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Editorial.....

You will be happy to know that we have entered the fifth year of publication of IJMER, since its inception in April 2012. Focusing on many interdisciplinary subjects, the published papers are spreading the knowledge with fervent hope of upholding the holistic approach. With all my heart, I reiterate to echo my sincere feelings and express my profound thanks to each and every valued contributor. This journal continues to nurture and enhance the capabilities of one and all associated with it.

We as a team with relentless efforts are committed to inspire the readers and achieve further progress. Aim is to sustain the tempo and improve. We acknowledge with pleasure that our readers are enjoying the publications of Sucharitha Publishers. We solicit to receive ideas and comments for future improvements in its content and quality. Editor -in-Chief explicitly conveys his gratitude to all the Editorial Board members. Your support is our motivation. Best wishes to everyone.

Dr.K.Victor Babu
Editor-in-Chief

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A COMPARATIVE ANALYSIS ON CHILD-CENTRIC EDUCATIONAL THOUGHTS OF ROUSSEAU AND RABINDRANATH

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Abstract

In glory and grandeur, both Rousseau and Rabindranath were two most impressive personalities of their age in their own lands having their own unique calibre of inspiring millions of souls with revolutionary thoughts. Both of them strongly advocated for child-centric approaches to education. Both had firm belief in the naturalistic philosophy which propagates that human child, like plants, should grow spontaneously, keeping close touch with Nature. This paper is a humble attempt to understand the child-centric educational ideas of these two great educationists. A comparative analysis of their thoughts in this respect has been made by showing the areas where they resemble and differ.

Key words: Child-Centric Education, 'Natural Man', Activity-Based Curriculum, Self-Discipline.

Introduction

Down the ages, human civilization has witnessed the birth of some towering personalities who have impressed the generations by virtue of their vision, mission and contribution towards fellow-beings. These stalwarts have scaled towering heights through their unique achievements, their ideas and ideals and their exemplary activities. French philosopher-educationist Rousseau and Indian philosopher-litterateur Rabindranath were two such ignited souls who spread the fragrance of their glittering personalities all over the world. The former was a great revolutionary in his philosophical thoughts and the latter was a wizard of poetic excellence and rare literary genius. Both of them tried to uplift the position of the child in the process of education and placed him in the high pedestal of utmost importance.

Rousseau (1712-1778) and child-centric education

One of the greatest thinkers of the 18th century, naturalist-philosopher Rousseau was a crusader against monopoly of the royal families and aristocrats in getting education and proclaimed that education is the birth right of the common man. He may be called the father of modern child-centric education as he emancipated the child from the trammels of the society and medieval restraint and gave him the rightful place. The moot point of Rousseau's educational philosophy is "Natural Man". By "Natural Man" he means the child who develops by the laws of his own nature. No law of social institution will come in the way of this process of development. Rousseau wanted the child to be a natural man rather than a civilized man. He wanted to place him in a state of nature rather than



artificial surroundings that stunt the proper growth and arrest his natural development. Formal education is the invention of society which is artificial. Good education can be possible only through direct contact with nature. For Rousseau, education is a development from within, not an assertion from without.

‘Emile’, Rousseau’s major work on education that he wrote in 1762, describes the attempt to educate a simple and pure natural child for life in a world from which social man is estranged. Rousseau seeks to train Emile in the profession of living so that he may become a human being before becoming a soldier, a churchman or a magistrate. The first part of this book describes the education of Emile from birth up to five years of age. The most important thing for the healthy and natural development of the child at this age is that he learns to use his physical powers, especially the sense organs. The second part covers the time from the child’s learning to speak to the age of 12. Games and other forms of amusement should be allowed at this age, and the child should by no means be overtaxed by scholarly instruction. Emile is to learn through experience, not through words; he is to bow not to the commands of man but to necessities. The third part is devoted to the ages from 12 to 15. This is the time of learning, not from books of course, but from the book of the world. Emile must gain knowledge in concrete situations provided by his tutor. He studies science, not by receiving instruction in its facts but by making the instruments necessary to solve scientific problems of a practical sort. Not until the age of 15, described in the fourth book, does Emile study the history of man and social experience and thus encounter the world of morals and conscience.

Monroe (1908) commented that, “Previous to Rousseau’s period, the child was merely the adult viewed through the wrong end of the telescope”. Rousseau emphasized that a child has different capacity of learning and he builds his character gradually. He should be given enough space to learn and grow on his own because in the end, he is the result of the society. People are always looking for an adult in the society without even knowing what a child is. Rousseau was the first one who felt the need of education according to the demands of a child (Khalid, 1974).

Rousseau thought that education should be pleasurable; children should have a good time when they are learning. This readiness for specific kinds of activity is evidenced by their interest. Consequently, interest in a subject and interest in ways of doing things are guides to parents and teachers, both as to subjects of study and methods of teaching for which children have a natural readiness at any given stage of development (Grimsley, 1969).

Rabindranath (1861-1941) on child-centric education

The educational philosophy of Rabindranath was his philosophy of life itself. This philosophy is a unique blend of Idealism, Naturalism, Humanism and



Internationalism. It speaks of fulfilment of life through harmony with all things of the world. He advocated that education should aim at developing all the potential of the child to the fullest for his individual perfection as well as the perfection of the society. He wanted the boys and the girls to be free from all kinds of fears and prejudices, be open-minded and self reliant with an inquisitive mind. From his own childhood experience, he had learnt that education which is divorced from social life and cultural tradition and bereft of the contact with nature, becomes an imposition and a burden for the child. He believed that the real education is that which makes one's life in harmony with all existence (Ravi, 2011). He viewed education as the preparation for a complete life which can only become possible by living a life, full of knowledge and service, enjoyment and creative work.

Rabindranath held that “since childhood, instead of putting all the burden on the memory, the power of thinking, and the power of imagination should also be given opportunities for free exercise” (Tagore, 1351 B.S., p. 12). He not only condemned the bookish learning but always stressed the importance of the ability to learn directly from Nature and Life. “True education”, he pointed out, “consists of knowing the use of any useful material that has been collected, to know its real nature and to build along with life a real shelter for life” (Tagore, 1351 B.S., p. 12).

Tagore viewed that besides developing child's cognitive, intellectual and social abilities, education should develop his cultural and aesthetic frames of mind. The modern concept of extra-curricular activities has its germ in Tagore's educational thought. In his ashram school at Santiniketan, the educational programmes were set not only to cultivate the linguistic, social and scientific abilities of the child, but also to involve him in the activities like sports, music, painting, singing, recitation, acting, gardening, community-service and so on.

Tagore spoke for complete freedom of the child in deciding what he likes to study and in which way. Education should be carried out in a natural surrounding so that the child can come in close contact with nature and learn to appreciate its beauty and develops love for everything around him (Saxena, 2005). Like the English Romantic poet William Wordsworth, Tagore believed that nature has the power to guide human being from joy to joy, to overcome the troubles and sneers of the world. Losing oneself in the contemplation of nature is the best way to derive divine inspiration.

How Rousseau and Rabindranath resemble

With respect to the child-centric educational thoughts of Rousseau and Rabindranath, there are some common fields where both of these educationists resemble each other.

- i) Both of them believed that education given in natural surroundings develops intimacy with the world. Nature, to them, is the focus where the



- interest and aspirations of human beings meet. It is therefore essential not only to know nature, but to live in nature. Nature is a great book as well as a great teacher.
- ii) Both of them had deep insight into child psychology. It is prominent in the educational programmes that they forwarded for a child according to his need, interest and readiness of body and mind.
 - iii) Not only was Tagore concerned with the education of the intellect, but also he was duly conscious of the education of the body. In fact, he attached so much importance to the healthy physical development of children in early years that he eloquently advocated their free, spontaneous movements and play in joyous natural surroundings, even at the expense of studies, if necessary. “Even if they learnt nothing”, he says, “they would have had ample time for play, climbing trees, diving into ponds, plucking and tearing flowers, perpetrating thousand and one mischief on Mother Nature, they would have obtained the nourishment of the body, happiness of mind, and the satisfaction of the natural impulses of childhood” (Tagore, 1351 B.S., pp. 9-10). This concept resembles Rousseau’s concept of “negative education”. Negative education, as Rousseau defines, is one that tends to perfect the organs that are the instruments of knowledge before giving this knowledge directly; and that endeavours to prepare the way for reason by the proper exercise of the senses.
 - iv) Both of them viewed education as a life-long process during which all the faculties of the child – physical, mental, social, moral and spiritual – should be developed by giving him education according to his natural bent and requirement. In his ashram school at Santiniketan, Tagore introduced much flexibility in choosing a course of study according to the child’s ability and interest (Saxena, 2005).
 - v) For both of them, genuine education is based on the laws of readiness and needs of the human being. According to them, child’s nature, interests, and needs provide the basis of curriculum. Both of them wanted activity-based curriculum for the child. This curriculum is learner-centric and life-oriented.
 - vi) Both of them advocated for vocational and professional training of the learner to make him a productive member of the society. Rousseau advocated for professional training in woodwork, music, painting etc. for the child. Rabindranath held that besides learning traditional subjects like language, science, social science, the child should learn agriculture, carpentry, art and craft and other such subjects that could fulfil the practical needs of the child. At Sreeniketan, he established the vocational unit on the basis of work oriented subjects.



- vii) Both wanted the child to develop the spirit of inquiry and scientific bend of mind. Rousseau stressed on learning by direct experience and heuristic method. Rabindranath also advocated for similar approaches to learning.
- viii) Like Rousseau, Tagore is also an individualist and a naturalist. He says that every individual is different from another. He believes that the natural teachers i.e. the trees, the dawn, evening, the moonlight etc. nourish the child's nature spontaneously. Nature inspires the human being differently at different stages of development.
- ix) Both of them advocated for instruction to the child through mother-tongue.

Where they differ

- i) Rabindranath did not write any specific treaties on philosophy of education as Rousseau did. His ideas on education can be instilled from his expression of thoughts through the medium of his literary creations – his poems, lyrics, short stories, novels, essays, dramas, essays and letters.
- ii) Rousseau was a theorist and not a practical educationist. He had great ideas but lacked the ability to implement them. Rabindranath not only promulgated ideas on child-centric education, but also implemented it as is visible in his introduction of Vedic system of education at Santiniketan. In case of Rousseau, no such concrete step to materialise his educational thoughts was taken by the philosopher himself.
- iii) Rousseau was almost silent about education for girls. He even commented, “A woman of culture is to be avoided like pestilence. She is the plague to her husband, to her servants and to everybody” (Davidson, 2013, pp. 188-189). Tagore, on the other hand, was a staunch supporter of girls' education. He believed that a nation cannot progress keeping her female population reeling under the darkness of illiteracy. He viewed that if education is to be a means of becoming true human being and if education is considered a birth right of all human beings, then by no means should a woman be deprived of that right. Even he made an outline of the girls' scheme of education where he stressed that, along with acquiring pure academic knowledge, girls should learn home-science so that they could play mothers and wives better.
- iv) Rousseau strongly believed that human child is born pure; he is polluted when becomes in contact with the human society. In his early writing, Rousseau contended that man is essentially good, a “noble savage” when in the state of nature, and that good people are made unhappy and corrupted by their experiences in society. For Rousseau, everything is good as it comes from the hands of nature, but everything degenerates in the hands of man. According to him, man should be freed from the bondage of society; and he should be enabled to live in the “state of nature”. Thus Rousseau condemned social and cultural heritage and placed



it subordinated to the individual. Rabindranath was not so caustic about human society. For him, mere individual development of the learner is not sufficient. An individual is inseparable from the society to which he belongs.

- v) As regards discipline in the educational process of the child, Rousseau believed in discipline by natural consequences. He wanted the child to suffer the natural results of his acts. For example, if the child puts his hand into fire, he will burn his hand and learn by consequences. Rabindranath, on the other hand, believed in self-discipline in the child which comes out spontaneously.
- vi) Tagore believed in 'International Brotherhood'. In comparison to Rousseau, his outlook to the world was more liberal. Parochialism and narrow nationalism had no place in his scheme of education. Education, he believed, should aim at creation of Universal Man or 'Vishvamanav'. He wanted the child to be acquainted with other cultures and that is why he occasionally invited teachers from other countries to his ashram school in order to allow the learners opportunities to exchange their ideas with men from faraway lands.

Conclusion

"Just as Copernicus destroyed medieval cosmology, Rousseau put an end to the traditional conceptions of the child, by showing that he is a creature of nature and that he acts and grows in harmony with her laws." (Eby, 1938, p. 335). On the other hand, Rabindranath may be called the true prophet of educational renaissance in modern India. Though men of different ages and lands and belonging to different societies, both Rousseau and Rabindranath spoke for an educational system which should have due regard for the child. Modern education system which has put the child in the centre of the process is indebted to these seers a lot.

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PERCEPTION AND PREFERENCE OF MUTUAL FUNDS INVESTORS IN KARUR

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Abstract

The Indian mutual fund industry is passing through a transformation adapting to the various regulatory changes. To avail the advantage of economic growth large number of hybrid financial product came into existence and Mutual Fund is one of them. In today's volatile market environment, mutual funds are looked upon as a transparent and low cost investment vehicle which attracts a fair share of investor attention promoting the growth of the industry. Mutual funds as an investment vehicle have gained immense popularity in the current scenario. The actual fund management activity shall be conducted from Asset Management Company (AMC) appointed by the sponsor or by the trustees as a separate body of management from ownership, control and supervision, approved by SEBI and incorporated under the Companies Act, 1956. Thus in the light of these ever-growing developments a careful analysis of the Mutual Fund is essential to explore hidden potential of investor preference in Karur city. This study makes an attempt to study the perception and preference of mutual fund investors in Karur (Tamilnadu).

Key words: AMC, Volatile, Sebi, Transformation, Economic Growth, Financial Product, Investment Vehicle.



Introduction

Mutual fund is an American concept which played instrumental role in bridging the gap between supply and demand of financial resources and now it has worldwide presence. Mutual funds are financial intermediaries which collect the savings of investors and invest them in a large and well-diversified portfolio of securities such as money market instruments, corporate and government bonds and equity shares of joint stock companies. Mutual funds as blessed with professional management use their diligent skills for efficient resource allocation by making markets more efficient, bringing transparency and foremost important risk management.

Mutual fund is the pool of the money based on the trust who invests the savings of a number of investors who shares a common financial goal like the capital appreciation and dividend earning. Investors invest money and get the units as per the unit value which we called as NAV (net assets value). The major advantages for the investors are reduction in risk, expert professional management, diversified portfolio and tax benefit. Investors achieve economies of scale by pooling their assets through Mutual Funds. Mutual Funds are established in the form of Trust under Indian Trust Act, and are to be operated by Asset Management Company (AMC).

Automated approaches designed by new technology and data mining is helping AMC's of mutual funds in strategic planning and investment decision making by uncovering the hidden patterns and predict future trends and behavior in financial markets. A successful investor is one who strives to achieve not less than rate of return consistent with risk assumed. Thus, it becomes imperative for the



Mutual funds AMC's to judge the presence of rationality in investment behavior.

Review of Literature

Fisher and Statman (2000) have shown that individual investor's stock market return expectations are positively correlated with past returns. An attempt to relate stock expected returns and interrelated attributes can be well traced from Asset pricing Model that explains an asset's expected return is positively related to its systematic market risk. The crux of these models is that risky portfolio yields higher return.

The new marketing philosophy and strategies place special emphasis on recognition of customer needs in an effort to provide high level of quality services (Harrison, 2000). A Study by Laukkanen (2006) explains that varied attributes present in a product or service facilitate customer's achievement of desired end-state and the indicative facts of study show that electronic services create value for customers in service consumption.

Feng Chen, Kraft & Weiss (2011) in their study investigated mutual funds that engage in tax planning and how do they respond to changes in the capital gains tax rates and found that there was consistency with tax planning by managers of both open - end and closed-end mutual fund and indicated that the tax planning play important role in selection of the fund.

Saini Simran, Dr Anjum Bimal, Saini Ramandeep (2011) in their study analyses the mutual fund investments in relation to investor's behavior and examined the investors' opinion and perception in respect



to financial advisors and brokers, investors" opinion relating to factors that attract them to invest in mutual funds, sources of information, deficiencies in the services provided by the mutual fund managers. The study found that investors are highly influenced by the financial advisors and select funds recommended by them without any analysis.

OBJECTIVES OF THE STUDY

1. To study the perception of customers towards various types of mutual funds.
2. To evaluate the awareness of customers towards various mutual funds.

METHODOLOGY

Sample Design:

Karur district is selected as the area for this study by the researcher. For the purpose of the study Random sampling techniques was adopted. The study is based on both primary and secondary data. The information has been collected from the investors of the shares and securities offices in Karur. Totally there are around 10 securities offices and the required information obtained from ten respondents (investors) of each. Hence responses from 100 respondents have been collected, out of which 6 questionnaires is incomplete and the balance 94 respondents constitute the sample size for the study. Hence the study presents the analysis and interpretation of information provided by 94 respondents (investors).



Data Collection Design:

a) Method of Data Collection

1) Primary data: Primary data are first-hand information collected through various methods such as observation, interviewing, mailing etc. during the project

2) Secondary data: This is collected through book periodical, bibliographies and annual reports.

b) Statistical Tools used: Simple Percentage analysis.

ANALYSIS AND INTERPRETATION

The analysis and interpretation section of this analysis portrays in two sections namely Socio-Demographic variables and perception and preference of mutual fund investors.

A)SOCIO - DEMOGRAPHIC VARIABLES

1.1. AGE OF RESPONDENTS		
VARIABLES	FREQUENCY	%
20 - 30 years	15	16
31-40 years	42	45
41-50 years	27	28
51 & above	10	11
TOTAL	94	100
1.2. GENDER OF RESPONDENTS		
VARIABLES	FREQUENCY	%
MALE	49	52



FEMALE	45	48
TOTAL	94	100
1.3 OCCUPATION OF RESPONDENTS		
VARIABLES	FREQUENCY	%
BUSINESS	27	29
EMPLOYEES	42	44
OTHERS	25	27
TOTAL	94	100
14. INCOME LEVEL OF RESPONDENTS		
VARIABLES	FREQUENCY	%
LESS THAN 1 LAKH	19	20
1 LAKH - 3 LAKHS	46	49
3 LAKHS - 5 LAKHS	22	23
ABOVE 5 LAKHS	7	8
TOTAL	94	100
1.5. QUALIFICATION OF RESPONDENTS		
VARIABLES	FREQUENCY	%
BELOW GRADUATE	16	17
GRADUATE	27	29
POST GRADUATE	28	30
PROFESSIONAL	23	24
TOTAL	94	100

SOURCE : PRIMARY DATA

Table 1.1 depicts the age group of respondents, 16% of investor belongs to 20-30 years age group, 45% of them pertain to 31-40 years age group, 28% relates to 41-50 years and 11% belongs to more than 51 years. This indicates that majority of investors belongs to the age group



31- 40 years. Table 1.2 shows that 52% of investors are male and remaining 48% of the investors are female respondents. Table 1.3 depicts the occupation status of respondents. 29% of respondents are business people, 44% of them are employees. It reveals that majority of respondents are salaried people.

Table 1.4 reveals the income level of respondents, 20% of respondents is less than one lakh, 49% belongs to the category of 1 lakh – 3 lakhs, 23% of their income in the range of 3 lakhs – 5 lakhs and 8% of their income is more than five lakhs. Majority of them belongs to the range of 1 lakh – 3 lakhs. Table 1.5 shows that 17% of respondents is below the graduate level, 29% are graduates, 30% belongs to post – graduate level and remaining 24% are professionals. Majority of them belongs to post – graduate level of education.

B) PERCEPTION AND PREFERENCE OF MUTUAL FUND INVESTORS

This part of the analysis presents the perception and preference of mutual fund investors and this includes savings and investment plan of investors, preference period of investment, benefits and purpose of investments, risk level and expected return by the investors, determinants of investment decision and preference of investors to invest in mutual fund AMC.

1.6. SAVINGS PLAN		
VARIABLES	FREQUENCY	%
YES	82	87
NO	12	13
TOTAL	94	100



1.7. INVESTMENT PLAN		
VARIABLES	FREQUENCY	%
YES	77	82
NO	17	18
TOTAL	94	100
1.8. DETERMINANTS OF INVESTMENT DECISION		
VARIABLES	FREQUENCY	%
SAFETY	11	12
STABLE GROWTH	31	32
LIQUIDITY	12	13
RETURN	40	43
TOTAL	94	100
1.9. PREFERABLE PERIOD OF INVESTMENT		
VARIABLES	FREQUENCY	%
SHORT TERM	23	24
LONG TERM	71	76
TOTAL	94	100
1.10. BENEFITS OF MUTUAL FUND INVESTMENT		
VARIABLES	FREQUENCY	%
YES	61	65
NO	33	35
TOTAL	94	100
1.11. PURPOSE OF INVESTMENT		
VARIABLES	FREQUENCY	%
EDUCATION	21	22
HOUSE CONSTRUCTION	30	32
RETIREMENT	32	34
OTHERS	11	12
TOTAL	94	100
1.12. RISK LEVEL		



VARIABLES	FREQUENCY	%
MINIMUM RISK	49	52
MODERATE RISK	34	36
MAXIMUM RISK	11	12
TOTAL	94	100
1.13. EXPECTED RETURN		
VARIABLES	FREQUENCY	%
10% - 15%	21	22
15% - 20%	60	64
ABOVE 20%	13	14
TOTAL	94	100
1.14. PREFERENCE TO INVEST IN MUTUAL FUND AMCs		
VARIABLES	FREQUENCY	%
SBI	16	17
ICICI	36	38
UTI	11	12
RELIANCE	25	27
OTHERS	6	6
TOTAL	94	100

Source : Primary Data

Table 1.6 shows that 87% of respondents have savings plan whereas 13% of them does not have savings plan. Majority of respondents are willing to save their income. Table 1.7 displays that 82% of respondents have preference for investment plan and remaining 18% of them does have investment plan. Majority of respondents have decided to invest. Table 1.8 portrays the determinants of investment decision. 12% of respondent influences safety, 32% of respondent influences stable growth, 13% of respondent influences liquidity and 43% of respondent influences return in their investment decision.



Majority of respondents are concerned with the return in their investment decision.

Table 1.9 depicts the preferable period of investment. 24% of respondents prefer short term and the remaining 76% of them prefers long term. This clearly indicates that majority of respondents are concerned with long term in their investment decision. Table 1.10 displays the benefits of mutual fund investment, 65% of respondents have accepted the benefits of investment in mutual fund and 35% of respondents have expressed their disinterest in mutual funds. Majority of respondents have accepted the benefits of investment in mutual funds. Table 1.11 shows the purpose of mutual fund investment, 22% of respondents prefer investment in mutual fund for education, 32% of respondents prefer house construction and 34% of respondents prefer the benefit for retirement and the balance 11% prefer for other benefits in mutual funds. Majority of respondents prefer the investment in mutual funds for retirement.

Table 1.12 depicts the preference of risk level in mutual fund investment by the respondents, 52% of respondents prefer minimum risk, 36% of respondents prefer moderate risk and the balance 12% respondents prefer maximum risk in mutual funds. Majority of respondents prefer minimum risk in mutual fund investment. Table 1.13 shows the return expected by investors in mutual fund investment, 22% of respondents expect 10% - 15% return, 64% of respondents expect the range of 15% - 20% return and the remaining 14% of them expect more than 20%. Majority of investors prefer 15% - 20% expected return in mutual fund investment. Table 1.14 depicts the preference of investors to invest in mutual fund AMCs, 17% of respondents prefer to invest in SBI, 38% of respondents prefer to invest in ICICI, 12% of respondents prefer to invest in UTI, 27% of



respondents prefer to invest in Reliance and the remaining 6% of respondents prefer to invest in Other AMCs. Majority of respondents prefer to invest in ICICI AMC.

Major Findings

- Majority of investors belongs to the age group 31- 40 years. Majority of respondents are salaried people.
- Majority of respondents (87%) are willing to save their income.
- About 82% of respondents have preference for investment plan.
- Majority of respondents (43%) are concerned with the return in their investment decision.
- The preferable period of investment shows that majority of respondents (76%) are concerned with long term in their investment decision.
- Majority (34%) of respondents prefer the investment in mutual funds for retirement.
- The preference of risk level in mutual fund investment by the respondents reveals that more than 52% of respondents prefer minimum risk in mutual fund investment.
- Majority of investors expect 15% - 20% return in mutual fund investment.
- The preference of investors to invest in mutual fund AMCs status depicts that more than 38% of respondents prefer to invest in ICICI AMC.

Suggestions

- Various respondents were not aware of the mutual fund products and the type of mutual fund schemes and the risk associated with mutual fund products
- Mutual fund companies should provide complete information of various products to their investors.
- If the company improves the categories of investment then customer will show the interest to invest more.



Conclusion

Investor individually or through fund manager take decision of investing after collecting relevant information provided to them through prospectus about the fund, its operating limits and costs. Later fund managers operate within the specified boundaries which is critical to achieve expected results. In India mutual funds are regulated by the Securities and Exchange Board of India, which helps to provide comfort to the investors. SEBI forces transparency on the mutual funds, which helps the investor make an informed choice. SEBI requires the mutual funds to disclose their portfolios at least six monthly, which helps the investors keep track whether the fund is investing in line with its objectives or not. This paper portrays the preference of investors towards saving decision and investment decision in particular AMCs, focus on the determinants of mutual fund investment, risk level, expected return by the investors in karur.

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E-CUSTOMER RELATIONSHIP MANAGEMENT (CRM) IN BANKS

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“Without morality commerce is a sin “ so says by Gandhiji. Likewise without customer relation there is no business any. To attract the customers many businesses tread many types of methods. Banks are also in the way of attracting customers give publicity to their unique features. Banks whether they are public or private or scheduled banks have to maintain a good relationship with the customers.

Customer Relationship Management (CRM) is not a product or service, rather a strategy used to learn more customers’ needs and behavior in order .to improve stronger relationship with them. To assess market trend, marketing effectiveness and responsiveness CRM is the useful and appropriate tool. In Banking sector, today customers expect banking services quick and wide range. The banker customer relationship endures as long as both the parties honour their obligations and responsibilities towards each other.

The recent decade has been characterized by swift change in technology and beginning of a new era by corporate and retail banking services through the Internet. With the exceptional pace by which technologies are changed and adopted, global business is in the net of web networks. This enables the financial sector, especially banking business, integrate e-banking platforms with customer centric approach. Increasing tendency of banks to be more cautious towards the degree of risk, and better customer services, as well as, reliance on



third-party information service providers they are exposed to, are easily identifiable. It requires sound and effective management of customer service. Through Internet banking, better management of information and security risks can be ensured but better customer relationship and service can also be ensured if proper attention is given.

The objective is to focus on better management of customer relationship with the help of better Internet banking services. It is very essential for firms to establish and manage better customer relationship with their customers and also includes customers, channel partners and alliance partners, for the long-term strategic and long-term success. Further, it also pays a better platform for leveraging better social relationship in a collaborative, cooperative and profitable way. E-CRM is a concept that includes concept of CRM with technological touch like data warehouses, data mining and linguistic technologies. The main objectives of CRM in banking sector are

- Providing better customer service
- E - Technological services more effectively
- Helping in getting loans liberally to close deals faster and error free
- Simplifying marketing processes and ensuring increase in customer revenues
- Discovering new customers, etc.

Good customer relationship is more crucial in banking sector because the whole banking business revolves around the customer; as a result the relative cost of acquiring new customers becomes high and difficult too. New strategies to establish better customer relationship have been practiced by banker. For the fast pace change in Information Technology and web application, bankers like other sectors welcome Internet banking services to derive better customer relationship. Thus, CRM and Internet banking are invariably related to each other. Bankers are very much aware that acquiring and



replacing new customers incur huge drain of resources that is a loss of opportunity cost, so they try to keep the existing customers satisfy by intensifying the profitability of the existing customer relationship. In the recent years, CRM has come out as one of the most successful solutions for minimizing diminishing market share and overall growth particularly in banking and financial sector. The long-term objective of any business is to survive and attain economies of scale. This objective becomes successful only when it creates and keeps customer with it. But, managing better relationship with customer sounds easy but in practice it is a tough job. It requires highly integrated and refined endeavour for identifying, creating, and satisfying customer requirements.

In retail banking operations, customer is the direct touch point of a banker and as a result, it is the most sensitive zone that requires sophisticated customer relationship. For this purpose Internet banking is an effective measure with CRM practices in action. The face of banking has been changed due to the developments and innovations in technology, deregulation, and globalization.

The traditional banking industry with local bank has been changed due to active participation of electronic relationship not only national but also multi-national service providers, ATMs, Internet banking, automated call systems and a large number of products and services are in offer. These services are not confined to a specific geographic location rather, more globalized in nature. For a typical financial institution, there exist thousands of competitors at local, regional, national and global levels. In this sense, Internet banking has been viewed as an efficient way to manager better customer relationships. Retail bankers have to act like a retail merchants, focusing on ways to gain customers, keep and maximize profitability out of each by streamlining product costs and customer contact



channels. By spending huge amount in advertising will not be fruitful or by simply buying software and installing it does not pay anything. For leveraging Internet banking services, effective CRM is to be exercised. As we look into the service through Internet banking it shows high in almost every service, customer involvement and information on the part of customer.

E-CRM (ELECTRONIC-CUSTOMER RELATIONSHIP MANAGEMENT)

E-CRM is a complex term emerges from the field of marketing. It is the latest buzzword in the banking sector and is perceived as one of the most effective tools in this direction.

E-CRM provides a medium to conduct interactive, personalized and relevant communications with customers through electronic channels. E-CRM has an interactive nature which is associated with internet, e-mail, web technologies to provide healthy relationships to their customers for a strong foundation of strong and personalized services. In E-CRM banking products and services are delivered to the customers to gain the satisfaction of customers. Use of technology in E-CRM increased the productivity through automation of banking operations. Efficient implementation of E-CRM in banking sector helps in attracting the customers and retaining the customers to the whole lifetime.

