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Contents

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Charting Academic Excellence : Reflections from the Chief Editor

I am immensely proud and honored to announce the successful progression of our college journal, now entering its ninth volume. The journey thus far has been gratifying, and we aspire to surpass the expectations set by our readers based on the commendable response received for the eighth volume.

Our journal serves the noble purpose of fostering healthy, constructive, and interpretive research across diverse topics in Humanities and Management. It proudly features research papers contributed by scholars, both domestic and international, representing a spectrum of fields of study.

A heartfelt gratitude extends to all the contributors for their invaluable research papers. Each contribution serves as a milestone, propelling our journal toward continued success.

I extend my sincere thanks to the distinguished members of the editorial and advisory board, comprising eminent scholars from various regions. Their time and dedication have played a pivotal role in shaping the journal's trajectory.

Looking ahead, we eagerly anticipate receiving more quality research papers from academicians and researchers. We also welcome constructive criticism, as it will guide us in enhancing and refining the journal for the benefit of our readers in the future. Together, let us continue on the path of academic excellence and scholarly exploration

Dr. Balbir Singh
Chief Editor

FACTORS AFFECTING RURAL HOUSEHOLD SAVING : THE CASE OF DEVELOPING COUNTRIES

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ABSTRACT

Household savings is an important factor for the economic growth of the country. This study analyzed and estimated determinants of rural household saving in dalocha district Silte Zone, Southern Ethiopia. A total of 321 households were selected by using multistage sampling method. Both primary and secondary data source were used for the study and the primary data was collected from rural households by using structured questionnaire, focus group discussion and key informant interview, the secondary data was collected from reports, journals and internets. Econometric and Descriptive method of data analysis was used to examine the objectives. From the descriptive analysis of the sampled household 61.27% were savers and the rest 38.73% of them non-savers. The mean difference and t-test of continuous variables Age, Family size, Education level, total Livestock unit, non-farm income of the household was difference between saving participant and non-participant from the total mean value. On the other hand from the dummy variables access to credit of the household statistically different between saving participants and non participants. The first step Heckman results of 11 explanatory variables four were significant, from this except access to credit service the rest education level, non-farm income, and livestock owning was positively affected saving participation. On the second stage of the model, age, education level and livestock owning positively affected amount of saving. Therefore, the government should have to give attention on education accessibility, livestock production opportunity and off-farm job creation. On the other hand Special incentive have to be given towards promoting saving participation and intensifying saving by the district government.

Keywords : *Heckman two step model, Household, Saving participation*

1. BACKGROUND OF THE STUDY

The role of saving is very critical in capital accumulation and economic development that is recognized in the "two gap" and classical growth models. Saving is an important factor of households' welfare in developing countries. On the other hand, without savings, households have few other mechanisms to smooth out unexpected variations in their income. For individuals and households savings provide a cushion of security against future contingencies whereas for nation savings provide the funds needed in the developmental efforts (Abebe A 2017, cited by Zegeye F. 2018).

In developing countries, economic fluctuations and climate risk lead to important income variations and leave the households vulnerable to severe hardship. Moreover, their social coverage is restricted and the credit and insurance markets are not well developed. Thus, these countries often face saving allocation problems and have difficulties to develop productive investments (Tsega H and Yemane M. 2014).

Economic theory postulates that households' saving is the difference between households' income and consumption (Rehman et al., 2010). Income is household's earnings, that is earned from all feasible sources of income during a year. Sources of income can be salary from job, business profit, corporate profit, interest payments, earning from farm production, wages' earning etc (Rehman et al., 2010). Consumption is the total amount of goods and services that is consumed by households during a year. Consumption includes expenditure on food, clothing, housing, rent, education, utility bills, traveling, ceremonies, health, recreation or charity etc. (Beverly et al., 2003).

 ISSN : [illegible]

Saving is a necessary engine of economic growth in Africa but very low. Gross Domestic Savings as a percentage of GDP in eastern Africa has been low compared to many African countries. Between 1980 and 2001, it averaged 17.1% in Botswana, 21.6% in Nigeria, 21.4% in Cameroon, 15.9% in Kenya, 7.3% in Malawi and 6.4% in Ghana, (WDI, 2003). The average Gross saving rate as percentage of GDP of Ethiopia was 21% (Seraj T. 2012).

Although household saving is meant to cover consumption expenditure at large households in developing countries in general are financially constrained due to seasonality of cash flows, poor work culture and the resulting low income that makes saving seasonal and irregular, too. Mobilization of saving is also critical for household welfare in that it helps households' smoothen their consumption and finance productive investments in human and physical capital (Karlan *et al.*, 2013) as cited in (Bogale, 2017; Zegeye, 2016).

Rural households usually save in kind when prices are continuously rising, when there is little cash in circulation, or/and when there is no bank around (Bercket, 2006). The advantage of in kind savings are that, they tend to be less portable, more difficult to store and less easily converted in to cash (Aryeetey *et al.*, 2001). According to (Beverly *et al.*, 2003) rural households also save in cash with the advantages that, cash is very portable, storable and exchanged for almost anything. According to southern nation nationality and regional state cooperative Bureau, 2019) even though the rural area of the region have high potential of saving mobilization opportunities, its contribution on the saving performance of the region is limited. Smallholders' income is characterized as seasonal and irregular, in this situations savings are usually less considered. Silte zone saving also evaluated as similar with the regional performance. Specifically in dalocha district rural areas, banks are not expanded and the majority of the rural population has no access to formal banking institutions, mobilization of saving executed by micro finance institution, saving and credit cooperatives as well as informal financial institution dominate the sector (district cooperative, 2018).

According (Hailu M., *et al.* 2017) and (Beshi T. 2016) non –farm income has a positive and significant on saving, but it contradicts with (Bogale Y. 2017) has a negative influence on saving. On the other hand for (Girma T. *et al.* 2013) and (Beshi T. 2016) livestock holding has a positive and significant on saving. In addition, most of the above sample studies employed familiar independent variables to test the determining factors affecting rural household saving, but in this study it was attempt on synchronizing the recent changing environment (such as co-vid 19, flood and sudden occurrence of house fire), i.e. (prevalence of shock) in the study area. Therefore this study intended to fill existing knowledge gap, attempting to identify the potential determinants of saving, in the study area.

2. OBJECTIVES

To analyze the determinants of rural household saving participation in the study area.

3. METHODOLOGY

3.1. Data Collection

3.1.1. Data type and source

The study used both secondary and primary data to attain the stated objectives. The primary data sources were sampled households, key informant members and focused group discussions. The secondary data was collected from different sources including research papers, booklets, internet, BoFED, CSA, from Zone and Dalocha District sector offices, and different unpublished materials. Moreover different published sources including journals was used to collect some secondary data.

3.1.2. Data Collection Method

The primary data was collected through household survey from sample households using structured questionnaire and key informant interviews which five members(one form agriculture office, two from cooperative office, one from finance office and one from omo bank) using check list. Moreover, focused group discussions was held during the survey which had 6 members (one kebele known elders, one women representative, one kebeles youth representatives, one religious leader, one model Farmer and one rural saving and credit cooperative association chairperson). The survey information was gathered and analysed on issues related to the demographic and social, economic and institutional factors that affect Sampling Technique

A multi-stage sampling technique was employed to select 321 sample households. Firstly, the district (Dalocha) was selected purposively based on saving potential and it was the earlier organized as official district in Silte Zone and Action Aid Ethiopia performed high rural developmental activities for above 10 years which makes unique, dalocha district is one of silte zone 10 districts have high agricultural products, such as teff, wheat, maize, sorgum, barley and etc. are producing. On the other hand animal production livestock fattening, goat and sheep rating and poultry production are widely adopted also different developmental organizations are performing on livelihood activities which makes the district one of the potential district in Silte zone.

Finally a total of **1630** rural household's (Qono chume 325, Nadagne lola 485 and Jiguna tadai 820) was listed. Then after 321 sample households was selected using systematic random probability sampling technique from the sample frame.

3.1.3. Sample size determination

The sample size was determined using the simplified formula developed by Yamane (1967) at 95% confidence level, 0.5 degree of variability and 5% level of precision (Equation 1). This formula was used because it is simplified, internationally accepted and many recent literatures have been used it.

$$n = \frac{N}{1+N(e)^2} = \frac{1630}{1 + 1630\,(0.05)^2} = 321 \qquad (1)$$

Therefore, a total of **321** households were selected for the study. These households were selected from three Kebeles by using systematic random sampling method. The population size of kebeles was obtained from Agriculture Office of the district.

3.2. Method of Data Analysis

3.2.1. Econometric Analysis

3.2.1.1. Determinants of saving

To identify the determinants and amount of rural household saving in the study area, the study was used Heckman's sample selection model. Heckman has developed a two-step estimation procedure model that corrects for sample selectivity bias. If two decisions are involved, such as saving participation and the amount of saving, Heckman (1979) two-step estimation procedure is appropriate. The first stage of the Heckman model (a "participation equation") attempts to capture determinants of saving participation among rural household. This equation was used to construct a selectivity term known as the "Inverse Mills Ratio" which is added to the second stage "outcome equation" that explains factors affecting amount of saving. The inverse Mill's ratio is a variable for controlling bias due to sample selection (Heckman, 1979). The second stage involves including the Mills ratio to the amount of saving equation and estimating the equation using Ordinary Least Squares (OLS).

4. RESULTS AND DISCUSSION

4.1. Factors that Determine saving participation

Education level of the household: *As expected, education level of household head has been associated* positively with sample household saving participation decision and statistically significant at 1% level of significance. Marginal effect shows that as the sample household head education status increases by one year of schooling the probability of participating in the saving rise by 42.79%, all other factors held constant. The result could be due to the fact that educated household heads have more know how on saving. The finding is in line with (*Zeleke P, 2018*) & (*Girma T, et al, 2014*) Education of the household head had positive impacts on the farmer to participate on the saving. But the result was against with (Rahman et al, 2010).

Non-farm income of the household : As expected non-farm income of the household significantly and positively influenced saving participation decision and statically significant at less than 1% significance level. Non-farm income of the household increases by 1% the probability of participation in saving higher by 3.538%, all other factors held constant. The reason might be that as households gain additional income from other non-farm works they will participate more in saving. The results obtained in this study coincided with (Girma T. *et al*, 2014).

Total livestock unit owned (TLU): total livestock unit owned by the household positively and significantly influence saving participation at 1% significance level. The marginal effect also shows that as Total livestock unit owned increases by one unit, the probability of household saving participation increases by 84.21%, ceteris paribus. The result was similar with (Hailu T, 2016) but it was against with the finding of (Girma T. *et al*, 2014) households with more livestock holdings would likely to save less.

Access to credit service: Access to credit service for the sample household affects saving participation negatively and it was significant at 1% significance level. The marginal effect shows that household who Access credit has less probability of saving participation by 93.65% than those who did not access credit. This might be due to household focus on repaying their credit than participating in saving. The result was similar with (Zegeye P, 2018) & (Hailu M *et al*, 2017) and contradict with the study done by (Temam G and Gelebo S, 2019).

Table 3 : Results of first stage Heckman selection (probit) estimation

Variables	Probability of participation in saving			
	Coefficient	Std. Error	p- value	dy/dx
Sex of the household (*male=1, female=0*)	-0.0738705	0.3013349	0.806	-1.657705
Age of household head (*years*)	-0.0010298	0.0210581	0.961	0.2163465
Family size of household head (*no*)	0.1215238	0.0824608	0.141	-0.586291
Educational level (*year of schooling*)	0.2004102	0.0402767	0.000***	0.4279344
Total land size (hectare)	-0.0810094	0.1513592	0.592	0.6404694
Non-farm income (NFIlogs)	0.0253699	0.0032621	0.001***	0.0553517
Total livestock unit owned (TLU)	0.3287053	0.0941202	0.001***	0.842082
Consumption expenditure (CEHHlogs)	0.002719	0.0032985	0.408	0.23519
Distance from nearest financial (km)	0.0167068	0.0180447	0.390	-0.0015384
Access to credit service (1=Yes, 0= No)	-0.618578	0.2109344	0.003***	-0.9364838
Prevalence of shock (*yes=1, no = 0*)	-0.0483313	0.4005618	0.885	-1.231881
-Cons	3.359978	1.139015	0.003	
Number observation	321			
Censored observation	117			
Uncensored observation	204			
Wald chi^2 (11) = 36.23 rho = 0.79196 Sigma = 7.9469438				
Prob>chi^2 = 0.0002				

Source : survey data (2023), ***, ** and * indicate significance at 1%, 5% and 10%

5. CONCLUSION

From the descriptive analysis of the sampled household 61.27% were savers and the rest 38.73% of them non-savers. The total share of male saver was 60.29% while the rest 39.71% were female. The mean difference and t-test of continuous variables Age, Family size, Education level, Livestock owning, non-farm income were significantly have different mean difference from saving participant and non-participant than the average total mean value at 1% significance level. On the other hand from the dummy variables access to credit had significant difference between saving participant and non-participant at 1% significance level.

The econometrics Results of the Heckman's selection model indicated that probabilities of saving participation and magnitude of saving participation of the sample households were influenced by different factors. The model output shows that, education level, non-farm income, and livestock owning was positively and significantly affected the first binary decision saving participation at 1% significance level. But household access to credit service was determining saving participation negatively at 1% significance level. On the other head, age, education level and livestock owning affected the second decision concerning household amount of saving at 5%, 5% and 1% level of significance respectively.

6. RECOMMENDATION

The result of the first step of the Heckman two step procedures (Probit) model analysis has shown that policy relevant variables having greatest impact on saving participation decision were education level of the household head, non-farm income and total livestock unit owned and access to credit service. Similarly, the second step of the Heckman procedure (the selection equation) model analyses has shown that age of the household, education level of the household, and total livestock unit owned were policy relevant variables having greatest impact on amount of saving in the study area during the survey period. As it was seen from the model analysis, Education and total Livestock unit owning have positive and significant impact on both saving participation and amount of saving, on the other hand non-farm income has positively and access to credit negatively affecting saving participation. While age also affected amount of saving positively.

Therefore, a special focus have to be given towards promoting saving participation and intensifying saving by the district government and other existing and potential financial sector in the district like local micro finance, rural saving and credit associations, commercial bank and other private banks) stockholder's and development partners of the study area. This can be achieved in two ways: (1) through promotion of savers on rural level saving and credit cooperatives to further initiate saving participation. (2) For those who already participating in saving should have to be given a continuous awareness creation on regular savings. In addition the government should have to give attention on education accessibility, livestock production opportunity and rural non-farm job creation works [illegible] should have to be strengthened.

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TRENDS IN INDIAN ENGINEERING SECTOR : AN EMPIRICAL STUDY OF VOLUNTARY DISCLOSURE PRACTICES

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ABSTRACT

Nowadays, presence of information asymmetry and lack of voluntary disclosure influences the investors to make investment decisions wisely. The importance of voluntary disclosure in annual reports has increased manifold as lower information availability carries more risk premium for investors. Engineering sector has been the largest sector across India, accounting for 27 percent of factories in the industrial sector with representation of [illegible] percent in foreign collaborations. The study analyzed the trends of voluntary disclosure practices starting from 2016 to 2020. Self constructed voluntary disclosure index has been used to analyze sub indicators of voluntary disclosure viz. strategic, financial and non financial disclosure present in companies in Indian engineering sector. The study indicated an increase in indicators of voluntary disclosure including strategic, financial and non-financial disclosure due to changing information needs of stakeholders and continuous revisions in regulatory requirements.

Keywords : *Voluntary disclosure, engineering sector, strategic disclosure*

1. INTRODUCTION

The history of scams in the corporate sector shattered the confidence of investors in capital market. The presence of information asymmetry and agency conflict signals the poor quality of disclosures provided by the companies (Mahajan, 2013). Accountability of the firm is discharged only with the presentation of financial statements to the stakeholders whereas the major concern of the stakeholders is the disclosure of formal information which assists them to have a better understanding of corporate strategy and overall business environment in which the company operates (Francis *et al.*, 2008). The presence of information asymmetry due to agency function influences the investor's want to gather more information for efficient decision making (Mahajan, 2013; Francis *et al.*, 2008). With the increasing uncertainty in the market, corporate have realised the importance of voluntary disclosure to diminish information asymmetry and gain investor's confidence (Zaini *et al.*, 2018). The prima facie objective of voluntary disclosure is to improve financial reporting by providing relevant information to the users to make informed decisions. Voluntary disclosure continued to be a rich field for empirical enquiry (Healy and Palepu, 2001; Sharma and Davey, 2013). Companies disclose voluntary when they perceive the benefits of disclosing exceeds the costs associated with it (Francis, 2008).

1.1. Voluntary Disclosure – An Overview

The narrative of disclosing qualitative information voluntarily behind the veil of financial statements has increased in the last decade (Mahajan, 2013; Francis *et al.*, 2008). The reason mentioned is to provide the user with enough information to make informed decisions. A plethora of literature is available in this context to enrich the increasing disclosure employing different methodological approaches. Literature has examined various disclosure trends, motives of disclosure and theoretical development of disclosure and its different counterparts implying environment concern, risk disclosure, social report and other non-financial arenas (Sabate and Verma, 2017; Bonsón *et al.*, 2019; Fahad and Rehman, 2020).

1.2. Objectives of the Study

- To provide insights about theoretical development of voluntary disclosure.
- To analyse the trends in overall voluntary disclosure of Indian Engineering sector.
- To suggest measures for improvement in disclosure practices for companies.

2. REVIEW OF LITERATURE

Dhaliwal et al. (2011) investigated the impact of standalone voluntary disclosure of corporate social responsibility on cost of equity capital. The sample of study comprised of firms on KLD STATS and COMPUSTAT databases based on availability of Corporate Social Responsibility Reports. Eng&Mak (2003) analysed the impact of corporate governance variables involving ownership structure and board composition on voluntary disclosure. Kent & Ung (2003) examined the disclosure of forward looking information (forecasts) for 100 listed Australian companies on the basis of random sampling for two years starting from 1991-92. The study aimed to analyse the disclosure behaviour of companies in relatively less regulated environments which assist the market to be free from confounding forces due to mandatory disclosure requirements. Kumari &Chahal (2019) investigated the extent of Voluntary disclosure practices prevailing in the Pharmaceutical Companies listed on Bombay Stock Exchange. The study also examined the impact of Voluntary disclosure on value of companies for the period starting from 2010-11 to 2017-18. Check list method was followed for classifying the voluntary disclosures into six categories involving general corporate information, external audit committee, financial information, forward looking information, employee information, social responsibility and environment policy related information and board summary disclosures. Mondal et al. (2020) attempted to examine overall as well as individual effect of intellectual capital disclosure including human capital disclosure, relational capital disclosure and structural capital disclosure on cost of equity capital in Indian companies. The disclosure index was prepared using content analysis of disclosures made in annual reports of sample of 50 companies listed on Nifty 50 index for 2018-19. Therefore, it can be concluded from review of relevant literature that majority of the studies used self-constructed disclosure index to measure voluntary disclosure.

3. RESEARCH METHODOLOGY

The study is exploratory in nature. To examine the trends in voluntary disclosure practices, a sample of top 22 companies of Indian engineering sector was selected out of the top Indian 500 Companies Based on Market Capitalization present in list of '2019 Compendium of Top 500 Companies'. Government owned entities and entities whose data is not available were excluded from the universe as the reporting in these entities is subject to government regulations. The study has measured voluntary disclosure score of companies working in engineering sector for the period starting from 2016 to 2020.

A self-constructed voluntary disclosure index containing 111 items of strategic, non-financial and financial disclosures has been compiled by the author in light of regulations provided by regulatory bodies such as Institute of Chartered Accountants of India (ICAI), Companies Act, 2013 and Indian Accounting Standards. Reliability and validity of voluntary disclosure index was also assessed by using Cronbach's alpha and correlation matrix between variables. Further classification of strategic disclosures, non-financial disclosures and financial disclosures were made. Strategic disclosure items involved general corporate disclosure, information regarding cost, corporate strategy, forward looking statements, research and development and significant product and marketing related information. Non financial information disclosure involved information relating to human and intellectual capital, social and environmental disclosure, corporate governance, customer and quality related disclosure items whereas financial disclosure items involved information regarding financial review, important ratios and other financial information.

As per scoring procedure of voluntary disclosure items, one item was assigned one point for each disclosed item in relevant corporate reports and zero otherwise. The total voluntary disclosure score was computed by adding score of all items disclosed by the companies in three categories involving strategic, non-financial and financial disclosure items.

4. RELIABILITY AND VALIDITY OF VOLUNTARY DISCLOSURE INDEX

A relationship between overall voluntary disclosure and its sub components, strategic disclosure (STVOL), non-financial disclosure (NONFINVOL) and financial disclosure (FINVOL) has been analysed by using correlation table in order to examine the validity of voluntary disclosure index. Table 4.1 shows positive correlation between overall voluntary disclosure and its three components.

Table 4.1: Pair wise Correlation between Components of Voluntary Disclosure

	STVOL	NONFINVOL	FINVOL	TOTALVOL
STVOL	1	.640**	.693**	.917**
NONFINVOL	.640**	1	.428**	.829**
FINVOL	.693**	.428**	1	.771**
TOTALVOL	.917**	.829**	.771**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.1 highlighted that correlation coefficients between the three components of voluntary disclosure are positive and statistically significant. The Pearson correlation coefficients (above diagonal) among three categories of disclosure score ranges from 0.428 to 0.640 and as per Spearman's coefficient, high correlation (ranging from 0.771 to 0.917) between three categories of voluntary disclosure with overall voluntary disclosure (TOTALVOL) has been reported which implies the validity of voluntary disclosure score. It can be observed that correlation coefficients for the sub categories are lower than the ones involving overall disclosure (TOTALVOL). The results of pair wise correlation depicts that components of voluntary disclosure captures and well represents overall voluntary disclosure score.

Reliability measures the internal consistency of measurement instrument which implies how well the components of measurement instrument measure the related issue. To estimate the reliability of self constructed voluntary disclosure index, Cronbach's alpha for the index has been observed which came out to be 0.780. It can be concluded that the voluntary disclosure index is suitable to be used for analytical purpose for further analysis.

4.1. COMPONENTS OF VOLUNTARY DISCLOSURE INDEX

The components of voluntary disclosure score included strategic, non-financial and financial disclosure scores. Category wise disclosure scores for engineering companies has been analysed in the study which are as follows :

4.1.1. Strategic disclosure

Under strategic disclosure, items relating to general corporate disclosure, information regarding cost, corporate strategy, forward looking statements, research and development and significant product and marketing related information has been examined from relevant reports published by the companies.

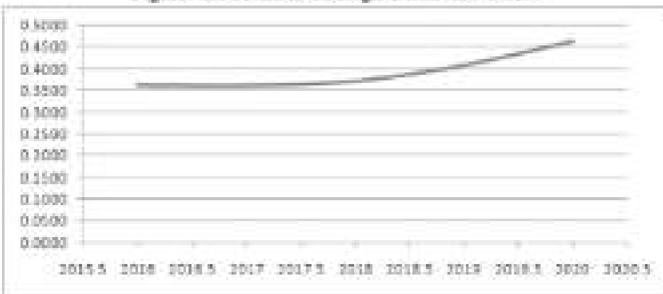
Table 4.2: Strategic Disclosure Scores

Year	Score
2016	0.3618
2017	0.3609
2018	0.3711
2019	0.4082
2020	0.4638

Source: Author's Compilation

Table 4.2 shows the strategic disclosure scores of the engineering companies for the period starting from 2016 to 2020. The results suggested overall growth in the disclosure scores year after year which implies engineering companies is realizing the significance of expanded strategic disclosure and thereby, increasing the strategic disclosure components in their annual reports. The result suggested the compounded annual growth rate of strategic disclosure is 5.09 percent from 2016 to 2020. It can be concluded that growth in strategic disclosure provided by engineering companies is not up to the desired extent as required by the stakeholders.

Figure 4.1: Trend in Strategic Disclosure Scores



Source: Author's compilation

Figure 4.1 represents the increasing trend in the strategic disclosure scores from 2016 to 2020 but the increase in information disclosure is not so satisfactory.

4.1.2. Non- Financial Disclosure

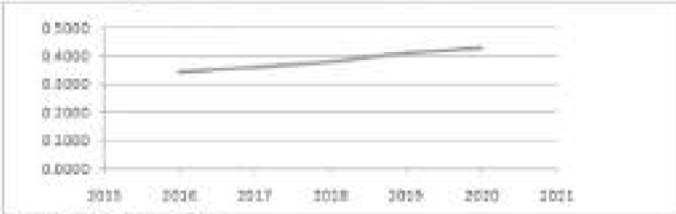
Non- financial information disclosure has been examined from the relevant reports published by the companies. Non-financial disclosure involves information relating to human and intellectual capital, social and environmental disclosure, corporate governance, customers and quality related disclosure items. Table 4.3 shows the non financial disclosure score of engineering companies for five years starting from 2016 to 2020.

Table 4.3: Non- Financial Disclosure Scores

YEAR	Scores
2016	0.3416
2017	0.3584
2018	0.3779
2019	0.4091
2020	0.4273

It has been observed from Table 4.3 that non-financial disclosure scores of engineering companies are increasing year after year on account of increasing significance of non financial information along with reported numbers. The compounded annual growth of non- financial disclosure score of engineering companies is observed to be 4.58% from 2016 to 2020. Regulatory requirements for non- financial information are increasing year after year but the disclosure by companies in terms of non financial information voluntarily is not upto the mark expected by the companies now-a-days.

Figure 4.2: Trend in Non-Financial Disclosure Score



Source: Author's compilation

Figure 4.2 represents the increasing trend in disclosure of non-financial information in terms of human and intellectual capital, social and environmental disclosure, corporate governance, customers and quality related components. It can be concluded from the above figure that rate at which disclosure is increasing is not at a desired level expected from the companies by the stakeholders.

4.1.3. Financial Disclosure

Companies are disclosing information relating to reported numbers in their financial statements generally as per mandatory requirements by regulatory authorities. In India, regulatory requirements involve Companies Act, SEBI guidelines and accounting standards. To analysevoluntary financial disclosure items, disclosure index involves information regarding financial review, significant ratios and other financial information.

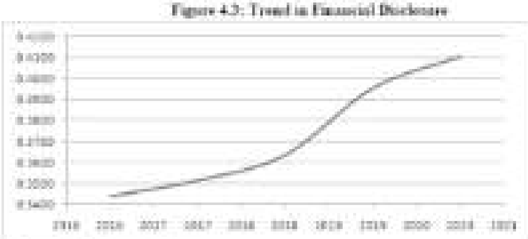
Table 4.4: Financial Disclosure Scores

YEAR	Score
2016	0.3459
2017	0.3515
2018	0.3636
2019	0.3955
2020	0.4108

Source: Author's compilation

Table 4.4 reports that financial disclosure items apart from those mandated by law has been increasing continuously year after year from 2016 to 2020 which implies that companies are resorting to enhanced disclosure practices in terms of financial disclosure keeping in view current market requirements for disclosure. Compounded annual growth rate for financial disclosure has been observed to be 3.61 percent which implies companies are still lagged behind in terms of financial disclosure as compared to strategic and non financial disclosure items.

Figure 4.3: Trend in Financial Disclosure



Source: Author's compilation

Figure 4.3 shows the growing financial disclosure scores from 0.343 in 2016 to 0.411 in 2020 implying the growth of 3.61 percent. It can be concluded that companies are following enhanced disclosure compliances apart from regulatory requirements mandated by law.

4.1.4. Overall Voluntary Disclosure

Overall voluntary disclosure is formed by adding three sub components, strategic, non-financial and financial information disclosure. The overall voluntary disclosure score for selected engineering companies is described in Table 4.5.

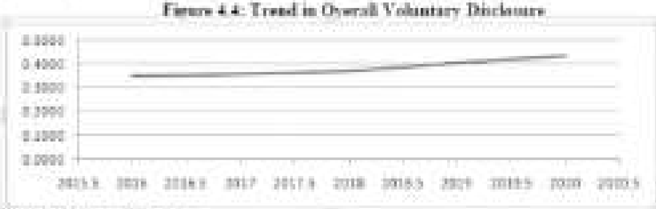
Table 4.5: Overall Voluntary Disclosure Score

YEAR	Score
2016	0.3491
2017	0.3569
2018	0.3709
2019	0.4042
2020	0.4339

Source: Author's compilation

Table 4.5 depicts that overall voluntary disclosure score has increased from 0.35 in 2016 to 0.43 in 2020 representing compounded annual growth rate of 4.45 percent. Keeping in view the growth in disclosure of information voluntarily, companies now-a-days is realizing the significance of expanded disclosure of strategic, non-financial and financial information. The year wise growth in information disclosure is represented in Figure 4.4.

Figure 4.4: Trend in Overall Voluntary Disclosure



Source: Author's compilation

Figure 4.4 represents that growth in disclosure of information is showing a positive trend which implies companies are following expanded disclosure practices to work in better interests of shareholders.

5. SUGGESTIONS AND CONCLUSION

Information asymmetry and agency problem between investors and managers stipulate the companies to resort to better disclosure practices. If the investors perceive low disclosure level in a particular concern, they charge a high risk premium which in turn adds to cost of capital and negatively impact firm's value. Therefore, disclosing significant information by the companies is a need of hour to safeguard the interests of stakeholders. The trend in overall voluntary disclosure is increasing year by year which implies that companies are resorting to enhanced disclosure practices but the growth at which engineering companies are disclosing the information voluntarily is not up to the mark. Regulatory bodies like SEBI, ICAI are reviewing and updating the disclosure requirements from time to time keeping in view the changes in business environment and investor's changing preferences. Engineering companies should disclose more information voluntarily as the growth in disclosure of information is not satisfactory. The disclosure items taken in voluntary disclosure index viz. strategic, non-financial and financial disclosure can be reviewed by regulatory bodies and revisions can be incorporated in the current regulatory requirements.

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HUMAN RESOURCE ACCOUNTING IN INDIA : REVIEW OF HUMAN RESOURCE ACCOUNTING PRACTICES AMONG INDIAN COMPANIES

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ABSTRACT

"Great vision without good people is irrelevant." Any company or entity endeavour hard for attaining people reputation in the society, consumer retention and loyalty, business expansion, overcoming and eliminating competition. These goals can be achieved mainly by the employees of such organizations. It is an unquestionable truth that a well managed and highly cohesive work force is the back bone of any organization. Human Resource Accounting (HRA) plays a role in facilitating the goals of enterprise sustainability. It clarifies the effect of human resource accounting information on human resource investment and its benefit to organization as a whole. Hence it becomes important for any organization to contemplate on the quantity and quality of its workforce which involves a thorough analysis and understanding of the time and capital invested in its human resources. This is commonly referred to as human resource accounting. HRA has gained momentum and many organizations in India have started practicing human resource accounting.

Keywords : *Human Resource Accounting, Human Resources, Human Capital, Objectives, Infosys*

INTRODUCTION

The expansion of human resource accounting came as an effect of an increasing appreciation of the importance of human assets in economics and personnel management. Human resource accounting involves accounting for people as managerial resources. Human Resource accounting needs a method to account for human resources. It involves development of concepts and models for measuring the cost and value of people as organizational resources. It also deals with application of the measurement of HRA in actual companies. It is notable that many flourishing companies are growing their activities to achieve enterprise sustainability by following human resource accounting.

HRA involves accounting for the company's management and employees as "human capital" or assets that provide future benefits. The concept includes the procedure of measuring human resources which have relevance to managerial decision-making. Furthermore the resulting decisions are likely to support the organization's long-term sustainability and in turn increase stakeholder value and competitive advantage. Human resource accounting is evaluated as a probable organizational measurement tool. It is significant to be aware of the fact that HRA is not only about putting figures on human capital but also to sustain human resource development and management.

BHEL (Bharat Heavy Electrical Ltd), a leading public enterprise, took an initiative of starting the concept of HRA during the financial year 1972-73. Then many leading public and private sector organization followed in the subsequent years. Some of them are Hindustan Machine Tools Ltd. (HMTL), Oil and Natural Gas Corporation Ltd (ONGC), NTPC, Cochin Refineries Ltd. (CRL), Madras Refineries Ltd (MRL), Associated Cement Company Ltd (ACC) and Infosys Technologies Ltd (ITL) However, adaptability of various models (mainly Lev and Schwartz model, Flamholtz model and Jaggi and Lev model) and discount rate fixation and disclosure pattern i.e., either age wise, skill wise etc in BHEL, SAIL, MMTC (Minerals & Metals Trading Corporation Of India Ltd.) HMTL, NTP etc make it clear, that there has been no uniformity among Indian enterprises regarding Human Resource Accounting disclosure.

LITERATURE REVIEW

Davidove & Schaeffer (1992) in his study indicated that although many business leaders still view training as an overhead expense still training departments can encourage business to view them as partners in creating the assets crucial to organizational achievement.

Cascio (1998) proposed a technique for measuring human capital based on indicators of human capital of innovation, employee attitudes and the inventory of knowledgeable employees. According to him, innovation can be calculated by comparing gross profit margins from old products.

Flamholtz et. al. (2002) explored that HRA suggests a medium for development of management as well as measurement of HR. If HRA can reveal that development in HR management then managers will integrate human capital implications in their decision making to the utmost extent.

Flamholtz, Bullen & Hua (2003) explained that employee's contribution in a management development program augmented the value of the individuals to the firm. The HRA represents both a concept and way of viewing human resource decisions and the set of measures for quantifying the effects of human resource management strategies upon the cost and value of people as resources of the organization.

Toulson & Dewe (2004) approved a survey using component analysis and found two reasons for human resources to be significant. The first is that measurement reflects the strategic and competitive significance of human resources, and second suggests that to earn credibility, human resources must be expressed in financial terms.

Bhatt (2005) suggested a comprehensive point of view that human resource accounting is too essential for subsequent highly knowledge driven economy. It was focussed that companies should focus on intangible assets like human resources for future growth.

Moore (2007) in his study suggested that the value of human capital should be considered while making decisions about the acquisition and disposal of people and accounting practices currently employed by companies which can have an undue influence in driving the strategic decisions of these companies.

Khaled Jamal Jaarat (2013) discussed and investigated the possibility of including the human resources within the definition of asset, and also the possibility of measuring the human resources, and as a result recognizing it.

OBJECTIVES

1. To study the significance of human resource accounting for smooth functioning of business entity.
2. To examine the human resource accounting practices adopted by various companies in India.
3. To scrutinize effectively the models and issues of human resource accounting faced by the Indian companies.

RESEARCH METHODOLOGY

The present paper is based on secondary data. The secondary have been collected from annual reports of the companies, books related to human resource accounting, journals, magazines and published journals.

METHODS FOR VALUATION OF HUMAN ASSETS

(A) Cost Models:

Historical Cost Method: William C. Pyle developed this model and was adopted in 1969 by R.G. Barry Corporation, a leisure footwear company in Columbus, Ohio, USA. This method is based on actual cost incurred by the organisation on recruiting, selecting, hiring and training and development of human resources. Cost of the human resources refers to the sacrifice that would have to be incurred to acquire human resource in an organization and as well as developing them according to the organizational needs.

Replacement Cost Model: This Model lays emphasis on the value of the employee which is estimated as the cost of replacement with a new employee of same ability and efficiency. The two types of costs associated are a) individual replacement cost b) positional replacement cost. Individual Replacement cost refers to the cost of recruiting, selecting, training and development of human resources. Positional Replacement Cost refers to the sacrifice that would have to be incurred to replace a person with substitute of same ability, capable of providing equivalent services.

Opportunity Cost Model: Hekimian and Jones developed this model. Two different approaches have been recommended under the model: a) By discounting the future salaries and employee related capital costs

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(such as cost incurred on recruiting, training and developing employees) at a certain rate of discount and (i) By discounting the future earnings of an organization at a certain date by a suitable rate and allocating a part of such present value to the human resources.

(II) Value based models:

Lev and Schwartz Model: Baruch Lev and Aba Schwartz developed this model in1971. This model is also known as Compensation Model popularly known as Schwartz Model. This model establishes the present value of future earnings of a person in an organization. This model realises the human resources as wealth providing sources of income.

$$V_x = \Sigma\, I(t)/T - X\,(1 + r)$$

V_x = the value of an individual X years old

I(t) = the individuals' annual earnings up to the retirement,

r = a discount rate specific to a person.

T = retirement age,

This model ignores the possibility and probability of an individual leaving the organization for reasons other than retirement and death. The assumption of Lev Schwartz's Model is that human beings will not make any role changes during their tenure in the organization. This model is considered as an improvement over the cost models as it seeks to value the human resources of an organization on the basis of the economic value of employees of total organization.

Hermanson's Roger Model : This model is also referred as adjusted discount future wage model. This model is based on the assumption that a relationship can be established between employee's salary and his value to the organization. The present value calculated is further adjusted by an **EFFICIENCY RATIO**. It is weighted average of the ratio of return on investment of the reporting firm to all the firms of the economy. This ratio helps in calculating the effectiveness of the firm over a period of 5 years. Any ratio more than 1 indicates average rate of return is above the average rate of return of economy.

Efficiency Ratio = RF (0) RF (1) RF (2) RF (3) RF (4) / RE (0) RE (1) RE (2) RE (3) RE (4)

RF (0) is the rate of accounting income on owned assets for the firm for the current year. RE (0) is the rate of accounting income on owned assets for all the firms in the economy for the current year. RF (4) is the rate of accounting income on owned assets for the firm for the fourth previous year. RF (4) is the rate of accounting income on owned assets for all the firms in the economy for fourth previous year.

Flamholtz's Model: This model is also known as Stochastic Reward Valuation Model. It identifies the major variables which agree on the value of an individual to the organization. The model presume that a person generates value for an organization as he occupies and plays different roles and renders services to the organization. Flamholtz was of the view that human beings cannot be purchased or owned by organization like other physical assets. They are free to resign. The movement of the people from one organizational role to another is a **stochastic process**. Flamholtz elucidate that an individual's expected realizable value is determined by two factors: (i) The individual's conditional value and (ii) The probability that the individual shall maintain his expected service life. Individual's conditional value depends upon three basic elements i.e. Promote ability, Productivity and Transferability.

Jaggi & Lau Model: Jaggi and Lau have projected model for human resources valuation which is based on groups rather than the individuals. A *group* implies homogeneous employees who may or may not belong to the same *department* or *division*. As it is difficult to predict an individual's expected service tenure in an organization but on a group basis, it is easier to ascertain the percentage of people in a particular group likely either to leave the firm during each of the coming period, or to be promoted to higher levels. Jaggi and Lau have proposed markov analysis to be used for valuation purposes.

TV = (N) rr (T) n (V)

Where TV = Column vector indicating the current value of all current employees in each rank.

(N) = Column Vector indicating the number of employees currently in each rank.

n = time period

r = Discount rate

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(T) = Rank Transitional Matrix indicating the probability that an employee will be in each rank within the organisation or terminated in the next period given his current rank.

