	12.62	4.87	2.80**
4-	okf.kT;	6.57	4.31	7.93	5.01	1.80
5-	jpukRed	5.4	4.63	5.12	4.39	.416
6-	dykRed	9.83	5.00	10.57	4.97	.995
7-	df'k	9.29	4.43	8.17	5.34	1.53
8-	vuu;kRed	9.22	3.67	8.77	4.42	.745
9-	Lkkekftd	12.23	5.15	11.94	4.76	.392
10-	Xkg foKku	8.13	3.84	8.28	4.43	.242

mi;Dr Øekd 3 e n"kk; x; e/;eku eY;k l Li'V gkrk g fd 0;kolkf;d ikB;Øe d fo|kfFk;k dh fØ;kRed 0;kolkf;d {k= e v0;kolkf;d ikB;Øe d fo|kfFk;k dh ryuk e vf/kd :fp gA mDr nkuk ikB;Øe d fo|kfFk;k dh fØ;kRed 0;kolkf;d {k= e lkf[;dh; nf'Vdk.k l lkFkd vUrj g fd ugh ;g tkuu gr dkfrd vuikr dh x.kuk dh xbA dkfrd vuikr d voykdu l Li'V gkrk g fd 0;kolkf;d ikB;Øe ,o v0;kolkf;d ikB;Øe d fo|kfFk;k e fØ;kRed 0;kolkf;d :fp {k= e lkFkd vUrj g D;kfd ikIr dkfrd eku 0-01 Lrj ij lkFkd gA

mi;Dr Øekd 4 e n"kk; x; e/;eku eY;k l Li'V gkrk g fd 0;kolkf;d ikB;Øe d fo|kfFk;k dh okf.kT; 0;kolk; {k= e v0;kolkf;d ikB;de d fo|kfFk;k dh ryuk e de :fp gA mDr nkuk ikB;de d fo|kfFk;k dh okf.kT; 0;kolkf;d {k= e lkf[;dh; nf'Vdk.k l lkFkd vrj g fd ugh ;g tkuu gr t dh x.kuk dh xbA t eku d voykdu l Li'V g fd 0;kolkf;d ikB;de ,o v0;kolkf;d ikB;de d fo|kfFk;k e fof.kT; 0;kolkf;d :fp {k= e lkFkd vru ugh g D;kfd ikIr t eY; 0-05 Lrj ij lkFkd ugh gA

mi;Dr lkj.kh dekd 5 e n"kk; x; e/;eku eY; l Li'V gkrk g fd 0;kolkf;d ikB;de d ,o v0;kolkf;d ikB;de d fo|kfFk;k dh jpukRed 0;kolkf;d {k= e lkekU; :fp gA mDr nkuk ikB;de d fo|kfFk;k dh jpukRed 0;kolk; {k= e lkf[;dh; nf'Vdk.k l lkFkd vrj g fd ugh ;g tkuu gr dkfrd vuikr dh x.kuk dh xb A dkfrd vuikr d voykdu l Li'V gkrk g fd 0;kolkf;d ikB;de ,o v0;kolkf;d ikB;de d fo|kfFk;k e jpkukRed 0;kokl;fd {k= e lkFkd vrj ugh g D;kfd ikIr dkfrd eku 0-05 Lrj ij lkFkd ugh gA

mi;Dr dekd 6 e n"kk; x; e/;eku eY; l Li'V gkrk g fd v0;kolkf;d ikB;de d fo|kfFk;k dh dykRed 0;kolkf;d {k= e 0;kolkf;d ikB;de d fo|kfFk;k dh ryuk e vf/kd :fp gA mDr nkuk ikB;de d fo|kfFk;k dh dykRed 0;kolkf;d {k=k e lkf[;dh; nf'Vdk.k l lkFkd vrj g fd ugh ;g tkuu gr dkfrd vuikr dh x.kuk dh xbA dkfrd vuikr d voykdu l Li'V gkrk g fd 0;kolkf;d ikB;de ,o v0;kolkf;d ikB;de d fo|kfFk;k e dykRed 0;kolkf;d {k= e lkFkd vrj ugh g D;kfd ikIr dkfrd eku 0-05 Lrj ij lkFkd ugh gA mi;Dr dekd 7 e n"kk; x; e/;eku eY;k l Li'V gkrk g fd 0;kolkf;d ikB;de d fo|kfFk;k dh df'k 0;olk; e v0;kolkf;d ikB;de d fo|kfFk;k dh ryuk e vf/kd :fp gA mDr nkuk ikBde d fo|kfFk;k dh df'k 0;kolk; {k= lkf[;dh; n'f'Vdk.k l lkFkd vrj g fd ugh ;g tkuu gr t eY; dh x.kuk dh xbA t eY; d voykdu l Li'V g fd 0;kolkf;d ikB;de ,o v0;kolkf;d ikB;de e fo|kfFk;k e df'k 0;kolkf;d :fp {k= e lkFkd vrj ugh g D;kfd dkfrd eku 0-05 Lrj ij lkFkd ugh gA

mi;Dr dekd 8 e n"kk; x; e/;eku eY;k l Li'V d fo|kfFk;k dh vuu;kRed 0;kolk; e v0;kolkf;d ikB;de d fo|kfFk;k dh ryuk e vf/kd :fp gA mDr nkuk ikB;de d fo|kfFk;k dh vuu;kRed 0;kolkf;d {k= e lkf[;dh; n'f'Vdk.k l lkFkd vrj g fd ugh ;g tkuu gr t eY; dh x.kuk dh xbA t eY; d voykdu l Li'V gkrk g fd 0;kolkf;d ikB;de ,o

v0;kolkf;d ikB;de d fo|kfFk;k e vuu;kRed 0;kolkf;d :fp {k= e lkFkd vrj ugh g D;kfd t eY; 0-05 Lrj ij lkFkd ugh gA

mi;Dr dekd 9 e n"kk; x; e/;eku eY;k l Li'V gkrk g fd 0;kolkf;d ikB;de d fo|kfFk;k dh lkekftd 0;kolk; e v0;kolkf;d ikB;de d fo|kfFk;k dh ryuk e vf/kd :fp gA mDr nkuk ikB;de d fo|kfFk;k dh lkekftd 0;kolkf;d {k= e lkf[;dh; n'f'Vdk.k l lkFkd vrj g fd ugh ;g tkuu gr dkfrd vuikr d voykdu l Li'V gkrk g fd 0;kolkf;d ikB;de ,o v0;kolkf;d ikB;de d fo|kfFk;k e lkekftd 0;kolkf;d :fp {k= e lkFkd vrj ugh g D;kfd dkfrd eku 0-05 Lrj ij lkFkd ugh gA

mi;Dr dekd 10 e n"kk; x; e/;eku eY;k l Li'V gkrk g fd 0;kolkf;d ikB;de ,o v0;kolkf;d ikB;de d fo|kfFk;k dh xg foKku 0;kokl k; e vklr :fp gA mDr nkuk ikB;de d fo|kfFk;k dh xg foKku 0;kolkf;d {k= e lkf[;dh; nf'Vdk.k l lkFkd vrj g fd ugh ;g tkuu gr dkfrd vuikr dh x.kuk dh xbA dkfrd vuikr d voyku l Li'V gkrk g fd 0;kolkf;d ikB;de ,o v0;kolkf;d ikB;de d fo|kfFk;k e xg foKku 0;kolkf;d :fp {k= e lkFkd vrj ugh gA D;kfd dkfrd eku 0-05 Lrj ij lkFkd ugh gA

fu'd'k

mijkDr foopuk l Li'V g fd 0;kolkf;d vkj v0;kolkf;d ikB;de d fo|kfFk;k dh 0;kolkf;d :fp ¼lkfgR;] oKkfud] fd;kRed] 0;kolkf;d {k= e½ d e/; lkFkd vrj gA vr% lkfgR;] oKkfud] fd;kRed 0;kolkf;d {k= e gekjh ifjdYiuk lR; fl) gbA

iLrr "kk/k dk; Hkkoh mul/kku d fy, bl :i e ekx [kkyrk g fd fo|kfFk;k dh 0;kolkf;d :fp dk v/;;u djd mUg mfpr ekxn"ku inku fd;k tk;A lkeU; f"k{kk dh ctk; 0;kolkf;d f"k{kk ij vf/kd cy fn;k tkuk pkfg,A rkfd fo|kFkh Lokych cu ldA

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lanHkZ xzUFk

oek] jkeiky] mik/;k; jk/kk oYyHk ¼1996½ ^^**"kf{kd ,oa 0;kolkf;d funs"ku***]* vkxjkfoukn iLrd efnj jkx; jk?ko ekx

jgkxMky ;kxUn dekj ¼1998½ ^^xkeh.k ,o "kgjh {k=k e lpkfyr mPprj ,o "kgjh {k=k e lpkfyr mPprj ek/;fed fo|ky; dh d{kk X;kjgoh d fo|kfFk;k dh xf.kr :fp ij v/;;u** dY;k.k Lukrdkfrj egkfo|ky; fHkykb i- jfo"kdj "kDy fo"ofo|ky; jk;ij

oek lrk'k dekj ¼1994½ ^gkb Ldy Lrj d lkekU; vulfpr tkfr ,o vulfpr tutkfr d Nk=k dh Hkxky fo'k; d ifr :fp dk ryukRed v/;;u** dY;k.k Lukrdkfrj egkfo|ky; fHkykb i- jfo"kdj "kDy fo"ofo|ky; jk;ijA

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vkxuckMh dUn dk efgykvk rFkk cPpk d LokLF; ij iMu oky iHkko

¼cLrj fty d cMjkt ij fodkl [kM fo"k'k lnHk e½

*Lugyrk xkre
**Mk-,y-,l-xtiky

Received	Reviewed	Accepted
10 Dec. 2014	15 Dec. 2014	21 Dec. 2014

Lkjk"k

iLrr "kks/k i= vkxuckMh dUn dk efgykvk d LokLF; ij iMu oky iHkko dk ,d lekt"kkL=h v/;;u gA v/;;u NRrhlx< jkT; d cLrj fty d cM jktij fodkl[k.M e ykx vkxuckMh dk;Øe ij vk/kkfjr gA v/;;u gr 229 tutkfr ifjokjk dk puko fd;k x;k gA rF;k dk ldyu lk{kkRdkj vulph midj.k d }kjk fd;k x;k gA v/;;u l ikIr rF;k l ;g Kkr gvk g fd vkxuckMh dUn fiNM tutkfr {k=k e efgyk LokLF; dh fn"kk e egRoi.k Hkfedk dk fuogu dj jgk gA vkxuckMh dUn d }kjk xHkorh ,o /kk=h ekrkvk dk inku dh tk jgh LokLF; lfo/kkvk ¼ijd ik'k.k vkgkj½ l mue jDr vYirk rFkk dik'k.k dh leL;k de gb g rFkk tutkfr efgykvk e LokLF; tkx:drk c<h gA vkxuckMh dUn dh Hkfedk cPpk d ckf)d fodkl dh fn"kk e ldkjkRed jgk gA

iLrkouk

efgyk fodkl dh "k:okr u doy Hkkjr e oju of"od Lrj ij 70 d n"kd e gb A tc igyh ckj of"od Lrj ij mudh lkekftd&vkfFkd] "k{kf.kd fLFkfr ij xgurk iod fopkj fd;k x;k A fopkj e ;g ckr mHkj dj lkeu vkb fd] efgyk, f"k{kk] jktxkj LokF; tl eyHkr lfo/kkvk l tkuc>dj ofpr fd, tk jg g A ,lh fLFkfr e mudk fodkl furkr vko";d irhr gkrk gA Hkkjr e 1975 e VoMl bDoyVh fjikV e ;gh ckr dgh x;h g] ifj.kker% 70 l 80 d n'kd e ykx

*"kks/kkFkh lekt"kkL= v/;;u"kkyk i- jfo"kdj "kDy fo"ofo|ky;] jk;ij ¼N-x-½
**lgk;d ik/;kid lekt"kkL= v/;;u"kkyk i- jfo"kdj "kDy fo"ofo|ky;] jk;ij ¼N-x-½

fd, x; ipo'kh; ;ktukvk e efgyk fodkl dk;de dk icyrk l ykx dju gr i;kl fd, x; A

efgykvk l lcf/kr VoMl bDofyVh fjikV d vku d ckn gh Hkkjr e igyh ckj 6oh ipo'kh; ;ktuk 1980 l 85 d vrxr efgykvk d fy, jktxkj] vkfFkd vkREkfuHkjrk] f"k{kk] LokLF; o ifjokj fu;ktu l tMg, ckrk dk ;ktukc) rjhd l ykx dju dh fn"kk e i;kl fd;k x;kA 7 oh ipo'kh; ;ktuk 1985 l 90 e io d fodkl dk;dek dk ykx j[kr g, efgykvk d vkfFkd ,o lkekftd fLFkfr e ifjoru dk jk'Vh; fodkl l tkMdj n[ku dk i;kl fd;k x;k A blh ;ktuk d vrxr efgyk ,o ckyfodkl dh LFkkiuk dh x;h] tk fd]ekuo llk/ku fodkl dk ,d fgLlk Fkk vkj mld ckn l ;g foHkkx fujrj efgyk ,o cPpk d fodkl dh fn"kk e viuh Hkfedk fuHkkr vk jgk g A blh foHkkx d vrxr ,dhdr ckyfodkl dk;de vkb lh Mh ,l Hkh ikjHk fd;k x;k ftldk mnn"; cPpk dk ijd ik'k.k vkgkj inku dju d lkFk lkFk mud LokLF; dh n[kkky dju mUg io ikFkfed f"k{kk inku djuk e[;rkA 1990 e LFkkuh; Lrj ij vk/kkfjr ,d iHkko"kkyh ;ktuk efgyk fodkl d fy, r;kj dh x;hA ftl Hkkjr "kklu d }kjk r;kj fd;k x;k Fkk ¼fjtoh vkj feyj 1995½A

vkxuckMh dk;de igy doy ,dhdr cky fodkl dk;de l tMk Fkk ftl dkykUrj e efgyk o fd"kkjh ckfydk l Hkh tkM fn;k x;kA Li'V g fd ;g dk;de efgykvk rFkk cPpk d fodkl l tMk gvk gA v/;;u d }kjk ,d jk'Vh; dk;de d :i e ge vkxuckMh dUnk dh efgyk fodkl e Hkfedk dk Kku gkxkA tk Hkfo'; e fd, tku oky "kk/k v/;;uk d fy, vk/kkj gk ldrk gA

io e fd, x, "kk/k v/;;uk dh leh{kk %&

oudVloy ,o jMh ¼2000½ fofHkUu vk;ox dh tkfr;k e "kk/k djd ;g n[kk x;k fd vulfpr tkfr vulfpr tutkfr ox d de vk; oky ykxk e LokLF; pruk dk vHkko g vkj mud cPpk e otu vkfn ekinM l de gA c?ky ,o xlrk ¼2001½ u jktuknxko fty e xkeh.k v/;;u fd;k x;k bUgku crk;k fd fuEu LokLF; Lrj ,o vf/kd f"k"k eR;nj dk dkj.k Hkkjrh; turk ifjokj fu;ktu dh LFkk;h mik;k dh viuku e gA ,ykVh] ikLdy ,.M jMikFk ¼2001½ u ;g ik;k fd 3 efgu e f"k"k eR; nj dk e[; dkj.k fpfp: vFkok v/kfo"okl gA "ko ijh{kk l bl xjck;kefMdy eR; dk dkj.k tkuk x;kA

erh] lrik ,.M vnjl ¼2006½ uoxfBr jkT; >kj[kM dh efgykvk d mij "kk/k djd ;g ik;k fd vkfnokl h vkj xj vkfnokl h efgykvk e xHk/kkj.k l ydj xHkkoLFkk rd cgr vlekurk; gA vkfnokl h efgykvk dk lk;klr lfo/kk miyC/k u gku d dkj.k mudk LokLF; [kjkc jgrk gA pnkdj] fjpk ,.M vnj ¼2009½ u ;g ik;k g fd vkfFkd fLFkfr [kjkc gku d dkj.k xHk/kkj.k d nkjku [kjkc LokLF; ,o cPpk dk ?kj e tUe nu l f"k"k d LokLF; ij cjk iHkko iMrk gA "kk/k l irk pyk fd detkj vkfFkd gkykr] vf/kdre vf"k{kk] tkudkjh dh deh d dkj.k f"k"k eR; nj vf/kd gA gjuMt] ojftfu;k jkuMjk ,.M

vnjl ½2010½ u dgk g fd fofHkUu "kk/k l irk pyk fd LokLF; chek tl 0;oLFkk f"k"kvk d fy; ugh fy;k tkrk LokLF;drkvk d }kjk f"k"kvk d fox; e tkudkjh ndj ;k dk;Øe cukdj f"k"k d LokLF; d ifr tkx:drk c<k;k tk ldrk gA

v/;;u dk mnn"; %&

iLrr v/;;u gr fuEukfdr mnn"; fu/kkfjr fd, x, g &

1 mRrjnkrkvk dh lkekftd]lkLdfrd i'BHkfe dk Kkr djukA

2 vkxuckMh dUn d }kjk pyk, tk jg xfrfof/k;k dk efgykvk d LokF; ij iMu oky iHkko dk Kkr djuk A

3 vkxuckMh dUn d xfrfof/k;k dk cPpk d fodkl ij iHkko dk Kkr djuk A

ifjdYiuk %&

iLrr v/;;u fuEu ifjdYkukvk ij vk/kkfjr g %&

1 vkxuckMh dk;drkvk dh mnklhurk ,o Kku dk vHkko bldh iHkkfork dk de djrk g A

¼c½ mRrjnkrkvk dk puko %&

iLrr v/;;u cMjk tij fodkl [k.M d xke ipk;r ckldkV d fo"k'k lnHk e½ fd;k x;k g ftle v/;;u gr xke ipk;r ckldkV d vkB vkxuckMh dUnk ,o mld vUrxr 229 ifjokjk dk p;u mnn";i.k fun"ku d ek/;e l fd;k x;k g tk fd v/;;u d mnn"; dk ijk djrk gkA

¼l½ rF;k dk ldyu &

iLrr v/;;u rF;k dk ldyu lk{kkRdkj vulph midj.k d ek/;e l fd;k x;k g A bl gr ,d ljfpr lk{kkRdkj vulph dk fuek.k v/;;u d mnn";k d vk/kkj ij fd;k x;k gA

fu'd'k

lkekftd lkLdfrd i'BHkfe

mRrjnkrkvk d lkekftd lkLdfrd i'BHkfe d fo"y'k.k l Kkr gvk g fd 20&30 vk; d mRrjnkrkvk dk ifr"kr 47-02 ifr"kr gA 30&40 d mRrjnkrkvk dk ifr"kr 35-04 ifr"kr gA blh idkj 40&50 vk; d mRrjnkrkvk dk ifr"kr 17-04 ifr"kr gA Li'V g fd 20&30 vk; dh efgykvk dk ifr"kr lokf/kd 47-02 ifr"kr gA mijkDr rkfydk l Kkr g fd vulfpr tutkfr dh mRrjnkrkvk dk ifr"kr 68-01 ifr"kr gA vU; fiNMk ox d mRrjnkrkvk dk ifr"kr 27-05 ifr"kr gA rFkk vulfpr tkfr ,o lkekU; tkfr d mRrjnkrkvk dk ifr"kr 202&202 gA rkfydk l Li'V g fd vulfpr tutkfr dh efgyk mRrjnkrkvk dk ifr"kr 68-01 lokf/kd gA mRrjnkrkvk d "k{kf.kd fLFkfr dh tkudkjh l Kkr gvk g fd lk{kj mRrjnkrkvk dk ifr'kr 35-04 ifr"kr gA ikFkfed f"k{kk d mRrjnkrkvk dk ifr"kr 30-01 ifr"kr ek/;fed f"k{kk 15-03 ifr"kr fuj{kj mRrjnkrkvk dk ifr"kr 14-08 ifr"kr gA blh idkj gkbLdy f"k{kk ikIr mRrjnkrkvk dk ifr"kr 4-04 ifr"kr gA ookfgd fLFkfr d fo"y'k.k l fofnr gvk g fd fookfgr mRrjnkrkvk dk ifr"kr 94-07 ifr"kr gA fo/kok mRrjnkrkvk dk ifr"kr 4-04 ifr"kr rFkk rykd"knk mRrjnkrkvk dk ifr"kr 0-09 ifr"kr gA mRrjnkrkvk d 0;kolk; lc/kh tkudkjh l fofnr gvk g fd df'k 0;olk; l

tM mRrjnkrkvk dk ifr"kr 72-5 ifr"kr gA etnjh dju oky mRrjnkrkvk dk ifr"kr 27-5 ifr"kr gA mRrjnkrkvk d ekfld vk; d lc/ke fo"y'k.k l Kkr gvk g fd 500&1000 :- ekfld vk; oky mRrjnkrkvk dk ifr"kr 85-01 ifr"kr gA 1000&2000 ekfld vk; oky mRrjnkrkvk dk ifr"kr 12-07 ifr"kr 3000 l vf/kd vk; oky mRrjnkrkvk dk ifr"kr 2-02 ifr"kr gA ifjokj dk vkdkj d lc/k e tkudkjh l Kkr gvk g fd mRrjnkrkvk e y?k vkdkj d ifjokj dk ifr"kr 50-02 ifr"kr e/;e vkdkj d ifjokj dk ifr"kr 47-06 ifr"kr ,o ogr vkdkj d ifjokj dk ifr"kr 2-02h ifr"kr gA ,dkdh ifjokj dk ifr"kr 95-02 ifr"kr gA blh idkj l;Dr ifjokj dk ifr"kr 4-08 ifr"kr gA

ikfjokfjd lnL;k d fyx lc/kh tkudkjh l Kkr gvk g fd mRrjnkrkvk d ikfjokfjd lnL;k e 61 ifr"kr ikfjokfjd lnL; i:'k gA efgykvk lnL;k dk ifr"kr 39 gA ikfjokfjd lnL;k d vk; lc/kh fo"y'k.k l Li'V gvk g fd 0&10 o'k d lnL;k dk ifr"kr 40 gA 20&30 vk; d lnL;k dk ifr"kr 20 gA 10&20 vk; d lnL;k dk ifr"kr 20 gA 30&40 vk; d lnL;k dk ifr"kr 12 gA 40&50 vk; d lnL;k dk ifr"kr 6 gA 50&60 vk; d lnL;k dk ifr"kr 1 gA 60&70 vk; d lnL;k dk ifr"kr 1 gA

mRrjnkrkvk d ikfjokfjd lnL;k dh "k{kf.kd fLFkfr e ek/;fed Lrj dk ifr"kr 20-2 gA gkbLdy dk 18-6 ifr"kr gA vkxuckMh Lrj 16-6 ifr"kr gA ikFkfed Lrj 15-6 ifr"kr gA 10-2 ifr"kr u f"k{kk ikjHk ugh dh gA 10 ifr"kr lk{kj gA gk;jld.Mjh 5-4 ifr"kr gA fuj{kj lnL;k dk ifr"kr 2 ifr"kr gA blh idkj Lukrdk dk ifr"kr Hkh 1-4 ifr"kr gA ikfjokfjd lnL;k dh "k{kf.kd fLFkfr lc/kh tkudkjh l Kkr gvk g fd ek/;fed Lrj dk ifr"kr lokf/kd 20-2 ifr"kr gA ikfjokfjd lnL;k dh ookfgd fLFkfr l Kkr gvk g fd mRrjnkrkvk d ikfjokfjd lnL;k dh ookfgd fLFkfr e vfookfgr lnL;k dk ifr"kr 61-6 ifr"kr gA fookfgr lnL;k dk ifr"kr 36-8 ifr"kr gA blh idkj fo/kok dk ifr"kr 1-6 ifr"kr gA

ifjokj d lnL;k dk 0;olk; l Kkr gvk g fd v/;;uxr mRrjnkrkvk d ifjokj d lnL;k e v/;;ujr dk ifr"kr 46 ifr"kr gA df'k dk ifr"kr 41-2 ifr"kr gA etnjh dju okyk dk ifr"kr 11-9 ifr"kr gA ukdjh dju okyk dk ifr"kr 1 gA ifjokj d lnL;k d ekfld vk; l Kkr gvk g fd mRrjnkrkvk d ikfjokfjd lnL;k d ekfld vk; e dkb vk; ugh deku oky cPp ,o fo|kFkh;k dk ifr"kr 65 ifr"kr gA 500&1000 :- ekfld vk; oky lnL;k dk ifr"kr 28-6 ifr"kr gA 1000&2000 :- ekfld vk; oky lnL;k dk ifr"kr 5-4 ifr"kr gA 3000 l vf/kd vk; oky lnL; dk ifr"kr 1 gA

vkxuckMh dUn dh xfrfof/k;k dk efgykvk d fodkl ij izHkko

vkxuckMh dUn e ik'k.k vkgkj fn;k tkrk g fd ugh bl fo'k; e mRrjnkrkvk l tkudkjh yh xbA "kr ifr"kr v/;;uxr mrrjnkrkvk u ik'k.k vkgkj fn;k tkrk gA dgk g A ik'k.k vkgkj dk forj.k fu;fer gkrk g "kr ifr"kr mRrjnkrkvk u dgk gA vkxuckMh dUn e LokLF; tkp d fo'k; e tkudkjh yh xb "kr

ifr"kr v/;;uxr mRrjnkrkvk u gkrk g dgk gA vkxuckMh dUn e Vhdkdj.k gkrk g "kr ifr"kr mrrjnkrkvk u dgk gA xHkkoLFkk e vk;ju o Qkfyd ,flM dh xkfy;k d fn, tku d fo'k; e v/;;uxr leg d mRrjnkrkvk l tkudkjh yh xb "kr ifr"kr mRrjnkrkvk u dgk g fd vk;ju o Qkfyd ,flM dh xkfy;k nh tkrh gA l Kkr gvk g fd vkxuckMh dUn e fu;fer o tu 90-4 ifr"kr mRrjnkrkvk u fy;k tkrk g dgk gA 9-6 ifr"kr u ugh fy;k tkrk dgk gA rkfydk l Li'V g fd dUn e fu;fer o tu fy;k tkrk gA ftldk ifr"kr lokf/kd 90-4 ifr"kr gA v/;;uxr mRrjnkrkvk l LokLF; f"k{kk d fo'k; e tkudkjh yh xb "kr ifr"kr v/;;uxr mRrjnkrkvk u LokLF; f"k{kk nh tkrh g crk;k gA xHkkoLFkk e /kk=h dky e vkgkj dh tkudkjh nh tkrh g "kr ifr"kr v/;;uxr mRrjnkrkkv u dgk g A l Kkr gvk g fd dUn e /kk=h ekrk vkrh g 92-6 mRrjnkrkvk u dgk gA 9-4 mRrjnkrkvk u ugh vkrh dgk gA l Kkr gvk g fd /kk=h ekrk dUn e vkrh g bldk ifr"kr lokf/kd 92-6 ifr"kr gA