E-CRM is a digital tool in the era of information technology. It serves more and more customers quickly and retains their customers. It works as a platform to customers to make decisions about messaging, offers and channels delivery. The concept of E-CRM, when attached with businesses or banking transactions it translated into E-CRM



which essentially deals with managing customer interactions over the web.

Objectives of E-CRM

- ❖ Provides better and effective customer service
- ❖ Avoiding waste of time in banks
- ❖ Helps in dealing with customer at a faster rate
- ❖ Reduces the work load of marketing and sales
- ❖ Helps in retaining new and discovering new customers
- ❖ Increases the customer revenues

Needs of E-CRM

E-CRM is needed at a very high level Indian banking sector. It's a buzzword for the customers and is needed at a very high rate. On line CRM became an important strategy for small and medium business houses-it saves time and increases the productivity capacity. Internal and external factors are act as key drivers for the implementation of E-CRM in the banks.

Internal factors

- Helps in improving the customer satisfaction and cross selling of banking products
- Provides cost cutting and better efficiency initiatives
- Competitive pressure
- Understands the customer life time value
- Introduces multi-channel management in banks
- Provides automated business processes

External factors

- Reduces the competitive pressures
- Reduces the scope of differentiation
- Fulfils the customers demand for flexibility in pricing and fee structure



- Increased the risks and their intermediation

Electronic customer relationship management can be effective in banks with the adoption of technological instruments. They are: ATMs, Telex, Fax, Internet, Tele-Banking/Phone Banking, Electronic Clearing Service, INFINET, SWIFT, Mobile Banking, Wireless Banking Services, Electronic Fund Transfers and Total Branch Mechanization.

CRM –Benefits for the customer

- Serving first time right
- Right time
- Right price
- Simple process
- Personalised service
- Increased satisfaction
- Choice of products
- Better turnaround time

Benefits of CRM to banks

- Cross –sell and up-sell (to sell upgraded products with improved margins)
- Customer acquisition and retention
- Customer loyalty
- Customer lifetime value
- Migrate less profitable customers to cheaper channels
- Reactivation of dormant accounts
- Fraud detection
- Default prediction-Minimise loss, Minimise NPA

General implications of E-CRM in Banks

New Private Sector Banks have actively adopted E-CRM as a business strategy. They have a strong technology platform. The integration of various financial activities of customer in one screen is of significance under CRM. The following products are being marketed to the customers by way of mail by the bank at periodical intervals.



E-lockers, Retirement Plan, New Issues-Bonds, IPOs, Personal Loans, Home Loans, Recurring Deposits, Loans against Property, Loans against Securities, Donations to select Temple. These banks do not want the customer to forget the bank. Direct email is a popular and effective method for targeting customers for CRM purposes. It is intense communication with the customer.

The Banks continue leadership in the area of technology to provide a superior customer experience. To reward long term relationship of customers with the banks, loyalty Programme 'My Savings Rewards'. There are reward point for Bill Pay (utility payments), e-commerce (online shopping), EMI payment etc. There is a 24*7 Electronic Branch for cash deposits, cash withdrawals, cheque deposits, funds transfers, opening FD plus video conference. They call it 'Touch Banking'.

There are digital channels like internet, mobile, social media linked products like Face book Banking-'I wish'. 'I wish' is a goal based savings products. Family and Friends can contribute to achievement of the goal-say, son's education or setting up of a venture. . Another product 'Pockets' allows customers to carry out banking transaction while on Facebook. One can book movie tickets, pay a friend and do prepaid mobile recharge. The Sales Team uses Tab-Banking-for opening accounts instantly at place convenient to the customer. There are product videos which can be played to the customers at the time and place of their choice. E-locker can be used to store important documents for Wealth Management customers. There are Wealth Management branches and special lounges for High Net Worth (HNW) customers.

There are collaborative initiatives-'Sure Pay' for payment of fees, tax collection, payment of insurance premium etc., UDI



authentication for Aadhar based payment can be done at the bank. The bank teaches the customers about Equity, Derivatives etc. 'No Branch Banking' – Here, mobile recharge, payment of electricity bill, telephone bill can be done. Transfer of funds is possible. Payment for credit cards is possible. Savings account can be maintained. Personal loans are made available. The feedback on this facility (Everything online) is: 'it is hard to believe. It is good to believe'.

State Bank India introduced Corporate Account Group (CAG) more than a decade ago to meet all the needs of corporate customers who have borrowings of more than INR 200cr. The bank can cater to the entire supply chain-suppliers, distributors, ancillaries, employees (home loans, Education loans, Personal loans, Credit Cards, Debit Cards, Salary Accounts, etc), Dividend payment, Collection/payment of bond interest, Supply bills, Guarantees, Foreign Exchange, PPF, Cross-selling of internal products and third party products. Similarly, they have specialised outfits for Mid-Corporate Group, SME (Small & Medium Enterprises), Kohinoor Branches (deposits of NRI 1cr and above), etc.

Conclusion: The electronic transformation is taking place in almost all categories of banks. It is helpful to cope with new economic and financial policies of the banks. This E CRM is playing a crucial role to create the drastic changes in the banking sector particularly in the new private sector and foreign banks. It can be concluded that mere introduction of E CRM alone will not sufficient to bring necessary performance improvement and to get the competitive edge but intelligent people are required to use such intelligent tools to maintain good E CRM . Still Electronic Customer Relationship Management is a challenge flow in future banking scenario, marketing not technology is going to be the challenge.



INDIRA GANDHI AS A NEW SOUL OF INDIA

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INTRODUCTION :

IN A letter of congratulations to Jawaharlal Nehru on the birth of his daughter, Sarojini Naidu had humorously dubbed Indira 'the new soul of India'¹ Her remark was more prophetic than she could possibly have imagined. The story of Indira's childhood and adolescence would be closely interwoven with the history of the new India that was struggling to come of age. That struggle would soon engulf the whole Nehru family and, while she herself was too young to be an active participant, Indira would experience keenly if vicariously the triumphs and the vicissitudes of the nationalist movement.

Her father has left a vivid description of those exhilarating early days of civil disobedience:

'Many of us ... lived in a kind of intoxication. We were full of excitement and optimism and a buoyant enthusiasm. We sensed the happiness of a person crusading for a cause. We were not troubled with doubts or hesitation; our path seemed to be clear in front of us, and we marched ahead ... Above all, we had a sense of freedom ... What did we care for the consequences? Prison? We looked forward to it; that would help our cause still further ... We had also an agreeable sense of moral superiority over our opponents in regard to both our goals and our methods.'²

But the road to independence would be longer and more arduous than Jawaharlal and other young nationalists had anticipated; and the initial euphoria soon vanished. Satyagraha, though non-violent, required a willingness to suffer any consequences—including death—for the cause. And while few had to make the ultimate sacrifice, many faced police firing and *lathi*^{*12} charges and spent long years in prison,



isolated from family and friends. Often broken in health, and sometimes in spirit, they returned as virtual strangers to the world they had left behind. After eight years in a series of prisons, Jawaharlal would write sadly to his sister:

'Meeting each other after a long interval shall we recognise each other in the old way? Or will there be a feeling of shyness and strangeness as when we meet those we do not wholly understand? The private world each one of us lives in. worlds of fancy and feeling and imagination, have so long lain apart that they are apt to become strangers to each other, separate circles overlapping less than they used to. Partly that happens as we grow older, but the process is accelerated by the abnormal conditions we have been living in.'³

For twenty-five long years chronic civil disobedience and gaol-going were to mean the suspension of normal family life and human relationships. For the closely-knit Nehru family, permanently in the vanguard of movement, these separations must have been especially painful. From the age of four, Indira would be periodically deprived of the companionship of those she loved most and denied a normal childhood. She admitted many years later: 'At that time I did resent the fact, perhaps, that my parents were not with me, as other children had their parents.'⁴ On one occasion, some visitors to Anand Bhawan were met on the doorstep by little Indira who gravely informed them that both her parents had gone out to gaol. 'It seemed my parents were always in gaol,'⁵ she would later lament. Almost as wearing as the long separations was the constant suspense that clouded the brief reunions. One never knew when the police would arrive to remove one of the Nehrus to their 'second home.'

During the first few years of her life, Indira had been the cynosure of eyes at Anand Bhawan, smothered with attention and admiration by her elders. Now she suddenly found herself deserted by her circle of admirers and supplanted by national concerns which she was too young to understand. In her child's world the change was a drastic one, and it naturally created problems of adjustment. She must have felt neglected and abandoned, and inevitably she built up some bitterness and resentment. Had there been a brother or sister to share her loneliness, she might have adjusted more easily; but she was an only child.



Shortly after the family bonfire, Indira had her first experience of the call of duty and conscience. A relative who had recently returned from Paris called at Anand Bhawan with an exquisitely embroidered dress as a gift for Indira. Her mother, however, politely returned it, explaining that the family no longer wore anything but khadi. 'I think you have all gone mad,' the visitor exploded.

'But you are adults and if you want to be ill, I suppose that is your business. But you certainly have no right to make the child suffer and it's for her that I have bought this gift.' Kamala thereupon called out to her daughter, who was playing nearby, and said: 'Auntie has brought you a foreign frock. It is very pretty and you can wear it if you like, but first think of the big fire when we burnt our foreign things.' Indira was tempted, as any little girl would have been. She reached out for the dress, then suddenly stopped short and found herself shouting: 'Take it away—I shan't ever wear it!' 'All right, Miss Saint', the visitor teased her, 'how is it that you have a foreign doll?' 'I was passionately fond of the doll,' Indira Gandhi has recalled. 'I could not think of it, or indeed of anything as lifeless. Everything was given a name and immediately developed its own personality the doll was my friend, my child.' For days, we are told, she lived in an agony of doubt, torn between her love for the doll and what she considered her duty to her country. Finally the decision was taken.

Quivering with tension, she took the doll out onto the terrace and set fire to it. She felt as though she had killed a living person: The tears came as if they would never stop and for some days I was ill with temperature. To this day I hate to strike a match!⁶ The privacy of family life at Anand Bhawan had become a thing of the past. Hordes of serious, khadi-clad politicians and intellectuals thronged the house and held their councils of war on its lawns, where, in former times, bands had played and champagne had flowed. Life in the Nehru household became chaotic, and the women of the family were rushed off their feet by the constant influx. Gandhi, Mrs. Besant, Sir Tej Bahadur Sapru, Pandit Madan Mohan Malaviya, Lala Lajpat Rai and Mohamed Ali Jinnah—these were a few of the political 'giants' who frequented the Nehru home.



For Indira it was an early and overwhelming introduction to famous men and women. She wandered freely among them, taking in something of what they said. Asked by an interviewer when her political career had begun, Indira Gandhi would reply: 'I think I attended my first Congress meeting when I was three.'⁷ 'Our house was always full of all kinds of people,' she has told the author. They were always having political discussions, and even though I didn't understand all of it, I did imbibe something, even though not consciously. It has an effect on one's thinking and development.'⁸

Indira was growing up into a rather tomboyish girl, both in manners and appearance. Kamala Nehru herself had managed as a girl to avoid the constraints of *purdah* by dressing in her brothers' clothes. Now she seems to have enjoyed dressing young Indira in the uniform of a male Congress volunteer. With her close-cropped hair tucked under a Gandhi-cap, Indira could pass quite easily as a boy, and she frequently did, thereby causing considerable confusion among visitors. 'Where is your brother?' they would ask when she appeared in her normal girlish frills. 'I don't have a brother,' she would reply mysteriously. And when they persisted -'but we've seen him with our own eyes!' - Indira, with a child's delight in the discomfiture of her elders, would refuse to divulge the secret which she shared with her mother.⁹

Anand Bhawan was a highly charged environment for a growing child, and it seems to have kept Indira in a state of permanent excitement, sometimes verging on hysteria. Climbing onto a table, she would collect an audience of servants and harangue them passionately with the slogans she had picked up from her elders. 'I haven't the remotest idea what I said to them or whether it made any sense,'¹⁰ she later confessed. Her games were exclusively political. According to the oft-told story, she would mobilise her numerous dolls for battle, dividing them into policemen and satyagrahis, with the latter invariably victorious.

Apparently she also had visions of martyrdom. On one occasion her aunt Krishna discovered her in a curious pose. Her eyes burning and her arms dramatically stretched out, Indira stood on the verandah muttering to herself. When asked what she thought she was doing, she solemnly replied: 'I'm practising being Joan of Arc. I have just been



reading about her, and some day I am going to lead my people to freedom as Joan of Arc did.¹¹ The St. Joan syndrome would remain with her long after she had forgotten and outgrown the fantasy. Transferred to the world of action, it would mean a dynamic sense of mission and an eagerness to respond vigorously to any challenge. But beneath it there may well have lurked a deep-seated fear of inadequacy of failing to measure up to the achievements of those around her which would be concealed from prying eyes by an impenetrable wall of reserve.

Indira was not, in the usual sense, a deprived or neglected child. She had affection in abundance from those around her, and her material wants and desires were rarely if ever denied. Even after the Nehrus became involved in the rough and tumble of politics, during the interludes of family life that they were able to snatch, Indira was if anything more petted and indulged than ever. But what she did lack, and what these extremes of indulgence and neglect only served to emphasise, was the even tempo and discipline of a stable and secure home, in which she could be truly a child, free from the anxiety and tension of a world which she was too young to comprehend.

Like so many other children who grow up in a disturbed environment and of whom much is expected, Indira seems to have felt threatened and vulnerable. And like other children, she sought compensation, partly through defence mechanisms which insulated her from intimacy with people other than the very few she felt she could trust, and partly through fantasies in which she could assert her superiority as a successful and admired figure in the world of action. The result was an obsessive desire to excel and prove her mettle, coupled with a painful shyness and diffidence which, for many years, would cramp her personality and prevent the realisation of its full potential.

In November 1921, when Gandhi proclaimed a nation-wide hartal on the occasion of the Prince of Wales's visit, the Government decided to strike at the Congress. The Nehrus, father and son, were among the first to be arrested. For four-year-old Indira it was an early baptism in the consequences of civil disobedience. Though she could not, of course, participate in the movement, she became a regular spectator at the



trials of her elders. Sitting in the dock on her grandfather's lap, she witnessed his trial at Allahabad's Naini Prison. According to her aunt: 'Indu*¹³ sat very still with her enormous dark eyes fixed intently on the judge, taking in far more of the proceedings than we believed possible.'¹² If, indeed, she was able to follow the proceedings, they cannot have enhanced her respect for British justice. The trial was a farce, with an illiterate witness pretending to identify Motilal's signature on a list of Congress volunteers which he held upside down.

In April 1922, Jawaharlal, only recently released, was re-arrested while engaged in peaceful picketing of foreign cloth-shops and charged with criminal intimidation, extortion and sedition. Indira was present at his trial and did much to enliven the proceedings. *The Independent*, an Allahabad newspaper owned by her grandfather, thus described the scene:

The stage was set ready for the novel trial to begin. Pandit Jawaharlal and nine others, the pride of the city of Allahabad, were in their proper places on the under-trial prisoners' benches. The judge was in the chair with as solemn an air on his face as he could command. Seats for the audience were arranged neatly in semi-circular rows, and the audience ... sat with attention and gravity writ large on its face. 'The death-like stillness was at last broken by the soft prattle of a child's voice - four-year-old daughter of Pandit Jawaharlal Nehru - as in hopping accents she asked, "Mummie, are they going to have a bioscope show?" The hearts of all listeners were touched by the unaffected simplicity of the child and there was hardly an eye that did not glisten with subdued emotion. It was all over in a minute, however. The faces of the audience brightened up as the next moment they realised the full humour of the situation.'¹³

About this time, Indira had her first encounters with the British police. It was the Congress policy not to pay fines imposed by the courts; and so the police became frequent visitors at Anand Bhawan, carrying away furniture, carpets, silver and other valuables in lieu of the fines. Jawaharlal later wrote: 'Indira, my four-year-old daughter, was greatly annoyed at this continuous process of despoliation and protested to the police and expressed her strong displeasure. I am afraid that those early impressions are likely to colour her future views



about the police force generally.¹⁴ Already a strong-willed child, she would fly at the policemen, shaking her fist and shouting, 'You can't take them, they belong to us!'¹⁵ Mrs. Gandhi has recorded that on one occasion she almost succeeded in chopping off an officer's thumb with a bread-slicing gadget.

It was now, when he was separated from her, that Jawaharlal first began to take an active interest in his 'Priyadarshini - dear to the sight, but dearer still when sight is denied.'¹⁶ Indira was painfully thin and her health was a constant cause of anxiety. To dear Indu, love from her Papu,¹⁴ Jawaharlal wrote from prison in October 1922. 'You must get well quickly, learn to write letters and come and see me in gaol. I am longing to see you. Have you tried the new spinning-wheel which Dadu¹⁵ has brought for you? Send me some of your yarn. Do you join your mother at prayers every day?'¹⁷ A month later he wrote again, with a string of questions about her visit to Calcutta with her grandfather: 'Love to dear daughter Indira from her Papu. Did you like Calcutta? Is it better than Bombay? Did you see the Calcutta zoo? What animals did you see? Have you seen a huge tree there? You must get strong and plump before I return to Allahabad.'¹⁸

It was about this time that Indira first met the man who, for the next twenty-five years, was to have such a pervasive influence on the lives of those around her. In 1922, while their menfolk were in prison, the women of the Nehru family accepted Gandhi's invitation to pay him a visit. Travelling third-class, in the Gandhian fashion, Swarup Rani, Kamala, Krishna and little Indira arrived at Sabarmati, Gandhi's ashram near Ahmedabad in Gujerat. Though accustomed to the comforts of Anand Bhawan they managed to adjust themselves to the rigours of ashram life, which included sleeping on the floor in a dormitory, rising before dawn, and washing their own clothes.

Gandhi forms a part of Indira's earliest memories. Later she 'disagreed with many of his ideas and had long discussions with the usual dogmatism of the very young who think that they have all the answers.' But 'as a very small child,' she recalls, 'I regarded him, not as a great leader but more as an elder of the family to whom I went with difficulties and problems, which he treated with the grave seriousness which was due to the large-eyed and solemn child I was.'¹⁹



Surrounded by adults and deprived of the company of other children, Indira was growing up into something of a problem-child, moody, self-centred and often refractory. One of her uncles has recalled taking her out in the evenings to buy sweets. 'I used to tickle her, but she never smiled,' he complained. 'She would push my finger away firmly and remain tense and fidgety.'²⁰ It was an alarming display of propriety from a four-year-old.

Nevertheless, even at that early age, much was expected of her, As early as 1922, Jawaharlal expressed his concern about her education in a letter to his father:

'Kamala writes to say that Indu is becoming more and more intractable and pays no heed to any kind of study. I wish some arrangement could be made for her lessons. I am confident that I could have managed her easily - but I am in barrack number 4 - so some other arrangement must be thought of. I do not suppose that she will acquire much knowledge just yet but she must begin to acquire the habit of doing lessons. The longer this is delayed the more difficult it will be for her and for others. As it is she is past the age when she should have begun seriously.'²¹

Indira's education would inevitably suffer from the uncertainty of her home life; and she would also become something of a guinea-pig for her father's experimental ideas. In the days of non-cooperation, Government-aided institutions were being boycotted; and so, after a short stay at a kindergarten school in Delhi, Indira joined the Modern School at Allahabad, a newly-founded nationalist institution. The school was short of resources and staff and included a large variety of age groups. Motilal soon decided that it was unsuitable for his granddaughter, and transferred her to St. Cecilia's, a private school run by three English sisters, the Misses Cameron. The result was a storm in a teacup. The younger Nehru complained to Gandhi that Indira's attendance at a school run by Europeans was a breach of the principles of non-cooperation. At Jawaharlal's request, the Mahatma lodged a mild protest with Motilal. The elder Nehru, in high dudgeon, telegraphed to Gandhi that Jawaharlal had told him 'a tissue of lies from beginning to end', that Indira's school had no connections with the Government, and that Jawaharlal's objections were based, not on the



principles of non-cooperation, but on his own peculiar educational views. T was solely prompted by desire to give Indira companionship of children of her own age,' he asserted and his son's version was 'absolutely false' and 'too mean for the proudest father in the world'.²² Motilal might storm and rage, but his son had his way. Indira was withdrawn from school and taught at home by private tutors, removed from the company of other children.

To her loneliness was added anxiety about her mother's chronic ill-health. Ever since Indira's birth, Kamala Nehru had been frail and easily tired. Subsequently, two unsuccessful pregnancies had further weakened her. Neglected and ailing, she suffered in silence. Her remorseful husband later confessed: '... all unconsciously, I almost overlooked her and left her to her own resources, just when she required my full cooperation... She gave me strength, but she must have suffered and felt a little neglected.'²³ It is not surprising then that Kamala Nehru became 'a champion of woman's right against the tyranny of man.'²⁴ An ardent feminist, she urged women to rebel against man-made laws and the domination of their husbands and impressed upon them the necessity of educating themselves.

As early as 1919, Kamala had been suspected of tuberculosis. When in 1925 the dread disease then considered fatal was definitely diagnosed, it was decided that she must go to Switzerland for treatment. In March 1926, Jawaharlal, Kamala and Indira took ship for Venice en route to Geneva. Motilal, anxious lest his granddaughter catch the infection, wrote instructing his son that mother and daughter must be kept at a suitable distance: 'On the journey from Delhi to Bombay I noticed that Indu frequently kissed Kamala. This should be stopped. If possible they should avoid hugging each other in the way they do, as according to the latest theory even perspiration carries the germs.'²⁵

The family took a small flat in Geneva, and Indira joined the famous International School. Later she was shifted to L'Ecole Nouvelle at Bex. 'I am sure all the little girls will simply worship her,' Motilal wrote to his son, 'no forced aloofness of the Anglo-Indian girl.'²⁶ But according to her aunt Krishna, who had joined the family in Geneva, eight-year-old Indira was already too grown-up for her classmates, who



were mainly interested in games and certainly not in politics. Indira, as always, kept aloof.

Even so, this was a relatively happy phase in her childhood. She enjoyed the winter sports and soon picked up enough French to roam the streets on her own, thereby winning fulsome praise from her grandfather. In May 1926 he wrote from India to her father: 'Indu is a wonderful little girl to be able to make her way in the streets of a Swiss town in the way you describe. It is not that she is so small but the fact that she could not possibly have acquired a sufficient knowledge of the language which makes it quite a brave thing to do. But you must not overtax her capacity in this respect.'²⁷ A few months later he observed approvingly in another letter to Jawaharlal: 'It seems that she can suit herself to any conditions and is well able to look after herself. I am not at all surprised that her mental growth has been remarkable. It has indeed been so from the very beginning. The difference is in the opportunities which were practically nil in Allahabad.'²⁸

This proved to be one of the most formative periods of Jawaharlal's intellectual life. Europe in the late twenties was in a state of intellectual ferment and economic crisis. The most important new current of thought was Marxism, which offered a scientific and humane alternative both to the ills of an effete liberalism and to the sinister prospects of Fascism. Jawaharlal was too much of a liberal and a Gandhian to accept the ruthlessness and violence associated with established Communism; but Marxist theory gave him an international perspective and a socio-economic basis for his political thought, both of which were to stand him in good stead when he returned to India. Leaving his wife in the hands of her doctors, he toured the Continent, meeting old friends and making new acquaintances. Indira accompanied him on some of his visits, listening with what her aunt has described as 'the gravity of an old judge'²⁹ to his conversations with intellectuals like Romain Holland, Albert Einstein and Ernst Toller. With her father she also toured the museums and historic monuments of Europe. Jawaharlal was an eloquent and indefatigable guide, and it must have been a stimulating if strenuous experience.

In the autumn of 1927, Motilal joined the family in Europe; and his ostentatious ways were a welcome change from the austere regime



that Jawaharlal had imposed on them. Kamala had already been pronounced cured, and a couple of months later Indira sailed from Marseilles with her parents, homeward bound. Her stay in Europe had been a pleasant interlude away from the rough and tumble of Indian politics.

On her return to India in December 1927, Indira joined St. Mary's Convent in Allahabad, her father apparently suspending his objections to European schools. In deference to nationalist sentiment, however, an Indian tutor was appointed to teach her Hindi at home. In the summer of 1928, while Indira was holidaying in Mussoorie, her father decided to write her a series of letters (later published as *Letters from a Father to a Daughter*) designed to awaken her thirst for knowledge. In his opening letter he announced:

'When you and I are together you often ask me questions about many things and I try to answer them. Now that you are at Mussoorie and I am in Allahabad we cannot have these talks. I am therefore going to write to you from time to time short accounts of the state of our earth and the many countries, great and small, in which it is divided.'³⁰

The proclaimed purpose of the letters was to show this 'world of ours as a large family of nations'. In a simple account of the early history of the world, illustrated with references to the museums and historic places which father and daughter had recently visited together, they traced the evolution of man and society. Gandhi commented after seeing them:

They have a value derived not from the truth of your conclusions but from the manner of treatment and from the fact that you have tried to reach Indu's heart and open the eyes of her understanding in the midst of your external activities.'³¹

Two years later, Jawaharlal decided to follow up this first series with a far more ambitious project, a correspondence course in World History from ancient times to the present. Written from Naini Prison on 26 October 1930, Indira's thirteenth birthday by the Hindu calendar, the first letter began:



'On your birthday you have been in the habit of receiving presents and good wishes. Good wishes you still have in full measure, but what present can I send you from Naini Prison? My presents cannot be very material or solid. They can only be of the air and of the mind and spirit, such as a good fairy might have bestowed on you things that even the high walls of prison cannot stop ... I have liked my talks with you and we have discussed many things ... A letter can hardly take the place of a talk; at best it is a one-sided affair. So if I say anything that sounds like good advice, do not take it as if it were a bad pill to swallow. Imagine that I have made a suggestion to you for you to think over as if we really were having a talk.'¹³²

Written in goal without a reference library, the monumental *Glimpses of World History* (as they were called in published form) could not claim to be an authoritative history of the world. Nor could they escape being coloured by the frustrations of prison life; and their interpretation of events was often superficial and emotional. Jawaharlal himself had no illusions on this score. He cautioned his daughter:

'You must not take what I have written in these letters as the final authority on any subject. A politician wants to have a say on every subject, and he always pretends to know much more than he actually does. He has to be watched carefully... As you will notice, my likes and dislikes are pretty obvious, and so also sometimes are my moods in gaol.'¹³³

Nevertheless, with their scientific historical analysis, their emphasis on the then neglected history of the East, their intensity and freshness of approach, and their easy conversational style, the letters justly rank among the best of Nehru's writings. Their charm, however, lies in the sensitive understanding of the mind of a young girl. As Jawaharlal confessed: 'I have decided to write them for my own pleasure. They bring you very near to me, and I feel I have had a talk.' The letters abound in poignant expressions of sympathy for the lonely child who was separated from him when she most needed his love. On New Year's Day 1931, her father wrote: 'Often enough I think of you, but today you have hardly been absent from my mind. Today is New Year's Day ... But you must be rather lonely. Once a fortnight you may



Mummie and once a fortnight you may see me, and you will carry our messages to each other.'

The series came to an end in August 1933. 'What a mountain of letters I have written,' Jawaharlal concluded. 'Was it worthwhile I wonder? Will all this paper and ink convey any message to you that will interest you? You will say, yes, of course, for you will feel that any other answer might hurt me, and you are too partial to me to take such a risk.' But Indira has recorded how much her father's letter meant to her. They were her only contact with him during those formative years of her life. And although 'they were just letters at that time,' Indira Gandhi would comment many years later: 'Now I realise that they helped to form my mind in a way that no other education did, because they helped me to see things in perspective, and I never saw an Indian problem merely as an Indian problem, but as an international one.'

Spurred on by her father's letters, in themselves a major education, Indira was beginning to settle down to work. 'I study Sanskrit and English regularly now,' she wrote to her father. 'I also go to the convent for French and violin lessons... I have read a lot of books in the library, at least all those that I could understand. Could you suggest some more that I could read? You can tell me when I come at your next interview.'

Indira was becoming a voracious reader, ranging over science, adventure, fairy tales and the biographies of nationalist heroes such as Joan of Arc, William Tell, Garibaldi and Juarez. She enjoyed plays and poetry and was particularly impressed by Oscar Wilde's 'Ballad of Reading Gaol' and Victor Hugo's 'Les Miserables' with its picture of poverty and social injustice. At the same time she enjoyed lighter works, such as those of Lewis Carroll, and dipped into books on natural history like the 'Faber Book of Insects' and Maurice Maeterlinck's books on bees and ants. 'Just the minute I finished one book I wanted another,' she later recalled.

Her father wrote to warn her against excesses: 'It is a good habit to read books, but I rather suspect those who read too many books quickly. I suspect them of not reading them properly at all, of just skimming through them, and forgetting them the day after.... There



are such a vast number of books which are not worth reading at all.' But he must have been impressed, because he wrote to his sister Krishna asking her to send Indira Trevelyan's *Life of Garibaldi*. Indira was maturing rapidly, and in one of his letters her father joked :

'... the real reason – shall I whisper it to you? – why I put off writing was another one. I am beginning to doubt if I know enough to teach you! You are growing up so fast, and becoming such a wise little person, that all I learnt at school and becoming such a wise little person, that all I learnt at school and college and afterwards may not be enough for you, and at any rate may be rather stale. After some time, it may be that you will take up the role of teacher and teach me many new things!'