(V) = Column Vector indicating the economic value of an employee of each period.

HUMAN RESOURCE ACCOUNTING IN INDIA

In India the concept of HRA is struggling for its acceptance and has not been introduced so far as a system. It is universally accepted fact that the progress of any organisation is dependent on the skilful utilization of its human resources. In the modern world, an organisation may have adequate financial resources and acquire the physical resources with the latest technology as it needs, but it would be difficult for the organisation to manage its affairs without the human resources. Now the importance of human element in an organization has been realized and Indian companies are now considering human resource factor just like another factor of production. HRA reports give useful information to the company management, employees and investors. Infosys Technologies and BPL are the leading companies in India which use HRA. INFOSYS, Bharat Heavy Electrical Limited (BHEL), DR. REDDY's and Steel Authority of India (SAIL) are ever profit generators because of adequate labour quality. In recent years, some public undertakings have started to disclose information about their work force along with the financial statements.

Associated Cement Companies (ACC): ACC is the leading cement producing Indian company having [illegible] cement plants and its subsidiaries and its own marketing network. The company has classified total employees age wise and designation wise: (a) Senior executives (b) Managers (c) Officers (d) Clerical and other (e) Supporting staff (f) Skilled workers (g) Semi Skilled workers (h) Unskilled workers to measure the value of human resources and it has been disclosed by using Lev & Schwartz model with adjustments suggested by Flamholtz, Jaggi and Lau.

Bharat Heavy Electricals Limited: BHEL set up organisation with the aim of manufacturing heavy electrical equipment in the country. This company followed the discount rate at 12 per cent as the weighted average cost of capital. The company uses Lev & Schwartz model to categorize the employees according to their age, grade and category for the purpose of valuation and reporting information related to human resource accounting. BHEL also started considering efficiency factor for the purpose of human resources valuation from the year 1980-81. It also disclosed the ratios like Human Resources / Total Resources, Human Resources / Fixed Assets (FA).

Cement Corporation of India Limited: Cement Corporation of India started reporting of Human Resources from the year 1979-80. This company reports the number of training and development programs conducted every year and the number of employees that participated in such programs under the head of human resource accounting. The future expected return of an employee are discounted at the rate of 15 per cent.

Electrical India Limited: ELIL divides total employees in 20 groups from level one to level twenty. ELIL uses the salary based economic valuation proposed by the Lev and Schwartz for the valuation of its human resources. To calculate the present value of the future expected income of employees, company used the rate of 12 per cent.

Engineers India Limited (EIL): Engineers India Limited (EIL) is a consultancy and engineering organization, incorporated in 1965. It became a wholly owned government undertaking in 1967. It started reporting information relating to human resource accounting under the head "Human Valuation", from the financial year 1981-82.

Hindustan Petroleum Corporation Limited (HPCL): HPCL follows the Lev and Schwartz model for the valuation and reporting of human resources. Company discounts the future expected return of the employees at the rate which is changing from time to time. Company also reports Total Assets including Human Resources, Net Fixed Assets and Net Current Assets, Employee Cost, Employee cost to HR, HR to Total Resources.

Infosys Technologies Limited: Infosys justifies the human resource valuation as "The dichotomy in accounting between human and non-human capital is fundamental. The Lev & Schwartz Model has been used by Infosys to compute the value of human resources. The future earnings have been discounted at the cost of capital for Infosys. Infosys calculates the cost of capital by using Beta.

National Thermal Power Corporation (NTPC): NTPC uses the Lev and Schwartz economic value based model for the valuation and reporting of information regarding its human resources. For valuation of human resources, company divides total employees in three groups viz. Executives, Supervisors and Workmen. NTPC reports the value of human resources group wise as well as in total. It also calculates some ratios like HR/TR, VA/HR, Turnover/HR. The company uses the constant rate for discounting the future expected income of employees at 12 per cent.

Satyam Computers Limited: Satyam uses the valuation model proposed by Lev & Schwartz for computing the human resources valuation. Company considers the weighted average cost of capital for the past five years as the discount rate. Therefore, the discount rate varies every year. Satyam reports number of employees and value of human resources group wise as well as in total. It reports HRV in Indian rupees as well as in US Dollars.

Steel Authority of India (SAIL): SAIL started valuation and reporting of human resources from the financial year 1983-84. SAIL follows the human resources valuation suggested by Lev and Schwartz by accommodating some adjustments suggested by Flamholtz, Jaggi and Lau.

HUMAN RESOURCE VALUATION BY INFOSYS

Material developments in human resources / industrial relations, including number of people employed. Our culture and reputation as a leader in consulting, technology, outsourcing and next-generation services enable us to attract and retain some of the best talent.

Human capital Infosys employees are regarded as most important assets. As at March 31, 2018, the Group employed 2,04,107 employees, of which 1,92,173 were professionals involved in service delivery to the clients, including trainees. During fiscal 2018, they have added 5,761 new hires, net of attrition. The key aspects of HR practice include recruitment, training and development and compensation.

Recruitment : During fiscal 2018, Infosys received 13,88,455 employment applications, interviewed 1,42,872 applicants and extended offers of employment to 52,947 applicants.

Training and development Infosys enhanced some of the existing courses and introduced new courses on Infosys Learning Platform (ILP). ILP was launched and started reaping benefits in the form of enhanced learning among our fresh hires. Their continuous education programs emphasize enhancing the relevance and effectiveness of learning. In the year 2017-18 they have enhanced hands-on-based assessments, and many courses have been launched on ILP for existing employees, which resulted in enhanced reach of their enablement programs across the organization. All these changes were incorporated to create a unique experience for learners at Infosys.

Compensation : Their technology professionals receive competitive salaries and benefits. They have also adopted a variable compensation program which links compensation to the company and individual performance. In order to attract, retain and motivate talented and critical employees and to encourage employees to align individual performance with the company objectives and reward employee performance with ownership, the company granted share-based benefits to high-performing executives and mid-level managers.

ISSUES OF HRA IN INDIA

As HRA is not made mandatory under Indian Companies Act, this is the basic reason which creates hurdles in the way of progress of HRA in India.

India as trend follower - Indian Institutes like ICAI and ICWAI are not encouraging any sort of research in accounting literature as is being conducted by Institute like American Accounting Association in America.

Model adoption - Most popular model being used by Indian companies is Lev Schwartz model. Calculations and valuation in this model are of very complex nature which leads to use of computer technology, which is not so much as adopted in India by commercial organizations. There is no standard model or uniform model available in India. One company is following one model and other company is following the other, e.g. SAIL makes the categories of workers on the basis of age and their status whereas BHEL categorises the workers on the basis of status held by them.

Costly Affair - Most of the companies are not using HRA models being a huge cost involved in their implementation and may belief that costs involved exceeds the benefits associated.

Guidelines - There is no proper clear-cut guidelines and specific procedure for finding cost and value of human resources of an organization. The period of existence of human resources is uncertain and hence valuing them under uncertainty in future seems to be unrealistic.

Tax laws - Tax laws do not recognize human beings as assets. A majority of the working population in India is illiterate. Due to ignorance of HRA, workers resist the usage of model for human resource valuation. It is very difficult to make them understand about the model being used.

Unlike Physical Assets - As human resources are not capable of being owned, retained and utilized, unlike the physical assets, there is problem for the management to treat them as assets in the strict sense. There is no universally accepted method of human asset valuation. Determination of amortization rate is also a main problem being faced by the accountants.

Demotivated - Human resource accounting may demoralize some of the employees having less value than the others having more value for the organization. In what form and in which manner, value of human resources be shown in the financial statements is still a point of controversy among accounting professionals.

CONCLUSION

Due to the development of business and industries, some of the Indian Companies, both public and private, value their human resources and report this information in their annual report. In India the concept of HRA is struggling for its acceptance and has not been introduced so far as a system. It is universally accepted fact that the development of any organization is dependent on the skillful utilization of its human resources. In the modern world, an organization may have adequate financial resources and acquire the physical resources with the latest technology as it needs, but it would be difficult for the organization to manage its affairs without the human resources. The importance of human element in an organization has been realized and Indian companies are now considering human resource factor just like another factor to production.

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PERFORMANCE APPRAISAL THROUGH BALANCED SCORE CARD - A LITERATURE REVIEW

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ABSTRACT

The performance measurement system must be widely dynamic and should adapt itself to external and internal changes. One of the most notable performance measurement systems is the Balanced Scorecard (BSC). BSC is a performance index and measurement system in the organization which is used to scrutinize the progress of the concern and line up the work with the strategic targets. There is a difference in objectives and working of the private sector and public sector organizations. In case of public sector, more attention is given to the performance measurement as they are meant to serve the public. No doubt profit-making is not the primary objective of such organizations but it cannot be ignored completely. So BSC can be applied in public sector organizations as it measures performance from financial as well as non-financial aspects. BSC provides alignment between all the four perspectives: Financial Perspective, Customer Perspective, Internal Business Perspective and Learning and Growth Perspective. However, lot of research work has been done on BSC globally but not much work is done on BSC in Indian context. So, this research study will create awareness and communication on the implementation of BSC.

Keywords : *Balanced Scorecard, Perspective, Transport, Public sector enterprises, Performance evaluation*

INTRODUCTION

The financial measures alone can be regarded as backward-looking as they have limited ability to determine the operational performance of the concern. The basic aim of the organization is to achieve its objectives and goals. To achieve these objectives, it becomes significant that there must be a performance measurement system that enables the concern to plan, measure and control its performance according to its predefined strategy. BSC approach provides feedback and helps the management to make better strategic decisions for the organization.

BSC approach was first introduced by **Dr. Robert Kaplan and Dr. David Norton** in 1992. BSC is an improvement to the traditional controlling and planning system of management. Financial measures alone tell the story of past events only (lagging indicators), so BSC doesn't take into account only financial measures but it combines financial measures with three more additional perspectives i.e.; customer perspective, internal business process perspective and learning and growth perspective (leading indicators). Consequently, it gives managers more extensive and 'balanced' view of organizational performance.

IMPLEMENTATION OF BALANCED SCORECARD

Different performance evaluation techniques have emerged over time keeping in view complexities all over the world. Many organizations in India have implemented BSC as a new system of performance measurement such as, Philips Electronics, ICICI Bank, Castrol India Ltd., Godrej-GE Appliances Limited, Bharti Telecom, Gordhan Neroliac Paints Limited, Infosys Technologies, Taj Group, Dr. Reddy Labs, TATA Motors and Airtel etc.

OBJECTIVES OF THE STUDY

The objective of the research paper is to review the related existing literature which includes the performance evaluation through Balanced Scorecard.

RESEARCH METHODOLOGY

In order to achieve the study objective 18 research studies have been reviewed. The present study is entirely based on secondary data.

REVIEW OF LITERATURE

The review comprises of 9 research papers and 15 thesis related to the objective of the study.

Ittner et al. (1997) applied BSC for performance measurement and compensation of "Global Financial Services" (GFS), a leading international financial services provider in the U.S. The scorecard was applied to Western retail branch banks which are a part of GFS's North American Banking Division (NABD). In the branch, the performance evaluation and awarding of compensation were done under the Performance Incentive Plan (PIP) but there were discrepancies between the financial results and bonus awarded. So the PIP program was replaced by the BSC system in May 1993. The "balanced scorecard" contained six categories, i.e. financial, strategy implementation, customer, control, people, and standards. The financial performance evaluation was based on revenues, expenses, and margins. The evaluation was based on different ratings such as below par, at par and above par. The study revealed that the scorecard proved time-consuming as compared with the PIP program in the initial stages. But later, it was evidenced that the change from the PIP program to BSC had a positive impact on the organization.

Malmi (2001) studied 17 organizations in Finland which included banking, telecommunications, media, retailing, engineering etc that adopted BSC technique for performance measurement. The method of study used was semi-structured interviews. The study revealed that BSC was applied to a business unit that was a profit center. The personnel who were interviewed in the respective companies were most familiar with the usage of BSC. It was concluded that all the companies had a positive approach to the implementation of BSC.

Smith (2006) studied the elements of BSC and investigated how it could be applied to public sector undertakings, especially to the procurement section. In the study, a comparison was made between the old techniques of performance evaluation and the balanced scorecard approach. It was concluded that the Balanced Scorecard could easily be adopted by any public agency or any department within a public agency.

Bose and Thomas (2007) focused on The Fosters Brewing Group. In the 1990s the firm went into a declining state which questioned the direction as well as the long-term survival of the company. The new CEO of the company decided to adopt BSC to revive the business. The company implemented the elements of the BSC with some changes. Within the financial perspective, the dimensions were return on investment, return on equity, growth in revenue and profit from new products etc. Under the customer perspective, the dimensions were identifying the market segment where the business will operate, customer retention, customer satisfaction etc. The internal business process perspective included improvement in productivity, improvement in inventory valuation techniques etc. Under the learning and growth perspective, the dimensions were investment in the development of new markets, satisfaction of employees, investment in training etc. As a result of the implementation of BSC Fosters Group came out as one of the world's foremost brewers and wine companies.

Dave (2008) studied the performance of the Indian banking sector through BSC. A sample of five banks was taken namely State Bank of India, Bank of India, HDFC Bank, ICICI Bank, and ABN AMRO foreign Bank. Ten years data from year 1996-97 to 2005-2006 was taken for study. To measure the financial strength ratios like return on assets ratio, cash to deposits ratio, credit deposit ratio, ratio of interest income to total assets etc were used. The customer's perspective was represented by parameters like satisfaction of customers from banking services, growth in deposits, growth in lending etc. The internal Business perspective was measured by parameters like availability of the vast number of banking products, fast internal processing system etc. Learning and Growth perspective was represented by parameters like technology up-gradation, training of employees, increase in the number of skilled workers etc. The study concluded that BSC proved to be a better mechanism of performance measurement.

Suprapto et al. (2009) applied BSC to small and medium private sector health services in Malaka, Negeri Sembilan and Johor. The study observed that finance is the major problem for Small Medium Enterprise (SME). This is because they are unable to provide sufficient finance information due to traditional techniques of performance measurement. So, to tackle the problem BSC was recommended to be applied in these SMEs. The study concluded that BSC approach improved the performance measurement in SMEs.

Bolivar et al. (2010) applied BSC in the public sector agency namely Municipal Agency of Sports (MAS) in GRANADA (SPAIN). Data from the year 2002 till 2008 was used. The study revealed that under the learning and growth perspective, employees should be given continuous training to improve the performance of MSS. From the internal business perspective, there should be investment in the maintenance of sports facilities and the overall management of the entity. Through customer perspective, a high quality of sports services should be offered so that the number of customers may be increased. From the financial perspective, steps must be taken to increase financial resources to meet investment needs and sports facilities.

Kumar (2010) tried to measure the performance of public and private banks through **Balanced Scorecard**. The study comprised six banks, three each from the public and private sector. The study observed that the weighted average scores for public sector banks were on the higher side compared to all the perspectives. Further, the study suggested that the banks should not only make their managers aware of the BSC but the bankers must be trained to understand the BSC.

Rousan and Bataineh (2008) studied two private and two government universities in Jordan where BSC was applied to human resource management. The main objectives of the study were to analyse the measures like satisfaction and retention of employees, student satisfaction, and performance of teaching and non-teaching staff of government and private universities. The data was collected from both primary and secondary sources. A sample size of 208 respondents was taken for the filling of the questionnaire. The research findings inferred that in government universities employees were satisfied regarding remuneration, promotion, better development opportunities and schedule and orientation courses. But the efficiency of private universities was more than that of government universities.

Sollar [illegible] (2009) discussed the human resource practices of different organizations in the [illegible] region. The organizations were divided into two categories namely the corporate sector and academic institution. BSC technique was used for performance measurement. The study period was from January 2008 till November 2008. The respondents from the corporate sector were executives, managers and from the academics, teachers formed the respondents. Data was collected by interview and questionnaire method. The main HR performance measures taken were employee satisfaction, customer loyalty, employee productivity etc. The study concluded that in the corporate sector for long-lasting relations there should be proper employer-employee relations and regular training should be provided. In the case of academic institutes the study explained that teachers must help students to become better citizens, recent technology should be adopted and continuous training should be imparted for teaching as well as non-teaching staff.

Yuliana (2010) analysed the performance of public transport in Jakarta by using BSC. The study was based upon both primary and secondary sources of data. In the strategy maps, the objectives of the four perspectives were linked together by cause and effect relationships. The study concluded that the Jakarta public transport had poor performance. Jakarta transportation had a high level of traffic jam, traffic accidents and pollution.

Rabeeu et al. (2012) used BSC to evaluate the sustainability of Mauritius urban transport. To evaluate the development of Mauritius urban transport five perspectives of BSC were used i.e. social, environmental, economic, process, organization and innovation. For analysis, the scoring method was used and scores were given to indicators on a five-point scale. The results showed that the overall performance of social, environmental and process perspectives was moderate. The best-performed indicator was safety, and the worst indicator was the level of service, comfort and process.

Upadhyay (2012) studied the different Strategic Business Units (SBUs) of United Petroleum Corporation Limited (UPCL). The objective of the study was to identify the challenges encountered by the top management, factors responsible for successful implementation of BSC and outcomes of BSC implementation. BSC implementation in the SBUs of the organization achieved success in varying degrees. The study concluded that within five years of introducing BSC in UPCL its overall performance and revenue had increased.

Ali et al. (2013) studied the role of BSC in increasing the effectiveness of the Khorasan railways organization. Questionnaires were distributed among 252 managers, deputies and staff in the Khorasan railway department. The study determined the role of four sides of the BSC in the effectiveness of the organization. The results concluded that the internal and customer processes had considerable growth in the railway of Khorasan whereas financial and learning and growth processes need to be reviewed and amended.

Amiry (2014) applied BSC for performance evaluation in the hotel industry. A sample of 113 [illegible] star and four-star hotels of Karnataka were taken. Primary data was collected through a questionnaire. For secondary data websites, journals, annual reports were used. An analytic hierarchy process was used in which rating was given based on multiple-choice questions on a five-point Likert scale. The study concluded that customer was the first strength of influence followed by learning and growth, internal business and finance perspective.

Kumar (2015) applied BSC for the Performance Appraisal of Power Sector Companies in India. The study period was from 2000-01 to 2011-12. The study covered six power distribution companies, three from Rajasthan and three from Haryana. The parameters used for financial perspective were capital structure analysis, debt-equity ratio, proprietary ratio, solvency ratio, current assets to total assets ratio etc. Parameters included in customer perspective were customer satisfaction, customer retention, customer expectation, customer acquisition etc. The internal business perspective would determine those processes which would satisfy both customers and shareholders. Learning and growth perspective concluded that the concern should identify the gaps between the required performance of the employees and their existing capabilities.

Mai Ngoc (2016) applied BSC in the U.K. grocery industry through case study of TESCO PLC Company. The company used five segments instead of four perspectives i.e. people, finance, customer, operation and community. In the finance segment, TESCO PLC had strengthened its balance sheet to provide quality to customers. The customer perspective was measured through the study of customer satisfaction, improvement in quality, improvement in services, etc. Under people, steps were taken to provide more and more job opportunities, facility of online shopping. Through the community segment, the company had a friendly working environment. In case of the operation segment, the company tried to operate in such a manner to save time and money. The study concluded that through the application of BSC the company added more customers and its financial performance also improved.

Wahba (2016) applied BSC in higher education. A case study was conducted on Arab Academy for Science, Technology and Maritime transfer. In the financial perspective, importance was given to become a self-financing academy. Customers were collected through the stakeholder's perspective. Through the Internal Process perspective, it was ensured that the processes inside the organization should be such as to satisfy the needs of all the customers. In the Learning and Growth perspective parameters taken were rapid development in information technology, training of staff, improvement in library services etc.

Bhatia (2018) used BSC approach for the performance evaluation of major Indian telecom service providers. The six telecom companies selected for the study were Bharti Airtel Ltd, Reliance Communications Ltd, Vodafone Cellular Ltd, BSNL, Tata Communications and Idea Cellular. For the financial perspective, 10 years of data from the year 2005-06 to 2014-15 was collected. The study concluded that Bharti Airtel Ltd and Vodafone Cellular Ltd showed better satisfactory results followed by others.

FINDINGS OF THE STUDY

Major findings of the study are as follows :

- There is an increasing trend of organizations implementing balanced score card as performance evaluation tool.
- Some studies emphasized improved performance due to adoption of balanced scorecard.
- The proposed study will surely enrich the existing literature on the related subject.
- It will be informative and instructive to the researchers in different aspects of BSC and its increased implementation in Indian context.

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PERCEPTION OF BENEFIARIES REGARDING EFFECTIVENESS OF SKILL DEVELOPMENT PROGRAMMES : AN EVALUATIVE STUDY OF PUNJAB

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ABSTRACT

Skill development has emerged as the pivotal component for social and economic development of India. Skill development helps the country in using its young and growing population to build an economy much stronger. Moreover, skill development contributes significantly in alleviating poverty, offering secure better paying job opportunities to the individuals and improve their standard of living. Recognizing this aspect, Government of India has undertaken various skill development initiatives to harvest its demographic dividend. The present study has examined the perception of the beneficiaries about the effectiveness of skill development programmes in Punjab. The opinion of beneficiaries about the role of skill training in transforming their social, personal and economic situations has been evaluated in this paper. Data from 150 beneficiaries who have already received training from skill training centres and are either placed in a job or are self-employed have been collected using self-structured questionnaire. It has been found from the results that there has been improvement in financial conditions, social status, economic conditions and personality of the placed and self-employed beneficiaries.

Keywords : *Skill development programmes, financial liberation, social attachments, economic conditions*

1. INTRODUCTION

Technology and skill has always been a fundamental of human beings in every stage of the evolution of civilization (Singh, 2013). As India moves progressively towards becoming knowledge based economy, skill development plays a very important role in human productivity, employability and efficiency. Today there is requirement of skilled workforce in all economies for the advancement of technologies in both the native and emerging industries for attainment of higher level of economic growth and resultant development. However, in actual practice the human resources have been facing a serious problem in terms of advancement of education, health, skill and employability. Skill development is an instrument to improve the effectiveness of labour to the total production systems. India is one of the youngest countries in the world, having large stock of workforce in the age group of 15-59 years. Skill development on a large scale is of utmost importance to enjoy the fruits of demographic dividend. This dividend could be utilized meaningfully only by equipping the workforce with those of skills consistent with the needs of the productive sectors of the economy. The contribution of skills in economic progress is immense and multi-dimensional. The skill trainings are important because of number of considerations, such as skill and knowledge are required for the progress of any country and individual, skill training is essential to provide skilled and competent workforce to industries which will make them competitive and will enable the youth to get jobs concerned with industry, with the help of skill training, individuals earn their livelihood and attain their potential, and skill training makes individual independent (Saini, 2015).

Punjab has accorded the highest priority to skill development among its youth with explicit objective to make them employable. It has decided to institutionalize the program of skill development in the state by establishing Punjab Skill Development Mission (PSDM) in line with the National Skill Development Policy, 2009. The mission of this organization is to continuously work to combine the efforts of various departments involved in Punjab's youth skill development, and to bring the required scale, cooperation, supervision, and effective coordination in the implementation of various skill development schemes. PSDM provides skill training under different schemes to the youth of Punjab. The present study deals with the perception of the beneficiaries of these schemes who are either placed at a job or are working on their own after receiving training under these skill development programmes of government.

2. REVIEW OF LITERATURE

Hayyat and Chughtai (2015), studied the relationship between the vocational training and poverty alleviation through the contribution of moderating foreign funds. The data for the study was collected from 752 vocational graduates belonging to the southern Punjab. It was found that the graduates who had acquired vocational training believed to have better employment opportunities as compared to those graduates who had acquired formal education only. Therefore, it was concluded that vocational education positively contributed to the poverty alleviation. The vocational education and the formal education need to be merged in order to enhance the efficiency and effectiveness of the human capital of the country. It was also found that the foreign funds played a significant role in encouraging vocational training for removing poverty.

Pandey Saxena (2016), studied the contribution of education, research and innovation to employability and skill development of youth and adults in India. The study highlighted the role of National Skill Development Corporation (NSDC), University Grants Commission (UGC) and livelihood programmes by Rajasthan government under Make in India. The objective of the study was to identify the gaps between the programmes of the government and private sectors. It has been found that private sector has played a major role in filling the gap in government policies and there is a need to frame the skill development programmes more innovatively. The study also concluded that there is need of more trained trainers at different levels to pay full attention to the registered candidates.

Prasad and Purohit (2017), studied the effect of Make in India on skill development, employability and entrepreneurship. The study analysed the challenges in skill development initiatives in India and also examined the measures taken by government to bridge the gaps between existing skills and required skills of labour workforce. The research was exploratory in nature and based on secondary sources. It was found that there exist huge skill gaps in India and various skill development initiatives should be implemented effectively to bridge these gaps between available and desired skills. Insufficient infrastructure, geographical problems, lack of labour information system, lack of formal and vocational education, lack of sufficient trainers etc were some of the challenges faced by skill development schemes in India.

Kumar et al. (2021), conducted the study to evaluate the effectiveness of skill development training programmes in agriculture sector of Karnataka. The study was exploratory in nature and data was collected from two aspirational districts of Karnataka selected purposively. As per the results of the study, the training programmes conducted by different training institutes in aspirational districts were found to be moderately effective. However, the major loophole found in the research was, most of the training focused on mere coverage of curriculum rather than participatory need assessment. Furthermore, only few trainees were ready to become entrepreneurs from gained skills. Therefore, the study recommended that there is a need to train, motivate and support the trainees to setup their own venture and to take a follow up action by the training institutes after completion of the training.

3. OBJECTIVE OF THE STUDY

The purpose of the research is to examine the perception of the beneficiaries of skill development schemes about the effectiveness of skill training courses initiated by the Government of Punjab. The study deals with the effect of these skill development programs on the overall social, personal and economic conditions of the beneficiaries of Punjab.

4. RESEARCH METHODOLOGY

The present study is descriptive and exploratory in nature. It is majorly based on primary sources of data. The primary data from the beneficiaries of skill development programmes in Punjab has been collected. The beneficiaries who have already received training from skill training centres and are either placed at a job or are self-employed have been considered. Data from 150 beneficiaries has been gathered using self-structured questionnaire. Non-Probabilistic convenience sampling method has been used to collect the data from the respondents. The collected data has been analysed using Exploratory Factor Analysis (EFA). Exploratory factor analysis is a multivariate technique for reducing factors to several smaller sets of variables. This technique is used to explore large data sets in order to generate a set of variables known as factors that can be more easily and meaningfully interpreted (Yong et al., 2014). The factor analysis procedure is divided into three stages: identifying correlations between factors, extracting factors, and rotating factors (Chua, 2009). Item values with a high correlation are placed in the same construct, whereas item values with a low correlation are placed in different constructs. The value of uniformity (communality) for extracting factors revealed that a value of 0 contributed nothing to the change in variance, whereas a value of 1 contributed 100% of the change in overall variance. A factor rotation categorizes items based on similar characteristics or components and eliminates irrelevant items (Awang et al., 2018).

5. RESULTS AND DISCUSSION

The results of the data collected has been presented in the following section.

5.1 Demographic Profile of the beneficiaries

Analysis and interpretation of data is the process of transforming data collection into reliable evidence. To visualise the data, demographic profile of the beneficiaries has been presented in table 1.

TABLE 1: Demographic characteristics of the beneficiaries of skill development programs

Demographic characteristics	Classification	Frequency	Percentage
Gender	Male	64	42.7%
	Female	86	57.3%
Marital Status	Married	55	36.7%
	Unmarried	95	63.3%
Educational Qualification	Up to 10th	35	23.3%
	Up to 12th	62	41.3%
	Diploma (any)	40	26.7%
	Graduation	13	8.7%
Kind of employment	Salaried employee	100	66.7%
	Self-employed	50	33.3%

The present study deals with the perception of the beneficiaries of skill development schemes regarding effectiveness of the skill training programmes.

5.2 Exploratory Factor Analysis

Statements related to perception of the beneficiaries about effect of skill training provided under skill development programmes on their social, personal and economic conditions have been included in the questionnaire. To explore the factors from the statements, Exploratory Factor Analysis has been conducted. Firstly, to examine the appropriateness of factor analysis, Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity has been applied. The KMO sampling adequacy test is a measure of shared variance in items. The value of KMO should be greater than 0.5, according to table 2, the KMO value is 0.801, which indicates that the sample data is suitable for applying the factor analysis test.

TABLE 2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.800
Bartlett's Test of Sphericity	Approx. Chi-Square	4555.675
	df	231
	Sig.	.000

After running KMO and Bartlett's test, communalities of each item has been computed. Communalities display the proportion of the total variance that each variable shares with the other variables under consideration. The communalities 0.5 or above are considered ideal (Hair et al., 2013). As per the results, the communalities for all the variables is above 0.6.

The next step is to determine the number of factors that represent the existing relationships in a best manner. For this purpose, eigenvalue >1 rule suggested by Kaiser (1960) is generally accepted method by many researchers.

TABLE 3: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.051	32.051	32.051	7.051	32.051	32.051	5.482	24.917	24.917
2	5.677	25.805	57.856	5.677	25.805	57.856	5.112	23.236	48.154
3	3.406	15.483	73.338	3.406	15.483	73.338	3.980	18.090	66.244
4	2.259	10.266	83.605	2.259	10.266	83.605	3.819	17.361	83.605

Extraction Method: Principal Component Analysis.

In a good factor analysis, a small number of factors account for the majority of the variance, while the remaining factors only account for minor portions of the variance. Therefore, the study can disregard all of the other variables that only contribute a very small percentage to the total variation. According to table 3, the

TABLE 4: Detail about the extracted factors with their factor loadings

Name of the Factor	Variables	Factor Loadings
Increased Financial liberation	Increase in savings	.957
	Increase in personal income	.952
	More contribution in household income	.951
	Increase in consumption level of the family	.933
	Increased access to medical and health care services	.882
	Increased access to insurance facilities	.808
Development of personality	Improvement in problem solving skills	.933
	Improvement in communication skills	.907
	Improvement in self confidence	.886
	Improvement in leadership skills	.832
	Improvement in standard of living	.799
	Improvement in market related knowledge	.794
	Increase in knowledge about particular skill	.780
Enhancement in social attentiveness	Increase in awareness level about health, sanitation and childcare education	.936
	Increase in confidence to express views in social groups freely	.922
	Increase in awareness about government schemes related to skill development	.900
	Increase in respect and recognition in society	.891
	Increase in ability to make decisions regarding household matters	.710
Improved economic condition	Ability to purchase non-durable goods	.922
	Ability to purchase durable goods	.920
	Ability to meet financial crises in the family	.908
	Reduced dependency on bank loans and money lenders	.892

first component explains 24.9% of the variance, followed by the second factor at 23.2%, third factor at 18.1% and fourth factor at 17.3%. The remainder of the factors are all insignificant. According to the Principle Component Analysis approach, it is also deduced that four components account for 83.6% of the data and a sizable amount of variation. In present study, four important factors related to the perception of beneficiaries about skill training programmes have been identified. Factor loads indicate the contribution of a variable in the formation of a relevant factor. It is recommended that factor loading should be more than 0.50. Table 4 shows that factor loading of each variable is more than the threshold limit. The details of all four extracted factors along with the factor loading of each variable have been discussed below.

The first important factor has been named as 'Financial Enrichment' with variance of 24.9%. Six out of twenty-two variables have been loaded on this factor with factor loading ranging from 0.808 to 0.957. According to results, beneficiaries perceive that skill development programmes have helped them in increasing their financial independence. Skill development programmes have increased the personal income, saving habits, consumption level, and whole income of the beneficiaries. Respondents also perceive that skill development programmes have increased their accessibility to medical and insurance facilities.

'Development of Personality' has been found as the second important factor with variance of 23.2%. Seven out of twenty-two statements have been loaded on these factors with factor loading ranging from 0.799 to 0.934. It has been perceived by the beneficiaries that skill development programmes have played an important role in enhancing their communication skills, self-confidence, leadership skills, problem-solving skills and standard of living. In addition to this, knowledge of the beneficiaries about market and particular skill set has also got improved because of skill training.

The third important factor has been named as 'Enhancement in social recognition' with variance of 18.1%. Five out of twenty statements have been loaded on this factor with factor loading ranging from 0.710 to 0.896. This factor is related to the improvement in social status of beneficiaries after completion of skill training under skill development programmes. As per the results, there has been improvement in respect and recognition of the beneficiaries in the society. Beneficiaries opine that their awareness level about skill related government schemes and about health and sanitation have increased after the training. Moreover, they have been able to express their views in social groups more freely after the training.

The fourth and the last important factor has been named as 'Improved economic conditions' with variance explained of 17.2%. Four out of twenty statements have been loaded on this factor with factor loading ranging from 0.880 to 0.922. As per the findings, the beneficiaries perceived that after the training programmes their capacity to purchase durable and non-durable goods have increased. Additionally, they have been able to meet the financial crisis in their family and their dependency on bank loans and money lenders has also got reduced.

6. CONCLUSION

The present study has examined the perception of the beneficiaries about the effectiveness of skill development programmes in Punjab. The opinion of beneficiaries about the role of skill training in transforming their social, personal and economic situations has been evaluated in this paper. The results clearly state that the skill development programmes have played a crucial role in improving the livelihood of the respondents. As per the results, there has been improvement in financial conditions, social status, economic conditions and personality of the placed and self-employed beneficiaries. It can be concluded from the study that skill development programmes of government have a positive impact on the youth of Punjab.

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TELEVISION ADVERTISEMENT AVOIDANCE : A CASE STUDY OF PUNJAB STATE

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ABSTRACT

Television advertisement avoidance has become a prevalent phenomenon globally, and understanding its dynamics in specific regions is crucial for advertisers and marketers. This research focuses on Punjab, exploring the factors influencing television advertisement avoidance among viewers. The study employs a mixed-methods approach, combining surveys and interviews to gather both quantitative and qualitative data. The findings shed light on the unique characteristics of television advertisement avoidance in Punjab, offering insights that can inform targeted advertising strategies in the region. Advertisement avoidance is very hot topic in these days. Television viewers don't want to waste their time while watching programs. They avoid it with remote control by pressing the mute button or use any other methods. Zapping is another name of tv avoiding advertising terminology, changing channels is mentioned as zapping Belch, G. E., & Belch, M. A. (2003). Television viewers are uninterested in watching advertisements due to various reasons and they avoid them by various means. There are many factors affecting television advertisements avoidance. Among them the prime reason is listed by the television viewers is to watch other channels during the advertisement break time. The other reasons opined by them the television advertisements are repetitive means they repeated number broadcast in the channels. Some advertisements are not attractive and creative. The study covered the reasons for advertisement avoidance on television, types of advertisements dislike by the audience. The research study covered four advanced districts of Punjab.

Keywords : *Television advertising, Advertisement avoidance, Punjab, Cultural factors, Viewer behavior, Marketing strategies.*

INTRODUCTION

Television advertising is a powerful tool for businesses to reach their target audience. However, the increasing prevalence of advertisement avoidance poses challenges for advertisers. This research aims to investigate the factors contributing to television advertisement avoidance in Punjab, India, and provide valuable insights for advertisers operating in this region. Television is mass media tool and channels are integral part of television (Chan, K., & Prendergast, G. (2007)). Nowadays approximately 700 channels are broadcasted in India. These channels are overloaded with advertisements. Because of fast technology high competition every marketer want to reach their customer quickly so as to fulfill their objective means increase the sale of product. The basic objective of the advertisement is aware the target audience about their product. If these advertisements are not watched by the viewers all the marketing effort should vain. When advertisements are not noticed by the television viewers skipped it by various reasons this activity give the birth to advertisement avoidance.

The phrase "Television Advertising Avoiding Behavior" refers to all actions by television viewers to reduce their exposure to the content of television advertisements (henceforward, TV ads) (Speck & Elliott, 1997).

According to the research study advertisements are disliked by the audience because of vulgarity element is presented on it this is reason viewers are not comfortable in watching it with their family. Indian is socio cultural country value, beliefs, ethics are the main of determinants that effect the television viewers behavior (McQuarrie, E. F., & Phillips, B. J. (2005)). Zapping is the another name of avoiding commercials terminology (advertisements).Television advertisement avoiding behaviors have been classified into three categories.

- Physical Avoidance (i.e., leaving the room during the broadcasting of advertisements)
- Mechanical Avoidance (i.e., pressing a mute button by the remote control or to change channel, switching off the television during advertisements and decreasing the volume of television)

- Cognitive Avoidance (i.e., engaging in other activities while advertisements are presenting performing household tasks).

OBJECTIVES OF THE STUDY

- To examine advertisement viewing behaviour during television commercial.
- To determine the factors affecting television advertisement avoidance.

Data Base and Methodology :

This study has been conducted in Punjab region of India, a sample of respondents were selected from the different districts which includes Ludhiana, Mohali S. A. S. Nagar (Sahibzada Ajit Singh Nagar), Amritsar and Patiala [Most Urbanized Districts]. An effort had been made to select the respondents evenly. The survey was carried out on 500 respondents. The data was collected personally (and via emails). The respondents were deliberately selected to maintain equal distribution in districts. There were 125 respondents were selected from each districts for the purpose of research convenience sampling technique was used. The questionnaire comprised of a rank question, close ended questions, a 5 point likert scale question. The data collected through framed questionnaires was coded and tabulated keeping in context with the objective of the study. It was analysed by calculating weighted average, frequencies and Cross tabulation techniques. The data was analyzed using Statistical Package SPSS throughout the study. Simple percentage and weighted average were the statistical tools used to analyze the data. Simple percentage method was used to understand the behaviour during the advertisements in television and the mode of avoiding advertisements.

Table 1 : REASONS FOR AVOIDING TELEVISION ADVERTISEMENTS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Rank
Low interest to watch TV advertisements.	124(24.8)	140(28)	77(15.4)	42(8.4)	77(15.4)	3.46	R3
TV advertisements are not attractive.	81(16.2)	138(27.6)	95(19)	64(12.8)	122(24.4)	2.98	R8
To watch other channels during advertisements time.	145(29)	216(43.2)	78(15.6)	27(5.4)	34(6.8)	3.82	R1
To avoid personal purchase intention.	81(16.2)	113(22.6)	91(18.2)	84(16.8)	131(26.2)	2.86	R11
TV advertisements are boring.	78(15.6)	127(25.4)	77(15.4)	87(17.4)	131(26.2)	2.87	R10
No useful information.	92(18.4)	142(28.4)	71(14.2)	81(16.2)	114(22.8)	3.03	R7
TV advertisements are Repetitive nature	137(27.4)	203(40.6)	74(14.8)	36(7.2)	49(9.8)	3.68	R2
No humour in advertisement .	77(15.4)	100(20)	75(15)	104(20.8)	144(28.8)	2.72	R12
Television advertisements are wasting the time.	124(24.8)	140(28)	57(11.4)	71(14.2)	108(21.6)	3.20	R5
Television advertisements are not relevant to me.	98(19.6)	115(23)	83(16.6)	79(15.8)	125(25)	2.96	R9
There are too many advertisements.	113(22.6)	164(32.8)	77(15.4)	54(10.8)	92(18.4)	3.30	R4
I don't trust on television advertisements.	96(19.2)	159(31.8)	61(12.2)	77(15.4)	107(21.4)	3.12	R6

The reasons listed for avoiding television advertisements are rated by the respondents. Among them the principal reason rated by them is to watch other channels during the break time. The other reasons opined by them are rated as follows; the ads were repetitive as second low interest to watch them as third, there are too many advertisements as fourth, television advertisement are wasting the time as fifth and does not trust on television advertisements is with 3.12 mean score. There is no useful information is seventh position. TV advertisements are boring statement is on rank tenth. Last but not the least statement is to avoid personal purchase intention. No humour in advertisement is on last rank.