/kk=h o xHkorh ekrk dUn e ik'k.k vkgkj fn, tku d fo'k; e Kkr gvk g fd 90-4 ifr"kr mRrjnkrkvk u dgk /kk=h o xHkorh ekrk dUn e ik'k.k vkgkj d fo'k; e ppk djrh g A 9-6 ifr"kr mRrjrkvk u dgk fd dUn e ik'k.k vkgkj d fo'k; e ppk ugh djrh dgk gA l Kkr gvk g fd /kk=h o xHkorh ekrk dUn e ik'k.k vkgkj d fo'k; e ppk djrh g ftldk ifr"kr vf/kd 90-4 ifr"kr gA dUn l /kk=h o xHkorh efgykvk dk fu;fer ik'k.k vkgkj yu d fo'k; e "kr ifr"kr mrrjnkrkvk u dgk g fd /kk=h o xHkorh ekrk, fu;fer ik'k.k vkgkj dUn l yrh gA /kk=h xHkorh efgykvk dk ik'k.k vkgkj dk fu;fer lou dju d fo'k; e Kkr gvk g fd 80-4 ifr"kr /kk=h xHkorh ekrk, fn, x, ik'k.k vkgkj dk fu;fer lou djrh gA 19-6 ifr"kr mRrjnkrk ik'k.k vkgkj dk fu;fer lou ugh djrh g dgk gA /kk=h o xHkorh efgykvk dk LokLF; tkp dk ykHk yu d fo'k; e Kkr gvk g fd "kr ifr"kr /kk=h xHkorh ekrk, LokLF; tkp dk ykHk yrh gA xHkorh /kk=h ekrk, Vhdkdj.k djokrh g bl fo'k; ij "kr ifr"kr v/;;uxr mRrjnkrkvk u crk;k g fd xHkorh o /kk=h ekrk, Vhdkdj.k djokrh gA 90-4 ifr"kr mRrjnkrkrkvk u dgk fd xHkorh ekrk, vk;ju o Qkfyd ,flM dh xkfy;k yrh g 9-6 ifr"kr mRrjnkrkvk u ugh yrh dgk gA

vkxuckMh dUn dh xfrfof/k;k dk cPpk d fodkl ij iHkko

vkxuckMh dUn e Vhdkdj.k djk; tku d fo"k; e mRrjnkrkvk l tkudkjh yh xb bl fo"k; e "kr ifr"kr mRrjnkrkvk u ;g crk;k g fd dUn e Vhdkdj.k djk;k tkrk gA "kr ifr"kr v/;;uxr mRrjnkrkvk u dgk g fd cPpk dk ikfy;k dh nok fiykb tkrh gA dUn e foVkfeu , dk ?kky fiyk;k tku d fo"k; e Kkr gvk g fd 95-2 ifr"kr mRrjnkrkvk u dgk g fd dUn e foVkfeu , dk ?kky fiyk;k tkrk gA 4-8 ifr"kr mRrjnkrkvk u dgk g fd ugh fiyk;k tkrk dgk gA dikf'kr cPp dk vfrfjDr [kjkd fn;k tku d fo'k; e Kkr

gvk g fd v/;;uxr leg d "kr ifr"kr mRrjnkrkvk u dgk g fd dikf'kr cPp dk vfrfjDr [kjkd fn;k tkrk gA

cPpk d fodkl ij LokLF; lc/kh xfrfof/k;k dk iHkko

v/;;uxr leg d mRrjnkrkvk e cPpk d fu;fer Vhdkdj.k d fo'k; e "kr ifr"kr u dgk g fd cPpk dk fu;fer Vhdkdj.k djokr gA cPpk dk LokLF; tkp l Kkr gvk g fd 97-8 ifr"kr mRrjnrkvk u dgk g fd cPpk dk LokLF; tkp djokr g 2-2 mRrjnkrkvk u dgk g fd cPpk dk LokLF; tkp ugh djokr gA l Kkr gvk g fd cPpk dk LokLF; tkp djokr g ftldk ifr'kr lokf/kd 97-8 ifr"kr gA l Kkr gvk g fd 92-6 ifr"kr mRrjnkrkvk u dgk g fd cPpk dk fu;fer otu djokr gA 7-4 ifr"kr mRrjnkrkvk u dgk g fd o oPpk dk fu;fer otu ugh djokr gA l Kkr gvk g fd cPpk dk fu;fer otu djokr g ftldk ifr"kr lokf/kd 92-6 ifr"kr gA

"kr ifr"kr mRrjnkrkvk u dgk g fd dikf'kr cPp dk vfrfjDr [kjkd fn;k tkrk g mldk ykHk gkrk gA v/;;uxr leg d mRrjnkrkvk u cPpk dk tk ik'k.k vkgkj fn;k tkrk g bl fo'k; ij "kr ifr"kr mRrjnkrkvk u dgk g fd cPpk dk ik'k.k vkgkj fn;k tkrk g ml f[kykr gA

cPpk d ckf)d fodkl ij iHkko &

cPpk d [kkuk [kku l igy gkFk /kku d fo'k; ij mRrjnkrkvk l tkudkjh yh xb bl fo'k; e "kr ifr"kr mRrjnkrkvk u dgk g fd cPp [kku l igy gkFk /kkr gA uk[ku dVk o lkQ j[ku d fo'k; e v/;;uxr leg d mRrjnkrkvk l tkudkjh yh xb "kr ifr"kr mRrjnkrkvk u dgk g fd cPp uk[ku dVk o lkQ j[kr gA l Kkr gvk g fd cPp dUn e trk pliy igudj vkr gA 97-8 ifr"kr mRrjnkrkvk u dgk gA 2-2 ifr"kr mRrjnkrkvk u trk pliy igudj ugh vkr dgk gA

l Kkr gvk g fd cPp dUn e tik pliy igudj vkr gA ftldk ifr"kr lokf/kd 97-8 ifr"kr gA cPpk d d{k e ykbu l cBu ij v/;;uxr mRrjnkrkvk l tkudkjh yh xb bl fo'k; e 'kr ifr'kr mrrjnkvk u crk;k g fd cPp d{k e ykbu l cBr gA v{kj Kku d fo'k; e v/;;uxr leg d mRrjnkrkvk l tkudkjh yh xb "kr ifr"kr mRrjnkrkvk u crk;k fd cPpk dk v{kj Kku gA vd Kku d fo'k; e v/;;uxr leg d mRrjnkrkvk l tkudkjh yh xb A vd Kku lc/kh vfHker d fo"y'k.k l Kkr gvk fd "kr ifr"kr mRrjnkrkvk u dgk g fd cPpk dk vd Kku g A l Kkr gvk g fd cPp ";keiV ij ugh fy[kr g 85-2 ifr"kr mRrjnkrkvk u dgk g 14-8 ifr"kr mRrjnkrkvk u ";keiV ij fy[kr g dgk gA ";keiV ij fy[kuk lc/kh vfHker d fo"y'k.k l Kkr gvk fd cPpk dk ";keiV ij fy[kuk ugh vkrk bldk ifr"kr lokf/kd 85-2 ifr"kr gA l Kkr gvk g fd cPpk dk LyV ij fy[ku vkuk 60-3 ifr"kr mRrjnkrkvk u dgk g fd cPpk dk **LyV** ij fy[ku vkuk 39-7 ifr"kr mRrjnkrkvk u fy[ku ugh vkuk dgk gA

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xjhch vkj cjktxkjh d enn rFkk jk'Vh; xkeh.k jktxkj xkjVh ;ktuk

* Mk- iekn dekj "kek
**Hk'k dekj nokxu

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jk'Vh; xkeh.k jktxkj xkjVh ;ktuk vf/kfu;e 2005 d vrxr 2 Qjojh 2006 dk ij 200 ftyk e ykx dh xbA ;gk ;ktuk ikp o'kk d vnj ij n"k e ykx dh tk,xhA n"k d djkMk cjktxkjk d fy, ;g ;ktuk vk"kk dh fdj.k gA bl ;ktuk d vrxr gh cjktxkjk d iR;d ifjokj e l ,d lnL; 0;Ld tk dk; d ;kX; gk 100 fnu dk jktxkj fn; tku dh xkjVh gA bl ;ktuk dk e[; rkRi; g fd xkeh.k {k=k dk fodkl] D;kfd Hkkjr dh rhu pkFkkbZ tul[;k xkek e fuokl djrh g] mu ykxk dh xjhch nj dju rFkk mudh cjktxkjh o fiNMiu dk nj dju gr ljdkj dh ,d ub ;ktuk dk vkjHk fd;k ftl jktxkj xkjVh ;ktuk d uke l tkuk tkrk gA ;g ;ktuk ljdkj d xjhck dh vFk0;oLFkk e l/kkj yku o mudk thou Lrj Åpk mBku d fy, ykx fd;k x;k g ftld dkj.k xkeh.k turk dk Hkh jktxkj ikIr gk ld vkj og vkRe lEeku o vkRe fuHkjrk d lkFk viuk thou;kiu dj ldA

jk'Vh; xkeh.k jktxkj xkjVh vf/kfu;e 2005 d ykdlHkk e 23 vxLr 2005 dk /ofuer l ikfjr gvkA n"k d 200 ftyk e 02 Qjojh 2006 dk ;g vf/kfu;e ykx gk x;k rFkk vxy 5 o'kk e bl vf/kfu;e dk lEi.k xkeh.k Hkkjr e ykx dju dk y{; gA oreku e NRrhlx< d 11 ftyk e ;g vf/kfu;e ykx gA jk'Vh; xkeh.k jktxkj xkjVh vf/kfu;e 2005 d vrxr NRrhlx< xkeh.k jktxkj xkjVh ;ktuk dk fuek.k NRrhlx< "kklu }kjk fd;k x;k gA

jk'Vh; xkeh.k jktxkj xkjVh ;ktuk ljdkj

*v/;{k lekt"kkL= v/;;u"kkyk i- jfo"kdj "kDy fo"ofo|ky;]jk;ij ¼N-x-½
**lgk;d ik/;kid "kk-jkuh l;e[kh noh egkfo|ky;] Nfj;k] ftyk& jktuknxko ¼N-x-½

dh ,d egRokdk{kh ;ktuk g bl ;ktuk dk egRo ;g g fd xjhch j[kk d uhp thou ;kiu dju okyk dk de l de 100 fnu dk jktxkj inku djrk g A bl jktxkj l o viuh eyHkr vko"; drkvk dk ijk djd cPpk dk mfpr ikyu ik'k.k fd;k tk ld rFkk iyk;u dh fLFkfr u fufer gk ik;A viu {k= o ikp fdykehVj d nk;j e o tk Hkh jk'Vh; xkeh.k jktxkj xkjVh ;ktuk dk; gk jg g o mu dk;k e lfEefyr gk ldr g rFkk mUg ,d tkc dkM fn;k tkoxk ftll mudh mifLFkfr nt gkrh jgxhA vxj fdlh dkj.ko"k dk; miyC/k ugh g rk ljdkj }kjk cjktxkjh HkRrk nu dk iko/kku g ftll xkeh.k lekt d thou Lrj e l/kkj dh lHkkouk cuh jgxhA

jk'Vh; xkeh.k jktxkj xkjVh ;ktuk dh ie[k mnn";

bl ;ktuk dk mnn"; t:jrenk dk vkthfodk dh lj{kk nuk gA lu 2001 dh tux.kuk d vulkj Hkkjr e xjhch j[kk d uhp jgu oky 26-02 djkM dh c<h gb vkckndh dk mud xkok d vklikl jkt&jkVh dk brtke dju d mnn"; l ;ktuk "k: dh xb gA bl ;ktuk l xkok dk u;h lfo/kk, miyC/k gkxhA bl dk;de e vulfpr tkfr] tutkfr ,o xjhc efgykvk dk ikFkfedrk nh tk,xhA bldk e[; mnn"; g fd iR;d foRrh; o'k e iR;d ifjokj d vd"ky "kkjhfjd dk; dju d bPNd 0;Ld lnL; dk de l de 100 fnuk d dk; fnolk dk jktxkj inku djd n"k d xkeh.k {k=k d ifjokjk dk vkthfodk inku djuk gA ;fn fdlh 0;Ld dk dk; o jktxkj vkfn u fn;k tk ld rk ;k u fey ik, rk Hkh ml Jfed dk 100 fnuk d cjkcj dh etnjh fn;k tk, ftl cjktxkjh HkRrk d uke l ljdkj vkcfVr djrh gA bl rjg l ;ktuk dk e[; mnn"; gh ;gh g fd iR;d ifjokj l de l de ,d lnL; dk jktxkj fn;k tk, ftll vku oky 10 l 20 o'kk e NRrhlx< e ,d Hkh ifjokj xjhch j[kk d uhp u vk ld x.kuk d vrxr lHkh ifjokj xjhch j[kk Åij dh fxurh e "kkfey gkA ;g dk;de turk d l"kfDrdj.k dh fn"kk e ,d egRoi.k dne g vehj /kjrh d xjhc ykxk dk nk oDr dh jkVh fey ldA bld fy, gh dUn ljdkj dh jk'Vh; xkeh.k jktxkj xkjVh ;ktuk dk jkT; ljdkj u in"k Hkj e ykx fd;k ftle fd ljdkj dk viu mnn";k dh ikfIr utj Hkh vk jgh gA jktxkj d ek/;e l vf/kfu;e d mnn";k dk ikIr dju dk i;kl fd;k tk jgk gA in"k d 11 ftyk e iHkkoh bl ;ktuk dk e[; mnn"; xkeh.k {k=k e fuokljr ifjokjk d 0;Ld 0;fDr;k dk tk vd"ky ekuo Je dju gr r;kj g] ,d foRrh; o'k e ,d ifjokj dk de l de 100 fnol dk jktxkj miyC/k djkdj vkthfodk lfu"pr djuk ,o xkeh.k {k=k e LFkk;h ifjlEifRr;k dk ltu djuk gA

jk'Vh; xkeh.k jktxkj xkjVh ;ktuk dk e[; mnn"; ;g g fd ,d ,lk dkuu gk ftld ek/;e l dkedkth ykxk dh t:jrk dk lckf/kr dju vkj ifr'Bki.k thou d mud eyHkr vf/kdkj dk lkdkj dju dh dkf"k"k dh tk jgh gA bll xke lHkkvk] lkekftd vkfMV lgHkkxh fu;ktu vkj vU; ek/;ek l vke ykxk dk Hkh jk'Vh; xkeh.k

jktxkj xkjVh ;ktukvk d fd;kUo;u e lfd; Hkfedk vnk dju dk ekdk nrk gA ckdh dkuuk l ryuk dh tk, rk ,u-vkj-b-t-,- lpep gh turk }kjk turk d fy, vkj turk dk dkuu g ;g dkuu jktxkj vf/kdkj dk lkdkj dju dh fn"kk e ,d egRoi.k dne gA bl dkuu d ek/;e l xkeh.k bykdk e vkfFkd vkj lkekftd cfu;knh <kpk fodflr fd;k tk,xk ftll ykxk dk jktxkj d fu;fer volj feyxA bl dkuu d rgr e[; :i l l[kk] txyk dk fouk"k vkj Hkfe dVko tlh mu leL;kvk dk lek/kku fd;k tk,xk ftud dkj.k cM ieku ij xjhch Qy jgh g] vxj bl dkuu dk lgh <x l ykx fd;k x;k rk bld vrxr ink gku oky jktxkj xjhch d Hkkxkfyd uD"k dk cnyu e ,d njxkeh Hkfedk vnk dj ldr gA bl ;ktuk dk e[; mnn"; fuEu g ftld ek/;e l &

1- ifjokj d lnL;k dk 100 fnu d fy, jktxkj inku fd;k tkuk

2- ;g ;ktuk xjhch nj dju e lgk;d gkrh gA

3- ;g ;ktuk iyk;u dk jkdu e dkjxj fl} gkxhA

4- xkeh.k {k=k e fodkl e lgk;dA

5- cky Jfedk d "kk'k.k d jkdFkke e lgk;d gkxhA

6- cky fodkl e lgk;d gkxhA

Hkkjr dk lu 1947 e vkcknh feyh] rc l ljdkj xjhch feVku d fy, fofHkUu i;kl djr vk jg gA vkt 65 o'kk l dUn ,o jkT; ljdkj xjhch mUeyu gr fofHkUu ;ktuk, lpkfyr dh tkrh jgh gA fQj Hkh ;g leL;k olh dh olh cuh gb gA xjhch uxjk dh vi{kk xkeh.kk d vf/kd n[ku dk feyrh g D;kfd xkeh.k {k=k e ykx ijh rjg df'k ij fuHkj gkr g] vkj df'k vktkj ij fuHkj gkrk gA fu/kurk oLrr% ,d fo"o0;kih leL;k g tk fo"o d yxHkx lHkh lkekftd 0;oLFkk e FkkMh cgr ek=k e vo"; fo|eku g A Hkkjrh; vFk0;oLFkk ,d v)fodflr vFk0;oLFkk gA ;|fi Hkkjr e ikdfrd lk/kuk dh ipjrk g] vf/kd tul[;k g vkj ykxk e i;kIr dk;&d"kyrk Hkh g] fQj Hkh ;gk d vf/kd"k ykxk dk thou&Lrj vR;Ur uhpk gA blhfy, dgk x;k g fd ^^Hkkjr ,d /kuh n"k g tgk d fuokl fu/ku gA**[1]

Hkkjr e fu/kurk dh leL;k vkj mldk Lo:i

Hkkjr e fu/kurk dh leL;k dkb uohu ugh g fdUr bl ij loiFke v/;;u nknkHkkb ukjkth u lu 1869 e fd;k Fkk ftle Hkkjr dh okf'kd vklr vk; ek= chl :i;k ifr 0;fDr crkb FkhA 1899 e fnXckb u vklr vk; 18 : ifro"k vkdhA 1945 e jko u ,d v/;;u d vk/kkj ij okf'kd vklr vk; 204 : crkbA**[2] ^^Lor=rk ikfIr d fujUrj bl vkj vud i;kl fd, x, A fjto cd vkQ bf.M;k d vueku d vk/kkj ij 1953&54 e jk'Vh; vk; dk 17 ifr"kr Hkkx tul[;k d 5 ifr"kr Hkkx }kjk miHkkx e yk;k tkrk FkkA "k'k fuEu ykxk }kjk mi;kx fd;k tkrk Fkk A 1956&58 e feUgkl d v/;;u d vulkj Hkkjrh; tul[;k dk 58 ifr"kr ,o 1973&74 e 39 ifr"kr ykx xjhch dh j[kk l uhp FkA

e[kth u 1961&62 e v/;;u d vk/kkj ij fu'd'k fn;k fd ml le; dh vko";drkvk d vulkj xkeh.k dk de l de 15 :- ifr ekg ,o uxjh; dk 22 :- ifr ekg vko";drkvk dh ifr d fy, vko";drk FkhA bl nf'V l 38 ifr"kr xkeh.k tul[;k o 44 ifr"kr uxjh; tul[;k xjhch dh j[kk d uhp thou ;kiu 0;rhr dj jgh FkhA lu 1969&70 e nk.Mdj o jFk d v/;;u d vulkj xko e ifr 0;fDr 15 :- ekfld ,o uxjk e 22 :- ekfld U;ure 0;; g A bud vulkj xkeh.k tul[;k d 40 ifr"kr vkj uxjh; tul[;k d 41 ifr"kr 0;fDr xjhch dh j[kk d uhp thou&;kiu dju dk ck/; Fk**A**[3]

^^;ktuk vk;kx xjhck dh l[;k dk vueku ydMokyk lfefr dh fjikV e nh xb fof/k;k d vulkj yxkrk gA jk'Vh; ifrn'k lo{k.k lxBu tykb] 1999 tu] 2000 d vulkj xjhch vuikr xkeh.k {k=k e 27-09 ifr"kr] "kgjh {k=k e 23-62 ifr"kr vkj lEi.k n"k e 26-10 ifr"kr vuekfur g A xjhch dh j[kk l uhp jgu oky ykxk dk ifr"kr 1973&74 e 55 ifr"kr l fujrj fxjkoV gkdj ;g o'k 1993&94 e 36 ifr"kr rd rFkk o'k 1999&2000 e 26 ifr"kr rd gk xbA tul[;k e of) d dkj.k n"k e xjhck dh l[;k nk n"kd ¼1973&1993½ e yxHkx 320 fefy;u ij fLFkj jgh A ;g l[;k 1990&2000 e 260 fefy;u gk xb gA[4]

^^fo"o cd ,o vFk"kkfL=;k u furkUr lk/kughu lekt d ry d Lrj d fu/ku] chekj] vix ,o o) tuk d lEcU/k e fy[kk g fd bUg lkekftd lj{kk d fy, ekfld Hkxrku dh 0;oLFkk dh vko";drk gA "k'k cp fu/kuk d fy, jktxkj dh 0;oLFkk djuh vko";d gA uxjk e ; fu/ku lCth] Qy&Qy cpu oky] ndkuk ,o ?kjk e dke dju oky ukdj] vlxfBr etnj rFkk ifrfnu oruHkkxh gkr gA xkeh.k {k=k d fu/ku] Hkfefgu] lhekUr fdlku] ygkj] [kkrh] peM dk dke dju oky Jfed vfu;fer etnj vkfn gkr gA[5]

^^21oh "krkCnh d iFke n"kd e fo"o iVy ij doy nk oxk e nfu;k fleVrh fn[kkb n jgh g] ,d vehjh] nljh xjhchA xjhc ox vFkkr ftld ikl llk/kuk dh deh g] tgk f"k{kk dk vHkko] LokLF;] cjktxkjh] df'k mRikndrk ij fuHkjrk vkfn leL;k,a n[kh tk ldrh g] xkeh.k {k=k e xjhch j[kk d uhp thou ;kiu dju okyk e vf/kdk"kr df'k etnj y?k ,o lhekUr fdlku rFkk xj df'k dk; dju oky fngkMh etnj gA vr% vkt xjhch mUeyu dh ckr dj rk ;g xko l "k: gkxh vkj xko ij gh [kRe gkrh gA vkt fofHkUu leL;kvk u xkeh.kk d thou dk n;uh; ,o l?k'ki.k cuk fn;k gA ftle xjhch ,o cjktxkjh Hkh ,d ie[k leL;k g[A**[6]

fu/kurk

lkekU; :Ik l fu/kurk dk vfHkik; ekuo dh vk/kkjHkr vko";drkvk jkVh] diMk] edku] LokLF; lgk;rk vkfn dh ifr gr lk;klr ek=k e oLrvk ,o lokvk dk tVk iku dh vleFkrk l gA bl rjg fu/kurk ,d ,lh fLFkfr g ftle lekt dk ,d Hkkx viu thou dh cfu;knh vko";drkvk dk ijk ugh dj ikrk gA tc let dk ,d ox U;ure thou Lrj l ofpr jgrk g rk ,lh fLFkfr e ml lekt

e fu/kurk dk |krd gkrk gA fu/kurk pfd thou d ,d U;Ukre vko";d Lrj l uhp dh fLFkfr l lcf/kr g] blfy, Hkkjr tl fodkl"khy n"kk vkj fodflr n"kk e fu/ku ox dh vk; rFkk fLFkfr e vR;f/kd vrj gA fu/kurk ,d lkif{kd] lkekftd] lkLdfrd] vkfFkd] jktuhfrd ,o tulkf[;dh; vo/kkj.kk gA Hkkjr d ifr 0;fDr ifrfnu dykjh [kir d vk/kkj ij ¼ydMkokyk lfefr dh fjikV d vk/kkj ij½ xjhch j[kk fu/kkfjr dh tkrh gA uohure vkdMk d vulkj ¼;ktuk vk;kx½ Hkkjr e yxHkx 26 ifr"kr xjhch j[kk l uhp thou ;kiu dj jg gA fdlh Hkh LFkku] {k= ;k fu/kurk dk nk ifji{;k e foofpr fd;k tk ldrk gA

dUnz ljdkj dh ;ktuk dh i'BHkfe%& io e lpkfyr jktxkj eyd ;ktukvk d iHkkok l xko d ykxk dk jktxkj d volj rk fey jg Fk fdUr jktxkj pkgu oky lHkh ifjokjk dh vkthfodk dh lfuf"prk dk vHkko gh cuk jgkA bUgh vHkkok dk nj dju dh nf'V l dkjxj lek/kku <<u d fy, foxr o'kk l fopkj fd;k tk jgk FkkA vko";drk Fkk fd bl lc/k e dkuu cuk; tk; vkj li.k <x l ykx fd;k tk;A ^^blh leL;k d funku d i;kl e o'k 2005 e Hkkjr ljdkj }kjk ^^jk'Vh; xkeh.k jktxkj xkjVh** vf/kfu;e ikfjr fd;k x;k vkj 7 flrEcj 2005 dk bl vf/klfpr fd;k x;kA vc vf/kfu;e ij n"k e ykx gk x;k gA bld iko/kku d vu:i 6 ekg d Hkhrj jktxkj xkjVh ;ktuk r;kj dj fd;kUo;u dju dh 0;oLFkk dh xbA bl vf/kfu;e d iko/kkuk d vu:i NRrhlx< jktxkj xkjVh ;ktuk in"k e ykx dh xbg] ikjHk e ;g 11 fty e pykb xbA****8** l;Dr ixfr"khy xBc/ku ¼lix½ d U;ure lk>k dk;de d vu:i Mk- euekgu flg rFkk lix v/;{k Jhefr lkfu;k xk/kh u bl egRodk{kh dk;de dk "kHkkjHk fd;kA bl dk;de dk vkU/kin"k d vurij fty e fLFkr lnHkj cnykiYyh xko l vkjHk fd;k x;k tgk Hkkjh _.k dk ck> ogu dj u iku d dkj.k fiNy 2 lkyk l gtkjk fdlkuk u vkRegR;k dj yh gA

igy pj.k e bl dk;de dk n"k Hkj d 200 ftyk e fd;kfUor fd;k x;k gA 5 lky dh vof/k d Hkhrj dk;de leph n"k e ykx dj fn;k tk;xkA ;g iko/kku x;k Fkk ijUr 1 viy 2008 l gh bl dk;de dk li.k n"k e ykx dj fn;k x;kA bll igy xkeh.k fodkl e=ky; etnjh jktxkj dk;de dk;kfUor djrk jgk gA ftUg le;≤ ij ifj"kkf/kr fd;k x;kA

¼eujxk½ ;ktuk dh vo/kkj.kk

egRoek xk/kh jk'Vh; xkeh.k jktxkj xkjVh ;ktuk d vUrxr xkeh.k {k=k e fuokljr ifjokj tk LoPNk l vd"ky Je dju gr r;kj gA ,l ifjokj dk ith;u xke ipk;rk }kjk fd;k tk;xkA xkeh.k {k= e mijkDrkulkj leLr ithdr ifjokjk dh xke ipk;r }kjk QkVkxkQ ;Dr ^^ifjokj jktxkj dkM** fu%"kYd inku fd;k tk,xk ftle ifjokj d leLr o;Ld lnL;k dk fooj.k gkxkA fdlh Hkh xke ipk;r e de l de ¼10½ ifjokjk }kjk jktxkj dh ekx fd, tku ij 15 fnol d vUnj bl idkj dk Je eyd dk; ikjHk fd;k tkuk c/kudkjh gA ftle vkond ifjokjk dk de

l de 14 fnol dk dk; ,d LFky ij fujrj miyC/k gk ldA ¼15½ fnol d vUnj jktxkj miyC/k u djk, tku dh fLFkfr e vkond cjktxkjh HkRr dk ik= gkxk rFkk cjktxkjh HkRr ij 0;; jkT; "kklu dk ogu djuk iMxkA