By 1930 mass civil disobedience was again in full swing. But this was after several years of dissension and faction-fighting within the Congress, during which the organisation had come close to splitting on more than one occasion. Gandhi's sudden withdrawal of civil disobedience in 1922, after a minor incident of violence, had shocked and demoralised most of his supporters, among them the Nehrus, who were alarmed by the Mahatma's religious obsession with non-violence. In view of the collapse of civil disobedience, the 'Pro-Changers' led by Motilal Nehru had questioned the wisdom of continuing Gandhi's policy of total non-cooperation, and had advocated the opening of a new front in the legislatures with the aim of exposing these 'sham parliaments' for what they were. Despite strenuous opposition from the 'No-Changers', Motilal had formed the Swaraj (Independence) Party within the Congress to contest the elections under the new Constitution of 1919. A brilliant parliamentarian, Motilal, as Leader of the Opposition in the Central Legislative Assembly, had at first been successful in blocking Government legislation and in forcing the Executive to fall back on its wide discretionary powers. But by 1925 deep cracks had appeared in the Swarajist ranks, and many of the party's leading figures had abandoned it in favour of communalism and constitutionalism. While the Congress was weakened and divided by its internal feuds, the forces of communalism had been rapidly gaining ground, and the political atmosphere had been vitiated by Hindu-Muslim conflict, to the advantage of the ruling power.



Younger and more militant elements in the Congress had, meanwhile, been growing restive and had turned increasingly to socialism and mass organisation as an alternative both to the mystical obscurantism of Gandhi and the constitutionalism of the Liberals. Since his return from Europe in 1927, Jawaharlal Nehru had applied himself to the task of radicalising the Congress and making it more representative of the masses. But the younger Nehru's socialism had brought him into head-on collision with Gandhi and his own father. Matters had come to a head at the Calcutta Congress in December 1928, presided over by Motilal Nehru. The Nehru Report, drafted by Motilal as an attempt at a compromise constitution acceptable to all communities and political parties, had caused a sharp cleavage in the Congress with its proposal of Dominion Status. At the Calcutta session, Gandhi, Motilal and the Old Guard had found themselves strongly opposed by Jawaharlal and the radicals, who would be satisfied with nothing less than complete independence. Eventually the sheer force of Gandhi's personality had succeeded in bringing about a one-year truce. For the Nehrus these had been tense days, with father and son clashing with all the violence of former times while the family looked on anxiously.

By the time the Congress met in Lahore at the end of 1929, the lack of a positive response from the Government had turned the tide in favour of complete independence. With the active support of Gandhi and his father, Jawaharlal, the hero of the Congress Left, had been elected President, one of the youngest in Congress history. From Lahore the Congress had issued its famous declaration of war, adopting purna *swaraj* (complete independence) as its goal and authorising a renewal of civil disobedience. A few months later, when Gandhi launched mass civil disobedience, beginning with nationwide violation of the iniquitous Salt Law, Motilal and Jawaharlal were among the first to be arrested.

Despite the massive repression to which the Congress was subjected, the movement did not collapse. After the arrest of most of the Congress leaders early in 1930, their womenfolk came forward to man the Congress organisation, filling the breach with a confidence that won the admiration even of officials of the Raj. Equality of the sexes had long been one of the tenets of the Congress creed; but it



might well have remained a dead letter had it not been for the role of women in the Civil Disobedience movements of 1930-32 and later in the 'Quit India' movement of 1942-43. With a couple of exceptions, like Mrs. Besant and Mrs. Naidu, women had hitherto taken little part in Congress decision-making; but now they came to the front in large numbers and proved themselves worthy of the status that they had been promised. The active participation of women in post-Independence politics, surprising in an otherwise male-dominated society, owes much to the role of women during the nation-alist struggle.

Kamala Nehru, who had as her husband confessed long been denied 'that comradeship which was her due,' now revealed the potential that lay beneath her gentle and retiring exterior. Despite her ill health, she worked with unflagging energy as President of the Allahabad Congress Committee and later as a substitute member of the Congress Working Committee, the movement's High Command. Unmindful of the summer heat, she kept up a furious pace, organising the women of Allahabad to picket foreign cloth-shops and liquor stores. Her efforts won general admiration and helped to bring thousands of women out of their homes, 'I marvelled at Kamala's energy,' her sister-in-law Krishna later wrote. 'I, who was far more healthy than she, often gave into fatigue or weariness and stayed at home, but not she ... we often grumbled and felt tired and disheartened. Not so Kamala whose faith and spirits never seemed to flag.'

It was in the course of these activities that Kamala is reported to have 'met Feroze Gandhi, the young Parsi who was later to marry her daughter. With some other women she was picketing a Government college, while some students perched on the college wall and watched with amusement. It was a blazing summer's day, and the *satyagrahis* were very thirsty. Though it was usual for sympathetic onlookers to offer refreshments, the boys made no such gesture. Suddenly Kamala fainted, and the remorseful students rushed to her assistance and helped to revive her. Feroze Gandhi was one of them. Soon after this Feroze enlisted as a Congress volunteer.

Feroze's nationalist activities soon brought upon him the wrath of his loyalist family, and he began to turn increasingly to the Nehrus for comfort and inspiration. He became a frequent visitor at Anand



Bhawan, and Indira and he must have been thrown together a good deal; but it was Kamala Nehru who was Feroze's heroine, and he worshipped her with all the devotion of a teenager to his idol. He became a familiar figure, trotting behind her with her basket of sandwiches and tea, as she did her political rounds in the villages. Kamala herself later confided to Swami Abhayananda, her spiritual guide, that she looked upon Feroze as her own son.

Kamala Nehru's arrest on 1st January 1931 was her finest hour. She had spent New Year's Eve alone with her daughter, reading Tennyson's 'In Memoriam', when they were interrupted by the ringing of the telephone. Indira answered, and an anonymous voice warned her that her mother was to be arrested the next morning. 'I was stunned,' Mrs. Gandhi has told a woman journalist. 'She asked me to pack and herself spent the whole night working ... talking to the local Congress workers, giving them some papers, giving instructions. There was much to be done.'

In a parting message to the nation Kamala Nehru, the Hindu wife in her overcoming for the moment her feminism, declared: 'I am happy beyond measure and proud to follow in the footsteps of my husband. I hope the people will keep the flag flying. Her husband later wrote: 'She wanted to play her own part in the national struggle and not be merely a hanger-on and a shadow of her husband... She wanted to justify herself to her own self as well as to the world ... but I was far too busy to see beneath the surface and I was blind to what she looked for and so ardently desired.'⁴⁶ When understanding came at last, it would be too late to make amends.

'When I was arrested, I was worried about Indu,' Kamala wrote to Jawaharlal from Lucknow Central Gaol. 'I wondered what she would do by herself. But I now feel somewhat reassured about her being able to look after herself. She gave me her word that she would remain cheerful and take care of herself.'⁴⁷ To Indira she wrote:

'Let me know your daily routine. Please send your teachers' fortnightly reports about your studies to your father. I hope you remember what I told you when I left home. Whenever I stroll outside the barrack, I think of you. You must also take a walk every day. When



I am released, we shall go out for walks together. That will be six months away, but six months will pass without either of us feeling it.'

Kamala's work had been a shining example to her daughter, no less than to thousands of other women. Indira was twelve at the time, an awkward age. While she was too young to enrol as a regular Congress-woman, she was old enough to be roused by the excitement and enthusiasm of those around her. At the stormy 1928 session of the Congress, she had seen her grandfather as Congress President, driving in state in a carriage drawn by thirty-four white horses ridden by uniformed Congress volunteers. A year later she had watched her father, 'a knight *sans peur et sans reproche*' as Gandhi described him, riding through the streets of Lahore on a white charger, followed by a detachment of mounted volunteers and a herd of elephants, while cheering crowds showered him with rose petals. Like the rest of the family, she had watched proudly while Motilal, in the manner of a monarch passing on the crown and sceptre to his heir, had vacated the presidential chair for his son. It had been the first instance in Congress history of a father being succeeded as President by his son. On 26 January 1930, proclaimed by the Congress as Independence Day, Indira had taken the pledge of independence with thousands of others all over the country, reciting after her father the solemn words:

'We believe that it is the inalienable right of the Indian people, as of any other people, to have freedom and to enjoy the fruits of their toil... We believe also that if any Government deprives a people of these rights and oppresses them the people have a further right to alter it or abolish it. The British Government in India has not only deprived the Indian people of their freedom but has based itself on the exploitation of the masses, and has ruined India economically, politically, culturally, and spiritually... We hold it to be a crime against man and God to submit any longer to a rule that has caused this fourfold disaster to our country.'

These were romantic times, and Indira was determined not to let them pass her by. Here was an opportunity to give substance to the fevered fantasies of her early childhood. Even had she wished otherwise, the voice of duty called. If she was a second Maid of Orleans, her father's letters were her 'voices'. They were a constant reminder of



what was expected of her. In the opening letter of *Glimpses of World History*, he lectured:

'Do you remember how fascinated you were when you first read the story of Jeanne d'Arc, and how your ambition was to be something like her?.. If we are to be India's soldiers we have India's honour in our keeping, and that honour is a sacred trust. Often we may be in doubt as to what to do... One little test I shall ask you to apply whenever you are in doubt... Never do anything in secret or anything that you would wish to hide. For the desire to hide anything means that you are afraid, and fear is a bad thing and unworthy of you. Be brave, and all the rest follows... And if you do so, my dear, you will grow up a child of the light, unafraid and serene and unruffled, whatever may happen.., Goodbye little one, and may you grow up into a brave soldier in India's service'.

Indira had already had an early apprenticeship in social service. As a small child, she would bicycle six miles every Sunday to the home of Sam Higginbotham, an American missionary, to help his wife sort out American donations of clothes, toys and books for children at a Leper Colony. In 1928 she started a children's section of the Gandhi Charkha Sangh (Association of Hand-Spinners) in Allahabad. Now, while her eiders were busy with gaol-going, picketing and demonstrations, Indira Followed her mother's example and decided to creat a role for herself. Although she was painfully shy and self-conscious, she set about organising an Allahabad branch of the *Vanar Sena* (Monkey Army), a children's organisation. 'I did that in a fit of temper!' Indira Gandhi proudly re-called many years later. 'I was twelve years old at the time, and I wanted to be a member of the Congress Party but they turned me down. They said I would have to be eighteen or twenty-one, or something like that. I was exceedingly angry and I said "I'll have an organisation of my own!" And that's how it began. My father didn't even know about it until I had completed all the preliminaries.

Like the legendary monkey army which had helped Rama, hero of the *Ramayana*, to conquer Ceylon, the Vanar Sena functioned as an auxiliary arm of the Congress, writing notices, addressing envelopes, making flags and smuggling messages past unsuspecting policemen. It was also something of an intelligence unit, spying on police-stations for



information about impending raids and arrests. 'I suppose in some ways we behaved not unlike monkeys, Mrs. Gandhi has confessed about her first venture into politics. At the first meeting of the Vanar Sena, she made her debut as an orator. Unfortunately her voice was drowned in the large crowd of children that she was to address; and so a chain of human loudspeakers was improvised to pass her words down the line. 'What is the position in the "monkey army"?' her grandfather wrote to her from prison. 'I suggest the wearing of a tail by every member of it, the length of which should be in proportion to the rank of the wearer.' He seems to have felt that the would-be Joan of Arc was taking herself too seriously.

Motilal had recently donated his home to the Congress, and the family had moved into a new house on the same estate. His daughter later commented: 'Father's plans for the "smaller" house began with the idea of functional simplicity, but when we moved in, in 1929, it wasn't simple at all.¹⁵⁴ Built in tiers like an elaborate wedding cake, with a whimsical dome perched on the top, the new Anand Bhawan was scarcely less palatial than its predecessor. The old house, renamed Swaraj Bhawan (Abode of Freedom), was now the national headquarters of the Congress. Part of the house had been converted into a hospital, and Indira worked there with the other women of the family, nursing the victims of police firing and lathi charges. She particularly remembers one boy who was brought in with a stomach injury that was so serious that the doctors gave him up; 'but he was my first patient, and I was determined to see him through. I almost staked my faith in God on his pulling through.' Apparently her prayers were answered, for she met him twenty years later during an election campaign.

Indira's part, however modest, in the freedom struggle seems to have given her a new confidence in herself, and she was beginning to settle down, emotionally. 'Indu is quite happy,' Motilal wrote to her father. 'She has fitted up the old wooden house in which the deer was kept as a sort of a summer house and Betty and she both spend some time in the middle of the day in it.' But with the rest of the family, she was shortly to suffer a shock which would again unsettle her delicate emotional equilibrium.



Early in 1930, Motilal Nehru had taken over as acting President of the Congress to fill the gap created by his son's arrest, and he had campaigned strenuously till his own arrest two months later. But anxiety and over-work, followed by the unaccustomed privations of prison-life, had broken his health. As his condition grew serious, he was released in September 1930; but by the end of January 1931, he was sinking rapidly. 'Dadu spent a sleepless night yesterday,' Indira wrote to her father, who was still in prison. 'He coughed most of the time and this morning his face is all swollen up. Although Motilal put up a brave fight, the end was near. On 26 January the Government, in a conciliatory gesture, released the members of the Congress Working Committee, and they flocked to pay their last respects to the dying leader. On 6 February, with his family and Gandhi beside him, the most colourful of the Nehrus breathed his last. He had retained his sense of humour till the very end, announcing that he did not want anyone to pray for him when he was gone: he had made his own way in this world, and intended to do the same in the next.

According to one of Indira's cousins, her earliest memory of Indira is of a lanky girl standing aloof and weeping silently for the grandfather she would never see again. Perhaps she wept, too, for the end of her home life and childhood, such as it had been. Motilal had been an unshakable pillar in the shifting sands of her uncertain environment, a constant source of strength and reassurance. While he lived, his giant presence had filled Anand Bhawan, holding its inmates together by the force of his personality and the depth of his fierce love for them. Now that he was no more, Anand Bhawan, except for brief intervals, would cease to be a home, and the Nehrus would go their different ways. Their sense of loss was best expressed by Jawaharlal in a letter to his daughter;

'Millions have sorrowed for him; but what of us, children of his, flesh of his flesh, and bone of his bone! And what of the new Anand Bhawan, child of his also, even as we are, fashioned by him so lovingly and carefully. It is lonely and deserted and its spirit seems to have gone and we walk along its verandahs with light steps, lest we disturb, thinking ever of him who made it.



References

1. Indira, Forty years later, Indira Gandhi, addressing the All India Youth Congress appealed to them never to shirk a challenge, and recalled that as a young girl, trekking in the mountains with her family, she had always taken the most difficult and precipitous path, while the rest of the family followed by a more gradual and circuitous route. "My grandfather used to say that I must have been a goat in my previous incarnation", she announced. (National Herald, New Delhi, 15.5.73).
2. The metaphysical philosophy of the Vedas, the ancient Hindu scriptures.
3. A reformist Hindu religious order.
4. Son of Abdul Ghaffar Khan, 'The Frontier Gandhi', and brother of A. Wall Khan, now leader of the National Awami Party of Pakistan.
5. Revivalism, which aimed at a synthesis of the forms and techniques of ancient Indian art with the anti-academic and anti-naturalistic trends of Western Expressionism and Art Nouveau, was the dominant influence on two generations- of Indian artists. Although it opened the way for future experimentation, it was a somewhat artificial and contrived genre and has left few works of any lasting value.
6. Bhupesh Gupta, now a Communist Member of Parliament; Rajni Patel, formerly active in the Communist movement, and now Mrs. Gandhi's nominee as President of the Bombay Congress Committee; and Mohan Kumaramangalam, also a former Communist, who was a leading member of Mrs. Gandhi's Cabinet till his death in an air-crash in May 1973.
7. The present Indian High Commissioner in Britain.
8. The birthday of Rama, hero of the Ramayana.
9. Later independent India's second Prime Minister.
10. Later a member of Nehru's Cabinet, and now of Mrs. Gandhi's.
11. The scorching summer wind that sweeps the plains of northern India.
12. Mrs. Pandit's daughter.
13. Purnima Banerji a fellow Congresswoman who was in the same barracks.
14. Bal Bhawan was a children's recreation centre in New Delhi.
15. Nehru's first heart attack in January 1964, which marked the beginning of the end. He died five months later.
16. Raizada Hansraj, a senior Punjab Congressman.
17. The bark of a tree, used to brush teeth.
18. Slip of a girl
19. Long Live the Red Rose.
20. Sultan Raziya is the only Queen Regnant in Indian history. She succeeded her brother on the throne of Delhi in 1236 A.D. According to the chronicles, she was a learned and able ruler who cast aside the traditional restraints of the harem, holding court and transacting public business like a male sovereign. After a reign of three and a half years, she was deposed



by her factious nobles who resented her partiality to her Abyssinian Master of Horse. She attempted to recover her throne by marrying one of the rebel nobles. But she and her husband were defeated in battle, captured and put to death.

21. The party of militant Sikh nationalism.
22. The Nagas, a colourful and fiercely independent tribal people in the hill regions of the north-east, had been resisting integration into the Indian Union ever since 1947.
23. Asked about this time to name the three non-Indians whom she most admired, Mrs. Gandhi mentioned Kennedy, along with Roosevelt and Einstein.
24. Later head of the Prime Minister's Secretariat and one of Mrs. Gandhi's chief advisers, Haksar was well known for his pro-Soviet and Marxist views.
25. Then head of the Prime Minister's Secretariat and one of her chief economic advisers; later India's Ambassador in Washington.
26. Mrs. Kripalani was by this time one of the Prime Minister's leading critics.
27. "The Dravida Munetra Khazagam, the party of Tamil regional and linguistic nationalism, had swept to power in the state of Madras in 1967.
28. Mrs. Gandhi had dropped Reddy from her Cabinet in 1967, making him Speaker of the Lok Sabha, the Lower House of Parliament. He is believed to have been disgruntled ever since and to have nursed a sense of grievance against her.
29. Vice-President Giri had been sworn in as acting President after Husain's death.
30. The Swatantra, Jana Sangh and B.K.D. had sponsored C.D. Deshmukh as a third candidate. This, however, was only a token gesture, and it was understood that when Deshmukh was eliminated in the first count their second preference votes would go to Reddy.
31. 'House of the People,' the directly elected Lower House Parliament.
32. Mrs. Sinha, a Congress M.P. and former Deputy Minister, was known chiefly for her glamorous appearance, her bold and risqué humour and her love of controversy. An old friend of Feroze Gandhi's, she was one of the Prime Minister's most vitriolic critics and an ardent supporter of Morarji Desai.
33. "The Communist Party of India (Marxist), which had broken away from the Communist Party of India (C.P.I.), accusing the latter of bourgeois reformism and subservience to Moscow, was the largest single party in the States of Kerala and West Bengal.



THE NATION, HISTORY AND IDENTITIES-VIKRAM CHANDRA, BOMAN DESAI AND K RAJNARAYANAN NOVELS

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Abstracts: - There are Indian authors in Indian English writing from three centuries on words in India. Among them there are three authors in contemporary India those are as follows. Vikram Chandra, Boman Desai and K Rajnarayanan are Indian writers from recent period. Each one wrote few novels on Indian society and identity and history and so on. These three authors each one has different life styles in India. One is from Indo American born in India and brought up in America. Second one was born in India but stayed in America. Third one born in Tamil Nadu as a folklorist and started writing on English novel and got sahitya academy award. In this paper an attempt is made on three points Nation, History and Identity in their novels. These topics became as a theme of these authors in their writing. All of them are experienced Indian life style.

Introduction

In this paper is discussing on eminent English writers of India, their novels in Indian context. There are number of novels written by them. Among them which is focused on Nation, History and Identity one chosen for this paper. Those writes introduction given below as follows.



Vikram Chandra completed most of his secondary education at Mayo College, a boarding school in Ajmer, Rajasthan. After a short stay at St. Xavier's College in Mumbai, Vikram came to the United States as an undergraduate student. In 1984, he graduated from Pomona College (in Claremont, near Los Angeles) with a magna cum laude BA in English, with a concentration in creative writing.

He then attended the Film School at Columbia University in New York. In the Columbia library, by chance, he happened upon the autobiography of Colonel James "Sikander" Skinner, a legendary nineteenth century soldier, born of an Indian mother and a British father. This book was to become the inspiration for Vikram's novel, *Red Earth and Pouring Rain*. He left film school halfway to begin work on the novel.

'*Red Earth and Pouring Rain*' was written over several years at the writing programs at Johns Hopkins University and the University of Houston. Vikram worked with John Barth at Johns Hopkins and with Donald Barthelme at the University of Houston; he obtained an MA at Johns Hopkins and an MFA at the University of Houston.

While writing *Red Earth and Pouring Rain*, Vikram taught literature and writing, and also worked independently as a computer programmer and software and hardware consultant. His clients included oil companies, non-profit organizations, and the Houston Zoo.

Red Earth and Pouring Rain was published in 1995 by Penguin/India in India; ¹by Faber and Faber in the UK; and by Little, Brown in the United States. The book was received with outstanding critical acclaim.

¹ It was his first publication



It won the Commonwealth Writers Prize for Best First Book and the David Higham Prize for Fiction.

A collection of short stories, *Love and Longing in Bombay*, was published in 1997 by Penguin/India in India; by Faber and Faber in the UK; and by Little, Brown in the United States. *Love and Longing in Bombay*² won the Commonwealth Writers Prize for Best Book (Eurasia region); was short-listed for the Guardian Fiction Prize; and was included in "Notable Books of 1997" by the New York Times Book Review, in "Best Books of the Year" by the Independent (London), in "Best Books of the Year" by the Guardian (London), and in "The Ten Best Books of 1997" by Outlook magazine (New Delhi). Two of these stories have been formerly published in the Paris Review and The New Yorker. The story "Dharma" was awarded the Discovery Prize by the Paris Review, and was included in Year's Best Fantasy and Horror (St. Martin's Press, 1998). The book was received with extensive critical acclaim.

A novel, *Sacred Games*, was published in 2006³ by Penguin/India in India; and by Faber and Faber in the UK. It was published in January 2007 in the United States by HarperCollins. *Sacred Games* won the Hutch Crossword Award for English Fiction for 2006 and a Salon Book Award for 2007; it was a finalist for the National Book Critics Circle Award for Fiction. It was included on numerous "Best of the Year" lists and received lavish critical acclaim. In 2016, *Sacred Games* was chosen by Netflix to be their first original series from India.

²This was his second publication

³ This was his third publication



A non-fiction work about the culture of computer programming and classical Indian aesthetics was published in 2013 by Penguin India as *Mirrored Mind: My Life in Letters and Code*; and in 2014 by Faber & Faber as *Geek Sublime: Writing Fiction, Coding Software*. The book was published in the US as *Geek Sublime: The Code of Beauty, the Beauty of Code* by Graywolf Press in September 2014.

In June 1997, Vikram was featured in the *New Yorker* photograph of “India’s leading novelists.” His work has been translated into nineteen languages. In 2015, he was the recipient of a Guggenheim Fellowship.

He has co-written *Mission Kashmir*, an Indian feature film starring Sanjay Dutt, Hrithik Roshan, Preity Zinta, and Jackie Shroff, that was released internationally in late October, 2000.

Vikram’s mother, Kamna Chandra, is the writer of several Hindi films including *Prem Rog* and *1942: A Love Story*; she has also written plays for All India Radio and Doordarshan. His sister, Tanuja Chandra, is a director and screenwriter, who has directed several films including *Sur* and *Sangharsh*. His other sister Anupama Chopra is a film critic; she has written *Dilwale Dulhania Le Jayenge*, a BFI book about the hugely popular 1995 hit. Her first book, *Sholay: The Making of a Classic*, won the Swarn Kamal, a national award for the best Indian book on cinema in 1995. Vikram’s father, Navin Chandra, is a retired executive.

Vikram Chandra currently divides his time between Mumbai and Berkeley, California, where he teaches creative writing at the University of California. He lives with his wife Melanie Abrams, who is also a novelist.



Boman Desai, who grew up in Bombay and was educated in the United States, began writing in 1976. It follows that his debut novel, *The Memory of Elephants*,⁴ would shuttle back and forth between Anglo and Indian worlds, neither critical nor laudatory, but clearly giving credence to the efficacy of both. Grounded in history, both panoramic and intimate, *The Memory of Elephants* is a visually evocative story chiefly concerned with memory—collective, personal, and perceived.

The novel's protagonist, Homi Seervai, is a brilliant Parsi from Bombay attending school in the United States. Homi has been conducting experiments on himself with a memory machine—a memoscan—that allows him to rewind to any memory he wishes to retrieve. He becomes so enamored of one particular memory that he overplays it, threatening to sever his synapses forever. As a result, he is now in a semiconscious state, without a short-term memory, and totally at the whim of an unrelenting past. Slipping in and out of time and space, Homi's memory takes him as far back as the 7th century, when the Parsis were driven from what is now Iran by the conquering Arabs. But most of his memories concern the last three generations, transporting readers into 19th-century India, England, even Scotland, and into the lives of his family's matriarchs.

The intriguing device of the memoscan is fairly inconsequential to the novel itself, although it certainly enhances the omniscience of the omniscient narrator. Homi not only remembers the past from his own perspective, he peeks into and actually participates in the perspectives of others. In this way he meets the long-dead Bapaiji, the strong-minded tomboy spurned by Navsari's most eligible bachelor and who

⁴This was his first novel



visits Homi's memory dressed as a man, and Granny, whose happiest years were the four she spent in Cambridge and who never got beyond the single betrayal of her youth that established a lifetime of paranoia. Homi's own father returns to him in Highland regalia and attempts to teach him to dance the Scottish fling.

With these and many other familial trysts as his backdrops, the author is able to explore far deeper issues: the definition of self in a colonized culture or, as the author puts it, "the pilgrimage to all things Anglo"; the strange contradiction of an India that is culturally chauvinistic yet submissive in its relation to England; and the freeing and fearsome aspects to being foreign, inside and outside of one's own culture.

Parsi words are interjected easily into the text without interrupting the narrative flow, and the author does a good job of explaining lingual distinctions, both quaint and exasperating. When presenting Indian perspectives on anything alien, the author is particularly adept, as when he describes a young American hippie having "a nimbus of cauliflower hair."

Especially persuasive are the passages describing Homi and his brother Rusi's struggles with cultural assimilation. Homi's observations of his host family—staid German farmers from Pennsylvania—are sympathetic and completely without condescension, even though he ultimately absorbs very little of their world.

Characters are drawn with warmth and penetrating satire. This is not a nostalgic memoir. We see these characters warts and all, and who they are is neither fixed nor immutable but changing and adaptive. Hence,



the reader will often receive more than one perception of an event and, depending on the event itself, encounter different emphases and tones in much the same way that the memory functions, weeding out the things that are superfluous, selecting the things most strongly undergirded by emotion.

As the novel progresses, it becomes apparent that one memory has Homi held hostage. As he puts it, he could have "learned the password of whales" or "probed the memory of elephants." Instead, he is a cerebral slave to a single recollection—the night he lost his virginity. It is a nice touch on the author's part to suggest that it is a peculiar propensity of humans to shun the profoundly wise in favor of the emotionally and egoistically persuasive.

K. Rajanarayanan was born in Idaicheval Chathirapatti village near Kovilpatti in 1922. His full name was "Rayangala Shri Krishna Raja Narayana Perumal Ramanujam Naicker", which he shortened to Ki. Rajanarayanan. He dropped out of school in the seventh standard. He was appointed as a professor of folklore at Pondicherry University in the 1980s. He currently holds the title of Director of Folktales in the university's Documentation and Survey Centre.[7][9][10] He was a member of the Communist Party of India and went to prison twice for his participation and support in the CPI organised peasant rebellions during 1947–51.

Ki. Ra.'s first published short story was *Mayamaan* (lit. The Magical Deer), which came out in 1958. It was an immediate success. It was followed by many more short stories. Ki Ra's stories are usually based in *karisal kaadu* (scorched, drought stricken land around Kovilpatti). He centres his stories around *Karisal* country's people, their lives,



beliefs, struggles and folklore. The novels *Gopalla Grammam*⁵ (lit. Gopalla Village) and its sequel *Gopallapurathu Makkal* (lit. The People of *Gopallapuram*) are among his most acclaimed; he won the Sahitya Akademi award for the latter in 1991. As a folklorist, Ki. Ra. spent decades collecting folktales from the *karisal kaadu* and publishing them in popular magazines. In 2007, the Thanjavur based publishing house Annam compiled these folktales into a 944-page book, the *Nattuppura Kadhai Kalanjyam* (Collection of Country Tales). As of 2009, he has published around 30 books. A selection of these were translated into English by Pritham K. Chakravarthy and published in 2009 as *Where Are You Going, You Monkeys? – Folktales from Tamil Nadu*. Ki. Ra. is well known for his candid treatment of sexual topics, and use of the spoken dialect of Tamil language for his stories (rather than its formal written form). In 2003, his short story *kidai* was made into a Tamil film titled *Oruththi*. It was screened in the International Film Festival of India

Nation:- In this extraordinary book he returns to his early days as a writer, when he was beginning *Red Earth* and *Pouring Rain*, and looks at the connections between these two worlds of art and technology. Coders are obsessed with elegance and style just as writers are but do the words mean the same thing to both? And is it a coincidence that Chandra is drawn to two seemingly opposing ways of thinking?

History:- To answer his questions, Chandra delves into the writings of Abhinavagupta, the tenth- and eleventh-century Kashmiri thinker, and creates an idiosyncratic history of coding. Part literary theory, part tech story and part memoir, *Mirrored Mind* is a book of sweeping ideas. It is a heady and utterly original work.