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Table 2 : Impact of Television Advertisement on the Social and Moral Behavior of Viewers

	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Rank
TVCs lead to rise in offensive activities like stunt.	68(13.6)	144(28.8)	75(15)	165(33)	48(9.6)	2.96	R7
TVCs encourage children to circumvent parental authority	102(20.4)	128(25.6)	76(15.2)	91(18.2)	102(20.4)	2.92	R8
TVCs create conflict between parents and children over purchase of products advertised.	72(14.4)	138(27.6)	101(20.2)	112(22.4)	77(15.4)	2.97	R6
TVCs designed for one country are fit to be used in another country	85(17)	117(23.4)	84(16.8)	106(21.2)	108(21.6)	3.07	R2
TVCs represent women as the weaker sex, e.g. portrayal of women as emotional and dependent	116(23.2)	149(29.8)	87(17.4)	78(15.6)	70(14)	2.67	R19
TVCs perpetuate negative stereotypes of women, e.g. portrayal of women as glamour, homemaker etc	90(18)	136(27.2)	81(16.2)	81(16.2)	112(22.4)	2.98	R5
New openness in TVCs, such as in commercials for feminine hygiene products is embarrassing and these TVCs are not fit to be watched with the entire family.	98(19.6)	150(30)	89(17.8)	88(17.6)	75(15)	2.78	R14
TVCs confront the time tested and religiously accepted principles of our society.	59(11.8)	138(27.6)	82(16.4)	92(18.4)	129(25.8)	3.19	R1
TVCs exploit society.	99(19.8)	204(40.8)	90(18)	44(8.8)	63(12.6)	2.54	R21
TVCs can be accused of lacking social responsibility.	81(16.2)	140(28)	84(16.8)	79(15.8)	116(23.2)	3.02	R4
Comparison with idealized images in TVCs lowers satisfaction with the self.	87(17.4)	166(33.2)	76(15.2)	60(12)	111(22.2)	2.88	R11
TVCs undermine traditions and culture.	96(19.2)	192(38.4)	75(15)	59(11.8)	78(15.6)	2.66	R20
TVCs are manipulative.	81(16.2)	149(29.8)	61(12.2)	77(15.4)	132(26.4)	3.06	R3
TVCs create confusion over product distinctions.	93(18.6)	161(32.2)	55(11)	75(15)	116(23.2)	2.92	R8
TVCs promote unsafe behavior among children.	96(19.2)	168(33.6)	79(15.8)	67(13.4)	89(17.8)	2.77	R15
TVCs contain statements that are false, deceptive, untruthful, or misleading	123(24.6)	148(29.6)	61(12.2)	85(17)	82(16.4)	2.71	R16
TVCs promote conspicuous consumption.	113(22.6)	136(27.2)	69(13.8)	81(16.2)	101(20.2)	2.84	R13
TVCs lure/coerce consumers to buy products beyond their capacity	103(20.6)	145(29)	75(15)	76(15.2)	101(20.2)	2.85	R12
TVCs encourage adoption of unethical ways of fulfilling materialistic desires.	133(26.6)	137(27.4)	68(13.6)	67(13.4)	95(19)	2.71	R17
TVCs disappoint with exaggerated claims.	108(21.6)	166(33.2)	83(16.6)	58(11.6)	85(17)	2.69	R18
TVCs encourage us to spend money on goods and services, which we do not really need	101(20.2)	136(27.2)	78(15.6)	78(15.6)	107(21.4)	2.91	R10

The table focused advertising of influencing the social and moral behavior of viewers by changing their values (Roy, 2016), promoting materialism and consumerism (Nata, 2019), degrading women (Ford et al., 1997; Chatterji, 2015), promoting the use of harmful products like cigarettes and alcohol (Saffer and Dave, 2012) etc. Although, there exists no consensus about the impact of TVCs on the social and moral behavior of viewers, the accusations that we come across in previous research are grave. This study is to understand the sets of values or core beliefs the viewer might draw when contemplating the ethics of controversial practices in television viewership advertisement. TVCs confront the time tested and religiously accepted principles of our society are on rank first with the mean value of 3.19 whereas TVCs designed for one country are fit to be aired in another country is on second position. However television viewership commercials are manipulative and TVCs can be accused of lacking social responsibility are closely related. TVCs perpetuate negative stereotypes of women e.g. portrayal of women as glamour, homemaker etc statement carry fifth rank, television viewership advertisement encourage us to spend money on goods and services, which we do not really need is on sixth ranks. Advertisement also effect the buying decision of individual beyond their capacity have major impact on viewers. TVCs undermine traditions and culture and manipulate the society.

CONCLUSION

Television viewings in Indian families are more of a social activity than a private one. In present study it was observed that females discussed more about television programmes than males. It was observed that women talked more about television programmes than men did. The study analysed the various factors relating to the advertisement avoidance and found that the television viewers had a greater belief that television advertisement inform their viewers about the brands they need, updates with the products available in the market and keeps them in knowing about the changing fashions. Though there were some leading avoiding attitudes among the viewers like television advertisements if excessive, confuse them, repetition of the ads frequently, irritate the viewers in watching. A few advertisements bother the audience while watching and these kinds of advertisements need to be eliminated. Audiences do not watch the advertisements if they are repetitive and uninteresting. Attractive advertisements are welcomed by respondents. The impact of appeals, celebrity and graphics in advertisements depend upon the relevance to the product. So these factors need to be used carefully by considering its relevance to the product. Even though sex appeals have some influence Obscenity and vulgarity in the advertisements bothers the audience. So advertisements with these factors should be avoided.

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GROWTH OF MUTUAL FUND INDUSTRY IN INDIA : A COMPREHENSIVE REVIEW

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ABSTRACT

Mutual funds have facilitated the restructuring of the financial landscape for retail investors. It functions as a fascinating investment vehicle that has significantly contributed to the mobilization of personal savings and their subsequent allocation into various financial instruments, thus fostering wealth creation and accelerating the economic expansion of the nation. It represents an intriguing journey that reflects the nation's rapid progress. This paper explores the history and growth of Indian mutual fund industry. The research papers available have been reviewed to study the growth of Indian mutual fund industry. The historical background of mutual funds, in India, might have seen a remarkable journey of evolution from their inception in the mid-20th century. Nevertheless, it initially failed to gain widespread traction. It demonstrates that the mutual fund industry in India is expanding, but it is still lagging behind the global financial market. The reach of fund houses to various investor categories remains a key challenge. As a result, there is a need of spreading awareness about mutual funds and establish marketing tactics for small cities.

Keywords : *Mutual funds, Growth, Resources mobilization, AUM and Trends.*

INTRODUCTION

Mutual funds are financial intermediaries that combine investors' financial resources and invest them in asset portfolios (Saunders & Cornett 2007). Mutual funds are basically institutional arrangements for collecting Funds from small investors and investing them in the financial products. A mutual fund is a trust that pools the savings of several individuals who have similar financial goals. The funds raised are subsequently invested in capital market instruments such as stocks, debentures, and other securities. The income generated by these investments, as well as the capital gains realized, are distributed to unit holders in proportion to the number of units owned. Thus, a mutual fund is the best investment for the average person since it allows them to invest in a diverse, professionally managed basket of securities at a reasonable cost.

Mutual funds enable small and medium-sized investors to participate in today's complicated and advanced financial environment. Investors benefit from lower risk, experienced professional management, diversified portfolios, investment liquidity, a range of schemes, and tax advantages (Machiraju 2007). These schemes meet the needs of several types of investors: gold investment schemes, retirement plans, tax-saving schemes, insurance-linked schemes, and systematic investment plans. Mutual funds are critical in mobilizing resources and allocating them efficiently. These funds play an important role in financial intermediation, capital market development, and overall financial sector growth. Economic changes, falling interest rates on bank deposits and the volatility character of the capital market highlight the growing relevance of mutual funds. Today, mutual funds jointly manage nearly as much or more money than banks (Chandel & Verma 2008).

OBJECTIVES OF THE STUDY

- The main objective of the study is to review the literature available for growth of Indian mutual fund industry.

RESEARCH METHODOLOGY

The paper attempts to thoroughly review the literature available on the growth of mutual fund industry. Research papers published in the most relevant research database were reviewed for this purpose.

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GROWTH OF MUTUAL FUND INDUSTRY IN INDIA

The mutual fund sector in India began in 1963, with the establishment of Unit Trust of India at the initiative of the Government of India and the Reserve Bank of India. The primary goal at the time was to attract small investors, which was made possible by the combined efforts of the Government of India and the Reserve Bank of India. Mutual Fund history in India can be classified into five phases.

First Phase: The mutual fund sector in India began in 1963, with the foundation of UTI by an Act of Parliament, and was regulated and administered by the Reserve Bank of India (RBI). UTI was delinked from the RBI in 1978, and the Industrial Development Bank of India (IDBI) took over regulatory and administrative authority in its place. The Unit Scheme 1964 (US '64) was UTI's inaugural scheme. UTI had 6,700 crores in Assets under Management (AUM) by the end of 1988.

Second Phase: In 1987, public sector mutual funds were established by public sector banks, Life Insurance Corporation of India (LIC) and General Insurance Corporation of India (GIC). In June 1987, SBI Mutual Fund became the first 'non-UTI' mutual fund, followed by Canbank Mutual Fund (December 1987), Punjab National Bank Mutual Fund (August 1989), Indian Bank Mutual Fund (November 1989), Bank of India (June 1990), and Bank of Baroda Mutual Fund (October 1992). LIC launched its mutual fund in June 1989 and GIC launched its in December 1990. At the end of 1993, the MF industry had 47,004 crores in assets under management.

Third Phase: With the creation of SEBI in April 1992 to safeguard investors' interests and to encourage the growth and regulation of the securities market, the Indian securities market assumed even greater significance. The first set of SEBI mutual fund regulations went into effect in 1993 and applied to all mutual funds with the exception of UTI. The first private sector mutual fund (MF) to be registered in July 1993 was the former Kothari Pioneer, which has now merged with Franklin Templeton MF. A new era in the Indian mutual fund market began in 1993 with the arrival of private sector funds, which offered Indian investors a greater selection of mutual fund products. The initial SEBI Mutual Fund Regulations were updated and superseded in 1996 by the SEBI (Mutual Fund) Regulations, 1996, which is the current set of regulations.

Forth Phase: SEBI regulations were developed and implemented from 1997 to 1999. As the mutual fund industry expanded and reached new heights, it became necessary to establish a council to straighten practice market rules and regulations, as well as a responsible organization to oversee developments. As a result of this, SEBI legislation was created in [illegible]. SEBI mandated standardization. In 1999 the Indian government declared that all mutual fund dividends would be exempted from income tax.

Fifth Phase: The year 1999 marked the beginning of a new era in the history of India's mutual fund sector, a period of significant growth in terms of both AUM (assets under management) and funds raised from investors. The UTI Act was abolished in February 2003. UTI Mutual Fund is the new name for the former Unit Trust of India (UTI). Previously operating under a distinct legislation of the Indian Parliament, UTI Mutual Fund is now governed by the SEBI (Mutual Funds) Regulations, 1996, along with all other mutual funds in India. As of the end of January 2003, there were 33 mutual funds with a combined AUM of 1,21,805 crore, with UTI alone accounting for 44,541 crore. Several mergers and acquisitions occurred in the MF business during this period. For example, acquisition of Alliance Mutual Fund schemes by Birla Sun Life and PNB Mutual Fund by Principal, among others. At the same time, more multinational players are entering India, including Fidelity, one of the world's largest funds.

REVIEW OF LITERATURE

Nisha Iqbal (2011) conducted a study to explain the concerns and challenges encountered by the mutual fund industry of India. The main obstacle to directing money into mutual fund investments is a lack of financial literacy and low awareness. Asset management companies (AMCs) mostly concentrate on Tier-1 cities. Due to limited access to distribution channels and investor servicing, retail investors from Tier-2 and Tier-3 cities are unable to invest in mutual funds, even if they are informed and eager to do so. The paper also states that the key reasons for the poor penetration of the Indian mutual fund market are limited product innovation, limited consumer involvement, limited concentration of the public sector network on mutual fund distribution, and numerous regulatory frameworks.

Chakrabarti et al. (2014) investigate the nature of geographical penetration of mutual funds and mutual fund distribution in India. According to the survey, mutual fund penetration and geographical distribution of agents are substantially skewed in favor of top districts. The study also revealed that low levels of financial literacy, culture, and attitude towards saving and investing were responsible for low demand of mutual funds outside the Top 15 cities, and a lack of agents and consumer information were responsible for low supply of mutual funds outside the T15 cities.

Chauhan and Adhav (2015) undertake research on recent trends in the Indian mutual fund business. According to the study's findings, assets under management climbed from Rs. [illegible] crore in 2007-08 to Rs. 701,443 crore in March 2013. The United States (U.S.) holds 48.80 percent of the market, while India controls only 0.45 percent. According to the survey, while the Indian mutual fund business has grown significantly, it still falls behind other developed nations.

Ramanujam and Bhuvaneswari (2015) investigated the performance and growth of the Indian mutual fund industry. According to the study's findings, AUM climbed from 1,39,616 crore in 2004 to 8,05,150 crore in 2014. Total mutual fund sales from all schemes increased by [illegible] crore to 87,00,[illegible] crore, total mutual fund redemption from all schemes increased by [illegible] crore to 97,[illegible] crore, redemption of all schemes increased by [illegible] to 2,08,[illegible], schemes wise resource mobilization increased by [illegible] crore to [illegible], and utilization of resources in all schemes increased by [illegible] crore to [illegible].

Tarak Paul (2016) attempted to research the most recent trends in the Indian mutual fund market. According to the survey, the AUM of the Indian mutual fund sector expanded by [illegible] percent between 2012 and 2016, and the top five AMCs collectively own nearly 50 percent of the entire AUM. Corporate investors account for around 45 percent of AUM, with a preference for debt/money market funds, followed by HNI at approximately 28 percent, with a focus on debt and equity-focused funds, and retail ([illegible] percent) with a preference for equity oriented schemes. According to the survey, the mutual fund business in India is expanding. However, many investors remain outside the industry's purview.

Kumar (2015) discuss the market penetration of mutual fund. According to the research paper, T15 cities generated a substantial portion of AUM, while Corporate and high net worth people controlled a large portion of AUM. The findings suggested that mutual funds have a high potential for regional and investor class penetration. The research article concludes that poor mutual fund penetration is due to investors' lack of awareness of the benefits of debt funds, as well as risk aversion and ignorance of AMC. The author suggests that in order to improve market participation, AMC should become risk takers and pay more attention to retail investors outside of the T15 cities.

Debendra Shaw (2017) study the growth of Indian mutual fund industry from 2003 to 2007 using several factors such as assets under management and the Nifty. He notes that the Indian mutual fund industry had been riding the market's momentum since 2003. From 2003 to 2008, the growth rate was [illegible] percent, and from 2007 to 2008, the rate was 201.52 percent. As a result, the Indian mutual fund business has developed both qualitatively and numerically throughout the time period. According to the researchers, the Indian mutual fund business experienced fierce numerous struggles, stock market scams, fraudulent difficulties, and tight capital conditions after 2003 due to the engagement of retail investors and corporate entities.

Bhagyas (2017) - Conduct research on recent trends in the Indian mutual fund industry's expansion. According to the study's findings, total assets of the mutual fund industry surged from 17.20 trillion in December to 17.9 trillion in February 2017, with individual investors accounting for 99 percent of accounts in mutual funds as of the end of December 2016, with the remaining accounts held by institutional investors.

Anil Mathew (2019) attempted to investigate the expansion of the Indian mutual fund business and the causes for its increasing penetration among ordinary investors. According to this study, large cities account for a large percentage of AAUM, and citizens in geographically small states prefer equity plans over non-equity schemes. According to the author, it is critical that investors grasp the principles of mutual fund investing, as this will help financial intermediaries earn larger margins, enhancing the industry's growth potential.

Priyankh Sarkar (2020) - research the growth and performance of the Indian mutual fund industry. The five cities of Mumbai, Delhi, Chennai, Bangalore, and Kolkata account for 34% of total AUM. The researcher concludes that poor penetration rate is caused by a lack of investor education, product differentiation, awareness, and interest among retail investors. According to the study, awareness efforts, investor education, and providing superior risk-adjusted returns will help mutual funds carve out a niche.

Sharma, Dalwana, and Kumar (2020), investigated resource mobilization in the Indian mutual fund business using mutual fund schemes, asset management companies, and mutual fund kinds. According to the survey, the mutual fund sector in India hit its resource mobilization peak in 2016-17, with 133664 crore. According to the study, the majority of investors chose open ended debt fund schemes. According to the survey, the Indian mutual fund market is increasing, but it is controlled by metropolitan cities, a few corporations, and debt-oriented schemes. As a result, there is a need to share knowledge about mutual funds and build marketing tactics in the cities listed below.

Snehasis Pal (2021) will do research on the growth of the Indian mutual fund business. This research focuses on the factors influencing the growth, development, and evolution of the Indian mutual fund business. According to the study, gross mobilization has expanded significantly in both the private and public sectors, but growth in the public sector has been reported to be lower than in the private sector. It was also discovered that corporate investors control the bulk of AUM in India, Mumbai controlling the majority of AUM in terms of city. According to the survey, the market has not yet been totally penetrated. Mutual funds are hardly known to a limited percentage of Indians.

CONCLUSION

The establishment of UTI (Unit Trust of India) in 1963 marks the beginning and acts as the country's first mutual fund, introducing the concept to Retail investors. Mutual funds are clearly one of the fastest growing industries in the Indian financial sector. It has grown at an exponential rate in the years since liberalization, particularly in the last ten years. India's mutual fund industry today runs more schemes than ever before. The mutual fund sector in India is expanding, but it is still poorly penetrated and highly concentrated at many levels, such as particular cities and specific classes of investors handle the majority of AUM. It concludes that institutional investors and T30 cities dominate the entire market. In terms of resources mobilized, private sector mutual funds have emerged as a more dominant player in the mutual fund business than public sector mutual funds. However, a sizable number of investors remain outside the industry's purview. It shows that although the Indian mutual fund market is growing, it is still trailing behind the world financial sector. One major issue still facing fund houses is their ability to connect different types of investors. Therefore, it's important to raise awareness of mutual funds and develop marketing strategies specifically for small cities.

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ACADEMIC ACHIEVEMENT MOTIVATION AMONG SECONDARY SCHOOL STUDENTS OF PATAN DISTRICT

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ABSTRACT

The study aims at assessing the "Academic Achievement Motivation among Secondary School Students of Patan District". The total sample consisted of 600 Secondary School Students from Patan District Gujarat State. Purposive Random sampling techniques was used. Academic Achievement Motivation tool by Sharma (1971), revised in 2015 was employed. Independent variables are (A) Gender (B) Area of residence and (C) Socio-economic status. ANOVA (2x2x3 factorial design) was used for statistical analysis.

The results revealed that (1) Girl Students have more academic achievement motivation as compared to the Boys Students. 2) students belonging to rural areas have more academic achievement motivation than those belonging to urban areas. (3) High socio-economic status have higher academic achievement motivation as compared to their counterparts low-medium socio-economic status. (4) There is no interaction effect between gender (boys & girls) and Area of residents (Urban and Rural) (AxB) on academic achievement motivation of secondary school. (5) Rural area students from high socio-economic status have more academic achievement motivation as compared to their counterparts. (6) Girl students from low socio-economic status have more academic achievement motivation than other groups. (7) There is no interaction effect between gender (boys – girls), area of residence (urban – rural) and socio-economic status (low-medium-high) of secondary school students with regards to academic achievement motivation.

Keywords : *Academic Achievement Motivation, Gender, Habitat, Socio-Economical Status.*

INTRODUCTION

Academic Achievement Motivation simply means the enthusiasm or eagerness of an individual to achieve academic success. One of the most important factors that takes an individual closer to their goals is the drive, this drive is the force that pushes an individual towards the desired goal. Goal may also refer to the objectives or the desired state of where we would want to be as we move along in life. Generally speaking, everyone has their own desires and aspirations in life and what they would want to achieve. This drive or urge may also be termed as motivation. Therefore, the urge to perform and achieve success in academics and its related areas is Academic Achievement Motivation. It is the attitude towards school and learning enthusiasm for academic achievement. Therefore, when one has the urge to succeed in academics and score good grades, it is called Academic Achievement Motivation. There is great need of motivation for students because motivation affects the academic achievement of the students (Kumar, 2013). Motivated students become more confident and have the ease to face challenges of today's dynamic and ever-changing education world. There is great need of Academic Achievement Motivation for students because motivation affects the level of academic success of the students (Kumar & Yadav, 2015).

REVIEW OF LITERATURE

Bakar et. al. (2022) explored the Influence of Students' Motivation on Academic Achievement Among Undergraduate Students in Malaysia. It was found that the students' motivation boosted their academic success. Similarly, the regression analysis revealed that motivation was a strong predictor of greater academic accomplishment.

Appanny and Wat (2021) Studied on Achievement Motivation among Higher Secondary School Students. The result revealed that there is a significant difference between the achievement motivation of girls and boys and also between students from the urban and rural areas. No significant difference was found between

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the students from government and aided schools.

Attri (2013) studied on "academic anxiety and achievement of secondary school students – A study on gender differences". The sample consisted of 200 secondary school students of Mandi District of Himachal Pradesh by adopting lottery method of random sampling. "Academic Anxiety Scale for Children (AASC)" and their marks of class 9th were taken as academic achievement. The statistical technique t-test was used. The findings revealed that there exist significant differences in academic anxiety and academic achievement of male and female secondary school students. Girls found to be more academically anxious and had better academic achievement than boys.

OBJECTIVES OF THE STUDY

1. To study and compare academic achievement motivation between boys and girls students.
2. To study and compare academic achievement motivation among secondary school students belonging to urban and rural area.
3. To study and compare academic achievement motivation of secondary school students belonging to low, medium, and high socio-economic status.
4. To study interaction effect of gender (boys-girls) and area of residence (urban – rural) on academic achievement motivation of secondary school students.
5. To study interaction effect of gender (boys-girls) and socio economic status (low-medium - high) on academic achievement motivation of secondary school students.
6. To study interaction effect of area of residence (urban - rural) and socio economic status (low-medium - high) on academic achievement motivation of secondary school students.
7. To study interaction effect of area of residence (urban – rural), gender (boys – girls) and socio-economic status (low-medium-high) on academic achievement motivation of secondary school students.

HYPOTHESES

- There will be no significant difference between boys and girls of secondary school students on academic achievement motivation.
- There will be no significant difference between urban and rural students on academic achievement motivation.
- There will be no significant difference among students belonging to low-medium - high socio economic status on academic achievement motivation of secondary school students.
- There will be no interaction effect between gender (boys – girls) and area of residence (urban – rural) on academic achievement motivation of secondary school students.
- There will be no interaction effect between area of residence (urban – rural) and socio economic status (low-medium - high) on academic achievement motivation of secondary school students.
- There will be no interaction effect between gender (boys – girls) and socio economic status (low-medium - high) status on academic achievement motivation of secondary school students.
- There will be no interaction effect among gender (boys – girls), area of residence (urban – rural) and socio economic status (low-medium - high) on academic achievement motivation of secondary school students.

METHODOLOGY

Descriptive survey method was used to conduct the study.

VARIABLES

Independance Variables are : **(A) Gender** – (Boys & Girls) **(B) Area of Residence** (Urban & Rural,) **(C) Socio-Economic Status** (Low, Medium & High S.E.S.)

Dependent Variable: Academic Achievement Motivation

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SAMPLE

A total sample of 600 secondary school students was taken from Patan, District Gujarat State. Purposive sampling technique was used.

RESEARCH DESIGN

To conduct the research a 2x2x3 factorial design was used for analyzing the data.

RESEARCH TOOL USED

Academic Achievement Motivation scale by Sharma (1971) revised in 2018 was used to collect the data. Test -retest reliability is 0.69 and Validity is 0.81.

PROCEDURE & STATISTICAL ANALYSIS

After established the rapport with respondents, academic achievement motivation test was administered in individual setting. Scoring was done as per the manual.

The analysis of the data was done using statistical technique of Analysis of Variance (2x2x3) to find out significant differences and significant interaction effect on academic achievement motivation scale. SPSS software was used for all statistical analysis.

RESULT AND DISCUSSION

TABLE A : Analysis of Variance of Academic Achievement Motivation with respect to (Gender, Area of Residence and Socio-Economic Level) among secondary school students

Source of Variance	Sum of Square	df(n–1)	MSS = SS/df	'F' Value	Level of Significant
SS_A	1224.31	1	1224.31	35.64	0.01
SS_B	1723.89	1	1723.89	50.19	0.01
SS_C	963.91	2	481.96	14.03	0.01
SS_{AxB}	12.8	1	12.8	0.37	NS
SS_{BxC}	1234.43	2	617.22	17.69	0.01
SS_{AxC}	1556.63	2	778.32	22.66	0.01
SS_{AxBxC}	45.12	2	22.56	0.66	NS
SS_{Error}	20199.76	588	34.35		
SS_{Total}	27732.64	599			
Table Value :					
0.05 level Table Value df_1 = 3.86			0.01 level Table Value df_1 = 6.70		
0.05 level Table Value df_2 = 3.01			0.01 level Table Value df_2 = 4.64		
NS = Non – Significant					

Table 1 : Academic Achievement Motivation **among** secondary school students with respect to Gender (Boys-Girls)

	Boys (A_1)	Girls (A_2)	'F' Value	Level of Sig.
Mean	34.35	36.48	35.64	0.01
N	300	300		

Table 1 shows the mean **and** F value of secondary school students with respect to gender (Boys – Girls) on the variable of Academic Achievement Motivation. The mean score of Boy Students (A1) is 34.35 and Girls students (A_2) is 36.48. The 'F' value is 35.64 which is more than the 'F' table value (6.71) at 0.01 level and

(3.87) at 0.05 levels, as it is significant at 0.01 level of significance. The result revealed that Girls studying in secondary schools have more academic achievement motivation as compared to the boys. Hence the hypothesis 1 'There will be no significant difference between boys and girls students with regards to academic achievement motivation' is rejected.

Table 2 : Academic Achievement Motivation with respect to Area of Residence (Urban-Rural) among Secondary School Students

	Urban (B_1)	Rural (B_2)	'F' Value	Level of Sig.
Mean	35.59	39.41	30.19	0.01
N	200	200		

Table 2 shows the mean and F value of secondary school students belonging to rural and urban areas on the variable of academic achievement motivation. The mean score of **Urban Students** (B_1) is 35.59 and **Rural Students** (B_2) is 39.41. The 'F' value is 30.09 which is more than the 'F' table value (6.71) at 0.01 level and (3.86) at 0.05 levels, indicating that it is significant at 0.01 level of significance. The result revealed that the students belonging to rural areas have more academic achievement motivation as compared to urban area students. Hence the hypothesis 2 'There will be no significant difference between urban and rural area students on academic achievement motivation' is rejected.

Table 3 : Academic Achievement Motivation among secondary school with respect to Socio Economic Status (Low-Medium and High).

	Low SES (C_1)	Medium SES (C_2)	High SES (C_3)	'F' Value	Level of Sig.
Mean	37.36	34.79	39.56	14.03	0.01
N	200	200	200		

Table 3 shows the mean and F value of secondary school students with respect to **Socio Economic Levels (Low-Medium & High)** on the variable of academic achievement motivation. The mean score of students with low socio economic level (C_1) is 37.36, that of medium socio economic level Students (C_2) is 34.99 and of high socio economic level students (C3) is 39.56. The 'F' value is 14.05 which is more than the 'F' table value at 0.05 and 0.01 level of significance. The result revealed that students with High Socio Economic Status have more academic achievement motivation as compared to those with low and middle socio-economic levels. Hence the Hypothesis 3 'There will be no significant difference among among students belonging to low - medium - high socio-economic status on academic achievement motivation' is rejected.

Table 4 : Mean Score and Two - Way Analysis of variance (AXB) Gender (Boys & Girls) X Area of Residence (Urban & Rural) on Academic Achievement Motivation among secondary school students.

		Boys (A_1)	Girls (A_2)	'F' Value	Level of Sig.
Urban (B_1)	**Mean**	31.05	32.96	0.37	NS
	N	150	150		
Rural (B_2)	**Mean**	33.08	40.81		
	N	150	150		

Table 4 shows the interaction effect (AXB) Gender (A) (Boys & Girls) X Area of residence (B) (Urban & Rural) on Academic Achievement Motivation. The value of F for A x B (Gender x Area) is 0.37 which is not significant. Further the table shows that the mean score of boys belonging to urban area (A_1B_1) is 31.05, boys belonging to rural areas (A_1B_2) is 33.08, and girls belonging to urban area (A_2B_1) is 32.96, secondary s girl students belonging to rural area (A_2B_2) is 40.81 on Academic Achievement Motivation. The result revealed that there is no significant interaction effect between boys - girls and urban – rural area's secondary school students with regards to academic achievement motivation. Hence the hypothesis 3 that "there will be no interaction effect between gender and area of residence on academic achievement motivation of secondary school students" is accepted.

Table 5 : Mean Score, and Two - Way Analysis of variance (BXC) Area of Residence (B) X Socio-Economic Level (C) on Academic Achievement Motivation among secondary school students

		Urban (B_1)	Rural (B_2)	'F' Value	Level of Sig.
Urban (B_1)	**Mean**	34.17	37.81	17.69	0.01
	N	100	100		
Rural (B_2)	**Mean**	37.96	38.12		
	N	100	100		
High SEC (C_3)	**Mean**	34.10	40.80		
	N	100	100		

Table 3 shows the mean score of urban area students belonging to low socio-economic status (B_1C_1) is 34.17, of urban area students from medium socio-economic status (B_1C_2) is 37.96 and that of urban area students from high socio-economic status (B_1C_3) is 34.10. Likewise, mean score of students from rural area with low socio-economic status (B_2C_1) is 37.81, that of rural area students from medium socio-economic status (B_2C_2) is 38.12 and of rural area students from high socio-economic status (B_2C_3) is 40.80. The 'F' value is 17.69 which is more than the 'F' table value at 0.05 and 0.01 level of significance. The result showed that Rural area students from high socio-economic status have more academic achievement motivation than their other counterparts. Hence the hypothesis 5 'There will be no interaction effect between area of residence (urban – rural) and socio-economic status (low-medium – high) on academic achievement motivation of secondary school students' is rejected.

Table 6 : Mean Score, F- Value of Two - Way Analysis of variance (A x C) Gender (A) X Socio-Economic Level (C) on Academic Achievement Motivation of Secondary School students

		Boys (A_1)	Girls (A_2)	'F' Value	Level of Sig.
Low SEC (C_1)	**Mean**	32.1	39.11	22.60	0.01
	N	100	100		
Medium SEC (C_2)	**Mean**	37.95	38.52		
	N	100	100		
High SEC (C_3)	**Mean**	35.87	37.17		
	N	100	100		

Table 6 shows the mean score of boy students from low socio-economic status(A_1C_1) is 32.1, boy students from medium socio-economic status (A_1C_2) is 37.95, boy students from high socio-economic status (A_1C_3) is 35.87. Likewise, the mean score of girl students from low socio-economic status (A_2C_1) is 39.11, girl students from medium socio-economic status (A_2C_2) is 38.52, girl students from high socio-economic status (A_2C_3) is 37.17. The 'F' value is 22.60 which is more than the 'F' table value at 0.05 and 0.01 levels of significance. The result revealed that girl students from low socio-economic status have more academic achievement motivation as compared to their other counterparts. Hence the hypothesis 7 that there is no interaction effect between area of residence (urban – rural) and socio-economic status (low-medium - high) of secondary students on academic achievement motivation is rejected.

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Table 7 : Showing Mean Score, 'F' value (ANOVA) of (A x B x C) Gender x Area of Residence x Socio-Economical Level of Secondary School Students with regards to Academic Achievement Motivation

		A_1		A_2		'F' Value	Level of Sig.
		B_1	B_2	B_1	B_2		
C_1	Mean	30.28	33.61	36.98	41.15	0.66	NS
	N	50	50	50	50		
C_2	Mean	37.96	37.70	38.16	38.30		
	N	50	50	50	50		
C_3	Mean	33.30	38.72	33.42	40.74		
	N	50	50	50	50		

In the Table 7 we can see that Mean and 'F' value (ANOVA) were used to know the boys - girls, urban – rural and low-medium - high socio-economic status of secondary school students with regards to academic achievement motivation. The mean score of boy students from urban area and low socio-economic status ($A_1B_1C_1$) is 30.28, boy students from urban area and medium socio-economic status ($A_1B_1C_2$) is 37.98, boy students from urban area and high socio-economic status($A_1B_1C_3$) is 33.30, boy students from rural area and low socio-economic status ($A_1B_2C_1$) is 33.61, boy students from rural area and medium socio-economic status($A_1B_2C_2$) is 37.74, boy students from rural area and high socio-economic status($A_1B_2C_3$) is 38.72. The same way, mean academic achievement motivation score of girl students from urban area and low socio-economic status ($A_2B_1C_1$) is 36.98, girl students from urban area and medium socio-economic status ($A_2B_1C_2$) is 38.18, girl students from urban area and high socio-economic status ($A_2B_1C_3$) is 33.42, girl students from rural area and low socio-economic status ($A_2B_2C_1$) is 41.37, girl students from rural area and medium socio-economic status ($A_2B_2C_2$) is 38.38, girl students from rural area and high socio-economic status ($A_2B_2C_3$) is 40.74. The 'F' value is 0.66 which is less than the 'F' table value at 0.05 and 0.01 levels of significance. Hence the Hypothesis 7 stating that there is no interaction effect of gender, area of residence and socio-economic status of secondary school students on academic achievement motivation is accepted. It means that, there is no interaction effect between boys - girls, urban – rural area and low-medium - high socio-economic status of secondary school students with regards to academic achievement motivation.

FINDINGS OF THE STUDY

- There is significant difference in academic achievement motivation of secondary school boys and girls, girls having more academic achievement motivation than that of boys.
- Significant difference exist in academic achievement motivation of students belonging to rural and urban areas, students belonging to rural areas have more academic achievement motivation than those belonging to urban areas.
- There exist significant difference in the academic achievement motivation of secondary school students belonging to different levels of socio-economic status, students with high socio-economic status have higher academic achievement motivation than those belonging to low and medium socio-economic status.
- There is no interaction effect between gender and area of residence of secondary school students with regards to academic achievement motivation.
- There is significant interaction effect of area of residence and socio-economic status on academic achievement motivation of secondary school students. Rural area students from high socio-economic status have more academic achievement motivation than other groups.
- There is significant interaction effect of gender and socio-economic status on academic achievement motivation of secondary school students. Girl students from low socio-economic status have more academic achievement motivation than other groups.

- There is no interaction effect between gender (boys - girls), area of residence (urban – rural) and socio-economic status (low-medium-high) of secondary school students with regards to academic achievement motivation.

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HAPPINESS AMONG COLLEGE STUDENTS OF KUTCH DISTRICT

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ABSTRACT

The present study was aimed to explore the happiness among college students with regards to their gender and faculty. Happiness Scale (HS-RSDR) by Rastogi and Moorjani (2017) was used. The sample constituted total 120 college students out of which 60 were from boy students (30 arts faculty and 30 commerce faculty) and 60 were girls students (30 arts faculty and 30 commerce faculty). The data was collected from Kutch District. The data was scored, as per the manual. 'F' test was employed for analysis of data. The result showed that (1) There is significant difference in the mean score of happiness among the boys and girl students. The girl students group is having more happiness than boys students group. (2) There is no significant difference in the mean score of happiness among the students of arts faculty and commerce faculty and (3) There is no significant interaction effect of the mean scores of happiness.

Keywords : *Happiness, Boys Students and Girls Students, Arts Faculty and Commerce Faculty.*

INTRODUCTION

Happiness can be defined as a life characterized by pleasantness, comfort, safety, and stability (Oishi et al., 2020). However, it has been investigated from two separate points of view: subjective well-being (hedonic) and psychological well-being (eudaimonia) (Ryan & Deci, 2001; Waterman, 2008; Waterman et al., 2008). According to the philosopher Kraut (1979), hedonic happiness refers to "the belief that one is getting the important things one wants, as well as certain pleasant affects that normally go along with this belief" (p. 178). It implies to attain pleasure and avoid suffering (Ryan & Deci, 2001).

Eudaimonic happiness refers to a set of subjective experiences in which meaning and purpose in life is attained (Ryan & Deci, 2001; Waterman, 2008). In sum, hedonic well-being is related to positive feelings and positive mood states while eudaimonic well-being refers to individuals' fulfillment of personal potential and life goals (Steptoe, 2019). However, both are positively inter-associated (Kashdan et al., 2008). Diener et al. (1999) proposed a definition of happiness (that they called subjective well-being) that is widely accepted by the researchers since it includes three components: the absence of negative affect, the presence of positive affect, and higher levels of life satisfaction.

According to Lyubomirsky (2001), Happiness can be defined as an enduring state of mind consisting not only of feelings of joy, contentment, and other positive emotions, but also of sense that one's life is meaningful and valued. Happiness is a state of well-being and satisfaction or contentment. It is the state of being happy or feeling excited for future. It is a pleasurable or satisfying experience of mind. It is the degree to which an individual judges the overall quality of his/her own life as a whole favourably, and it is generally considered to be an ultimate goal in life. Every other goal— health, beauty, money or power — is valued only with the expectation that these will make us happy (Csikszentmihalyi, 1990). The term happiness seems very vague and unmanageable. Seligman (2012) proposed that the term could be decomposed in to five scientifically manageable realms. These are positive emotion (pleasant life), engagement (engaged life), meaning (meaningful life), positive relationship and accomplishment. These terms are measurable, manageable, and can be handled precisely. Most importantly the components are skill based and can be taught and learnt.