******vf/kfu;e e etnjh o lkexh ij 60%40 d vuikr e jkf"k d 0;; dk iko/kku fd;k x;k gA ;ktuk e dUn rFkk jkT;); 90%10 e foRr ik'k.k dk iko/kku gA ;ktuk e efgykvk dk ikFkfedrk nh tk,xh rFkk iR;d dke e de l de ,d frgkb efgyk, gkxhA ;ktukUrxr jkT; e ykx etnjh nj d vk/kkj ij etnjh Hkxrku fd;k tkoxkA vxj xkeh.kk dh 5 fd-eh- dh ifjf/k e jktxkj miyC/k ugh djk;k tkrk g rk nfud etnjh nj dh 10 ifr"kr vfrfjDr jkf"k nuh gkxhA vf/kfu;e e ck/;dkjh iko/kkuk dk nf'Vxr j[kr g, iR;d fØ;kUo;u foHkkx dk vf/kfu;e d fØ;kUo;u e lfØ; Hkkxhnkjh djuh gkxhA****9** vf/kfu;e dh /kkjk 13¼1½ d vulkj ;ktuk d fØ;kUo;u ,o fu;ktu gr xke@tuin@ftyk ipk;r ie[k lLFkk, gkxhA ;ktukUrxr ykxr d vk/kkj ij de l de 50 ifr"kr dk; xke ipk;rk }kjk fØ;kfUor fd; tk;xA "k'k dk;k dk fØ;kUo;u vU; ,tfl;k }kjk fd;k tkoxkA bl ;ktuk e Bdnkjh iFkk ij i.krk cfn"k gA

jkT; "kklu d ogn mRrjnkf;Ro dk nf'Vxr j[kr g, ;ktuk d fØ;kUo;u gr ftyk dyDVj dh ;ktuk fØ;kUo;u d fy, fty d dk;Øe leUo;d rFkk e[; dk;ikyu vf/kdkjh] ftyk ipk;r dh vfrfjDr ftyk dk;Øe leUo;d fu;Dr fd;k x;k gA bld vfrfjDr fodkl[k.M Lrj ij ;ktuk d fØ;kUo;u d fy, e[; dk;ikyu vf/kdkjh] tuin ipk;r d v/khu iFkd l dk;Øe vf/kdkjh ,o lg;kxh vey gkx ,o xke ipk;r Lrj ij jktxkj lgk;d ;ktuk d dk; liknd ,o ;ktukvk dk xkeh.kk }kjk funf'kr o fØ;kfUor djoku gr fu;Dr g bR;kfnA

;ktuk dk fd;kUo;u & vf/kfu;e d vrxr ;ktuk mu xkeh.k {k=k e ykx gkxh ft l dUn ljdkj }kjk vf/klfpr fd;k tk;xkA oreku n"k d vf/klfpr 200 ftyk e o 150 fty lHkkfor gA tgk jk'Vh; dke d cny vukt ;ktuk ykx dh xb FkhA ******jk'Vh; xkeh.k jktxkj xkjVh vf/kfu;e dh /kkjk 4 ¼1½ iko/kkuk rFkk Hkkjr ljdkj l ikIr fun"kk d rkjrE; e ;g ;ktuk in"k d c<r pj.k e 18 ftyk e nlj pj.k e 13 ftyk e vkj rhlj pj.k e 17 ftyk e ;g ;ktuk ykx dh xb gA bl ;ktuk dk lpkyu NRrhlx< d ipk;r d ek/;e l fd;k tk jgk gA xke ipk;r Lrj ij ljip ,o lfpo dk rFkk tuin ipk;r Lrj ij e[; dk;ikyu vf/kdkjh dh tokcnkjh lkih xb gA mUg lg;kx nu d fy, vfrfjDr dk;de vf/kdkfj;k dh fu;fDr Hkh dh xb gA fty Lrj ij dk;de leUo;d dyDVj vulfpr dk;de leUo;d e[; dk;ikyu vf/kdkjh ftyk ipk;r dk cuk;k x;k gA****10**

1- xke lHkk d vu"klk ij xke ipk;r dh dk;;ktuk r;kj gkxhA

2- dk; d vf/kdkj ij fd;kUo;u ,tUlh

dk p;uA

3- e[; dk;ikyu vf/kdkjh tuin ipk;r }kjk tuin ipk;r l vueknu fy;k tk;xkA

4- tuin ipk;r }kjk vueknu d mijkUr ;ktuk ftyk ipk;r dk vxf'krA

5- ftyk ipk;r fodkl[kMokj ;ktukvk dk vueknu djxhA

6- jk'Vh; xkeh.k jktxkj dk;de 1980&89A

7- xkeh.k Hkfeghu jktxkj xkjVh dk;de 1983&89A

8- tokgj jktxkj ;ktuk 1989&99A

9- lfuf"pr jktxkj ;ktuk 1993&99A

10- tokgj xke lef) ;ktuk 1999&2002A

11- dke d cny vukt dk jk'Vh; dk;de 14 uoEcj 2004 dk "k: fd;k x;kA

bl ;ktuk dh e[; fo"k'krk efgyk ox tk fd xkeh.k {k=k e jgrh gA mUg dk; inku dj l"kDr o vkRefuHkj cukuk gA bl ;ktuk e fu;r dk;cy d djhc ,d frgkb Hkkx efgykvk l fufer gA bl ;ktuk e doy efgyk gh ugh oj.k i:'kk }kjk Hkh dk; fd;k tkrk gAbl ;ktuk dh vf/kd tkudkjh o lykg ,o ijke"k ikIr dju gr ljdkj }kjk [kky x, dky lUVj d e¶r uEcj 1800&345&22&44 ij lEid fd;k tk ldrk gA "k: e bl ;ktuk dk jk'Vh; xkeh.k jktxkj xkj.Vh ;ktuk dgk tkrk FkkA (MGNAREGA) ijUr 2 vDVcj 2009 dk bldk iuh ukedj.k fd;k x;k bl vf/kfu;e dk oke ny lefFkr lix ljdkj }kjk yk;k x;k FkkA

db ykxk dk ekuuk Fkk fd bl ifj;ktuk dk oknk Hkkjrh; vke puko 2009 e ;-ih-,- d iufot;h gku d ie[k dkj.kk e l ,d gA ie[k vFk"kkL=h T;k Vp dh bl ifj;ktuk d ihN ,d vge Hkfedk gA ofYt;e e tUe vkj fnYyh Ldy vkQ bdkukfeDl e dk;jr jg gA bUgku bl vf/kfu;e d fo'k; ij viu veY; fopkj o fn"kk&fun"k idV fd, gA ;g vf/kfu;e jkT; ljdkj dk ¼MGNAREGA½ vf/kfu;e dk ykx dju dk fun'k nrk gA **¼MGNAREGA½ d rgr dUn ljdkj etnjh dh ykxr eky dh ykxr dk 3@4 vkj i"kklfud ykxr dk dN ifr"kr ogu djrh gA**11 jkT; "kklu cjktxkjh HkRr dk ,o eky dh ykxr dk 1@4 vkj jkT; ifj'kn i"kklfud ykxr dk ogu djrh gA pfd jkT; ljdkj cjktxkjh HkRrk nrh gA mUg Jfedk dh jktxkj inku dju d fy, Hkh Hkkjh ikRlkgu fn;k tkrk gA gkykfd cjktxkjh HkRr dh jkf"k dk fuf"pr djuk jkT; ljdkj ij fuHkj g tk bl "kr d v/khu g fd ;g igy 30 fnuk d fy, U;ure etnjh dk 1@2 l de uk gh ifr ifjokj ¼100½ fnuk dk jktxkj ;k cjktxkjh HkRrk le> vkj bPNd Jfedk dk gj foRrh; o'k e inku fd;k tkuk pkfg,A xkeh.k ifjokj d o;Ld lnL;] xke ipk;r d ikl ,d rLohj d lkFk viuk uke] me vkj irk tek djr gA tkp d ckn ipk;r] ?kjk d lnL;k dk fuokl] dk; dju {kerk] fLFkfr bR;kfn dk lR;kfir djrk gA

vkj ,d tkc dkM inku djrk gA tkc dkM e ithdr o;Ld lnL; dk C;kjk vkj mldh QkVk "kkfey gkrh gA ,d ithdr O;fDr ;k rk ipk;r ;k dk;Øe vf/kdkjh dk fyf[kr :i e ¼fujUrj dke dju l de l

de pkng fnuk d fy,½ dke dju d fy, vkonu iLrr dj ldrk gA vkonu nfud cjktxkjh HkRrk vkond dk Hkxrku fd;k tk,xkA bl vf/kfu;e d rgr i:'kk o efgykvk d chp fdlh Hkh HknHkko dh vuefr ugh gA blfy, i:'k o efgyk dk leku oru Hkxrku fd;k tkuk pkfg,A lHkh o;Ld jktxkj d fy, vkonu dj ldr gA **;g ;ktuk 2 Qjojh 2006 dk ¼200½ ftyk e "k: dh xb ftl 2007&08 e vU; 130 ftyk e foLrkfjr fd;k x;k vkj 1 viy 2008 rd vrr% Hkkjr d lHkh 593 ftyk e bl ykx fd;k x;k] 2006&07 e ifj0;; 110 chfy;u Mkyj Fkk tk rV c/kk dk fuek.k vkj ejEer vkfn u, Vd @ rkykcck dh [knkb] fjlko Vd vkj NkV ck/kk d fuek.k dk Hkh ble egRo fn;k tkrk gA ble dk;jr Jfedk dk "kklu }kjk dk;LFky ij ie[k lfo?kk, inku dh xb gA tl& VUV yxkdj Nk;k] LoPN ikuh] fpfdRldh; lfo/kk] chek lcf/kr jkf"k ¼30000½ ifr 0;fDr dh ekun; gA oreku le; e gekj NRrhlx< jkT; d e[;e=h }kjk uohure ?kk'k.kk&i= d vulkj eujxk Jfedk dk nky&Hkkr] Hkktu 0;oLFkk] efgykvk dh ilfr dky e ?kj cB oru inku dju dh lfo/kk bR;kfn Hkh bl ;ktuk e lfEefyr gA**[12]

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7- NRrhlx< "kklu ipk;r ,o xkeh.k fodkl foHkkx o'k 2007 it dekd 21
8- ogh] i'B&22
9- ogh] i'B&24
10- ogh] i'B&27
11- ipk;rh jkt vf/kfu;e vkj jktxkj xkjVh ;ktuk] ifr;kfxrk lkfgR;] viy 2010] i'B&12
12- xkeh.k fodkl e=ky; foHkkx Hkkjr ljdkj dh oclkbM www.rural.nic.in

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ckXykn"kh "kj.kkfFk;ksa dk ,d lekt"kkL=h; v/;;u

¼NRRkh lx< jkT; dh jk;iqj fty dh ekuk dEi dh fo"k'k lanHkZ e½

*Mk- ,y-,l- xtiky
**jke uj"k V.Mu

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lkjk"k

iLrr v/;;u ckXykn"kh "kj.kkfFk;k dk ,d lekt"kkL=h v/;;u gA v/;;u jk;iqj fty d ekuk dEi e jgu oky ckXykn"kh "kj.kkfFk;k ij vk/kkfjr gA v/;;u gr ekuk dEi e clk; x; "kj.kkfFk;k e l 40 ifjokjk dk puko nofun"ku ifof/k d ek/;e l fd;k x;k gA rF;k d ldyu gr lk{kkRdkj&vulph ifof/k dk i;kx fd;k x;k gA v/;;u l ikIr rF;k l ;g Kkr gvk g fd vf/kdk"k ckXykn"kh "kj.kkFkh ljdkj d }kjk inku dh tk jgh lfo/kkvk l lr'V gA oreku e o LFkkuh; lenk; dh lHkk lkekftd&lkLdfrd xfrfof/k;k e "kkfey gkr gA "kj.kkfFk;k d ijijkxr lkLdfrd ekU;rkvk e Hkh 0;kid ifjoru vk;k gA

iLrkouk

vokfNr iokl lEi.k fo"o dh Toyr leL;kvk e l ,d gA tc dHkh Hkh 0;fDr l?k'k vkrdoknh xfrfof/k;k o fuHk;rk d pyr viu thou dk tkf[ke e Mkydj cgrj thou d fy, iokl djrk gA rc ;g iokl db ek;uk e leL;k&eyd gkrk gA l;Dr jk'V nLrkot ,l gj 0;fDr dk "kj.kkFkh ?kkf'kr djrk g tk ^^tkfr] /ke] jk'Vh;rk fdlh [kkl lkekftd leg jktuhfrd /kkj.kk dh lnL;rk d dkj.k vR;kpkj d Hk; viuh jk'Vh;rk d n"k ckgj g vkj tk mi;Dr Hk; d dkj.k iuh mlh n"k e okil tku l drjkrk gA** ¼l-jk- 1984½ ckXykn"kh "kj.kkfFk;k dk Hkkjr e vkxeu

*Lkgk;d ik/;kid lekt"kkL= v/;;u"kkyk i jfo"kdj "kDy fo"ofo|ky;] jk;iqj ¼N-x-½
**"kk/kkFkh lekt"kkL= v/;;u"kkyk i jfo"kdj "kDy fo'ofo|ky;] jk;iqj ¼N-x-½

lu 1971 d Hkkjr&ikd ;) dk ,d n¼[kn ifj.kke Fkk] ftld pyr cMh l[;k e ckXykn"kh "kkj.kkFkh Hkkjr n"k d fofHkUu Hkkxk e viokl djd vk,A ;xk l ekuo tkfr }kjk iyk;u dh ?kVukvk dk vuHko fd;k tk jgk gA

lk/kkj.kr% vUrjk'Vh; iyk;u&iokg fu/ku n"kk l /kuh n"kk dh vkj djr g, n[kk x;k gA nf{k.k&,f"k;k e dN ie[k ykd iokl tk ykxk dh cjh ;knk e Hkkjr e Hkh vuHko fd, x,] ftle Hkkjr&ikfdLrku "kj.kkfFk;k dk iokl 1947&48 ie[k gA vud fgUn vkj efLyek dk iyk;u ,d&nlj n"kk e g, g ftle 15 fefy;u fgUnvk vkj efLyek dk iyk;u gvkA Hkkjr e lHkh tulkf[;dh iokl k e l gky gh d le; e ckXykn"k l ?kliB u vf/kd /;ku vkdf"kr fd;k gA blh rjg dh Hkkxkfyd] lekftd] lkLdfrd vkj oxh;&Hkk'kkb lgc)rk lhek rd lfo/kk o ljyrk d lkFk ckXykn"k d ykxk dk Hkkjr dh lhek e io"k dju d fy, ifjr fd;kA ;g io'k fo"k'kdj Hkkjr d lHkh ioh jkT;k e gvkA vnLrkoftr iyk;u dk ennk vkt fo"o dh Toyr leL;k gA tc Hkh ekuoh; erHkn] LFkkfud fookn ;k xjhch dk i"u mBrk g rk ykx thou dh ckth yxkdj ikfjokfjd cU/kuk] vkJ;] Hkk'kk lLdfr cgrj ftnxh dh [kkt e cBkrh gA 1947 e cxky dk foHkktu fo"o bfrgkl e lcl [k[kkj foHktu Fkk tgk ?kj dk lku dk dejk if[;eh cxky dh lhek d vUnj Fkk vkj jlkb ?kj lhek d nljh vkj Fkk ftll vuf/kdr io ikfdLrku l Hkkjr e cgl[;d iyk;u gvkA cxykn"k vkj Hkkjr d chp dk lhekdu fd;k tk pdk gA lkLdfrd vkj ,frgkfld dkj.kk] lhekvk d chp vkuk&tkuk ,d lk/kkj.k lh ckr gA cxykn"k dh vfodflr fLFkrh l gh tMk ;g vktkmh l vkuk&tku cgr cM ieku ij vnkLrkftr vku&tku xjhc cxykn"kh; ykxk dkd Hkkjr e dkj.k cukA tulf[;dh foKk dh nyhy g ,lh ek=k e ,d fu/kure {k= l de fo/ku {k= dh ykxk dk iyk;u mlh rjg gkrk g tl ikuh viuh lrg Lo; <<rk gA ;g vueku yxk;k x;k g fd yxHkx 15 fefy;u cxykn"kh; ukxfjd vo/k :Ik l Hkkjr e jg jg gA ;g vnLrkoftr egk iyk;u gekjh jk'Vh; lj{kk fd fy, ,d xHkhj ckr g] lkFk gh lkekftd lgxerk vkj vkfFkd dY;k.k d fy, Hkh ¼ukFk] 2003½ A lhek ifyl foHkkx d ,d vueku d vulkj yxHkx ,d yk[k ykx ifrfnu lhek ij djr gA if"pe cxky e io"k djr g ¼e[kth 2003½ A bl lnHk e] vefjdk&efDldk iyk;u dk mnkgj.k fn;k tk ldrk g ftldk mnn"; mu n'kk d chp iyk;u dk fu;f=r dju okyh uhfr dk iHkkfor djuk Fkk ¼ckMj ykbu½ 81]2001A cxykn"k] cxykn"kh; ykxk dk ey LFkku g] og cxkyh lLdfr vkj fojklr dk dUn gA ftl ,d nh?k vkj n[knk;h "kklu] igy vxtk vkj fQj ikfdLrkfu;k l vktkn djk;k x;k FkkA Hkkxkfyd] ,frgkfld vkj lLdfrd :Ik l] cxykn"k cgl[;kRed foLrr cxky dk Hkkx Fkk] tk vkt if"peh cxky jkT; gA 1947 l 1971 rd cxykn"k dk {k= ikfdLrku dk ,d Hkkx FkkA bl rjg mldk vf/kdkfjd inuke ioh cxky d LFkku ij io ikfdLrku cxykn"k ¼cxkyh jk'V d fy, cxkyh uke½ vkj mldh vktkmh 16 fnlEcj 1971 dk

lfuf"pr dh xb tcfd {k= e ikfdLrkuh lukvk u cxykn"kh vkj Hkkjrh; luk dh l;Dr deku d vkx lei.k fd;kA cxykn"k fo"o e yxHkx 144000 ox d {k= d lkFk] lcl fu/ku {k= gA ftldh tul[;k 120 fefy;u ¼12 djkM½ gA ftue 90 ifr"kr efLye g A mldh vkcknh dk rF; 1991 dh tul[;k d vulkj 763 g] tk fd fo"o e mPpre g ;g ,d efLye n"k gA 1947 l cxykn"k e fgUn tul[;k 30 ifr"kr l ?kVdj 10 ifr"kr jg xb g d;kfd mUg Hk;dj /kkfed vkj jktufrd vkrdokn l ihfMr gkuk iMkA if"pe cxky ,d Hkkjrh; jkT; vkj xjhc cxkykn"kh; ykxk dk vfUre iMko] ioh fn"kk e Hkh ftyk dkydRrk] 24 ijxuk ¼mRrjh vkj nf{k.kh½ ufn;k] ef"knkckn ekyng] if"peh nhukt ij] ¼mRrjh vkj nf{k.kh½ nkthfyx] dnEcfcgkj vkj tyik;xMhA 1947 e foHkktu d rjUr gh ckn "kj.kkfFk;k dk cgl[;d iyk;u "k: gvk vkj ckn e lHkh vo/k iyk;uk dk Hkh "kklu u o/k eku fy;kA bl v/;;u e vnLrkoftr cxykn"kh; iyk;udrkvk d ;g ekuk tk jgk g fd ; o ykx g tk if"pe cxky&Hkkjr dk ,d jkT; e cxyk n"k l fcuk fdlh o/k ikji= ;k nLrkot d 25 ekp 1971 d ckn] io"k fd;kA ;g fnukd ub fnYyh e ekp 1980 e gb lonyh; lHkk e fu/kkfjr dh xb A

ekuoh; vfLrRo dk ,d vfo"o"uh; Hkkx g vkuk&tkuk A cxykn"k l Hkkjr dh lhek e vku d ckj e ppk djr le; ge] fQj Hkh] ltx g fd ;g ,d fookn Lin fo'k; g] ;g u doy jk'V e Hkh fookn [kMk djrh gA fgUnvk dk Hkkoukvk vkj efLyek dh Hkkoukvk d chp vkj vk/kkjokn vkj /kkfed mUe=k d chp Hkh tc l ik;¼ }hi dk foHkktu vkj ioh ikfdLrku dh LFkkiuk vkj fQj ckn e cxykn"k dh LFkkiuk d lkFk ;k mud fcuk Hkh io"k djr jg gA 1971 rd 47 fefy;u l vf/kd fgUnvk u Hkkjr e "kj.k yh tk vf/kdrj if"pe cxky vk, FkA iyk;u dk dkb tkudkjh ugh gA ikfdLrku d turk "kkld }kjk vkrd [kkyk x;k ftll 10 fefy;u ;k vf/kd ykxk u 1971 e Hkkjr e io'k cgr l 1971 d fycj"k ;) d ckn okil Hkh py x,] fdUr vnLrkoftr Hkkx dk cMk Hkkx Hkkjr e gh jgk vkj Hkkjr dh e[; /kkjk l tM dj Hkkjrh; thou dk Hkkx cu x;k ¼xgkjke] 2003½ A Hkkjr cxykn"k d lkFk 4095 fdeh yXch lhek viu lHkh iMkfl;k d lkFk lgHkkfxr djrk gA bue l pkj mRrj&ioh jkT;k&f=ijk e?kky;] fetkje vkj vklke gh 1879 fdeh e g tcfd if"peh cxky d ioh jkT;k e 2216 fdeh yEch lhek gA yxHkx 65 fdeh dk {k= vHkh Hkh fu/kkfjr ugh gA ijkj fefyVh ch0,l0,l0 ¼lhek lj{kk ny½ ftl lhek ij fu;Dr fd;k Lo; Hkh leL;kvk dk lkeuk dj jg gA ftue cxyykn"k l vo/k iyk;u vkj l"kL= vyxkookfn;k dk gypy tk fd Hkkjr dh mRrjioh; jkT;k vkj if"peh cxky l g ¼glu] 2003½A

Hkkjr cxykn"k dh lhek ij rkjk dh lhek cuku dk dke ixfr ij g Hkkjr&cxykn"k lf/k d vulkj] dkb Hkh n"k "kU; lhek l 150 xt dh njh rd ckxM yxk ldrk gA yxHkx 3500 xkeh.k bl tu&"kU; Hkkx ij jgr gA

vkj [krh djr gA bldk vFk ;g gvk fd tc ,d ckj lhek bu ykxksa d jgu d {k= e vkrh gA rc mudh xfrfof/k;ksa ij ifrc/k yxkrk gA lhek ij }kjk "kke 6 ct l lcg 6 ct rd d fy, [kM dj fn, tkr gA

¼xkxyh & 1999½

vDVcj d ydj lu 2002 d vUr d chp yxHkx vueku Lo:Ik 5000 l 20000 cxykn"kh] fgUn vkj vU; vYil[;d leg cxykn"k d jk'Vªh; fuokpuk d ckn Qyh fglk ftlu efLye ny lg;kxh "kklu e ykfn;k l cpu d fy, iyk;u fd;k FkkA bld io fgUnvksa }kjk lg;kftr "kklu viuh /kkfed uhfr;ksa d dkj.k ifl) Fkh vkj viu vkUrfjd lc/kksa Hkkjr d lkFk d fy, Hkh tkuh tkrh FkhA cxykn"k e fuokpu d rjUr ckn efLye "kklduk io "kklu d lg;kfx;k vkj fgUnvksa dk viuk fu"kkuk cukuk "k: dj fn;kA ckn e vkJ; iku oky vf/kdk"kr% fgUn Hkkjr dh lhek e Hkkxu yxA o viu lkFk cykRdkj] ekr] yV] ?kjk dk tyku vkj lk"kvksa dh pkfj;k vkj ?kjy lkekuk dh pkjh;k dh [kcj yk,A ¼;llhj&2002½ vnLrkoftr iyk;u cxykn"k l lhek d if"pe cxky d ftyk d fy, fpUrk dk fo'k; cu x;kA lhek {k= e vlkekftd xfrfof/k;k lkekU; thou e ck/kk Mkyu yxh vkj jk'V dh lj{kk d fy, [krjk cu xbA lhek {k= d ufn;k fty e jg jg fgUn ifjokjk dk nk ckj LFkkukUrfjr fd;k x;k&,d ckj foHkktu d dkj.k nljh ckj vkrdokn d dkj.kA efLye vo/k iyk;udrkvksa d vkrd ¼cuth 2003½ A LFkkukUrfjrk e lkEinkf;d lejlrk iui xb FkhA ; ?klifB; "kDdj] nokb;k] lkuk vkfn dk Lexfyx dju e 0;Lr FkA bu lhek {k=k e i"kvk dh pkjh ,d cgr lkekU; lh ckr Fkh A ¼cuth & 2003½ d vulkj cxyknf"k;k d iyk;u dk mPpLFk dky vkj mld dkj.k &1971 d igy] lcl Hkkjh ek=k e iyk;u 1948&52 e gvkA ¼nRrk lkg] HkVVkpk;] rFkk etenkj] 2003½ bld e[; dkj.k Fk ¼v½ Hkkjr dk foHkktu vkj ¼c½ fgUnvksa dk vkde.k 1964&65 dh vof/k e iyk;u Hkkjr&ikd ;) d dkj.k gvkA fdUr ckn e] Hkkjr "kklu }kjk lkFk iyk;uk dk o| eku fy;k x;kA

;fn lcl cM iyk;u iokg d ckj e fopkj fd;k tks rk mldk mPpLFkdky HkhA 1971 e cxykn"k dh vktknh dh yMkb dk ethftcj [kku dh 15 vxLr 1975 dh gR;k d ckn iyk;u cgr rth l gvkA nRr vkfn] ¼2003½ d vulkj yxHkx 80 ifr"kr mRrjnkrkvksa d cM ieku ij iyk;u d dkj.k Fk ¼v½ 1971 dh vktknh dh yMkb d ckn dh jktufrd vfLFkjrk] e[;r% fgUnvksa d fy, /kkfed enn vkj lkEiknkf;d rukok u iHkkfor fd;k fo"k'kdj ftekmn jgeku d "kklu dky 1975 e] ¼n½ vnLrkoftr iyk;udrkvksa d if"peh cxky e jgu oky fe=k vkj fj"rnkjk }kjk fn;k x;k vkJ;] ¼b½ cxykn"k dh vkfFkd vfLFkjrk] rFkk ¼Q½ ogk fgUn lEink; }kjk mBkb xb lfo/kk e dVkrhA fdUr ;g /;ku e j[kk tkuk pkfg, fd if"peh cxky e cxykn"k l vk, vnLrkoftr iyk;u ,d fujUrj pyu okyh ifd;k gA 1990 dh vof/k e vkfFkd vko";drkvksa d dkj.k ,lk gvkA nkuk fgUn vkj efLyek u iyk;u fd;k fdUr vf/kdrj

fgUnvk u A [kkfynk ft;k d "kklu dky e ¼1991 &1996½ efLye /kkfedrk vf/kd "kfDr"kkyh gk xb vkj mlu fgUnvk dk / kedk;k bl rjg Hk; vkj vlj{kk d dkj.k vf/kdk"k fgUn if'pe cxky Hkkx vk,A vD/k cXykn'kh iyk;udrk rhu Jf.k;k e vkr g ¼1½ LFkk;h] ¼2½ vLFkk;h vkj ¼3½ vLFkk;h A LFkk;h iyk;udrkvk d ikl nkgjh ukxfjdrk g vkj mUgku lhek {k= e edku [kjhn j[k gA