⁵ This was his first novel and well recognition brought for him



Identity:- As sprawling as the heat-drenched city it richly portrays, Sacred Games delves into many emotionally charged worlds of contemporary India, in particular the spidery links between organized crime, local politics and Indian espionage that lie below the shimmering surfaces of its economic renaissance. Money and corruption form the golden thread. In interweaving narratives and voices, Sacred Games takes on even larger themes, from the wrenching violence of the 1947 partition of India to the specter of nuclear terrorism

Conclusion:-

They were an eminent writes on these three points which focused in this research paper. Each of their novels touched these three point and other points also on contemporary issue. Nation was very important for them because they have seen outside world with different nationalities. Therefore they might have found the reality in the nationality among countries. Ethnic Identity is one of the major identification in the society. They have lived outside with different culture which is not there in their home county. Each county has its own history on various times with huge information. That was become for their novel which can give maximum information in those days with typical plot narration. These writers are at present leading novelist in India. They are concentrating on recent issues in Indian context.

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PROTECTION AGAINST STANDARD FORM OF CONTRACT

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Due to modern large scale and widespread practice of concluding contracts in standardized form the traditional law of contract is assuming new dimensions. People upon whom such exemption clauses or standard form contracts are imposed hardly have any choice or alternative but to adhere. This gives a unique opportunity to the giant company to exploit the weakness of the individual by imposing upon him terms, which may go to the extent of exempting the company from all liability under contract. It is necessary and proper that their interests should be protected. The courts have therefore devised some rules to protect the interest of such persons.

A valid contract requires offer and acceptance. It is in the essence of acceptance, that such acceptance must be a valid acceptance, that is to say, an acceptance made, fully conscious of and alive to the terms and conditions of the proposal. Of course, this is not to say that a man who signs an agreement blindfolded will be relieved from his obligations under that agreement, simply because he later chooses to discard the blindfold. However, what Section 2(b)¹ does require is that the acceptor must have a real opportunity to review the proposal and decide on whether to accept it or not.

A standard form contract is a contract between two parties that does not allow for negotiation, i.e. take it or leave it. Sometimes it is referred to an adhesion contract or boilerplate contract. It is often a contract

¹ Indian Contract Act 1872



that is entered into between unequal bargaining partners. It's a type of contract, a legally binding agreement between two parties to do a certain thing, in which one side has all the bargaining power and uses it to write the contract primarily to his or her advantage.

OVER VIEW

As it is not practically possible for large-scale organizations to draw up a separate contract with every individual that's why they keep a printed form of contract which contains large number of terms and conditions in "fine print" which restrict and often exclude the liability, and therefore his only function is to accept the offer whether he likes its terms or not. Such contracts are called Standard form of contract

NATURE

A standard form contract does not allow for negotiation, i.e. take it or leave it is the discretion of party. It is often a contract that is entered into between unequal bargaining partners. It's a type of contract, a legally binding agreement between two parties to do a certain thing, in which one side has all the bargaining power and uses it to write the contract primarily to his or her advantage. Sometimes it is referred to an adhesion contract or boilerplate contract.

An example of an adhesion contract is a standardized contract form that offers goods or services to consumers on essentially a "take it or leave it" basis without giving consumers realistic opportunities to negotiate terms that would benefit their interests. When this occurs, the consumer cannot obtain the desired product or service unless he or she acquiesces to the form contract.

Let's take another example, that, when an individual is given a contract by the salesperson of a multinational corporation. The consumer is in



no position to negotiate the standard terms of such contracts and the company's representative often does not have the autonomy to do so. While adhesion contracts, in and of them, is not illegal per se, there exists a very real possibility for unconscionability.

MISCHIEF

The law of contract has in recent time to face a problem, which is assuming new dimensions. The problem has arisen out of the modern large scale and widespread practice of concluding contracts in standardized form. People upon whom such exemption clauses or standard form contracts are imposed hardly have any choice or alternative but to adhere. This gives a unique opportunity to the giant company to exploit the weakness of the individual by imposing upon him terms, which may go to the extent of exempting the company from all liability under contract. It is necessary and proper that their interests should be protected. The courts have therefore devised some rules to protect the interest of such persons.

A valid contract requires offer and acceptance. It is in the essence of acceptance, that such acceptance must be a valid acceptance, that is to say, an acceptance made, fully conscious of and alive to the terms and conditions of the proposal. Of course, this is not to say that a man who signs an agreement blindfolded will be relieved from his obligations under that agreement, simply because he later chooses to discard the blindfold. However, what Section 2(b) does require is that the acceptor must have a real opportunity to review the proposal and decide on whether to accept it or not.

Remedies

In the Contract of Adhesion, the individual has no choice “but to accept”; he doesn’t negotiate, but merely adheres. Therefore individual



deserves to be protected against the possibility of exploitation inherent in such contracts. Some of the modes of protection which has been developed by the courts are as follows-

1. There should be contractual document

The parties are bound if the terms are contained in a contractual document.

In *Chapelton v. Barry Urban District Council*², it has been held that if the document is a mere receipt and does not create a contract, the terms contained in such a document are not binding. In this case the plaintiff hired a chair from the defendants to sit on a beach. He paid the requisite charge, took one chair from a pile and also got a ticket from the attendant. Without reading anything written on the ticket he put that into his pocket. As he sat on the chair, he went through the canvas, as a consequence of which he received personal injuries. In an action by the plaintiff to claim compensation for personal injuries, the defendants pleaded exemption from liability because of the following clause having been printed on the ticket : “the council will not be liable for any accident or damage arising from hire of chairs.” It was held that this ticket was no more than a mere receipt and the defendant could not claim exemption from liability on the basis of anything printed on it.

2. There should be no misrepresentation

Even if a person signs a document containing certain terms but there is found to be a different oral misrepresentation about the

² [1940] 1 KB 532



contents of the document, the document would not be a binding one.

In **Curtis v. Chemical Cleaning and Dyeing Company**³, Mrs. Curtin delivered her white satin wedding dress to the defendants for cleaning. She was asked to sign a receipt and she was orally told by the shop assistant that her signatures were needed because, as printed on the receipt, the defendants did not undertake any responsibility for damage to beads and sequins. In fact, there was a clause in the receipt which exempted the defendants from liability for damage to the articles received for cleaning, however caused, but that was not disclosed to the plaintiff. When the dress was delivered back it was badly stained. It was held by the Court of Appeal that as there was misrepresentation as to the contractual terms which misled the plaintiff as to the extent of the defendants' exemption of liability, the defendants could not rely on the clause and they were bound to pay damages.

3. There should be a reasonable notice of the contractual terms

In order that the terms of a contract become binding, all that is necessary to draw the attention of the other party to those terms should be done by the party who has pre-drafted the terms of the contract. If the attention of a party to the contract has been drawn to the terms of the contract by a sufficient notice, for example, by printing on a ticket, "For conditions see back", or obtaining his signatures on the document containing the terms, or otherwise explaining the terms to him, there arises a binding contract as regards such terms. If, on the

³ [1951] 1 KB 805



other hand, reasonably sufficient notice about the terms of the contract has not been given, there is no binding contract as regards such terms.

It is the duty of the person who is delivering a document to give adequate notice to the offeree of the printed terms and conditions. Where it is not done, the acceptor will not be bound by the terms.

In *Henderson v. Stevenson*⁴, the plaintiff bought a steamer ticket on the face of which was these words only: "Dublin to Whitehaven"; on the back were printed certain conditions one of which excluded the liability of the company for loss, injury or delay to the passenger or his luggage. The plaintiff did not see the back of the ticket, nor was there any indication on the face about the conditions on the back. The plaintiff's luggage was lost in the shipwreck caused by the fault of the company's servants. This was laid down by the House of Lords that the plaintiff is entitled to recover the loss which he suffered from the company in spite of the exemption clauses.

In *Parker v. South Eastern Rail Co*⁵, the plaintiff deposited his bag at the cloakroom at a railway station and received a ticket. On the face of the ticket it was printed: "See back"; and on the back there was a notice "the company will not be responsible for any package exceeding the value of £ 10". A notice to the same effect was also hung up in the cloakroom. The plaintiff's bag was lost and he claimed the full value of his bag which was more than £ 10. The company relied upon the exemption clause. The plaintiff contended that although he knew there was some writing on the ticket, he did not see what it was as he thought that the ticket was a mere receipt of the money he paid.

⁴ 1875 (2) R (HL) 71

⁵ [1877] 2 CPD 416



In **M/s Prakash Road Lines (P) Ltd. v. H.M.T. Bearing Ltd⁶**, it has been held that the carrier is bound to deliver the goods consigned at the appointed destination or else he will be liable to pay compensation for the same. Merely printing on the lorry receipt that the goods are transported at the owner's risk will not absolve the transporter from his duty unless it is proved that such term was brought to the notice of the plaintiff. Mere printing on the lottery receipt cannot be deemed to be the term of the contract unless the plaintiff's knowledge and the consent about the same is there.

4. Notice should be contemporaneous with the contract

If a party to the contract wants to have exemption from liability, he must give a notice about the exemption while the contract is being entered into and not thereafter. If the contract has already been entered into without the exemption clause, subsequent notice about the exemption from liability will be ineffective.

In **Olley v. Marlborough Court Ltd.⁷**, plaintiff and her husband hired a room in the defendant's hotel for one week's boarding and lodging in advance. When they went to occupy the room they found a notice displayed there stating "proprietors will not hold themselves responsible for articles lost or stolen, unless handed to the management for safe custody." Due to the negligence on the part of the hotel staff, plaintiff's property was stolen from the room.

In an action against the defendant to recover the compensation for the loss, they sought exemption from liability on the basis of the notice displayed in the room. It was held that notice in the room was not

⁶ 2001 ACJ 40, 1998 (5) ALD 198, 1998 (5) ALT 378.

⁷ [1949] 1 KB 532



forming the part of contract and therefore the defendants were liable to pay compensation.

5. The terms of the contract should be reasonable

It is not enough that the terms of the contract have been brought to the knowledge of the other party by a sufficient notice before the contract is entered into, it is also necessary that the terms of the contract themselves should be reasonable. If the terms of the contract are unreasonable and opposed to public policy, they will not be enforced merely because they were printed on the reverse of a bill or a receipt or have been expressly or impliedly agreed upon by the parties. A term is unreasonable if it would defeat the very purpose of the contract or if it is repugnant to the public policy. In *M Siddalingappa v. T Nataraj*⁸, where a condition that only eight per cent of the cost of garment would be payable in case of loss was held to be unreasonable. In *RS Deebo v. MV Hindlekar*⁹, laundry receipt contained printed condition restricting liability for loss or damage to 20 times laundry charges or half the value of the garment, whichever was less. The condition was held to be unreasonable.

In **Central Inland Water Transport Corporation Ltd, v. Brojo Nath**¹⁰, one of the clauses in a contract of employment provided that the employer (Corporation) could terminate the service of a permanent employee by giving him a 3 months notice or 3 months' salary. In accordance with the above clause, the services of the respondent Brojo Nath and another was terminated instantly by giving them the notice, accompanied by a cheque for 3 months' salary. It was held by the Supreme Court that such a clause in the service agreement between persons having gross inequality of bargaining power was wholly

⁸ AIR 1970 Kant 154, AIR 1970 Mys 154, ILR 1969 KAR 776

⁹ AIR 1995 Bom 68, 1995 (1) BomCR 17

¹⁰ 1986 AIR 1571, 1986 SCR (2) 278



unreasonable and against public policy and was therefore void under Section 23 of the Contract Act.

6. Strict interpretation of the exemption clause

Sometimes the courts have resorted to the device of strict construction of the contract to give protection to the weaker party in cases where the parties to the contract do not have bargaining equality or one of the parties is likely to have an undue advantage at the cost of the other.

In **Wallis v. Pratt**¹¹ there was a sale by sample of the seeds described in 'English sainfoin' by the respondents to the appellants. The contract was made subject to an exemption clause saying : "The sellers give no warranty, express or implied, as to growth, description or any other matters." The respondent supplied an inferior quality of seeds known as 'giant sainfoin'. The two kinds of seeds were indistinguishable and the fact could be known only after the seeds were sown and the crops were ready. The appellants, who had sold the seeds further, were forced to pay compensation to their buyers and they in turn brought an action against the respondents to recover the compensation paid by them. The respondents pleaded exemption from liability on the basis of the clause in the agreement as stated above. It was held that there was a breach of an implied condition that the goods must correspond not only to the sample but description as well for which the respondents must pay compensation.

7. Fundamental breach of contract

Another device which has been adopted to protect the interests of the weaker of the parties to the contract when they have an unequal

¹¹ [1910] 2 KB 1003



bargaining position, it is to see that enforcing the terms of the contract does not result in the fundamental breach of the contract. In a standard form of contract it is likely that the party having a stronger bargaining power may insert such exemption clause in the contract that his duty to perform the main contractual obligation is thereby negated. But the main obligation under the contract is not allowed to be negative by any term of the contract. No exemption clause is allowed to permit the non-compliance of the basic contractual obligation.

In *Shivraj Vasant Bhagwat v. Shevanta D Indulkar*¹², overloading an insured vehicle was a mere irregularity and not a fundamental breach so as to enable the insurer to get rid of his liability. In **Alexander v. Railway Executive**¹³, the plaintiff deposited his luggage in the defendants' cloak-room and in return received a ticket. A term printed on the ticket exempted the defendant from liability for loss or mis-delivery of the luggage. Plaintiff's luggage was delivered to an unauthorized person without the production of the ticket. It was held that non-delivery of the luggage to the plaintiff amounted to fundamental breach of contract for which the defendant was liable.

8. Non-contractual liability

In cases where more than one kind of liability arises, exclusion of contractual liability may not negative any other kind of liability.

In **White v. John Warrick and Co. Ltd**¹⁴ the plaintiff hired a cycle from the defendants under an agreement stipulating that "nothing in this agreement shall render the owners liable for any personal injury".

¹² I (1997) ACC 558, 1997 ACJ 1014, AIR 1997 Bom 242, 1997 (2) BomCR 384, 1997 (1) MhLj 175

¹³ (1949) 2 All E.R. 581

¹⁴ (1953) 2 All ER 1021.



While the plaintiff was riding cycle its saddle tilted forward as a consequence of which he was thrown and injured. In an action by the plaintiff the defendant pleaded non-liability on the basis of the exemption clause. It was held that the exemption clause excluded only contractual liability of the defendant, whereas they still remained liable for negligence under the law of torts.

9. Liability towards third parties

If A and B enter into a contract under which B tries to exclude his liability by an exemption clause, such a clause would not exempt any other person, say C from liability because of the rule that C is a stranger to the contract and he cannot take advantage of the contract between A and B. thus, if a carrier, by an exemption clause, excluded his liability, that does not mean that his servants will be able to avoid their liability, if they are negligent.

On the basis of the principles of law of contract, a contract is a contract only between the parties to it and no third party can either enjoy any rights or suffer any liability under it. In *Morris v. CW Martin & Sons*¹⁵, the plaintiff gave her fur garment to a furrier for cleaning. Since the furrier himself could not do the job, he gave this garment to the defendant for cleaning, with the consent of the plaintiff. The defendant's servant stole the garment, for which the plaintiff bought an action against them. The defendant sought exemption from the liability on the basis of agreement between the plaintiff and furrier. The defendants were not allowed exemption and they were held liable.

¹⁵ [1966] 1 QB 716



10. Statutory Protection

In order that one party cannot take undue advantage of the unequal bargaining power of the other, exclusion of liability in many situations has been barred by various statutes in England. Some instances of such statutory provisions are as under:

- (1) Road Traffic Act, 1960 makes any contract for the conveyance of passengers in a public service vehicle, which restricts or excludes liability for injury to a passenger, void.
- (2) Transport Act, 1962 debars Transport Boards from excluding or restricting their liability towards their passengers travelling on tickets, for death or injury caused to them.

Position in India

Unlike England, there is no specific legislation in India concerning the question of exclusion of contractual liability. There is a possibility of striking down unconscionable bargains either under Section 16 of the Indian Contract Act on the ground of undue influence, or under Section 23 of that Act, as being opposed to the public policy.

In *Central India Water Transport Corp. Ltd. v. Brojo Nath*¹⁶, the Supreme Court struck down a clause in a service agreement whereby the service of a permanent employee could be terminated by giving him a 3 months' notice or 3 months' salary. It was held that such a clause was unreasonable and against public policy and void under Section 23 of the Indian Contract Act. Similarly, if a dry cleaner tried to limit his liability to 50% of the price of the saree lost on the basis of a term

¹⁶ 1986 AIR 1571, 1986 SCR (2) 278



printed on the reverse of the receipt, the clause limiting the liability was held to be against public policy, and therefore, void.

The Law Commission of India in its 103rd Report (May, 1984), on unfair terms in contract, has recommended the insertion of a new Chapter IV-‘A’, consisting of Section 67A in the Indian Contract Act. According to this recommendation, where the court, on the terms of the contract or evidence adduced by the parties, comes to the conclusion that the contract or any part of it is unconscionable, it may refuse to enforce the contract or the part that it holds to be unconscionable. A contract, according to this provision, is considered to be unconscionable if it exempts any party thereto from either the liability from willful breach of contract, or the consequences of negligence. However, the same has not been implemented until today.

LIABILITY IN TORT

Even where an exemption clause is exhaustive enough to exclude all kinds of liability under the contract, it may not exclude the liability of tort. In *White v. John Warwick & Co Ltd*¹⁷, plaintiff hired a cycle from the defendant. The defendant agreed to maintain the cycle in working condition and a clause in the agreement provided: “nothing in this agreement shall render the owners liable for any personal injuries...” while plaintiff was riding the cycle saddle titled forward and he was thrown and injured. It was held that although the clause exempted the defendants from their liability of contract, it did not exempt from liability in negligence.

¹⁷ [1953] 1 WLR 1285



ENGLISH & INDIAN VIEW

In England, Unfair Contract Terms Act, 1977 severely limits the rights of the contracting parties to exclude or limit their liability through exemption clauses in their agreements. Liability for death or personal injury cannot be excluded or restricted through a term in the contract or notice. Moreover the manufacturer or the distributor cannot exclude their liability arising out of defective goods or for their negligence, as regards goods supplied for private use or consumption.

Unlike England, there is no specific legislation in India concerning the question of exclusion of contractual liability. There is a possibility of striking down unconscionable bargains either under section 16 of the Indian Contract Act on the ground of undue influence or under section 23 of that Act, as being opposed to public policy.

The Law Commission of India in its 103rd report (May, 1984), on Unfair Terms in Contract, has recommended the insertion of a new chapter IV- A consisting of section 67-A of Indian Contract Act. According to this recommendation where the court on the terms of contract or evidence adduced by the parties, comes to the conclusion that contract or any part that it holds to be unconscionable. A contract according to this provision is considered to be unconscionable if it exempts any party there to from either the liability for willful breach of contract, or consequence of negligence.

CONCLUSION

The Standard Form Contracts are standardized contracts that contain a large number of terms and conditions in fine print, which restrict and often exclude liability under the contract. This gives a unique opportunity to the giant company to exploit the weakness of the



individual by imposing upon him terms which often look like a kind of private legislation and which may go to the extent of exempting the company from all liability under the contract. The battle against abuse has fallen to the courts. The courts have found it very difficult to come to the rescue of the weaker party.

The courts have evolved and applied certain rules to protect the interest of the consumer, customer or passenger, as the case may be upon whom standard form contracts or exemption clauses are imposed, like reasonable notice should be given, notice should be given, notice should be contemporaneous with contract, theory of fundamental breach, contra proferentem interpretation of the contract, liability in tort, exemption clauses and third parties etc. These modes, along with other Acts help the courts in dealing with the problem of Standard Form Contract.



WOMEN EMPOWERMENT THROUGH EDUCATION

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Abstract

India's newfound growth pattern owes much to a social infrastructure namely education. This service and its impact are visible in tertiary sector and the rest of the economy. Education is an end in itself as well as a means for realising other desirable ends. Empowerment is a multi-dimensional process, which enables the individuals to realise their full identity and powers in all the spheres of life. Empowerment of women brings equal status to women, opportunity and freedom to develop her which also means equipping women to be economically independent and personally self-reliant. Providing them quality education is the fundamental way to empower women which makes them scientific, logical, open-minded, and self-respecting and ensures greater autonomy in making decisions or free themselves from the shackles imposed on them by custom, belief and practices in the society. But position of girl's education is not improving according to determined parameter for women. To know the present position of women education, this study conducted by us. And study concluded that the rate of women education is increasing but not in proper manner

Introduction

Education is considered as a basic requirement and a fundamental right for the citizens of any nation. It is a powerful tool for reducing inequality as it can give people the ability to become independent. Women, who come across discrimination in many spheres, have a particular need for this. Education is regarded as an important



milestone of women empowerment because it enables them to face the challenges, to confront their traditional role and change their life. Education of women is the most powerful tool of change their position in the society. Still large womenfolk of our country are illiterate, backward, weak, and exploited. Education also reduces inequalities and functions as a means of improving their status within the family. Empowerment and capacity building provides women an avenue to acquire practical information and learning for their improved livelihoods. India can become a developed nation only if women contribute to the best of her capacity and ability which is possible when she is educated and empowered.

Education is milestone of women empowerment as only the educated women can play a very dominant role in the economic development of our country as well as in becoming informed citizens, parents, and family members. The growth of women's education in rural areas is very slow implying that still large women folk of our country are illiterate, the weak, backward and exploited. Therefore, "educating the women" is the most powerful tool that can bring change of position of women in society bringing reduction in inequalities and functions as a means of improving their status within the family. Education implies not only gaining knowledge but also transforming that knowledge into application through vocational training and skill development. Gender Gap index 2013 (GGI) measures the gap between men and women in four fundamental categories—economic participation & opportunity, educational attainment, health & survival and political empowerment. India ranks among the lowest 101 in 136 Countries, below Countries like China, Sri Lanka and Bangladesh. This mirrors the status of women in India and gender discrimination in all aspects of life-education, economic activity and empowerment. Education is the basis for the full promotion and improvement of the status of women.



Amartya Sen makes a compelling case for the notion that societies need to see women less as passive recipients of help, and more as dynamic promoters of social transformation, suggesting that the education, employment and ownership rights of women have a powerful influence on their ability to control their environment and contribute to economic development (Sen, 1999).

Need of Women Education

Women empowerment can only be achieved through the provision of adequate and functional education to the women folk. This is crucial because no matter how rich or vast a nation is, without an effective, efficient, adequate and functional education for all its citizens (men and women) education which is relevant to its immediate needs, goals and objectives, such a nation would find it difficult to stand on its own. The brand of education being advocated is that type of education in which is embedded the spirit of self realization and all that are needed for the country's over all development like mass literacy, economic empowerment etc.

The concept of Women empowerment is a recent one. The first year of New Millennium 2001 was declared as "Women Empowerment year" Jawaharlal Nehru said "Education of a boy is the education of one person, but the education of girl is the education of entire family." Education of a women leads to a better family and ultimately an ideal society to a progressive nation. A progressive nation is one where all the people of the country in respective of sex, religion, caste, creed and color are economically, socially, culturally, politically and through all thoughts are independent.



Importance of Women Education

If it is said that education is the key to all problems, then it won't be improper. Thinkers have given a number of definitions of education but out of these definitions, the most important definition is that which was put forth by M. Phule. According to M. Phule, "Education is that which demonstrates the difference between what is good and what is evil". If we consider the above definition, we come to know that whatever revolutions that have taken place in our history, education is at the base of them. It is through education that one realizes what is good and what is bad, what is proper and what is not (just and unjust etc.). It is education which gives a vent/ voice to injustice. The 3-fold formula which Dr. B. R. Ambedkar gave to Indian society includes the most important thing to be education. In other words, he has emphasized education.

Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population.

Gender discrimination still persists in India and lot more needs to be done in the field of women's education in India. The gap in the male-female literacy rate is just a simple indicator. While the male literary rate was more than 75% according to the 2001 Census, the female literacy rate was 54.16% and according to the 2011 Census, the male literacy rate is 82.14 while female literacy rate is 65.46 only.



Women Empowerment through Education

Women Empowerment is a global issue and discussion on women political right are at the fore front of many formal and informal campaigns worldwide. The concept of women empowerment was introduced at the international women conference at NAROIBI in 1985. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So that we can't neglect the importance of education in reference to women empowerment India is poised to becoming superpower, a developed country by 2020. The year 2020 is fast approaching; it is just 13 year away. This can became reality only when the women of this nation became empowerment. India presently account for the largest number no of illiterates in the world. Literacy rate in India have risen sharply from 18.3% in 1951 to 64.8% in 2001 in which enrolment of women in education have also risen sharply 7% to 54.16%. Despite the importance of women education unfortunately only 39% of women are literate among 64% of the man. Within the framework of a democratic polity, our laws, development policies, plan and programmes have aimed at women's advancement in difference spheres. From the fifth five year plan (1974 – 78) onwards has been a marked shift in the approach to women's issues from welfare to development. In recent years, the empowerment of women has been recognized as the central issue in determining the status of women. The National Commission of Women was set up by an Act of Parliament in 1990 to safeguard the right and legal entitlements of women. The 73rd and 74th Amendments (1993) to the constitution of India have provided for reservation of seats in the local bodies of panchayats and Municipalities for women, laying a strong foundation for their participation in decision making at the local level.



Measures and Mechanisms for the empowerment of women

Initiatives and Institutions

According to the Human Development Report (1993) literacy is a person's first step in learning and knowledge building. So literacy indicators are essential for any measurement of human development. In India National Policy on Education (NPE) was set up in 1986 for the development of education and eradication of illiteracy. The higher rate of illiteracy of women is undoubtedly attributing for women to depend on men and to play a subordinate role. Within the framework of democratic polity, our legislation, development policies, plan and programmes have aimed for advancement of women in difference spheres. From the Fifth five year plan (1974-78) onwards has been a marked shift in the approach to women's issues from welfare to development. The Mahila Samakhya Programme (Education for Women's Empowerment) started in 1987 focuses especially on the socially excluded and the landless women. This programme is an example of creative collaboration between the voluntary sector and the State In recent years, empowerment of women is considered as the central issue in determining the status of women. The National Commission for Women was set up by an Act of Parliament in 1990 to safeguard the right and legal entitlements of women. The National Policy on Education (1986, revised in 1992) is perhaps the most luminous document on women's education. It emerged as a major breakthrough in addressing gender issues in government policy, which projected that education can be used as an agent of basic change in the status of women.



The District Primary Education Programme (DPEP) started in 1994 has a holistic approach to reducing gender and social disparities and universalising access, retention and achievement. Enrolment of girls has shown significant upward trend in DPEP districts as compared to non-DPEP districts. The 86th Constitutional Amendment made free and compulsory education a fundamental right for all children in the 6-14 age group which increased the enrolment of girls in schools that is 64.1% in 1980-81 to 85.2% in 1999-2000.

The Government of India has declared 2001 as Women's Empowerment year. The national policy of empowerment of women has set certain clear-cut goals and objectives. The policy aims at upliftment, development and empowerment in socio-economic and politico-cultural aspects, by creating in them awareness on various issues human rights, fundamental freedom, providing access to health care, quality education at all levels, career building, vocational guidance, employment, equal remuneration, occupational opportunities, health, safety, social security and public life etc. in relation to their empowerment.

The Sarva Shiksha Abhiyan (SSA-Education for All), which was launched in 2001-02, is the national umbrella programme that is spearheading the universalisation of elementary education through a community-owned approach, with a specific focus on the provision of quality education. One of the challenges accepted during the 12th Plan was establishing more Women's Universities. Inequality in education is a Global Issue. The highest levels of inequality. In education were in South Asia (42%), the Arab States (41%) and Sub-Saharan Africa (37%). There has been limited progress in reducing disparities in education, except in Europe and Central Asia(Human Development Report 2014).



Table 1 Literacy Rate in India

Year	Persons	Males	Females
1901	5.3	9.8	0.7
1911	5.9	10.6	1.1
1921	7.2	12.2	1.8
1931	9.5	15.6	2.9
1941	16.1	24.9	7.3
1951	16.7	24.9	7.3
1961	24.0	34.4	13.0
1971	29.5	39.5	18.7
1981	36.2	46.9	24.8
1991	52.1	63.9	39.2
2001	65.38	76.0	54.0
2011	74.04	82.14	65.46

Source: Census of India (2011)

Observing the above table, the pre-Independence time literacy rate for women had a very poor spurt in comparison to literacy rate of men. This is witnessed from the fact that literacy rate of women has risen from 0.7 % to 7.3 % where as the literacy rate of men has risen from 9.8 % to 24.9 % during these four decades. During the post-independence period literacy rates have shown a substantial increase in general. However the literacy rate of male has almost tripled over the period e.g. 25% in 1951 and 76 % in 2001. Surprisingly the female literacy rate has increased at a faster pace than the male literacy during the decade 1981 -2001. The growth is almost 6 times e.g. 7.9 % in 1951 and 54 % in 2001.

Conclusion

The evils of poverty, unemployment and inequality cannot be eradicated by man alone. Equal and active participation of women is obligatory. Unless women are educated they will not be able to



understand about their rights and their importance. Empowerment of women aims at striving towards acquiring higher literacy level and education, better health care for women and their children, equal ownership of productive resources, increased participation in economic and commercial sectors, awareness of their rights, improved standard of living and to achieve self-reliance, self-confidence and self-respect among women.

According to the Country Report of the Government of India, education of girls is the most powerful tool of change of position in society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family. To encourage the education of women at all levels and for dilution of gender bias in providing knowledge and education, established schools, colleges and universities even exclusively for women in the state. To bring more girls, especially from marginalized families of BPL, in mainstream education, the government is providing a package of concessions in the form of providing free books, uniform, boarding and lodging, clothing for the hostilities mid-day meals, scholarships, free circles and so on.

Taking an overview of all the above aspects, we come to know that the transformation is very much needed, accepting at the same time that its pace may be less than the desired pace. For giving this process a momentum, education is indispensable. Hence, if women's empowerment is to be effected, it can be carried out only through the medium of education. Hence, it is of foremost importance to raise the level of education amongst women.