According to researchers Chu Kim-Prieto, Ed Diener, and their colleagues (2005), there are three main ways that happiness has been approached in positive psychology :

- Happiness as a global assessment of life and all its facets;
- Happiness as a recollection of past emotional experiences;

- Happiness as an aggregation of multiple emotional reactions across time (Kim-Prieto, Diener, Tamir, Scollon, & Diener, 2005).

Myers and Diener (1995) described happiness as, "the experience of joy, contentment or positive well-being, combined with a sense that one's life is good, meaningful and worthwhile. Happiness is a subjective phenomenon for which the final judge should be 'whoever lives inside a person's skin'".

Lu and Shih (1997), "The most general description of happiness would be an internal experience of a positive state of mind which can be induced through various means.

Veenhoven (1997) viewed happiness as "the degree to which a person evaluates the overall quality of his present life-as-a-whole positively. In other words, how much the person likes the life he/she leads".

Seligman and Csikszentmihalyi (2000) opined happiness as "One's enduring level of happiness results from three factors.

- One's set range – the basic biologically determined range within which one's happiness normally will lie;
- The circumstances of one's life: the conditions such as being married and living in a democratic country somehow seem to contribute to happiness.
- One's voluntary control: the things you can do to get your happiness to the upper part of your set range".

Seligman and Csikszentmihalyi (2000) further explained that happiness may refer to three domains about em.

- The past (satisfaction, contentment, fulfillment, pride and serenity),
- The present (joy, ecstasy, calm, zest, ebullience, pleasure and flow),
- The future (optimism, hope, faith, trust).

Overall happiness is defined by Veenhoven (1984) as "the degree to which an individual judges the overall quality of his life-as-a-whole favorably". Thus, happiness appears as an attitude towards one's own life that has some stability of its own and that involve related feelings and beliefs. These feelings and beliefs are seen as 'components' of happiness.

Happiness of the human species has always been at the focus and forefront of attention of the researchers. Its manifestations were prime topics for literary and prosaic descriptions. It gained their attraction partly from their recipes for reaching this goal. Political ideologies centered on the ideal society that would guarantee ultimate happiness. Economists developed quantitative measures to describe a whole nation's well-being while social scientists, noting the shortcomings of economic indices, concerned themselves with various social indicators to describe the quality of life. The psychological importance of happiness has been recognized for most aspects of social and private life. As a consequence, the topic has attracted interest from several fields of psychology. One of the major aims of a democratic government is to promote the good life and a flourishing society, where citizens are happy, healthy, capable and engaged – in other words with high levels of well-being. While many policies tend to focus on enhancing people's incomes by expanding the economy, this has not tended to result in higher levels of well-being. In fact, while GDP has nearly doubled over the last 30 years, measures of well-being have remained static.

Diener et al. (2002) believe that well-being equals personal happiness. Happiness is given so much importance because people, who are happy, perceive the world as safer, make decisions more easily, are cooperative and live energized and satisfied lives. Subjective wellbeing, especially measured in terms of 'happiness' and 'life satisfaction', is increasingly considered an important policy goal around the globe.

REVIEW OF LITERATURE

There are abundant literatures on the happiness effect of college education. Most researchers believe that college education is positively associated with happiness, and individuals who have received college education usually have a higher level of happiness than those who did not (Liu et al., 2012; Hu,2015; Hu and Guo, 2019; FitzRoy and Nolan, 2020; Yang et al.,2022).Araki (2022)found the expansion of higher education and increase of skills diffusion, the marginal happiness effect of college education may gradually decrease. The positive impact of college education on happiness is mainly due to its contribution to the improvement of people's material living conditions, especially the increase of wage earnings (Hu and Guo, 2019; FitzRoy and Nolan, 2020; Yang et al., 2022).In addition, college education can also increase one's cognitive ability (e.g., sense of control) and enrich one's spiritual life, so as to increase happiness (Dalgard et al., 2007).

Flynn and MacLeod (2015) found that self-esteem, academic success, and financial security explained individual differences in the level of happiness experienced by undergraduate university students. Mahmoodi and Nadrian (2019) found that academic self-efficacy and academic stress were also significant factors associated with happiness in college students. Other correlates such as emotional intelligence, empathy, personal growth initiative, social support, and personal mastery (Canero Perez, 2019; Kugbey et al., 2018; Pelizer et al., 2017) also have been linked to happiness within this context.

OBJECTIVES

The objectives are :

- To study the happiness among boys and girls students.
- To study the happiness among students of arts faculty and commerce faculty.
- To study of the interactive effect of happiness with regards to gender and faculty.

HYPOTHESES

- There will be no significant difference in the mean score of happiness among boys and girls students.
- There will be no significant difference in the mean score of happiness among the students of arts and commerce faculty.
- There will be no significant in the interactive effect of gender and faculty scores of happiness.

SAMPLE

The sample of the study constituted total 120 students, out of which 60 were boys students (30 arts faculty and 30 commerce faculty) and 60 were girls students (30 arts faculty and 30 commerce faculty).

RESEARCH DESIGN

A total sample of 120 students' equally distributed between genderand faculty from Kutch district selected for the research study.

Table 1 : Sample Distribution

Faculty	Gender		Total
	Boys	Girls	
Arts faculty	30	30	60
Commerce faculty	30	30	60
Total	60	60	120

VARIABLE

Independent Variable

- **Gender :** Boys and Girls students.
- **Faculty :** Arts faculty and commerce faculty.

Dependent Variable : Happiness

TOOLS

The Happiness Scale (HS–RHMI) by Rastogi and Moonjani(2017) was used in the study. This scale consists 62 items divided into five areas–I. Subjective Well-being-II. Social Wellbeing, III. Career Well-being, IV. Emotional Well-being, V. Spiritual Well-being. The reliability of the scale was calculated on the basis of Split Half (Odd-even method). It was calculated to be r- 0.88. The validity correlation was calculated to be r = 0.91.

PROCEDURE

The permission was granted from various colleges for data collection in Kutch district after the establishment of rapport, personal information and the Happiness Scale was administrated to the students the data was collected, scored as per the manual. The statistical method F-test was calculated and results were interpreted.

RESULTS AND DISCUSSION

Table 2 : Showing Sum of Variance, Mean, F-value and Level of Significance of Gender and Faculty

Sum of Variance	df	Mean	F-value	Sign. Level
SS_A	1	4902.41	4.56	0.05*
SS_B	1	2871.41	2.67	N.S.
$SS_{A \times B}$	1	437.01	0.41	N.S.
SS_{Error}	116	124661.10	—	—
SS_{Tot}	119	132871.93	—	—

*0.05=3.92, **0.01=6.84, N.S.= Not Significant

A = Gender B = Faculty

A_1 = Boys B_1 = Arts faculty

A_2 = Girls B_2 = Commerce faculty

Table 3 : Showing the Mean Score of Happiness of Boys and Girls

	A (Gender)		'F' value	Sign.
	A_1 (Boys)	A_2 (Girls)		
M	172.33	185.12	4.56	0.05
N	60	60		

The table 3 shows the mean score of happinessamong boys and girls students. The mean score of boys students group is 172.33 and girls students group is 185.12. The 'F' value 4.56 is significant at 0.05 level of significance. This means that the two group (boys and Girls) differ significantly in relation to happiness. According to scoring pattern, higher score indicate more happiness. Thus from the result it could be said that, the girls students group shows more happiness than boys students group. Therefore the hypothesis no.1 that, "There will be no significant difference in the mean score of happiness among the boys and girls students" is rejected.

Table 4 : Showing the Mean Score of Happiness of Arts and commerce Faculty

	B (Faculty)		'F' value	Sign.
	B_1 (Arts faculty)	B_2 (Commerce faculty)		
M	183.62	173.83	2.67	N.S.
N	60	60		

The table 4 shows the mean score of happiness among arts faculty and commerce facultystudents. The mean score of students of arts faculty group is 183.62 and students of commerce faculty group is 173.83. The 'F' value is 2.67, which is not significant at 0.05 level of significance. This means that the two group Art faculty and commerce faculty students do not differ significantly in relation to happiness and faculty. Therefore the hypothesis no.2 that, "There will be no significant difference in the mean score of happiness among the students of arts faculty and commerce faculty" is accepted.

Table 5 : Showing the Interactive Effect of the Mean Score of Happiness of Gender and Faculty

			A		'F' value	Sign.
			$A_{1(Boys)}$	$A_{2(Girls)}$		
M	B	$B_{1(Arts)}$	179.13	188.10	0.41	N.S.
		$B_{2(Commerce)}$	185.52	182.13		
N			60	60		

The table 5 shows the interactive effect of gender and faculty on happiness. The mean score of boy students of arts faculty group on happiness is 179.13, boys students of commerce faculty group is 185.55, girls students of arts faculty group is 188.10, and girls students of commerce faculty group is 182.15. The 'F' value is 0.41which was found to be not-significant (at 0.05 level of significance.. Therefore the hypothesis no.3 that, "There will be no significant interactive effect of gender and faculty on the mean scores of happiness is accepted.

CONCLUSION

- There is significant difference in the mean score of happiness among the boys and girls students, the girls' students showing more happiness than that of boys students group.
- There is no significant difference in the mean score of happiness among the students of arts faculty and commerce faculty.
- There is no significant interactive effect of gender and faculty on the mean scores of happiness.

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LIFE SATISFACTION AMONG COLLEGE STUDENTS OF AHMEDABAD DISTRICT

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ABSTRACT

A study was conducted to find out the level of life satisfaction among college students of Ahmedabad District. The total sample consisted of 600 adolescents selected from Ahmedabad District. In this study independent variables are (A) Habitat: urban (A1) and rural (A2); (B) Gender: male (B1) and female (B2); (C) Stream of Education: arts (C1), commerce (C2) and Science C3. Life Satisfaction Scale developed by Alam and Shrivastava was administered. "F" test (ANOVA) was used for data analysis. For this study researcher used 2x2x3 factorial design. The result revealed that (1) Rural Area's Students have more Life Satisfaction as compared to their urban counterparts. (2) Girl Students have more Life Satisfaction as compared to the Boys Students (3) Arts Stream Students have more Life Satisfaction as compared to Commerce and Science Stream Students (4) There is no significant interaction effect between Area of Resident (Urban & rural) and gender (boys and girls) (AXB) on life satisfaction of college students. (5) Girl Students from Commerce Stream have more Life Satisfaction as compared to boys. (6) Rural Area students belonging to science stream have more Life Satisfaction than that of other Groups. (7) Commerce stream girl's students belonging to rural area have more Life Satisfaction than that of other groups.

Keywords : *College Students, Habitat, Gender and Stream.*

INTRODUCTION

Life satisfaction is a measure of a person's well-being, assessed in terms of mood, relationship satisfaction, achieved goals, self-concepts, and self-perceived ability to cope with life. It involves a favourable attitude towards one's life rather than an assessment of current feelings. A contemporary meaning of life satisfaction is conceptualised as a cognitive, global appraisal that people make when considering their level of contentment with their life as a whole (Suldo & Huebner, 2006). A more common philosophical viewpoint from realism suggests that society shall provide the greatest happiness for the greatest number of people (Veenhoven, 1984). In essence, life satisfaction is a subjective assessment of the quality of one's life. It is also considered to be an evaluation of one's daily experiences because everyday problems and stressors contribute to how an individual rates his or her satisfaction with life (McKnight, Huebner & Suldo, 2002). When people are asked to evaluate specific or more concrete domains, individuals are often more constrained by how they feel and think about domains (explaining what others think). Thus, positive life satisfaction depends on how 'good' the individual perceives the various life domains to be and the extent to which the individual judge global issues as being more positively specific and personal. Life satisfaction, understood as a cognitive judgmental process based on individual evaluation of one's life in general or specific domains, can be an antecedent to self-esteem.

5 keys to Life Satisfaction

- Positive emotion
- Engagement
- Relationships
- Meaning
- Achievement

REVIEW OF LITERATURE

Life satisfaction of college students was found to be influenced by self-image, family income, sex, physical health, academic performance, familial relationship, relationship with significant others, relationship with friends (Chow, 2005) spiritual intelligence (Kumawat & Pant, 2019), personality and orientation to happiness (Park, Peterson, & Seligman, 2005), gratitude (Fernet & Cantin, 2016).

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Strine et al. (2009) studied on the associations between depression, life satisfaction, social support, and disability in community-dwelling US students. The purpose of this manuscript was to describe the associations among current depression, as measured by the Health Questionnaire 8, health-related life satisfaction, and disability status, using the 2016 Behavioral Risk Factor Surveillance System. A dose-response relationship exists between depression severity and mean number of days in the past 30 days of physical distress, pain, anxiety symptoms, and activity limitations as well as the prevalence of fair/poor general health, life dissatisfaction, inadequate social support, and disability.

OBJECTIVES OF THE STUDY

- To study and compare Life Satisfaction between college students belonging to urban and rural areas.
- To study and compare life satisfaction between boys and girls students.
- To study and compare life satisfaction of college students belonging to Arts, Commerce and Science Streams of colleges students.
- To study interaction effect of area of residence (urban – rural) and gender (boys - girls) on life satisfaction of college students.
- To study interaction effect of gender (boys - girls) and stream of study (arts - commerce - science) on life satisfaction of college students.
- To study interaction effect of area of residence (urban – rural) and stream of study (Arts - Commerce - Science) on life satisfaction of college students.
- To study interaction effect of area of residence (urban – rural), gender (boys - girls) and stream of study (Arts - Commerce - Science) on life satisfaction of College students.

HYPOTHESES OF THE STUDY

- There will be no significant difference between urban and rural area students on life satisfaction.
- There will be no significant difference between boys and girls students on life satisfaction.
- There will be no significant difference among Arts, Commerce and Science Streams of college students on life satisfaction.
- There will be no significant interaction effect between area of residence (urban - rural) and gender (boys - girls) on life satisfaction of college students.
- There will be no significant interaction effect between gender (boys - girls) and stream of study (Arts - Commerce - Science) on life satisfaction of college students.
- There will be no significant interaction effect between area of residence (urban - rural), and stream of study (Arts - Commerce - Science) on life satisfaction of college students.
- There will be no significant interaction effect among area of residence (urban - rural), gender (boys - girls) and stream of study (Arts - Commerce - Science) on life satisfaction of college students.

METHODOLOGY

Descriptive survey method was used to conduct the study.

Variables

Independent variables:

- Habitat: A1: - Urban; A2: - Rural
- Gender: B1: - Male; B2: - Female
- Stream: C1: - Arts, C2. - Commerce C3: - Science

Sample:

A total sample of 600 college students was taken from the Sabarkantha district of Gujarat State. Purposive sampling technique was used.

RESEARCH DESIGN

To conduct the research a 2x2x3 factorial design was used for analyzing the data.

RESEARCH TOOL

Life Satisfaction Scale by Alam and Srivastava: Life satisfaction Scale consists of 60 items related to six areas, viz., health, personal, economic, marital, social and job. Test-retest reliability coefficient computed after elapse of 6 weeks was 0.84. The scale has face validity as all the items are closely related to the covered areas.

PROCEDURE & STATISTICAL ANALYSIS

After finalizing the instruments and receiving the consent of the students, they were requested to fill the Life Satisfaction Scale. Scoring was done as per the manual. The analysis of the data was done using statistical technique of *Analysis of Variance* (2x2x3) to find out significant differences and significant interaction effect of Life Satisfaction scale. SPSS software was used for all statistical analysis.

RESULT AND DISCUSSION

Table A : Analysis of Variance of life satisfaction with respect to (Area of Resident, Gender, and Stream of study) among College Students

Source of Variance	Sum of Square	Df (n−1)	MSS = SS/df	'F' Value	Level of Significant
SS_A	4537.5	1	4537.5	34.07	0.01
SS_B	3444.57	1	3444.57	25.62	0.01
SS_C	904.09	2	452.045	1.88	0.05
SS_{AxB}	261.38	1	261.36	2.98	NS
SS_{BxC}	5781.62	2	2890.81	21.71	0.01
SS_{AxC}	5112.52	2	2556.26	19.19	0.01
SS_{AxBxC}	1077.16	2	538.58	4.04	0.05
SS_{Error}	163312.6	588	153.16		
SS_{Total}	130431.37	599			
Table Value:					
0.05 level Table Value df_1 = 3.86	0.01 level Table Value df_1 = 6.68				
0.05 level Table Value df_2 = 3.01	0.01 level Table Value df_2 = 4.64				
NS = Non-Significant					

Table 1 : Life satisfaction with respect to *Area of Resident (Urban -Rural) among College Students*

	Urban (A_1)	Rural (A_2)	'F' Value	Level of Sig.
Mean	73.04	78.54	34.07	0.01
N	300	300		

Table 1 shows the mean and F value of college students belonging to rural and urban areas on the variable of life satisfaction. The mean score of Urban Students (A_1) is 73.54 and Rural Students (A_2) is 78.54. The 'F' value is 34.07 which is more than the 'F' table value (6.71) at 0.01 level and (3.87) at 0.05 levels, indicating that it is significant at 0.01 levels. The result revealed that the students belonging to rural areas have more life satisfaction as compared to urban areas students. Hence the hypothesis 1: 'There will be no significant difference between urban and rural area students on life satisfaction' is rejected.

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Table 2 : Life satisfaction among college students with respect to gender (Boys – Girls)

	Boys (B_1)	Girls (B_2)	'F' Value	Level of Sig.
Mean	68.22	83.37	25.62	0.01
N	300	300		

Table 2 shows the mean and F value of college students with respect to gender (Boys – Girls) on the variable of Life Satisfaction. The mean score of Boy Students (B_1) is 68.22 and Girl Students (B_2) is 83.37. The 'F' value is 25.62 which is more than the 'F' table value (6.71) at 0.01 level and (3.87) at 0.05 levels, so it is significant at 0.01 levels. The result revealed that the girls have more life satisfaction as compared to the boys. Hence the hypothesis 2: 'There will be no significant difference between boys and girls students with regards to life satisfaction' is rejected.

Table 3 : Life satisfaction among college students with respect to Stream of study (Arts, Commerce & Science)

	Arts (C_1)	Commerce (C_2)	Science (C_3)	'F' Value	Level of Sig.
Mean	78.38	74.39	75.61	3.89	0.05
N	200	200	200		

Table 3 shows the mean and F value of college students with respect to **Stream of study (Arts, Commerce & Science)** on the variable of Life Satisfaction. The mean score of Arts Students (C_1) is 78.38 and Commerce Students (C_2) is 74.39 and Science Students (C3) is 75.61. The 'F' value is 3.89 which is more than the 'F' table value (2.87) at 0.05 level and (6.71) at 0.01 levels so, the F-value is significant at 0.05 level of significance. The result revealed that the arts students have more life satisfaction as compared to their commerce and science counterparts. Hence the Hypothesis 3 'There will be no significant difference among Arts, Commerce and Science Streams of college students on life satisfaction' is rejected.

Table 4 : Mean Score and Two - Way Analysis of variance (AXB) Area of Resident (Urban & Rural) X Gender (Boys & Girls) on Life satisfaction among College students

		Urban (A_1)	Rural (A_2)	'F' Value	Level of Sig.
Boys (B_1)	**Mean**	64.81	71.82	1.96	NS
	N	150	150		
Girls (B_2)	**Mean**	81.28	85.46		
	N	150	150		

Table 4 shows the interaction effect (AXB) of area of residence (A) and gender (B) on life satisfaction. The value of F for A x B (Area x Gender) is 1.96, which is not significant. Further the table shows that the mean score of urban area's Boy Students (A1B1) is 64.81, rural area's Boy Students (A1B2) is 81.28, urban area's Girls Students (A2B1) is 71.82, rural area's Girls Students (A2B2) is 85.46 on Life Satisfaction. Hence the result revealed that there is no significant interaction effect between urban – rural and boys - girl's college students with regards to life satisfaction. Hence Hypothesis 4: 'There will be no significant interaction effect between area of residence (urban – rural) and gender (boys – girls) on life satisfaction of college students' is accepted.

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Table 5 : Mean Score, and Two - Way Analysis of variance (BXC) gender (B) X Stream (C) on Life satisfaction among College students

		Boys (B_1)	Girls (B_2)	'F' Value	Level of Sig.
Arts (C_1)	Mean	74.09	80.67	21.71	0.01
	N	100	100		
Commerce (C_2)	Mean	65.85	84.93		
	N	100	100		
Science (C_3)	Mean	66.71	84.51		
	N	100	100		

Table 5 shows the interaction effect (BXC) of gender (B) and stream of study (C) on life satisfaction. The value of F for B x C (Gender X Stream of study) is 21.71, which is significant at 0.01. Further the Table 5 show the mean score of Boy Students from Arts Stream (B1C1) is 74.09, Boy Students from Commerce Stream (B1C2) is 65.85, Boy Students from Science Stream(B1C3) is 66.71, Girl Students from Arts Stream (B2C1) is 80.67, Girl Students from Commerce Stream (B2C2) is 84.93, Girl Students from Science Stream (B2C3) is 84.51 on Life Satisfaction. Hence the result revealed that there is significant interaction effect between boys - girls and Arts - Commerce - Science Stream's on life satisfaction of college students. Result showed that Girl Students from Commerce Stream have more Life Satisfaction than the other groups. Hence the hypothesis 5 'There will be no significant interaction effect between gender (boys - girls) and stream of study (Arts - Commerce - Science) on life satisfaction of college students' is rejected.

Table 6 : Mean Score, F Value of Two - Way Analysis of variance (AXC) Area of Resident (A) X Stream of study (C) on Life satisfaction among College students

		Urban (A_1)	Rural (A_2)	'F' Value	Level of Sig.
Arts (C_1)	Mean	78.66	76.1	15.18	0.01
	N	100	100		
Commerce (C_2)	Mean	70.4	78.38		
	N	100	100		
Science (C_3)	Mean	70.07	81.35		
	N	100	100		

Table 6 shows the interaction effect (AXC) of area of residence (A) and stream of study (C) on life satisfaction. The value of F for A x C (area of residence X Stream of study) is 15.15, which is significant at 0.01. Further the table shows the mean score of Urban Area's Arts Stream Students (A1C1) is 78.66, Urban Area's Commerce Students (A1C2) is 70.4, Urban Area's Science Students (A1C3) is 70.07, Rural Area's Arts Stream Students (A2C1) is 76.1, Rural Area's Commerce Students (A2C2) is 78.38, Rural Area's from Science Students (A2C3) is 81.75, on Life Satisfaction. Hence the result revealed that there is significant interaction effect between urban - rural, and Arts - Commerce – Science Stream' on the variable of life satisfaction of college students. Result showed that the students belonging to rural areas related from science stream showed more Life Satisfaction than other groups. Hence the Hypothesis 6th 'There will be no significant interaction effect between area of residence (urban - rural), and stream of study (Arts - Commerce - Science) on life satisfaction of college students' is rejected.

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Table 7 : Mean Score, 'F' value of Three way Analysis of variance (AXBXC) Area of Resident (A)(Urban & Rural), Gender (B) (Boys & Girls) X Stream of study (C) (Arts, Commerce & Science) among College Students on the variable of Life Satisfaction

		A_1		A_2		'F' Value	Level of Sig.
		B_1	B_2	B_1	B_2		
C_1	Mean	75.28	82.04	72.9	79.3	4.04	0.05
	N	50	50	50	50		
C_2	Mean	60.98	80.32	67.22	89.54		
	N	50	50	50	50		
C_3	Mean	58.66	81.48	74.76	87.54		
	N	50	50	50	50		

Table 7 shows the interaction effect (AXBXC) of area of residence (A), gender(B) and stream of study (C) on life satisfaction. The value of F for AXBXC (area of residence X gender X Stream of study) is 4.04, which is significant at 0.05. Further the result revealed that the mean score of Urban Area's Arts Stream Boy Students (A1B1C1) is 75.28, Urban Area's Commerce Stream Boy Students (A1B1C2) is 60.98, Urban Area's Science Stream Boy Students (A1B1C3) is 58.66, Urban Area's Arts Stream Girl Students (A1B2C1) is 82.04, Urban Area's Commerce Stream Girl Students (A1B2C2) is 80.32, Urban Area's Science Stream Girl Students (A1B2C3) is 81.48, Rural Area's Arts Stream Boy Students (A2B1C1) is 72.9 Rural Area's Commerce Stream Boy Students (A2B1C2) is 67.22, Rural Area's Science Stream Boy Students (A2B1C3) is 74.76, Rural Area's Arts Stream Girl Students (A2B2C1) is 79.3, Rural Area's Commerce Stream Girl Students (A2B2C2) is 89.54, Rural Area's Science Stream Girl Students (A2B2C3) is 87.54, on Life Satisfaction. The result revealed that there is significant interaction effect among urban - rural, boys - girls and Arts - Commerce - Science Stream's on the variable of life satisfaction among college students. Further result found that Rural Area's Commerce Stream Girl Students have more Life Satisfaction as compared to that of other groups. Hence the hypothesis 7 'There will be no significant interaction effect among area of residence (urban - rural), gender (boys - girls) and stream of study (Arts - Commerce - Science) on life satisfaction of college students' is rejected.

FINDINGS

- Rural Area Students have more Life Satisfaction as compared to that of Urban Area.
- Girl Students have more Life Satisfaction as compared to Boys Students.
- Arts Stream Students have more Life Satisfaction than Commerce and Science Stream Students.
- There is no significant interaction effect between (AXB) Area of Resident (Urban & rural) X gender (Boys and girls) on life satisfaction of college students.
- Girl Students from Commerce Stream have more Life Satisfaction as compared to their other counterparts.
- Rural Area students belonging to Science stream have more Life Satisfaction than compared to other Groups.
- Girls students of commerce stream belonging to rural area have more Life Satisfaction as compared to other Groups.

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CONSTRUCTION AND STANDADIZATION OF COMPREHENSIVE VALUE SCALE

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ABSTRACT

The paper presents the process of the development and standardization of comprehensive value scale for adolescents of age group 13 to 16 years especially studying in class 7th to 9th. The components (Dimensions) of comprehensive value scale are based on 'Teach the Light' Educational program of Rajyoga Education and Research Foundation Mount Abu, Rajasthan (2007) for the Development and Empowerment of adolescents. The Youth Wing of Rajyoga has taken the challenge to nourish the young saplings with a unique service program for the adolescents.Initially value test consisted of 105 items. After discussion with experts items were reduced to 69. After item analysis the final draft was reduced to 56 items. Split-half method was used to calculate reliability of scale. The coefficient of correlation of the half test was found to be 0.54. Pearson product moment coefficient of correlation was found between two halves it was found to be 0.70. To establish the validity of the present scale the content and concurrent validity both were worked out. For obtaining concurrent validity for the present scale it was correlated with already existing moral Judgment Test of Gupta (1999) with six moral values for adolescents. Validity index comes out to be 0.57.

Keywords : *Construction, Standardization, Comprehensive value*

INTRODUCTION

Adolescence is a transitional period between childhood and adulthood during which a lot of physical, psychological and social changes occurs. It is a period when adolescents evolve into adults with newly discovered independence and renewed responsibilities. On this stage of life where a person is not sure of what he/she wants to be and is searching for answers to a lot of questions. They may be in search of their own particular identity. They may be looking for a new role model and also wanting to learn new ideas and be challenged further. At this time, they will have an urge to search for their own values, they would want to know the reasons behind the rules set for them to live by. Only a value based education can give our youth the heart to understand the feelings of others and a constant awareness to take care not to hurt or insult the hearts of others by words and actions and only a value-based education can give our youth the altruistic and benevolent sense of living for others. In the words of Swami Vivekananda (1896) teaching of religion must be part and parcel of education which, according to him was essential to teach values. Over the years, however, value education has taken the back seat. The assumption has been that children imbibe all the values and ethics they need from their home lives, and that it is not the purview of the educational system to discuss these at all. However, as we now realize the error in this assumption and there is wide-spread recognition of the need to talk about values in our educational system as they pertain to every sphere of life. Education system should be recognized with certain basic values for ensuring harmony and peace human life (Pandya, 1959) In the 21st century, it is vital to recognize that value educational program integrated into the school curriculum promotes quality education and positive environment. Carson (2002) noted that teaching values in our schools is vital part of preparing children for the inevitable challenge and occasional pain of real-life decision making. For thiscomprehensive value scale was developed and standardised by using Likert's (1932) method. The process of scale construction was carried out in three phases:

1. Planning Phase
2. Construction Phase
3. Standardization Phase

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1. Planning phase

i. Identification of the Dimensions of comprehensive values for the maximal suitability for our youth.
ii. Operational definition of comprehensive value
iii. Methodology of scale construction.

i. Identification of the Dimensions of Comprehensive Values for the maximal suitability for our youth

The components (Dimensions) was selected by consulting research journals, educational journals, surveys, reports, newspapers, research books, web pages, religious and spiritual books and 'Touch the Light' Educational program of Rajyoga Education and Research Foundation Mount Abu, Rajasthan (2007) for the Development and Empowerment of adolescents and also by discussing teachers, students, parents and members of community and school management. Only then the needed values for better life of youth were identified.

Identified values :

Cleanliness (Purity)
Humility
Wisdom
Readiness for Change
Courage
Positive Life Style
Sanskar and Culture
Feeling of Brotherhood
Art of Living

ii. Operational Definition

The present scale was designed to measure the values in life of adolescents in the light of the operational definition of comprehensive value as follows:

"Comprehensive Values means those values which are helpful for adolescents to make their life happy and comfortable.Comprehensive values included all values which are useful for present life, for future generation to nourish high ideals and contribute in the development of the society. Value refers to wide gamut of learning in cognitive, affective and psychomotor domain, though essentially it is a matter of educating feelings and emotions and practicing them in day to day life."

iii. Methodology for Scale Construction

The technique chosen to construct the present scale was Likert's (1932) techniques of "Summated Rating" for ascertaining the responses on the scale as it is the most widely used scale for the collection of data in the field of behavioural science studies, particularly related with surveying and descriptive studies. Most popular form of Likert scale which is commonly used for research purposes is five point rating scale which includes a continuum of alternative responses, which may range from strongly agree to strongly disagree. Scoring is accomplished by assigning numerical weights of 1 through 5 to each category, such that 5 represent the most favourable response and 1 the least favourable.

2. Construction Phase

Construction phase includes the following steps :

1. Preparation of Item Pool,
2. Editing of the Items,
3. Directions for the Respondents,
4. Try Out of the Scale,
5. Item Analysis,
6. Selection of Items and Preparation of the Final Draft and-
7. Scoring System.

1. Preparation of Item Pool

An important step in the development of a scale is the construction of the item pool. The item pool is otherwise known as definition of the universe (Jackson, 1970). The investigator critically studied the literature

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available on values and its dimensions from journals and books of psychology, sociology, education and philosophy as well as internet for the purpose of selecting content for the tool. The statements were discussed with the supervisor, experienced colleagues, philosophers and teachers.

On the basis of available literature and varied types of value scale, a number of statements were framed on each dimension. Vaughn (1951) suggested that the number of items which should be constructed for try-out is always considerably larger than the number needed for the finished test. Items of tool were tentatively framed on the basis of gathered information from different sources, in the form of statements. Preliminary draft consisted of 185 statements for comprehensive value scale.

2. Editing of the Items and provisional draft

The editing process is very important in the Likert technique of scale construction. The statements were reviewed and edited thoroughly by examining the grammatical correctness, repetitiveness and ambiguity of the scale items. Under this phase, provisional draft of 185 items was shown to experts to examine the grammatical correctness, repetitiveness and ambiguity of the items thoroughly. 14 experts having long standing experience in the field of education were approached. Along with written note, the investigator done several sitting with experts to convey the appropriate meaning of comprehensive value.

These 14 experts were personally requested to go in for serious reflection over each and every statement of the scale and also to indicate how the statements on a given dimensions were relatively close to the relevance of the dimension in question. Every expert was asked whether each of the items was accepted, rejected or required modification. The comments and suggestions of the experts were discussed with the supervisor of the study. Finally keeping in view experts judgments and comments, few items were eliminated and some were reframed and reworded. In this way a pool of 90 statements was finalized for the provisional draft of comprehensive value scale for adolescents.

3. Directions for Respondents

On the top of the booklet, the following directions were given for respondents:

1. Fill in the information regarding your name, class, age, gender, locale and name of school.
2. Read the statements carefully. On the back of this page, list of 90 statements are given. Five alternative responses are given against each statement. You have to select only one of them best suitable to you, like below :-

Sr. No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I consider world as one family	____	____	____	____	____

If you strongly agree with the statement, then put a mark of tick in the column **Strongly Agree** (SA). If agree, then tick the column **Agree** (A). If undecided with the statement, then tick the column **Undecided** (U). If disagree with the statement, then encircle the column **Disagree (D)**. If you strongly disagree then tick the column **Strongly Disagree (SD)**.

3. Record your first impression that flashes your mind as you read the statement.
4. There is no right or wrong answer to the statement, so please don't leave any item unmarked.
5. Responses will be used for research purpose only.

4. Try out of the scale

The try-out of the comprehensive value scale was carried out on a group of 100 students studying in IX class, belonging to rural and urban area. For this purpose two schools were selected randomly from the target population. For the rural population, Government Senior Secondary school, Ayali Kalan,district Ludhiana was taken and from the urban area, S.D.P. Senior Secondary School, district Ludhiana was selected. Students were equally balanced among male and female as well as rural and urban. The data obtained from 100students on provisional draft of the scale was noted down for the purpose of item analysis.

5. Item analysis

It is a statistical technique which is used for selecting and rejecting the items of a test on the basis of their difficulty value and discriminative power. The objectives of item analysis includes Select the appropriate items for the final draft and rejecting the poor items which do not contribute in the functioning of the test. Item analysis obtains the difficulty values of all the items of preliminary draft of the test. The test items are classified as difficult, moderate and easy items.

It provides the discriminative power to differentiate between capable and less capable examinees of all the items of the preliminary draft of the test.

As this test was in the form of rating scale which is used to secure an expression of opinion for the trait being measured so it can't be evaluated in terms of any right or wrong responses. Thus concept of item difficulty does not work here. So for the present tool construction, only item discrimination index was worked out on the basis of obtained results.

Item discrimination index

The discrimination index of an item is determined by the extent to which the given items discriminate among high and low group. To obtain high and low group Kelly's dichotomy was used. Kelley (1939) showed that the product moment correlation between a test item score and the total score could be estimated by using only the tails of the distribution and he also showed that the most efficient division to use was the top and bottom 27% tails. This suggestion was followed for this scale. First of all, scores of 100 students which was obtained through final-try out were arranged in descending order of their performance. Then 27% top and 27% bottom scores formed the higher and lower group respectively which comes out to be 27 students in each group. Following formula was used for calculating item discriminative power.

$$\text{Discriminative power} = \frac{\Sigma R\,H - \Sigma R\,L}{N/2}$$

Where:

$\Sigma R\,H$ = sum of all scores of a particular item responded by higher group.

$\Sigma R\,L$ = sum of all scores of a particular item responded by lower group.

N = total no of students in higher and lower group.

6. Selection of items and preparation of the final draft

On the basis of discriminative index, the final draft of the comprehensive value scale was prepared for adolescents. The statements having discriminative power in the range of 0.25 - 0.50 were retained for the purpose of further administration. This leads to the removal of 14 statements out of 80 statements. In this way the final draft comprised 66 statements (40 positive and 26 negative).

Scoring technique

Each item has a response option on Likert 5 point continuum viz. Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree with response weights of 5,4,3,2 and 1 for favourable items and 1,2,3,4 and 5 for unfavourable items.

Scores of the subject is the sum total of item scores of all the nine areas of Comprehensive Value Scale. The theoretical range of scores is from 66 to 330. High scores reflect relatively higher level of values among adolescents and vice versa.

3. Standardization phase

The standardization of the test includes the reliability and validity of the test. At this phase the final draft was administered on the a sample of 100 students of class IX taken from two different Senior Secondary Schools of Ludhiana District of Punjab affiliated to Punjab School Education Board (PSEB), Mohali.

A. Determination of the Reliability of the Scale

Reliability refers to the consistency of scores or measurement which is reflected in the reproducibility of the scores. A test is said to be consistent over a given period of time when all the examinees retain their same relative ranks of two separate testing with the same test.

In the words of Ebel (1979), "the consistency which a set of test scores measure whatever they do measure." Anastasi (1951) defines Reliability refers to the consistency of scores obtained by the same individuals when re-examined with the same test on different occasions or with different sets of equivalent items or under other variable examining conditions. In other words reliability tests that to what extent individual differences of scores can be assigned to chance error.

Four procedures are common in use for computing reliability. These are :-

1. Test-Retest Method
2. Alternative or Parallel Form Method
3. Split-half Method
4. Rational Equivalence Method

To find out the reliability index of the comprehensive value scale, Split-Half method was found to be most suitable for determining the reliability of this Scale. For establishing the reliability of the comprehensive value Scale, the scale was administered once on the target sample of 100 students. The scoring was done after splitting test items into two equal parts. Each individual score was obtained into two parts. The investigator divided the test items on the basis of odd-even method. The coefficient of correlation was found to be 0.54. This indicates the reliability index of the half test. Pearson product moment correlation was found out between two halves. To calculate the reliability index of the whole test, Spearman - Brown Prophecy formula was used as given below :

$$r_{tt} = \frac{2r\,1/2\,1/2}{1 + r\,1/2\,1/2}$$

r_{tt} = Reliability of whole test

$r\,1/2\,1/2$ = Reliability of half test or correlation of two halves.

The value of reliability index for the whole scale comes out to be .70 which clearly indicates the soundness of the scale.

B. Establishing the Validity of the Scale

Validity means truthfulness. It refers to the degree to which a test measures, what it proposes to measure. Test validity also refers to the extent to which conclusions and decisions made based on test scores are appropriate and meaningful. Validity can be best defined as the degree to which a test is capable of achieving certain aims. The validity of the test is determined by measuring the extent to which it matches with a given criterion. According to Anastasi (1951) "the question of test validity concerns what the test measures and how well it does so." Cronbach (1960) says that validity may be determined by showing "That a test corresponds to the definition of the trait intended to be measured, or it may be established inductively by naming the traits represented in the items in hand."

In this present scale, content validity was done. For this final draft of the scale was given to 5 experts. All the experts agree to each other as far as content of the scale. On the view given by experts regarding the content of the Scale, Comprehensive Value Scale has content validity. Concurrent validity was also worked out. For obtaining concurrent validity, Pearson product moment correlation index was calculated. Present scale was correlated with concurrent Moral Judgement Test with six moral values for adolescents developed by Gupta (1989). Validity index comes out to be 0.57 which indicates that our scale has good concurrent validity and it can be used safely as a tool of measurement.

Setting of the time limit for the test

The average time taken by 75% examinees to reach the last statement was fixed as the duration of the test which comes out to be 35 minutes including the time for reading instruction for responding to the scale.