Hkkjr e cxykn"kh; vkotu dh idfr vkdkj vkj ek=kvk d ckj e cgr vf/kd v/;;u ugh fd;k x;k gA ;|fi og e[; :i lkEinkf;d fglk d le; mHkjrh gA jktufrd minok ¼vklke vkUnkyu½ vkj pukoh vkUnkyuk d le; FkhA fQj Hkh bl enn ij dN tku&eku v/;;uk dk vfLrRo g] tk fd e[;r% tulkf[;dk }kjk fd, x, g lkFk gh lkekftd] jktufrd foKkfu;k fopkjdk }kjk HkhA bl Hkkx e bl v/;;uk e l dN Hkh leh{kk dh xb gA vkj budh ie[k fVlif.k;k] miyfC/k;k dk fuEufyf[kr :Ik l j[kk x;k gA

lennj ¼1999½ u viuh iLrd n ekftuy u"ku e fo"y'k.k lhek vkotu cxykn"k l Hkkjr e fd;k gA mUgku vo/k vkotu ij i"u mBk, g vkj jk'Vh; lj{kk] ,d foLrr ifjo{; e tk ,frgkfld] lkLdfrd vkj Hkkxkfyd fcUnvk dk vkfFkd vkj tulkf[;d enn d lkFk tkMr gA o lhekvk vkj jk'Vh; {k=k dk vukoRr djr g ,lk o Lo; vkotfur ykxk d fopkjk dk lkeu ykdj djr gA mUgku i"u mBk;k g fd bl "kCnkoyh dk 0;kogkfjd eY; D;k g bld fy, o crkr fdl rjg l Hkkjr cxykn"kh; lhek ij ykxk dk iyk;u ,frgkfld vkj lkekftd lEc)rkvk] Hkkxkfyd fujUrjrk vkj vkfFkd dkj.kk l gA ¼lennj] 2004½ if"peh cxky e jktufrd {k=k u bl ekuoh; =klnh dk okV cd cuku d ,d volj d :i en[kk A

bl cgr cMh l[;k d ekuoh; vkotu e cxykn"k l Hkkjr e vkj mud iuolu dh ifd;k if"peh cxky& 1940 d vkj 1950 d vfUre Hkkxk dk lko/kkuhiod ijh{k.k pdorh ¼1990½ }kjk viuh dfr lhekUr 0;fDr e fd;k x;k gA fdUr ;g vLi'V jg tkrk g fd dl Hkkjr d foHkktu vkj ifj.kke Lo:Ik g, tulkf[;d vkotu lkekU; gk x, ¼bl rjg l jk'Vh;dr Hkh½ iQy pdorh }kjk bl fofo/krk l of.kr dju d ckn Hkh] if"peh cxky d fofHkUu ftyk e lek tk, A bld fy, mUgku ,d dkj.k fn;k gA bl ?kVuk dk "kgjh ykxk dk gkukA tk e[;r% vkotu vkj iuolu nkuk gh ?kVuk, Hk;dj FkhA cxYkn"k d fdlku tyikbxMh flVhxMh] nhuk tij] 24 ijxuk vkj ufn;k e 1940 vkj 1950 e n'kdk e vkr g vkj viuk df'k dk; ;gk Hkh tkjh j[kr gA 2006 e uUnk dk v/;;u vkfFkd igy dk flgkoykdu djkrk g tk fd cxykn"k l if"peh cxky e vkotu dk crkrk gA

nRrk ¼2004½ u viu y[k bYyhxy cxykn"k ekbx"ku V oLV cxky e ;g Hkh dgk g fd vkotu vo/k Fkk fdUr mudk v/;;u Hkkjr d jkT; if'peh cxky rd gh lhfer FkkA mUgku vkotu d ifjoknk dk n[kk vkj ml jkdu d rjhdk dk Hkh n[kk gA mUgku foLrkjiod mu dkj.kk ij ppk dh gA tl QjDdk ck/k n ,uheh oLVMN ikiVh jkbVl ft ldk

vf/kfu;ferhdj.k io ikfdLrku e 1965 e gvk Fkk vkj vU; jktufrd vkj /kkfed enn] ftUgku bl vo/k vkotudrkvk dk if"peh cxky e iokg :Ik l vku d fy, ifjr fd;kA mUgku /;ku fnyk;k g fd if"peh cxky d jktufrd ijkt; dh otg l bu vkotudrkvk dk ie[k f[kpko FkkA unk ¼2006½ u Hkkjr e ckxykn"kh;k d vku d i;koj.kh; vkj vkfFkd dkjdk dk foLrkj l v/;;u fd;k gA mudk v/;;u Hkkjrh; tux.kuk 1981] 1991 d vkdMk ij vk/kkfjr FkkA

v/;;u d mnn"; &

1- mÙkjnkrkvk dh LFkkuh; lenk; l lketL; dh fLFkfrA

2 mÙkjnkrkvk dh /kkfed lkLdfrd ekU;rkA

3- ljdkj }kjk inku dh tk jgh lfo/kkvk dh fLFkfrA

midYiuk &

iLrr v/;;u gr fuEu ifjdYiuk fu/kkfjr dh x;h g &

1- f"k{kk dk Lrj "kj.kkfFk;k d lek;k tu e egRoi.k Hkfedk fuHkkrk gA

2- lkekftd&vkfFkd fLFkfr "kj.kkfFk;k dk LFkkuh; ifjo"k l lektL; LFkkfir dju e lgk;rk inku djrk gA

3- "kj.kkfFk;k dh lkLdfrd ekU;rk,a mUg lkekftd lek;k tu dh ,d ie[k ck/kk gk ldrh gA

v/;;u {k= &

iLrkfor v/;;u gr v/;;u {k= d :i e jk;ijfty d ekuk dEi e clk; x; ckXykn"kh "kj.kkfFk;k dk v/;;u fd;k x;k gA

mRrjnkrkvk dk puko &

iLrkfor v/;;u gr jk;ij fty d ekuk dEi e clk; x; ckXykn"kh "kj.kkFkh dh dy l[;k e l 40 ifjokjk dk puko no fun"ku ifof/k d ek/;e l fd;k x;k gA

rF; ldyu dh ifof/k o midj.k &

iLrkfor v/;;u gr rF;k dk ldyu ljfpr lk{kkRdkj&vulph d ek/;e l fd;k x;k gA

ifj.kke

mRrjnkrkvk dh vkfFkd fLFkfr l lcf/kr fo"y'k.k l Li'V gvk g fd ekuk d "kr ifr"kr mRrjnkrkvk dk dguk g fd "kklu l vunku ikIr gh mudk thfodkiktu dk e[; lk/ku g 0;olk; e lyXu lcf/kr fo"y'k.k e lokf/kd 50 ifr"kr mRrjnkrk dk 0;olk; etnjh vkj 50 ifr"kr mRrjnkrk vU; dk; e lyXu gA ifjokj d _.kxLrrk lc/kh fo"y'k.k l ;g Kkr gvk g fd lokf/kd 57-5 ifr"kr mRrjnkrkvk u dgk dh o _.kxLr ugh gA 42-5 ifr"kr mRrjnkrkvk u ;g dgk dh o _.kxLr gA

v/;;uxr mRrjnkrkvk dk LFkkuh; lenk; l lketL; dh fLFkfr dk v/;;u iLrr fd;k x;k gA mRRjnkrkvk l LFkkuh; lkenkf;d xfrfof/k;k e Hkkx yu lc/kh fo"y'k.k l ;g Kkr gvk g fd "kr ifr"kr mRrjnkrkvk dk dguk g fd o mRlo] R;kgkj o vU; dk;dek e lgHkkxh gkr gA lkenkf;d xfrfof/k;k vke=.k lc/kh fo"y'k.k l Kkr gvk g fd lkof/kd 54-31 ifr"kr mRrjnkrkvk dk ekuuk g fd mudk vk;ktd ie[k }kjk lkenkf;d

xfrfof/k;k e vkef=r fd;k tkrk gA 41-62 ifr"kr mRrjnkrkvk dk ekuuk g fd bl idkj dk xfrfof/k;k e okM d fuokfl;k }kjk vkef=r fd;k tkrk gA tcfd 4-06 ifr"kr dk ekuuk g fd okM ik'kn }kjk lkenkf;d xfrfof/k;k e vkef=r fd;k tkrk gA LFkkuh; lkenkf;d dk;dek d fo'k; lykg yu lc/kh fo"y'k.k l Kkr gvk g fd lokf/kd 97-46 ifr"kr mRrjnkrkvk dk ekuuk g fd lkenkf;d dk;dek d fo'k; e mul lykg yh tkrh gA tcfd 2-53 ifr"kr mRrjnkrkvk u udkjkRed tokc fn;k gA ernkrk lph e uke gku lc/kh fo"y'k.k l ;g Kkr gvk g ekuk {k= mRrjnkrkvk u cryk;k g fd mudk vkt Hkh Hkkjrh; ukxfjdrk ikIr ugh gb g ft ld dkj.k dkuuu mudk uke LFkkuh; Lrj d ernkrk lph e ugh gA "kr ifr"kr mRrjnkrkvk l bl rF; dh if'V gbA LFkkuh; Lrj ij lxBu lc/kh fo"y'k.k l ;g Kkr gvk g ekuk d "kr ifr"kr mRrjnkrkvk u LFkkuh; Lrj ij lxBu dk gkuk cryk;k gA

LFkkuh; lenk; l tMh xfrfof/k;k e lgHkkfxrk lc/kh fo"y'k.k l ;g Kkr gvk g fd "kr ifr"kr mRrjnkrkvk u i.kr% lgHkkfxrk gkuk cryk;k gA i[kktj d 75-8 ifr"kr u i.kr% ,o 24-20 ifr"kr mRrjnkrkvk u vkf'kd lgHkkfxrk dk gkuk cryk;k gA

v/;;uxr mRrjnkrkvk dh /kkfed& lkLdfrd ekU;rk dk v/;;u iLrr fd;k x;k gA mRrjnkrkvk d /ke l lc/kh fo"y'k.k l ;g Kkr gvk g fd "kr ifr"kr mRrjnkrk fgUn /ke dk ekuu oky gA mRrjnkrkvk d /ke l tMh ie[k lkLdfrd ifreku lc/kh fo"y'k.k l ;g Kkr gkrk gA "kr ifr"kr mRrjnkrkvk d lkLdfrd ifreku ek egkdkyh gA mRrjnkrkvk d io o oreku d ie[k io lc/kh fo"y'k.k l ;g Kkr gvk g "kr ifr"kr mRrjnkrkvk u ;g dgk dh mud ie[k io nhikoyh] gkyh] n"kgjk] jkeuoeh] j{kkc/ku] x.k"kprFkh] d'.k tUek'Beh] egkf"kojkf=] edj ldkfr] ek dkyh itk vkj clr ipeh ¼ljLorh itk½ ie[k gA mRrjnkrkvk dh ekrHkk'kk lcf/kr fooj.k l Li'V g fd ekuk d "kr ifr"kr mRrjnkrkvk u cxkyh dk ekrHkk'kk ekuk g lkFk gh mUgku ;g Hkh cryk;k g fd ekrHkk'kk d lkFk vU; Hkk'kk ;k ckyh tl fgUnh ,o NRrhlx<h vkilh cky&pky e bLreky gkuk cryk;k gA i[kktj d "kr ifr"kr mRrjnkrkvk u cxkyh@fgUnh dk viuh ekrHkk'kk ekuk gA

mRrjnkrkvk d [kku&iku lc/kh vknrk d lc/k e fo"y'k.k l ;g Kkr gvk g fd 33-3 ifr"kr mRrjnkrk eNyh o 33-3 ifr"kr mRrjnkrk eNyh ,o 33-3 ifr"kr mRrjnkrk vU; [kku&iku dk mi;kx djr gA mRrjnkrkvk d ijEijkxr ifj/kku lc/kh fo"y'k.k l ;g Kkr gkrk g fd "kr ifr"kr mRrjnkrkvk u ;g dgk fd mud ijEijkxr ifj/kku oreku o io e fgUn /ke d vulkj efgykvk e lrh ¼cxkyh½] lkMh ,o i:'kk dh o"k&Hk'kk drk&itkek o iV&"kV gA mRrjnkrkvk d fookg d fue; o ekU;rk, lc/kh fo"y'k.k l ;g Kkr gvk g "kr ifr"kr mRrjnkrkvk u dgk fd mud fookg fgUn /ke d ijEijkxr jhfr&fjoktk o fof/k&fo/kku d vulkj io o oreku le; e Hkh lEiUu gkrk gA mRrjnkrkvk

d /ke l tMh ie[k ekU;rk, lc/kh fo"y'k.k l ;g Kkr gvk g "kr ifr"kr mRrjnkrkvk dk ;gh dguk g fd mud /ke l tMh ie[k ekU;rk, o jhfr&fjokt fgUn /ke d ie[k jhfr&fjokt k ,o ekU;rkvk d vu:i gh g vkj oreku le; e Hkh mUgh ekU;rkvk ,o jhfr&fjokt k ij vkLFkk] fo"okl ,oi.k eukHkko d lkFk fuokg fd;k tkrk gA

v/;;uxr mRrjnkrkvk dk ljdkj }kjk inku dh tk jgh lfo/kkvk dh fLFkfr dk v/;;u iLrr fd;k x;k gA mRrjnkrkvk d vkokl lc/kh fo"y'k.k l ;g Kkr gvk g fd "kr ifr"kr mRrjnkrkvk ;g dgk fd mudk vkokl Lo; dk gA mRrjnkrkvk d vkokl d Lo:i lcf/kr fo"y'k.k l Li'V g fd "kr ifr"kr mRrjnkrkvk d vkokl v) iDd g] bl fo'k; ij rF; ldyu dju l ;g Kkr gvk fd ljdkj }kjk inku dh tk jgh lfo/kkvk e mRrjnkrkvk d vkokl Lo; dk ugh g] ml ljdkj }kjk fuek.k djd vkcfVr fd;k x;k gA mRrjnkrkvk d vkokl e i;ty] fctyh] i;kIr dej] il k/ku miyC/k gA vkokl ,o vkoklh; ifjlj e iDdk ukyh dk vHkko gA mRrjnkrkvk d f"k{kk dh lfo/kk lc/kh fo"y'k.k l ;g Kkr gvk g "kr ifr"kr mRrjnkrkvk u ;g dgk fd ljdkj }kjk f"k{kk d fy, tk lfo/kk inku dh tk jgh g] ml lnHk e LFkkuh; Lrj ij miyC/k "kkldh; fo|ky; e lHkh eyHkr lfo/kk miyC/k gA ogk ij foLFkkfir ifjokj d cPpk dk f"k{kk xg.k dju e fdlh idkj dh vlfo/kk ugh gkrhA

**lnHk% **

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iokl dk o) tuk ij iHkko & ,d lekt"kkL=h; v/;;u

¼NRrhlx< jkT; dk jk;ij fty dk fo"k'k lnHk e½

*euk t dqekj lkgu
*Mk-,y-,l-xtiky

Received	Reviewed	Accepted
10 Dec. 2014	15 Dec. 2014	21 Dec. 2014

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iLrr "kks/k i= iokl dk o) tuk ij iHkko dk ,d lekt "kkL=h; v/;;u ij vk/kkfjr gA v/;;u gr jk;ij fty d Je iyk;u l iHkkfor nk xkok d 40 ifjokjk dk puko nofun"ku d }kjk fd;k x;k gA rF;k dk ldyu lk{kkRdkj&vulph d }kjk fd;k x;k gA v/;;u l ;g Kkr gvk g fd ioklh ifjokjk e ifjokj d ;ok lnL;k d iyk;u dju d i"pkr o) tuk dk vud leL;kvk dk lkeuk djuk iMrk g fo"k'kdj mu o)k dk ftudh vk; 70 o'k l vf/kd gk pdh gA o) tuk dh e[; leL;kvk e "kkjhfjd ,o vkfFkd leL;k, e[; gA

iLrkouk

iokl ,d LokHkkfod ifØ;k g] ekuo lH;rk d vkjfHkd ;xk l ydj vk/kfud lekt rd iR;d ;x e iokl gkrk jgk g A iokl d dkj.k Hkh vud gk ldr g] tl & vdky] Hk[kejh] rhFkkVu] ;)] egkekjh] mPp f"k{kk] jktxkj ;k fdlh vU; dkj.k l ekuo iokl djrk jgk g A dkj.k d vu:i gh ge bldk iHkko Hkh lekt e ldkjkRed rFkk ukdkjkRed nkuk gh :ik e n[ku dk feyrk jgk g A tgk ldkjkRed iokl d iHkko Hkh ldkjkRed gkr g A ogh foifRr ,o vkink e fd; tku oky

*"kks/kkFkh lekt"kkL= v/;;u"kkyk i- jfo"kdj "kDy fo'ofo|ky;] jk;ij ¼N-x-½
**lgk;d ik/;kid lekt"kkL= v/;;u"kkyk i- jfo"kdj "kDy fo"ofo|ky;] jk;ij ¼N-x-½

ukdkjkRed iHkko Hkh lekt ij iMrk g A Hkkjr e iokl dk Lo:i n[ku dk feyrk g] tk xke e uxj mPiokl e[; g] vFkkr ykx fofHkUu dkj.kk l xko l "kgj dh vkj iokl djr g A ,lh fLFkfr e bldk lokf/kd iHkko Hkh xkeh.k lenk; e gh n[kk tk ldrk g A ;fn ge bld iHkko dh 0;kidrk ij fopkj dj rk cPp vkj o) gh lcl T;knk iHkkfor gkr g A ;gh dkj.k g fd v/;;u gr o) tuk dk puko fd;k g A

ljdkjh vkdMk d erkfcd ij fo"o e lcl vf/kd dk;"khy tul[;k dk ifr"kr Hkkjr e g yfdu ;g fLFkfr ,d l nk n"kd i"pkr ijh rjg cny tk;xh vkj Hkkjr e cMh vkcknh o) tuk dh gkxhA ,lh fLFkfr e o) tuk dh n[kHkky mudh leL;kvk d lek/kku d fy; ,d Bkl dk;Øe vkj uhfr d vko";drk gkxhA bl fLFkfr e iLrr v/;;u Hkkoh leL;k d lek/kku dk /;ku e j[kdj fd;k tku okyk egRoi.k v/;;u fl) gk ldrk gA

v/;;u l ikIr fu'd'k iokl d QyLo:i o) tuk dk gku okyh leL;kvk dh Lo:i ij idk"k Mkyxk ogh nljh vkj mudh leL;kvk dk lek/kku e fd; tk ldu oky lEHkkfor i;kIk dh fn"kk ij Hkh idk"k Mkyxk A ; lHkh ckr v/;;u d egRo dk Li'V djrk g A

iR;d vul/kku lekt d fdlh leL;k vFkok ifjoru ij 0;kid idk"k Mkyrk gA vul/kku l ikIr fu'd'k u doy Hkfo'; e gku oky vul/kku dk;k e lgk;d fl) gk ldrk g] oju rkRdkfyd ifjo"k e fdlh leL;k d ifjoru dk le>u e Hkh lgk;d fl) gkrk gA iLrr v/;;u bl fn"kk e ,d 0;ofLFkr i;kl dgk tk ldrk gA

n"ku ½2001½ dk v/;;u o) tuk d leL;kvk l lcf/kr jgk g A v/;;u e ;g rF; mHkj dj lkeu vk;k g fd e/; vk; ox d vf/kdk"k 0;fDr ftle efgyk ;k i:'k nkuk "kkfey g dk ikydk l tMh vud leL;kvk dk lkeuk djuk iMrk g A ifjokj e i= dk i=o/k l T;knk leL;kvk dk lkeuk djuk iMrk g A LokLF; lokn ½2002½ l ;g Kkr gvk g o) koLFkk e ekufld detkfj;k o) tuk e vud "kkjhfjd leL;kvk dk tUe nrk g vkj "kkjhfjd ij"kkfu;k o) tuk dh lkekftd vkfFkd fLFkfr dk iHkkfor djrk g phu tu ½2002½ dk v/;;u o) tuk d LokLF; lpdkd ij vk/kkfjr g A v/;;u l ;g Kkr gvk g fd ,l o) tu tk iokl d dkj.k vdy jgr g mud LokLF;xr fLFkfr vR;f/kd fuEu gkrh g mu ykxk dh ryuk e tk vdy ugh jgr A

teuk ½2003½ dk v/;;u Hkkjr e o) tuk d n[kHkky vkj mud n:i;kx l lcf/kr gA mUgku viu v/;;u d ek/;e l bl rF; dk Li'V fd;k g fd c<rh uxjhdj.k] ,dkdh ifjokj dh idfr nkgjh ukdfj;k ifjokj l ;ok lnL; dk iokl dN ,l dkj.k g tk o) tuk e vud leL;kvk dk tUe nrk g vkj ;gh n"k dh ,d cMh lkekftd leL;k gA yx ,o ekVy ½2003½ u viu v/;;u e dukMk] LohVtjy.M vkj ;ukbVM fdxMe e o') tuk d thou "kyh e lekurk vkj fHkUurk dk Li'V fd;k g A o) efgyk, cMh l[;k e vdy jgrh gA tcfd i:'k viu i=&i=h d lkFk jgr gA bld ckn Hkh efgykvk dh

thou&iR;k"kk i:'kk l vf/kd n[kh x;h gA ekVy ¼2003½ dk ,d vU; v/;;u tk fd ,f"k;kb n"kk d o)tuk l lcf/kr Fkk] e ;g n[kk x;k g fd ,f"k;kb n"kk e o)tuk dk ifjokj dk lg;kx vkj n[kHkky nkuk gh ikIr gkrk g A yfdu fo/kok gku vFkok rykd dh nj Hkh o)tuk d thou"kyh dk iHkkfor djrk g A

vkye ¼2004½ dk v/;;u o)koLFkk dh vkfFkd lj{kk vkj l/kkj dh fLFkfr dk Hkkjrh; lUnHk d v/;;u l lcf/kr g A v/;;u e bl rF; ij idk"k Mkyk x;k g fd Hkkjr e cMh l[;k e o)k dh rknkr e of) gb g A ifj.kker% mue cMh rth l lkekftd] vkfFkd fiNMiu c< jgh g A :nno ¼2005½ dk v/;;u Hkkjr e o)tuk d ic/ku l tMk gvk g A ; xjhch j[kk d uhp thou&;kiu dj jg g vkj jkVh] diMk vkj edku tl eyHkr t:jrk d fy; l?k'k djuk iM jgk gA ,lh fLFkfr e bUg ,d U;ure thouLrj dk cuk; j[ku d fy; lkekftd lj{kk LokLF; lfo/kk; ,o iuokl dh fn"kk e lkFkd i;kl fd; tku dh vko";drk g A ekbdy ¼2006½ dk v/;;u rLekfu;k d xkeh.k {k=k l ;ok lnL;k d iokl dk lenk; ij iMu okyk iHkko rFkk "kklu dh ;ktukvk ,o uhfr;k d iHkko ij idk"k Mkyrk g A

Øxj ¼2006½ bMkuf"k;k d rhu lenk; d ryukRed v/;;u ij vk/kkfjr Fkk A ftle iokl lkekftd ljpuk vkj o)tuk dh enn dju oky uVod dh fLFkfr dk v/;;u fd;k x;k g A v/;;u ;g Li'V djrk g fd iokl l liUu ifjokj dk viu vkfJrk o o)tuk dk enn dj iku e lQy gkrk g ij fu/ku ifjokj ,lk ugh dj ikr g A fu/ku ifjokj e o)tu vud leL;kvk dk lkeuk djr g A geknk] dkph ,o dkrk ¼2007½ dk v/;;u o)tu vkj tkiku dk Je ckt kj dh leL;k ,o uhfr ij vk/kkfjr g A viokl dk tkiku d Je ckt kj vkj o)tuk d jktxkj dh fLFkfr ij iMu oky iHkko dk Li'V djrk g A l;n ¼2007½ dk v/;;u gnjkckn d efLye lenk; d ;ok lnL;k d iokl ij vk/kkfjr jgk g A v/;;u l Kkr rF; ;g rd nrk g fd ;ok lnL;k d if"peh n"kk e iokl d QyLo:i ifjokj d lkekftd vkfFkd fLFkfr cgrj gkrh g ij bll lkekftd lkLdfrd ekU;rk; iHkkfor gkrh g A

,yu ,.M vnj ¼2008½ bl ckr ij vk/kkfjr Fkk fd fdl idkj iokl dk ;ok efgykvk d eukoKkfud idfr] lkekftd& vkfFkd fLFkfr rFkk Hkfo'; ij fdl idkj dk iHkko iMrk g A xkre ¼2008½ dk v/;;u uiky e ifjokj d ;ok lnL; dk iokl dk o)tuk ij iMu oky iHkko l jgk g] ftle v/;;u dk fu'd'k ;g Li'V djrk g fd iokl d QyLo:i 80 ifr"kr l vf/kd o')tu Lo; dk vdyk ennfoghu vkj Hk;Hkhr egll djr g A

vUuk fiVjlu vkj xuj yecx ¼2009½ dk v/;;u LohMu e ifjokj d ;ok lnL; d iokl dk o)tuk ifjokj d lkekftd vkfFkd fLFkfr rFkk fyx ljpuk ij iMu oky iHkko ij vk/kkfjr g A v/;;u ;g Li'V djrk g fd ;ok lnL;k d iokl l ifjokj dh vkfFkd fLFkfr etcr gkrh g ij ;ok lnL;k d py

tku ij o)tu Lo; dk vlgk; vkj vdykiu egll djr g A fyuk] v"kkd] inek] dkeFk ¼2009½ dk v/;;u o)tuk d lkekftd ,o LokLF;xr leL;kvk l lcf/kr jgk g] v/;;u e e[; :i l ;g Kkr gvk g fd vf/kdk"k o)tu tk LokLF;xr leL;kvk l fifMr FkA o 60&69 o'k d vk; ox d Fk vkj mle Hkh T;knkrj viuh ifjokj l mif{kr FkA dfYou (2009) ;g v/;;u LohMu e ifjokj d ;ok lnL; d iokl dk ifjokj dh lkekftd&vkfFkd fLFkfr] fyx ljpuk ij iMu oky iHkko ij vk/kkfjr g A v/;;u ;g n"kkrk g fd ;ok lnL;k d iokl l ?kj dh fLFkfr rk etcr gkrh g ij o) lnL;k dk vdyiu dk lkeuk djuk iMrk gA

jk.Mky dgu ,o vU; ¼2010½ dk v/;;u bMkuf"k;k e ifjokj d cPpk d iokl dk o) lnL;k d LokLF; ij iMu oky iHkko ij vk/kkfjr jgk gA v/;;u e iokl dk 50 o'k l vf/kd vk; leg d ikfjokfjd lnL;k dh thoup;k] LokLF; rFkk eR;nj ij D;k iHkko iMrk g\ bl n[ku dk i;kl fd;k x;k g v/;;u e ;g rF; lkeu vk;k g fd mijkDr lHkh ckrk dk ukdkjkRed iHkko iMrk g A

dkuy tku ¼2010½ dk v/;;u FkkbyM d xkeh.k {k=k l ;ok lnL;k d iokl dk ifjokj d o) lnL;k ij iMu oky iHkko l lcf/kr g A v/;;u l ikIr fu'd'k ;g crkrk g fd uxjk e iokl fd; tku d QyLo:i ekckby Qku ikfjokfjd lc/kk dk cuk; j[ku e egRoi.k Hkfedk fuHkkrh g A ,fyfu ¼2010½ dk v/;;u iokl ,o o)tuk ij vk/kkfjr Fkk v/;;u e iokl d QyLo:i o) "kj.kkfFk;k ij iMu oky iHkkok ij idk"k Mkyk x;k g A v/;;u ey :i l fodflr jk'Vk e o) "kj.kkfFk;k dh n[kHkky dh vko";drk l lcf/kr g

v/;;u dk mnn"; %&

- iokl dk o)tuk ij iHkko dk Kkr djuk &

¼v½ lkekftd fLFkfr ij

¼c½ ikfjokfjd lek;kstu ij

¼l½ vkfFkd fLFkfr ij

¼n½ "kkjhfjd ;k LokLF; fLFkfr ij

¼b½ ekufld fLFkfr ;k eukoKkfud ij

midYiuk &

1- ,dy ioklh ifjokjk dh ryuk e lifjokj iokl dh fLFkfr e o)tu vf/kd leL;kvk dk lkeuk djr gA