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EFFECTIVENESS OF SMART CLASSROOM TEACHING IN BCA DEPARTMENT

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ABSTRACT

This study analyzes the effectiveness of smart classroom teaching on the achievement in Information technology of BCA Students. The study investigated 200 students. Experimental group was taught in smart classrooms and control group was taught by conventional mode of instruction. The results revealed that students achieved higher when taught in smart classes as compared to conventional mode of instruction. Learning styles of students did not affect their achievement in experimental and control group. No interaction effect of instructional strategies and learning style was found.

Keywords: Smart classroom teaching, Achievement, Students, BCA , Teacher

INTRODUCTION

Now days the role of the teachers in educating the children has gained high importance .Classroom are heavily crowded with overloaded syllabus and on other side the role of teachers has become significant to develop interest and meaningful understanding amongst the students.

An alternative method of teaching has to be adopted, in this rapid developing world. Which can represent the information which is to be delivered to the children's in meaningful manner.



Information and Communication Technology can transfer the present isolated teacher and book centered learning environment into a rich Learning environment.

Now, technology is making life easier for both teachers and students. New method of teaching has been introduced which is commonly known as Smart Class. Smart Class room has transformed

The way teachers teach and the students learn in schools.

Learning used to be monotonous with a teacher teaching using the boring chalk-board. With the development of the Smart Class learning has become more enjoyable in class. Everyone likes to watch videos and movies, especially the students. Students are shown audio /video clips related to the topic considered with the help of the smart classes. We can also record the teaching sessions for further use by uploading the recorded data in the web. Use of Smart board makes the teaching & learning easy for the teachers and the students. Students become more interactive in the classes. In a smart classroom system the Classrooms are connected to what is known as the knowledge centre where all the digital content s are linked to the server. Teachers can get the data they want to teach during their teaching periods, they can use it to demonstrate; take students through an smart class journey and above all help them to learn better.

FEATURES OF SMART CLASS

1. Smart classes help teachers to enhance Students' abilities and performance.



2. Smart classroom helps teachers to access audio/visual content and information that can be used for teaching students more effectively.
3. Smart Classes provides education better through presentations and videos.
4. Smart class helps teachers to express their views.
5. It makes abstract concept real.
6. Activities and games to make learning process easy..
7. Effective blending of technology with the classroom.
8. A well designed module of smart class allows a student to visualize the concept much better than static images.
9. Facility to update the content.
10. Makes learning an enjoyable experience for students.

SIGNIFICANCE OF THE PROBLEM

The conventional approach of lecture and note taking has lost its effectiveness as education grows. In efforts to grow academically it must be considered that differentiated techniques of teaching and learning are necessary to implement deeper levels of conceptual development. Since every student is not interested in all subject matters. However, it is the responsibility of the education system to employ a variety of opportunities for the students to gain interests. Present study will help us to know the effectiveness of smart class teaching on the three domains of learners with respect to their



performance, achievement, retention and learning. It would also help the policy makers to design the curriculum in such a way that it will help the teacher to teach the subject in an effective manner and maintain pace with the modern education.

OBJECTIVES OF THE STUDY

1. To study the effectiveness of different Classroom teaching i.e. Smart Classroom teaching and conventional mode of teaching on achievement of BCA students.
2. To study the academic achievement in BCA students when taught through Smart Classroom teaching and conventional teaching with respect to gender.
3. To study the interactional effect of Smart Classroom teaching conventional teaching and gender on the achievement in BCA students.

HYPOTHESES

For the present investigation the following hypotheses were formulated:

1. There will be no significant difference in the achievement of BCA students when taught through different Classroom teachings i.e. Smart Classroom teaching and conventional mode of teaching.

1. 2. There will be no significant difference in the achievement of BCA students when taught through Smart Classroom teaching and conventional teaching with respect to Language.



RESEARCH METHOD

Two hundred students from different colleges were taught a common topic using conventional method & smart class method; there were both male & female students .After being taught all the students were interviewed about conventional method & smart class method to get meaning ful conclusions.

CONCLUSIONS

In the light of above mentioned interpretation and discussion the main conclusions of the study are given below

1. On the basis of research method it was concluded that the academic achievement in BCA students when taught through Smart Classroom teaching show greater achievement than conventional teaching.
2. On the basis of research method it was concluded that that the academic achievements

In BCA students with good knowledge of English was better when taught through

Smart Classroom teaching and academic achievements in BCA students with lack

Of Knowledge of English was less when taught through Smart Classroom teaching.



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JOB SATISFACTION AMONG WOMEN FACULTY IN SELF FINANCING COLLEGES WITH REFERENCE TO COIMBATORE

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Abstract

“Happiness does not come from doing ob easy work but from the afterglow of satisfaction that comes after the achievement of a difficult task that demanded our best.”

Job satisfaction is simply how content an individual is with his or her job, in other words, whether or not they like the job or individual aspects or styles of jobs, such as nature of work or supervision. The concept of job satisfaction has been developed in many ways by many different researchers and practitioners. One of the most widely used definitions in organizational research is that who defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". This study was undertaken to identify the factors which impact the level of satisfaction of women faculty in self financing Arts, Science & Engineering colleges in Coimbatore city. Job satisfaction is needed among college faculty to promote quality education for the students.



Introduction

Job satisfaction can also be seen within the broader context of the range of issues which affect an individual's experience of work, or their quality of working life. Job satisfaction can be understood in terms of its relationships with other key factors, such as general well-being, stress at work, control at work, home-work interface, and working conditions. Job satisfaction refers to one's feeling towards one's job. It is often determined by the outcomes meet or exceeds expectations. Satisfaction in one's job means increased commitment in the fulfillment of formal requirements. There is greater willingness to invest personal energy and time in job performance. Here job satisfaction among college faculty plays a vital role in society. They are the pillars of society. They help the students to grow and achieve their knowledge, skills in various fields. This study deals with teaching women faculty in self financing colleges in Coimbatore. Coimbatore has been a major center for higher education from the early 18th century. Coimbatore has an Agricultural University, most famous Bharathiar University, private university, several Government and private engineering colleges, medical colleges and a number of science and arts colleges.

Statement of the Problem

This study attempted to find out the relationship of work performance and job satisfaction among the teaching women faculty in Coimbatore.

Objectives of Study

1. To study the demographic characteristics of the respondent of women faculty.



2. To identify the most important and least important determinants of job satisfaction
3. To understand the various factors associated with the job satisfaction of women faculty in self financing Colleges.

Scope of the Study

This study covers the analysis of job satisfaction level attained by teaching women faculty of self financing Arts, Science & Engineering Colleges affiliated to Bharathiar and Private University, in Coimbatore. This study considers evaluating the level of job satisfaction among teaching women faculty.

Methodology

Sample Design:

This study is designed to collect primary data from a sample size of 74 respondents, who are selected under convenience sampling techniques.

Research Design:

This study is a combination of both exploratory and descriptive one in nature. A structured questionnaire was prepared for calculating the level of job satisfaction among the Teaching women faculty of self financing Arts, Science & Engineering Colleges

Source of Data:

Primary Data:

Structured questionnaire was used to collect the required details for the research.



Secondary Data:

The secondary data are taken from the various websites, journals, magazines and articles.

Area of Study

The geographical area selected for the study is Coimbatore. Limitation of the study is that the area is confined only to Coimbatore. Kovai (a)Coimbatore is the second largest city of TamilNadu and one of the fastest growing cities in India. Located at the foot of Nilgiris also called as *Poor man's Ooty*.

Analytical Tools

Simple Percentage

Percentage analysis is the method to represent raw streams of data as a percentage (a part in 100 - percent) for better understanding of collected data.

Friedman rank analysis

The **Friedman test** is a non-parametric statistical test developed by Milton Friedman. Similar to the parametric repeated measures ANOVA, it is used to detect differences in treatments across multiple test attempts. The procedure involves ranking each row (or *block*) together, then considering the values of ranks by columns. Applicable to complete block designs, it is thus a special case of the Durbin test.



Review Of Literature

Bravendam Research Incorporated, (2002)¹ has found that the Job satisfaction studies continue to emerge, and the results are often valued for both humanistic and financial benefits. When employees are satisfied, they tend to care more about the quality of their work, they are more committed to the organization, they have higher retention rates, and they are generally more productive.

“**Brown (1998)**² replicated the study ten years later, with results again showing that 85 percent of practicing school psychologists who were members of NASP was satisfied or very satisfied with their jobs.

Findings

- * Majority of women faculty belong to the age group of below 30 - 40years.
- * Majority of women faculty belongs to the marital status are married.
- * Majority of women faculty belongs to the qualification are M.Phil.
- * Majority of women faculty are appointed for consolidated basis.
- * Majority of women faculty have an experience of seven years and above.
- * Majority of women faculty belong to the study of arts.



- * Majority of women faculty receiving monthly income Rs.10001-above.
- * Majority of women faculty are agree with the management is supportive and encouraging.
- * Majority of women faculty are agree with their college policy.
- * Majority of women faculty are agree with his management is good and easy to access.
- * Majority of women faculty are strongly agree with the encourage new ideas at all levels.
- * Majority of women faculty is strongly agree with the workload is sufficient.
- * Majority of women faculty is agree with the relationship with students is good.
- * Majority of women faculty is agree with the relationship with other department faculty is good.
- * Majority of women faculty are strongly agree with the cooperation and coordination with department faculty.
- * Majority of women faculty are agreeing with the regular mentoring.
- * Majority of women faculty is agreeing with her salary is adequate.



- * Majority of women faculty are agreeing with the annual increment.
- * Majority of women faculty are agree with the provident funds.
- * Majority of women faculty are agree with his cash awards for academic excellence.
- * Majority of women faculty are agree with her promotions.
- * Majority of women faculty are agree with the drinking water.
- * Majority of women faculty are agree with the toilet facilities.
- * Majority of women faculty are agree with the canteen facilities.
- * Majority of women faculty are agree with the staff parking facilities.
- * Majority of women faculty are agree with the staff room sufficient.
- * Majority of women faculty are agree with the seminary hall
- * Majority of women faculty are agree with the library.
- * Majority of women faculty are agree with the computer lab.

Fried Mans Rank Analysis

The relationship with various factors and job satisfaction was studied using this tool. Here compensation and infrastructure played a majority role among the women faculty in job



satisfaction. Compensation includes salary, annual increment, cash awards and so on.

Suggestions

- There is a need for staff association or committee to address the issues related to dissatisfaction and grievances.
- Students' absenteeism is the big problem today. It is strongly recommended and suggested to have staff in charge of attendance or the absenteeism control in-charge to watch and reduce the absentees' issue.
- It is suggested to have students mentoring system to share their personal, family and academic related issues and problems. Each faculty is allocated a group of students so that they may be continuously monitored by the teachers and this minimizes all sorts of misbehaviour of the students.
- Physical classroom facility and good infrastructure facility can be enhanced to develop the competency of the students.
- Most of the Colleges are not permitting the faculty to do part time PhD's or higher studies during their service. So it is suggested to have some sort of amicable agreement between the teaching faculty and the management to increase the professional development of the teaching faculty.
- MOU between colleges or with industry are only less. Hence it is recommended to increase the number of MOU's for maintaining good standards.



Conclusion

Based on the findings of the study, it is concluded that the teaching women faculty in Coimbatore displays a high level of performance related skills, abilities, initiatives and productivity, in many of the area of work performance. Teaching women faculty of the study shows that Workplace conditions, professional development and infrastructure significantly creates overall job satisfaction of the women faculty

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THE HISTORY OF SEVEN YEARS' WAR

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INTRODUCTION

The **Seven Years' War** was a war that took place between 1754 and 1763 with the main conflict being in the seven-year period 1756–1763. It involved most of the great powers of the time and affected Europe, North America, Central America, the West African coast, India, and the Philippines. In the historiography of some countries, the war is alternatively named after combatants in the respective theatres: the French and Indian War (North America, 1754–63); Pomeranian War (with Sweden and Prussia, 1757–62); Third Carnatic War (on the Indian subcontinent, 1757–63); and Third Silesian War (with Prussia and Austria, 1756–63).

The war was driven by the antagonism between the great powers of Europe. Great Britain competed with both France and Spain over trade and colonies. Meanwhile rising power Prussia was struggling with Austria for dominance within and outside of the Holy Roman Empire. In the wake of the War of the Austrian Succession, the major powers "switched partners" with Prussia establishing an alliance with Britain while traditional enemies France and Austria formed an alliance of their own. The Anglo-Prussian alliance was joined by smaller German states (especially Hanover) and later Portugal. The Franco-Prussian alliance included Sweden, Saxony and later Spain. The Russian Empire was originally aligned with Austria, but switched sides upon the



succession of Tsar Peter III in 1762, and like Sweden concluded a separate peace with Prussia.

The war ended with the Treaty of Paris between France, Spain and Great Britain and the Treaty of Hubertusburg between Saxony, Austria and Prussia in 1763. The war was characterized in Europe by sieges and arson of towns as well as open battles involving extremely heavy losses; overall, some 900,000 to 1,400,000 people died.

The war was a success for Great Britain, which gained the bulk of New France in eastern Canada, Spanish Florida, some individual Caribbean islands in the West Indies, the colony of Senegal on the West African coast and superiority over the French trading outposts on the Indian subcontinent. The native American tribes were excluded from the peace settlement, and were unable to return to their former status after the resulting Pontiac's War. In Europe the war began disastrously for Prussia but a combination of good luck and successful strategy saw King Frederick the Great manage to retrieve the Prussian position and maintain the *status quo ante bellum* by the end of the war. The involvement of Portugal, Spain and Sweden did not return them to their former status as great powers. While France was deprived of many of its colonies and saddled with a heavy war debt, Spain lost Florida but gained French Louisiana and regained control of its colonies like Cuba and the Philippines that had been captured by the British during the war.

Nomenclature

In Canada, France, and the United Kingdom, the name *Seven Years' War* is used to describe the North American conflict which began and originated much earlier in 1754 as well as the European and Asian conflicts which began in 1756, as the name *Nine Years' War* was



already taken previously by historians to describe an earlier conflict.^[1] In the United States, however, the North American portion of the war is popularly known as the *French and Indian War*.^[2] Many^[citation needed] scholars and professional historians in America, such as Fred Anderson, however, follow the example of their colleagues in other countries and refer to the conflict as *The Seven Years' War*, regardless of the theatre. In French Canada, the conflict is sometimes referred to as *La Guerre de la Conquête (War of the Conquest)*.^[2]

The conflict in India is termed the *Third Carnatic War* while the fighting between Prussia and Austria is called the *Third Silesian War*.^[2] In Swedish historiography, the name *Pommerska kriget (Pomeranian War)* is used, as Swedish involvement was limited to Pomerania in northern central Germany.^[2]

The war was described as the first "world war",^[3] although this label was also given to various earlier conflicts such as the *Eighty Years' War*, the *Thirty Years' War*, the *War of the Spanish Succession* and the *War of the Austrian Succession*, and to later conflicts such as the *Napoleonic Wars*.^[4] The Anglo-French portion of the world-wide conflict, involving both empires, was one of the most significant phases of the *Second Hundred Years' War*, which is a name occasionally used by some historians to describe the continuous level of world-wide conflict over the entire 18th century, compared to the more famous and compact religious struggle of the 17th century.^[5]

Background

This war is often said to be a continuation of the War of the Austrian Succession^[6] which had lasted from 1740 to 1748, in which King Frederick II of Prussia, known as Frederick the Great, had seized the rich province of Silesia from Austria. Empress Maria Theresa of Austria



had signed the Treaty of Aix-la-Chapelle in 1748 in order to gain time to rebuild her military forces and to forge new alliances, which she did with remarkable success. The political map of Europe had been redrawn in a few years as Austria abandoned its twenty-five-year alliance with Britain. During the so-called Diplomatic Revolution of 1756, the centuries-old enemies: France, Austria and Russia, formed a single alliance against Prussia.

Prussia's only major assistance came from Great Britain, her newfound ally, whose reigning dynasty saw its ancestral Hanoverian possessions in Germany being threatened by France. In many respects the two allied powers' forces complemented each other excellently. The British had the largest, most effective navy in the world, while Prussia had the most formidable land force in continental Europe. This allowed Britain to focus its military resources on colonial expeditions. The British had hoped that the new series of alliances formed during the Diplomatic Revolution would maintain the peace, but, in fact, they proved the catalyst for the eruption of hostilities in Europe in 1756.

The Austrian army had undergone an overhaul along the lines of the Prussian system. Maria Theresa, whose knowledge of military affairs might have shamed many of her generals, had pressed relentlessly for reform.^[7] Her interest in the welfare of the soldiers had gained her their unqualified respect. Austria had suffered several humiliating defeats to Prussia in the previous war, and, strongly dissatisfied with the limited help she had received from the British, now saw France as the only ally who could help her retake Silesia and check Prussia's expansion.^[8]

A further cause for war arose from the heated colonial struggle between the British Empire and French Empire which, as they both expanded, met and clashed with one another on two continents. The formal



opening of hostilities in Europe was preceded by fighting in North America, where the westward expansion of the British colonies located along the eastern seaboard began to run afoul of French claims to the Mississippi valley in the late 1740s and early 1750s. In order to forestall the expansion of Virginia and Pennsylvania, in particular, the French built a line of forts in what is now western Pennsylvania in the mid-1750s. British efforts to dislodge them led to conflicts generally considered to be part of the French and Indian War, in which fighting began two years before the onset of hostilities in Europe.^[9]

Strategies

For much of the eighteenth century, France approached its wars in the same way. It would let its colonies defend themselves, or would offer only minimal help (sending them only limited numbers of troops or inexperienced soldiers), anticipating that fights for the colonies would likely be lost anyway.^[10] This strategy was to a degree forced upon France: geography, coupled with the superiority of the British navy, made it difficult for the French navy to provide significant supplies and support to French colonies.^[11] Similarly, several long land borders made an effective domestic army imperative for any ruler of France.^[12] Given these military necessities, the French government, unsurprisingly, based its strategy overwhelmingly on the army in Europe: it would keep most of its army on the European continent, hoping that such a force would be victorious closer to home.^[12] The plan was to fight to the end of hostilities and then, in treaty negotiations, to trade territorial acquisitions in Europe in order to regain lost overseas possessions. This approach did not serve France well in the war, as the colonies were indeed lost, but although much of the European war went well, by its end France had few counterbalancing European successes.^[13]



The British—by inclination as well as for pragmatic reasons—had tended to avoid large-scale commitments of troops on the Continent.^[14] They sought to offset the disadvantage this created in Europe by allying themselves with one or more Continental powers whose interests were antithetical to those of their enemies, particularly France.^{[15]:15–16} For the Seven Years' War, the British chose as their principal partner the greatest military strategist of the day, Frederick the Great, and his kingdom, Prussia, then the rising power in central Europe, and paid Frederick substantial subsidies to support his campaigns.^{[15]:106} In marked contrast to France, Britain strove to actively prosecute the war in the colonies, taking full advantage of its naval power.^{[16] [17]:64–66} The British pursued a dual strategy of naval blockade and bombardment of enemy ports, and also utilised their ability to move troops by sea to the utmost.^[18] They would harass enemy shipping and attack enemy colonies, frequently using colonists from nearby British colonies in the effort.

The Russians and the Austrians were determined to reduce the power of Prussia, the new threat on their doorstep. Along with France, plans were advanced in 1756 for mutual defense and an attack by Austria and Russia on Prussia, subsidized by France.^[19]

Europe

The British Prime Minister, the Duke of Newcastle, remained optimistic that war could be prevented from breaking out in Europe by the new series of alliances.^[20] However a large French force was assembled at Toulon, and the French opened the campaign against the British by an attack on Minorca in the Mediterranean. A British attempt at relief was foiled at the Battle of Minorca and the island was captured on 28 June (for which Admiral Byng was court-martialed and executed).^[21] War between Britain and France had been formally



declared on 18 May^[22] nearly two years after the first fighting had broken out in the Ohio Country.

Having received reports of the clashes in North America, and having secured the support of Great Britain with an Anglo-Prussian alliance, Frederick II of Prussia crossed the border of Saxony on 29 August 1756, one of the small German states in league with Austria. He intended this as a bold pre-emption of an anticipated Austro-French invasion of Silesia. Frederick II had three goals for his new war on Austria. First, Frederick would seize Saxony and eliminate the country as a threat to Prussia. Frederick could then use the Saxon army and the Saxon treasury to aid the Prussian war effort. Frederick's second goal was to advance his army into Bohemia where he might set up winter quarters for his army at Austria's expense. Thirdly, Frederick wanted to invade Moravia from Silesia, seize the fortress at Olmütz and advance on Vienna and force an ending to the war.^[23]

Accordingly, leaving Field Marshal Count Kurt von Schwerin in Silesia with 25,000 soldiers to guard against any incursions from Moravia or Hungary, and leaving Field Marshal Hans von Lehwaldt in East Prussia to guard against any Russian invasion from the east, Frederick set off with his army for Saxony. The Prussian army marched toward Saxony in three columns. On the right was a column of about 15,000 men under the command of Prince Ferdinand of Brunswick. On the left was a column containing 18,000 men under the command of the Duke of Brunswick-Bevern. In the centre was Frederick II, himself, accompanied by Field Marshal James Keith commanding a corps of 30,000 troops.^[23] Ferdinand of Brunswick was to close in on the town of Chemnitz. The Duke of Brunswick-Bevern was to transverse Lusatia to close in on Bautzen. Meanwhile, Frederick and Field Marshal Keith would make for Dresden.



The Saxon and Austrian armies were unprepared, and their forces were scattered. Frederick occupied Dresden with little or no opposition from the Saxons.^[24] At the Battle of Lobositz on 1 October 1756, King Frederick prevented the isolated Saxon army from being reinforced by an Austrian army under General Browne^[25] The Prussians then overran the Electorate, resulting in the Prussian occupation of Saxony and the surrender of the Saxon Army at Pirna in October 1756 which was then forcibly incorporated into the Prussian forces. The attack on the neutral Electorate of Saxony caused outrage across Europe and led to the strengthening of the anti-Prussian coalition.^[26] The only significant Austrian success was the partial occupation of Silesia.

Britain had been surprised by the sudden Prussian offensive, but now began shipping supplies and £670,000 (equivalent to £84.4 million in 2013) to her new ally—Prussia.^[27] A combined German (Hanoverian) force was organised by the British under the Duke of Cumberland to protect Hanover from a French invasion.^[28] The British attempted to persuade the Dutch Republic to join the alliance, but the request was rejected as the Dutch wished to remain fully neutral.^[29] Despite the huge disparity in numbers, the year had been a successful one for the Prussian-led forces on the continent, in contrast to disappointing British campaigns in North America.

1757

In early 1757, Frederick II again took the initiative by marching into the Kingdom of Bohemia, hoping to inflict a decisive defeat on the Austrian forces. After winning the bloody Battle of Prague on 6 May 1757, in which both forces suffered major casualties, the Prussians forced the Austrian forces back into the fortifications of Prague. The Prussian army then laid siege to the city.^[30] Following the battle at Prague, Frederick took 5,000 troops from the siege at Prague and sent



them to reinforce the 19,000-man army under the Duke of Brunswick-Bevern at Kolin in Bohemia.^[31] This army easily pushed the light Austrian army under General Franz Leopold von Nádasdy auf Fogaras back from its positions at Gang and Kuttenmen in Bohemia to more secure positions. Nádasdy's retreat caused Marshal Daun to also retreat with his much larger Austrian army toward Deutsch-Brod to protect his now exposed position. On 16 June 1757, General Daun marched to the north-west to outflank the Prussian left.^[32] Frederick then, in turn, marched north-west on 17 June 1757 so as to outflank Daun's Austrian army.^[33] However, Daun learned of Frederick's manoeuvre and during the night of 17–18 June 1757, Daun turned his army to face Frederick's new position. On the morning of 18 June 1757 a fog settled in over the battleground. Thus Frederick remained ignorant of Daun's manoeuvre during the night. Only at 6 am when General Zieten was leading the advance guard through the town of Planjan did the Prussians learn of the true position of the Austrian army.^[33] Frederick II was at the front on his army's left wing. The Prussian left wing was strong and this was where Frederick wished to start his attack on the Austrians. The Prussians attacked in the early afternoon of 18 June 1757. However, Frederick learned that the Austrians attacked his right wing.^[34] Frederick drew troops from his left wing to shore up his right and to fill a gap in his front which developed when Major General Manstein led his troops out to attack some Croatian forces in a corn field ahead of Frederick's line.^[34] This so depleted the troops in Frederick's left wing that he was forced to call off the attack and go over to the defensive on his left wing. Still this was not enough and the Prussian left and centre began to crumble.^[35]

Thus, Frederick was defeated at the Battle of Kolin. It was his first military defeat. Not only did the lack of forces defeat Frederick at Kolin, but the losses to his army suffered in the Battle of Kolin forced



Frederick to lift the siege of Prague and withdraw from Bohemia altogether.^[36]

Later that summer, the Russians had invaded Memel with 75,000 troops. Memel had one of the strongest fortresses in Prussia. However, after five days of artillery bombardment the Russian army was able to storm the fortress.^[37] The Russians then used Memel as a base to invade East Prussia and defeated a smaller Prussian force in the fiercely contested Battle of Gross-Jägersdorf on 30 August 1757. Further defeats followed. Not only was Frederick forced to break off his invasion of Bohemia, but now he was forced to withdraw further back into Prussian-controlled territory.^[38] Frederick's defeats on the battlefield brought still more opportunist nations into the war. Sweden declared war on Prussia and invaded Pomerania with just 17,000 men.^[39] Sweden felt that this small army was all that was needed to occupy Pomerania and felt that the Swedish army would not need to engage in any fighting with the Prussians because the Prussians had their hands full with the war on so many other fronts.

Things were looking very grim for Prussia at this time, with the Austrians mobilising to attack Prussian-controlled soil and a French army under Soubise approaching from the west. However, in November and December of 1757, the whole situation in Germany was reversed. First, Frederick devastated Prince Soubise's French force at the Battle of Rossbach on 5 November 1757^[40] and then routed a vastly superior Austrian force at the Battle of Leuthen on 5 December 1757^[41] With these victories, Frederick once again established himself as Europe's premier general and his men as Europe's most accomplished soldiers. In spite of these successes, the Prussians were now facing the prospect of four major powers attacking on four fronts (France from the West, Austria from the South, Russia from the East and Sweden from the North). Meanwhile a combined force from a number of smaller German



states such as Bavaria had been established under Austrian leadership, thus threatening Prussian control of Saxony.

This problem was compounded when the main Hanoverian army under Cumberland was defeated at the Battle of Hastenbeck and then forced to surrender entirely at the Convention of Klosterzeven following a French Invasion of Hanover.^[42] The Convention removed Hanover and Brunswick from the war, leaving the Western approach to Prussian territory extremely vulnerable. Frederick sent urgent requests to Britain for more substantial assistance, as he was now without any outside military support for his forces in Germany.^[43]

The British had suffered further defeats in North America, particularly at Fort William Henry. At home, however, stability had been established. Since 1756, successive governments led by Newcastle and William Pitt had both fallen. In August 1757, the two men agreed to a political partnership and formed a coalition government which gave new, firmer direction to the British war effort. The new strategy emphasised both Newcastle's commitment to British involvement on the European continent, particularly in defence of Germany, and William Pitt's determination to use British naval power to launch expeditions to seize French colonies around the globe. This "dual strategy" would dominate British policy for the next five years.

Although in late 1757, thanks to the Prussian victories at Rossbach and Leuthen, the situation appeared to have swung in Frederick's favour, it was the decision of the Russian Empire to withdraw its troops from East Prussia that dramatically altered the situation for Frederick.

Calculating that no further Russian advance was likely until 1758, Frederick moved the bulk of his eastern forces to Pomerania under the command of Marshal Lehwaldt where they were to repel the Swedish



invasion. In short order, the Prussian army drove the Swedes back and occupied most of Swedish Pomerania and blockaded its capital Stralsund.^[44] George II of Great Britain, on the advice of his British ministers, revoked the Convention of Klosterzeven and Hanover reentered the war.^[45] Over the winter the new commander of the Hanoverian forces, Duke Ferdinand of Brunswick, regrouped his army and launched a series of offensives that drove the French back across the River Rhine.^[46]

Between 10 and 17 October 1757, a Hungarian general, Count András Hadik, serving in the Austrian army, executed what may be the most famous hussar action in history. When the Prussian King Frederick was marching south with his powerful armies, the Hungarian general unexpectedly swung his 5,000 force of mostly hussars around the Prussians and occupied part of their capital—Berlin for one night.^[47] The city was spared for a negotiated ransom of 200,000 thalers.^[47] When King Frederick heard about this shameful occupation of Berlin, he immediately sent a larger force to free the city. Hadik rode out of the city with his Hussars and safely reached the Austrian lines. Subsequently, Hadik was promoted to the rank of Marshal in the Austrian army.

1758

In early 1758, Frederick launched an invasion of Moravia, and laid siege to Olomouc.^[48] Following an Austrian victory at the Battle of Domstadt which wiped out a supply convoy destined for the Prussians besieging Olomouc, Frederick broke off the siege and withdrew from Moravia. It marked the end of his final attempt to launch a major invasion of Austrian territory.^[49] East Prussia had been occupied by Russian forces over the winter, and would remain under their control until 1762, although Frederick did not see the Russians as an



immediate threat and instead entertained hopes of first fighting a decisive battle against Austria that would knock her out of the war.