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A STUDY OF PARENTAL DISCIPLINARY PRACTICES AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO WELL BEING

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ABSTRACT

A study was conducted to explore parental practices among senior secondary students in relation to well-being. The sample consisted of 150 students, equally distributed boys and girls studying in 10+1 and 10+2 from Senior Secondary Schools of Ludhiana District of Punjab State. Parental Disciplinary practices Inventory by Jyoti Bhalla and Well-being Scale by Kalia and Deswal were used for the collection of data. The result revealed that there is positive correlation between parental practices and well being among senior secondary school students in all categories.

Keywords : *Parental Disciplinary Practices, Well-Being*

INTRODUCTION

Parental discipline is an important variable which ultimately would regulate the behaviour of the child in different situations and would determine the child's capacity to adjust to different surroundings. Today youth face difficulties and more life challenges than earlier generation; yet they are provided not as much of guidance and intervention for their personal development (Pajares & Urdan, 2004). It is a time of increased risk of poor mental health with anxiety, depression, psychosis, eating disorders and substance misuse becoming more prevalent, as well as increasing risk of deliberate self harm and suicidal behaviours. The purpose of parental discipline is to give a blend of instruction, support and correction to teach the students to live according to family values and within family rules. The word discipline is defined as imparting knowledge and skill, in other words, to teach. Discipline is a way to instruct a person to track a particular code of conduct. Discipline is the structure that helps the child fit into the real world happily and effectively. It is the foundation for the development of the child's own self-discipline. Parenting is the task of raising children and providing them with the necessary material and emotional care to further their physical, emotional, cognitive and social development. Thus, effective discipline means discipline applied with mutual respect in a firm, fair, reasonable and consistent way. The goal is to protect the child from danger, help the child learn self-discipline, and develop a healthy conscience and an internal sense of responsibility and control. This type of disciplinary practices put significant impact on personality, mental health and general behaviour of the adolescents.

Parental Disciplinary Practices

Parental disciplinary practice is a particular behaviour that a parent uses in raising a child. For example, a common parent practice intended to promote academic success is reading books to the child. Parenting practices reflect the cultural understanding of children. Parenting style is exaggerated by both the parents and children's temperaments and is largely based on the influence of one's own parents and culture. According to Locke & Prinz, 2004, Parental discipline is an important aspect of parenting and refers to strategies that parents use to discourage inappropriate behaviour and to gain compliance from their children. According to Moore and Myton (1986), disciplinary action should help a child in changing from outer control to inner control, acquiring a desire for consideration of others, developing an appropriate manner of interaction with the world outside the family. Disciplining especially adolescents is very important as it contributes acceptable and appropriate behaviour, helps adolescents learn self-discipline, and develop a healthy conscience and self- control. It raises emotionally mature adults. It also helps to avoid negative behaviours that are harmful and dangerous for adolescents themselves as well as others. Discipline helps in shaping behaviour regarding the relationship with others, social skills, self-restraints and adjustment to societal norms (Kaur, 1986).

Adolescents today encounter difficulties and more life challenges than the previous generations, and yet they are provided very less guidance and intervention for their personal development (Pajares and Urdan, 2006). The biological and psychological turmoil within the adolescents and other factors like an unhealthy family system and inadequate parenting, poverty, child abuse, lower socioeconomic status, academic pressure, and environment, peer pressure etc. aggravate the problems faced by adolescents.

Gabriela Pavarini et al. (2013) conducted study on parental practices and theory of mind development. It involves an understanding of different components of the minds (emotions, thoughts, beliefs) and of how they are related to human behaviour. Parents' characteristics attachment, mental-state talk have been associated to children's theory-of-mind development. There is positive relationship between parental practices and theory of mind development.

Georgiou et al. (2013) conducted the study on parenting practices at home and harassment at school. The result found that there is significant relationship between parental practices at home and the child's maltreatment and victimization experiences at school.

Qualls (2014) studied the relationship between specific disciplinary practices, particularly harsh physical discipline, and the level of academic misconduct in college. The sample consisted of 231 students from three colleges. The result revealed that students who reported experiencing more severe forms of physical discipline engaged in higher levels of academic dishonesty. The use of less punitive disciplinary techniques, including spanking, and family satisfaction was not associated with increased college cheating. The deleterious effects that severe physical punishment may have on moral development and parent-child attachment etc.

Tazouti et al. (2010) conducted a study on 299 parents with children in their final year at eight French kindergartens on the variable of socio-economic status, parenting practices and early learning. The result revealed that there is significant relationship between socio-economic status and parenting practices of kindergartens.

[illegible] & [illegible] (2009) studied on Parental discipline and psychological wellbeing of adolescents aimed to explore the relationship between disciplining techniques used by parents and psychological wellbeing of adolescents. The sample consisted of 242 adolescents including both boys and girls. Descriptive five-point Rating scale and Riff's Psychological Wellbeing Scale was used for the data collection. Pearson's correlation was computed to correlate eight disciplining techniques used by parents and three dimensions of psychological wellbeing of adolescents. The result revealed that there is 50.7 showed a significant correlation between parental disciplining techniques and three dimensions of psychological wellbeing i.e. autonomy, positive relations with others and self-acceptance.

Well-Being: Well-being means outcome, consisting of an inner state of bliss or happiness, and pertains to subjective well-being (Ryan and Deci, 2001; Pavot and Diener, 2008; Ryan et al., 2008).

Sandhu et al. (2012) conducted a study on adolescent identity formation, psychological well being and parental attitudes". Results revealed that adolescent boys showed high identity achievement superior in psychological well being as compared to their counterpart's girls. Further result revealed that status identity achievement is high in adolescent boys with both parental acceptance and concentration.

According to Ryff, C. D. (1989)Well-being, defined (1) autonomy, or the ability to control our own performance defy social pressures, and follow our convictions; (2) environmental mastery, or the capability to manage the situation and daily activities; (3) personal growth, which includes a continuous process of developing our own potential, and skill (4) positive relationships with others, defined as the establishment of close, confident and meaningful bonds with others, as well as concern for the well-being of others, and the expression of empathy, affection, and intimacy; (5) purpose in life, or setting objectives and goals which give sense and path to our lives; and (6) self-acceptance, or the capability to have a constructive attitude and feelings of satisfaction and acceptance of ourselves, including both our good and bad qualities.

Lorence et al. (2015) explored a study on social skills, social support and well-being in adolescents of different family configurations. Results showed that family configuration is not linked with the psychological well-being of adolescents. It found social skills like compassion, self-discipline, creativity, social resourcefulness, as well as the social support from friends and family were the best predictors of adolescent psychological well-being.

Kaur (2019) conducted a study on the level of well-being among 640 Indian Secondary School Adolescents from state of Punjab. The result showed that 32.67% adolscents have high well being and 65.33% have average level and 2% have low level of well being. Further result showed majority of adolescent boys and girls have average level of well-being. Further result showed that urban adolescents have high level of wellbeing as compared theirs rural counteryarts.

Need and Justification of Problem

Adolescents undergo many physical, mental, emotional and psychological changes which they find difficult to cope up with. They at this time should have the well-being to lead their personal and professional life effectively. They are required to think critically while solving any problem that encounters them. They need to take important decision while recognizing own self their strengths and weaknesses.

The need of the time is to work against all forms of parental disciplinary practices like physical punishment, harsh discipline and mentally torture. To tackle all these problems in a proactive way, it is necessary of all parents to develop the self-discipline in the children.

OBJECTIVES OF THE STUDY

The present study is conducted with the following objectives in view :

1. To study the relationship between parental disciplinary practices and well-being of senior secondary school students.

1.1 To study the relationship between parental disciplinary practices and well being of boys senior secondary schools.

1.2 To study the relationship between parental disciplinary practices and well-being of girls of senior secondary schools.

HYPOTHESES

$H_0$1. There exists no significant relationship between parental disciplinary practices and well-being among senior secondary school students.

$H_0$1.1 There exists no significant relationship between parental disciplinary practices and well-being of boys of senior secondary schools.

$H_0$1.2 There exists no significant relationship between parental disciplinary practices and well-being of girls of senior secondary schools.

SAMPLE OF THE STUDY

For the present study a sample of 150 students was selected randomly from government and government aided senior secondary schools of Ludhiana District.

Delimitations of the Study

1. The present study was restricted to accondary school students between the age of 11 to 19 years.
2. The present study is restricted to senior secondary school students only.

Tools to be used

- Parental Disciplinary practices Inventory by Jyoti Mankar
- General well-being scale by Kalia and Deswal (2012).

Procedures

In order to collect relevant data, Parental Disciplinary Practices inventory and Well-Being scale were administered to the 10+1, 10+2 student's. Co-operation was sought from the head of the institution. A good rapport was established with the students before administering the tools.

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RESULTS AND DISCUSSION

As the present study is intended to find out the relationship between parental discipline practices and well-being of senior secondary school students. Pearson's Product Moment correlation technique was employed.

Table 1 : Coefficient of Correlation between Parental disciplinary practices and Well-being of Senior Secondary School students (N=150)

Category of Students	N	r	Sig./Not Sig.
Total	150	0.417**	*Sig. at .01 level*
Boys	75	0.483**	*Sig. at .01 level*
Girls	75	0.397**	*Sig. at .01 level*

Table 1 shows that

- The value of coefficient of correlation between parental disciplinary practices and well-being among senior secondary school students is 0.417 which is significant at .01 level of confidence which shows that there exists a significant positive relationship between parental disciplinary practices and well-being among senior secondary school students. **Hence hypothesis 1 stating**, "There exists no significant relationship between parental disciplinary practices and well-being among secondary school students" stands rejected.
- The value of coefficient of correlation between parental disciplinary practices and well-being of boys is 0.483 which is significant at .01 level of confidence which shows that there exists a significant positive relationship between parental disciplinary practices and well-being of boys students.. **Hence hypothesis 1.1 stating**, "There exists no significant relationship between parental disciplinary practices and well-being of boys students" stands rejected.
- The value of coefficient of correlation between parental disciplinary practices and well-being of secondary school girls is 0.397 which is significant at .01 level of confidence which shows that there exists a significant positive relationship between parental disciplinary practices and well being of girls secondary school is rejected. **Hence hypothesis 1.2 stating**, "There exists no significant relationship between parental disciplinary practices and well-being of girls of secondary school stands rejected.

Fig. 1 : Coefficient of Correlation between Parental disciplinary practices and students Well-being among students (N=150)

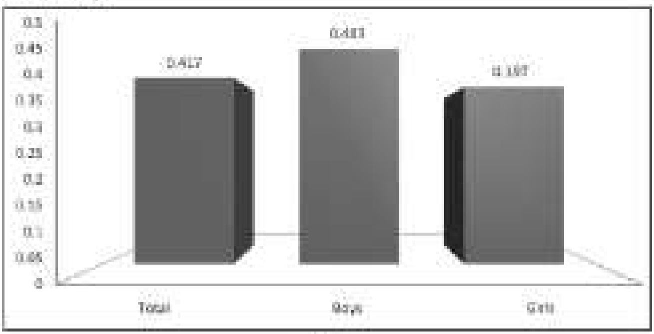

Table 7 and Fig.1 revealed that parental disciplinary practices and well-being among secondary school students are positively correlated. As a positive and significant relationship was found between parental disciplinary practices and well-being among all categories of secondary school students i.e. boys and girls hence it may be further concluded that the students with high parental disciplinary practices have high well-being whereas the secondary school students showed with low parental disciplinary practices have low well-being.

CONCLUSION

The following conclusions can be drawn on the basis of the above results :

1. There exists a significant positive relationship between parental disciplinary practices and well-being amongst senior secondary school students.
2. There exist a significant positive relationship between parental disciplinary practices and well-being of boys of secondary schools.
3. There exist a significant positive relationship between parental disciplinary and well being of girls of senior secondary school

Educational Implications

Parental involvement in growing children is essential. A good quality level of parental involvement contributes development of positive traits in growing children including adolescents. Adolescents who have good psychological wellbeing can learn better and are more likely to achieve their social, academic and training potential whereas, adolescents who have poor psychological wellbeing will have difficulty in accomplishing their social, academic, and training potential. Poor psychological wellbeing will also have long-term effects like difficulties with relationships, education, and family relationship. Adolescents with poor psychological wellbeing may indulgent in crime and will get socially excluded. Hence, the role of discipline especially by parents as a base becomes essential to enhance and sustain psychological wellbeing. In order to achieve this objective by seeking the help of school management and parents, teacher should design appropriate intervention strategies to enhance discipline and well-being among students.

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GENDER EQUALITY IN EDUCATION : A KEY FOR SUSTAINABLE DEVELOPMENT

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ABSTRACT

Gender equality in education is crucial to progress towards poverty reduction. It empowers all to participate in the decision-making at a community level. Moreover gender equality and quality education is a key for achievement of sustainable development goals. The present paper attempts to study the global context of education by gender which states that UNESCO plays a vital role in addressing gender disparities and promote equality throughout the education system. Study also highlighted the literacy rate of India and explored that although India has rise in current literacy rate but still it lag behind the world average literacy rate. Government of India adopted various strategies like BBBP (Beti Bachao Beti Padhao) scheme, girl that protect etc for survival, protection and education of the girl child. Study also addressed that the Indian government has expressed a strong commitment towards education of all but still there are some barriers in providing education to all.

Keywords : *Gender Equality, Education, SDGs, Gender Inequality.*

INTRODUCTION

Gender equality is a necessary foundation for a prosperous, peaceful and sustainable world. Only through equality, the discrimination against women and girls can be ended (Sonowal & Moran, 2019). Education is a key element in empowering women and promoting gender equality that crucial accelerates the sustainable development. While numbers of girls and women at all levels of education have increased, but still access to education and opportunities and freedom gained through education remain unequally distributed. The persistence of gender inequality is reflected in new sustainable development agenda that has specific goal on gender equality with SDG-5 aiming to 'Achieve gender equality and empower all women and girls' (UNESCO, 2016). The 2030 agenda for sustainable developments asserts a strong narrative towards achieving gender equality and realizing of the rights to education which stating that women and girls should be equally empowered in and through education. The 2030 agenda for sustainable development includes 17 goals in which SDG4 aims to ensure inclusive and equitable quality education and SDG5 aims to achieve gender equality and empower all women and girls.

SUSTAINABLE DEVELOPMENT GOALS

SOCIAL	ENVIRONMENTAL
SDR1- No poverty SDR2- Zero hunger SDR3- Good health and well-being ***SDR4-Quality education*** ***SDR5-Gender equality*** SDR6-Clean water and sanitation	SDR12-Sustainable consumption and production SDR13-Climate action SDR14-Life below water SDR15-Life on land
ECONOMIC	**FOSTERING PEACE AND PARTNERSHIP**
SDR7-Affordable and clean energy SDR8-Decent work and economic growth SDR9-Industry,innovation and infrastructure SDR10- Reduced inequalities SDR11-Sustainable cities and communities	SDG16-Peace, justice and strong institutions SDG17-Partnership for the goals

Source : SDG India Index and Dashboard 2020-21 https://www.niti.gov.in

Achieving gender equality through education requires system wide institutional change which ensures that no one is left behind. However in present scenarios too, there have been gender inequality and education gaps among men and women. To overcome these challenges government is implementing several schemes in collaboration with state governments to ensure development in the education sector. The constitutional bill in December 2002 had made free and compulsory education as a fundamental right for all children in the age group of 6 to 14 years. National Education Policy 2020 ensures equitable access to the highest quality of education for all learners, especially women, regardless of social or economic background.

REVIEW OF LITERATURE

Singh (2015) explored various issues and challenges in women literacy in India. Study was based on secondary data. Study highlighted the literacy rate in India from 1951-2011. It was found that although literacy rate was increased to 74.04% (2011) from 18.33% (1951) but still female literacy rate is less than male literacy rate in every census of India. Study also highlighted the strategies adopted by government of India for increasing female literacy. It was found that schemes like BBBP (Beti Bachao Beti Padhao) expressed a strong commitment of government towards education to all. It was recommended that not only government but every literate citizen should contribute in battling with the demon of illiteracy.

Esteves (2018) explored the gender equality in education as a challenge for policy maker. Study was based on secondary data and focused on the objective of gender equality in education as a sustainable development goal. It was found that gender equality is not only a fundamental human right but it considered as a base of peaceful, prosperous and sustainable world. Study also highlighted the gender equality in education in European countries. It was found that some countries had already taken important steps in embracing the challenge of improving education and some countries were working on the process of gender equality in education.

Kapur (2019) investigated the Gender inequality and various factors that causing the inequality in education. It was found that girls were provided with less participation opportunities as compare to men and this problem had been more serve in rural areas as compare to urban areas. It was also found that condition of poverty, prevalence of traditional viewpoint, school infrastructure, discriminatory treatment among girls, occurrence of criminal and violent act, child marriage, education of parents, occupation of parents, management of household responsibilities and lack of interest in study were main factors that causing inequality in education. Study concluded that it is vital to formulate measures and programs to provide equal opportunities to girls.

Sonowal & Moran (2019) conducted an analytical study on gender equality for sustainable development in India. The objectives of the study were to highlight the importance of gender equality for sustainable development and role of education for empowering women. It was found that equality is the only way to tackle the gender based violence. It was also found that education is milestone of women empowerment because it enables them to response the challenges and changed their life. Study suggested that the government should collaboration with different NGOs to arrange instruction programs for motivating women so that the underprivileged women can take active participation in the mainstream society.

OBJECTIVES OF THE STUDY

1. To study the global context of education by gender.
2. To study the literacy rate of India and government initiatives towards gender equality.
3. To study the major barriers in providing Education for all.

RESEARCH METHODOLOGY

This study is based on secondary data collected from published reports, survey books and prominent sites. Various journals and articles are also studied. Looking into the requirements of the objectives of the study

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the research design employed for the study is of descriptive type.

GLOBAL CONTEXT OF EDUCATION BY GENDER

Global partnership for Education's Gender equality policy and strategy 2016-2020 (GEPS) defines that gender equality means "Equal rights, responsibilities, and opportunities of women, men, girls and boys and equal power to shape their own lives and contribute to society".

TABLE-1 : Global Adult literacy rate (By Gender)

Year	Women	Men
2015	81.77 %	89.33%
2016	82.11%	89.68%
2017	82.64%	89.8%
2018	82.73%	89.78%
2019	83.02%	89.93%
2020	83.33%	90.11%
2021	83.51%	90.22%
2022	83.78%	90.31%

Source : Global Gender Gap Index 2023. Retrieved from www.statista.com

Table 1 shows that global adult literacy rate from year 2015 to 2022. It is revealed that adult literacy rate of women is less as compared to men but growth rate of women literacy had increased rapidly.

TABLE-2 : Global Youth literacy rate (By Gender)

Year	Women	Men
2015	89.53 %	92.7%
2016	90.09%	92.99%
2017	90.35%	93.11%
2018	90.15%	92.91%
2019	90.93%	93.77%
2020	90.09%	93.79%
2021	91.29%	93.82%
2022	91.51%	93.89%

Source : Global Gender Gap Index 2023. Retrieved from www.statista.com

Table 2 shows that youth literacy rate from year 2015 to 2022. It is revealed that global youth literacy rate of women is less as compare to men literacy rate.

In education, United Nations Educational, Scientific and Cultural Organization (UNESCO) addresses gender disparities and promote equality throughout the education system. UNESCO strategy for gender equality in and through education 2019-2025 focuses on system wide transformation to benefits all learners and targeted inventions to support girls' and women's empowerment. The strategy offers three clear lines of action:

- Better data to inform action.
- Better legal, policy and planning framework to advance rights.
- Better teaching and learning practices to empower.

UNESCO inextricably linked to its efforts to promote the right to education and support the achievement of Sustainable development Goals (SDGs).

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LITERACY RATE OF INDIA AND GOVERNMENT INITIATIVES

Gender equality in education is crucial to progress towards poverty reduction, since it enables women to become part of the labour market, increasing economic productivity and empowering them to participate in the decision making at a community level.

Education in India

The literacy rate of India in 2023 is 77.7 percent. The male Literacy rate is 84.7% and female Literacy rate is 70.3%. Although India has rise its current literacy rate as compare to 12% in 1947 but still it lag behind the world average literacy rate. As compare to census 2011, the literacy rate in India has increased by 5% in 2023. As per UNESCO the India will achieve universal literacy in the year 2060. Following tables shows Indian top 5 states and UTs with highest literacy rate and 5 states and UTs with low literacy rate.

TABLE-3 : Highest Literate states and UTs of India

S.No.	State	Average Literacy rate	Male	Female
1.	Kerala	96.2%	97.4%	96.2%
2.	Mizoram	91.58	93.72	89.4
3.	Delhi	88.7	93.7	82.4
4.	Tripura	87.75	92.18	83.15
5.	Uttarakhand	87.6	94.3	80.7

SOURCE : Literacy Rate of India Statistics 2023

TABLE-4 : Lowest Literate states and UTs of India

S.No.	State	Average Literacy rate	Male	Female
1	Uttar Pradesh	73.0	81.8	63.4
2	Telangana	72.8	80.5	65.1
3	Bihar	70.9	79.7	60.5
4	Rajasthan	69.7	80.8	57.6
5	Andhra Pradesh	66.4	73.4	59.5

SOURCE : Literacy Rate of India Statistics 2023

Government Initiatives

The Indian government has expressed a strong commitment towards education of all but India still has one of the lowest female literacy rates in Asia (Singh, 2015). The following are the strategies adopted by government for increasing female literacy in India :

- Issuing of new UGC regulation for open and distance learning.
- To take best teaching resources to all, use of ICT technology - SWAYAM portal.
- State governments are encouraging to opening of institutions through RUSA (Rashtriya Uchchatar Shiksha Abhiyan) which aims to achieve equity access and excellence in higher education.
- BBBP (Beti Bachao Beti Padhao) scheme for survival, protection and education of the girl child.

Literacy of girls is vital not only on grounds of social justice but also because it accelerates social transformation (Singh, 2015). As per AISHE (All India Survey on Higher Education), the overall enrolment of female students in higher education has been consistently increasing over the years.

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TABLE-5 : Enrolments in Higher Education

Year/ Enrolment	Female	Male
2015-16	15990058	18594723
2016-17	16725310	18920595
2017-18	17437703	19204675
2018-19	18189500	19209868
2019-20	18892612	19643747
2020-21	20142803	21237910
2021-22	22576389	20691792
Growth(%)	41.19 %	11.27 %

Source : AISHE reports of Different years

Table 5 gives female, male enrolment in higher education between 2015-16 and 2021-22. The female enrolment growth rate has increased by about 41.19% which is higher than male enrolment growth rate.

MAJOR BARRIERS IN PROVIDING EDUCATION FOR ALL

Gender inequality in education

Gender inequality in education is a persistent problem in society. Girls were provided with less participation opportunities as compared to male and it led to prevalence of gender inequality (Kapur, 2019). Followings are the factors causing inequality in education.

- Condition of poverty
- Prevalence of traditional viewpoint
- School infrastructure
- Discriminatory treatment among girls
- Occurrence of Criminal and violent Act
- Child marriage
- Education of parents
- Occupation of parents
- Management of Household Responsibilities
- Lack of interest in study

Dropouts in education

Dropout rates are major problem in education system. Students who enrolled in education are not able to complete their education. Followings are the dropout rate of India by level of education and gender 2021-22.

INDIA dropout rate by level of education and gender 2021-22

Level/Gender	Boys	Girls	Total
Primary (Classes 1-5)	1.6	1.4	1.5
Upper primary (Classes 6-8)	2.7	3.3	3
Secondary (Classes 9-10)	13	12.3	12.6

Source: UDISE 2021-22 Report, Retrieved from www.education.gov.in

Table shows that dropout rate in secondary education is very high. Poverty accessibility and availability

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are the major reasons of school dropouts in India.

CONCLUSION

It is concluded that there is a huge gender gap in education around both national and international level. Female literacy rate is lower than men literacy rate. At global level, UNESCO addresses gender disparities and promote equality throughout the education system. UNESCO strategy for gender equality in and through education 2019-2025 focuses on system wide transformation to benefits all learners and targeted inventions to support girls' and women's empowerment. Government of India also implemented effective programmes to remove illiteracy and to empower women. It has also promoted gender equality that accelerates the sustainable development.

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STATUS OF WOMEN : A GENDER PERSPECTIVE

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ABSTRACT

This paper deals with the issue of gender inequality faced by the women in society. Both men and women play significant role in society. But, still, there is no society in which women enjoy full equality with men. They often face specific discrimination, even in those countries where legal equality has been granted to both sexes. The present paper describes the situation of women in ancient, medieval, colonial and modern periods and attempt to trace and find the reasons behind gender inequality. Constitutional provisions and other steps for ensuring gender equality and equal status with men have also been described. In the end of the paper some suggestions have given to improve the situation of women and change the societal attitude towards women.

***Keywords** : Gender, Equality, Inequality, Constitution.*

INTRODUCTION

Ever since the humans began inhabiting this planet men and women have been living together. Their social contact resulted in three legitimate relationships: that of mother/son, wife/husband and child/parent. Men being the bread-winners have always dominated the social order and attached meanings and values to the three relationships (Sidhu, 2006:5). It is universal truth that all people are born equal, that their creator vests in them some inherent, indivisible, inalienable, non-negotiable and non-derogatory natural and basic rights and these rights are not derived from God but are universal, self evident and intuitive. These are natural rights which are derived from human nature.

Both men and women play significant role in society. But, still, there is no society in which women enjoy full equality with men although women constitute the half of the world's population. They often face specific discrimination, even in countries which grant legal equality to both sexes, women are often economically disadvantaged and suffer discrimination.

The words sex and gender are sometimes used interchangeably, but in fact they have different meanings. *Sex* refers to a person's biological characteristics whether a person is male or female. Gender refers to the different roles that are assigned to males and females within society, and the socially constructed relationship between men and women. In terms of traditional gender roles, women are supposed to operate within the private, domestic sphere of the home and family, while men operate in the public world of politics and economics. Women are supposed to be nurturing, submissive and obedient; men are expected to be aggressive, active and dominant. These gender roles are the product of society's analysis of men and women's biological differences. These interpretations of the biological distinctions between both have accepted as normal and natural. Consequently, these roles limit the human potential of both men and women, and create fundamental inequalities within society (Enock, 2000: 6).

Since the 1990's women have been identified as key agents of sustainable development and women's equality and empowerment are seen as central to a more holistic approach towards establishing new patterns and processes of development that are sustainable. The World Bank has suggested that empowerment of women should be a key aspect of all social development programs (World Bank, 2001). Kabeer's (2001) definition: "The expansion in people's ability to make strategic life choices in a context where this ability was previously denied to them." For women in India, this suggests empowerment in several realms: personal, familial, economic and political (Handy and Kassam, 2004).

Inequality predicated on gender (or sex) is a habitual civil rights mandate that takes in multiple shapes including sexual embarrassment, unequal remuneration for women after do the equal jobs as men and inequality even at the stage of pregnancy, are to stay separate. Though, the Indian constitution provides equality to both men and women irrespective of their gender and makes equal and special provision to improve the status of women in society. Despite the fact, majority of women are still unable to enjoy their rights and avail opportunities guaranteed to them (Amutha, 2017).

Gender inequality also refers to an imbalance of power between men and women in society. This is reflected in the fact that women have less political power than men, less economic clout, they have less said within the community, and are subjected to gender-based violence both inside and outside the home. Around the world, women carry a double burden of paid labour and unpaid reproductive work in the home as well as in almost every society, women are the poorest of the poor. Within religion and culture, this inequality is evident in the fact that men overwhelmingly dominate in the highest levels of the hierarchy in these sectors (Dack, 2000: 8).

It is an irony of fate that women in our country who have been widely acclaimed as an object of worship in our scriptures are relegated to a secondary position in comparison to their male counterparts in all walks of life. They lag far behind the males in terms of economic, social and political awareness (Malik and Rawal, 2012: 175).

Equality between women and men (gender equality) refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration — recognizing the diversity of different groups of women and men. Gender equality is not a 'women's issue' but it should concern and engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.

HISTORICAL BACKGROUND

History bears acknowledgement to the fact that women have a unique position in every society whether developed, developing or underdeveloped. This is particularly due to the various roles they play during various stages of their life, as a daughter, wife, mother and sister. In spite of her contribution in the life of every individual human being, she still belongs to a deprived section of society where several social barriers and impediments clipped their wings. Religion and culture are powerful institutions of society which play a significant role in shaping gender roles and perpetuating gender inequality.

Women in Pre-Vedic Period: Historical studies and the scriptures indicate that Indian women enjoyed a comparatively high status during the early Vedic period (2000 B.C. to 1000 B.C.), surpassing contemporary civilizations in ancient Greece and Rome. The Aryans, who were mostly busy in fighting wars, therefore women regarded as useful and productive members of the society. The condition of Vedic Era Women was good. Women also enjoyed religious rights like that of men, especially in Vedic initiation and studies. The Rig Veda provides ample evidence to prove the concept of equality of women with men as regards access and capacity to acquire the highest knowledge, even the absolute knowledge (Anand, 2021: 148-149).

In the ancient Indus valley civilization of India, evidences show the worship of the mother goddess. Hence, the veneration for the mother is evident during that period. During the Rig Vedic period, it is believed that the position of wife was honoured and women's position was acknowledged, especially in the performance of religious ceremonies (Srivastava). During ancient India, women were revered and rendered a significant contribution towards leading to welfare of the family and society. The women were given a high status within the society and they felt gratifying and contented. They were provided with the opportunity to attain high intellectual and spiritual standards. During this period, there were many women Rishis. The wealthier classes believed in polygamy, but monogamy was prevalent. The system of sati and child marriage was not prevalent (Kapoor). The elaborate documents states that women had property rights in the stridhan, which was the gift made to a woman at the time of her marriage by her parents and afterwards augmented by her husband. Marriage was both a secular and sacred institution. Widows could remarry, although, when they did so, they lost rights to any property inherited from their deceased husbands.

But on the other side the ancient law giver Manu prescribed, "A woman must never be independent". The life of an ideal Hindu wife is to be spent in the service of her husband and she ought to be a "pativrata". A Hindu woman was expected to be an obedient daughter, faithful wife and devoted mother. Marriage was the single important event in her life and it took place soon after puberty. Thus, child marriage came to be a norm which implied that young girls were not involved in decision making process of selecting their husbands. The custom of Sati the proscription of widow remarriage even when she is widowed as a child, the insistence on dowry etc. rendered Hindu women a non-person. In addition, prohibition of inter religious and inter-caste marriages compelled some women into prostitution or commit suicide (http://shodhganga.inflibnet.ac.in/ bitstream/10603/[illegible] chapter4.pdf).

Therefore, the social, cultural and religious values are the backbone of Indian society and these are based on patriarchal structure which gives comprehensively secondary status to woman. Actually this philosophy of patriarchal family based on principle that family tree grows up with male only and this stereotype thinking of society makes man a valuable product of family who needs special protection and attention. Second important thing in this philosophy is marriage in which women are given a subordinate status, having no right to say anything about their rights. Men are the whole and sole owner of the body and soul of women. Hence in this way the derogation of social status of women leads to 'Female Feticide' (http://shodhganga.inflibnet.ac.in/ bitstream/10603/[illegible] chapter4.pdf).

MEDIEVAL PERIOD

Vedic era has been witnessed equal rights for women in the field of education, religion, politics, property and inheritance. During the medieval period society had become patriarchal and men and women differences were evident. The status of women deteriorated. Men-women role was decided on the basis of sex. Women were confined inside the four walls of home. It was considered to be the worst period in the history.

Medieval Indian history spreads over 500 years. It is predominantly the history of Muslim rulers. Muslims appeared in India as a warrior class. Their rule in India is divided into two Eras: The Era of Delhi Sultanate and the Mughal Era. Unlike in the ancient Indian period, the position and status of woman in the Mughal period was not quite high. An exception to this the only woman who had ever occupied the throne of Delhi was Razia Sultan. Gulbadan Begum was a woman of exceptional poetic talent who wrote Humayun-namah and some other women performed excellence in various fields (Purusthaman, Sandhi, Rocha & Thilagam, 2019: 201-212).

Purdah and child marriage had become common. Except, those of the lower classes, women in Mughal period did not move out of their houses. The Muslim women observed purdah much more strictly than the Hindus. The birth of a daughter was considered inauspicious, while that of a son was an occasion for celebration. Their duty was to obey their husband blindly. Women continued to be denied the right to study the Vedas. Furthermore, the marriageable age for girls was lowered, thereby destroying their opportunities for higher education. Many social evils like female infanticide, Sati, child marriages, Purdah system, or seclusion of women developed during the middle ages due to the political instability of Northern India especially due to foreign invasions. Polygamy came into practice.

Later, the Bhakti movements which flourished during the medieval age gave rise to a new class of saint and mystic who raised calls for gender bias. This liberal attitude to some extent widened the horizon of women. Female poet saints also played a significant role in the Bhakti movement.

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Colonial Period

After the fall of Mugal Empire, the British established their supremacy over the Indian Territory. During British rule, lots of changes were made in the economic and social structures of our society. Though the quality of life of women during this period remained more or less the same, some substantial progress was achieved to eliminate the inequalities between men and women. Social tribulations such a child marriage, *Sati Pratha*, devadasi system, *Purdah pratha*, prohibition of widow remarriage etc. which were great hurdles in the path of women's progress, were either controlled by the efforts of reformers like Raja Ram Mohan Roy and Vidya Sagar or removed by suitable legislations. Many women reformers such as Pandita Ramabai also fight for the disabilities of women. Women like Bhikaji Cama, Dr. Annie Besant, Vijayalakshmi Pandit, Aruna Asaf Ali, Sucheta Kriplani etc. played an imperative role in India 's independence struggle. Sarojini Naidu, a poet and freedom fighter, was the first Indian women to become president of the Indian National Congress and the first women to become the governor of a state in India (Mumwal, 2014: 298).

The six women participate at the Bombay session of Indian National Congress in 1889. Most of the women participated in the Indian national movement which was launched by Gandhi against the British rule, like Non-Cooperation (1920) Civil Disobedience Movement (1930) and Quit India movement (1942) play a remarkable role for Indian national movement, like Sarojini Naidu, Prawabati Devi, Kasturba Gandhi, Kamala Nehru, Jyotirmoyee Ganguli, Latika Ghosh, Ashalata Devi, Neli Sengupta, Captain Laxmi Sehgal, Aruna Asaf Ali.

Modern Period

During the modern period, a number of social reformers felt the need to emancipate women and tried to establishing a justified place for them in the family and society. Revolutionary changes have taken place in the status of Indian women after independence. Cultural and Structural changes reduce exploitation of women to a great extent and provide equality of opportunities to women in various fields. The women have left the secured domain of their home and are now in the battle field of life, fully armored with their talent. Now, there is no arena which remained unconquered by Indian women (Mainwal, 2014: 298).

The major reason being the discrimination between man and woman are gender bias which is deeply rooted in Indian society in fact over the years it has seeped in through the walls and pillars. India is a male dominated nation where the women are always ill treated by society, male and other members of the family. Women themselves never think about their rights, from childhood onwards she is being taught to become subordinate to male members, it is for her protection. Most suitable statement is made by Amartya Sen. ([illegible])

The term empowerment is now mostly used for the women because women are being neglected by society from years. It is demand of time to empower the women for the development of nation It is a fact that there is a deep ignorance in the society about the values of women. It is necessary to open the doors of perception not only amongst the men but amongst the women too, to women's roles, their contribution, their differences and similarities, their aggregation, thrift activities, related to meeting social, financial needs and investments for initiating micro-enterprises.

Women constitute about half of the total population of country, but they suffer from many disadvantages as compared to men in almost all fields of life like, literacy rate, work participation and earning. Social, economic and political empowerment is the need of the time as it is only definite way of making women "equal partners in development". The process of women empowerment is conceptualized in terms of personal assertions, self-esteem and confidence ability to protect themselves as women attaining socio-political participation and economic independence.

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CONSTITUTIONAL PROVISIONS TO ENSURE GENDER EQUALITY

There is not only to provide food, shelter, cloths and safety for women, but also for emancipation and empowerment of through better education and similar employment opportunities. Women are more important for the economic and keep the society going. So, women's welfare and development have been a matter of great concern. The Constitution of India has made certain provisions to protect the interest of female population.

The preamble promises to security, for all its citizens, political, economic and social justice and liberty of thought, expression, belief, faith and worship, equality of status and opportunity and to provide fraternity assuring the dignity of individual. Fundamental rights and directive principles of state policy are providing equality and liberty to all its citizens. The state shall not discriminate against any citizen on ground of sex, religion, among other things. Besides, Government of India adopts the policy of positive discrimination to uplift the weaker sections of society for development of nation. So, there is a provision in Indian Constitution to permitting positive discrimination in favour of women through reservation in various fields, if such discrimination found requisite (Sharma, 2005:248).

Right to Equality

Article 14 to 18 of the constitution guarantees the right to equality to every citizen of India. Article embodies the general principals of equality before law and prohibits unreasonable discrimination between persons. This article declares that 'the state shall not deny to any person equality before the law or the equal protection of the laws within the territory of India (Pandey, 2004: 73).

Prohibition of Discrimination

Article 15 (3) is one of the two exceptions to the general rule laid down in clause (1) and (2) of Article 15. It says that nothing in Article 15 shall prevent the State from making any special provision for women and children. Women and children require special treatment on account of their nature. Article 15(3) empowers the state to make special provisions for them. The reason is that "women's physical structure and performance of maternal functions place her at disadvantage in the struggle for subsistence and her physical well-being becomes an object of public interest and care in order to preserve the strength and vigor of the race (Pandey, 2004: 120).

Equality of Opportunity in Public Employment

Article 16(1) guarantees equality of opportunity for all citizens in matter of 'Employment' or 'Appointment' to any post under the state. Clause (2) says that no citizen shall, on grounds only on religion, race, caste, sex, descent, place of birth, residence or any of them, be ineligible for or discriminated against in respect of, any employment or office under the state (Pandey, 2004: 73).

Right to Life and Liberty

A bare reading of Article 21 of the constitution of India provides that no person shall be deprived of his life or personal liberty except according to procedure established by law. In Gopalan vs State of Madras (1950) SCR 88, it was held that the object of Article 21 is to prevent encroachment upon personal liberty by the Executive to save in accordance with law and in conformity with the provisions thereof. The protection of this article is available to citizens as well as non-citizen (Kaur, 2019: 40).

Directive Principles of State Policy

Apart from fundamental rights enshrined in part III of the Indian Constitution which provide rights to women as the men rather pay special attention, Part IV of the constitution has some special provisions for the welfare of women and to improve their social and economic status. These Directive Principles of State Policy lay down certain obligations on the state. Article 38 clause (2) promote the welfare of the people by securing a social order permeated by justice- social, economic and political and to minimize inequalities in income, status, facilities and opportunities. To secure the rights of women there is a provision of equal pay for equal work for men and women

Equal pay for Equal Work

The phrase Equal pay for Equal Work means that every individual who has been employed for the work which is allotted to him should be given sufficient pay as that of others. There should not be any discrimination while payment of wage. It is most commonly in the context of sexual discrimination, in relation to the gender pay gap. The equal pay is governed under the Equality Act of 2010 which gives a right to equal pay between women and men for equal work. This covers individuals in the same employment and includes equality in pay and all other contractual terms.