2- iokl dk lkekU; o)tuk dh ryuk e leL;k l ihfMr ;k jkxxLr o)tuk ij xgjk iHkko iMrk gA

3- NkV ifjokjk dh ryuk e ogn ifjokj d o)tuk ij iokl dk iHkko de iMrk g A

4- iokl d QyLo#i ;xy o) dh ryuk ,dy o) vf/kd iHkkfor gkr gA

¼c½ **mRrjnkrkvk dk puko &**

iLrr v/;;u gr jk;ij fty d Je&iyk;u l iHkkfor nk xkok dk p;u dk v/;;u gr fd;k x;k gA xko l iyk;u dju oky mu ifjokjk e l 40 ifjokjk dk puko mnn";i.k fun"ku d ek/;e l fd;k x;k gA ; ifjokj ,l g] ftue o) lnL; vko";d :i l gA tk fd v/;;u d mnn";

dk ijk djrk gk A

¼l½ **rF;k dk ldyu &**

iLrr v/;;u gr rF;k dk ldyu lk{kkRdkj vulph midj.k d ek/;e l fd;k x;k gA bl gr ,d ljfpr lk{kkRdkj vulph dk fuek.k v/;;u d mnn";k d vk/kkj ij fd;k tk;xk A

ifj.kke

iokl d QyLo:lk o)tuk dh fLFkfr ,o iHkko dk v/;;u fd;k x;k gA ftle iokl d nkjku mud lkekftd]ifjokfjd]lek;ktu]vkfFkd leL;k]"kkjhfjd leL;k ,o ekufld fLFkfr ;k eukoKkfud fLFkfr ij iHkkok dk rF; ldfyr dj fo"y'k.k iLrr fd;k x;k gA lkekftd fLFkfr ij v/;;uxr mRRkjnkrk o)tuk dk iokl d io o)tuk d ifr iMkfl;k dk nf'Vdk.k ij vf/kdk"k 52-5 ifr"kr mRrjnkrkvk d ifr iMkfl;k dk nf'dk.k vPNk gA doy 47-5 ifr"kr o)tuk u gh iMkfl;k dk nf'Vdk.k lkekU; crk;k g A bl idkj ge dg ldr gA fd iokl d io o)tuk d ifr mud iMkfl;k dk nf'Vdk.k vPNk gkrk gA blh iokl d i"pkr iMkfl;k dk nf'Vdk.k 77-5 ifr"kr mRrjnkrkvk d vulkj lnHkkouk i.k gkrk gA doy 22-5 ifr"kr mRrjnkrkvk u bl fo'k; e lg;kxkRed crk;k gA blh idkj iokl d QyLo:i iMkfl;k d iN ij[k l fo"y'k.k l Li'V gkrk g fd vf/kdk"k mRrjnkrkvk d 75 ifr"kr ykx ekur g fd mud iMklh le; ≤ ij gky&pky iNr jgr g A doy 25 ifr"kr mRrjnkrkvk u bl fo'k; ij udkjkRed tkudkjh nh gA

blh idkj v/;;uxr mRrjnkrkvk dk xko e vk;kftr gku oky lkekftd& lkdfrd dk;dek d lpuk d fo'k; ij rF;k dk ldyu dj fo"y'k.k l Kkr gkrk g fd lof/kd 92-5 ifr"kr mRrjnkrk o)k dk lpuk xko e lkekftd& lkLdfrd dk;de gku dh lpuk nh tkrh gA ,o 7-5 ifr"kr mRrjnnkrk o)k u Lohdkj fd;k g fd mud xko e gku oky dk;dek dh lpuk ugh nh tkrh gA Li'V gk tkrk g fd o)tuk dk mud xko e vk;kftr gku oky dk;dek dh lpuk nu oky lnL;k e 45 ifr"kr ofj'B lnL;k }kjk]37-5 ifr"kr iMkfl;k d }kjk] 10 ifr"kr dkb Hkh d }kjk rFkk 7-5 ifr"kr xko d ljip d }kjk lpuk ikIr gkrh gA v/;;uxr leg dk xko e gku oky lkekftd& lkLdfrd dk;dek e "kkfey gku lcf/kr rF;k dk ldfyr dj fo"y'k.k fd;k x;k g fd ioklh ifjokj d o)tu xko e gku oky lkekftd& lkLdfrd e mRlkg iod Hkkx yr gA rFkk lkLdfrd dk;dek e lkFk tku oky lnL;k e lokf/kd 40-6 ifr"kr mRrjnkrk o)tuk }kjk o) lg;kxh d lkFk 37-8 ifr"kr mRrjnkrk vdy e ,o 21-6 ifr"kr o) mRrjnkrk fdlh d lkFk xko e vk;kftr gku oky lkekftd& lkLdfrd dk;dek e Hkkx yr gA

v/;;uxr leg dk ioklh ifjokj d o)tuk dk vU; lkekftd& lkLdfrd xfrfof/k;k e "kkfey gku lcf/kr rF;k dk fo'y'k.k l Kkr gkrk gA fd vf/kdk"k 95 ifr"kr mRrjnkrk vU; legk d lkekftd& lkLdfrd xfrfof/k;k e "kkfey gkr gA rFkk 5 ifr"kr mRrjnkrk o)tuk d }kjk vU; legk d lkekftd& lkLdfrd dk;dek e Hkkxhnkjh ugh cur gA rFkk mul vU; legk d

lkekftd& lkLdfrd dk;dek e "kkfey gku ij lEEkku dk fn; tku lcf/kr rF;k dk fo"y'k.k l Kkr gkrk g fd vf/kdk"k 76-31 ifr"kr mRrjnkrk o) tu vU; legk d dk;dek e "kkfey gku ij lEeku fn;k tkrk gA doy 28-88 ifr"kr mRrjnkrk u dgk fd lEeku ugh fn;k tkrk gA blh idkj vU; legk d lkekftd& lkLdfrd dk;de e viuh bPNk l tku lcf/kr rF;k dk fo"y'k.k l Kkr gkrk gA fd 95 ifr"kr mRrjnkrk o) tuk dk ekuuk g fd o viu bPNk l tkr gA ifjokfjd lek;k tu ij iHkko e v/;;uxr mRrjnkrk o) tuk d d ?kjk e gku oky egRoi.k dk;k e jk; yu lcf/kr rF;k dk ldyu dj fo"y'k.k fd;k x;k g fd lokf/kd 82-5 ifr"kr mRrjnkrkvk l egRoi.k dk;k e jk; fy;k tkrk g] tcfd 17-5 ifr"kr mRrjnkrkvk o) tuk l jk; ugh fy;k tkrk gA

v/;;uxr mRrjnkrkvk o) tuk l ifjokj d lnL;k }kjk mudh t:jrk dk ijk fd; tku d fo'k; e rF;k dk ldyu dj fo"y'k.k fd;k x;k g fd vf/kdk"k 80 ifr"kr mRrjnkrkvk u dgk fd ifjokj d lnL;k d }kjk mudh vko";drkvk dh ifr dh tkrh g] tcfd 12-5 ifr"kr mRrjnkrkvk u dgk fd mudh vko";drkvk dh ifr dHkh ugh gkrh gA rFkk 7-5 ifr"kr mRrjnkrkvk u dgk fd mudh vko";drkvk dh ifr dHkh & dHkh dh tkrh gA vrh dgk tk ldrk g fd vf/kdk"k mRrjnkrkvk d ifjokj d lnL;k d }kjk vko";drkvk d }kjk ifr dh tkrh gA v/;;uxr legk e ifjokj d lnL;k d e/; ruko dh fLFkfr d fo'k; e rF;k dk ldyu fd; x;k g]ftle vf/kdk"k 95 ifr"kr mRrjnkrkv u dgk fd ifjokj e ruko dh fLFkfr fufer gkrh gA tcfd 5 ifr"kr u dgk fd fLFkfr fufer ugh gkrh gA

vkfFkd leL;k d iHkko d :lk e v/;;uxr mRrjnkrk o) tuk d vk; d] L=kr d fo'k; e rF;k dk ldyu dj fo"y'k.k fd;k x;k g ftle vf/kdk"k 92 ifr"kr mRrjnkrk o) tuk }kjk Lo; d o)koLFkk i"ku dk vk; dk e[; L=kr crk;k gA blh idkj mRrjnkrk o) tuk dk feyu okyh i"ku jkf"k dk mi;kx fdl en e dju lcf/kr fo'k; ij rF;k dk ldyu dj fo"y'k.k fd;k x;k g fd vf/kdk"k 92-5 ifr"kr mRrjnkrkvk }kjk Hkktu ij [kp djr gA ,o 7-5 ifr"kr mRrjnkrk bl ij [kp ugh djuk pkgr gA blh rjg Lo; d bykt ij 87-5 ifr"kr mRrjnkrk]nfud t:jrk ij 47-8 ifr"kr bl en e [kp djuk pkgr gA

v/;;uxr leg dh "kkjhfjd ;k LokLF; dh fLFkfr ij iHkko d fo'k; e mRrjnkrkvk o) tuk dk gku oky LokLF;xr leL;k dk ldfyr rF;k d fo"y'k.k ; Kkr gvk fd 80 ifr"kr mRrjnkrkvk dk "kkjhfjd detkjh]20 ifr"kr mRrjnkrkkvk dk "olu lc/kh leL;k l xflr gA LokLF;xr leL;k d bykt djk; tku fo'k; ij 90 ifr"kr mRrjnkrkvk u crk;k fd mudk LokLF; leL;k dk bykt py jgk gA rFkk 10 ifr"kr o)k LokLF;xr leL;k bykt ugh djk;k tk jgk gA mRrjnkrkvk d bykt e gku oky 0;; d fo'k; e ldfyr rF;k d fo"y'k.k l li'V

gvk g fd 57-5 ifr"kr mRrjnkrkvk dk bykt e 0;; fd; tku oky jkf"k Kkr ugh crk;k gA vkfFkd fLFkfr;k eukoKkfud fLFkfr ij iHkko % bl fo'k; e o)tuk }kjk cPpk d iokl d QyLo:Ik Fkdk egll dju d fo'k; e rF;k dk ldyu dj fo"y'k.k l Kkr gvk g] fd vf/kdk"k 57-5 ifr"kr mRrjnkrkvk d }kjk Lo; dk ge"kk Fkdk gvk egll djr gA tcfd 40 ifr"kr mRrjnkrkvk d }kjk Lo; dk dHkh & dHkh Fkdk gvk egll djr gA rFkk 2-5 ifr"kr mRrjnkrkvk d }kjk Lo; dk Fkdk gvk egll ugh djr gA blh idkj o)okLFkk d dkj.k mud 0;ogkj e fpMfpMkiu d fo'k; e rF;k dk ldyu dj fo"y'k.k l Kkr gkrk g fd vf/kdk"k 52-5 ifr"kr mRrjnkrkvk d }kjk mud 0;ogkj e ge"kk fpMfpMkiu cuk jgrk gA tcfd 40 ifr"kr mRrjnkrkvk d }kjk mud 0;ogkj e dHkh &dHkh fpMfpMkiu cuk jgrk gA rFkk 7-5 ifr"kr mRrjnkrkvk d }kjk mud 0;ogkj e fpMfpMkiu dHkh ugh jgrk crk;k x;k gA

**lanHk % **

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NRrh lx< e ykd fp=dyk&,d v/;;u

*ugk jk;

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23 Oct. 2014	30 Nov. 2014	10 Oct. 2014

vrhr l gh Hkkjr dh dyk,] gLrf'kYi vkj ykdfp=dyk bldh lkLdfrd vkj ijEijkxr iHkko"kh yrk dk vfHk0;Dr dju dk l'kDr ek/;e jg gA Hkkjr n"k d 29 jkT;k vkj 7 l?kh; jkT;k dh viuh fo'k"k lkLdfrd vkj ikjEifjd igpku g] tk ogk ipfyr dyk d fHkUu&fHkUu :ik e fn[kkb nrh gA ekuo lH;rk e dyk dk fodkl rhu Lo:i e gvk & LFkkiR; dyk] efrdyk vkj fp=dykA NRrh lx< e ykdfp=dyk dh ,d le) ijijk ikphu dky l jgh gA NRrh lx< e fofHkUu R;kgkjk e xkeh.k ,oe "kgjh vpy d L=h ,o i#'k ykdfp=k dk viu ?kjk ,o vkxu e mdjr gA NRrh lx< e edkuk dk vydj.k dk vf/kdk"k dk; fL=;k gh djrh g vkj o bu vydj.kk d ihN fdl h fof"k'V vk'k; dk ugh crk ikrhA nhokjk dh lnjrk gh mudk mnn"; irhr gkrk gA NRrh lx< e ykdfp=dyk d iek.k jk;x< ,o ljxtk fty e ikxfrgkfld dkyhu gA

ekuo d fodkl e fp=dyk dk vk;ke vfr ikxfrgkfld dky e mldh ey rFkk vkfne ofRr;k d lkFk gh gvk gA vkfn ekuo dk vkt dh rjg l[k lfo/kk, ly Hk ugh Fkh vkj le; dh lkjh vlfo/kkvk vfuf"prrkvk d chp mldh dyk dh lgt ifrHkk vfHk0;Dr gkrh vk;h gA ;g ,d fufookn lR; g] fd vkfn ekuo dh i[;k e tk vkt g og ifjorh jhfrc) dyk e T;knk n[ku dk ugh feyrkA lhekvk c/kuk l ;Dr vkfn ekuo dh dyk dh LokHkkfodrk gh ykddyk dh fof"k'Vrk gA ykddyk iR;d oLr dk lnj vkj vydr n[kuk pkgrk g] fp=dkjh dh nf'V l og fofHkUu volj k ij nhokj rFkk Hkfe ij fp=kdu djrk gA ykdfp=dyk d e[;r% rhu :i feyr g&Hkfe j[kkdu] fHkfRrfp=] dkxt vFkok oL=k ij fp=kduA iFke ox d vrxr Hkfe ij cuk; tku oky vud j[kkfp= tl vYiuk jxkyh vkfn vkr gA fofHkUu volj k ij bl rjg d j[kkdu fd; tkr gA f}rh; ox d vrxr nhokjk ij cuk; tku oky j[kkduk dk j[kk tkrk gA rrh; ox d vrxr dkxt vkj oL=k ij fd; tku oky j[kkdu vkr gA

Mk- okl no "kj.k mik/;k; u dgk g & **tuinh; L=h&i:'kk e fp=dyk d ifr :fp Fkh] viu jgu d ?kjk d fp=kRed fopkjk l vydr djr Fk] ?kjk d fp=kRed vydj.k

*"kk/k Nk=k] "kk l dh; n/kk/kkjh ctjx efgyk Lo"kk l h Lukrdkrj egkfo/kky;] jk;ij

dh iFkk vkt Hkh dgh&dgh cp xb gA**1 NRrhlx< e ykdfp=dyk dh ,d le) ijijk ipfyr gA ;gk vud idkj d fp=kdu fofHkUu voljk ij fd; tkr gA e[; :i l ;gk dh ykdfp=dyk dk nk Hkkxk e ckVk tk ldrk g & nhokjk dh jxkb] iokudy fp=] nhokjk dh jxkbA

NRrhlx< d xkeh.k vpy e vf/kdk"k ?kj dPp vkj feVVh l cu gkr gA feVVh l fufer bu edkuk dh nhokjk dk ihyh ,o lQn j[kk tkrk g ,o ckg; nhokjk dh vud rjg d T;kferh; :ikdkjk l vydr fd;k tkrk gA dN nhokjk ij vkdfr;k Hkh cukb tkrh g] tk fd vf/kdk'krk j[kkdfr;k gh gkrh gA nhokjk dk bl rjg vydj.k lkj NRrhlx< e fd, tkr g vyx&vyx rjg d vydj.k FkkM cgr vrj d lkFk vyx&vyx LFkkuk ij fd; tkr gA ljxtk fty e fofHkUu {k=k e feVVh dk jx fHkUu g] ftld QyLo:i ;gk ij >kifM;k dk jx Hkh vyx&vyx n[ku dk feyrk gA xkeh.k viu gkFkk l viuh >kifM;k dk fuek.k djr g vkj lgt ekuo idfr d QyLo:i viuh >kiMh dk vkjk dh vi{kk vf/kd vkd'kd fn[kku d fy, fofHkUu idkj dh vkdfr;k jxk d l;ktu l ?kjk dk ltk;k djr gA²

>kiMh dh Nrk dk Nku d fy, [kijk dk mi;kx fd;k tkrk g] bu [kijk dk fuek.k dEgkj fd;k djr gA vfEcdkij] lhrkij] mn;ij rglhyk e >kiMh dh Nrk ij ftu [kijk dk mi;kx fd;k tkrk g] mu ij fofHkUu idkj dh vkdfr cuk;h tkrh g] rjg&rjg dh fpfM;k] cy] dRrk] ?kkMk vkfn cukdj [kijk dk vkd"kd cuk;k tkrk gA bld vfrfjDr nhokjk ij lnj fyikb dju dk ipyu gA vfcdkij] mn;ij] cd.Bij] ljtij {k=k dh tutkfr;k tl ?kfl;k] jtokj] xkM] fpjok] dEgkj] doj vkfn bu dk;k e vR;Ur ioh.k g] fo"k'k :i l jtokj] ?kfl;k vkj xkM tkfr;k viuh >kifM;k dh ltkoV cgr lnj <x l djr gA ljxtk e nhokjk ij fyikb vkj ltkoV dh rjhdk xknu dh "kyh l feyrk&tyrk g] D;kfd cgr l iVu eNjh dkVk] yox] Qy] dMk] dylj] tk xknuk e cuk;h tkrh gA og ;gk fyikb dh ltkoV e nf'Vxkpj gkrh gA

ljxtk fty d vfrfjDr fcyklij fty d xkeh.k vpyk e ykd vkj vkfnoklh tkfr;k d ?kj dh nhokjk ij feVVh e dykRed vkdfr;k d m)j.k dh iFkk jgh gA u; ?kj dk fuek.k vFkok fdlh io R;kgkj ij fHkfRr vydj.k cuk;k tkuk "kHk ekuk tkrk gA ?kjk dh nhokjk] njoktk vkj f[kMfd;k ij cuk; tku oky :ikduk e norkvk dh efr;k dk fuek.k fd;k tkrk g] tl & gueku] "kdj] x.k"k] d'.k vkfnA bud vfrfjDr i"kvk d :ikdu e gkFkh] flg] ?kkMk] unh] fgj.k] cnj vkfnA flg vkj ck?k "kfDr d irhd g] o "kfDr dh noh d okgu d :i e iT; gA ?kkM] xfr vkj "kk; d irhd gA vrh ; ohj ;k)kvk d okgu d :i e ekU; gA if{k;k e rkrk] euk] ekj] exh vkfn dk vdu fd;k tkrk g] ftudh ?kj e l[k&lef) dk irhd ekuk tkrk gA ykddyk e o{kk d vdu d fcuk fdlh Hkh ekxfyd dk; dh dYiuk ugh gkrh g] vrh ;gk ij Hkh fHkfRr vydj.kk e vud rjg dh yrk, vkj

o{kk dk m)j.k fd;k tkrk gA e[; :i l dy d iM dk m)j.k ekxfyd dk;k e fd;k tkrk gA [ktj] ukfj;y] iM] dey Qy vkfn dk Hkh bu vydj.k e Hkjij i;kx fd;k tkrk gA[3] edkuk e fHkfRr vydj.k dk; ftu ykxk dk Lo; vkrk g] o viu edkuk dk [kn gh ltkr g] fdUr ;g dk; vud ykxk }kjk viuh vkthfodk d lk/ku d :i e Hkh viuk;k x;k g] bu ykxk dk c<b dgk tkrk gA bu lHkh fHkfRrfp=k vkj vydj.kk e ykdekul d /kkfed fo"oklk vkj lkekftd ekU;rkvk dk fp=.k gkrk gA budk cuku oky dh dYiuk"khyrk] lTtu"khyrk vkj lkn; ck/k l bl ijijkxr ykddyk dk uohu vFk vkj vuie lkn; ck/k feyrk gA

iokuudy ykdfp= %

/kkfed fo"oklk vkj ekU;rkvk dk ykddyk dk e[; vk/kkj ekuk tk ldrk gA fofHkUu /kkfed ekU;rkvk ij vk/kkfjr ykd dyk, ykd ekul dh /kkfed vkLFkkvk dk inf"kr djrh gA NRrhlx< vpy e fofHkUu iok e vud rjg d ykdfp=k d n"ku gkr gA e[;r% vpy e cuk, tku oky ykdfp= lkou e euk, tku oky R;kgkjk vkj iok e cuk, tkr gA

loukgh %

loukgh d uke l igpku x, ykdfp=k dk fp=.k gfj;kyh vekoL;k d le; fd;k tkrk gA ble eu'; rFkk "kj vkfn dh vkdfr;k cuk;h tkrh g] ftudk mnn"; tkn Vku l cpko djuk gkrk gA ,lk fo"oklk fd;k tkrk g fd bu vkdfr;k dk ?kj d ckgj cuku l vfu'B dkjd tkn Vku l j{kk gkrh gA bu ykdfp=k dh lkou d eghu e cuk; tku d dkj.k gh budk loukgh dk uke fn;k x;k gkxk] ,lk irhr gkrk gA loukgh cuku dk dk; e[; :i l jkÅrk d }kjk xkcj o viuh mxfy;k dh enn l gkrk[4]

ukxipeh d fp= %

ukxipeh d R;kgkj e nhokjk ij fofHkUu vkdfr;k vkj enkvk e ukxk dk j[kkdu fd;k tkrk gA budk x: vFkok xkcj d }kjk cuk;k tkrk g] bu vkdfr;k dh itk vpuk dh tkrh gA cjlkr _r e cgrk;r e ukxk d fudyu d dkj.k mudh itk vpuk dj mul j{kk dju rFkk mudh dik jg bu Hkkouk d lkFk bu fp=k dk vdu fd;k tkrk gA

d'.k tUek'Veh d fp= ¼vkB dUg;k½ %

d'.k tUek'Veh d volj ij Hkh vud rjg l Jhd'.k d fp= cuk, tkr gA fofHkUu vkdfr;k ftudh {k=h; ckyh e **vkB** dgk tkrk g] cuk;h tkrh gA bue Jhd'.k dh cky yhykvk dk fpf=r fd;k tkrk g vkj cky d'.k dh itk dh tkrh gA[5] fofHkUu /kkfed voljk ij NRrhlx< e vud rjg d pkd iju dh ijijk gA lokf/kd :i l bUg nhikoyh d volj ij n[kk tk ldrk gA nhikoyh e y{eh noh d in fpUgk dk vdu fd;k tkrk gA dey d Qyk dk Hkh vdu fd;k tkrk g] ;g vdu pkoy ;k xg d vkV l fd;k tkrk gA bu ij fpUgk dk y{eh th d vkxeu dk irhd ekuk tkrk g] ; infpUg lno ?kj d ckgjh }kj l itk LFky dh vkj cuk, tkr gA bud lkFk vud rjg dh vYiuk, pkd vkfn cuk, tkr gA /kkfed ,o "kHk voljk ij cuk,

tku oky LokfLrd fpUg Hkh ykd fp=dyk d ikphure mnkgj.k gA NRrhlx< e itk LFkyk ij] nhokjk ij }kj ij budk vdu n[kk tk ldrk gA bud vykok vud rjg d cy cV rFkk Qy Hkh cuk, tkr g] ftudk fofHkUu jx d jxk l ltk;k tkrk gA ,lk ykd fo"okl g fd LoPN vkj lnj LFkku n[kdj gh y{eh th vkrh g] vr% ?kj dk lnj dju d fy, bu pkd vkfn dk cuk;k tkrk gA

fookg d volj ij cuk; tku oky fp= %

NRrhlx< d fofHkUu vpyk e fookg d volj ij viu ?kjk dk ltku ,o nhokjk ij vud rjg d fp= cuku dh ijijk ik;h tkrh gA bu fp=k e noh&nokrkvk] Qy ifRr;k vkj i"k&if{k;k d fp= ik; tkr gA budk cuku e fofHkUu jxk dk i;kx fd;k tkrk gA uhy] yky] jxk dk i;kx e[;r% fd;k tkrk gA[6] ble e[;r% nhokjk ij gueku th] fo'.k th] y{eh th] ekj i{kh vkfn dk fp= vdu fn[kkb nrk gA bu fp=k e Hkxoku dk cuku e fookg d exye; <x l liUu gku dh dkeuk fn[kk;h nrh gA ekj if{k;k e vR;Ur lnj i{kh gkrk g] ftldk fp=.k fookg d exy volj dh lnjrk inku djuk gh gk ldrk gA fofHkUu T;kferh; vkdkj Hkh nhokjk dk l"kkfHkr djrh gA

dy"k ij fp=kdu %

fookg vkj vU; /kkfed voljk ij itk d fy, loiFke ftl dy"k ij nhi iTtofyr fd;k tkrk g] ml ij dh tku okyh fp=dkjh NRrhlx< d ykd&thou e ipfyr ,d lnj dykdfr gkrh gA fookg d volj ij tc e.Mi ltk;k tkrk g] e.Mi d chp e tgk ij lkj jLe&fjokt liUu fd, tkr g] ogk ,d dy"k feVVh dk cuk ?kMk gkrk g] ftld pkjk vkj xkykdkj e xkcj l lnj <x l j[kkdfr cukb tkrh g] bl j[kkfp=k e lnj T;kferh; vkdkj e pkoy ¼jx g,½ l ltk;k tkrk g] ; pkoy ekgn] gYn vkfn jxk l jx fy;k tkrk gA e.Mi e bl dy'k dk ftl LFkku ij j[kk tkrk g] bld pkjk vkj Hkfe ij feVVh d vud T;kferh; vkdfr dk jxhu pkoyk l fufer fd;k tkrk gA fookg d le; fd;k tku okyk ;g dy"k fp=kdu NRrhlx<h ykddyk dk lnj mnkgj.k iLrr djrk gA

xkcj fp=dkjh %

NRrhlx< e nhikoyh R;kgkj jkÅrk d fy, vR;r egRoi.k gkrk gA nhikoyh d le; xko/ku itk d fnu l budk mRlo ikjHk gk tkrk gA blh volj ij ekfydk d xk/ku dh j{kk gr }kj ij vkj nhokjk ij **gkFkk** nu dh iFkk ipfyr g] ftl **vk"kh'k nuk** dgr gA ;g ,d T;kferh; vkdkj d leku gkrh g] ftldk vdu tkn&Vku vkfn l j{kk gr fd;k tkrk gA blh fnu xk;k d xy e lkgkb ck/kr g] tk fd xk/ku dh j{kk gr exy dkeuk d fy, gkrh gA **gkFkk** nu dh iFkk gjyh d volj ij Hkh gkrh gA li.k ?kj vFkok eo"kh ck/ku d LFkku ij xkcj dh ydhj] njoktk d Åij vFkok Nlij d uhp nhokjk ij cuk;h tkrh g] bu ydhjk d mij vkj chp e Hkh vud vkdfr;k cukb tkrh g & l;] pnek] i"k&i{kh vkfnA budk mnn"; vexy fojk/kh gkrk gA

xknuk %

NRrhlx<h efgyk, xknuk fi; gA ckg] gkFk] ij] Bk<h] xky vkfn ij ; ,d u ,d xknuk fy[kokrh gA vkdfr;k vR;f/kd lx<] vFki.k] vkd'kd vkj lnj gkrh gA ;g ;gk d ykd&thou dk irhd fpUg gA xknuk fy[kuk vkj /kkj.k djuk nkuk ;gk dh thoUr ykd fp=dyk jg gA