In April 1758, the British concluded the Anglo-Prussian Convention with Frederick, in which they committed to pay him an annual subsidy of £670,000. Britain also dispatched a force of 9,000 troops to reinforce Ferdinand's Hanoverian army, the first British troop commitment on the continent and a reversal in the policy of Pitt who had previously opposed such a move. Ferdinand had succeeded in driving the French from Hanover and Westphalia and re-captured the port of Emden in March 1758, before crossing the Rhine with his own forces which caused alarm in France. Despite Ferdinand's victory over the French at the Battle of Krefeld and the brief occupation of Düsseldorf, he was then forced to withdraw across the Rhine by successful manoeuvring by larger French forces.^[50]

By this point Frederick had grown increasingly concerned about the Russian advance from the east and marched to counter it. On 25 August 1758, at the Battle of Zorndorf a Prussian army of 35,000 men under Frederick fought to a standstill a Russian army of 43,000 commanded by Count Fermor.^[51] Although both sides suffered heavy casualties and the Russians withdrew from the field in good order, Frederick claimed a victory.^[52] In the undecided Battle of Tornow on 25 September, a Swedish army repulsed six assaults by a Prussian army, but did not push home an attempt to move on Berlin following the Battle of Fehrbellin.^[53]

The back-and-forth nature of the war continued as on 14 October, Marshal Daun's Austrians surprised the main Prussian army at the Battle of Hochkirch in Saxony.^[54] Frederick lost much of his artillery but retreated in good order, helped by the densely wooded landscape. The Austrians had ultimately made little progress in the campaign in



Saxony despite Hochkirch and had failed to achieve a decisive breakthrough. After a thwarted attempt to take Dresden, Daun's troops were forced to withdraw to Austrian territory for the winter, so that Saxony remained under Prussian occupation.^[55]

In France, 1758 had been a disappointing year and in the wake of this a new Chief Minister, the Duc de Choiseul was appointed. Choiseul planned to end the war in 1759 by making strong attacks on Britain and Hanover.

1759–60

The year 1759 saw some severe Prussian defeats. At the Battle of Kay, or Paltzig, the Russian Count Saltykov with 47,000 Russians defeated 26,000 Prussian troops commanded by General Carl Heinrich von Wedel. Though the Hanoverians defeated an army of 60,000 French at Minden, Austrian general Daun forced the surrender of an entire Prussian corps of 13,000 men in the Battle of Maxen. Frederick himself lost half his army in the Battle of Kunersdorf, the worst defeat in his military career, and one that drove him to the brink of abdication and suicide. The disaster resulted partly from his misjudgment of the Russians, who had already demonstrated their strength at Zorndorf and at Gross-Jägersdorf.

The French planned to invade the British Isles during 1759 by accumulating troops near the mouth of the Loire and concentrating their Brest and Toulon fleets. However, two sea defeats prevented this. In August, the Mediterranean fleet under Jean-François de La Clue-Sabran was scattered by a larger British fleet under Edward Boscawen at the Battle of Lagos. In the Battle of Quiberon Bay on 20 November, the British admiral Edward Hawke with 23 ships of the line caught the French Brest fleet with 21 ships of the line under Marshal de Conflans



and sank, captured or forced aground many of them, putting an end to the French plans.

1760 brought even more disasters to the Prussians. The Prussian general Fouqué was defeated in the Battle of Landshut. The French captured Marburg, and the Swedes part of Brandenburg-Prussian Pomerania. The Hanoverians were victorious over the French at the Battle of Warburg, their continued success preventing France from sending troops to aid the Austrians against Prussia in the east. Despite this the Austrians, under the command of General Laudon captured Glatz (now Kłodzko) in Silesia. In the Battle of Liegnitz Frederick scored a victory despite being outnumbered three to one. The Russians under General Saltykov and Austrians under General Lacy briefly occupied his capital, Berlin, in October. The end of that year saw Frederick once more victorious, defeating the able Daun in the Battle of Torgau, but he suffered heavy casualties and the Austrians retreated in good order.

1761–62

Prussia began the 1761 campaign with just 100,000 available troops, many of them new recruits.^[56] 1762 brought two new countries into the war. Britain declared war against Spain on 4 January 1762; Spain reacted by issuing their own declaration of war against Britain on 18 January.^[57] Portugal followed by joining the war on Britain's side. Spain, aided by the French, launched an invasion of Portugal and succeeded in capturing Almeida. The arrival of British reinforcements stalled a further Spanish advance, and the Battle of Valencia de Alcántara saw British-Portuguese forces overrun a major Spanish supply base. The invaders were stopped on the heights in front of Abrantes (called *the pass to Lisbon*) where the Anglo-Portuguese were entrenched. Eventually the Anglo-Portuguese army, aided by the



guerrillas and practicing a scorched earth strategy,^{[58][59][60]} chased the then hugely reduced Franco-Spanish army back to Spain,^{[61][62][63]} recovering almost all the lost towns, among them the Spanish headquarters in Castelo Branco full of wounded and sick that had been left behind.^[64]

In February 1761 Duke Ferdinand of Brunswick surprised French troops at Langensalza, and then advanced to besiege Cassel in March. He was forced to lift the siege and retreat after French forces regrouped and captured several thousand of his men at the Battle of Grünberg. At the Battle of Villinghausen, forces under Prince Ferdinand of Brunswick defeated a 92,000-man French army. The Russians under Zakhar Chernyshev and Pyotr Rumyantsev stormed Kolberg in Pomerania, while the Austrians captured Schweidnitz. The loss of Kolberg cost Prussia its last port on the Baltic Sea.^[65] In Britain, it was speculated that a total Prussian collapse was now imminent.

Britain now threatened to withdraw its subsidies if Prussia didn't seriously consider offering to make concessions to secure peace. As the Prussian armies had dwindled to just 60,000 men Frederick's survival was severely threatened. Then on 5 January 1762 the Russian Empress Elizabeth died. Her Prussophile successor, Peter III, at once recalled Russian armies from Berlin (see: the Treaty of Saint Petersburg (1762)) and mediated Frederick's truce with Sweden. This turn of events has become known as the miracle of the House of Brandenburg. In the aftermath, Frederick was able to drive the Austrians from Silesia in the Battle of Freiberg (29 October 1762), while his Brunswick allies captured the key town of Göttingen and compounded it by taking Cassel.



The long British naval blockade of French ports had sapped the morale of the French populace. Morale declined further when news of defeat in the Battle of Signal Hill in Newfoundland reached Paris.^[66]

1763

By 1763 Frederick had Silesia under his control and had occupied parts of Austria. The British subsidies had been withdrawn by the new Prime Minister Lord Bute, and the Russian Emperor had been overthrown by his wife Catherine the Great who now switched Russian support back to Austria and launched fresh attacks on Prussia. Austria, however, had been weakened from the war and, like most participants, was facing a severe financial crisis. In 1763 a peace settlement was reached at the Treaty of Hubertusburg ending the war in central Europe.

British amphibious "descents"

Great Britain planned a "descent" (an amphibious demonstration or raid) on Rochefort, a joint operation to overrun the town and burn the shipping in the Charente. The expedition set out on 8 September 1757, Sir John Mordaunt commanding the troops and Sir Edward Hawke the fleet. On 23 September the Isle d'Aix was taken, but due to dithering by military staff such time was lost that Rochefort became unassailable,^[67] and the expedition abandoned the Isle d'Aix, returning to Great Britain on 1 October.

Despite the operational failure and debated strategic success of the descent on Rochefort, William Pitt—who saw purpose in this type of asymmetric enterprise—prepared to continue such operations.^[67] An army was assembled under the command of Charles Spencer, 3rd Duke of Marlborough; he was aided by Lord George Sackville. The naval squadron and transports for the expedition were commanded by



Richard Howe. The army landed on 5 June 1758 at Cancele Bay, proceeded to St. Malo, and finding that it would take a prolonged siege to capture it, instead attacked the nearby port of St. Servan, and burned the shipping in the harbor amounting to roughly 80 French privateers and merchantmen, as well as four warships which were under construction.^[68] The force then re-embarked under the threat of the arrival of French relief forces. An attack on Havre de Grace was called off, and the fleet sailed on to Cherbourg; but the weather being bad and provisions low, that too was abandoned, and the expedition returned, having damaged French privateering and provided a further strategic demonstration against the French coast.

Pitt now prepared to send troops into Germany; and both Marlborough and Sackville, disgusted by what they perceived as the futility of the "descents", obtained commissions in that army. The elderly General Bligh was appointed to command a new "descent", escorted by Howe. The campaign began propitiously with the Raid on Cherbourg. With the support of the navy to bombard Cherbourg and cover their landing, the army drove off the French force detailed to oppose their landing, captured Cherbourg, and destroyed its fortifications, docks, and shipping.

The troops were reembarked and the fleet moved them to the Bay of St. Lunaire in Brittany where, on 3 September, they were landed to again operate against St. Malo; however, this action proved impractical. Worsening weather forced the two armies to separate: the ships sailed for the safer anchorage of St. Cast, while the army proceeded overland. The tardiness of Bligh in moving his forces allowed a French force of 10,000 men from Brest to catch up with him and open fire on the reembarkation troops. A rear-guard of 1,400 under General Dury held off the French while the rest of the army embarked; they could not be saved, 750, including Dury, were killed and the rest captured.



Colonies

The colonial conflict mainly between France and Britain occurred in India, North America, Europe, the Caribbean isles, the Philippines and coastal Africa. During the course of the war, Great Britain gained enormous areas of land and influence at the expense of the French.

Great Britain lost Minorca in the Mediterranean to the French in 1756 but captured the French colonies in Senegal on the African continent in 1758. The British Royal Navy captured the French sugar colonies of Guadeloupe in 1759 and Martinique in 1762, as well as the Spanish cities of Havana in Cuba, and Manila in the Philippines, both prominent Spanish colonial cities. However expansion into the hinterlands of both cities met with stiff resistance. In the Philippines, the British were confined to Manila in a deteriorating military situation before their agreed upon withdrawal at the war's end.

North America

The campaign began with the French desire to keep control of the fur trade from the Ohio River Valley westward. Accordingly, the French sought to build a cordon of forts that extended from the Gulf of St Lawrence to the Mississippi River Delta.^[69] This line of forts was intended to delineate the eastern border of the French colony in North America—New France. The forts were meant to prevent any incursion by fur traders or settlers from the east—from the British colonies that had established themselves along the eastern coast of North America.

The British settlers along the coast, on the other hand, were upset that French troops would now be very close to the western borders of their English-speaking colonies. They felt the French would encourage their tribal allies among the North American natives to attack the British



colonies. Also, the British settlers wanted access to the fertile land of the Ohio River Valley for the new settlers that were flooding into the British colonies seeking farm land.^[70] Thus the most important French fort being planned was the fort intended to occupy a position at "the Forks" where the Allegheny and Monongahela Rivers meet to form the Ohio River (present day Pittsburgh, Pennsylvania).

The Iroquois Confederation represented a third force in the struggle over the Ohio River Valley. The Confederation was made up of five different Native American tribes—the Mohawks, the Oneidas, the Onondagas, the Cayugas and the Senecas.^[71] Later the Iroquois Confederation would become a "six nation confederation" with the addition of the Tuscaroras to the league.^[72] These tribes had traditionally been based in present day upstate New York, but years of intertribal peace from 1713 to 1744^[72] had converted the confederation into a powerful organisation whose political influence extended over present-day Virginia, West Virginia and the Ohio River Valley and over the dependent tribes—the Delawares and the Shawnees who actually lived there.^[73]

However, by 1754 the Iroquois Confederation was being pressed hard by the influx of new settlers moving into their tribal lands. The very existence of these tribes on their own traditional lands was now being threatened.^[74] Accordingly, the Iroquois Confederation was seeking some independent and neutral way between the British and the French which would preserve their heritage. They called this strategy of playing the French and British interests off against one another "aggressive neutrality."^[75]

So the proposed French fort at the Forks at the head of the Ohio River set off concerns within three contesting groups of people. Whoever, controlled the Forks, held the key to the whole of the Ohio River



Valley.^[76] Both the French and the British claimed the land in the disputed Ohio Valley. The British first tried to negotiate. They sent a delegation to the French to discourage the idea of building a fort at the Forks. When that failed the British sent a crew of soldiers and workers to the Forks to pre-empt the French by building a British fort on the location before the French. The French then attacked the British settlement of soldiers and workers and destroyed the works that the British started to build at the site. After evicting the British from the Forks, the French built their fort—Fort Duquesne—at the Forks. During an attack on the French led by George Washington, then a lieutenant colonel in the British colonial militia Virginia Regiment, at Jumonville Glen on 28 May 1754, the British attacked with bayonets the 31 French sleeping in the early morning hours. Ten were killed, including commander Jumonville, whose brother pursued Washington.^[77]

However, the French attacked Washington's army at Fort Necessity on 3 July 1754 and forced Washington to surrender at the conclusion of the Battle of Fort Necessity.^[78] As a sign that this small skirmish was becoming an ever-widening war, both France and Britain then sent troops in strength to North America. In June 1755, British Major General Edward Braddock led about 2,000 army troops and provincial militia on an expedition to retake Fort Duquesne but the expedition was a disaster.^[79] In further action, Admiral Edward Boscawen fired on the French ship *Alcide* on 8 June 1755, capturing her and two troop ships. The British harassed French shipping throughout 1755, seizing ships and capturing seamen. In September 1755, French and British troops met in the inconclusive Battle of Lake George.^[80]

The third British action was the assault on Acadia on 15 June 1755 in the Battle of Fort Beauséjour,^[81] which was immediately followed by



their expulsion of the Acadians.^[82] These actions contributed to the formal declarations of war in spring 1756.^[83]

During the war, the Seven Nations of Canada were allied with the French; they were Native Canadian groups living in the Laurentian valley—the Algonquin, the Abenaki, the Huron and others. Although the Algonquin tribe and the Seven Nations were not directly concerned with the fate of the Ohio River Valley, they had been one of the victims of the Iroquois Confederation. The Iroquois had encroached on Algonquin territory and pushed the Algonquins west beyond Lake Michigan.^[84] Thus, the Algonquin and the Seven Nations were interested in fighting against the Iroquois. Throughout New England, New York and the North-west, Native American tribes formed differing alliances with the major belligerents, with many siding with the French. They hoped to push out the British colonial settlers for good. The Iroquois, dominant in what is now Upstate New York, sided with the British but did not play a large role in the war.

In 1756 and 1757 the French won major victories at Oswego^[85] and Fort William Henry.^[86] Although, the latter win was tainted when France's native allies broke the terms of capitulation and attacked the retreating British column, slaughtering wounded soldiers and taking captives. French naval deployments in 1757 also successfully defended the key fortress of Louisbourg on Cape Breton Island, securing the approaches to Quebec in Canada.^[87]

William Pitt's focus on the colonies for the 1758 campaign paid off with the taking of Louisbourg after French reinforcements were blocked by the Battle of Cartagena, and the successful capture of Fort Duquesne^[88] and Fort Frontenac.^[89] The British also continued the process of deporting the Acadian population with a wave of major operations against Île Saint-Jean (present-day Prince Edward Island), the St. John



River valley, and the Petitcodiac River valley. The British successes were overshadowed by their embarrassing defeat in the Battle of Carillon, in which 4,000 French troops repulsed 16,000 British troops.

All of Britain's campaigns against New France succeeded in 1759, part of what became known as an *Annus Mirabilis*. Fort Niagara^[90] and Fort Carillon^[91] on 8 July 1758 fell to sizable British forces, cutting off French frontier forts further west. On 13 September 1759, following a three-month siege of Quebec,^[92] General James Wolfe defeated the French at the Plains of Abraham^[93] outside the city. The French staged a counteroffensive in the spring of 1760, with some success in a victory at the Battle of Sainte-Foy,^[94] but failed to retake Quebec due to a lack of naval support. French forces retreated to Montreal, where on 8 September they surrendered in the face of overwhelming British numerical superiority. This defeat has had serious ramifications in Canada to this day. The Quebec sovereignty movement sees this as their principle's defining moment.

Seeing French defeat, in 1760 the Seven Nations of Canada resigned from the war and negotiated the Treaty of Kahnawake with the British. Among its conditions was their unrestricted travel between Canada and New York, as the nations had extensive trade between Montreal and Albany, as well as populations living throughout the area.^[95]

In 1762 toward the end of the war, French forces attacked St. John's, Newfoundland. If successful, the expedition would have strengthened France's hand at the negotiating table. Though they took St. John's and raided nearby settlements, the French forces were eventually defeated by British troops at the Battle of Signal Hill. This was the final battle of the war in North America, and it forced the French to surrender to the British under Lieutenant Colonel William Amherst. The victorious British now controlled all of eastern North America.



The history of the Seven Years' War in North America, particularly the expulsion of the Acadians, siege of Quebec, the death of Wolfe and the Battle of Fort William Henry, generated a vast number of ballads, broadsides, images, and novels (see Longfellow's *Evangeline*, *The Death of General Wolfe*; Wood, James Fenimore Cooper's *The Last of the Mohicans*), maps and other printed materials, which testify to how this event captured the imagination of the British and North American public long after Wolfe's death in 1759.^[96]

South America

1763, the Spanish forces led by don Pedro Antonio de Cevallos, Governor of Buenos Aires (and later first Viceroy of the Rio de la Plata), made a campaign against the Portuguese in South America. The Portuguese territories of Colonia do Sacramento and Rio Grande de São Pedro were conquered by the Spaniards and the Portuguese forces were forced to surrender and retreat. The Colonia of Sacramento and the near territories were under Spanish control until the Treaty of Paris (1763).

As consequence of the war the Valdivian Fort System, a Spanish defensive complex in southern Chile, was updated and reinforced from 1764 onwards.^[97]

Mughal Empire

In India the outbreak of the Seven Years' War in Europe resulted in a renewal of the long running conflict between French and British trading companies in the region for influence. The war spread beyond southern India and into Bengal, where British forces under Robert Clive recaptured Calcutta from the Nawab Siraj ud-Daulah, a French ally, and ousted him from his throne at the Battle of Plassey in 1757. In



the same year the British also captured the French settlement in Bengal at Chandernagar.

However, the war was decided in the south.^[citation needed] Although the French captured Cuddalore, their siege of Madras failed, while the British commander Sir Eyre Coote decisively defeated the French under the Comte de Lally at the Battle of Wandiwash in 1760 and overran the French territory of the Northern Circars. The French capital of Pondicherry fell to the British in 1761; together with the fall of the lesser French settlements of Karikal and Mahé this effectively eliminated French power from India.^[98]

West Africa

In 1758 at the urging of an American merchant, Thomas Cumming, Pitt dispatched an expedition to take the French settlement at Saint Louis. The British captured Senegal with ease in May 1758 and brought home large amounts of captured goods. The success of the mission convinced Pitt to launch two further expeditions to take the island of Gorée and the French trading post on the Gambia. The loss of these valuable colonies further weakened the French economy.

Outcome

The Anglo-French hostilities were ended in 1763 by the Treaty of Paris, which involved a complex series of land exchanges, the most important being France's cession to Spain of Louisiana, and to Great Britain the rest of New France except for the islands of St. Pierre and Miquelon. Faced with the choice of retrieving either New France or its Caribbean island colonies of Guadeloupe and Martinique, France chose the latter to retain these lucrative sources of sugar,^[99] writing off New France as an unproductive, costly territory.^[100] France also returned Minorca to



the British. Spain lost control of Florida to Great Britain, but received part of New Orleans and the Louisiana Territory west of the Mississippi River from the French. The exchanges suited the British as well, as their own Caribbean islands already supplied ample sugar, and with the acquisition of New France and Florida, they now controlled all of North America east of the Mississippi.

In India, the British retained the Northern Circars, but returned all the French trading ports. The treaty, however, required that the fortifications of these settlements must be destroyed and never rebuilt, while only minimal garrisons could be maintained there, thus rendering them worthless as military bases. Combined with the loss of France's ally in Bengal and the defection of Hyderabad to the British side as a result of the war, this effectively brought French power in India to an end, making way for British hegemony and eventual control of the subcontinent.

European boundaries were returned to their *status quo ante bellum* by the Treaty of Hubertusburg (February 1763). Prussia thus maintained its possession of Silesia, having survived the combined assault of three neighbours, each larger than itself. Prussia gained enormously in influence at the expense of the Holy Roman Empire. This increase in Prussian influence, it is argued, marks the beginning of the modern German state, an event at least as influential as the colonial empire Great Britain had gained. Others, including Fred Anderson, author of *Crucible of War*, believe the war was needless and overly costly.^[101]

France's navy was crippled by the war. Only after an ambitious rebuilding programme by France in combination with Spain was it again able to challenge Britain's command of the sea.^[102]



However, the British government was close to bankruptcy, and Britain now faced the delicate task of pacifying its new French-Canadian subjects, as well as the many American Indian tribes who had supported France. George III's Proclamation of 1763, which forbade white settlement beyond the crest of the Appalachians, was intended to appease the latter, but led to considerable outrage in the Thirteen Colonies whose inhabitants were eager to acquire native lands. The Quebec Act of 1774, similarly intended to win over the loyalty of French Canadians, also spurred resentment among American colonists.^[103] Victorious in 1763, Great Britain would soon face another military threat in North America—this time from its longtime subjects, who no longer had to fear a hostile neighbouring power.

The Seven Years' War was the last major military conflict fought on the European continent before the outbreak of the French Revolutionary Wars in 1792.

Cultural references

"It would require a greater philosopher and historian than I am to explain the causes of the famous Seven Years' War in which Europe was engaged; and, indeed, its origin has always appeared to me to be so complicated, and the books written about it so amazingly hard to understand, that I have seldom been much wiser at the end of a chapter than at the beginning, and so shall not trouble my reader with any personal disquisitions concerning the matter."^[104]

- Stanley Kubrick's film *Barry Lyndon* (1975) is based on the Thackeray novel.
- The events in the early chapters of Voltaire's *Candide* are based on the Seven Years' War; according to Jean Starobinski,



("Voltaire's Double-Barreled Musket", in *Blessings In Disguise*, (California, 1993) p. 85), all the atrocities described in Chapter 3 are true to life. When *Candide* was written, Voltaire had been opposed to militarism; the book's themes of disillusionment and suffering underscore this position

- The board games *Friedrich* and, more recently, *Prussia's Defiant Stand* and *Clash of Monarchs* are based on the events of the Seven Years' War
- The Grand strategy wargame *Rise of Prussia* covers the European campaigns of the Seven Years' War
- The novel *The Last of the Mohicans* (1826) by James Fenimore Cooper and its subsequent adaptations are set in the Northern American Theatre of the Seven Years' War
- *The Partisan in War* (1789), a treatise on light infantry tactics written by Colonel Andreas Emmerich, is based on his experiences in the Seven Years' War.
- The Seven Years' War is the central theme of G. E. Lessing's 1767 play *Minna von Barnhelm or the Soldiers' Happiness*.
- Numerous towns and other places now in United States were named after Frederick the Great to commemorate the victorious conclusion of the war, including Frederick, Maryland, and King of Prussia, Pennsylvania.
- The fourth scenario of the second act in the RTS *Age of Empires III* is about this military conflict, with the player fighting along with the French and against the British.



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पुत्रसञ्जीवनकाव्ये स्त्रीवैशिष्ट्यम्

सि. नागसाइ अनूषा
शोधछात्रा, साहित्यविभागः
साष्ट्रीय संस्कृतविद्यापीठम्
तिरुपतिः।

संस्कृतवाङ्मये काव्यवाङ्मयवैभवम्

सम् इत्युपसर्गपूर्वक कृङ् - धातोः निष्पन्नोऽयं संस्कृतमिति शब्दः।
संस्कृतभाषायामेव भारतस्य संस्कृत्याचाराः, उच्छदर्शाः, नैतिकमूल्यानि च
समाहिताः सन्ति।

संस्कृतं संस्कृतेः मूलं ज्ञानविज्ञानवारिधिः।

वेदतत्त्वार्थसञ्जुष्टं लोकाऽलोककरं शिवम्॥

अर्थात् संस्कृतं संस्कृतेः मूलं भवति। ज्ञानविज्ञानस्य वारिधिः तथा
अस्माकं कृते वेदतत्त्वं प्रतिपादयति। एतस्य लोकस्य कृते कल्याणप्रदायनी अस्ति
एषा संस्कृतभाषा।

विश्वविख्यातयाः सुरभारत्याः साहित्यसमृद्धिः वेदवाङ्मयारभ्य
काव्यवाङ्मयावधि पर्यन्तं अधुनापि प्रवहति इत्यस्मिन् विषये विप्रतिपत्तिः सास्ति
विपश्चितां समाजे। तत्र काव्यवाङ्मयं श्रुतेः अर्थं सरतसता प्रतिपादयति। काव्य
भेदे भवतः दृश्यश्रव्यंश्चेति। पुनः उत्तमकाव्यं, मध्यमकाव्यं, अधमकाव्यमिति
व्यङ्ग्यार्थरित्या त्रिधाविभक्तं काव्यम्। पुनः श्रव्यं गद्यपद्य उभयात्मकं इति त्रिधा
विभक्तम्। तत्र पद्यं महाकाव्यं, खण्डकाव्यं, मुक्तकाव्य भेदेन बहुधा विभक्तम्। तेषु
भेदेषु पुत्रसञ्जीवनम् इत्याख्यं काव्यमिदं महाकाव्यकोटिं आस्त्रितम्।
सहृदयाह्लादकारित्वं काव्यमिति भागवत आधारेण विरचिते अस्मिन् काव्ये प्रस्फुटं
भवति।



पुत्रसञ्जीवनकाव्यकर्तृपरिचयः -

पुत्रसञ्जीवनकाव्यकर्तुः ब्रह्मश्री मुल्लपूडि नारायणशास्त्रिमहोदयः। एते साधारणनाम संवत्सर मार्गशीर्ष शुद्धदशमि दिने जनिं प्रसवन्तः। एते बहुभाषापण्डिताः, तथाऽपि काव्यपाठ, तर्कवेदान्तालङ्कारव्यकरणादि शास्त्रेषु कृतभूरि परिश्रमाः विपस्तित् चक्रवर्ति। तेषां गुरुवर्येण ताता सुब्बरायशास्त्रिमहोदयेन विरचित विद्याविजयम् इति काव्यकथावस्तून् स्वीकृत्य सुब्रह्मण्यविजयम् इति नाम्ना एकं एकांकिकं अरचयन्।

कविकुलगुरु काळिदासेन विरचितं अभिज्ञानसाकुन्तलम् नाटकं आन्ध्रभाषायां अनूदितवन्तः। एतदनन्तरं श्रीमान् पराशरं कृष्णमाचार्येण साकं श्री शास्त्रिमहोदयः आपस्तम्ब, लौगाक्षि, गृह्यसूत्राणि अनूदितवन्तः। एतदनन्तरं पुत्रवियोगकारणेन नारायणशास्त्रिमहोदयः पुत्रसञ्जीवनम् इति नाम्न एकं महाकाव्यं अरचयन्।

काव्यस्वरूपम् -

श्रीशास्त्रिमहोदयैः इदं पुत्रसञ्जीवनम् इति काव्यं प्रसिद्धं लिखितम्। श्रामद्वागवते दसमस्कन्दे विद्यमान गुरुकुलाश्रमवासं इति लघ्वितिवृतं स्वीकृत्य शास्त्रिमहोदयः स्वस्य असाधारिणी प्रतिभां उपयुज्य षड्सर्गात्मकं काव्यं इदं निर्मिते। उदयविलासो नाम प्रथमसर्गः, विधिविलासो नाम द्वितीयसर्गः, शुश्रूषविलासो नाम तृतीयसर्गः, कलाविलासोनाम चतुर्थसर्गः, लीलाविलासोनाम पञ्चमसर्गः, विजयविलासो नाम षष्ठः सर्गः च सहृदयाह्लादेन, सुमधुरेण, शान्तरसप्रधानेन निर्मितवान्।

काव्ये स्त्रीपात्र वैशिष्ट्यम् -

प्राचीलकालात् आरभ्य आधुनिककालपर्यन्तं परिवर्तनेसमाजे स्त्री एव प्रमुखा समदायिनि च भवति । किन्तु अधुना पश्यामः चेत् स्त्रीणां कृते साधारणगौरवमर्यादे नस्तः। संप्रति विद्यमानासंघटनानि एव निरूपयन्ति। अत्र मुख्यकारणं भवति स्त्रियं साक्षात् स्त्री इव कोऽपि न पश्यन्ति। अत्र प्रथमकारणं यत् समाजं परितः विद्यमान परिस्थितयः एव। अनन्तरं कुटुम्बव्यवस्थालोपः।



कुटुम्बे माता दाराश्च मुख्यपात्रे वहतः इति प्रायः वक्तुं शक्नुमः। पूर्वकाले पतिपत्न्योः मध्ये उत्तमपरस्परसहकारः अवगाहनसहितरूपेण आसीत्। उदाहर्तुं भागवताधारित पुत्रसञ्जीवनकाव्ये -

उदन्तमेतं कथयाम्बभूव पतिः प्रियांचारुमतीदृगन्तैः।

सचाऽपिसाचीकृतलोचनेन मुखेनभावं विशदीचकार॥

(पु.स.1-37)

इत्यस्मिन् श्लोके सान्दीपनिः उज्जयिनीपण्डितैः उज्जयनीम् आगमनाय प्रार्थितः। तं विषयं सः उचितज्ञः सान्दीपनिः भार्यायै नेत्रचालनेन व्यक्तीकृत्व तस्याः अभिप्रायः कः इति अपृच्छत्। साऽपि नेत्राभ्यां स्वीयमभिप्रायं व्यक्तीकृतवती। एतादृशी स्थितिः संप्रतिसमाजे पत्नीपत्योः मध्ये एतादृशी अवगाहनलोपः दरीदृश्यते। तस्य कारणेन कानिचन सन्दर्भेषु उभावपि (पत्नीपत्योः) तयोः अपत्यानाम् पुरतः एव वादप्रतिवादादिकं कुरुतः शिशुनांमनसी नकरात्मकान् भावान् उत्पादयतः। अनेन कुटुम्बोऽपरि गौरवं प्रेम अनुरागश्च इत्यादीनि लक्षणानि सन्ताने न्यूनानि भवन्ति। एवमेव मातृहृदयं पश्याम चेत् -

अथचारुमतिर्धरातले लुलुठेऽतीव विकीर्ण मूर्धजा।

विललाप समुद्रमन्यकं सृजती वोद्गलितैश्शुगश्रुभिः॥

(पु.स.2-36)

अनेन श्लोकेन मातृहृदयं कथं भवतीति जातुं शक्यते। सान्दीपनेः पत्नी चारुमतिः समुद्रस्नानार्थं गत्वा समुद्रे स्वपुत्रस्य निमज्जन्तं, तथा मरणं च स्मृत्वा मूर्च्छां प्राप्य पुनः उत्तीव्रं अतीव रोदति। तस्याः नेत्राभ्यां आगतं दुःखप्रवाहः समुद्रमिव दृश्यते। मातुः हृदयं अस्मिन् कालेऽपि एवमेव अस्ति। किन्तु इदानीं वाक्यानी ताः जनाः मातरं स्मपन्ति। स्वार्थविषये यदि पश्यामः चेत् स्त्रीणां निस्वार्थमेव सदा सर्वदा विजयं प्राप्नोति। उदाहरणं पुत्रसञ्जीवनं एव -

भाराऽपनोदनकृतेभुव आत्रदेहौ नारायणस्य कलया बलरामकृष्णौ।



भावनावृत्तिरनयोर्मयिमातरीव युष्मासु किं पुनरहो परमात्मनीव।।

(पु.स.5-65)

एतौ भूभारं न्यूनीकर्तुं श्री महाविष्णोः अंशभ्यां आगतवन्तौ। एतौ उभावपि
अस्माकमुपरि यावद्गौरवं प्रदर्शयतीति पृथक् वक्तुं न आवश्यकम्।

एतै नरिक्ष्यहृदि मर्मनिकृन्तनोऽपि

शोकः कुतोनुखलु यल्लधिमान माप।

एतत्प्रवासमनुचित्य नवीकृतोऽयं

तं शोकशंकु मपनेतुमिर्मो समर्थो।। (पु.स.5-66)

एतौ द्वौ दृष्ट्वा मम पुत्रशोकं अपास्तम्। किन्तु एतयोः गुरुकुलात्
स्वपुरगमनवार्तां सूत्वा पुनः नितरां दुःखितवती बभूव। तं शोकं निवारयितुं एतौ द्वौ
एव अहो भवतः।

याचेवमोक्षमपि दातुमिमौ समर्थौ

नैवोत्सहेसुतवियोगमलीमसेऽस्मिन्।

भो नाथ। मामकगिरा मृतपुत्रमेव

देहित्ययाचत ततः कलयाव मुक्तिम्।। (पु.स.5-67)

“एतौ द्वावपि मोक्षं प्रदातुं समर्थौ। तथापि पुत्रवियोगभूतमलिनमनसा
मोक्षस्योपरि उत्साहः मयि नास्ति। हे नाथ, मम वचनानुसारं मम पुत्रं
पुनुरुज्जीवितुं कारयितुं एतौ महानुभावौ प्रार्थयन्तु इति” चारुमतिः पतये मार्गोपदेशं
चकार।

विद्याभ्यासादनन्तरं रामकृष्णौ गुरुदक्षिणार्थं किमिच्छन्ति इति गुरुं
सान्दीपनिं विनयेन अपृच्छताम्। तदानीं सान्दीपः पत्न्याः समीपं गत्वा एतयोः
वचनानि उक्तवान्। तदानीं चारुमत्या एवमुक्तम्। तस्याः वचनानि परिशीलयामः
चेत् उत्तमोत्तम मोक्षमपि त्यक्त्वा मातृहृदयं कथं भवतीति ज्ञायते। सान्दीपनिः



चारुमत्याः इच्छाम् रामकृष्णयोः पुरतः निवेदयत्। अनेन भार्यायाः स्थानं, कीदय् गौरवं प्राप्तमिति ज्ञातुं शक्यते।

एवं रूपेण प्राचीनकालात् आरभ्य महिला सर्वत्रापि स्वबुद्धि वैशिष्ट्येन गौरवं प्राप्तवती अस्ति। किन्तु अस्मिन् काले सम्प्रति समाजेऽपि तादृशी परिस्थितिः कुत्रापि न दृश्यते एव। एतादृशी स्थित्याः कारणं कुटुम्बे अस्ति वा विद्याविधाने अस्ति वा?