Indian Government initiates various programmes and schemes for women's upliftment through different departments. The government in different plan document enunciated the policies advocating women's issues. The government also tried to create an environment in which women's issues can be reflected and articulated.

Guidelines to prevent sexual harassment of working women

In a land mark judgment *Vishaka v. State of Rajasthan,* the Supreme Court has laid down exhaustive guidelines to prevent sexual harassment of working women in place of their work until legislation is enacted for this purpose. All the employers or person in-charge of work place in the public and private sector, should take appropriate steps to prevent sexual harassment without prejudice to the generality of his obligation. Where such conduct amounts to specific offences, under the Indian Penal Code or under any other law, the employer shall initiate appropriate action in accordance with law making a complaint with appropriate authority. The victims of sexual harassment should have option to seek transfer of the perpetrator or their own transfer.

National Perspective Plan for Women (1988) was drawn up to facilitate the mainstreaming of women's issues in policies and programmes. It contains a set of recommendations aimed at the welfare and development of women, guided by principles and directives germane to existing development parameters (Sharma 2006).

Reservation for Women in Elected Bodies

The original idea for The Women Reservation bill was originated from a constitutional amendment which was passed back in 1993. In 1994, the 73rd and the 74th constitutional amendments act were ratified to the Indian Constitution, granting women 1/3 reservation in rural and urban democratic bodies. The Women's Reservation Bill was initially introduced in the parliament on September 12, 1996. The bill was introduced in Lok Sabha by the United Front government of HD Deve Gowda. The main aim of this bill is to reserve 33 percent seats in Lok Sabha and all state legislative assemblies for women. Reservation Criteria: As per the bill, the seats will be reserved on a rotational basis. The seats would be determined by a draw of lots in such a way that a seat would only be reserved once in every three consecutive general elections. Again in 1998, NDA-I introduced the bill without any success. Thereafter, the Bill lapsed and was reintroduced – in 1999, in 2002 and 2003. UPA-I government, led by Congress, again introduced the bill to reserve seats for women in Lok Sabha and legislative assemblies in May 2008. After its reintroduction, the bill was passed by Rajya Sabha on March 9, 2010, but was still left pending in Lok Sabha. A few regional parties like and RJD Samajwadi Party (SP) had been one of the vocal opponents for the Women's Reservation Bill (https://blog.[illegible]-to-women-in-parliament).

On 21 September, Indian legislators passed the first legislation considered in the country's new Parliament building: the Women's Reservation Bill, 2023. The bill, which passed both houses of Parliament almost unanimously – with just two votes against – will ensure that women occupy at least 33 per cent of the seats in state legislative assemblies and the Lok Sabha, the lower house of Parliament. (India passes law to reserve seats for women legislators.

SUGGESTIONS

- It is a dire need to change the societal attitude towards women. Gender Equality can be realized through the positive response of society.

- Laws must be stricter. There is no need of new law to tackle with gender-based crimes because plethora of laws are here just the proper execution is required.
- To ensure gender equality, pro women environment should be created to make them self-reliant and confident.
- Social security must be provided to women and zero-tolerance policy needs to be adopted to check the violence against women.
- It is the need to leave the traditions which derogatory towards the women and make the people more educate and aware towards gender equality. Traditions against the women should be discouraged.
- Male child should inculcate with the values of respect for women.

Beside there are many provisions in Indian Constitution to ensure gender equality but the present situation is quite different. Still, most of the women in society faced discrimination in society in form of domestic violence, sexual harassment, eve teasing, rape etc. and the number of these cases increasing day by day. Recent data given by NCRB shows the increase in crime rate against women. Like other gender-based prejudice, preference of male child is still on priority of illiterate as well as literate people. But comparatively now the position of women in society is improved and they secure their place in many fields like armed forces, police, judiciary, in legislature and in civil services and proves their caliber. Women are in better place than before due to constitutional provisions and pro women policies but still there is lot to do for their better future.

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DEVELOPMENT POLICY OF INDIA : GANDHI - NEHRU DEBATE

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ABSTRACT

Development policy of India was structured under the guidance of Pandit Nehru and his brigade after independence. Chief ingredient was protectionism. Moderate land reforms, license raj, mixed economy, and close door policy – central tenets of Nehruvian development policy. Gandhian and state directed development alternatives were summarily rejected. This paper attempts to trace the politics behind the development policy in the post-independent India.

INTRODUCTION

Development policy, industrialization, license raj, Gandhian economics, small scale industriesNearly two hundred years of British imperial rule ruined her economy and helped India rediscover herself. It destroyed her and regenerated. It is the colonial hegemony response to which nationalism emerged. It was the colonial modernity that helps structure the reconstruction project. The story-telling of Indian nationalism poses a challenge. India came into contact with the western modernity through this imperial policy. The surge of nationalism in the hearts of millions of Indians was due to the response of colonial exploitation. Nationalism has the twin purpose – discarding the imperial rule having the properties of exploitation and general degradation of the society and reconstruction from the dark spell of ruthlessness. The mass got involved with the struggle for emancipation because of its promise to lead a better life in the post-independent India. The dreams of the millions of Indians converged into the struggle for independence fuelled by the pledge of the nationalist leaders about the better life ahead. Famines, under-development, poverty, illiteracy, unemployment plagued the society. In 19[illegible]s Bengal and Madras suffered from famines. Coupled with the under-development, social crisis like casteism, communalism, regionalism, superstition made the situation unbearable for the nationalist leaders.Small peasants, share-croppers did not have enough resources and expertise to invest in the agriculture to improve its productivity. The colonial state was reluctant to invest in the agricultural infrastructure; flood control, de-salination of soil and drainage system were utterly neglected. Abysmal condition of industrial sector carried the testimony of economic degeneration. Initially indigenous industries were slaughtered to pave the way for British manufactured goods. The free trade policy of colonial government completely washed away the artisans. The cheaper industrial produce flooded the market causing havoc to the fate of the local producers. The dislocated artisans queued in the already malnourished farm sector and over-burdened it. Although perceptible amount of development was noticed, still the growth rate was mocked as Hindu growth rate. In this circumstance the leaders at that time felt the urgent need to develop Indian economy to make her compete with the world and keep her citizens in better position. There was then a debate over the development project and the prominent was Gandhi-Nehru confrontation.

At the time of independence Indian sluggish economy put pressure upon the nationalist leaders to draw roadmap for dealing with the issues of reconstruction. The colonial extraction strategy incapacitated India to qualitative transformation of her economy. Profit motif left her languishing with a primitive subsistence economy. Her vast natural resources remained untapped curtailing poor per capita income. Agricultural productivity remained low due to poor infrastructure and archaic input system. Added to this was the adverse behaviour of monsoon causing either drought or floods. Naturally food shortages became order of the day. Administrative efficiency, lack of motivation and proper distributive measures led to frequent famines. During first half of 20th century six major incidences of famine plagued Indian society. Additionally partition did bring another burden over the new born country. The nationalist leaders were aware of country's fragile, backward economy. To transform the archaic, underdeveloped society into modern and developed one became the top most priority. This would only be possible through large scale economic transformation. "Undeniably, the hope of economic well-being must hold the key to such a transformation."[1]

Prior to independence, the development of Indian economy became an important issue in the struggle for emancipation. The long spell of British rule tried to pull our Indian economy from its lowest depth. They initiated economic development policies, connected Indian economy with external world, laid down rail networks and created irrigation facilities. But these are insufficient because "...the interest of the colonial masters lay more in extraction rather than transformation, which was seen to safeguard the dominance of metropolitan interests, the British rulers were interested more in profit than ploughing it back into the indigenous economy."[2]

At the time of independence, affinity towards socialism became a political fashion. Socialist rhetoric of the political establishment dominated the public sphere. Obviously nationalist leaders avoided the risk of following market mechanism for economic development. State-directed development was more comfortable with the socialist rhetoric [illegible] market or liberal economy because of its inherent tendency of creating inequality and distributional injustice. Liberal economy failed to draw the attention of the public imagination as it did not pay heed to the ideals of equality, justice and freedom.

In other words, the ideals of independence struggle – equality, justice and liberty would not be possible if the transformational role was entrusted at the hand of the market. Rather it is the state that can spearhead the changes. Prior to independence, public imagination was engrossed with the hopes of poverty alleviation, industrialisation, agricultural and industrial promotion including small and medium scale industries. National Planning Commission constituted by the Indian National Congress, several groups, different political parties and individual leaders were concerned with the future development mechanism. Redistribution in agrarian sector in the form of land reform was an important agenda during nationalist struggle. Congress was committed to land reform and articulation of this [illegible] was made frequently in different public meetings by the Congress leaders. Pandit Nehru echoed the same in a speech made in Washington in 1949 "One of the main causes of social instability in many parts of the world, more especially in Asia, agrarian discontent due to the continuance of systems of land tenure........land reform is essential not only for the individual but also for the stability of the society."[3]

There was a rift among the nationalist leaders about the development paradigm of India, but there unanimity was perceived among them about the pivotal role of the state. Sharp divisions on the priority of economic sectors plagued the mainstream. Gandhians preferred the development of rural economy with the emphasis on cottage and small-scale industries, while Nehruvians kept faith in the western developmental agenda with the heavy dose of large-scale industrial development. Gandhians were critical of the western style of development. In several occasions Gandhi was heard to caution the leaders not to step into the western modern economy because of its [illegible] possibility. The Gandhian idea of modern western economy is beautifully summed up by Bhikhu Parekh "Modern civilisation also involved an [illegible] amount of violence against nature. The latter's resources were ruthlessly exploited and its rhythm and balance disturbed, and the animals were freely killed or tortured for food, sport, fancy clothes, and medical experiments. ... Although it claimed to be based on such values as human rights, equality, freedom, and civility, modern civilisation was inherently militarist and violent".[4] Mahatma constantly rejected the western style of development for India. European extraction of natural resources led to the losing out of its capacity for the rest of the world. India should not be part of this plundering nature of development which will add more violence to the already violent world.

On the other hand, Nehru was quite unconvinced about the Gandhian version of development because it would not resolve the economic crisis facing India at that time. He was even going further while commenting upon Gandhian economy "His economic and social ideas were [illegible], often idiosyncratic, and in general [illegible]".[5]

Prof. Sukhamoy Chakravarty holds the view that debate over the development problems in post-independence had its roots in colonial period. The debate basically focus on the two propositions Gandhian and modernists espoused by Nehru & others. Modernising school promoted the idea of 'maximising growth'. "However, both have largely accepted a command [illegible] control approach and [illegible] in [illegible] directions [illegible] govern the behavior of economic agents. Thus in either system more goods are preferred to less.

Gandhians put forward the blue print of a future India in the form of decentralisation, both economic and political. Village occupies the central stage of Gandhian economics. "The most important idea of Mahatma Gandhi ... that is, the construction of a societal pyramid that would make the village the primary unit in economic activities and democratic political management of local affairs." State in Gandhian strategy occupies less important place on the planner of Nehruvian development agenda. Same is the fate of large scale industries. But with the efforts of Nehru government, India accepted the modern industrial development as the goal and the state as the prime mover in that direction. "...in view of the widespread agreement across the political spectrum from labour unions on the left to business interests on the right both about the overarching objective of development for such a development ... to be the state directed with strategic reliance on planning."

There was seen near unanimity in the development discourse especially modern industrial economy coupled with the active and guiding role of the state among the various sectors of economy- starting from the business class to the middle class. Labour union and Congress Socialists influenced by Marxism and Fabianism placed greater importance on the state-led growth model. Organised labour under the influence of communists or leftwing congressmen welcomed the development paradigm. They were deterred from taking any antagonistic approach towards this. Middle class was largely allured by the dynamism and the promise of this policy. It was expected that the industrialization would definitely open up the opportunity of managerial and technical jobs that they should tap. The calculations of their material benefit and development opportunity led them to sponsor the Nehruvian economy; the most vocal and assertive section of the society preferred to support modern industrial economy.

The bureaucratic class was allured by the prospects of immense increase in power and its volume. At least it came as little from the blue print at a time when its existence was at stake. The imperial accomplice was suffering from its existential crisis. But the Nehruvian discourse appeared as blessings before others. It created scope and opportunity to enter into the decision making procedure. So it supported the reconstruction scheme in the hope of interfering and influencing the policy in future.

The business group supported this for its protectionist ingredients and supportive agenda. They supported the idea that the state should play significant role in running industries. Nationalist reconstruction agenda enabled their these demands and suggestions without which national business sector could not be survived. In 1944 prominent industrialists and business tycoons tried to chalk out India's path development in a pamphlet "A Plan of Economic Development for India". It is popularly known as Bombay Plan. Leading industrialists like JRD Tata, Purushottamdas Thakurdas, GD Birla, Shriram and Kasturbhai Lalbhai pressed the views about the future course of action in economic development of India. Their central demands were protectionism and active involvement of the state. They supported the idea that the state should play significant role in running industries which capitalists could not support and provide economic subsidies too. Without the support from the state and infrastructural facilities it would be near impossible to run their business and contribute to the economy.

The common people kept faith in the nationalist ruling class.

The Gandhian economics, on the other hand, relied upon the natural bondage between man and nature, self-limiting wants and the village life. "In contrast Gandhian approach has always talked about the voluntary limitation of wants." In Gandhi, moralizing principles became pivotal rather than transforming the nature of society.

The model India followed was mixed economy comprising public sector, private industrial sector and private agriculture. "There was, therefore, an assumption of a mixture of individual motive forces which were supposed to act in a synergetic manner." The intellectual climate favoured the large-scale industrial development. Republicans of western model of development became widely popular and more intellectuals started favouring the agenda. The industrialists put forward their developmental formula well before independence (Bombay Plan, 1944-45) favouring state guided industrial development. Western educated middle class preferred modern scientific development formula for their own interests. Even post-war development discourses in international arena kept preaching to follow the liberal democracy and scientific industrial development. Nehruvian conviction ultimately triumphed with the state on the driver's seat. Partha Chatterjee calls it state ideology i.e the autonomous role of the state in promoting economic development. "The specific ideological form of the passive revolution in India was an *etatisme* explicitly recognizing central autonomous and directing role of the state..."[12]

CONCLUSION

The foundational belief behind the Nehruvian or nationalist discourse lies at the western modernity and post-enlightenment rationality. Poor backward and colonial society can recuperate from its socio-economic maladies if the west is procreated. It was the firm belief that economic and political modernity are coped from the west, social diseases like casteism,communalism, untouchability would automatically be washed away. Large scale industrial production, consumption of commodities, division of labour, market and idea of private property would enhance the democratic spirit and secular ethos. Primordial groups or community will make the for modern groups and association. Gesellschaft replacesgemeinschaft. If this happens democracy will find a congenial ambience to bloom. As the bourgeoisie was not in the position of playing historic role, so state had to shoulder that responsibility. Thus, India pledged to follow the west keeping faith in the rationality and neutrality and upbeat state. The Constituent Assembly reached near unanimity on this discourse that other alternatives were not even touched. Seth Gobind Das, a conservative Hindu, not a Westernizer, expressed the mood of the then India – "We should adopt all that the modern world has to give us to fulfil our needs".[13]

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RELEVANCE OF BHAGAT SINGH IDEAS IN CONTEMPORARY AGE

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INTRODUCTION

Bhagat Singh was a great scientific, pragmatic and revolutionary philosopher. He was highly influenced by the European revolutionary movements and was attracted to anarchism and communism. He became a confirmed atheist, socialist and communist. He realised that the overthrow of British rule should be accompanied by the socialist reconstruction of Indian society and for this political power must be seized by the workers. He was highly influenced by Karl Marx and other socialist philosophers and from the political, socio-economic and other conditions of the society. He belonged to Khatkar Kalan in Jullandar District. This region was famous for revolutionary activities and peasantry movements in the history of Punjab. He belonged to a revolutionary family and highly influenced by his own uncle and father. The early socialisation in a revolutionary family has had a decisive influence in shaping Bhagat Singh's ideas, thought and actions.

Beside this, his association with the contemporary revolutionaries of the country like Lala Lajpat Rai, Sufi Amba Prasad, Pindi Dass, Mehta Anand Kishore and the contemporary political, socio-economic and other conditions under British rule influenced and framed his vision towards human life, state and society. He belonged to a generation that was to intervene between two decisive phases of the Indian national movement — the phase of the 'Extremism' of Lal-Bal-Pal and the Gandhian phase of non-violence. The paper is a humble attempt to critically analyse the revolutionary ideas of Bhagat Singh and their relevance in present democratic polity of India.

Bhagat Singh as a Revolutionary

Bhagat Singh was a great revolutionary. He explained revolution as an important mean of change or transfer of society. He considered that revolution does not mean mere transfer of political power from one set of rulers to another set of rulers. Instead, a true revolution is a radical, transformative, paradigmatic shift in the realm of political power, i.e. from the hands of exploitative rulers to the hands of a progressive-revolutionary class. True revolution, therefore, is about the complete overthrow of the existing, oppressive order and the gradual and painstaking construction of a new, egalitarian and socialist order. He said, *"The political revolution does not mean the transfer of State (or, more crudely, the power) from the hands of the British to the Indian, but to those Indians who are at one with us as to the final goal, or to be more precise, the power to be transferred to the revolutionary party through popular support."*[1]

Punjab the land of Bhagat Singh is known for peasantry movements in the history. It is the area where agriculture sector was the main source of economy and economic growth. Due to worst conditions of the agriculture production, rapidly increasing unemployment, exploitative policies of Britishers had resulted in great unrest among peasantry and working class of the region. The suppression of revolutionary parties further aggravated the problem and increased the resentment against the British rule among the people. The passing of Rowlett Act, the Jallianwala Bagh Massacre at Amritsar, Gandhi's Non-Cooperation Movement and the Russian Revolution made a great impact on the mind and thought of the young people of the Punjab. Due to these prevailing conditions, impact of National College Lahore and the influence of the revolutionary movements of Italy, Ireland, Russia and China, Bhagat Singh rejected the proposal of marriage and joined the national freedom movement.

Bhagat Singh was a great intellectual with scientific temperament, who enriched and widened the ideology and philosophy of the revolutionary movement and added a new dimension to it. For the activation of revolutionary activities HRA (Hindustan Republican Association) was formed. It was a very significant organisation to spread of the Marxist philosophy and ideas among the young minds of the country. Naujawan Bharat Sabha was formed in 1925 to educate the people in social issues, popularising Swadeshi and developing a sense of brotherhood and physical fitness. It propagated the idea of equality, removal of poverty and equitable distribution of wealth. It was the fundamental philosophy and idea of the revolutionaries, which was related to the basic change in the political and socio-economic conditions of the society. Being a Marxist Bhagat Singh was aware about that without change in the ownership of the means of production, fundamental changes can not be brought. Like socialist revolution in China, Bhagat Singh considered peasantry class important for changes.

The death of Lala Lajpat Rai during Simon Commission visit to India and the British Government plan to suppress the Workers Movement, Public Safety Bill and the Trade Dispute Bill have further increased the irritation of the revolutionaries. All these developments provided base to the revolutionary activities in the region.

The HSRA (Hindustan Socialist Republic Association) decided to oppose the Government policies against the workers. In fact Bhagat Singh was interested to propagate bombing in assembly to create public opinion against British rule in India. It was an opportunity to show the Britishers cruelty to Indians so that the young revolutionaries of India can be inspired to participate in freedom movement. Bhagat Singh was of the opinion that, it is easy to kill individuals but you cannot kill the ideas or end the ideas by sword. He considered it as an opportunity to make people aware about the exploitative policies of the colonial power. Bhagat Singh clearly indicated his ideas about revolution, in the leaflet that he distributed [illegible] in the Assembly Hall. He described that, "*We are sorry that we who attach such great sanctity to human life, we who dream of a very glorious future when man will be enjoying perfect peace and full liberty have been forced to shed human blood. But sacrifice of individuals at the altar of the Revolution, will bring freedom to all, rendering exploitation of man by man impossible. Inquilab Zindabad (Long live the Revolution).*"

Plans were made to create panic in the Legislative Assembly at the time the Bills would be taken up. Bhagat Singh and B.K. Dutt were selected for this purpose. From the gallery, they threw two bombs at a place where few members were sitting and made no attempt to escape. They also threw leaflets explaining the purpose of the H.S.R.A. in undertaking the act.

Bhagat Singh and his associates wanted to register their protest against the authorities. As far the methods are concerned they were very much clear in their vision. "Force when aggressively applied is 'Violence' and is, therefore, morally unjustifiable, but when it is used in the furtherance of a legitimate cause, it has its moral justification. The elimination of force at all costs is utopian, and the new movement which has arisen in the country, and of that dawn we have given a warning, is inspired by the ideals which guided Guru Gobind Singh and Shivaji, Kamal Pasha and Riza Khan, Washington and Garibaldi, Lafayette and Lenin." The message was clear and was understood well by the Britishers. In the process of trial Bhagat Singh made it clear that he did not believe in violence as an integral part of revolution. By revolution he understood a change in the social order based on justice. The producers (labourers or peasants) should get their rights restored in the society. Inequalities and deprivation must come to an end. Without reorganising the social structure any talk of ending war seemed to him absurd. Universal peace under exploiting society was unimaginable and hypocritical. Such a society would necessarily be socialistic. He also considered revolution, like freedom, the birth right of people. Though in their statement Bhagat Singh and Dutt had rejected any intention of killing anyone in the Assembly and stated that nobody was hurt seriously because the bombs were of low intensity and meant as a warning, the judges found them guilty and sentenced them to life imprisonment.

Bhagat Singh never ignored the exploitation of the poor by the wealthy, influential and the powerful. He always encouraged the social and political consciousness to bring transformation for the establishment of better society in India. Basically he was to make India free socialist society free of socio-economic inequality and exploitation free society. His focus was on the education and enlightenment of the youth for a revolutionary transformation and for political mobilization against the exploitation of any one person by another.

Bhagat Singh was highly interested in the transformation of the society through basic fundamental change in the political, socio-economic and cultural aspects of society. He is often stated that by revolution

He meant that the present order of things, which is based on manifest injustice, must change. Producers or labourers, in spite of being the most necessary element of society, are robbed by their exploiters of their labour and deprived of their elementary rights. The peasant, who grows corn for all, starves with his family; the weaver who supplies the world market with textile fabrics, has not enough to cover his own and his children's bodies; masons, smiths and carpenters who raise magnificent palaces, live like pariahs in the slums. The capitalists and exploiters, the parasites of society, squander millions on their whims.

Bhagat Singh was asked in the lower court what he meant by the word 'revolution'. In joint statement, he answered this question and demolished all the stereotypes about revolution. First and foremost he clarified that "revolution" is not the cult of the bomb and the pistol. Rather he regarded revolution as an inalienable right of mankind".

Even prior to forming NBS in Lahore, Bhagat Singh was in touch with earliest Communists of the country in Kanpur, a working class city. He was in touch with Satyabhakta, Radha Mohan Gokulji, Shaukat Usmani etc. So practically Bhagat Singh was part of communist movement in India since its very inception. His later activities testifies this fact. Bhagat Singh did not become formally a member of Communist party as it was still in formative period. Bhagat Singh had met one of the founders of the Communist movement, Muzaffar Ahmad, who had come to Lahore after his release from Jail in Kanpur conspiracy case in 1924, about which he himself had referred in his autobiographical writing. While Bhagat Singh had no reservations about joining Communist party, but they themselves probably were trying to shape their own revolutionary organisation HSRA as elementary form of Communist organisation. Bhagat Singh was also clear as is evident from his last writings that ultimately HSRA had to take recourse to mass organisation of workers, peasants, students and other potentially revolutionary sections of society.

Britishers consider the revolutionaries as the greatest threat to the colonial rule and they want to crush them mercilessly. Once Bhagat Singh was arrested he was never let off. Even though public opinion and the leaders in Congress strongly favoured commutation of his death sentence, the Governor-General considered himself duty bound to see that no mercy was to be shown against the determined enemies of the British Raj.

Bhagat Singh and Terrorism

Bhagat Singh in his writings deals with the Babbar Akali Movement, the Kakori case, the Delhi Bomb Case, individual revolutionaries and other dimensions of the revolutionary movement. The Babbar Akali movement was an attempt by Sikhs to liberate the country from the British and to free their Gurudwaras from the corrupt Mahants by an armed insurrection. Bhagat Singh was also considered as terrorist by his fellow revolutionaries of people participating in the movement. Basically he was critical of the individual terrorism, which was prevalent among the revolutionary youth of his time, and realised the need for mass mobilisation by the Communist Party. In his final writings he argued that the party had to organise the workers and the peasantry. The fight around the small economic demands through the labour unions was the best means to educate the masses for a final struggle to conquer political power.

Apart from this work, it was necessary for the Communist Party to organise a military department. Bhagat Singh mentioned in his speech that, I am not a terrorist and I never was, except perhaps in the beginning of my revolutionary career. And I am convinced that we cannot gain anything through those methods. One can easily judge it from the history of the Hindustan Socialist Republican Association. All our activities were directed towards an aim, i.e., identifying ourselves with the great movement as its military wing. If anybody has misunderstood me, let him amend his ideas. I do not mean that bombs and pistols are useless, rather the contrary. But I mean to say that mere bomb throwing is not only useless but sometimes harmful. The military department of the party should always keep ready all the war-material it can command for any emergency. It should back the political work of the party. It cannot and should not work independently.

Bhagat Singh religion and caste

Bhagat Singh says about caste and untouchability in India. He says 'the people of India call themselves spiritual and also hesitate to look at humans in a similar way'. Bhagat Singh has also discussed these leaders who do politics in the name of religion and caste. They say that the real hand behind the riots is only communal leaders. There are very few leaders who want the best of the people. If religion is separated from politics, then we can all gather and work, irrespective of any religion.' He mentioned in his work that, 'The martyrs of 1914-15 had separated religion from politics. They felt that religion should not intrude on politics because it does not allow people to work jointly for a common cause. This is why they could stick together during the Ghadar movement and Sikhs, Hindus and Muslims all sacrificed everything in that movement.'

Bhagat Singh and press

Bhagat Singh accused newspapers of stoking passions and adding fuel to the fire. He expressed resentment against the decline of ethics among journalists and newspapers: 'The profession of journalism which was once regarded as a very noble one, now it has become evil. These people arouse public sentiment by writing bold headlines in the newspapers against one or the other and compel people to start fighting with one another. The actual duty of newspapers is to educate, to liberate people from narrow-mindedness, sectarianism, fundamentalism, to help in creating a sense of fraternity among people, and build a common nationalism in India, but these papers behaved in a manner entirely antithetical to their duties. Their sole motive was to spread hysteria, preach narrow-mindedness, fundamentalism, instigate clashes and destroy the common heritage of India'.

Bhagat Singh and other revolutionaries

Since Bhagat Singh was an avid reader, some of the books which influenced him were Leo Tolstoy's *Resurrection*, Victor Hugo's *Ninety Three*, works of Marx, Engel's, Hobbes, Rousseau, Aristotle etc. He had also followed the Russian Revolution closely and was influenced by the changes introduced in Russia after the revolution. However, the main influence on him was of Kartar Singh Sarabha, who he regarded as his guru, friend, brother and mentor.

Despite their differences with Mahatma Gandhi, the revolutionaries saluted him for his immense contribution to the struggle. As far as Gandhi's approval to Bhagat Singh's ideology is concerned it can be said that there were differences in the outlook and ideas of the two stalwarts, but there were also some striking similarities, like they had mass appeal in their struggle. Unlike Gandhi, he was also opposed to British domination in India and with no claims of racial and religious superiority. Bhagat Singh has his concept of opposing the British rule. Unity and expression of thought was what he wanted to promote amongst the youth. For him, freedom of thought and action were the main ingredients for any country to develop. Gandhi did express that 'the government has missed a golden opportunity to win over the rebels to its side. He did condemn the government for showing disregard to public opinion when Sardar Patel was chosen to preside over the Karachi session of Indian National Congress. He condemned the government's obstinacy in carrying out the death sentence on Bhagat Singh, Rajguru and Sukhdev, the revolutionary patriots for their violent actions in Punjab despite a universal appeal for clemency.

However, Bhagat Singh held Jawaharlal Nehru and Subhas Chandra Bose in very high esteem: "Subhash favours complete independence because he says that the English are from the West and we are from the East. Nehru says that we have to change the entire social system by establishing our government. Subhash sympathises with the workers and he wants to improve their situation. Nehru wants to change the system itself by a revolution. Subhash is sentimental for the heart. He is giving a lot to the young men, but for the heart. The other is a revolutionary who is giving a lot to the heart as well as the head." Bhagat Singh is forthright about his preference for Nehru's views: "Now that we know their views, the question is which view should be followed? Today perhaps Subhash is not giving us any food for thought. Punjab needs food for thought and this can be provided only by Pandit Nehru. This does not mean that we should be blind followers. But as far as views are concerned, it is time for Punjabi youths to follow him, so that they may know the true meaning of Inquilab, the need for Inquilab in Hindustan, and the place of Inquilab in the world."

After seven decades of independence, Bhagat Singh ideas are still very important and relevant. After independence India adopted Parliamentary democracy on the pattern of Westminster model. Indian constitution provides rights and duties to the citizens. But people are facing the problem of inequality, injustice, illiteracy, poverty, hunger and starvation. India got political independence not economic independence and economic democracy. There is a need for fundamental change in the socio-economic structure and living conditions in the society. Rights are important but right condition for living are more important than rights itself.

Bhagat Singh vision of Indian society free from exploitation and based on economic equality is still a dream. Means of production is being controlled by few industrialists and capitalists. A big working class is struggling for survival and facing the problem of hunger and starvation. Bhagat Singh's mission was not only independence of the India, his main vision was to establish a just society free from exploitation of man by man. A society with where man live with human dignity.

CONCLUSION

Bhagat Singh was a scientific socialist philosopher and revolutionary of India. He played very significant role in the freedom movement of the country. His ideas always remained an issue of debate and criticism among the scholars, statesmen and freedom fighters in the country. He was highly criticised for his revolutionary ideas and actions. Basically he was interested to make India a secular, federal, democratic and socialist nation in which exploitation of man by man should be abolished. He believed in collective action by the masses rather than individual for revolution. He was of the opinion that revolution can be done only through mass movements of the working and peasantry class. Bhagat Singh was interested in fundamental socio-economic changes in society. He considered India as an agrarian society where peasantry class dominating the whole scenario. He considered that working class with peasantry is the role model of revolution. India was fit for revolution. There was a need to manage the revolutionary activities in proper manner. He was interested to use the anger of the young generation for drastic fundamental change and not small change in the British rule. Bhagat Singh considered that only farmers can bring change through revolution. In India, farmers can play significant role in the revolution in the country. His ideas are still important and will remain relevant till Indian society will remain based on inequality, injustice, exploitation, hunger and starvation.

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JOURNEY OF GOOD GOVERNANCE IN INDIA : PAST TO PRESENT

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ABSTRACT

This paper introduces the framework of good governance by discussing its history and present initiatives. The study primarily describes the initiatives taken by various rulers, governments and government institutions for good governance in India. The purpose of Good Governance is not only to provide basic amenities to the people but a life, which is qualitatively good and dignified in the real sense of the term. The true criterion of Good Governance in Sanskrit terms is wiping every tear from every eye and working towards universal good. So, governance is good when it is effective, efficient, transparent, accountable, responsive, equity, law abiding, availability of freedom to public and cooperation between government and society.

JOURNEY OF GOOD GOVERNANCE

The earliest record of good governance can be found in Manusmriti which placed emphasis on welfare activities, aid to the poor by the state and socio-economic justice and Vedas which placed emphasis on Dharma (righteousness). According to Manusmriti "Brahma has created the King to be protector of the Varna and public-order (common good), so that they discharge their several duties according to their Dharma and rank". Ramayana states that the kingdom ruled by the idealist king Lord Rama was purely based on the principles of truth and honesty. The Lord Rama was fully dedicated to his public. Voice of everyone was heard under the Ram Rajya. The entire system was based on the idea of the holistic development of public. It was popularly called Ram Rajya.

In Mahabharata, Bhishma (grandfather of King Yudhishthira) proclaimed that the eternal duties of kings are to make their subjects happy, to observe truth, and to act sincerely. The main purpose of a King is to protect *Dharma* and to bolster righteousness, and to be free from indolence and desires. One should know that a King is defender of all.So, all duties of king should be performed according to the provisions of Dharma.

During Chandragupta dynasty, Kautilya (Chandragupta's Prime Minister) described in 'Arthashastra' that the King is a servant of the state. The King is not simply one who rules but also one who administers and serves. Happiness of the people is considered to be the happiness of the King. The King should not be driven and motivated by self-interest. Even the best King should be controlled by *Sabha* and *Rule of law*. Kautilya declared, 'In the happiness of his subjects lies his happiness; in their welfare his welfare; whatever pleases him (personally) he shall not consider as good, but whatever makes his subjects happy, he shall consider good'.

In 6th century, Gautama Buddha preached the 'Middle Path Approach' which proposed that life is full of misery and we have to face these miseries due to our karma of past lives. According to Buddha, the word 'King' is 'Sammatideva' in Pali language which means 'God in the public opinion'. The king has to follow the canons laid by Buddha so that the common masses are satisfied with his ways. The public has full right to chose another leader if they are dissatisfied with their king. Buddha wrote about 'virtues of ruler' in his scriptures called 'jatakas'. He prescribes the responsibilities of the king and his subordinates in it. These ten virtues which Buddha laid down were morality, honesty, altruism, gentleness, self-restraint and temperance, equanimity, non-violence, forbearance and uprightness. He laid down various guidelines for the king and his subordinates.

In medieval period, during 13th to 18th century some drastic and far reaching changes were introduced in the governance system under Mughal rule. Arabic pattern is reflected in separation and distinction of two

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political functions. The 1st is the institution of Governorship (Subah) which is the head of military and police and 2nd is Treasury (Diwan) which acts as the head of the revenue, finance etc. Mughal ruler Sher Shah Suri introduced radical changes for ensuring effective governance and Akbar introduced the 'Mansabdari' system. An institutional framework, mansabdari existed in both military organisation and civil administration.

Ample evidence of good governance can be found in the administration of the first Maharaja of the Sikh Empire, Maharaja Ranjit Singh (13 November 1780 – 27 June 1839). Maharaja Ranjit Singh followed an immensely good strategy of good governance. He bestowed four decades of peace, prosperity and progress on Punjab. Every Community of Punjab whether it was Sikhs, Hindus and Muslims reaped the benefits of good governance under his reign. The most notable trait of Maharaja's policy was that he granted complete freedom to his subjects in the choice of worship of their respective Gods. His leadership style can be considered the most effective because it resonates with a sense of common welfare of the people.

Under British Legacy, two reports one by Sir Stafford Northcote and Sir Charles Trevelyan and the other by Thomas Babington Macaulay focused the continuance of the administrative system designated by the British rulers for governing India. Besides, the Charter Act, 1853 abolished the patronage system and introduced an open competition system to be adopted for recruitment of the civil services. Indian Councils Act, 1892 introduced the principle of election but in an indirect manner. Government of India Act, 1919 (Montagu-Chelmsford Reforms) relaxed the Central control over the provinces and divided the provincial subjects into two parts 'Transferred and Reserved'. The Act introduced bicameralism and direct elections in the country. Government of India Act, 1935 divided the powers between the Centre and Provinces in terms of three lists: Federal List, Provincial List and Concurrent List. The Act introduced 'Provincial Autonomy'. Indian Independence Act 1947 declared India as an independent and sovereign state. It established responsible governments at both the Centre and Provinces.

The ideas emanating from the Indian freedom struggle are grounded in principle of the protection of the weak against the excesses of the powerful or privileged. As Mahatma Gandhi said "After attaining 'Swaraj' (self rule) we need to have 'Suraj' (good governance)". So, the concept of 'Swaraj' and 'Suraj' is a part of good governance. Besides, Jawaharlal Nehru's Five Year Plans were a comprehensive economic and social planning system aimed at the development of India.

After attaining independence, India adopted a constitution which provided Fundamental Rights to Citizens against the state in Part III of the constitution. Part IV of the constitution contains directions for the state to run the administration while rendering the [illegible] with the ultimate aim of the welfare of the people, titled 'Directive Principles of State Policy'.

After India adopted its constitution a number of reports by major experts contributed to the crystallization of the ideas of governance and social organisation. In 1951, Gorwala pointed out in his report that clean, efficient and impartial administration was the first condition to the success of democratic government. Then, Paul H. Appleby in his reports submitted in 1953 and 1956 emphasized the need for setting up an Institute of Public Administration for reforming Indian Administration. Similarly in 1954 Ashok Chanda suggested ways to remove delay in the execution of projects. T.T. Krishnamachari's report dealt with the training of IAS officers and improvement in District administration. The first Prime Minister of Independent India Pandit Jawaharlal Nehru himself stressed upon the need for democratic decentralisation at the Avadi session of Congress in 1955.

In the wake of these developments, the concept of New Public Administration came into being in 1968, which provided the foundation for emergence of good governance. Besides, the Santhanam Committee (1964) was constituted to give suggestions for curtailing corruption. Then First Administrative Reforms Commission was constituted under the chairmanship of Morarji Desai in 1966 to improve the quality of administration and for the citizen friendly governance (efficiency and integrity in public service). In 1970, this commission submitted twenty reports related to various aspects including public services and redress of citizen's grievances etc.

In other significant developments, the 73rd and 74th Constitutional Amendment Act, 1992 made adequate provision in the constitution by inserting 11th and 12th Schedules, so that people can actively participate in deciding their local affairs, and provided that people are electing thousands of representatives for Zila Parishads, Panchayat Samities, Gram Panchayats and Urban Local Bodies from all the categories of the society such as SC/ST, OBC's and women. Then, Prime Minister called the Conference of Chief Secretaries which was held on 20th November 1996 and gave final shape to 'an agenda for an Effective and Responsive Administration' to make the public services more efficient, clean, accountable and citizen-friendly.

As a consequence, the Department of Administrative Reforms and Public Grievances in 1997 finalized an 'Action Plan on Effective and Responsive Administration', based on the feedback received from officials, experts, voluntary agencies, citizen's groups, media, etc. the three main areas of Action Plan that were discussed in the conference of Chief Ministers on May 24, 1997 were: (1) Making administration accountable and citizen-friendly; (2) Ensuring transparency and the right to information; (3) Taking measures to cleanse and motivate civil services.