"ky fp= %

ykdfp=dyk dk bfrgkl vR;r ikphu gA ykdfp=dyk d lokf/kd ikphu mnkgj.k "kyfp=k d :i e n[kk tk ldrk gA bu "ky fp=k e vkfn ekuo dh Hkkoukvk dh vfHk0;fDr n[kh tk ldrh gA bu fp=k e eu'; u viu vklikl d ikdfrd ifjo"k l ij.kk xg.k dh g] lkFk gh mlu viuh dYiukvk dk Hkh ble leko"k fd;k gA **Mk- jktcyh ik.M;** dgr g fd **eu'; bu fp=k e idfr dk vudj.k vkj dgh dgh Lo; ltu djrk fn[kkb nrk gA**[7] NRrhlx< vk; vkj vuk; lLdfr;k dk lxe LFky gA dcjk vkj fl?kuijh d fHkfRrfp= vuk; lH;rk d irhd gA fljij dk gfj efnj Hkkjrh; vk; okLrdyk dk irhd gA jk;ij vkj fcyklij ftl ikIr xkMk d iLrj "ko LFkku nkfoMh lH;rk d irhd gA[8] ikxfrgkfld dky e NRrhlx< e vud "kyxgk d mnkgj.k feyr gA jk;x< ,o ljxtk {k= ikxfrgkfld fp=dyk ,o ukV;'kkyk dh miyfC/kuh nf'V l fo"o ifl) gA[9] ykd ekuo dh ;;Rlk dkrgy dk fp=.k xQkvk e ikIr "ky fp=k d }kjk feyrk gA NRrhlx< e djhc 30 fdeh0 nj djekx< d igkMk e "kyfp=k dk cgr cMk lxg ikIr gvk g] bl ior e 1000 QV Åph fLFkr "ky xQk e 200 QV dh iVVh e 300 leh- vf/kd "kyfp= vfdr gA

djekx< d "ky fp=k dh lcl ie[k [kkfl;r ;gk d fp=k e ,d lh ekuokdfr u gkuk g] ;gk ij e[;r% i"kvk dh vkdfr;k fpf=r dh xb gA ;g vk"p; dh ckr g fd i"kvk e Hkh ;gk e[; :i l ty thok dk fp=.k fd;k x;k g] eNyh] e<d] dNvk vkj lki fo"k'k :i l fpf=r gA bu fp=k e jxk dk i;kx Hkh vk"p;pfdr djrk g] e[;r;k yky o ihy jx l ty thok dk fp=.k fd;k x;k g] frrfy;k dk lnj fp=.k fd;k x;k gA typjk dh vf/kdrk dk n[kr g,] ;g dgk tk ldrk g fd ;gk ij "kykJ; d lehi oreku e tk NkVk lk ukyk g] ogk dHkh fo"kky tyk"k; ;k i'i ljkoj jgk gkxkA[10]

typjk d vfrfjDr ;gk ij oU; ikf.k;k d Hkh fp= mdj x, g] bue fgj.k] ckjgfl?kk] txyh lvj] uhyxk;] Hklk vkj xkg d Hkh fp= gA djekx< d "kyfp=k e T;kferh; j[kkdfr;k ik;h xb gA vkt Hkh xkeh.kk }kjk itk d fy, Mky x, pkd ;k njokt ij cuk;h x;h "kHkkdfr ;k ikphu :i bu "kyfp=k e nf'Vxkpj gkrk gA **Mk- txnh"k xlr** d vulkj] fo"o0;kih Lrj ij dgk tk ldrk g fd dN "kykJ; ½"kyfp=½ ekuoh; Hkkoukvk dh ikphure gh ugh lnjre vfHk0;fDr Hkh g vkj bl :i e ; eu'; ek= dh vryuh; lEifRr gA[11] vkfnokfl;k u vykfdd "kfDr;k e xgjh vkLFkk l efr;k vkj fp=k dk fuek.k fd;kA vkfnokfl;k dh fp=dyk fHkfRr] njok tk] "kjhj] oL=k vkfn d ek/;e l ikIr gkrh gA[12]

txyk vkj nxe igkfM;k d chp jg jg vkfn ekuok u tgk fxfjdnjkvk dk fuek.k fd;k ogh nhokjk e fHkfRrfp= cukdj viuh Hkkoukvk dh vfHk0;fDr dhA vxtk ,o n"kh "kk ldk u tc vkokxeu d lk/kuk dk foLrkj fd;k] rc ; xQk, vkj fHkfRrfp= idk"k e vk,A N-x- d vkfnokLh ckgY; oukpy jk;x< fty dh ifjlhek e ,lh vud xQk, fHkfRrfp= e llftTr gA[13] jk;x< fty d fl?kuij dh igkMh e ikxfrgkfld "kykJ; gku dh if'V 19oh "krkCnh d e/; ijkrRo vf/kdkjh **,-lh-djrya** u dh FkhA 1918 b- e bfM;u E;ft;e vkQ dydRrk d fun"kd **fe- ijlh ckmu** u viuh iLrd **bfM;u ifVXl** e igyh ckj bu fHkfRrfp=k dk mYy[k fd;kA[14]

ijlh ckmu l vkd'B gkdj vud ijkrRo ieh vkj bfrgkldkj fl?kuij dh "kykJ;k d ifr vkdf'kr g,A **lj gujh** u bUg io ik'kk.k dky dk ekuk gA **vejukFk nRrk** Jh u lu 1931 b- e bl **,ih fgLVkfjd fjyDl ,.Mn jkd ifVXl vkQ fl?kuij** "kh'kd l iLrd idkf'kr djk;kA

fl?kuij d fHkfRrfp= igkMh d ckgj gh vfdr g] ;gk ij pkj xQk, g] ftue nk xQk nf{k.ke[kh] ,d nf{k.k&io rFkk ,d if"pe e[kh gA fl?kuij d ,d fp= e dN eu'; fdlh fo"kkydk; i"k dk fueerk d lkFk ykfB;k l ekj jg g] mld lehi gh ,d vU; i"k vfdr gA[15] bu fp=k e ekuo vkdfr;k dk lh/k MM rFkk lh<h d vkdkj e vfdr fd;k x;k gA[16] jk;x< l yxHkx 26 fdeh dh njh ij cluk>j xQk g] bl xQk e 400 d yxHkx fHkfRrfp= g] ;gk d fp=k e txyh tkuojk d fp= vf/kd g] bld vfrfjDr uR; djr ekuo] ?kM lokjh djr ekuo vkfn d fp= gA dekx< jk;x< l 30 fdeh dh njh ij ,d iokfHke[k xQk gA bldh yckb 300 QV rFkk pkMkb 20 QV gA bl xQk e 325 d yxHkx fHkfRrfp= g] ; fp= vYiuk fMtkbu vkj cgjxh vkdfr;k oky gA[17]

jkex< dh igkMh ij fLFkr ikphu efnj] xQkvk] fHkfRrfp=k l ikphu ,o oHkoi.k Hkkjrh; lLdfr dk vkHkkl feyrk gA jkex< dh igkMh ij fLFkr *lhrkckxjk* o **tkxhekjk xQk** lcl egRoi.k gA bu xQkvk rd igpu d fy, 1800 QV ych ,d iFkjhyh] fo'kky ikdfrd ljx ikj djuh iMrh g] ftl **gkFkh [kkg** dgr g] bl ljx d mij **lhrkckxjk** vkj **tkxhekjk** dh vf}rh; dykRed xQk, g] dgk tkrk g fd Hkxoku jke u viu ouokl dky e jkex< ior ij fuokl fd;k Fkk rFkk lhrk th u bl xQk e vkJ; fy;k FkkA vrh ckn e og **lhrkckxjk** d uke l ifl) gbA[18] ckn e ;gh xQk, jx"kkyk d :i e dyk ife;k dk LFky cuhA

fu'd'kZ%&

NRrhlx< e ykdfp= dyk lkekU; tu thou dh ?kVukvk ij vk/kkfjr gA NRrhlx< e ykdfp= dyk tutkrh; thou dk vfHkUu vx g] ;gk d ykx R;kgkjk] iok] mRlok rFkk fookg d volj ij ykx viuh vfHk0;Drh fp=k d ek/;e l djr gA ;g lR; g fd NRrhlx< e fp=dyk fo"k'kdj fHkfRrfp= d iek.k jk;x< rFkk ljxtk fty d xQkvk e fey gA ijkrRofonk d fy; ;g vkt Hkh vk"p; dk ,oe "kk/k dk fo'k; gA

lnHk

1 jktLFkku Hkkjrh¼ykd lLdfr fo"k'kkd½] liknd idk"k ifj;y] Hkkx 12] vd 3&4] lu 1970] i'B 26

2 **>kifM;k vkj mudh ltkoV**(e-i- ln"k] 25 viy] 1986] i'B 42

3 **pkeklk**(Qjojh] tu 1990

4 **e/;in"k dh le') ykdfp= ijijk**(e-i- ln"k 10 uocj] 1985] i'B 10

5 ;n] eukgj yky] **NRrhlx< dh thor ykddyk**(uoHkkjr nfud 22 tu] 1975

6 oek] onuk] **N-x- dh ykddyk dk ,frgkfld vu"khyu**(1995] i'B- 50

7 tk"kh] b"kukjk;.k] **ekyok dh ykdfp=dyk**(i'B- 6

8 feJ] jeUnukFk] **NRrhlx< dk bfrgkl**(1988] i'B- 182

9 feJ] jeUnukFk] **N-x- d ,frgkfld ,o ijkrkfRod LFky**(¼ixfr iFk ij e-i-½ if=dk 1987] i'B- 198

10 xlr] txnh"k] **ikxfrgkfld Hkkjrh; fp=dyk**(i'B- 7

11 xk;y] dry] **e/;in"k ln"k**(25 uocj] 1983] i'B- 20

12 ogh] i'B- 21

13- d"kjokuh vf"ouh] **egkunh ?kkVh e fc[kj fHkfRrfp= ¼uo Hkkjr if=dk½**(2001] i'B-117

14- uVoj] fl?kkfu;k] **jk;x< e jkto"k ¼Lej.k if=dk½**(2001] i'B- 54A

15- feJ] jeUnukFk] **iokDr**(i'B- 176A

16- oek] Hkxoku flg] **iokDr**(i'B- 273A

17- iokDr] i'B- 274A

18-oY;kuh t- vkj- ,o 0gh- 0gh- lkglh] **N-x- dk jktufrd ,o lkLd'frd bfrgkl**(1997]i'B- 250A

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Ekkuorkokn vkj dchj

*iuoh.k lkgu

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dchj nkl th ekuo lekt e ,d mPp dkfV d lk/kd] ØkfUrn"kh] lekt&l/kkjd] ekuorkokn rFkk leRo&Hkkouk d ipkjd ,o J'B dfo d :Ik e ykdfi; gA mudh dfork ekuo&lekt vkj ekuo&thou l tMh gb dfork gA ekuo mud dk0; dk dUn fcUn gA ekuo dk NkMdj u rk o lekt dh ehek Ik djr g vkj u gh thou dhA dchj ekuork d lk;k; gA o leLr ekuo dk ,d gh b"oj dh lrku ekur gA mUgku tkfr&ikfr] NvkNr] NkVk & cMk] ckge.k "kn efUnj&efLtn vkfn d HknHkko dk vLohdkj dj fn;kA o eu'; d chp lEink;]/ke] tkfr] rFkk fopkj d Hkn dk rPN ekur FkA dchj doy fo"o ie vkj lkgkn Hkko dk lekt e fodflr djuk pkgr FkA o nljk d n[k e n[kh gkr FkA mUgku thou dk x<u dk eu'; dk x<u dk i;Ru fd;kA >B dedk.M] ckg;kpkj] /kkfed dVVjrk ,o v/kfo"okl dk mUgku fojk/k fd;kA dchj u ekuo dk ekuo l tkMu okyk ,o eu'; dk b"oj rd igpku okyk ekx ie dk ekx crk;k gA dchj nkl thu viu lkf[k;k ,o ink e ekuo thou d iR;d igyvk dk j[kkfdr fd;k gA dchj dk lkjk fpUru ekuo lki{k gA

dchj nkl th HkfDrdky d lokf/kd ykdfi; lr dfo gA mudk 0;fDrRo u doy e/;dkyhu HkDrk e vfir lex fgUnh lkfgR; e ctkM gA og ,d mPp dkfV d lk/kd] ØkfUrn"kh] lekt&l/kkjd] ekuorkokn rFkk leRo&Hkkouk d ipkjd ,o J'B dfo d :Ik e lno Lej.kh; jgxA o e/;;xhu lkLdfrd L=krk d l"y'k ek= ugh g vfir bu L=krk d ldkjkRed eu';/keh rRok d vk/kkj ij ,d lPp ekuo /ke d lLFkkid lr gA

dchj dh dfork ekuo&lekt vkj ekuo&thou l tMh gb dfork gA ekuo mud dk0; dk dUn fcUn gA ekuo dk NkMdj u rk o lekt dh ehek Ik djr g vkj u gh thou dhA dchj ekuork d lk;k; gA ekuork dh jpuk ftu ver rrvk l gkrh g mue d:.kk] R;kx] ie] {kek] eerk] lfg'.krk] lok vkj lei.k tl dkjd lgk;d cur gA

*lgk;d ik/;kid "kk ldh; egkfo|ky; i[kktj fty k& m- c- dkdj ¼N-x-½

ftlu bu “kk”or eY;k dk lo)u dj fy;k ogh eu’; g vkj bud vkykd e fd, tku oky dk; ekuork&lpd gA ^Lo* d R;kx vkj ^ij* dh Lohdfr gh ekuork gA Hkkjrh; lkLdfr dk vkn”k okD; ^ol/ko dVEcde* g vFkkr leLr fo”o dk ,d ifjokj ekuuk gekjh on;xhu _f’k dkeuk dk pje&mRd’k gA eu’; pkg ftl tkfr ;k egtc dk gk] lHkh dk ijefirk ,d gA gekjh /kkfed ldYiuk,a bruh thoUr g fd mue lo= ekuork d vtu dk ln”k gA eu’; dh tkrh; J’Brk ,d Lohdr lPpkb gA ^ufg eku’kkr J’Brj fdfUpr* tlk iek.k ,d vkj egkHkkjr nrk g rk ^“ku g eku’k HkkbA lokj Åij eku’k lR; rkgkj Åij ukb* dgdj ekuo&lR; dk lcl Åij LFkku nu dh p’Vk o’.ko lgft;k p.Mhnkl }kjk Hkh dh xb gA ^cM Hkkx ekul ru ikok* dh ckr dgdj eu’; tkfr d HkkX; dh ljkguk ,d vkj rylhnkl djr g rk ^ekul tue njyHk vg gkb u ntk ckj * dgdj eu’;&thou dk lkFkd cuku dh lh[k dchj Hkh nr gA lex :lk e] Hkkjrh; lkfgR; e eu’; tkfr vkj mld ekuoh; l)Hk dh Lohdfr lo= feyrh gA[1]

dchj dk vkfoHkko e/;dky dh lkekftd] /kkfed] jktufrd] vkfFkd vkj lkLdfrd vknkyuk gypyk vkj }U}k d e/; gvk FkkA o viu ;x dh reke folxfr;k ,o fo’kerkvk l u doy voxr Fk vfir mu ifjfLFkfr;k dk mUgku n[kk vkj Hkkxk Hkh FkkA ,d idkj l o viu ;x dh fo’ke ifjfLFkfr;k dh mit FkA blh dkj.k thou d ifr mudk –f’Vdk.k LokuHkr FkkA dchj vuHko ilr Kku dk lokifj ekur FkA mUgku “kkL=k vkj fdrkck e fy[kh xb ckrk dk Lohdkj ugh fd;kA o dgr g&

rjk ejk euvk dl bd gkb jA
e dgrk gk vkf[ku n[kh
r dgrk dkxn dh y[khA
e dgrk lj>kou gkjh
r jk[;k mj>kb jAA[2]

dchj ekuoh; lonuk d iR;d LiUnu l ifjfpr FkA mudk ekuuk Fkk fd leLr ekuo ,d gh b”oj d lrku gA ekuo l ekuo dk fookn mld vKku dk ifjpk;d gA b”ojh; jpuk e rk lHkh ,d g] ijUr vkilh foxg eu’; dh nu gA tkfr &ikfr] NvkNr] NkVk& cMk] ckge.k & “kn] efUnj&efLtn vkfn dk HknHkko rk ekuo }kjk fufer fd;k x;k gA b”oj u eu’; dk leku rRok l fufer dj ink fd;k gA lHkh eu’; ,d gh tl [ku vkj ,d gh tl gkM vkj ekl dk cuk gA fQj ckge.k vkj “kn dk Hkn dgk l vk;kA dchj cckdh l dgr g&

,d cn ,d ey erj] ,d pke ,d xnkA
,d tkfr Fk lc mitk] dku ckge.k dku lnkAA[3]

dchj nkl ekuo ek= d i{k/kj FkA mUg /ke] lEink;] tkfr] dy vkfn d vk/kkj ij ekuo&ekuo e Hkn ekU; ugh FkkA o eu’; d chp lEink;] /ke] rFkk fopkj d Hkn dk rPN ekur FkA dchj doy fo”o ie vkj lkgkn Hkko dk lekt e fodflr djuk pkgr FkA dchj fgUn vkj elyeku nkuk dk leku –f’V l n[kr FkA tkfrxr J’Brk d vk/kkj ij lekt e vlekurk dk mUgk [k.Mu fd;kA dchj nkl th u Li’V “kCnk e dgk & ftl

ekx l fgUn vk;k g mlh ekx l elyekuA tUe d le; l gh u dkb ckEg.k ;Kkiohr cudj vkrk g vkj u gh dkb [kruk lfgr elyeku cudj &

tk r ckHku ckHkuh tk;k] vku ckV r D;k ugh vk;kA

tk r rjd rjfduh tk;k] Hkhrj [kruk D;k u djk;kA [4]

dchj d le; lekt mPpox vkj fuEu ox e cVk gvk FkkA mPpox e ckge.k] {kf=; vkj o"; Fk vkj fuEu ;k nfyr ox e "kn o.k d ykx vkr FkA mPp ox gj idkj l fuEu ox dk "kk'k.k fd;k djr FkA Lo; dchj uhph tkfr d FkA o vud ckj mPp tkfr d vR;kpkj vkj irkMuk d f"kdkj g, FkA mUgku ykxk dk le>k;k fd eu'; dk tUe yuk ,d lkekftd fd;k gA doy Åp dy ¼ckge.k] {kf=; ;k o"; ½ e tUe yu l 0;fDr Åpk ugh gk tkrk tc rd mld de Åp u gk & Åp dy D;k tufe;k] t dj.kh Åp u gkbA loju dy"k ljk Hkj;k] lk/k fuUnk lkbAA[5]

dchj ,d ekuorkokn fopkjd gA ekuo mudh dfork dh dUnh; bdkb gA o fo"o&ekuo dk fodflr voLFkk e n[ku dk ykykf;r gA o ekuo & ek= dk fodkl"khy fLFkfr rd igpku oky rRok dk gh ^ekuo &eY;* dgr gA dchj u lekt l/kkjd d lkFk thou dk x<u dk eu'; dk x<u dk i;Ru fd;kA dchj "kkL=h; Kku dh vi{kk vuHko Kku dk vf/kd egRo nr FkA mudk fo"okl lRlx e FkkA[6] o 0;fDr dk cu[kMh vkj xQkvk e y tku okyh lk/kuk d i{k?kj ugh FkA o ?kj & xgLFkh d mRrjnkf;Rok dk ikyu djr g, viu /ke dk ikyu dju okyh lk/kuk dk mfpr ekur FkA mUgku turk dk le>k;k b"oj u rk dkc e g vkj u dyk"k e] u efLtn e g vkj u efnj eA og rk rEgkj Hkhrj oky efnj ½?kV&"kjhj ½ e fLFkr gA ml ckgj [kktuk 0;Fk g&

ekdk dgk << cn] e rk rj ikl eA
uk e noy uk e elftn] uk dkck dykl eAA[7]

dchj d ;x e /kkfed ik[kM dh iofr pje ij FkhA fgUn vkj elyeku nkuk /ke d uke ij <kx djd vke turk dk xejkg dj jg FkA mUgku >B dedk.M] ckg;kpkj] /kkfed dVVjrk ,o v/kfo"okl dk fojk/k fd;kA fdUr mudk fojk/k fdlh /ke ;k Hkkouk d fo#) ugh FkkA o doy /ke dk ik[kM ,o vkMEcj eDr n[kuk pkgr FkA fgUnvk e or] rhFk] Nkik] fryd yxkdj min"k nu okyk lrk dh ck< vk xb FkhA dchj u ,l Nne o"k/kkjh ik[kfM;k dk inkQk"k fd;kA o ;g tkur g fd fgUnvk e efrit dh ijEijk gA o iRFkjk vkj igkMk dh itk b"oj ikflr d fy, djr gA mUgku bl v/kJ)k dk fojk/k cM rh[k "kCnk e fd;k&

Þikgu it gfj fey] rk e it igkjA
ikFkj l pkdh Hkyh] fifl [kk; llkjAA[8]

dchj nkl th LoLFk thou i)fr vkj "k) thou –f'V d fgek;rh FkA mUg thou d fdlh Hkh {k= e feykoV drb iln ugh FkkA mUgku doy fgUnvk dh FkkFkh itk i)fr dk gh [kMu ugh fd;k cfYd elyekuk dh [kk[kyiu l vkifjr ckx uekt i)fr d fy, QVdkjkA o ;g ckr vPNh rjg tkur Fk fd

efLtn e vtku yxku dh ijEijk gA ijUr vtku [knk d fy, ugh yxkb tkrh cfYd egYy okyk dk luku d fy, yxkb tkrh gA dchj u bl ik[kM dk [kMu fd;kA mudk fojk/k bl fjokt d ihN fNi Hkko ;k [knk dk fojk/k ugh FkkA vfir bl iFkk l tM ik[kM dk etkd mMkuk FkkA mUg tgk Hkh ikykiu utj vkrk viuh ok.kh #ih ykBh dh Bkdj ekju l o ugh pdr FkA o Md dh pkV ij dgr g&

dkdj ikFkj tkfj d] efLtn yb cuk;A

rk pf< eYyk ckx n] D;k cfgjk gvk [knk;AA[9]

dchj ;FkkFk e egkekuo FkA mUgku ifMr] ekyk dchj ;kfx;k dk QVdkj blfy, yxkb rkfd o ik[kM jfgr ifo= thou i)fr dk tuekul e LFkkfir dj ldA dchj u ie dh vko";drk vkj egÙkk ij cy fn;kA doy ie gh og oLr g tk ekuo dk ekuo l tkMdj j[k ldrk gA eu'; dk b"oj rd igpku okyk ekx Hkh ie dk gh ekx gA ie dk lkcu lHkh d eu dk mTToy cuk ldrk gA Økfr jktkfj;k dk er g Þe/;dkyhu lr dfo;k e fo"k'kdj dchj u lkekU; turk d chp viuk ,d egRoi.k LFkku cuk fy;k FkkA o furkr mnkj lr FkA o nljk d n[k l n[kh gk tk;k djr FkA mudh n[kRed vkj l[kRed lonuk, okLrfod FkhA mUgku lpep turk l l;kj fd;k FkkA mud bl ie e vikj fo"okl Fkk [kk[kykiu ughA o ie dh ufrdrk vkj e;knk dk HkfyHkkfr le>r FkA o ftnxh dh Bkl lonukvk dk vuHko dju e leFk FkA o turk l tM g, dfo Fk] fNUuey ughA o ie d okLrfod eY; dk igpkur FkA ;gh ie mUg vPNk blku cuk, g, FkkA ;g ie b"oj rFkk bUlkfu;r dh ikflr d fy, Hkn&Hkko dk feVku okyk vkj lerk d fl)kr dk vey e yku okyk FkkAß[10] ie u fdlh ckMh e ink gkrk g u nfu;k d fdlh ckt kj e fcdrk gA dchj dgr g lPp ie dh ikflr dkb viuk flj ndj vFkkr vgdkj dk R;kx dj ikIr dj ldrk g&

ie u ckjh mit] ie u gkV fcdkbA

jktk ijtk tfg #p] lhl nb y tkbA[11]

dchj dh nf''V e vkn"k ekuo og g tk b"oj e fo"oklh gkA llkj d vkd'k.k l fojDr gk] HknHkko l ij gk] lR;fu'B gk] eu ok.kh vkj de l ,d gkA dchj e b"ojh; fpUrk gA ekuo dk b"oj cu tkuk gh ekuo /ke gA jkepn frokjh dk dFku g& dchj nkl u Hkn&Hkko dh leLr lhekvk dk rkMdj HkDr d :Ik e ft l vkn"k ekuo dk lkeu j[kk g] og ekuo 0;fDrRo d fodkl dh li.k lHkkouk dk lekIr djd ml b"ojRo d Lrj rd igpk nu okyk gA uj dk ukjk;.kRo ikIr dj yuk gh lPpk ekuo /ke gAß[12]

fu'd'kr% dgk tk ldrk g fd dchj nkl th viu egkekuoh; eY;k d dkj.k lno iklfxd gA dchj dk lkjk fpUru ekuo lki{k gA dchj u viu ;x rd d ipfyr lHkh erk l lkjrRo dk xg.k djr g, ml viu vuHko d /kjkry ij iHkkoh <x l mrkju dh dkf"k"k dh gA lekt e 0;kIr vU/kfo"okl vkj Hkn & cf) d ifr lrk dh fprku "k) ekuookn dk ipkj fd;kA lHkh dk b"oj dh lUrfr le>uk] eu'; ek= dk leku tkuuk] tkfr vkj ykd