SEGMENTATION OF THE HANDWRITTEN MULTIPLE TOUCHING LINES WRITTEN IN GURUMUKHI SCRIPT USING END-DETECTION TECHNIQUE

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Abstract

Segmentation of a document image into text line is one of the important challenges in optical character recognition. Line segmentation of a handwritten document makes the process of segmentation more complicated. Line segmentation of a handwritten or printed document is one of the major challenges in optical character recognition. There are various problems in segmentation of handwritten documents, for example, structural properties of the script, varying writing styles of different persons and uneven spaces between consecutive lines. Gurumukhi text line segmentation is a complex task because of irregularities in geometrical properties such as line height, width, and distance in between line. In the proposed work, segmentation of multiple touching lines has been done with the help of End Detection technique.

Keywords: Line Segmentation, OCR, Multiple Touching Lines, End Detection Technique.

Introduction

OCR is the procedure of perceiving a fragmented piece of the checked image as a character. The general methodology comprises of three real sub procedures like pre-processing, segmentation and afterward recognition. Out of these three, the segmentation methodology is the



spine of the general OCR process. One can say that the segmentation methodology is the most critical procedure on the grounds that, if the segmentation is wrong, then one can't have the right comes about; it is the same as waste in and refuse out.

OCR programming has devices for securing image from the scanner and perceiving the content. These frameworks can process records and can recognize characters with distinctive textual styles, sizes and organizations including intermixed content and graphics.

Line Segmentation

Line segmentation is one of the challenging and crucial areas of OCR process. It is the process to recognize horizontally written text prevents to recognize boundaries of each line. Line is recognized based upon how often of row pixels. Wrong line segmentation put impact on the precision of identification system [3]. The text line extraction commonly make two assumptions: first of all gap between two nearby lines is important and secondly, lines are acceptably straight. Line segmentation of hand-written records is a trial as many issues are experienced during line segmentation [4]. Segmentation of hand-written written text lines are complicated because of inter-line gap variation and base line alter variation [5].

According to Text type, Line segmentation is categorized into two parts: Machine Printed Text Document and Handwritten Text Document.

- Machine Printed Text: includes the materials such as books, publications, publications, records, and various composing models in the video or still image. Device printed figures are consistent high, size, and message supposing the same typeface and size are used. These



issues for fixed- typeface, multi-font and Omni-font personality segmentation is relatively well recognized and glued with little restriction. Writing styles are mostly directly.

- Handwritten Text: Hand-written written text can be further separated into two categories: cursive and hand printed program. Segmentation of handwritten records is a much more difficult issue. Text line is non consistent and will be different in size and design. There is the condition in finding headlines and base collections. Different writers have different way of composing. Even collections written by the same person are different considerably. In unconstrained composing, average size of figures differs. Due to this, figures and indicating two nearby line is connected, moved and overlapped. These problems make the task of segmentation complicated.

Problems in Line Segmentation

So many researchers have provided different techniques, but most of the techniques could not solve the following problems:

1. Existing techniques cannot segment the multiple touching lines as existing techniques cannot detect the end of line i.e. bottom of the line.
2. Existing techniques cannot segment handwritten as well as printed text into lines because existing techniques works for these types of paragraph individually.
3. Existing techniques cannot segment the handwritten text lines of variable character size as every technique takes assumption for the character size in advance.



Literature Survey

[1] Present a technique to solve these problems. The proposed algorithm is based on mid-point detection. The algorithm deals with these problems and gives effective results 90% in case of overlapped lines and 94% accurate results for segmentation of connected components between neighboring lines. The proposed method has achieved 93.05% accuracy in text line segmentation. Proposed algorithm can not segment the lines having multiple touching components. Algorithm proposed by the authors works only for Gurumukhi script documents. [2] describes that the OCR is the process of recognition characters from scanned documents. Line segmentation is a very important step in OCR. Accuracy of OCR depends upon correct line segmentation. Segmentation of text document image is a big challenge in OCR Systems. The problem becomes more complex in handwritten documents due to Skewed, overlapped lines and touching lines. The objective of this paper to provide a review of most complicated problems present in segmentation and also provide a review of methods of handwriting or printed text line segmentation proposed by various authors.[3] described that the Gurumukhi script is used for Punjabi language, which is a two dimensional composition of symbols with connected and disconnected diacritics. Handwritten Gurumukhi script has some complexities like connected, overlapped text lines, words and characters. It is one of the foremost issues for errors during the recognition process. Text segmentation is a challenging job in unconstrained writer independent handwritten document image processing. There is a huge need for research in the domain of Punjabi handwriting recognition to resolve these challenging problems. In this paper we have done a review on various methods for line, word and character segmentation in handwritten Punjabi document. [4] describes that the Segmenting accurately a script



document to extract various features that the document contains is a very challenging work and a need concerted effort. A simple segmenting technique for a line and word segmentation of a script document has been proposed. In this space recognition technique the main objective is to recognize the spaces that separate two text lines and the similar procedure is followed for the word segmentation procedure. Three different scanned document have been taken as input images for line and word segmentation experiment and result found were promising, with average accuracy for line and word were, 100% for line segmentation and 100% for line segmentation as well.[6]

Proposed Methodology

The proposed research work has focused on providing solution for multiple connected lines and connected components in line segmentation phase of OCR by implementing End-Detection Technique. The proposed system is based on End-Detection algorithm with using the concept of horizontal profile projection technique, Vertical Profile Projection along with size estimation technique. Horizontal profile projection is used to detect white spaces between the lines in the document image. End-detection algorithm further used to segment skewed lines and lines containing multiple touching components. The proposed system has been work in the following steps:

1. Database collection

In this step, we have collected the dataset containing text lines written in Gurumukhi language containing multiple touching lines. We have also collect the data set containing printed paragraphs written in Gurumukhi script.

2. Preprocessing

In this step increase the threshold value of the input paragraphs so that noise can be removed from the input paragraph.

3. Division of input paragraph into strips



In this step, input paragraph is divided into strips of equal size that will be used by the segmentation phase to divide the paragraph into lines.

4. End detection

In this step, end of the line is detected with the help of end detection algorithm. These detected points are stored in the temporary location which will be used by the segmentation phase.

5. Line Segmentation

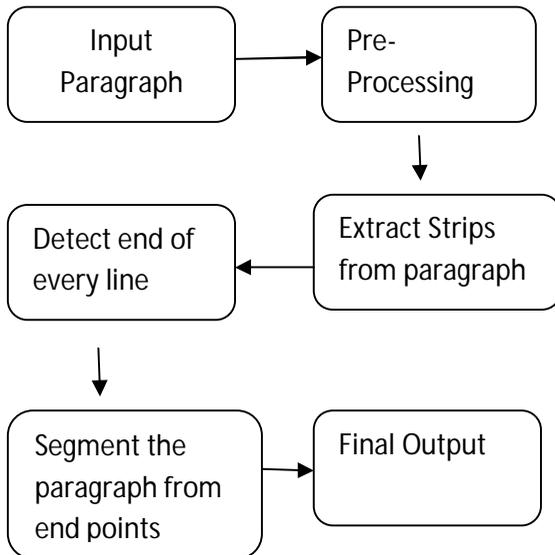
Segment the paragraph into lines by drawing the lines on the points detected by the previous step. After this step final output will be obtained.

End – Detection Algorithm

End-detection algorithm is based on calculating the End points of lines based on frequencies of white pixels in the lines. When two consecutive lines containing or connected components of upper and lower modifiers, then lines are segmented by using End of the top most line. This algorithm first calculates the avg. width of the line and then according to this width estimate the connected components present in the text paragraph. In case of connected components, the average width of a row increases by nearly double of the pixels. If the width a row increases more than average width, then it is clear that two or more lines are connected. Now using End detection methods, the Segmentation points are calculated for the adjacent connected lines starting from the first line of the document and repeat the process until last line by moving from first line to next line one by one. From the calculated end points, draw the horizontal lines so as to show the segmented lines.

After calculating the end points between each and every row, lines are segmented by replacing the white pixels with black intensity values. In this way, document image is segmented into different rows. These rows are further segmented into words and characters.

Block Diagram of the proposed system :



Algorithm for the proposed system:

Step 1: Take scanned image of text document and binarize it

Step 2: Calculate the avg. height of the text lines in the documents using Horizontal Profile projection technique

Step 3: Divide the document into vertical stripes. Taking the assumption that is strip size equal to 100.

Step 4: Using the concept of Horizontal Projections, find the white spaces between the neighboring lines and store these spaces in an array.

Step 5: Take another array to store midpoint between the white spaces found in between neighboring .

Step 6: For detecting the connected and multiple connected components.

Step 6.1: Check the height of lines, if the height of line is greater than average height of the line. Then strip contain some connected component present between neighboring lines.

Step 6.2: By using End-Detection approach, calculate the frequency of the black pixels starting from mid of the first line up to the average height of the line.



Step 6.3 Find the index having minimum number of black pixels from points scanned in step 6.2

Step 6.4 Store the index calculated in the step 6.3 as End of the first line in the row_mat.

Step 6.5 Repeat the Steps 6.1 to 6.4 until next end of line is detected.

Step 7: Draw the boundary lines to segment the neighboring rows or lines from one another.

Step 8: Repeat the process for each strip.

Results and Discussion

Proposed system on more than 25 handwritten documents written in Gurumukhi text by different writers. Different documents are tested within four main categories as: Simple, Skewed, connected and multiple Connected Components. A single algorithm is developed for segmenting these types of documents and 95% of overall efficiency has been achieved. Proposed system is also tested on various printed documents written in Gurumukhi text.

The segmentation result of the proposed system can be shown as below:

ਇੱਕ ਨਾ ਭੁੱਲਾ, ਦੋ ਨਾ ਭੁੱਲੇ, ਭੁੱਲਾ ਫਿਰੇ ਦੁੱਲ-ਜਗਤ
ਨਾਮੀ ਦੀ ਪਹਿਚਾਣ ਕੋਈ ਨਹੀਂ, ਮੁੱਝੇ ਰੱਟੀ ਜਾਂਦੇ ਨਾਮ
ਮਨ ਦੇ ਵਧੇ ਖੋਗੇ ਕੇ . ਕੁੱਝੀ ਉਲਟੇ ਗਏ ਪਾ ਕੇਠਾ
ਘੜ-ਘੜ ਕੇ ਕੁੱਝ ਰੰਗ ਬਿਰੰਗੇ ਸੋ ਭਗਵਾਨ ਕਣਾ ਕੇਠਾ
ਜਿਸਨੇ ਸੂਰਜ ਦੀਪ ਕਢਾਏ ਦੀਪ ਉਸ ਤੂੰ ਦਿਖਾਂਦਾ ਤੇ
ਖੁਸ਼ਬੂਆਂ ਦੇ ਮਾਸਰ ਆਗੇ ਜਾ ਜਾ ਧੁਪ ਤੂੰ ਜਗਾਂਦਾ ਤੇ
ਕਰਮਕਾਂਡ ਦੇ ਹਨੇਰੇ ਅੰਦਰ ਕਿਸਕੁਲ ਅੰਨ੍ਹਾ ਖਾਤਾ ਤੇ
ਉਸਨੂੰ ਭੋਗ ਸਗਾਉਣਾ ਚਾਹੇ ਜੇ ਤੁ ਜੀਵੇ ਦਾ ਵਾਤਾ ਤੇ
ਕੇਹੜੇ ਮਸਗਾਏ ਤੂੰ ਵਲਗਣ ਦੇ ਫਿਰੇ ਵਲ ਗਿਰਾ
ਖੁਭੁ ਮਿਲਣ ਦੇ ਚਾਹ ਅੰਦਰ ਇਹ ਆਪਣੇ . ਆਪ ਤੂੰ ਛਲ ਗਿਰਾ



Input given to the system containing multiple touching lines

ਪਿੱਠ ਨਾ ਭੁੱਲਾ, ਦੋ ਨਾ ਭੁੱਲੇ, ਭੁੱਲਾ ਫਿਰੇ ਤੁਲੇ. ਜਗਤ
 ਨਾਮੀ ਦੀ ਪਹਿਚਾਣ ਕੋਈ ਨਹੀਂ, ਮੁੱਝੇ ਰੱਟੀ ਜਾਂਦੇ ਨਾਮ
 ਮਨ ਦੇ ਕਰੇ ਸੱਗ ਦੇ ਚੁੱਧੀ ਉਲਟੇ ਗਏ ਪਾ ਖੋਰਾ
 ਪੜ-ਪੜ ਦੇ ਕੁੱਝ ਰੰਗ ਬਿਰੰਗੇ ਮੈਂ ਭਗਵਾਨ ਬਣਾ ਕੋਰਾ
 ਜਿਸਨੇ ਸੁਰਜ ਦੀਪ ਵਾਣਾਏ ਦੀਪ ਉਸ ਤੂੰ ਰਿਖਾਂਦਾ ਤੂੰ
 ਪੁਸ਼ਪਾਮ ਦੇ ਮਾਸਰ ਮਾਗੇ ਜਾ ਜਾ ਪੁਪ ਤੂੰ ਜਗਾਂਦਾ ਤੂੰ
 ਕਰਮਕਾਂਡ ਦੇ ਯੇਰੇ ਮੰਦਰ ਵਿਸਰਲ ਮੀਨਾ ਖਾਤਾ ਤੂੰ
 ਉਸਨੇ ਕੇਗ ਸ਼ਗਭਿਛਾ ਕਰੇ ਤੂੰ ਯਥਾ ਸੀਏ ਯਾ ਕਾਤਾ ਤੂੰ
 ਕੇਂਦਰੇ ਮਸਗਰੇ ਤੂੰ ਵਲਗਣ ਦੇ ਫਿਰ ਵਲ ਰਿਗ
 ਪੁਤ੍ਰ ਸਿਧਣ ਦੇ ਰਾਗ ਮੰਦਰ ਇਹ ਮਾਪਏ. ਮਾਪ ਤੂੰ ਛਲ ਰਿਗ

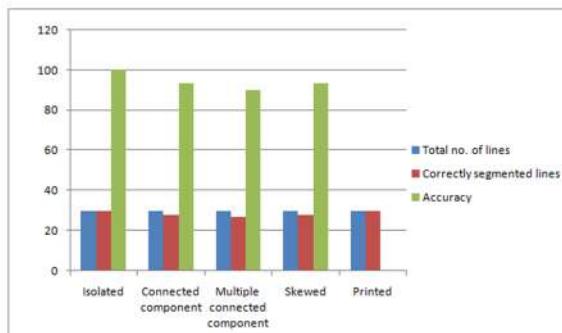
Output generated by the system after segmenting the multiple touching lines

The following table demonstrates the testing of developed system by giving various numbers of input documents written in Gurumukhi text:

Type of Sample Images	Total No. of Sample Images	Total No. of Lines	Correctly segmented Lines	Accuracy
Simple	5	30	30	100%
Connected Components	5	30	28	93
Multiple connected component	5	30	27	90
Skewed	5	30	28	93
Printed	5	30	30	100%
Total	25	150	143	95%



Graphical Representation of results of the proposed system



The following table shows the result statistics for the proposed system

Parameter	Value
Type of Script	Gurumukhi Script
Mode of Script	Handwritten or Printed
No. of Documents Tested	25
Total No. of Lines	150
Correctly Segmented	143
Overall System Accuracy	95

The following table shows the comparison between existing and proposed system

Ref.	Technique used	Type of input	Accuracy
Snehdeep et al. [1]	Detection of Mid Point from Existing Gap between Lines	Gurumukhi Handwritten Scripts, Connected components, overlapping and Skew Lines	93.05%
Proposed Method	End Detection Technique	Gurumukhi Handwritten and Printed Simple lines, Skewed lines, connected component and multiple Connected Components.	95%



Conclusion

Segmentation of Gurumukhi handwritten text is very complicated task due to skewed, overlapped and connected components present between lines because of writing style and structural properties of language as each language has different structural properties. In this proposed work, we have used the proposed algorithm based on end-point detection to segment lines from Gurumukhi script documents that can be handwritten as well as printed. The proposed algorithm is useful in detecting the skewed and multiple connecting components between the adjacent neighboring lines present in the documents. This technique works efficiently to solve these problems. The proposed system is tested on various inputs written in Gurumukhi language containing unequal character size, and accuracy of the proposed system is very improved than that of existing algorithms. Proposed system achieved this accuracy by making use of size estimation algorithm in which average size of the line is estimated and according to which overall segmentation is performed.

Future Scope

In future work, we are trying to develop some generalized algorithm that work for every other Indian Language. Although, we received efficient result using this technique yet some problem remains there i.e. during the segmentation of connected components lines, some of touching characters are getting degrade from their actual features or existence. This may create difficulty during recognition. Further work can be extended to solve this problem.



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PHYLOGENETIC ANALYSIS OF CITRUS VIRUSES THROUGH BIOINFORMATICS

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Abstract

The present investigation was to find the phylogeny of citrus viruses: Citrus tristeza virus, Citrus leaf rugose virus RNA 1, Citrus leaf rugose virus RNA2, Citrus ring spot virus, citrus exocortis virus, citrus olive latent virus, Citrus psorosis virus, Citrus leaf blotch virus and Citrus yellow mosaic virus. The phylogenetic sequences are analysis through the tool of bioinformatics. The study has shown that leaf rugose virus RNA 1 is closely related to citrus leaf rugose virus RNA 2. Both of these are closely related to citrus tristeza virus on one hand and citrus ring spot virus on the other hand. Also psorosis virus is closely related to citrus leaf blotch virus and then these two are related to citrus yellow mosaic virus. Also, exocortis virus is closely related to olive latent virus.

Keywords: Phylogenetic Analysis, Citrus viruses, Bioinformatics

INTRODUCTION

DNA contains the genetic information of the living organism. It is a macro-molecule composed of repeating sub units called nucleotides. With the recent advancement o

In molecular biology, especially sequencing of nucleic acids, a significance amount of information on DNA sequences of different living organism is available world wide over the net. DNA sequences



are stored and available from databases like Genbank, EMBL, DDBJ. Genetic information is stored in the form of sequences of nucleotide in the DNA, which is expressed as sequences of amino acids in proteins after transcription and translation. So, it is expected that two closely related species show similar DNA and protein sequences.

Citrus Viruses:

Virus diseases have a major impact on citrus production worldwide and often become dominant yield limiting factor in grove management. The most obvious but economically important effect is the variety of non-lethal subtle responses that reduce tree size, tree vigour and fruit yield.

Major Citrus Viruses:

1. Tristeza
2. PsorosisExocortis
3. Leaf rugose virus
4. Citrus ring spot virus
5. Citrus leaf blotch virus
6. Olive latent virus
7. Citrus yellow mosaic virus

Biological sequence analysis:

Sequence analyses of two organisms reveal that evolutionary relationship between them. If the two sequences are very much alike then it means that they are closely related to each other and they have



common ancestors. The two sequences which are very closely related are called as homologous sequences. If two sequences are not at all related to each other, then they have evolved independently and do not have any common ancestors.

Objective of the Study:

The objective of the study is to find phylogenetic relationship among different citrus viruses from the sequences available in Genbank, a nucleotide sequence database maintained by NCBI, using tools of bioinformatics.

Nucleotide Sequence databases:

A computerized storehouse of nucleotide sequences data that provides a way for locating, adding, removing and changing data. Nucleotide sequence databases are data repositories accepting nucleotide sequence data from the community and making it freely available to the public. Each entry has an accession number that never changes. Some worldwide renowned nucleotide sequence databases are GenBank, EMBL and DDBJ. Presently, the GenBank database has been used for the study of citrus viruses. These databases update every 24 hours.

Retrieval of nucleotide sequences from databases:

A large amount of biological information can be found in a number of databases. Therefore, there arises a necessity for scientists to have efficient mechanisms for data retrieval. There are number of dedicated data retrieval tools that can be used to access information. The most widely used tools are Entrez, DBGET and SRS. In the



present study, Entrez is used to retrieve the databases of the citrus viruses.

Sequence Alignment:

Sequence alignment is the process of comparing two or more sequences by searching for a series of individual characters or character pattern that are in the same order in the sequence. Sequence alignment is of two types:

1. **Pair wise sequence alignment:** Sequence alignment in which two sequences are compared are called as pair wise sequence alignment.
2. **Multiple sequence alignment:** In multiple sequence alignment nucleotide of three or more sequences can be used to find relationship among them.

Methods of Sequence Alignment:

1. **Dot Matrix analysis:** A dot matrix analysis is a method of comparing two sequences to look for possible alignment of characters between two sequences. The major advantage of the dot matrix method for finding sequence alignment is that all possible matches of residues between two sequences are found, leaving the investigator the choice of identifying the most significant ones.
2. **The dynamic programming algorithm:** Dynamic programming algorithm is a computational method that aligns two protein sequences. The method compares every pair of characters in two sequences and generates an alignment. The



alignment includes matched, mismatched and gaps so as to produce maximum matched pairs.

- 3. K-tuple method:** This method is the fastest method of sequence alignment as it searches for short stretches of sequences called K- tuple and then by joining them into an alignment. Examples of this method are FATSA and BLAST.

Phylogenetic Analysis:

A phylogenetic analysis of a family of related nucleotide is a determination of how the family might have been derived during evolution. The evolutionary relationship among the sequences is depicted by placing the sequence as outer branches on a tree. The branching in the inner part of the tree then reflects the degree to which different sequences are related. On the basis of the analysis, sequences that are more closely related can be identified by their occupying neighbouring branches on the tree. These functional predictions can then be tested by genetic experiments. Phylogenetic analysis may also be used to follow the changes occurring in a rapidly changing species, such as virus.

Evolutionary tree:

An evolutionary tree is a two dimensional graph showing evolutionary relationship among organisms. The separate sequences are referred to as taxa, defined as phylogenetically distinct units on the tree. The tree is composed of outer branches and leaves. Leaves represent the taxa and branches represent the relationship among taxa. A tree can be rooted if the sequences have common ancestor and un-rooted if they do not have a common ancestor.



Methods and Materials:

Retrieval of sequences from databases: The citrus virus nucleotide sequences were retrieved through Entrez from NCBI, The National Centre for biotechnology Information. The sequences of the following citrus virus have been retrieved:

Citrus tristeza virus, Citrus leaf rugose virus RNA 1, Citrus leaf rugose virus RNA2, Citrus ring spot virus, citrus exocortis virus, citrus olive latent virus, Citrus psorosis virus, Citrus leaf blotch virus and Citrus yellow mosaic virus.

The sequences retrieved from databases have additional information about the sequence such as accession number, name and alternative names of the sequences, the source organism and references.

Biology Workbench:

The biology workbench is a web based tool for biologists. It analysis the sequences within a point and click interface that eliminates file format compatibility problems. The biology workbench group provides a free registration service in order to encourage biologists to set up a personal account and work over there. Various point and click tools in biology workbench are clubbed under four major headings i.e. protein tools, nucleic tools, alignment tools and structure tools. Nucleic tools have been used in this project work for the analysis of citrus virus sequences. The various citrus virus sequences, which were retrieved earlier, were downloaded in the biology workbench.



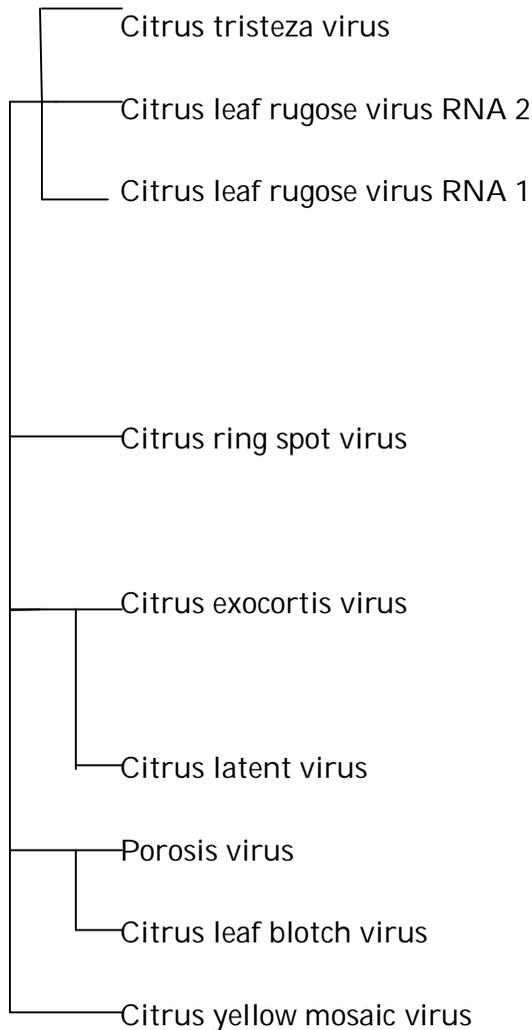
Clustal-W:

Clustal-W alignment is quite widely used multiple sequence alignment program and is available on biology workbench. With the aid of multiple sequence alignment, biologists are able to study sequence patterns conserved through evolution and the ancestral relationships between different organisms. A sequence alignment reveals which positions in the sequence were conserved and which were diverged from a common ancestor sequence. The different sequences of citrus virus, saved in biology workbench were aligned using clustal-W.

Result and Discussion:

Phylogenetic Analysis:

The various citrus virus sequences, which were retrieved from Entrez NCBI and then aligned through Clustal-W of workbench, formed a rooted phylogenetic tree, which reveals the evolutionary relationship of various citrus virus sequences. The tree formed is shown below:



It is clear from the figure that Citrus leaf rugose virus RNA 1 is closely related to citrus leaf rugose virus RNA 2. Both of these are closely related to citrus tristeza virus on one hand and citrus ring spot virus on the other hand. Also psorosis virus is closely related to citrus leaf blotch virus and then these two are related to citrus yellow mosaic virus. Also, exocortis virus is closely related to olive latent virus.