In 2004, the United Progressive Alliance (UPA) led by the Congress Party came to power at the Centre with Dr. Manmohan Singh as the Prime Minister. It decided to set up a National Advisory Council (NAC) in addition to the existing Planning Commission to play a leading role in developing a framework of welfare initiatives as part of the Government's common minimum programme. This was an institutional arrangement where the voice of the civil society activists was accommodated in formulation of "rights based policies". This led to a phenomenal change both in the content of welfare programmes as well as their magnitude. Right to Employment via Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), Right to Education, Right to Information, and Right to Food were enacted and put into operation under this "right based policies".

On the other side, the Second Administrative Reforms Commission was constituted in 2005 by the Government of India to prepare a detailed outline for revamping the public administration system. The Commission submitted 15 reports to the Government and formulated wide terms of reference covering all aspects of public administration in its reports. The Commission in its 1st report resolved to consider the possibility and give recommendations on the freedom of information as the Right to Information.

The Second Administrative Reforms Commission in its 12th report (Citizen Centric Administration: The Heart of Governance 2009) emphasized on Citizen Centric Administration and recommended hassle-free delivery of public services. In general, it was asked to suggest measures to achieve an accountable, efficient, proactive, responsive, transparent and sustainable administration for the country at all levels of government.

In 2014, the National Democratic Alliance (NDA) Government led by Prime Minister Narendra Modi came to power and launched a series of schemes to ensure financial inclusion and social security of the people. The ambitious Pradhan Mantri Jan Dhan Yojana (PMJDY), Mudra Yojana and Direct Benefit Transfer (DBT) are in many ways some of the world's most successful financial inclusion programmes. As a direct corollary of Jan Dhan Yojna programme, a number of accounts have been opened in the banks mainly of such people who were not part of the banking system and did not have any bank accounts. Similarly, banks have disbursed loans for generation of employment under micro, small and medium industries. The government has started three new insurance and pension schemes which provide insurance cover to hitherto the members of the society who were not covered by any insurance scheme. As part of the second green revolution launched in the eastern states for farmers an ambitious Pradhan Mantri Fasal Bima Yojana has also been floated. The government has also inaugurated "Make in India" programme which is genuine in Character.

In 2014, Indian government has decided to celebrate 25 December as "Sushasan Diwas (i.e. good governance Day) to commemorate the birth anniversary of former prime minister and Bharat Ratna Shri Atal Bihari Vajpayee. After that every year 25th December has celebrated as Good Governance Day nationwide with no holiday to keep the ideology in mind.

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Giving voice to his opinion Narinder Modi has said that the secret of success in good governance is not to retain any power but to decentralize the functioning of the government. *Swaraj* (rule of the people) was made possible in Gujarat by applying the *Swaraj* model in water resources management. Greater emphasis was reserved for developing the infrastructure and tools for implementation rather than restricting oneself to decisions on how water should be made available and utilized by villages. The Prime Minister added another dimension to 'People' making it 'People Public Private Partnership' which is inscribed as 'P-4'. He feels that there is a lack of involvement of people in decision-making. People's participation would be conducive to an environment where they would have a sense of ownership of the initiatives and programmes of the government.

Important Indian landmarks of good governance in the history of post-independence era can be mentioned as in new millennium age as: Consumer Protection Act 1986, 73rd and 74th Constitutional Amendment Act, 1992, Women Empowerment Policy, 2001, Right to Information Act, 2005, Mahatma Gandhi National Rural Employment Guarantee Act, 2005, Domestic Violence Act, 2005, Child Labour (Abolition and Rehabilitation) Act, 2006, Right to Education Act, 2009, The Right of Citizens for Time Bound Delivery of Goods and Services and Redressal of their Grievances Bill, 2011,National Food Security Bill, 2013, Right to Service Acts of various States, Women Representation-Women in Politics, Women Succession Bill, SC/ST Reservation, Public Distribution System (PDS), National Rural Health Mission and E-Governance projects etc. All these landmarks have empowered the citizens with economic, social and civil rights, and these have the potential to bring positive change in society.

But still, there are bundle of obstructionsto ensure the Good Governance in the country like Attitudinal Problems of the Civil Servants and Public Officials, Lack of Accountability, Red Tapism, Low Levels of Awareness of the Rights and Duties of Citizens, Ineffective Implementation of Laws and Rules, Criminalization of Politics, Corruption, Gender Discrimination, Lack of Women Empowerment, Social Security of marginalized sections, Lack of Citizen Friendly Administration, Ethnic and Communal Violence, Delay in Justice, Poor Planning, Illiteracy, Increasing Unemployment, Growth of Unorganized Sector and Cybercrime etc.

These barriers can be removed if some pre-conditions are followed for making governance citizen centric. From time to time,many initiatives have been taken by governmentsto minimize these problems but at last more efforts are required to turn the dreams into reality.It is prerequisite to improve the notion of Good Governance to fill the gaps between theoretical possibilities and performance.

TRAVELS INNER AND OUTER: DORIS LESSING AND MICHELE ROBERTS AS FEMALE *FLÂNEURS*

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Flanerie, as an activity of strolling and exploring around the city has been an important motif in literature. However, *flâneur* has conventionally been conceptualized as a male explorer because women are not seen as appropriate subjects to have a tendency to explore on their own. The orthodox view of position of women in society binds them to domestic space curtailing their spatial freedom. Keeping in lieu the above mentioned argument, the paper seeks to conceptualize the idea of female *flâneur* through the reading of Doris Lessing's and Michele Roberts' autobiographies named *Walking in the Shade* and *Paper Houses: A Memoir of the '70s and Beyond* respectively. Both the women writers have a special affinity with the city of London. The London of late twentieth century serves as the backdrop to the texts, a time when women were working and struggling to be a part of the public and economic domain.

Lauren Elkin, in her article "A Tribute to Female Flâneurs: the Women who Reclaimed our City Streets" explains the concept of female *flâneur*. As per the dictionary meaning, a *flâneur* is "the one who wanders aimlessly". Talking about the freedom of exploring the city on her own, Elkin depicts it as "total freedom unleashed, from the act of putting one foot in front of the other"; she continues to look out "for nooks, for corners, for accidents and encounters and unexpected openings" (4).

The concept of *flânerie* has been an important component of discourse in ongoing debates on city and modernity, in which the absence of space for women needs to be paid attention to. Assessing the cultural and literary history of the concept of *flâneur*, the writer Deborah Parsons observes that traditionally, the urban space is strictly gendered as masculine. The author highlights women's changing equation with the social and psychic spaces of the city. She also draws attention to the ways in which the perceptions and experiences of the street are put into writing ("Street Walking the Metropolis: Women, the City and the Modernity") (6).

Lessing and Roberts, in their autobiographies, have presented lived experiences of the issues that critics like Deborah Parsons and Elkin have hinted at in their critical writings. These self-proclaimed female *flâneurs* explore the unknown city space of London and end up owning it as a personal space that provides them security and freedom at the same time. Their outer journey runs parallel with their inner journey into the hitherto unexplored layers of their female consciousness. The travel within gets projected through the travel outside. Their constant shifting from one lodging to the other echoes their uneasy inner self. The need to build a home and yet to be free depicts the contemporary woman's dilemma. The search for home parallels their search for identity and autonomy. While unmasking the issues of security and freedom faced by women, they acknowledge the strength that writing offers women to turn the public space into their personal space.

Through reading, writing and active participation in women's movements, Roberts fights against the stereotypes marked by society and against the doctrines preached by the Catholic Church. Roberts fights against authoritarianism, against Catholicism, and it is by means of her self-exploration that she re-creates herself in her autobiography as a woman liberated from religious and political restraints. As she states in chapter five of the book, Roberts sets out not to write about herself, not to portray what she already knew, but to discover what was yet to be known of herself as a woman. She wishes to know what a woman can be and why she is the way she is. Roberts states, "I wanted to discard naturalism in favour of something truer and deeper, mined from below the surface of things" (*Paper Houses* 121).

Roberts is apprehensive about the identity of women as women's identity is not solely limited to the way society defines it. She regards women as productive and successful members of society, as individuals in search of true self, regardless of social constraints. In her autobiography, she interrogates the nature of women's love and sexuality and explores the possibility of sharing these experiences in more than one way.

During her struggle to be a writer, she finds alternative homes, new families and lifelong friendships in the streets and houses of Holloway, Peckham, Regent's Park and Notting Hill Gate. The book records Roberts' story of finding a space in which she can live, love and write. The book traces her endless explorations of London—eating in cafes, drinking in [illegible], descriptions of districts in which she lived - Holloway, Holland Park, Peckham Rye, the inevitable number of friends, lovers, colleagues and so on. While unmasking the issues of security and freedom faced by women in the everyday urban lives of 1950s, she acknowledges the struggle that women have to turn the unfamiliar public space into their personal space. Roberts asserts in *Paper Houses* that through her love for the city and by writing about it, she is able to create a personal space for herself within the city (121).

In 1929, Virginia Woolf famously argued that women needed financial and spatial independence, 'five hundred a year each of us and rooms of our own' (149), in order to give wings to their creative imagination. In her article, [illegible] suggests that by contrast, Roberts only requires the skillful use of her creative imagination to gain spatial privilege, that is, a home of her own. In her article, [illegible] suggests that through her writing, Roberts feels empowered to take charge of the city and mould it into her personal 'Paper House' by revisiting and undermining the set of restrictions that have historically regulated gender behaviour:

Whilst questioning the lingering authority of some of these restrictions, Roberts' texts also celebrate the skill of women who have been, and continue to be, able to circumvent them with the force of their imagination. She shows how women can turn the public space of the city into a space of their own.(2)

While Virginia Woolf stated that women need an income of five hundred a year and a room of their own to explore their creative potential, Roberts revises the argument by suggesting that the skillful use of imagination can help women make a home in the unfamiliar space of the city. Woolf's idea of a personal room is seen by Roberts as a point where a woman can be at home with herself, devoid of any spatial restrictions. She rightly terms herself as a 'flaneur', the eternal female vagabond, an emblem of the grace and the beauty, having the freedom, pain and romance outside of both. She could not find happiness in her marriage with [illegible] or William as it could not provide her enough personal space that she requires to work on her creative potential.

Roberts, as an explorer of London, elucidates that even in late twentieth century, it was problematic for women to roam around the city by themselves. A young woman exploring the city could not be depicted as an explorer. She was, rather, a lonely object, looking for sex or company. A self-dependent woman, with the tendency to do things on her own was yet a matter of concern and debate. Through her own example, she problematizes the life of an unconventional woman in 1950s.

Roberts is torn between the wish to have a permanent home and the desire to explore new places. At several points in the narrative, she expresses her desire to have a room of her own. She takes home as a place of belonging and autonomy. On the other hand, the spirit of adventure in her wants her to visit new places and explore her own self rather than settling down at a particular place. Also, in the earlier chapters of her autobiography, during her participation in feminist and leftist movements, she describes the places where they had to give up their personal space under the effect of Bohemianism of the times.

Many of Roberts' texts depict a quest for a space of one's own. In the public domain, this quest is typically accomplished through creative mapping, which names and appropriates the chaotic space of the contemporary city. The association reaches its culmination in *Paper Houses*, where home ownership is described as 'the right of a daughter and a mother reunited' (318). This, in turn, can be traced back to Roberts' description of flânerie as a mystical experience, through which the flâneur succeeds in becoming one with the city.

Doris Lessing, on the other hand, arrives in London in 1949. She expresses her passion and love for London in her poems, novels as well as in her autobiography. In addition, she depicts her love for theatre-going and play-acting, as well as her perception of life as a stage. She sees London as a theatre and herself as an observer who likes to observe in order to recreate these moments by the use of her creative skills. She treats London as a potential space to give wings to her creativity.

Lessing points out that in 19th century, the concept of *flâneur* was conceptualized as exclusively male and the idea of female *flâneur* was inconceivable. However, in her autobiography, Lessing designates herself as a *flâneur*, a radical shift from the usual conceptions according to which, the only women who had an access to public space were prostitutes or bar tenders. She questions the gendered identity of the *flâneur* and suggests that she, as a female *flâneur* can and should enjoy the same amount of freedom and space as a male *flâneur* does. She criticizes the fact that women are intricately linked with consumerism. That is why public space is denied to them as an inclusion into public space would provide them a potential platform to be subjects rather than being the visual objects in the male dominated contexts.

In her book *Flâneuse*, the cultural critic Elkin opines that Lessing presents herself as a flâneur because she, rather than being the passive stroller, makes use of both the possibilities available to the *flâneur*. She, at times, enjoys the sexual attention that she gets as a wanderer in the city of London. On the other hand, at times, she also makes use of the freedom of invisibility that is granted to an explorer. She dresses up consciously to avoid being the object of male gaze when she does not wish to be observed. She tells that being a stroller, sometimes she needs solitude to just observe and register things around her.

In *Paper Houses*, Roberts also addresses the issue of dressing with reference to the concept of *flâneur*. For instance, she tells that her friend, George Sand, in order to wander freely in Paris dressed up in male clothes. It gave her the freedom to roam around without being the victim of unwanted attention. Whereas, Roberts admits that she liked men looking at her at times. She does not despise male attention all the time. Thus, she dresses up in accordance to her mood. She opines that art of dressing can be used as a medium of gaining autonomy over their bodies by women.

Roberts, in her autobiography revisits the strategy of dressing up. She used her art of dressing by putting on unisex clothes at times to become 'invisible' to the male gaze, and at other times to arrest male attention and intrigue it. She confesses, "I liked men looking at me and having to decode me" (*Paper Houses* 188). Interestingly, some of these outfits are also Victorian (*Paper Houses* 188). Thus, Roberts advances a modern feminist argument about women's ability to question and subvert gender norms. Roberts advocates that the clever and creative display of the same body can allow women a degree of autonomy over and beyond patriarchal constraints.

Thus, both Lessing and Roberts take *flânerie* as a source of gaining autonomy by women. They assert that gender *should* not be the basis to restrict women from enjoying certain parts of life. The wish to travel and explore are basic human instincts which must not be curbed. The autobiographies depict the troubles and turbulences that Lessing and Roberts experience during their explorations, both of the city of London and their own inner self. The trial to fit into London helps them to create and revisit their past and shape their identity which is not restricted by social and gender impositions.

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THE SOCIETAL POLARITIES : GENDER AND RACE ISSUES IN JINDABYNE

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ABSTRACT

The research paper attempts to show the twin issues of race and gender that mar the life of the central female aboriginal character (Susan) of the film. The paper reveals how the indigenous murdered girl becomes the symbol of a weaker section of society whose death does not create much ripples in the psychological realm of the white community. The central concern of the narrative of the film is not to reach the murderer but to depict the kind of situation where the aboriginals and white community express themselves in post-colonial circumstances where the issues of apology, forgiveness or unforgiveness take the central stage.

Keywords : *Indigenous, Aboriginal, Apology, Politics of Appeasement, marginalization.*

INTRODUCTION

Ray Lawrence Australian film '*Jindabyne*' presents the situation where historical injustice was meted out to the aboriginals of Australia. Every nation has its own story of historical injustices and blunders committed in the past that turn out to be the apologies of future where justice delayed is akin to justice denied. The film shows the aboriginal Australians to be the second binary whose existence is unsettled by the more powerful racial masters. The film very beautifully and artistically brings out the dilemmas of race and gender where Susan the aboriginal girl becomes the scapegoat of racial and gender injustice.

The gendered violence committed on Susan's body is the type of violence that is mourned and shared by only less privileged and the rest only watch it without much remorse. The naked body of Susan in river has its own psycho-social permutations because she is further dehumanised and exploited becomes the victim of necrophilia where the perverted act only shows how cruel we are as a civilization. The sense of remorse and regret shown by the whites is only by uttering the name of Susan and would like to leave her behind in a naked and brutal condition.

The film moves on and becomes ambiguous as no effort is made as to who committed the crime and the moving of scenes shows the moving away of justice from justice. The film does not address the issues of justice or responsibility but only shows an apologetic white culture. The state of lawlessness in the heart of the law is very much clear in this situation. The half-hearted apology offered by the white so-called 'masters' is definitely not enough. It will not bring the aboriginals out of the mire of marginalization and degradation into which they have been thrown.

Susan's gendered body is doubly victimized, first that she is a lady to be sexually exploited and killed mercilessly and secondly the racial subjugation manifests itself in this cruel murder because Susan becomes the easy target because of her less powerful condition as a race. The vicious cycle of race and gender shows its full negative effect on Susan. The members of her community show anger and protest in their own ways by vandalising the cars and houses of the white community. They smear their houses with hateful words. The film deviates from its path as the central issue and concern of aboriginals is not dealt with seriously. The film only shows the pathetic and mildly rotten body of Susan but the wait for justice seems to have been delayed as the film spins out some other less relevant issues. The powerlessness of aboriginal community shown in this film shows the colonial settlers to be the purveyors of their own ideology and the post-colonial society comes with its own versions of apologies and cultural ethos that can only pray for the mitigation of the historical wrongs never to be repeated in future.

Jindabyne is an Australian adaptation of a Raymond Carver short story 'So much water so close to home'. The country town of Jindabyne in this film is a spot of attraction for tourists who come here for pleasure. It is here that film shows the central incident of concern and how this central act goes on moulding the perceptions of characters till the end. The central white characters—Stewart, Carl, Rocco and Billy the Kid prepare for the fishing spree. It is Stewart who first sees the naked body of Susan and responds with Catholic rituals. Stewart raises hue and cry and announces his status with loud screams. She has been found to be brutally murdered and presumably raped. After some deliberation, they decide to leave her body in the river and they tie her to a bank with fishing line that will protect her from moving away in water. This very temperament of these whites shows that they take Susan's dead body to be just a matter of little concern because she does not belong to their community. It is only Stuart who is little moved by this incident and at night visits Susan's corpse.

The next day the same business of fishing continues whereas Susan's corpse floats nearby without any signs of remorse. This glimpse of decadent human failure shows the white community to be in bad light for whom the activities of fish catching are of paramount importance. Judith Butler, a Post-structural critic in her analysis of 'grievable lives' argues that mourning is the parameter of someone's significance. Butler argues that less mourned lives are treated as less human and insignificant. Here it cannot be out rightly said that these white men are responsible for Susan's death, but they bear the moral responsibility to act and react in a way that may show them to be more humane. If they had taken out her body immediately from the river, they would have been projected as more civilized than their ancestors. The film also hints at the idea that contemporary white Australian community may not be directly responsible for heinous acts of violence of past against Aboriginal Australians. Here Peter Sutton, an anthropologist shows his concern for the people who may have to repent over the wrongs done by others. He opines "do all migrants acquire a guilty mantle as soon as they put a first step on Australian soil." (Sutton: 202)

When they come back from the fishing expedition, they discover the other members of their community to be horrified by their behavior and show their disregard for them. This incident shows that entire white community should not be treated as homogeneous as there are some people who express their sorrow for this horrible account. They are shown in bad light by the local newspaper in which they are shown to be 'Men fish over dead body'.

Jindabyne dramatizes the various reactions of the white community over the murder of Susan. Different points of view present the situation where one line of thought cannot be taken as the most dominant and idea of consensus is really hard to achieve this time of crisis. This debatable aspect finds its echoes in different points of views of different indigenous and white characters but still reader remains obscure that no absolute point of view seems to have come out of this fiery discussion.

The film opens with the sounds of electricity as effect that provides a kind of idea of things moving on a fast pace with the introduction of electric projects in the Jindabyne region. The first scene shows the off-camera rape and murder of an aboriginal woman by the name of Susan by a white man. This is surely and purely an act of racial and sexual violence. This kind of violence is very much embedded in the cultural ideology and hegemony where only the rule of imbalances reigns supreme. The murder of indigenous girl as shown in the film questions many socio-political structures of the day and the less powerful world represented by Susan shows a kind of trajectory where the world is fragmented into different zones, the zones that show humans to be in constant ideological and hegemonic war with one another.

The way Susan is killed shows her to be victim of racial attack because the murderer's method of mapping her is purely based on the idea of racial configurations where only indigenous girl is selectively attacked. The secret nature of the sexual attack becomes clear when in a parallel scene the murderer does not touch the white Claire. The murderer is the symbolic force that haunts the town and the lake. This nameless murderer, with ambiguous designs unraveled around him is the ideology and the force that reproduces its own chain of new forms of violence: violence that rejuvenates itself through different practices. As Anne Soder opines "to be haunted is to be frequented by and possessed by a force that not always bears a proper name" (Soder: 01).

The narrative's failure to focus on the question crime and punishment and ideology of the murderer and taking him to the court room indicates at the fact where the issues of injustice and guilt have remained away from the focus of national inquiry.

Lawrence seems to indicate that the church has not done much to alleviate the lot of the aborigines. This is despite the fact that the aborigines have converted to Christianity. As the film shows, the Parson who is supposed to be a man of faith, does not lift even a finger to forward Claire's collection box to Susan's family. The only reason that he gives is that O' Connor family did not belong to his congregation. On the other hand, the aboriginal family of Susan also refuses to take any financial help from the whites. The wide gulf between the whites and aborigines stands exposed.

Even though the film is rather sharp in uncovering its message. The viewer does get the idea that even the church needs to change its mindset if it desires to bridge the emotional and racial gap between Whites and Aborigines. Tongwell's cameo in the movie drives home the same point. Tongwell seems to be basically innocent, and in his innocence he unconsciously makes use of sinister means to retain his power.

The film is a comment on the unpleasant situation that prevailed in Australia at the time in which this story is set. The church did very little to provide equality to the Aborigines and did not raise a voice of protest when aboriginal children were forcibly separated from their families. The aboriginal children separated from the families got alienated from their native culture. This is the price they have to pay in order to acquire western culture. They become a 'living proof' of the hegemony of the West.

Alyssia seems to feel for the Aborigines. She even rebukes Stewart and Jude for going on a fishing expedition to a river that was held sacred by the Aborigines. However, the men do not seem to care much. They defend themselves by arguing that they pay taxes and so have the right to go fishing wherever they please. The gendered difference of men and women come to the fore in the manner in which Alyssia and two men react to the same situation.

Women whether white or coloured seem to have a basically similar and sympathetic response to the situation of a woman's body being found in the river. Carmel comments emphatically that women have been suffering in patriarchal society since the beginning of time. Claire also reacts with a feeling of sympathy for a fellow woman. Obviously, whether white or coloured, woman has always suffered and this received sympathy from her own sex.

The film vividly portrays Australia as a society composed of two polarities. The Aborigines and the white persons live side by side but without trust, without goodwill and without any fellow feelings whatsoever. The film exemplifies a situation where the white masters do not seem to be sufficiently apologetic for marginalizing the Aborigines. The resentment among the aborigines comes to the fore when Susan's father insults Stewart when he comes to offer an apology during her funeral. All this while, the guilty person is watching the scene hidden behind rocks. His identity remains unrevealed hinting at a typically Jindabyne solution wherein guilt lies at the door of patriarchal forces white or coloured.

The last rites for the murdered girl become a platform for the white characters in the film to analyse their own relationships, thoughts and emotions. It is as if they undergo a purgation of the negativity that had marked their lives before. Stewart has a reconciliation with his wife Clair, Jude, and [illegible] their past and ultimately end up as a stronger and united entity. Paradoxically, the tragedy of an aboriginal woman ends up as an opportunity to cull positivity as far as the white characters are concerned.

It is worth noting that the film departs from a run of the mill representation of the aboriginal response to white oppression. When Susan's family rejects the apology offered by Stewart, it is not necessarily a depiction of the unforgiving nature of the aborigines. It is, in fact, a dramatization of the apprehension that lurks in the hearts of the white masses that [illegible] of this positivity and [illegible] the aboriginals is unforgivable.

When Susan's father refuses to forgive Stewart, his refusal has a special connotation and it brings to mind what [illegible] says about the politics of unforgiveness. The act of spitting and slapping also have a connotation that goes beyond action. Susan's father, the aboriginal subaltern, the other, has been able to express the resentment, festering in his heart. In this respect [illegible] says:

Between understanding and retribution remains the [illegible] process of deferral and of mourning. In this deferral, non-forgiveness can be installed, not as a thirst of retribution or vengeance but as the reclamation of selfhood and dignity on one's own terms. The moral defence of not forgiving lies in the fact that the primary value defended by the passion of resentment is self-respect, resentment being tied to individual's self-respect or self-esteem. ([illegible] 306)

The movie seems to take up the issue of the 'politics of appeasement'. However, absolute reconciliation between the white settlers and natives does not seem easily possible. The White settlers offer a half-hearted apology and the aboriginals refuse point-blank to accept it. The maximum that can be achieved is a silence from the natives in the case of the limited apology on the part of the settlers. Sutton opines:

It is only by coming to some kind of compact between settler descendants and First People that the incessant negations of Indigenous criticism, the culture of complaint... will be silenced. This view suggests that reconciliation is something the non-Indigenous have to do, while the Indigenous sit back [illegible] and their acceptance or just don't want to hear, it is, in some cases, [illegible]. But surely that is not reconciliation that is more an apology (Sutton 197).

CONCLUSION

The twin issues of race and gender loom large over the film's narrative. All the episodes depicted in 'Jindabyne' are shadowed by the influence of race and gender. The wide gulf between the white settler and aboriginal comes to the fore most vividly. And, obviously, the gender issue is at play when it is a woman who is mercilessly murdered and the 'invisible' killer is a man who lurks in the shadows without being brought to book. Susan's murder and her naked body in the river suggests that racial and gendered discrimination is very much prevalent in the Australian subcontinent. Although times may have changed since the release of the film (2006) still general human nature remains the same and the cacophony of the violence echoes through diverse areas and the cycle of violence reads its own algebra or may be pure mathematics to show its precise and accurate calculations.

The representation of apology seems to invalidate notions of future where apology is offered without any promises of justice. Sutton is of the view that apologies 'don't seem to have changed anything much in the world' (Sutton 196). In the recent times national apologies may have served an important symbolic gesture, and Indigenous Australians have lauded this kind of response but they still await social justice. Keeping in view all this socio-political environment, [illegible] observation becomes pertinent:

Forgiveness relates to memory and recognition... not as a right, a claim, or a demand but as the deferred outcome of a long process that includes mourning the loss, honouring the dead, restituting the land, and reclaiming the language of resistance and survival over the silence of abjection, trauma, and despair. (Grunebaum: 308).

The film in the final analysis becomes the saga of the destitute of the aboriginals and the very act of 'mourning the dead' is very much akin to the perversity of justice where the hegemonic forces of one dominant group act in such a way that they show themselves to be more civilized by offering apologies and being remorseful for what their ancestors had done in the past.

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ਆਪ੍ਰਵਾਸੀ ਸਥਿਤੀਆਂ ਦਾ ਪ੍ਰਕਾਸ਼ : 'ਪਿਓਂਦ' ਅਤੇ 'ਵਰੋਲੇ ਦੀ ਜੂਨ'

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ਘਟਨਾਵਾਂ ਤੋਂ ਬਾਅਦ ਫਿਰ ਉਹ ਉਸਨੂੰ ਅਪਣਾ ਲੈਂਦੇ ਹਨ। ਇਕ ਪਾਸੇ ਲੱਗਦਾ ਕਿ ਜਾਂ ਤਾਂ ਇਹ ਸਮਾਜ ਵੀ ਇਸ ਤਰਾਂ ਦਾ ਸਿਰਜ ਚੁੱਕੇ ਹਨ ਜਾਂ ਫਿਰ ਆਪਣੀ ਗ਼ਲਤੀ ਤੇ ਪਰਦਾ ਪਾਉਣ ਲਈ ਚੁੱਪ ਦਾ ਸਹਾਰਾ ਲੈਂਦੇ ਹਨ। ਜਸਵਿੰਦਰ ਦੀ ਧਾਰਨਾ ਅਨੁਸਾਰ, *'ਵਰਜੇ ਦੀ ਮੂਕ' ਹੰਢਾਉਂਦੀ ਮੁਖ ਕਿਰਦਾਰ, ਕਨਕਿਊਮਿਰ ਕਲਚਰ ਦੇ ਅੰਤ 'ਵਰਤੋ ਤੇ ਸੁੱਟੋ' ਨੂੰ ਮਾਨਵੀ ਰਿਸ਼ਤਿਆਂ ਉੱਤੇ ਬੇਸ਼ਰਮੀ ਨਾਲ ਲਾਗੂ ਕਰਦੀ ਹੈ।... (ਪੁਸਤਕ ਕਵਰ ਟਿੱਪਣੀ)*

ਦੂਸਰੇ ਪਾਸੇ ਗੇਲ ਆਪਣੇ ਰਿਸ਼ਤੇ ਵਿਚ ਲੱਗਦੀਆਂ ਮਾਮੇ ਤੇ ਭੂਆ ਦੀਆਂ ਕੁੜੀਆਂ ਨਾਲ ਸਰੀਰਕ ਸਾਥ ਨੂੰ ਗ਼ਲਤ ਨਹੀਂ ਮੰਨਦਾ। ਪਰ ਇਸ ਦਾ ਮੁੱਖ ਆਧਾਰ ਕਿਰਨ ਤੇ ਰੀਟਾ ਹਨ, ਜੋ ਆਪਣੀਆਂ ਖ਼ਾਹਿਸ਼ਾਂ ਨੂੰ ਪੂਰਾ ਕਰਨ ਲਈ ਮਿਹਨਤ ਦੀ ਬਜਾਇ ਗੇਲ ਨੂੰ ਆਪਣਾ ਸਰੀਰ ਵੇਚ ਕੇ ਆਪਣੇ ਅਯਾਸ਼ੀ ਵਾਲੇ ਜੀਵਨ ਨੂੰ ਮਾੜਾ ਨਹੀਂ ਮੰਨਦੀਆਂ। ਇੱਥੇ ਲੇਖਕ ਨੇ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਕਾਲਜ ਦੀ ਪੜ੍ਹਾਈ, ਖ਼ਰਚੇ, ਜੀਵਨ ਦੀ ਤੰਗੀ ਤੁਰਸ਼ੀ ਨੂੰ ਬਹੁਤ ਸਾਰੇ ਪਾਤਰਾਂ ਰਾਹੀ ਪੇਸ਼ ਕੀਤਾ ਹੈ। ਪਰ ਜ਼ਿਆਦਾਤਰ ਪਾਤਰ ਅਜਿਹੇ ਹਨ ਜੋ ਆਸਾਨੀ ਲਈ ਅਜਿਹਾ ਸ਼ੋਰਟ ਕੱਟ ਵਰਤ ਰਹੇ ਜੋ ਹਰ ਪਾਸੇ ਤੋਂ ਮਾਨਵੀ ਵੈਲਿਊਜ਼ ਤੇ ਸੱਟ ਮਾਰ ਰਿਹਾ ਹੈ।

"ਨਹੀਂ ਕੁੜੀਏ। ਮਰਦ ਤੇ ਔਰਤ ਇੱਕ ਦੂਜੇ ਦੇ ਪੂਰਕ ਹੁੰਦੇ ਨੇ। ਕੋਈ ਮਾੜਾ ਨਹੀਂ, ਕੋਈ ਚੰਗਾ ਨਹੀਂ। ਜਿਹੜੇ ਰਿਸ਼ਤੇ ਵੀ ਗ਼ਲਤ ਨੀਂਹ ਨਾਲ ਬਣਾਏ ਗਏ ਹੋਣ ਉਨ੍ਹਾਂ ਨੇ ਤਾਂ ਇਕ ਦਿਨ ਟੁੱਟਣਾ ਹੀ ਹੁੰਦਾ।" (ਪੰਨਾ 260)

ਨਾਵਲ ਦੀ ਸਮਾਪਤੀ ਉਪਰ ਸਿੰਮੀ ਦੇ ਆਪਣੇ ਦੂਸਰੇ ਪਤੀ ਦੇ ਹੱਥੋਂ ਕਤਲ ਹੋਣਾ ਦਿਖਾ ਕਿ ਇਸ ਤਰ੍ਹਾਂ ਲੱਗਦਾ ਜਿਵੇਂ ਉਸ ਪਾਤਰ ਦੀ ਸਾਰੀ ਜ਼ਿੰਦਗੀ ਦੀ ਸਜ਼ਾ ਇਕ ਵਾਰ ਵਿੱਚ ਦੇ ਦਿੱਤੀ ਗਈ ਹੋਵੇ। ਭਾਵ ਬਾਕੀਆਂ ਲਈ ਉਹ ਬਹੁਤ ਸੁਖਾਵੀ ਹੀ ਲੱਗਦੀ ਹੈ। ਅੰਤ ਉਪਰ ਕਹਿ ਸਕਦੀ ਹਾਂ ਕਿ ਸਾਡਾ ਸਮਾਜ ਜਿਸ ਤਰ੍ਹਾਂ ਖੁੱਲ੍ਹੀ ਮੰਡੀ ਵਿਚ ਆਪਣੇ ਆਪਣੇ ਨੂੰ ਵੇਚ ਰਿਹਾ ਤੇ ਕੁਝ ਹਿੰਸਾ ਵੇਚਣ ਲਈ ਤਿਆਰ ਬੈਠਾ ਹੈ ਉਸ ਨਾਲ ਕਦੇ ਵੀ ਇਕ ਵਧੀਆ ਸਮਾਜ ਦੀ ਕਲਪਨਾ ਵੀ ਨਹੀਂ ਕੀਤੀ ਜਾ ਸਕਦੀ। ਸਮੁੱਚੇ ਰੂਪ ਵਿਚ ਇਹ ਦੋਵੇਂ ਨਾਵਲ ਗਲੋਬਲਾਈਜੇਸ਼ਨ ਤੇ ਖੁੱਲੀ ਮੰਡੀ ਦਾ ਯਥਾਰਥ ਬਿਆਨ ਕਰਨ ਵਿਚ ਸਫਲ ਸਿੱਧ ਹੋਏ ਹਨ।

ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਇਤਿਹਾਸਕਾਰੀ : ਆਰੰਭ ਅਤੇ ਸਮਕਾਲੀ ਸਥਿਤੀ

[illegible]

[illegible]

[illegible]

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[illegible] Indian Oriental Conference [illegible]

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[illegible]

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ਨੂੰ ਪ੍ਰਕਾਸ਼ਿਤ ਕਰਦੀਆਂ ਹਨ ਅਤੇ ਸਾਹਿਤ ਇਹਨਾਂ ਨੂੰ ਪ੍ਰਕਾਸ਼ਿਤ ਕਰਦਾ ਹੈ। ਭਾਈ ਵੀਰ ਸਿੰਘ ਵਰਗੇ ਕਵੀਆਂ ਨੇ ਰਾਜਨੀਤਿਕ ਹਾਲਾਤਾਂ ਦੀ ਗੰਭੀਰਤਾ ਨੂੰ ਸਮਝਦਿਆਂ ਸੰਕੇਤਕ ਵਿਦਰੋਹੀ ਕਵਿਤਾ ਲਿਖੀ। ਕਿਉਂਕਿ ਉਦੋਂ ਸਾਮ੍ਹਣੇ ਹੋ ਕੇ ਸਿੱਧਾ ਵਿਦਰੋਹ ਕਰਨਾ ਉਸ ਸਮੇਂ ਸੰਭਵ ਨਹੀਂ ਸੀ। ਉਹਨਾਂ ਵਿੱਚ ਨਿਰਮਾਣਤਾ ਹੈ। 'ਬੁਲਬੁਲ ਅਤੇ ਬਾਹੀ' ਕਵਿਤਾ ਰਾਹੀਂ ਲੋਕਾਂ ਨੂੰ ਜਾਗ੍ਰਿਤ ਕਰਨ ਦੀ ਕੋਸ਼ਿਸ਼ ਕੀਤੀ। ਉਹਨਾਂ ਨੇ ਸਿੰਘ ਸਭਾ ਲਹਿਰ ਵਿੱਚ ਕੰਮ ਕੀਤਾ।

ਸੰਖੇਪ ਰੂਪ ਵਿੱਚ ਜਦੋਂ ਅਸੀਂ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਇਤਿਹਾਸਕਾਰੀ ਬਾਰੇ ਗੱਲ ਕਰਦੇ ਹਾਂ ਤਾਂ ਆਰੰਭ ਤੋਂ ਸਮਕਾਲੀ ਸਥਿਤੀ ਤੱਕ ਇੱਕ ਗੱਲ ਸਪੱਸ਼ਟ ਹੁੰਦੀ ਹੈ ਕਿ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਕਾਲ ਵੰਡ ਸਮੇਂ ਭਿੰਨ ਕਾਲ ਖੰਡਾਂ ਵਿੱਚ ਸਾਹਿਤ ਦੀ ਇਤਿਹਾਸਕਾਰੀ ਦਾ ਵਰਣਨ ਕੀਤਾ ਜਾਂਦਾ ਹੈ। ਪਰ ਅਸੀਂ ਕਦੇ ਵੀ ਕਾਲ ਖੰਡਾਂ ਵਿੱਚ ਸਾਹਿਤ ਨੂੰ ਵਾਚਦੇ ਹੋਏ ਇਸ ਦੇ ਸਮਕਾਲੀ ਰਾਜਸੀ ਪਿਛੋਕੜ 'ਤੇ ਨਜ਼ਰ ਨਹੀਂ ਮਾਰੀ ਕਿ ਇਹ ਕਾਲਖੰਡ ਕਿਸ ਮਾਹੌਲ 'ਤੇ ਆਧਾਰਿਤ ਹਨ। ਭਾਰਤ ਵਿੱਚ ਪਹਿਲਾਂ ਮੁਗਲ ਰਾਜ, ਬ੍ਰਿਟਿਸ਼ ਰਾਜ ਅਤੇ ਸਿੱਖ ਰਾਜ ਕਾਲ ਸਮੇਂ ਦੀ ਰਾਜਨੀਤਿਕ ਸਥਿਤੀ ਦਾ ਪੰਜਾਬੀ ਸਾਹਿਤ ਉੱਤੇ ਵਿਸ਼ੇਸ਼ ਪ੍ਰਭਾਵ ਪਿਆ ਹੈ। ਬ੍ਰਿਟਿਸ਼ ਸਰਕਾਰ ਦੁਆਰਾ ਰੇਲਵੇ ਲਾਈਨ ਬਣਾਉਣੀ, ਮੈਕਾਲੇ ਦੀ ਸਿੱਖਿਆ ਪ੍ਰਣਾਲੀ ਭਾਰਤ ਵਿੱਚ ਲਾਗੂ ਕਰਨੀ, ਅੰਗਰੇਜ਼ਾਂ ਦੁਆਰਾ ਹਰਕਤਾਂ ਕਰਕੇ ਭਾਰਤੀਆਂ ਨੂੰ ਆਪਣੀ ਸੋਚੀ ਸਮਝੀ ਸਾਜ਼ਿਸ਼ ਤਹਿਤ ਇਹ ਕਹਿਣਾ ਕਿ ਅਸੀਂ ਤੁਹਾਨੂੰ ਸੱਭਿਅਕ ਬਣਾਉਣ ਆਏ ਹਾਂ, ਤੁਸੀਂ ਜੰਗਲੀ ਹੋ। ਉਹਨਾਂ ਦੀ ਇਸ ਨੀਤੀ ਨੇ ਸਾਡੇ ਵਿਦਵਾਨਾਂ ਨੂੰ ਮੁੜ ਸੋਚਣ ਲਈ ਮਜਬੂਰ ਕਰ ਦਿੱਤਾ। ਜਿਸ ਕਾਰਨ ਉਹਨਾਂ ਦੇ ਸਨਮੁੱਖ ਬਹੁਤ ਸਾਰੇ ਸਵਾਲ ਆ ਖੜ੍ਹੇ ਹੋਏ। ਭਾਰਤੀਆਂ ਨੂੰ ਮੁੜ ਆਪਣੀਆਂ ਪ੍ਰਾਪਤੀਆਂ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਅਤੇ ਵਿਰਸੇ ਦੀ ਅਮੀਰੀ ਦਾ ਅਹਿਸਾਸ ਕਰਵਾਉਣ ਲਈ ਸਿੰਘ ਸਭਾ ਲਹਿਰ ਅੰਦਰ ਬਹੁਤ ਸਾਰਾ ਸਾਹਿਤ ਰਚਿਆ। ਐਂਗਲੋ ਸਿੱਖ ਵਾਰਾਂ, ਸ਼ਾਹ ਮੁਹੰਮਦ ਦੇ ਜੰਗਨਾਮੇ ਵਿੱਚ ਸਿੰਘਾਂ ਦੀ ਬਹਾਦਰੀ ਨਾਲ ਲੜਾਈ ਅਤੇ ਅੰਤ ਹਾਰ, ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ ਦੀ ਮੌਤ ਤੋਂ ਬਾਅਦ ਦੁੱਖ, ਪੰਜਾਬ ਵਿੱਚ ਤੀਸਰੀ ਜਾਤ ਦੇ ਪ੍ਰਵੇਸ਼, 1857 ਦੇ ਵਿਦਰੋਹ, 1907-08 ਪੱਗੜੀ ਸੰਭਾਲ ਜੱਟਾ ਲਹਿਰ, ਅੱਖੜ ਸੁਭਾਅ ਅਤੇ ਬਹਾਦਰ ਪੰਜਾਬੀ ਦੀ ਮਾਨਸਿਕਤਾ ਨੂੰ ਦਰਸਾਉਂਦੀ ਪ੍ਰੋਫੈਸਰ ਪੂਰਨ ਸਿੰਘ ਦੀ ਕਵਿਤਾ ਵਿੱਚ 'ਪੰਜਾਬੀ ਟੈਂ ਨਾ ਮੰਨਣ ਕਿਸੇ ਦੀ' ਦੇ ਹਵਾਲੇ ਰਾਹੀਂ ਹਰੇਕ ਕਾਲ ਦੀ ਸਾਹਿਤਕ ਸਥਿਤੀ ਨੂੰ ਆਧੁਨਿਕ ਸਾਹਿਤ ਦੇ ਪ੍ਰਸੰਗ ਵਿੱਚ ਵਾਚਣ ਦੀ ਲੋੜ ਹੈ।

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5. ਉਹੀ, ਪੰਨਾ 171.