/ke d foHkn l eDr jguk rFkk dy feykdj mnkj ekuork/keh nf’V dk ok.kh nuk l rk d vH;kl e “kkfey FkkA bl rjg dh leRo nf’V vkj Hkkrko & Hkkouk dk iFke #i dchj e yf{kr gkrk gA ykdkUe[krk] ekuoh;rk vkj lkekftd Li’Vhdj.k t lh vkn”k Hkkoukvk d ifo= /ot dk dchj u mUu;u fd;k g vkj blhfy, fgUnh lkfgR; e ekuork d iFke dfo d #i e dchj dk ifrf’Br dju e erHkn ugh gkuk pkfg,A

lnHkZ %

1- flg] okIno] ¼1999½] ***dchj lkfgR; vkj lk/kuk***] vfHkO;fDr idk”ku] bykgkckn] i’B& 233

2- f}onh] gtkjh ilkn] ¼2013½] ***dchj]*** jktdey idk”ku] ub fnYyh] i‘’B & 247

3- nkl] “;kelnj] ¼2012½] ***dchj xFkkoyh***] fo”o Hkkjrh idk”ku] ukxij] i’B&38

4- ogh] i’B& 43

5- ogh] i’B&100

6- tknku] jkexkiky flg] ¼ 2013 ½] ***dchj d dkO; fl/nkr]*** uo Hkkjr idk”ku] fnYyh] i’B & 55

7- f}onh] gtkjh ilkn] ¼ 2013½] ***dchj]*** jktdey idk”ku] ub fnYyh] i‘’B & 179

8- dkf”kd] food Jh] ***dchj ok.kh]*** itk idk”ku] fnYyh] i‘’B&54

9- ogh] i’B&130

10- jktkfj;k] dkfr] ¼ 2011½] ***HkfDrdkyhu dfork ;FkkFk lii’k.k vkj fo”yi’k.k***] v/;;u ifCyll ,M fMLVhC;Vl] ub fnYyh] i’B &78

11- nkl] “;kelnj] ¼2012½] ***dchj xFkkoyh***] fo”o Hkkjrh idk”ku] ukxij] i’B&120

12- frokjh] jkepn] ¼2011½] ***dchj& eheklk***] ykdHkkjrh idk”ku] bykgkckn] i’B&122

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itkr= % /ke&tkfr vkj dchj

*Mk- jktkjke cuth]

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dkb Hkh dfo, fprd ;k fopkjd viu ;x dh mit gkrk gA iR;d ;x tk bfrgkl d iUuk e vfdr gkdj ;x ifjo"k e c/kk gkrk gA ml ;x dh dN leL;k, gkrh g, ml ;x vkj lekt d ykx bu leL;kvk d lkFk l?k'k djr gA dN leL;k, ,lh gkrh g ftudk funku viu ;x e gh gk tkrk gA yfdu dN leL;k, ,lh gkrh g tk viu ;x e vkf"kd :lk l gy gku d ckn leL;kvk dh vEckj yxk nr gA tk bu leL;kvk, pukfr;k vkj =klnh dk fo"y'k.k dj ld, ogh lr] dfo] egku lkfgR;dkj, fpUrd, fopkjd o lekt l/kkjd dgykr gA db leL;k, o foMEcuk, ,lh Hkh gkrh g tk ;x lhek dk ikj dj db ;xk rd cuh jgrh gA rkRi;; ;g g fd leL;k dh gy dh dk[k e gh ub leL;k, Hkjh gkrh gA bl rjg ;x nj ;x leL;kvk dk flyflyk pyrk jgrk g vkj fopkjdk dh ohfFkdk ltrh jgrh gA bu fopkjdk, fpUrdk o lrk e dN ,l gkr g ftudh ikIfxdrk viu ;x dh lhfer vof/k d fy, gkrh gA yfdu dN fopkjdk dh ikIfxdrk db ;xk rd cuh jgrh gA ,l fopkjd] fprd o leku l/kkjd lukru fprd dgykr gA mue ,d uke g&lr dchjA dchj dk fpUru o n"ku eY;k ij vk/kkfjr gA o egku lr d lkFk&lkFk fprd] fopkjd o J'B lekt l/kkjd FkA mud thou eY;k l i.k FkA lekt e 0;klr v/kfo"oklk] vkMEcjk] ldh.k Hkkoukvk vkj ik[k.Mk dk [kydj fojk/k fd;kA lekt d Bdnkjk dk [kc [kjh&[kkVh luk;k o QVdkjkA o'kk ckn Hkh dchj n"ku lekt d fy, vkt Hkh ikIfxd gA

itkr= nk "kCnk d ;kx l cuk gA itk+r=] itk] tu ;k ykx d leg ;k tky dk itkr= dg ldr gA Hkkjr ikphu dky l gh itkr= n"k dgk tk jgk g ij ;x cnyk] ykx cny] itkr= jktr= e o jktr= itkr= e ifj.khr gkr x;kA yfdu okLro e n[kk tk, rk Hkkjr D;k itkr= n"k g\] D;k ;gk okLrfod itkvk dk "kklu g\] D;k itk vkfFkd] ekufld] lkekftd] /kkfed ,o lkLdfr nf'V l Lor= g\] D;k itk Lor= gkdj dkb Hkh fu.k; y ldrk g\] D;k viuh Hkkoukvk dk Lor= gkdj n"k vkj

*lgk;d ik/;kid fgUnh "kkldh; uohu egkfo|ky; cyknk] tktxhj &pkik ¼N-x-½

lekt d lkeu j[k ldrk g\ ugh! e> yxrk g itkr= d uke ij ; lc fn[kkok o <dklyk gA vkt gh itkr= ij jktr= gkoh gA Hky gh n[ku e okLrfod jktk rk flgklu ij ugh cBk g yfdu flgklu ij cBu okyk jktk ,lk jktk g tk ykdr= dk HkkoukRed nf'Vdk.k l ix cukdj ykdr= d uke ij "kklu dj jgk gA lo"oj n;ky lDluk th "kCnk e &

^^ykdr= dk tr dh rjg
ykBh e yVdk,
Hkkx tk jg g lHkh]
lhuk Qyk,A^^ [1]

vkt Hkh ykdr= d uke ij lekt e foHkRl folxfr;k cuh gb gA itkr= d uke ij "kk'k.k] vR;kpkj] 0;fHkpkj vkfn fodkj lekt e dlj dh rjg Qyh gb gA vkt gj xyh] egYyk db n%"kklu ?ker utj vk tk,x dfo gfjukjk;.k 0;kl u Bhd gh dgk g &

^^nkinh&lh ph[krh g ukjh;k fuoL=]
ftud ph[k] n%"kklu dgh ij
Qd vk;k g [khpdjA^^ [2]

ykdr= ij tkfrokn] /ke] {k=okn ,o vkfFkd fo'kerk, ncko cuk pd gA ykdr= ,lk nc x;k g fd mBu dh pkgr j[kdj Hkh mB ugh ik jgh gA blfy, ykdr= dk le>u d fy, dchj n"ku dk le>uk lehphu gk x;k gA lr dchj lPp fny l mikld Fk ftl fnu mud n"ku dk le>dj dk; fd;k tk, mlh fnu l HkkjrHkfe e okLrfod :i l ifr'Bkfir gkxhA

dchj dk n"ku eY;k ij vk/kkfjr gA og fpru Fk ekuo dk lR;kxgh cuku d fy,A eY;k l yckyc dchj n"ku lekt e 0;klr v/kfo"oklk] ldh.k Hkkoukvk vkj ik[k.Mk d fojk/k [k.M g, FkA ml ij djkjh pkV Hkh dju e rRij jgr FkA mUgku lekt d Bdnkjk dk QVdkjr g, dgk g &

^^tk r ckHku&ckHkuh tk;k] vku ckV D;k ugh vk;kA
tk r rjd&rjduh tk;k] rk Hkh rj [kruk D;k u djk;kA^^
vj bu nkmu jkg u ikbA
fgUn viuh dj cMkb] xkxj Nvu u nbA
oL;k d ikourj lko ;g n[kh fgUnvkbA
elyeku d ihj & vkfy;k exk&exh [kkbA
[kkyk djh cVh C;kg] ?kj e gh dj lxkbAA [3]

bUgh Hkkok dk leV g, egkjk'V d egku lekt l/kkjd egkRek T;kfrck Qy u viu iokMk ¼chjxkFkk½ e viu&vkidk Åp le>u oky ckge.kk dk udkjkiu dk o.ku fd;k g&

^^iFke ckge.k ink gvk fgUnLrku eA
fn[krk "kn tlk fujrj]
Luku itk&ikB fur&fur fryd ekFk ij]
mBkr xkn e o";kvk dkA
luuk onk dk "knk dk cn fd;k]
yfdu i<k;k vxtk dkA
iko /kyokdj "kn dk rhFk nr]
egiku djr ;ouh dkA^^ [4]

dchjnkl LoHkko d QDdM] euekth vkj eLr lr FkA ekg&ek;k l cgr nj] lR; d mikld D;kfd lR; gh mud mikld Fk vkj fl)kr gh lR;A vU;k; dk fojk/k dju e

mud 0;fDrRo e ghpdiu ugh] fcuk ykx yiV d dkb Hkh ckr dg nr FkA mUg fdlh dk Mj ugh FkkA fgUn gk ;k eLyeku] jktk gk ;k jd fcuk Hk; vkj ldkp d tk dguk g og dg nr FkA lcd fy, mud gn; e ie Hkkouk Fkh &

^^dchj [kMk cktkj e] lcdh ekx [kjA

uk dkg l nkLrh] uk dkg l cjAA^^ 5

lr dchj okLrfod :i l /ke lLFkkid FkA ekuoeY;k dk tc&tc gokl gvk g rc tuekul dk tkxr dju d fy, tk lfn;k l lk; jgr g] fdlh u fdlh egki:'k] lr] fopkjd] fprd vkfn u tUe fy;k gA lr dchj rRdkfyu le; dh ekx o nu gA dchj eY;k l i.k /ke d ifr'Bkrk gA dchj fpru] fopkj/kkjk Hkkok d dfo g] mu eY;k d tk thou thu d fy, vko";d ,o vfuok; gA mudk lcc] jeuh vkj lk[kh vkLFkk] ie vkj lonuk l i.k gA tk lekt e eY;k dh LFkkiuk d fy, vfuok; gA dchj ph[k&ph[kdj ;gh dg jgk g fd efnj&efLtn] on&djku] Åp&uhp vkfn d iipe er iMkA thou eY;k l Hkjk gvk gA viu eY; dk le>k rkfd n"k&lekt dk fodkl gk ld] ykx "kkfr&leHkko l jg ld] thou d okLrfod vFk dk le> ldA egku ogh gkrk g tk ;FkkFk dk igpku dj thou eY;k dh j{kk dj ldA dchj dk e ;x Økfrdkjh lr ekurk gA mUgku oDr d pukrh dk fuHkhdrk vkj cgknjhiod Lohdkj fd;kA dchj ,d ixfroknh fopkjd ,o lr Fk ftUgku li.k lekt dk yydkjk &

^^vj bu nkmu jkg u ikb]
fgUnvu dh fgUnvkb n[kh]
rjdu dh rjdkbA^^ 6

,lk igkj dju oky dchj tcjnLr fuHkhd lr leUo;oknh ,o ekuorkoknh Økfrdkjh fopkjd FkA thou dh lPpkb g fd l?k'k gh /ke lLFkkid] fprd] fopkjd] urk o lekt l/kkjd dk tUe nrk gA dchj ifrHkk liUu lr] fopkjd] fprd o lekt l/kkjd FkA mUgku n[kk fd nk lE;rk, vkil e Vdjk&Vdjkdj pj&pj gk jgh gA nkuk lLdfr;k e ruko g tk ekuo fodkl d ck/kd rRo cu g, gA ;fn bl ck/kd rRo dk nj dj fn;k tk; rk fuf"pr gh lerkoknh lekt dh LFkkiuk gk ldrh g ij ;g rHkh lHko gkxh tc nkuk :f<oknh fopkj/kkjk vkj /kkfed ik[k.M dk NkMdj lerkeyd rRok dk Lohdkj djA ?k'.kk NkMdj ie] n;k vkj d:.kk dk viuk;A dchj u bu ck/kd rRok viu ok.kh :ih rhj l igkj djuk "k: dj fn;kA /ke e dkb Åp&uhp ugh gkrk li.k tuekul b"oj d fy, leku gA idfr dh xkn e ge lHkh leku :i l gh tUe yr g vkj idfr leku :i l gekjk ikyu&ik'k.k djrh gA Hkn&Hkko] Åp&uhp] NkVk&cMk] Nvk&Nr vkfn eu'; dh gh nu gA dkb Hkh /ke Hkn ugh lh[kkrk] ?k.kk dk c<kok ugh nrk vkj ;g Hkh ugh dgrk fd b"oj&vYyk] efnj&efLtn e gh ugh feyrk gA b"oj lo0;klr g] lcd fy, g vkj lc mld fy, g&

^^ekdk dgk << cUn e rk rj ikl jA
u e efnj u e efLtn u dkck dyk"k jA

ukg dkuk fØ;kdje e ukgh tkx cjkx eA
[kkth gk; rjr feygk iyHkj dh ryk"k eA[7]
dchj d lkekftd n"ku dk e[; fo'k; ekuo ek= e lekurk vkj ,drk dh Hkkouk gA mUgku /ke] tkfr] uLy] dy ;k ifjokj d vk/kkj ij fd; x; HknHkko dh HkRluk dhA rjdk dh tk tkfr mPprk vkj uLyxr J'Brk d fy, vfHkeku j[kr Fk] mUg QVdkjkA mud vulkj lHkh ik.kh ,d gh gok ikuh e thr gA ,d gh feVVh l cu gA ;gk rd fd o ,d gh cUn l tUe yr gA vkj mue ,d gh idkj dh gh vfLFk;k vkj eTtk gA
^^,d cUn ,d eyerj] ,d pke ,d xnkA ,d T;kfr l lc tx mRiuk] dk ckHku dk "knkA^^
blfy, jktk ;k jd] ckge.k ;k "kn] Åp ;k uhp le>uk] dyxr HknHkko j[kuk] fgUn ;k eLyeku dk vyx&vyx le>uk 0;Fk gA dchj dgr g &
^^dg dchj prg j HkkUnA
ckyugkjk rjd u fgUnA^^ [8]
Mk- gtkjh ilkn f}onh u Bhd gh dgk g & ^^dchj elyeku ugh Fk] fgUn gkdj Hkh fgUn ugh Fk o lk/k gkdj Hkh lk/k ugh Fk] o o'.ko gkdj Hkh o'.ko ugh FkA o ;kxh gkdj Hkh ;kxh ugh FkA o Hkxoku d ujflgkorkj dh ekurkefr FkA uflg dh Hkkfr o vlHko le>h tku okyh ifjfLFkfr;k d feyu fcUn ij vorh.k g, Fk] tgk l ,d vkj Kku fudy tkrk Fkk] nljh vkj HkDrhekx] tgk l ,d vkj fux.k Hkkouk fudy tkrh g vkj nljh vkj lx.k lk/kuk] o mlh i"kLr pkjkg ij [kM FkA o nkuk vkj l n[k jg Fk vkj ijLij fo:) fn"kk e x; ekxk d nk'kx.k mUg Li'V fn[kkbZ n jg FkA^^
n"k dk Lor= g, db o'k fcr x;] n"k rk Lor= gk x,] ij n"k d okLrfod ekfyd ¼ykx tu ;k itk½ Lor= ugh gk ik;A itkr= d uke ij vkt Hkh mu ij "kklu fd;k tk jgk g blfy, e dguk pkgxk &
leL;k] ej n"k vkj lekt dh]
ykx dc ljf{kr vkj lxfBr gkx]
dc eDr gkx] bl vlekurke; thou lA
etgc d uke ij dc rd yMkb gkxh]
jke&jfge dc rd vyx&vyx gkx]
tjk fopkj djk!
fpru d ckn - - -
mBk] vkx c<k] l?k'k djkA
Qd nk bu :f<oknh] vkMEcjk l ;Dr]
ik[k.M fopkjk dkA
,d fnu [kM jgkx ykxk d chp]
dchj dh rjgA^^
lnkek ik.M; /kfey th itkr= ij igkj djr g, fy[kr g &
^^,d vkneh jkVh cyrk g]
,d vkneh jkVh [kkrk g]
,d rhljk vkneh g tk jkVh cyrk g u [kkrk g] cfYd jkVh l [kyrk gA
e iNrk g] og rhljk vkneh dku g\
ej n"k dh lln eku gA^^
D;k ;gh ykdr= g\ &
^^;g rk ogh ckr gb
[kku dk nkr vyx
fn[kku dk nkr vyxA^^

lanHk%

1 mPp f"k{kk vunku vk;kx ¼1994½ *Hkk'kk lLdfr vkj fpru* Hkkiky i'B 96

2 mPp f"k{kk vunku vk;kx ¼1995½ *ledkyhu dk0; lidyu* & Hkkiky i'B 44

3 "kek] d'.kno ¼1990½- *dchj ok.kh l/kk lkj* v"kkd idk"ku ub fnYyh lLdj.k i'B 82

4 dekj] idk"k ¼2011½- *nfyr fpru* vkun Kku idk"ku jkph lLdj.k i'B 33

5 "kek] d'.kno ¼1990½- *dchj ok.kh l/kk lkj* v"kkd idk"ku ub fnYyh lLdj.k i'B 10

6 ipkjh d- ,y- ¼2012½ *ikphu ,o iks e/;dkyhu dk0;* , xkft;kckn iFke lLdj.k i'B 53

7 "kek] d'.kno] ¼1997½ *dchj* v"kkd idk"ku ub fnYyh uohu lLdj.k i'B 52

8 "kkHkk] lkfo=hpn] ¼2004½ *fgUnh HkfDr lkfgR; e lkekftd eY; o vo/kkjk.kk,* ok.kh idk"ku ub fnYyh iFke lLdj.k i'B 54

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L=h y[ku vkj efgyk miU;kl dkj

*Lkqeu lko

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12 Aug. 2014	30 Aug. 2014	10 Sep. 2014

Lkkekftd djhfr;k dh cfM;k l eDr] f"k{kk d idk"k l inhIr vkfFkd Lokoyecu dh vkj xfr"khy tk L=h ge vkt fn[kkb iMrh g] mld ihN lekt l/kkjdk] jkturkvk ,o efgyk vkUnkyudkfj;k d l?k'k dk bfrgkl gA ik"pkR; e efgykvk d tk reke lkekftd ,o jktuhfrd vkUnkyu viu lEeku vkj vf/kdkjk dh lekurk dk ydj gk jg Fk] mldk iHkko Hkkjrh; tu&ekul ij Hkh /kh&/kh iM jgk Fkk Hkkjrh; lnHk e L=h pruk d fodkl e le;≤ ij vud lekt l/kkjdk dk ;kxnku jgk gA lekt l/kkjdk e jktkjke ekgu jk;] d'kopUn lu] Lokeh n;kUn] egkRek xk/kh] rFkk ,uhcl.V vkfn vud fopkjdk dh fopkj/kkjkvk l ykx iHkkfor g,A l/kkj vkUnkyu dh J[kyk dh igyh dMh e 1829 e lrh iFkk dh lekflr] ftlu fL=;k dh vfLerk dk lj{kk nhA lrh iFkk d leku gh vU; vekuf'kd iFkk, Fkh&cky fookg] vuey fookg] fo/kok fookg fu'k/k] cgfookg] ink&iFkk vkfn d dkj.k l=h dh fLFkfr "kkpuh; Fkh] vkj bu djhfr;k ,o iFkkvk dk l/kkju vkj neu dju d fy, le;≤ ij l/kkjokn vkUnkyuk }kjk lQy i;kl fd;k x;k] vkj bu vkUnkyuk d pyr ckf)d ox&pkg og ik"pkR; dk gk ;k Hkkjr dk& dk /;ku L=h fpru dh vkj tkus yxk] ftld QyLo:Ik ik"pkR; lekt d lkFk gh Hkkjrh; lekt e Hkh L=h&fpru dk ydj reke lkekftd] jktuhfrd] lkLdfrd ,o lkfgfR;d foe"k ikjHk gk x; vkj fr"eRrked lekt }kjk ,d yEc le; l gk jg L=h d ekufld ,o "kkjhfjd 'kk'k.k d edkyQr ,d lo/kkfud igy Hkh ikjEHk gk tkrh gA ifj.kker% ,d u;h fopkj/kkjk dk Lo:i mHkj dj vkrk g] tk L=h thou d fpru dk iJ; nu yxrh g] vkj L=h&fpru] L=h foe"k ,o L=h&thou dh fopkj/kkjk lkeu vkrh gA bl fopkj/kkjk dk e[; vk/kkj L=h y[ku gA

L=h y[ku dk ik;% nk vFkk e fy;k tk ldrk gA igyk og y[ku tk *L=h&thou* dk ydj gvk g] pkg og i:'kk }kjk gk ;k fL=;k }kjkA nljk og tk *L=h&thou* dk ydj doy fL=;k }kjk gh gvk gkA i:'kk }kjk tk L=h&thou dk ydj y[ku gvk] mldk vf/kdrj firlRrkRed fopkj/kkjk dk ekuk x;k] D;kfd lonuk d Lrj ij fdruk gh

*"kk/k Nk=k] fgUnh foHkkx] dk"kh fgUn fo"ofo|ky; okjk.kl h

vPNk y[ku D;k u gk & Hkkx g, ;FkkFk l og nj dk gh gkrk g] og LokuHkfr d Lrj dk N Hkh ugh ldrkA vr% fo}kuk }kjk ;gh r; gvk fd L=h }kjk fy[k x; lkfgR; dk gh *L=h&y[ku* dgk tkuk pkfg,] og LokuHkfr ,o Hkkx g, ;FkkFk dh vfHk0;fDr e vf/kd rd lxr ,o eukoKkfud Bgjrk gA Mk0 okxh ”kDy Hkh fy[kr g fd& **okLrfod vFkk e ukjh&y[ku mu vfHk0;tukvk dk 0;Dr :i gkxk] ftUg i:'k&otuk l idV ugh gku fn;k] ukjh&y[ku mu vuHkfr;k dk “kCn :idj.k gkxk] ftld “kkCnhdj.k d jkLr i:'k&otuk d iHkko u cn dj j[k g] ftld fy, dkb jpukRed iR;{k vodk”k lkLdfrd idF;u e dHkh NkM ugh x;k** ¼*lk{kkRdkj] i0 11*½ bld vfrfjDr iHkk [krku d bl dFku dk Hkh tku yuk lVhd tku iMrk g fd& **vDlj e lkprh g fd vkjr viu ckj e ,lk dN fy[k] ftl fdlh i:'k u vHkh rd u fy[kk gk ! D;k fy[kuk pkfg,\ e vHkh Hkh ugh le{k ik jgh gA ,lh dkb Li'V fopkj/kkjk ej ikl ugh] fdUr bruk tkurh g fd L=h d vuHko dh vfHk0;fDr dN fo”k'k vkj vyx jxk vkj j[kkvk dh igpku gA de&l&de dN rk ,lk v[kk tk jgk g] ftl doy vkjr gh [kkt ldrh gA** ¼*vkjr] vfLrRo vkj vfLerk] i0&64*½

fgUnh lkfgR; e L=h y[ku dh igpku ,o egRrk Lok/khu Hkkjr e gkrh g vkj mldh ;g igpku ,o egRrk /khj&/khj c<rh tkrh gA blh dkj.k ljt ikyhoky u fy[kk g fd& **Lok/khu Hkkjr e efgyk y[ku ftl xHkhjrk vkj mRrj nkf;Ro d lkFk vkx vk;k mll mldh fof”k'V igpku cuhA** ¼ik[kh i'B&9½ yfdu ;g /;ku j[kuk pkfg, fd L=h dk y[ku doy Lok/khu Hkkjr e gh ugh gvk cfYd Lok/khurk d cgr igy] vk/kfudrk d mn; d lkFk gh ikjEHk gk tkrk g] yfdu ,d L=h d y[ku dk og egRrk ugh feyh] tk i:'k y[ku dk feyhA ftld dkj.k mldk lkfgR; lelkef;d i=&if=dkvk dh lhek e c/k dj jg x;k vkj dkQh dN dkj.k ;k vdkj.k :i lekIr Hkh gk x;k] ftldh vkj vc vkykpdk dk /;ku x;k g] vkj mldh [kkt gk jgh gA Lor=rk d igy dh efgyk jpukdkjk e egknoh oek] lHknk dekjh pkgku vkfn dN uke NkM fn; tk;] rk de ykxk tkur g fd bl nkj e ;k bld igy Hkh L=h y[ku ,d vPN Lrj dk gvk gA efgyk miU;kl y[ku dh ,d yEch J[kyk Hkh blh nkj e FkhA 19oh lnh d vUr vkj 20oh lnh dh “k:vkr e ljLorh xlrkj fi;onk noh] geUr dekjh pkgku] ;lknk noh] cge dekjh ,o yhkorh noh vkfn efgyk miU;kldkj lfØ; :i l miU;kl y[ku dj gh FkhA Mk0 leu jkt fy[krh g fd & **bu miU;kldkjk ¼nodhunu [k=h o fd”kkjh yky xkLokeh vkfn½ dh ryuk e efgyk miU;kldkjk dh jpuk, fdlh y{; dk ydj thou l mBk; x; dFkkudk ij vk/kkfjr gA ,d&vkn”k&pkg og furkr jkekfVd D;k u gk & bue ik;k tkrk gA** ¼fgUnh lkfgR; dk vk/kk bfrgkl i'B&83½

iepn dh ledkyhu Å'kk noh fe=k ,d vPNh efgyk miU;kldkj Fkh] mUgku ikp miU;kl fy[k g] ftld uke ugh feyr] yfdu bruk t:j feyrk g fd mUgku viuh olh;r

e fy[kk Fkk fd& **ejh lkjh iLrd ej lkFk fprk e tyk nh tk;A** ¼fgUnh lkfgR; dk vk/kk bfrgkl i'B&284½ yfdu vHkh rd dh [kktk d vk/kkj ij ;g dgk tk ldrk g fd bl nkj e efgyk jpukdkjdk }kjk dfork y[ku ,o dgkuh y[ku dh ryuk e miU;kl&y[ku de gvk gA 4o] 5o ,o 6o n"kd e jtuh ifudj ,o dpu yrk lCcjoky dk efgyk miU;kldkjk e cMk uke gA tgk jtuh ifudj d *ikuh dh nhokj*] *eke d ekrh*] *l;kl ckny*] *dkyh yMdh*] *tkM dh /ki*] *,d yMdh nk jk;*] *egkuxj dh ehrk*] vkfn miU;kl idkf"kr g, gA ogh dpu yrk lCcjoky d *ed i"u*] *Hkkyh Hky*] ldYi*] *ed riLoh*] *LorU=rk dh vkj f=ouh*] ^HkVdrh vkRek^] ^iu:}kj^] vutkuh jkg^]^ vupkgk^] ^u;k ekM^ ,o Lug d nkonkj vkfn miU;kl idkf"kr gA yfdu bu miU;klk ,o miU;kldkjk dh vkj de /;ku vkykpdk dk x;k gA bu lHkh miU;klk e fo"k'k :lk l reke idkj d lkekftd ,o ikfjokfjd ;kruk, ,o irkMuk, tk fd fL=;k ij fuR;&ifr gkrh g] dk fp=.k vf/kd gvk gA