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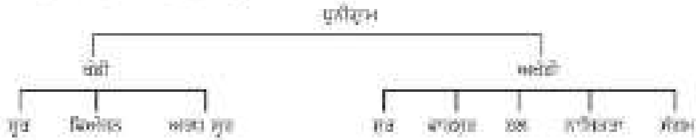
ਪੰਜਾਬੀ ਅਖੰਡੀ ਧੁਨੀ ਵਿਉਂਤ

ਡਾ. [illegible] ਕੌਰ
ਅਸਿਸਟੈਂਟ ਪ੍ਰੋਫੈਸਰ ਪੰਜਾਬੀ, ਆਰ ਆਰ ਬਾਵਾ ਡੀ ਏ ਵੀ ਕਾਲਜ ਫਾਰ ਗਰਲਜ਼, ਬਟਾਲਾ

ਧੁਨੀ ਵਿਉਂਤ ਵਿਚ ਆਮ ਕਰਕੇ ਵਿਸ਼ੇਸ਼ ਭਾਸ਼ਾ ਦੀਆਂ ਸਾਰਥਕ ਧੁਨੀਆਂ ਦੀ ਵਿਚਾਰ ਕੀਤੀਆਂ ਜਾਂਦੀਆਂ ਹਨ। ਇਹ ਭਾਸ਼ਾ ਵਿਸ਼ੇਸ਼ ਦੀਆਂ ਧੁਨੀਆਂ ਦੀ ਵਿਉਂਤ ਬੰਦੀ ਹੈ। ਇਹ ਵਿਗਿਆਨ ਧੁਨੀਆਂ ਦੇ ਸਾਰਥਕ ਪੱਖ ਨਾਲ ਸੰਬੰਧਿਤ ਹੈ ਤੇ ਧੁਨੀਆਂ ਦੀ ਵਿਆਖਿਆ ਉਨ੍ਹਾਂ ਦੇ ਸਾਰਥਕ ਪੱਖ ਨੂੰ ਆਧਾਰ ਬਣਾ ਕੇ ਕਰਦਾ ਹੈ, ਜਿਸ ਕਰਕੇ ਇਸ ਨੂੰ ਕਾਰਜਾਤਮਕ ਧੁਨੀ ਵਿਗਿਆਨ ਵੀ ਕਿਹਾ ਜਾਂਦਾ ਹੈ। "ਧੁਨੀ ਵਿਉਂਤ ਦਾ ਮੁੱਖ ਆਸ਼ਾ ਕਿਸੇ ਭਾਸ਼ਾ ਵਿਸ਼ੇਸ਼ ਦੇ ਧੁਨੀ ਪ੍ਰਬੰਧ ਦੀਆਂ ਉਨ੍ਹਾਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਦੀ ਨਿਸ਼ਾਨਦੇਹੀ ਕਰਨਾ ਹੁੰਦਾ ਹੈ, ਜਿਨ੍ਹਾਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਨੂੰ ਭਾਸ਼ਾਈ ਬੁਲਾਰਾ ਆਪਣੀ ਅੰਦਰੂਨੀ ਭਾਸ਼ਾਈ ਯੋਗਤਾ ਦਾ ਹਿੱਸਾ ਬਣਾਉਂਦਾ ਹੈ।"[1]

ਪੰਜਾਬੀ ਧੁਨੀ ਵਿਉਂਤ ਵਿਚ ਧੁਨੀਗ੍ਰਾਮਾਂ ਨੂੰ ਦੋ ਪੱਧਰਾਂ ਤੇ ਵਿਸ਼ਲੇਸ਼ਿਤ ਕੀਤਾ ਜਾਂਦਾ ਹੈ।



ਖੰਡੀ ਅਤੇ ਅਖੰਡੀ ਧੁਨੀਗ੍ਰਾਮ ਉਹ ਹਨ ਜੋ ਕਿਸੇ ਭਾਸ਼ਾਈ ਰੂਪ ਜਾਂ ਉਚਾਰਨ ਦੀ ਪੱਧਰ 'ਤੇ ਉਚਾਰਖੰਡ ਵਿਚੋਂ ਨਿਖੇੜੇ ਜਾ ਸਕਦੇ ਹਨ।

ਪੇਸ਼ ਖੋਜ ਪੱਤਰ 'ਪੰਜਾਬੀ ਅਖੰਡੀ ਧੁਨੀ ਵਿਉਂਤ' ਨਾਲ ਸੰਬੰਧਿਤ ਹੈ। ਅਖੰਡੀ ਧੁਨੀਆਂ ਉਹ ਹੁੰਦੇ ਹਨ ਜਿਨ੍ਹਾਂ ਦਾ ਆਪਣਾ ਕੋਈ ਵਜੂਦ ਨਹੀਂ ਹੁੰਦਾ, ਸਗੋਂ ਇਹ ਧੁਨੀਆਂ ਖੰਡੀ ਧੁਨੀਆਂ ਨਾਲ ਮਿਲਕੇ ਆਪਣੇ ਭਾਸ਼ਾਈ ਕਾਰਜ ਨੂੰ ਸਾਕਾਰ ਕਰਦੇ ਹਨ। ਭਾਵ ਕਿ ਅਖੰਡੀ ਧੁਨੀਆਂ ਭਾਸ਼ਾ ਵਿਚ ਸੁਤੰਤਰ ਰੂਪ ਵਿਚ ਨਹੀਂ ਵਿਚਰ ਸਕਦੀਆਂ, ਇਹ ਸੁਰਾਂ, ਵਿਅੰਜਨਾਂ, ਉਚਾਰਖੰਡਾਂ, ਸ਼ਬਦਾਂ, ਵਾਕਾਂਸ਼ਾਂ ਜਾਂ ਵਾਕਾਂ ਨਾਲ ਹੀ ਉਚਾਰਿਤ ਹੁੰਦੇ ਹਨ। ਅੰਤਰ-ਰਾਸ਼ਟਰੀ ਪੱਧਰ 'ਤੇ ਅਖੰਡੀ ਧੁਨੀਆਂ ਨੂੰ ਪ੍ਰੋਸੋਡਿਕ (Prosodic) ਅਤੇ ਸੁਪਰਾਸੈਗਮੈਂਟਲ (Supera Segmental) ਧੁਨੀਆਂ ਦੇ ਸੰਕਲਪ ਵਜੋਂ ਜਾਣੇ ਜਾਂਦੇ ਹਨ। ਪ੍ਰੋਸੋਡਿਕ ਸੰਕਲਪ ਦੀ ਵਰਤੋਂ [illegible] ([illegible]) ਅਤੇ ਸੁਪਰਾਸੈਗਮੈਂਟਲ ਦੀ ਕੇ ਐਲ.ਪਾਈਕ ([illegible]) ਦੀਆਂ ਲਿਖਤਾਂ ਵਿਚ ਮਿਲ ਜਾਂਦੀ ਹੈ।[2] ਅਖੰਡੀ ਧੁਨੀਆਂ ਦੇ ਅੰਤਰਗਤ ਸੁਰ, ਲਯ, ਬਲਾਘਾਤ, ਨਾਸਿਕਤਾ, ਸੰਗਮ ਨੂੰ ਵਿਚਾਰਿਆ ਜਾਂਦਾ ਹੈ।

1. ਸੁਰ (Tone)

ਭਾਰਤ-ਆਰੀਆਈ ਭਾਸ਼ਾ ਪਰਿਵਾਰ ਵਿਚ ਪੰਜਾਬੀ ਹੀ ਇਕ ਅਜਿਹੀ ਭਾਸ਼ਾ ਹੈ, ਜਿਸ ਵਿਚ ਸੁਰ ਦਾ ਪ੍ਰਯੋਗ ਵਿਸ਼ਾਲ ਹੋ ਚੁੱਕਾ ਹੈ। ਸੁਰ ਦਾ ਸੰਬੰਧ ਸੁਰ ਤੰਤਾਂ ਨਾਲ ਹੈ। ਸੁਰ ਤੰਤਾਂ ਦੀ ਕੰਬਣ ਹਮੇਸ਼ਾ ਇਕਸਾਰ ਨਹੀਂ ਰਹਿੰਦੀ ਬਲਕਿ ਘੱਟਦੀ ਵੱਧਦੀ ਰਹਿੰਦੀ ਹੈ। ਜਦੋਂ ਸੁਰ ਤੰਤਾਂ ਦੀ ਕੰਬਣੀ ਦੇ ਉਤਾਰ ਚੜ੍ਹਾਅ ਦੀ ਵਰਤੋਂ ਸ਼ਬਦ ਦੀ ਪੱਧਰ 'ਤੇ ਸਾਰਥਕ ਹੁੰਦੀ ਹੈ ਤਾਂ ਇਸ ਨੂੰ ਸੁਰ ਕਿਹਾ ਜਾਂਦਾ ਹੈ। ਸੁਰ ਇਕ ਅਜਿਹਾ ਉਚਾਰਨ ਗੁਣ ਹੈ, ਜਿਸ ਵਿਚ ਆਪੇਖਿਕ ਉਚਾ ਅਤੇ ਨੀਵਾਂ ਦਾ ਪ੍ਰਯੋਗ ਹੁੰਦਾ ਹੈ।

ਜਦੋਂ ਪਿੱਚ ਕਿਸੇ ਨਿਰਧਾਰਿਤ ਬਿੰਦੂ ਤੋਂ ਉੱਪਰ ਵੱਲ ਉੱਠਦੀ ਜਾਂ ਚੜ੍ਹਦੀ ਹੈ ਤਾਂ ਇਸ ਨੂੰ ਉੱਚੀ ਸੁਰ ਅਤੇ ਜਦੋਂ ਪਿੱਚ ਨਿਰਧਾਰਿਤ ਬਿੰਦੂ ਤੋਂ ਹੇਠਾਂ ਡਿੱਗਦੀ ਹੈ ਤਾਂ ਇਸ ਨੂੰ ਨੀਵੀਂ ਸੁਰ ਕਿਹਾ ਜਾਂਦਾ ਹੈ। ਪਰ ਜਦ ਇਹ ਬਰਾਬਰ ਰੂਪ ਵਿਚ ਕਾਇਮ ਰਹਿੰਦੀ ਹੈ ਤਾਂ ਉੱਥੇ ਪੱਧਰੀ ਸੁਰ ਕਾਰਜਸ਼ੀਲ ਹੁੰਦੀ ਹੈ। ਸੁਰ ਤਿੰਨ ਪ੍ਰਕਾਰ ਦੀ ਹੁੰਦੀ ਹੈ। 1. **ਉੱਚੀ ਸੁਰ (/)** 2. **ਪੱਧਰੀ ਸੁਰ (–)** 3. **ਨੀਵੀਂ ਸੁਰ (\)**

ਸੁਰ ਦੀ ਵਰਤੋਂ ਵਿਉਂਤ :- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਚ ਸੁਰ ਦੀ ਵਰਤੋਂ ਹੇਠ ਲਿਖੇ ਆਧਾਰਾਂ ਤੇ ਵਿਸ਼ਲੇਸ਼ਿਤ ਹੁੰਦੀ ਹੈ।

(1) ਉਚਾਰਖੰਡ/ਸੁਰ ਆਧਾਰਿਤ

ਪੰਜਾਬੀ ਸੁਰ ਦਾ ਖੇਤਰ ਸ਼ਬਦ ਹੁੰਦਾ ਹੈ। ਸੁਰ ਭਾਵੇਂ ਉੱਚੀ, ਨੀਵੀਂ ਜਾਂ ਪੱਧਰੀ ਹੋਵੇ ਇਸਦੀ ਹੋਂਦ ਉਚਾਰਖੰਡਾਂ ਵਿਚ ਹੋਈ ਹੁੰਦੀ ਹੈ। ਇਕ ਉਚਾਰਖੰਡ ਤੇ ਸੁਰ ਲਾਗੂ ਹੁੰਦੀ ਹੈ ਅਤੇ ਦੂਜੇ 'ਤੇ ਮਹਿਸੂਸ ਹੋ ਜਾਂਦੀ ਹੈ।[3] ਜਿਵੇਂ, "ਘੋੜਾ" ਸ਼ਬਦ ਵਿਚ ਦੋ ਉਚਾਰਖੰਡ ਹਨ।

(ਕੋ) + (-ੜਾ) - ਕ ਓ ੜ ਆ

[illegible]

[illegible]

[illegible] – [illegible] / [illegible] – [illegible]

[illegible]

[illegible] – [illegible] / [illegible] – [illegible]

[illegible]

(2) [illegible]

[illegible]

[illegible] :– [illegible]

[illegible] – [illegible] / [illegible] – [illegible]

[illegible]

[illegible] :– [illegible]

[illegible] – [illegible] [illegible] – [illegible]

[illegible] :– [illegible]

[illegible] – [illegible] / [illegible] – [illegible]

[illegible]

[illegible] – [illegible] – [illegible] [illegible] – [illegible]

[illegible] – [illegible] – [illegible] [illegible] – [illegible]

[illegible]

[illegible] – [illegible] [illegible] – [illegible]

[illegible]

[illegible]

2. [illegible]

[illegible]

[illegible]

[illegible]

3. [illegible] ([illegible])

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

4. [illegible] (Nasalization)

[illegible]

[illegible]

[illegible]

(1) [illegible]

[illegible]

(2) [illegible]

[illegible]

5. [illegible] (Juncture)

[illegible]

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ਵਾਕ ਪੱਧਰ 'ਤੇ : ਕਾਲੀ ਮਿਰਚ ਲਿਆਉ - ਕਾਲੀ, ਮਿਰਚ ਲਿਆਉ।
ਰੋਕੋ ਨਾ, ਜਾਣ ਦਿਉ - ਰੋਕੋ, ਨਾ ਜਾਣ ਦਿਉ। ਆਦਿ

ਉਪਰੋਕਤ ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਪੱਧਰ 'ਤੇ ਬੋਲੀ ਦੀ ਨਿਰੰਤਰਧਾਰਾ ਵਿਚ ਟੋਟਾ ਹੀ ਸੰਗਮ ਦੀ ਨਿਸ਼ਾਨੀ ਹੈ। ਸੰਗਮ ਦੇ ਠਹਿਰਾਵ ਨਾਲ ਜਦੋਂ ਕੋਈ ਭਾਸ਼ਾਈ ਬੁਲਾਰਾ ਸਹਿਜ ਰੂਪ ਨਾਲ ਸ਼ਬਦਾਂ ਜਾਂ ਵਾਕਾਂ ਦਾ ਉਚਾਰਨ ਕਰਦਾ ਹੈ ਤਾਂ ਉੱਥੇ ਸੰਗਮ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥਾਂ ਤੇ ਉਹਨਾਂ ਦੇ ਭਾਸ਼ਾਈ ਪ੍ਰਕਾਰਜ ਵਿਚ ਵੀ ਅੰਤਰ ਪੈਦਾ ਕਰਦਾ ਹੈ।

ਸੰਗਮ ਦੀ ਹੋਂਦ ਸਾਬਦਕ ਪੱਧਰ 'ਤੇ ਅਤੇ ਸ਼ਬਦ ਤੋਂ ਵਡੇਰੀਆਂ ਇਕਾਈਆਂ ਦੀ ਪੱਧਰ ਤੇ ਸਾਰਥਕ ਹੁੰਦੀ ਹੈ। ਸ਼ਾਬਦਕ ਪੱਧਰ ਤੇ ਇਸ ਲਈ ਭਾਵੰਸ਼ੀ ਤੇ ਉਚਾਰਖੰਡੀ ਹੱਦ ਅਤੇ ਸ਼ਬਦ ਤੋਂ ਵਡੇਰੀਆ ਇਕਾਈਆ ਲਈ ਸ਼ਾਬਦਕ ਤੇ ਵਾਕੰਸ਼ਕ ਹੱਦਬੰਦੀਆਂ ਵਿਸ਼ੇਸ਼ ਭੂਮਿਕਾ ਨਿਭਾਉਂਦੀਆਂ ਹਨ। ਸੰਗਮ ਨੂੰ /=/ ਅਤੇ /+/ ਆਦਿ ਲਿਪੀ ਅੰਕਿਤ ਚਿੰਨ੍ਹਾਂ ਦੁਆਰਾ ਦਰਸਾਇਆ ਜਾਂਦਾ ਹੈ।ਵਾਕ ਜਾਂ ਉਪਵਾਕ ਵਿਚ ਇਸ ਨੂੰ / , / ਦੇ ਚਿੰਨ੍ਹ ਦੁਆਰਾ ਦਰਸਾਇਆ ਜਾਂਦਾ ਹੈ।

ਇਸ ਪ੍ਰਕਾਰ ਪੰਜਾਬੀ ਧੁਨੀ ਵਿਉਂਤ ਵਿਚ ਅਖੰਡੀ ਧੁਨੀਆਂ ਵੀ ਆਪਣਾ ਮਹੱਤਵਪੂਰਨ ਕਾਰਜ ਕਰਦੀਆਂ ਹਨ। ਸਾਰੀਆਂ ਅਖੰਡੀ ਧੁਨੀਆਂ ਵਿਚ ਅਰਥ ਭੇਦ ਪ੍ਰਗਟਾਉਣ ਦੀ ਵਿਸ਼ੇਸ਼ਤਾ ਹੁੰਦੀ ਹੈ ।ਬਲ, ਨਾਸਿਕਤਾ, ਵਾਕਸੁਰ ਅਤੇ ਸੰਗਮ ਦੇ ਉਚਾਰਨ ਲਹਿਜੇ ਨਾਲ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥਾਂ ਵਿਚ ਵੀ ਤਬਦੀਲੀ ਵਾਪਰਦੀ ਹੈ। ਸੁਰੀ ਉਚਾਰਨ ਕਰਕੇ ਪੰਜਾਬੀ ਧੁਨੀ ਵਿਉਂਤ ਆਪਣੀ ਵਿਲੱਖਣਤਾ ਸਾਕਾਰ ਕਰਦੀ ਹੈ।

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ਪੰਜਾਬੀ ਓਪੇਰਾ : ਸਰੂਪ ਤੇ ਵਿਕਾਸ

[illegible]
[illegible]

[illegible]

[illegible]

[illegible]

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[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]

ਗੁਰੂ ਨਾਨਕ ਬਾਣੀ ਵਿੱਚ ਸਮਾਜਿਕ ਚੇਤਨਾ

ਡਾ. ਰਮਨਦੀਪ ਸਿੰਘ
ਅਸਿਸਟੈਂਟ ਪ੍ਰੋਫੈਸਰ, ਐਸ. ਆਰ. ਡੀ.ਏ.ਵੀ. ਕਾਲਜ, ਨਕੋਦਰ

ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਇੱਕ ਅਜਿਹੀ ਸ਼ਖ਼ਸੀਅਤ ਹਨ, ਜਿਨ੍ਹਾਂ ਦਾ ਫ਼ਲਸਫ਼ਾ ਸਾਰੇ ਵਿਸ਼ਵ ਦਾ ਮਾਰਗ ਦਰਸ਼ਕ ਬਣ ਚੁੱਕਾ ਹੈ। ਉਹਨਾਂ ਦੀ ਬਾਣੀ ਅਧਿਆਤਮਕਤਾ ਦੇ ਨਾਲ-ਨਾਲ ਸਮਾਜ ਵਿੱਚ ਪ੍ਰਚਲਿਤ ਕੁਰੀਤੀਆਂ ਨੂੰ ਦੂਰ ਕਰਨ ਦੇ ਸਮਰੱਥ ਹੈ। ਉਹਨਾਂ ਦੀ ਬਾਣੀ ਵਿੱਚ ਨੈਤਿਕਤਾ, ਧਾਰਮਿਕ, ਸਮਾਜਿਕ ਅਤੇ ਰਾਜਨੀਤਿਕ ਪਹਿਲੂਆਂ ਦੇ ਸੰਕਲਪ ਨੂੰ ਹੀ ਚਿਤਾਰਿਆ ਗਿਆ ਹੈ। ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦੇ ਸਮੇਂ ਰਾਜਨੀਤਿਕ ਹਲੇ ਬੇ-ਤਰਤੀਬੀ, ਧਰਮ ਵਿੱਚ ਨਿਘਾਰਤਾ ਅਤੇ ਸਮਾਜਿਕ ਪੱਧਰ 'ਤੇ ਅਨੈਤਿਕਤਾ ਦਾ ਬੋਲਬਾਲਾ ਸੀ :-

> ਕਲਿ ਕਾਤੀ ਰਾਜੇ ਕਾਸਾਈ, ਧਰਮੁ ਪੰਖ ਕਰਿ ਉਡਰਿਆ ॥
> ਕੂੜੁ ਅਮਾਵਸ ਸਚੁ ਚੰਦ੍ਰਮਾ ਦੀਸੈ ਨਾਹੀ ਕਹ ਚੜਿਆ ॥
> ਹਉ ਭਾਲਿ ਵਿਕੁੰਨੀ ਹੋਈ ਆਧੇਰੈ ਰਾਹੁ ਨ ਕੋਈ ॥

ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਨੇ ਅਨੈਤਿਕਤਾ ਅਤੇ ਨਿਘਾਰਤਾ ਭਰੇ ਸਮਾਜ ਨਾਲ ਟੱਕਰ ਲੈ ਕੇ ਅਧਿਆਤਮਿਕ ਫ਼ਲਸਫ਼ੇ ਨੂੰ ਵਿਚਾਰਨ ਦੇ ਨਾਲ-ਨਾਲ ਆਮ ਲੋਕਾਂ ਲਈ ਨੈਤਿਕਤਾ ਭਰਪੂਰ ਅਤੇ ਸਵਚ-ਸੁੰਦਰ ਸਮਾਜ ਸਿਰਜਣ ਦਾ ਬੀੜਾ ਚੁੱਕਿਆ। ਉਹਨਾਂ ਨੇ ਉਸ ਵੇਲੇ ਦੀ ਮੌਜੂਦਾ ਹਕੂਮਤ ਨੂੰ ਵੰਗਾਰ ਕੇ ਲੋਕਾਂ ਦੇ ਮਨਾਂ ਵਿੱਚ ਪ੍ਰਚਲਿਤ ਗ਼ਲਤ ਧਾਰਨਾ-ਕੀਮਤਾਂ ਵਿਰੁੱਧ ਆਵਾਜ਼ ਉਠਾਉਣ ਲਈ ਉਹਨਾਂ ਨੂੰ ਪ੍ਰੇਰਿਆ। ਉਹਨਾਂ ਨੇ ਪਰਜਾ ਦੀ ਅਗਿਆਨਤਾ ਦੀ ਵੀ ਆਲੋਚਨਾ ਕੀਤੀ :-

> ਲਬੁ ਪਾਪੁ ਦੁਇ ਰਾਜਾ ਮਹਤਾ ਕੂੜੁ ਹੋਆ ਸਿਕਦਾਰੁ ॥
> ਕਾਮੁ ਨੇਬੁ ਸਦਿ ਪੁਛੀਐ ਬਹਿ ਬਹਿ ਕਰੇ ਬੀਚਾਰੁ ॥
> ਅੰਧੀ ਰਯਤਿ ਗਿਆਨ ਵਿਹੂਣੀ ਭਾਹਿ ਭਰੇ ਮੁਰਦਾਰੁ ॥'

ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਨੇ ਸਮਾਜ ਵਿੱਚ ਪ੍ਰਚਲਿਤ ਨਿਕੰਮੇਪਣ ਅਤੇ ਲਾਲਚੀ ਬਿਰਤੀ ਤੋਂ ਬਚਣ ਲਈ 'ਕਿਰਤ ਕਰੋ, ਨਾਮ ਜਪੋ ਅਤੇ ਵੰਡ ਛਕੋ' ਦਾ ਜੋ ਸਿਧਾਂਤ ਦਿੱਤਾ, ਉਹ ਅੱਜ ਦੇ ਵਿਸ਼ਵੀਕਰਨ ਦੇ ਵਰਤਾਰੇ ਵਿੱਚ ਸਮਾਜ ਨੂੰ ਸਹੀ ਰਾਹ ਉੱਤੇ ਤੋਰਨ ਦੀ ਪ੍ਰੇਰਨਾ ਦਿੰਦਾ ਹੈ।

ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਨੇ ਧਨ, ਦੌਲਤ ਅਤੇ ਅਮੀਰੀ ਦੇ ਹੰਕਾਰ ਤੋਂ ਬਚਣ ਦੀ ਸਲਾਹ ਦਿੱਤੀ ਹੈ। ਉਹਨਾਂ ਅਨੁਸਾਰ ਇਸ ਮਾਇਆ ਦੇ ਲਾਲਚ ਨਾਲ ਮਨੁੱਖ ਆਪਣੇ ਆਦਰਸ਼ਾਂ ਤੋਂ ਭਟਕ ਸਕਦਾ ਹੈ :-

> ਘਰ ਮੰਦਰ ਮਹਲਾ ਸੋਹਣੇ ਪਕੇ ਕੋਟ ਹਜਾਰ ॥
> ਹਸਤੀ ਘੋੜੇ ਪਾਖਰੇ ਲਸਕਰ ਲਖ ਅਪਾਰ ॥
> ਕਿਸ ਹੀ ਨਾਲਿ ਨ ਚਲਿਆ ਖਪਿ ਖਪਿ ਮੁਏ ਅਸਾਰ ॥
> ਸੁਇਨਾ ਰੁਪਾ ਸੰਚੀਐ ਮਾਲੁ ਜਾਲੁ ਜੰਜਾਲੁ ॥'

ਗੁਰੂ ਜੀ ਅਨੁਸਾਰ ਸੰਸਾਰ ਵਿੱਚ ਵਿਚਰਦਿਆਂ ਵਿਕਾਰੀ ਚੀਜ਼ਾਂ ਤੋਂ ਕਿਨਾਰਾ ਕਰਨਾ ਨਹੀਂ, ਪਰ ਵਿਕਾਰੀ ਚੀਜ਼ਾਂ ਦਾ ਗ਼ੁਲਾਮ ਨਹੀਂ ਬਣਨਾ ਚਾਹੀਦਾ। ਗੁਰੂ ਜੀ ਅਨੁਸਾਰ ਮਨੁੱਖ ਵਿਕਾਰਾਂ ਦੇ ਵੱਸ ਪੈ ਕੇ ਗ਼ਲਤ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਅਪਣਾ ਲੈਂਦਾ ਹੈ ਅਤੇ ਉਸਦੇ ਮਨ ਦੀ ਸ਼ਾਂਤੀ ਭੰਗ ਹੋ ਜਾਂਦੀ ਹੈ। ਕਾਮ, ਕ੍ਰੋਧ, ਲੋਭ, ਮੋਹ, ਅਹੰਕਾਰ ਮਨੁੱਖੀ ਜ਼ਿੰਦਗੀ ਦੇ ਪੰਜ ਵਿਕਾਰ ਹਨ, ਜੇ ਵਿਕਾਰਾਂ ਦੀ ਅਵਸਥਾ ਉੱਤੇ ਕਾਬੂ ਨਾ ਪਾਇਆ ਜਾਵੇ, ਤਾਂ ਮਨੁੱਖ ਦੀ ਜ਼ਿੰਦਗੀ, ਪਸ਼ੂ-ਜ਼ਿੰਦਗੀ ਦੇ ਸਮਾਨ ਹੋ ਜਾਂਦੀ ਹੈ। ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦਾ ਮੱਤ ਹੈ ਕਿ ਮਨੁੱਖ ਨੂੰ ਵਿਕਾਰੀ ਮੂਲ ਪ੍ਰਵਿਰਤੀਆਂ ਨੂੰ ਕਾਬੂ ਕਰ ਕੇ ਉਹਨਾਂ ਤੋਂ ਉੱਪਰ ਉੱਠਣਾ ਚਾਹੀਦਾ ਹੈ :-

> 'ਕਾਮੁ ਕ੍ਰੋਧੁ ਦੁਇ ਕਰਹੁ ਬਸੋਲੇ ਗੋਡਹੁ ਧਰਤੀ ਭਾਈ ॥
> ਜਿਉ ਗੋਡਹੁ ਤਿਉ ਤੁਮ੍ ਸੁਖ ਪਾਵਹੁ ਕਿਰਤੁ ਨ ਮੇਟਿਆ ਜਾਈ ॥'

ਇਸ ਤਰ੍ਹਾਂ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਨੇ ਆਦਰਸ਼ ਜੀਵਨ ਵਿੱਚ ਆਉਂਦੀਆਂ ਰੁਕਾਵਟਾਂ ਨੂੰ ਕਾਬੂ ਹੇਠ ਰੱਖ ਕੇ ਆਪਣਾ ਜੀਵਨ ਉੱਚਾ ਚੁੱਕਣ ਦੀ ਸਿੱਖਿਆ ਦਿੱਤੀ। ਉਹਨਾਂ ਨੇ ਮਨੁੱਖ ਨੂੰ ਔਗੁਣਾਂ ਦਾ ਤਿਆਗ ਕੇ ਸ਼ੁਭ ਗੁਣਾਂ ਦਾ ਧਾਰਨੀ ਬਣਨ ਲਈ ਪ੍ਰੇਰਿਆ :-

> ਅਉਗੁਣ ਛੋਡਹੁ ਗੁਣ ਕਰਹੁ
> ਐਸੋ ਤਤੁ ਪਰਕਾਸੁ ॥'

ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦੇ ਸਮੇਂ ਸਮਾਜ ਵਿੱਚ ਜਾਤੀ-ਪ੍ਰਥਾ ਦਾ ਬੋਲਬਾਲਾ ਸੀ ਜਾਤੀ ਪ੍ਰਥਾ ਸੰਕੀਰਨ ਸੋਚ ਦਾ ਸਿੱਟਾ ਹੈ ਜੋ ਮਾਨਵਤਾ ਵਿਰੋਧੀ ਬਣ ਚੁੱਕੀ ਸੀ, ਇਸ ਨਾਲ ਸਮਾਜ ਵਿੱਚ ਨਿਘਾਰਤਾ ਆ ਚੁੱਕੀ ਸੀ। ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਨੇ 'ਜਾਤਿ' ਦੇ ਮੁਕਾਬਲੇ 'ਜੋਤਿ' ਨੂੰ ਮਹਾਨਤਾ ਦੇਣ ਦਾ ਸੰਕਲਪ ਸਿਰਜਿਆ ਅਤੇ ਸਮਾਜ ਵਿੱਚ ਊਚ ਨੀਚ ਦੇ ਝਗੜੇ ਨੂੰ ਰੱਦ ਕੀਤਾ :-

> ਜਾਣਹੁ ਜੋਤਿ ਨ ਪੂਛਹੁ ਜਾਤੀ
> ਆਗੈ ਜਾਤਿ ਨ ਹੇ ॥੧॥ ਰਹਾਉ ॥'

> ਸਭੁ ਕੋ ਊਚਾ ਆਖੀਐ ਨੀਚੁ ਨ ਦੀਸੈ ਕੋਇ ॥
> ਇਕਨੈ ਭਾਂਡੇ ਸਾਜਿਐ ਇਕੁ ਚਾਨਣੁ ਤਿਹੁ ਲੋਇ ॥'

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ਗੁਰੂ ਜੀ ਅਨੁਸਾਰ ਦੂਸਰਿਆਂ ਦਾ ਹੱਕ ਨਹੀਂ ਮਾਰਨਾ ਚਾਹੀਦਾ। ਹੱਕ ਮਾਰਨ ਨਾਲ ਮਨੁੱਖ ਨੈਤਿਕਤਾ ਦੇ ਆਦਰਸ਼ ਤੋਂ ਗਿਰ ਪੈਂਦਾ ਹੈ। ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਨੇ ਹੱਕ ਮਾਰਨ ਵਾਲੇ ਮਨੁੱਖ ਨੂੰ ਚਿਤਾਵਨੀ ਦਿੱਤੀ ਹੈ :-

ਹਕੁ ਪਰਾਇਆ ਨਾਨਕਾ ਉਸੁ ਸੂਅਰ ਉਸੁ ਗਾਇ ॥
ਗੁਰੁ ਪੀਰੁ ਹਾਮਾ ਤਾ ਭਰੇ ਜਾ ਮੁਰਦਾਰੁ ਨ ਖਾਇ ॥[17]

ਇਸ ਤੁਕ ਰਾਹੀਂ ਗੁਰੂ ਜੀ ਨੇ ਪਰਾਇਆ ਹੱਕ ਖਾਣ ਵਾਲੇ ਨੂੰ ਹਰਾਮ ਦੀ ਕਮਾਈ ਖਾਣ ਵਾਲੇ ਸਮਾਨ ਸਮਝਿਆ ਹੈ।

ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦੀ ਬਾਣੀ ਵਿਚ ਸਮਾਜਿਕ ਨੈਤਿਕਤਾ ਦੀ ਦ੍ਰਿਸ਼ਟੀ ਨਾਲ ਸੰਬੰਧਿਤ ਅਨੇਕਾਂ ਵਿਚਾਰ ਦਿੱਤੇ ਹਨ, ਜੋ ਮਨੁੱਖ ਨੂੰ ਕੁਰਾਹੇ ਪੈਣ ਤੋਂ ਰੋਕਦੇ ਹਨ। ਗੁਰੂ ਜੀ ਨੇ ਆਪਣੇ ਵਿਚਾਰਾਂ ਨਾਲ ਆਦਰਸ਼ ਸਮਾਜ ਸਿਰਜਣ ਲਈ, ਸਮਾਜ ਵਿੱਚ ਪ੍ਰਚਲਿਤ ਗਲਤ ਕੁਰੀਤੀਆਂ ਜਿਵੇਂ ਕਿ ਝੂਠ, ਚੋਰੀ, ਧੋਖਾ, ਨਿੰਦਿਆ, ਔਰਤ ਜਾਤੀ ਪ੍ਰਤੀ ਮਾੜੀ ਸੋਚ, ਜਾਤਿ-ਪਾਤਿ, ਪਰਾਇਆ ਹੱਕ ਖਾਣ ਆਦਿ ਨੂੰ ਤਿਆਗਣ ਉਤੇ ਜੋਰ ਦਿੱਤਾ ਹੈ। ਆਪ ਜੀ ਨੇ ਮਨੁੱਖਤਾ ਨੂੰ ਨਿਮਰਤਾ, ਸਾਦਗੀ, ਵੈਰ-ਵਿਰੋਧ ਰਹਿਤ, ਲੋਭ ਲਾਲਚ ਤੋਂ ਦੂਰ ਰਹਿਣ, ਮਿਹਨਤ ਅਤੇ ਦਇਆ ਵਰਗੇ ਸਦਗੁਣ ਉਪਜਾਉਣ ਦੀ ਪ੍ਰੇਰਨਾ ਦਿੱਤੀ ਹੈ।

ਇਸ ਤਰ੍ਹਾਂ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਨੇ ਸਮਾਜਿਕ ਜੀਵਨ ਨੂੰ ਉੱਚਾ ਚੁੱਕਣ ਅਤੇ ਸਮਾਜਿਕ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦੇ ਧਾਰਨੀ ਬਣਨ ਨੂੰ ਮਹੱਤਤਾ ਦਿੱਤੀ ਹੈ। ਗੁਰੂ ਜੀ ਨੇ ਬਰਾਬਰੀ ਏਕਤਾ ਅਤੇ ਸਰਬ-ਸਾਂਝੀਵਾਲਤਾ ਦਾ ਸੰਦੇਸ਼ ਦਿੱਤਾ। ਗੁਰੂ ਜੀ ਦੁਆਰਾ ਚਲਾਇਆ 'ਕਿਰਤ ਕਰੋ, ਨਾਮ ਜਪੋ ਤੇ ਵੰਡ ਛਕੋ' ਦਾ ਸਿਧਾਂਤ ਇੱਕ ਆਦਰਸ਼ ਸਮਾਜ ਸਿਰਜਣ ਲਈ ਉੱਤਮ ਮਾਰਗ ਹੈ।

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