L=h miU;kldkjk ,o mud miU;klk dk Li'V Lo:i 7o n"kd l m'kk fi;onk d ^ipiu [kHk yky nhokj^] :dkxh ugh jkf/kdk] pUnfdj.k lkufjDlk dk ^pnu pknuh^] f"kokuh d ^pkng Qj^] ^d'.kdyh] ^Hkjoh^] ^fo'kdU;k^] "kf"kiHkk "kkL=h dk ^veyrkl^ eg:fUulk ijot dk ^vk[kk dh ngyht^ vkfn efgyk miU;kldkjk d fo'k; e xkikyjk; fy[kr g fd &^^lhfer vk; oky e/;oxh; ifjokj e ,d i<h &fy[kh] ukdjh i"kk] vf/kd me rd vfookfgr jg tku okyh yMfd;k dh D;k fLFkfr gkrh g]ml fdl idkj d ekufld rukok vkj l/k'kk l xtjuk iMrk g] bldk m'kk u cgr gh iHkkoh vdu fd;k gA^^ ¼fgUnh miU;kl dk bfrgkl&277½ vkx og ;g Hkh fy[kr g fd & ^^ipiu [kEHkk vkj yky fnokjk okyh gkLVy dh bekjr ckgj l fo"kky vkj HkO; gku ij Hkh vnj l cgr ldh.k] ufrd :f<;k] iokpk vkj c/kuk dh irhd g^^ ¼fgUnh miU;kl dk bfrgkl]&277½ ^pnu pknuh^ e ukjh fo'k;d lkekftd :f<;k l xLr e/;oxh; ifjokj dh /kvkrh] :) iokg] NViVkrh ftUnxh dk ;FkkFk fp=.k gvk g] vkj ^:dkxh ugh jkf/kdk^ vk/kfud ukjh d thou dh tfVyrk] HkVdko dh ihMk vkj fonkg dk vfdr djrh gA ^pkng Qj^ e f"kokuh u "kjrpn d miU;klk dh dFkkoLr dk ,d u;k tkek iguk;k g] vkj ;gh l mudh fof"k'V igpku curh g] ft ldk foLrkj] ^d''.kdyh^] ^Hkjoh^] ^fo'kdU;k^ vkfn e feyrk gA ^veyrkl^ e ,d vfHktkR; ox dh mif{kr &voekfur L=h dh dFkk iLrr dh xb g] tk ijEijkxr Hkkjrh; iRuh dh Hkfedk bekunkjh d lkFk fuHkku ij Hkh ifr dk ie vkj lEeku ugh ikIRk dj ikrh vkj ifjR;Drk dk thou 0;rhr dju dk vfHk'kIr gk tkrh gA

8o n"kd e fnu"k ufnuh Mkyfe;k d ^e> ekQ djuk^] ^vkgk dh olkf[k;k] ^dUnhy dk /kvk^ "kf"k iHkk "kkL=h d ^uko^] lhf<;k^] ijNkb;k d ihN^] ^D;kfd^] f"kokuh d ^dfj, fNek^] ^"elku pik^] ^Lo;fl}^] ^jfrfoyki^] ^ef.kd^] ^jF;k^] ^fd"kuyh^] d'.kk lkcrh d ^ljte[kh v/kj d^] ^ftUnxhukek^] ^nhflr [k.Myoky d ^fi;k^] ^dkgj^] ^og rhljk^] ^ifr/ofu;k^] eUUk

HkMkjh d ^vkidk cVh^] ^egkHkkt^ dkUrk Hkkjrh d ^jr dh dgkuh^ ^ety Hkxr^ d^ vukjk^] ^cxku ?kj e enyk xx d ^mld fgLLk dh /ki^] *o'kt*] ^fprdkcjk^] ^vfuR;^] eg:fUUk"kk ijot d ^mldk ?kj^] ^dkjtk^ fu:iek lkcrh d ^ir>M dh vkokt^] ^cVrk gvk vkneh^] ejk ujd viuk g^ d'.kk vfXugk=h d ^Vij oky^] ^dekfjdk,^] eerk dkfy;k d ^c?kj^] ^ujd nj ujd^] ^ie dgkuh^ l;ckyk d ^ej lfU/ki=^] ^lcg d brtkj rd^]vkfn miU;kl efgyk muU;kldkjk d }kjk fy[k x; gA bu lHkh miU;klk dh viuh vyx tehu g] fQj Hkh ^vkidk cVh^ ^ egkHkkt^ ^ftUnxhuk ek^] ^ljte[kh v/kj e^] mld fgLLk dh /ki] ^fpRRk dkcjk^ ^c?kj^ bl n"kd d cgpfpr miU;kl gA

fnu"k ufUnuh Mkyfe;k u :< ufrd eY;k] ikfjJfed tdMuk] 'kM;=k] i:'kk dh rkuk"kkfg;k dk lgrh] vkjr dh ihMk vkj ruko dh ekfed vfHk0;fDr dh gA bud ukjh ik= thou dh fo'kerkvk dk thr g, ,o vud ;kruk, lgr g, Hkh lekt }kjk fu/kkfjr e;knkvk d ckgj ugh fudy ikrhA "kf"kiHkk "kkL=h d miU;klk e oreku ih<h d HkVdko] ikfjokfjd thou d fofo/k i{k vkj mle mHkju okyh leL;k,] ukjh d vkUrfjd vkj ckg; ruko] vkRefuHkj gku d fy, mld }kjk fd; tku oky l?k'k] vkfFkd vkRefuHkjrk d ckotn ifjokj dh e;knk dk vfrde.k u dj iku dh mldh foo"krk vkfn dk ltho fp=.k feyrk gA f"kokuh u ,d ikjokfjd 0;oLFkk dk l0;ofLFkr dju dk i;Ru fd;k g] yfdu u; dk Lohdk; de fd;k gA fQj Hkh bud dFkkoLr e jkpdrk cgr gA nhflr [k.Myoky u cnyr g, ekgky e L=h&i:'k d lc/kk dh tfVyrk dk eukoKkfud vk/kkj ij fpf=r fd;k gA eg:fUUklk ijot u e/;in"k d [kklrkj ij cLrj {k= dk lkekftd fp=.k] tk dh L=h lki{k g&fd;k gA efLye vkj blkb ifjokj e L=h fd tk fu;fr g] og [kydj lkeu vkrh gA fu:iek lkcrh d fo'k; e jkepUn frokjh fy[kr g fd& ^^ fu:iek lkcrh u vk/kfud lkekftd 0;oLFkk d Hkhrj ?kVrh gb ukjh d thou l/k'k dk vud fcUnvk ij mHkjr g, Hkfo'; d ifr vk"kkoknh Loj e[kfjr fd;k gA^^ ¼fgUnh miU;kl]&189½ d'.kk vfXugk=h d miU;klk e Hkkx g, ;FkkFk dk vdu gvk g] vkj ml ;FkkFk d vdu dk og viu ik=k d ek/;e l vfHk0;fDr nrh gA ety Hkxr fuEu e/;oxh; ukjh d thou d fp=.k e fl}gLr gA mud miU;kl e ukjh thou dh =klnh d vud lnHkk dk fp=.k gvk gA

^vkidk cVh^ miU;kl db nf'V;k l fopkj.kh; gA xkikyjk; fy[kr g fd &^^vkidk cVh e eUUk Hk.Mkjh u rykd "knk ifr& ifRu vkj mudh f"k"k lrku dk dUn e j[kdj mld pkjk vkj dh fLFkfr;k dk ,lk tky cuk g] rFkk mldh okLrfodrk dk ,lk fp= iLrr fd;k g] tk lonu"khy vkj fopkjoku ikBd dk >d>kj nrk gA nkEiR; lc/k dk fo?kVu vkj u; flj l] u; lc/k cukdj thu dk vkxg vk/kfud thou dh ,d lPpkb g] ij bl fLFkfr dh tfVyrk rc pukrhi.k vkj =klngk tkrh g] tc bld chp dkb lonu"khy cky lrku vk [kMh gkrh gA^^ ¼fgUnh miU;kl

dk bfrgkl] &341½ jkepUn frokjh fy[kr g^fd & ^^vkt d e/;oxh; lekt e rykd dh leL;k u vud vku"kfxd leL;k, mRiUUk dh gA bue lcl tfVy leL;k rykd "knk nEifRR;k d cPPkk dh gA^^ ¼fgUnh miU;kl] &178½ ej fopkj l ;g miU;kl L=h&i:'k d lEcU/kk o rykd nEifRRk d cPPkk dk eukoKkfud tfVyrk dk lf"y'V :Ik gA egkHkkt d fo'k; e tgk ,d vkj xkikyjk; dk ekuuk g fd &^^egkHkkt ledkyhu jktuhfrd ifjo"k l lcf/kr miU;kl gA ftle jktfufr e ifo'VeY;ghurk] "krkfu;r vkj ufrd lMk/k dk vR;Ur ;FkkFk vkj ltho fp= iLrr fd;k x;k gA^^ ¼fgUnh miU;kl dk bfrgkl] &341½ ogk nljh vkj jkepUn frokjh dk ekuuk g fd ^^egkHkkt bl rF; dk lk{kh gfd vc efgyk yf[kdk, ?kj dh pgkj fnokjh d Hkhrj mHkjh&nch ikfjokfjd leL;kvk rd lhfer u jgdj lekt d 0;kid lnHkk l tMdj tufgr e mRd'V lTtu dj jgh gA^^ ¼fgUnh miU;kl]&178½ ^mld fgLl dh /ki^ e vk/kfud L=h d ie dk f=dk.kkRed l/k'k fcYdy u; :Ik e ijEijkxr eY;k vkj Hkkodrk dh ekufldrk dk udkjr g, &iLrr fd;k gA ble L=h&thou dh fu;fr dk Hkh lVhd o.ku gvk gA ^ljte[kh v/kj d^ miU;kl fy[ku e d''.kk lkcrh cgr gh lkgl dk ifjp; nrh g] D;kfd L=h eu dh ^lDl /kkj.kk^ dk ydj tk cckd vfHk0;fDr gb g] og ml le; dh vfHk0;fDRk dk [kjkiu gh FkkA ^ftUnxhukek^ 20oh lnh d ikjfEHkd 15 o'kk e itkc d xkeh.k fdlkuk d thou dk fp=.k gA ^c?kj e ukjh thou dh ifo=rk dh dlkVh mld ekufld ,dkRed vkj lei.k dh Hkkouk dk ekuk x;k g] "kkjhfjd dokjkiu dk ughA ^ujd nj ujd^ e ijh lkekftd 0;oLFkk d ir&nj&ir dk ujd d :Ik fpf=r fd;k x;k gA ble bekunkjh l vkx c<u dh dkf"k"k djr g, ;odk dk fp=.k g] tk nj&nj dh Bkdj [kkr gA vkj pkiylk ,o le>krkokfn;k dh fnu nuh jkr pkxuh rjDdh gku dh ifØ;k dk n"kk;k gA

9o n"kd e fnu"k ufnuh Mkyfe;k d ^Qy dk nn^ "kf"kiHkk "kkL=h d ^dd j[kk^]^ijlk d ckn^] ^; NkV egk;}^] ^me ,d xfy;kj dh^] ^lkxj ikj dk llkj^ f"kokuh d ^foor^] m'kk fi;onk d^^k'k ;k=k^] jkth lB d ^RkR le^] ety Hkxr d ^[kkry^] ^frjNh ckNkj^] enyk xx dk ^e vkj e] pUndkrk d ^vFkkUrj^] vfre lk{;] ^ckfd lc [kfj;r g^] ^,yku xyh ftnk g^] dle dekj d ^ghjkeu gkbLdy^ eerk dkfy;k d ^lkFkh^]^yMfd;k^] eg:fUUklk ijot d ^vdyk iyk"k] fp=k enxy d ^,d tehu viuh^ l;ckyk d ^vfXu i[kh^ e.kky ik.M; d ^iVjx ijk.k^ dey dekj d ^vFkkFk^ ukfljk "kek d ^lkr& ufn;k %,d lnj] 'kkYeyh^] ^Bhdj dh exuh ^ fu:iek lkcrh d ^ngdu d ikj^ fp=k pronh d ^egkvkjrh^] ^ru;k^]d'.kk vfXugk=h d ^ckr ,d vkjr dh^] ckuh ijNkb;k] ^vfHk'kd ^]^uhykQj^ iHkk [krku d ^]^vkvk ii ?kj py^ ^e=;h i'ik d ^Lefr n"k^ "kHkk oek d ^Ýh yklj^]^ekgrjek^] ^vuke fj^^rk^ d uke Mk- l'kek noh d ^gou^ flEEkh gf'krk d ^lEc/kk d fdukj^]^;kruk f"kfoj^] vkfn efgyk miU;kldkjk d idkf"kr miU;kl gA bue "k'k;k=k^] ^rRle^] ^,yku

xyh ftnk g^] ^,d tehu viuh^] vkj ^vkvk ii ?kj py^] bl n"kd d cgpfpr miU;kl jg gA bl nkj dh lHkh efgyk miU;kldkj 8o n"kd dh efgyk miU;kldkjk dh ijEijk dk fodkl djrh gA vkj viu thokukuHkko d vk/kkj ij lkekftd thou o L=h thou d fofHkUUk i{kk dk lkfgR; &fpru d dUn e ykrh gA ^"k'k;k=k^ Hkkjrh; vkj vejhdh; ukfj;k dk fp=.k iLRkr djrk g] ft ld fo'k; e tgk ,d vkj jkepUn frokjh fy[kr g fd&^^bl miU;kl e vk/kfud ukjh dh leL;k dk dUn e j[kk x;k g] fdUr ;gk og vlgk; vkj vljf{kr ugh gA Lokycu] vkRexkjo]lEEkku vkj Lokr=; &Hkko d cy ij fu[kjdj og u; thou &;FkkFk e u; fo"okl l ifrf'Br gk pdh gA^^ ¼ *fgUnh miU;kl &179* ½ ogh nljh vkj xkikyjk; vu ¼miU;kl dh ukf;dk½ d fo'k; e dgr g] fd&^^;g vk/kfud Hkkjrh; ukjh dh rLohj g tk dfBu vkj foijhr ifjfLFkfr;k e Hkh viu fy, u;k vkj lkFkd ekx pu iku e leFk gA^^ ¼*fgUnh miU;kl dk bfrgkl]&278* ½ ^rRle^ e ,d ,lh ukjh dk fp=.k gvk g] ft ldk ifr tYn gh ej tkrk g] og mlh dh ;knk e viuk thou dkV nuk pkgrh g] yfdu og vr e viuk thou lkFkh cuk yrh gA viu ifr dh ;kn e vkj u; thou &lkFkh d puko dh ifØ;k e L=h dh tk ekufld m/kM&cu gkrh g&dk vPNk mYYk[k gvk gA i'iiky flg fy[kr g fd &^^fooP; miU;kl Lokr=;] ukjh Lokr=; dh nf'V dk dUn e j[kdj ,d vR;r ic}] lf"kf{krk ukjh d iufookg d i"u dk vk/kfud thou fLFkfr;k d ifji{; e j[kdj n[ku dk ,d lgh i;Ru gA^^ ¼*vkykpuk&96* ½ ^,yku xyh ftnk g^ e Jhuxj dh ,yku xyh dh nkLrk dk c;k fd;k x;k gA ogk dh viuh lLdfr dh ekU;rk, gA bl xyh dh u;h ih<h cnyko ykuk pkgrh g] yfdu yk ugh ikrhA ij miU;kl e blh ub vkj ijkuh ih<h d vrfojk/k ,o }U} dk fp=.k gvk gA ^,d tehu viuh^ lpkj ek/;ek dh Hkkxoknh ofr dk inkQk"k djrh g] ft le L=h dk nfgd vkj ekufld "kk'k.k gkrk gA xkikyjk; fy[kr g]fd& ^^ft ldk dUnh; dF; ccb d egkuxjh; ifjo"k e foKkiu &txr d Xyej]eY;ghu ifr;kfxrk] frdMe] ng&0;kikj vkfn d chp iLrr ^ukjh foe"k^ gA bl ifjo"k e ukjh pkg fdruh Hkh ;kX; g] ml HkkX; 0kLr d :lk e gh n[kk tkrk gA^^ ¼*fgUnh miU;kl dk bfrgkl]&390*½ ^vkvk ii ?kj py^ e vefjdk d cM "kgjk &ykl ,tYl] lV ybl vkj U;;kd e jgr g, yf[kdk u viu vuHkok d vk/kkj ij vefjdh ukjh dh fLFkfr dk voykdu fd;k g] ,o mld gko&Hkko vkj fopkj dk fp=.k HkhA miU;kl dh ik= vkbfyu dgrh g] fd ^^vkjr dgk ugh jkrh] vkj dc ugh jkrh\og ftruk Hkh jkrh g] mruk gh vkjr gkrh tkrh gA^^ ¼*fgUnh miU;kl dk bfrgkl]&383*½ jkepUn frokjh fy[kr g] fd & vefjdk tl le} n"k dh ukjh dh ihMk dk mn?kkVu djd ;g miU;kl fof"k'V vkj egRoi.k gk x;k gA^^ ¼*fgUnh miU;kl &190*½

20 oh lnh d vfre n"kd e fnUk"k ufnuh Mkyfe;k d ^vk[k fepkyh^] ^;g Hkh >B g^] ^ejthok^ "k"khiHkk "kkL=h d ^ehukj^] ^[kkek"k gkr loky^] ^gj fnu dk bfrgkl^ d'.kk lkcrh

d ^fnyk nkfu^^] ^le; ljxe^ m'kk fi;onk dk ^ vUro'kh ^ jkth lB dk ^fu'dop^ ety Hkxr dk ^xth^ enyk xx dk ^ dB xykc^ pUndkrk d ^;gk forLrk cgrh g^] ^viu&viu dk.kkd^ dle dekj dk ^inkckMh^ eerk dkfy;k d ^,d ifRu d ukVl^] ^nkM^ fp=k enxy dk ^vkok^ {kek "kek dk ^ijNkb vUuki.kk^] e.kky ikM dk^ jkLrk ij HkVdr g,^ dey dekj d ^vkoru^] ^gEcjxj^] ^; [kcj ugh^ ukfljk "kek dk ^ftnk egkoj^ fp=k pronh dh ^ot;rh ¼nk [k.Mk e½ iHkk [krku d ^rkykcnh^]fNUUkeLrk^] ^viu &viu pgj^] ^ihyh&vk/kh^ e=;h i'ik d ^crok cgrh jgh^] ^bnUUkee^] ^pkd^]^>ykuV^ ^vYek&dcrjh^] jek flg d ^xykc NMh^] ^re fy[kkxh lR;Hkkek^ oh.kk flUgk dk ^iFk iKk^] xhrktyh Jh d ^ekb^] ^gekjk "kgj ml cjl^] e/k dkdfj;k dk ^[ky xxu^ d yky flrkj^] t;k tknokuh dk ^rRoefl^] vYkdk ljkoxk dk ^dfy dFkkhok;k ckbikl^] uhjtk tk/ko dk ^vHkh Bgjk v/kh xyh^] "kHkk oek d ^edku uEcj irhl^] ^dkyk eB^]Mk- l'kek onh d ykVuk^] ^drjk&nj&drjk^] ^brj^ ^xkFkk vejcy dh^] m'kk fdj.k [kku dh ^lhekr dFkk^ vkfn efgyk miU;kldkjk d miU;kl gA

bl n"kd d dN miU;klk dk NkMdj lHkh pfpr ,o egRoi.k miU;kl g] ;kfu fd ^dk c< &NkV dgr vijk/k^A ftldh ppk FkkM e ugh fd tk ldrh fQj Hkh ; lHkh miU;kl LFkku] le;] ijEijk] lkekftd :f<;k ,o fodfr;k] vkfn dh nf'V l dkQh egRoi.k ,o opkfjd gA bl nkj e Hke.Myhdj.k dh fopkj/kkjk tk ik"pkR; l /khj&/khj Hkkjr e vk jgh Fkh] dk fopkj/kkjk dk iHkko Hkh bu miU;klk ij fn[kykb iMrk gA L=h Lokr=; dh igy dk :lk doy mPPk] e/; ,o fuEu ifjokj d :lk e gh ugh jgrk] cfYd reke tutkfr;k l ydj xkeh.k lekt dh fL=;k rd foLrkfjr gkrk gA firlRRkkRed lekt tk fd i:'k i/kku lekt g] ,o "kklu dju dh eukofRr j[krk g& l bu miU;klk dh ukjh&ik= viu dk Lor= djuk pkgrh g] vkj dkQh gn rd Lor= Hkh gkrh gA bld vfrfjDr reke idkj d L=h&i:'k d lEc/k] pkg og "kkfjfjd Lrj d gk] ;k HkkoukRed Lrj d mudk Hkh cgvk;keh mYYk[k gvk gA

21oh lnh d igy n"kd e m'kk fi;onk dk ^Hk;k dchj mnkl^ e'nyk xx dk ^feyty eu^ pUndkrk dk ^dFkk lrhlj^ dle dekj d ^iok}kj^ eerk dkfy;k d ^v/kj dk rkyk^ ^nD[ke&lD[ke^ eg:fUUklk ijot d ^lejkxu^]^iklx^ dey dekj dk^ ikloM^ ukfljk "kek dk ^v{k;oV^]^db;ktku^] ^thjk jkM^] ^ikfjtkr^ fp=k pronh dh ^vEck ugh e Hkh'ek^ d'.kk vfXugk=h dk ^e vijk/kh g]^ fcRRkkHkj dh Nkdjh^ e=;h i'ik d ^vxu ik[kh^] ^fotu^] ^dg bljh Qkx^] ^f=;kgV^ jek flg d ^ykV vkvk gjh^ ^drk iFkk ^] oh.kk flUgk dk ^liuk d ckgj^] xhrktyh Jh dk^ ^frjkfgr^] ^[kkyh txg^ e/k dkdfj;k dk ^lyke vk[kjh^]^ iRRkk[kj^] ^lt ij lLdr^] t;k tknokuh dk ^dN u dN NV tkrk g^ vydk ljkoxh dk "^k'k dknEcjh^] ^ dkb ckr ugh ^] ^,d cd d ckn^ jtuh xlr d ^dgh dN vkj^] fd"kkjh dk vklek^ uhjtk ek/ko d ^;enhi^] ^rH;¼Lo/kk^] ^bgkex Mk-l'kek onh d ^uokHkfe dh jldFkk^]

ekp^] ^ eu ukrk rkMk^ flEEkh gf'krk d ^jx^^ "kkyk^] ^ty rjx^ m'kk fdj.k [kku d ^Qkxu d ckn^] ^glhuk efty^] ^ jrukj u;u^ ^Hkkerh vkfn efgyk miU;kldkjk d cgpfpr miU;kl gA ; lHkh 20oh lnh d vfre n"kd d miU;klk dk fodklkRed :lk gA bl nkj e o doy viu vkl&ikl dh lkekftd] jktfufrd ,o ikfjokfjd fLFkfr;k dk fp=.k gh ugh djrh] cfYd ml Hkfe dk yk/kdj n"k& fon"k d reke fpru dh vkj Hkh e[kj gkrh g] yfdu e[; lkekftd leL;k d lkFk L=h &thou dk i{k gh vf/kd lfØ;rk d lkFk vfHk0;Dr gvk gA dy feykdj 21 oh lnh d iFke n"kd e bu efgyk miU;kldkjk dh fpru fojkV &lkekftd & fpru dh vkj mUe[k gA

21oh lnh d nlj n"kd tk fd vHkh "k:vkrh nkj e g& e dle dekj dk *ehBh uhe* e=;h i'ik dk *xukg&cxukg] e/k dkdfj;k dk *l[kr fpukj* Mk0 bjkorh dk *fp"kiiFkxk* "kHkk oek dk *dfrdk* m'kk fdj.k [kku dk *fljtu gkj* vkfn egRoi.k miU;kl idkf"kr g,] ;g dgk tk ldrk g fd fgUnh efgyk miU;kldkjk dh ,d yEch ,o l"kDr ijEijk fgUnh lkfgR; d fodkl iFk ij xfreku g vkj bl ;k=k e fuf"pr :i l mud jpuk&llkj d fpru dk nk;jk 0;kid gvk g ,o fopkj/kkjk Hkkodrk l Åij mBdj /khj&/khj lonu"khy dh vkj c<h gA jkepUn frokjh u Bhd gh fy[kk g fd& **e/;eoxh; ikfjokfjd thou d vUrfojk/kk vkj i:'k& i/kku lekt e viuh igpku d fy, l?k'kjr ukjh&thou d =kln fLFkfr;k d nk;j l ckgj vkdj vc efgyk miU;kldkj thou d vud vk;kek dk fp=.k dju yxh gA *½fgUnh miU;kl]&201½* bl ckr dk /;ku nu ij ;g ekye gkxk fd lcl igy bl nk;j dh igy cM Lrj ij d'.kk lkcrh] eUu Hk.Mkjh vkj m'kk fi;onk u ikj fd;k] ftldk foLrkj iHkk [krku] fp=k enxy] e=;h i'ik] xhrktfy Jh] vydk ljkoxh] fp=k pronh] dey dekj ,o MkO bjkorh vkfn efgyk miU;kldkjk e fn[kkb iMrk gA vku okyk le; e fuf"pr :i l efgyk miU;kldkjk dk fpru ,o egRrk lkfgR; d {k= e c<rh tk;xhA

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lnHk%

1-jkt] leu ½2004½ ***fgUnh lkfgR; dk vk/kk bfrgkl]*** Hkkjrh; KkuihB idk"ku u;h fnYyhA

2- frokjh] jkepUn½2010½ ***fgUnh miU;kl***] fo"ofo|ky; idk"ku] okjk.klhA

3- jk;] xkiky ½2009½ ***fgUnh miU;kl dk bfrgkl]*** jktdey idk"ku] u;h fnYyhA

4- tu] vjfoUn ½2009½ ***vkjr] vfLrRo vkj vfLerk]*** jktdey idk"ku u;h fnYyhA

5- "kDy] /ko½1996½ ***lk{kRdkj]*** l;Drkd tykb&vxLrA

6- Hkkj}kt]ie ½2012½ ***ik[kh]*** uk;Mk] mRrj in"k vd tuojhA

7-vkykpuk] ½1985½ o'k&34] vd&75] vDVcj&fnlcjA

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