UTILIZATION OF MATERNAL HEALTH CARE SERVICE AMONG THE BAKARWAL TRIBE

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Abstract

In this paper, endeavor is made to shed light on the utilization of the maternal health care services among the women of Bakarwal tribe of Jammu and Kashmir. This empirical study shows that majority of the Bakarwal women are unaware about the maternal health care services and therefore all these services are underutilized by these women. The obliviousness and underutilization of these services are mainly due to the low socio-economic status of the tribal population who are poor, illiterate and survived in far flung areas without access to medical facilities. Despite ruralness, poverty, illiteracy, it is possible to improve their knowledge and utilization of the maternal health care services by providing them medical facilities at their door steps.

Keywords: Utilization, Maternal Health Care Services, Tribal women, Bakarwal Women, Jammu and Kashmir.

Introduction

Maternal health is a key indicator of women's health and status. Maternal health refers to the health of women during antenatal, natal and post-natal period. Although motherhood is often a position and fulfilling experience for many women, it is associated with suffering, ill



health and even death. Throughout the human history pregnancy and child bearing caused death and disability in both women and the new born. Pregnancy and childbirth are of course not diseases (WHO, 2009)but they carry risks because of the rooted complications, practices, process, beliefs, and immediate environment. These risks can be reduced by health care related interventions like permission of maternal and public health care, supplementary nutrition, family planning, safe abortion and improved health conditions. Reducing maternal mortality and morbidity has been a major focus for the developing world since the launch of the safe motherhood initiative in 1987 (WHO, 1996). Millennium Development Goals (MDGs), at the turn of the century, gave a further importance to the goals of making the world safe for both mother and the new born. (Akram, 2014).

Maternal and child health (MCH) program in India is fully sponsored by the Government of India through the Ministry of Health and Family Welfare, department of family welfare. This MCH program was strengthened in 1991 through the introduction of Child Survival and Safe motherhood (CSSM) program. The target free approach (TFA) later termed as community needs Assessment Approach (CNAA) by the ministry also aimed to improve maternal health through antenatal checkup of all pregnant women, universal tetanus toxoid (TT) immunization and administration of iron and folic acid (IFA) tablets for prophylaxis and therapy and the provisions for institutional deliveries (Aggarwal,2003).

In 1994 the International Conference on Population and Development (ICPD) held in Cario, enunciated the need for a global change in this limited understanding of health and well-being. The deliberations at this conference were undoubtedly influenced by the demands of the women's movement for a more holistic approach to health. The feminist vision of 'empowerment' highlighted the importance of



women's rights including the right of women to control 'her own' body. A total of 179 countries ratified the resolution of the ICPD of which India was one. These resolutions thus facilitated a shift in the 'stated' focus of health policy from population control to reproductive health and related rights (Desouza,2001).

The Reproductive And Child Health Program introduced by the government of India since 1995 aims at addressing the health needs of women from 'womb to tomb'. The program include the early registration of pregnancy, regular antenatal checkup, T.T immunization, presentation and treatment of anemia in expected mothers, early identifications of high risk cases, promotion of institutional deliveries, essential new born and post-natal care, promotions of breast feeding, growth monitoring and effective immunization of infants, vitamin A supplementation, supplementary nutrition advice with attention to the girl child, treatment and refresh services for management of mal-nutrition, diarrheal diseases to minimize childhood diseases, to safeguard maternal and child health and to minimize Maternal Mortality Rate (MMR) and Infant Mortality Rate (IMR) (Padwal, 2001).

Health of the women has been the primary concern of all cultures, because the seeds of future generation develop in the womb of women. To become mother is the most natural phenomenon in the life of women, so in a developing country it is being realized that from the complications of pregnancy more than one women dies every minute, posing a serious threat to maternal health. Nowa day's mother is recognized by the maternal mortality. According to the 2001 census out of one lakh deliveries performing in India, 427 women are dying (Joshi, 2002). Now it is well known fact that feminine qualities seems as essential qualities of humanity called thoughtfulness, benevolence and co-operation. These qualities are developed by



civilization as the process of learning is to be kind. But how far this is correct that in a civilized society mothers have to die at the time off generating a new life?, In support of above background the present study focuses on the empirical indications of utilization of maternal health services in general and antenatal, natal and post natal in particular among the Bakarwal tribe of Jammu and Kashmir.

Methodology

The objective of the study aimed at: to study the awareness and utilization of the maternal health care Services among the women of Bakarwal tribe. This study is descriptive and exploratory in nature. Among the different methods of Data collection interview schedule and Observation method is used to collect the data. The universe of the study is Kathua district of Jammu and Kashmir state. Out of 22 districts of the state, Kathua district is selected purposively and from this district 25 women of reproductive age of Bakarwaltribe were randomly selected and interviewed with the help of interview schedule.

Findings of the study

All the sample population was Muslim and married. The majority (36 percent, table 1) of the women interviewed were in the age group of 25-31yr followed by age group of 39-41yr.

TABLE 1
Socio-economic and demographic Profile of the respondents

S.no	Particulars	Number of respondents	Percentage
1	Age (in years)		
	18-24	5	20
	25-31	9	36
	32-38	5	20



	39-45	6	24
	Total	25	100
2	Education		
	Illiterate	20	80
	Up to primary	4	16
	Up to matric	1	4
	Total	25	100
3	Family income (in rupees Per Annum)	9	36
	Less than 8400	11	44
	8400-12000	3	12
	12001-15600	2	8
	Above 15600		
	Total	25	100
4	Livestock (animals)		
	Less than 30	9	36
	30-59	10	40
	60-89	4	16
	90 and above	2	8
	Total	25	100

80 percent of the women are illiterate and 44 percent respondent's family income is between rupees 8400 to 12000 per annum from all resources. Animal livestock is considered as their property. When we collect data regarding this then we find that majority (40 percent, table 1) of the respondents have animals mainly sheep and goats ranging from 30-59 followed by 30 percent of the respondents who have less than 30 animals per household. The average age at marriage is 16 years which is less than the legal marriageable age fixed by the government of India i.e. 18 years. Further, the interviewed women are having 5 children on an average which is higher than the current



fertility rate of the tribal women in India i.e. 3.1 children per women (NFHS-3).

Antenatal care:

The antenatal is the period from the conception to the onset of the labor. Antenatal Care (ANC) is imperious for maternal and fetus health. In the present study, ANC is assessed by the immunization status of women during pregnancy, routine health checkups, intake of additional supplements etc. (Sharma,2005).Objective of the ANC is to reduce maternal mortality and give a healthy child to a healthy mother. ANC has been the best weapon to reduce maternal mortality.

Once pregnancy has taken place, it is necessary to have a checkups particularly of anemia, high blood pressure, diabetes. In the beginning a checkup should be done every month and mid trimester every fifteen days and later on every week. Blood pressure checkup is very important during antenatal care. A woman should consult the doctor as early as possible when she is pregnant (Samant, 2002).

Table 2
Distribution of the respondents according to their regular AntenatalCheckups during last pregnancy

s.no	Response	Number of respondents	Percentage
1	Yes	04	16.0
2	No	21	84.0
Total		25	100.0

Majority of the respondents (84 percent, table2) reveals that they did not go for checkups during the last pregnancy. Only 16 percent answered as 'yes'. Now the question arises that why they did not go for the checkups during pregnancy, what were the reasons behind this,when we asked them for the reasons then we get to know that



majority of the respondents (52.38 percent, table 3) are found unaware that antenatal care is the best weapon to reduce maternal mortality.

Table 3
Reasons for Not Going to Checkups During Pregnancy

s.no	Reasons	Number of respondents	Percentage
1	Not necessary	4	19.04
2	Lack of awareness	11	52.38
3	Lack of time	3	14.28
4	Poverty	3	14.28
Total		21*	99.99

**figureexcludes the respondents who go for checkups*

Further, 19 percent of the respondents who did not go for checkups had the reason that, the child birth is a natural phenomenon andtherefore, there is no need to pay special attention to the pregnant women. Lack of time and poverty are also the reason for 14.28 percent of the respondents,as nomads, both the sexes of the households are engaged in work activities all the day

TABLE 4
Distribution of the respondents according to the tetanus Toxoid injection they get at the time of pregnancy

s.no	Response	No. of responden t	Percentage
1	Yes	6	24.00
2	No	19	76.00
Total		25	100.00

In table 4, data reveals that, the more than two third of the total respondents did not get tetanus injections at the time of pregnancy and only 24 percent of the respondents get T.T injections. Further out



of the total respondents, majority of the respondents (52.63 percent, Table5) are found unaware of the importance of tetanus injections duringPregnancy.

Table 5
Reason for Not Getting the Tetanus Injections during Pregnancy

Sr.no.	Reasons	No. of respondents	Percentage
1	Not aware	10	52.63
2	Nobody gave at	1	5.26
3	hospital	3	15.78
4	Poverty Heath centre is at a distance	5	26.31
Total		19*	99.99

* *Figures excludes the respondents who got the tetanus injection*
 26.31 percent of the respondents gave the reason that the health centre is situated at a long distance. Further, approximately 16 percent of the respondent had the reason of their poor economic condition which demotivated them.

Table 6
Respondents by the intake of Iron-folic tabletsDuring pregnancy

s.no	Particulars	No. of respondents	Percentage
1	Yes	5	20.00
2	No	20	80.00
Total		25	100.00

Approximately similar trend is observed in respect of the use of the iron folic tablets during pregnancy period in this study. Iron and folic tablets



are not taken by the 80 percent of the total respondents (table 6) and only 20 percent of the respondents taken the same during pregnancy.

Data reveals that majority (45 percent, table 7) of the respondents is unaware about the antenatal care in general and importance of iron-folic tablets in particular. On the other hand 25 percent of **Table 7**

Reasons for Not Taking the Iron and Folic Acid Tablets during Pregnancy

s.no.	Reasons	No. of respondents	Percentage
1	Lack of awareness	9	45
2	Lack of time	4	20
3	Poverty	2	10
4	Health centre is at a long distance	5	25
Total		20*	100

*Figures excludes the respondents who got the iron and folic acid tablets the respondents claimed that health centre is at a long distance, so, it's not easy for them to sideline all the work and go there to take the iron-folic tablets. Further, 20 percent of the respondents expressed the reason as lack of time followed by 10 percent of the respondents who tell us that poverty is the main reason.

Natal care

Place of delivery and personnel attended the delivery are important indicators that determine the maternal and infant mortality, morbidity and general health status of the women. One of the most important thrust area of Reproductive Health program in India is to vitalize and promote institutional deliveries under proper hygienic conditions and supervision of trained health professionals (Maiti et al, 2005 cited from Boruah, 2012).



Table 8 reveals that 84 percent of the deliveries were conducted at home, and attended by the elderly ladies of the household. No specific precautions were taken at the time of

Table 8
Distribution of the respondents according to the
Place of last delivery

Sr.no	Place of Delivery	Number of respondent	Percentage
1	Home	21	84.00
2	Medical institution	4	16.00
Total		25	100.00

Conducting deliveries which results tovarious infections.Further, only 16 percent (Table 8) of the total deliveries were conducted at medical institutions and supervised by the trained medical practitioners.

Post Natal Care

Post natal care is necessary to see that the mother is taking sufficient nourishment and rest. The health of women and her new born child depends not only on the health care she receives during her pregnancy and delivery but also on the care she and her infant receive during the first few weeks after delivery. Recognizing the importance of post natal checkups , the RCH programme suggests three post natal visits.(Akam,2014).With all these things putting in mind we asked the respondents whether they visit the health centre within four months from the date of delivery. Then, we are shocked to know that 88 percent (table 9) of the total respondents did not visit the health centre for post natal checkups and the



Table 9
Visit to the health Centre within four months from delivery by the respondents

Sr. no.	Responses	No. of respondents	Percentage
1	Yes	3	12.00
2	No	22	88.00
Total		25	100.00

justification they give that, "when mother and child both are healthy then there is no need to visit the health centre." Further, only, 12 percent of the respondents visit the health centre for checkups. These 12 percent are those who earlier visit health centre for antenatal checkups and have institutional delivery.

Conclusion

In this paper, with the help of empirical evidences it is clear that the Awareness and Utilization of the maternal health care services is extremely low among the tribal population in general and tribal women in particular, this finding is supported by the findings of Talwar and Bhandari (1989), Lakshmma(1989). This study finds that majority of the Bakarwal tribal women did not go for the antenatal, natal and post natal checkups. Even most of the women not received the tetanus injections, iron- folic acid tablets, institutionalized deliveries attended by the trained medical personnel and even gave any immunization to their children. It is also found that due to deferential reasons they are unable to visit the health centre to access maternal and child health care services. The unawareness and underutilization of the maternal and child health care services is mainly due to the low socio-economic status of the tribal population who is poor, illiterate and lived in far flung areas without access to medical facilities. Despite poverty,



illiteracy and ruralness, it is possible to improve their knowledge and utilization of the maternal and child health care services by providing the medical facilities at their door step.

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JUDICIAL REVIEW- A COMPARATIVE STUDY

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Abstract:

In democratic countries, the judiciary is given a place of great significance. The primary function of the court is to settle disputes and dispense justice between the citizen and the state. The courts also resolve disputes between the center and the states or the state *inter-se*. Judicial review is the interposition of judicial restraint on the legislative as well as the executive organs of the Government. Judicial review is the power of the Courts to pass upon the Constitutionality of legislative acts which fall within their normal jurisdiction to enforce and the power to refuse to enforce such as they are found to be unconstitutional and hence void. The concept of judicial review has the origin in the theory of limited government having a written constitution. The philosophy of judicial review is thus, rooted in the principle that Constitution is the fundamental law as well as the foundation of the doctrine of judicial review. Here, an endeavor has been made to analyse the power of the Indian Higher Judiciaries in comparison to the U.S.A., U.K. etc.

Key Words: *Judicial, review, fundamental, paramount, Constitution, prominent.*

Introduction:

The concept of judicial review is not one of the recent past. It was born in 1803 when Chief Justice Marshall, the great Judge of the American Supreme Court decided *Marbury v. Maddison* [Crunch (5US)



137 (1803)]. He observed that the Constitution was the fundamental and paramount law of the nation and it is for the Court to say what the law is. The U.S. Supreme Court has ever since then played a prominent role in shaping the American society. The U.S. Supreme Court struck down several legislations made by U.S. President F.D. Roosevelt. There were severe uproars, but the orders of the Court were enforced.

In U.K., in absence of a written Constitution and a Bill of Rights, the scope of the power of judicial review of English Courts remain limited. However, Britain extended the practice of judicial review of legislation to colonies such as India whose constituent Act, enacted by the British Parliament laid down the limits of the legislative power vested in colonial legislatures.

India, therefore experienced judicial review vested in the Colonial legislations as well as executive acts since the days of British rule.

Objective(s):

The main objective of the study is to make a comparative analysis on the power of judicial review exercised by the higher judiciaries of U.S.A, U.K. and India.

Methodology:

The study is an analytical one, based on secondary data, collected from books, internet etc.

Discussion on the Topic:

Unlike the U.S.A., the Constitution of India, not explicitly, but implicitly establishes the doctrine of judicial review in several Articles such as Articles 13(2), 32, 131 to 136, 141 to 143 and 226.

Further, unlike, the U.S. Supreme Court or the House of Lords in England or the Highest Courts in Canada or Australia, the Supreme



Court of India can review even a constitutional amendment and strike it down if it undermines the basic structure of the Constitution it was held by the Supreme Court of India in the landmark judgement of *KeshavanandaBharati v. State of Kerela* (AIR 1973 SC 1461).

The founding fathers of our Constitution place enormous powers in the hands of the Judiciary. Dr. B.R. Ambedkar defended the provisions of judicial review as being absolutely necessary. Although the term 'judicial review' is nowhere used in the Constitution of India and no direct and explicit authority has been conferred upon the Supreme Court for that purpose, yet the Court has exercised the powers of Judicial review based on several provisions of the Constitution.

Article 13(2) of the Constitution of India provides that the State shall not make any law which takes away or abridges the fundamental rights conferred by Part III. Any law made in contravention of fundamental rights shall to the extent of contravention be void. Thus, judicial review is firmly rooted in India.

Article 32 of the Constitution has been described as the heart and soul of the Constitution. The Supreme Court and the High Courts in exercise of their power under Articles 32 and 226 of the Constitution of India can strike down not only a law enacted by theParliament or any state legislature but also a subordinate legislation made by the State Government or any other authority and any action of the State.

Article 131 of the Constitution provides that when any difference arises between the representatives of the State and those of the whole people of India on a question of interpretation of the Constitution, which must affect the welfare of the people, the Supreme Court shall have the original jurisdiction in resolving the dispute.

Article 132 deals with the appellate jurisdiction of the Supreme Court in Constitutional matters. Article 133 provides for the appellate



jurisdiction of the Supreme Court in civil cases from the High Courts. Article 134 allows criminal appeals to the Supreme Court from High Courts in specified cases. Article 135 lays down the jurisdiction and powers of the federal Court under existing law to be exercisable by the discretionary power of the Supreme Court to interfere in suitable cases.

Article 141 states that the law declared by the Supreme Court shall be binding on all courts within the territory of India. Article 142 is a unique provision, conferring unfettered powers on the Supreme Court to pass any decree, order or direction which the interest of justice demands and/or which may be necessary for doing complete justice. Article 143 provides that as like as the Canadian Supreme Court, the Supreme Court of India can exercise the powers to give advisory opinion to the President.

Judicial review in our country comprises three areas –

- i) judicial review of legislative action,
- ii) judicial review of administrative action and
- iii) judicial review of judicial decisions.

The principles upon which the power of judicial review has to be exercised by the Courts are –

- i) irrationality,
- ii) illegality and
- iii) procedural impropriety.

During the 2nd half of the 20th century the doctrine of judicial review assumed a new aspect which is known as 'Judicial Activism'. This transformation the Supreme Court as an activist Court has been gradual and imperceptible. The conceptual base of judicial activism was evolved since the day of Greek philosophers. The Great Greek philosopher Aristotle said that the rule of law is preferable to that of



any individual. Similarly, in England, Magna Carta 1215 and its subsequent confirmation by the petition of Rights, 1628 and the Bill of Rights, 1688 promoted this theory in urging to prevent the enactment of arbitrary tyrannous laws. But, in true sense the theory has acquired its place in the field of jurisprudence after the historic American judgement by Chief Justice Marshall in *Marbury v. Madison*.

It was only in the late 1960's, Indian Supreme Court by its decision in *Golak Nath v. State of Punjab* (AIR 1967 SC 1643) has evolved as an activist Court.

In 1973, a landmark in the role of higher judiciary came with *Keshavananda Bharati's* case. In this case it has *inter-alia* been reiterated that judicial review is a basic feature of the Constitution.

In *Minerva Mills Ltd. v. Union of India* (AIR 1980 SC 1789) also, judicial review was held as one of the basic features of the Constitution.

Judicial review has two prime functions—

- i) to decide and declare upon the legitimacy of governmental action and
- ii) to protect the Constitution against any undue encroachment by the Government.

Justice Bhagwati in *Rajasthan v. Union of India* (AIR 1977 SC 1384) has expressed forcefully the doctrines of Supremacy of the Constitution and judicial review.

In *I.R. Coelho v. State of Tamil Nadu* (AIR 2007 SC 861) a nine Judge Bench of the Supreme Court consisting of Y.K. Sabharwal, C.J., Ashok Bhan, Dr. Arijit Pasayat, B.P. Singh, S.H. Kapadia, C.K. Thakker, P.K. Balasubhamanyam, Altamas Kabir and D.K. Jain, JJ., observed that the power of judicial review conferred upon the Supreme Court under Article 32 of the Constitution of India forms an integral



part of the basic structure of the Constitution which cannot be abrogated by any Article.

Conclusion:

The scope of judicial review has been widened in the present Constitution of India. At the present set up, the Courts are the most powerful organ for scrutinizing the legislative lapses. Under the influence of the ancient Indian heritage the Constitution of India of 1950 evolved a unique system of judicial review. It has a wide field and matter rests entirely on the judicial approach. Presently, the Indian Judiciary has been playing a very creative role in administration of justice which is the departure from the committed judiciary of the past to the activist judiciary of today. This is only for the creative role played by some of the judges like Justice Krishna Iyer, Justice P.N. Bhagawati etc. who through their various pronouncements turn the role of the judiciary into an activist one. They believe in law creating role of the judiciary. The society is changing; hence the law should not be static. It should change with the changing needs of the society. Law must respond to the demand of the present. In *Gujarat Steel Tubes v. Gujarat Steel Tubes Mazdoor Sabha* (AIR 1980 SC 1896), Justice Iyer held that the Courts can create law for the welfare of the society. Justice Bhagawati felt that following the creative interpretation, a Judge can without violating the law, by creative and imaginative interpretation, sensitive to the cause of the deprived and weaker sections of the society, effectively serve the objectives of social justice. However, a note of caution was sounded that the creativity should be confined within the Constitutional limitations. Judicial activism is not opium but a pervasive power and brooding omnipresence.

The doctrine of judicial review has been ordained in our Constitution and the same has been playing its role effectively and shall be continued for the greater interest of the nation.



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MAINSTREAMING OF SCHOOL DROPOUTS IN THE STUDY AREA: AN EMPIRICAL ANALYSIS

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INTRODUCTION

One of the main objectives of National Child Labour Projects (NCLP) was to identify the out-of-school (OOS) children and child labourers in the age group of 6 -14 years and mainstream them into the formal education system either directly admitting them in age-appropriate classes or through conduct residential or non-residential bridge courses at specified centres and later enrolling them into government schools. The OOS children mostly comprise the school dropouts and also a few never enrolled children. The NCLP was in operation since 1995-96 in the study district of Kurnool in Andhra Pradesh. The mainstreaming of school dropouts was taken up in the district under the NCLP in collaboration with Sarva Siksha Abhiyan (SSA) launched in 2000-01 aimed at universalizing the elementary education in the country. The sample children were chosen from among the OOS children who were enrolled into bridge courses during 2007-08 and 2008-09 with a view to admitting them into age-appropriate classes in government schools.

In this chapter, an attempt has been made to study the process of mainstreaming the sample children into formal education system, focusing on how they were enrolled into bridge courses, what was the nature of bridge courses, what facilities were provided at the bridge courses, into which schools they were admitted, and how they were feeling in the new schools, what is their opinion on the school environment, curriculum, teachers, facilities/ amenities available, etc. The analysis has been done by gender of the sample children, aimed to study the effectiveness with which the process of mainstreaming the school dropouts had taken place. Before studying the process of mainstreaming the sample children, it is important to study the past history of sample children, which will help us in understanding the stage at which they dropped out, reasons for their dropping out, and



what occupations they pursued before they were enrolled into bridge courses, in order to have a correct perspective of the problem.

PAST HISTORY OF SAMPLE CHILDREN

This analysis focuses on what the sample children were doing before joining the bridge courses.

Past Schooling Status

The past schooling status of sample children is presented in table 5.1. It may be noted that a vast majority (91%) of the sample children were school dropouts. It means that they have had access to formal education before dropping out of school. The percentage of school dropouts was higher among the males (94%) than that of females (88%). It follows that only about 9% of the sample children were never enrolled into school, meaning that they had no access to formal schooling system earlier. Among the never enrolled children, the females were in greater proportion (12%) when compared to males (6%). This indicates the discrimination shown towards girls in enrolling them into school in the study area. Thus, the parents had shown preference to boys in the matter of enrolling them into school. It also serves as a pointer to the fact that over 90 per cent of the OOS children were school dropouts and the rest never enrolled children and to the persisting gender inequalities in the enrolment of children into school.

Table 5.1
Past Schooling Status of Sample Children

S. No.	Schooling Status	No. of Children		
		Male	Female	Total
1	School dropout	99	119	218
	%	94.3	88.1	90.8
2	Never enrolled	6	16	22
	%	5.7	11.9	9.2
	Total	105	135	240
	%	100.0	100.0	100.0

Stage of Dropping out from School

The stage or class at which the sample children dropped out from school is presented in table 5.2.



Table 5.2
Stage of Dropping out from School in the case of Sample Children

S. No.	Stage/ Class	No. of Children		
		Male	Female	Total
1	Never enrolled	6	16	22
	%	5.7	11.9	9.2
2	3 rd Class	4	13	17
	%	3.8	9.6	7.1
3	4 th Class	32	30	62
	%	30.5	22.2	25.8
4	5 th Class	33	41	74
	%	31.4	30.4	30.8
5	6 th class	30	32	62
	%	28.6	23.7	25.8
6	7 th Class	0	3	3
	%	0	2.2	1.3
	Total	105	135	240
	%	100.00	100.00	100.00

It is evident from table 5.2 that a considerable proportion of sample children (31%) discontinued from school in 5th Class. The important reasons for this phenomenon as observed by this researcher are given below:

1. The non-availability of upper primary and high schools in all the study villages after the children complete primary education.
2. The parents felt that their children acquired enough knowledge to read and write in mother tongue.

About 26 per cent of the sample children discontinued from school in 4th Class, while about 26 per cent had dropped out in 6th Class. About 7 per cent of the sample children dropped out in 3rd Class. On the whole, about 64 per cent of the sample children dropped out at Primary level, while about 27 per cent dropped out at the Upper Primary level. There were about 9 per cent of the sample children who were never enrolled into school. Further, no substantial differences were observed between males and females in regard to the stage at which the sample children dropped out from school, except in 3rd class



where a greater proportion of females dropped out from school when compared to males.

Age of Dropping out from School

The interest or disinterest of children on education depends on the age of children. Age is an important factor for psychological deviation according to several psychologists. As such, it may of some use to study the age at which the sample children dropped out from school. Table 5.3 shows the age of dropping out from school in respect of the sample children.

Table-5.3
Age of Dropping out from School in respect of Sample Children

S. No.	Age Group (years)	No. of Children		
		Male	Female	Total
1	6 – 8	11	13	24
	%	10.4	9.6	10.0
2	8 – 10	44	58	102
	%	41.9	42.9	42.5
3	10 – 13	50	64	114
	%	47.6	47.4	47.5
	Total	105	135	240
	%	100.0	100.0	100.0

As per table 5.3, about 47.5 per cent of the sample children dropped out from school after they had completed 10 years of age. In rural areas, parents assign different works to their children during the age group of 10 to 13 years. About 42.5 per cent of children dropped from school during the age group of 8 to 10 years. During the field survey it was observed that the children in the age group of 8 to 10 years, especially girls, were left at home to look after their younger siblings or cousins. About 10 per cent of children dropped from school in the age group of 6 to 8 years. On the whole, a majority (58%) of the sample children had dropped out from school even before they completed 10 years of age, while the rest had dropped out from school in the age group of 10 to 13 years.

Decision to drop out from school

The decision to drop out from school will be usually taken by parents or relatives or in some cases by the children themselves. Table



5.11 shows the distribution of sample children by who took the decision to drop out from school.

Table: 5.4
Decision to Drop out from School in the case of Sample Children

S. No.	Decision to Drop out from school	No. of Children		
		Male	Female	Total
1	Own	38	42	80
	%	36.2	31.1	33.3
2	Parents	36	59	95
	%	34.3	43.7	39.6
3	Relatives	31	34	65
	%	29.5	25.2	27.1
	Total	105	135	240
	%	100.00	100.00	100.00

It is evident from table 5.4 that in case of about 40 per cent of the sample children, the parents took the decision to drop their children from school, the corresponding figure being higher among the girls (44%) when compared to boys (34%). About one-third of the sample children had taken the decision to drop out from school on their own, such a percentage being higher among the boys (36%) that that of girls (31%). It may also be seen that the relatives took the decision to drop the sample children out from school in respect of 27 per cent, such a percentage being higher in the case of boys (30%) as compared to girls (25%). On the whole, it is clear that either the parents or the relatives took the decision and were instrumental in dropping out the sample children from school in respect of two-thirds of sample children, while about one-third of the sample children took such a decision on their own, perhaps influenced by their friends or seniors in the school who had dropped out from school earlier.

Reasons for Dropping out from School

Considerable research has been underway to define the characteristics of dropouts and to develop tools to identify children "at risk" of dropping out of school. It has been repeatedly observed that low-achievers and students from low socio-economic backgrounds are at much higher risk of dropping out, which could be due to several



reasons such as inadequate parenting, inability to afford the educational expenditure, poor schooling infrastructure, de-motivated teachers, pressure to augment family income, accompanied by a view that schooling has limited economic returns; peers with low aspirations; poor nutrition and health; and too few role models in the community. For policy makers to develop effective interventions, it is essential to ascertain which factors are most important for identifying school leavers, as dropouts are not a homogenous group, but early warning signs can help identify those most at risk and suitable strategies could be evolved for them.

One of the key problems is that students do not usually drop out for a single reason. Multiple factors are at play and no single risk factor can accurately predict who will dropout and why. Three sets of factors, viz., household, school and child related, primarily contribute to the phenomenon of dropping out from school. At the same time it is important to borne in mind that these three sets of factors do not influence dropping out from school independently but intertwined with each other producing a net effect of dropout. As an illustration one can argue that academic inability to cope with academic rigor and inability to bear the expenditure on private tuition interact and lead to dropout.

The parents reported that the most vital factor responsible for dropping out their children from school is their inability to meet the cost of schooling. During the field survey, the children and their parents talked about difficulties in paying for school fees and other school related expenses, especially when the main bread-earner (father) was without a job or somebody fell sick in the family.

Table 5.5 presents the reasons for dropping out from school from the perspective of the parents of the sample children. It could be noted that the main reason for dropping out the sample children was the financial constraints, as stated by 45 per cent of the sample respondents. About 23 per cent of the sample respondents reported household factors as the main reason for dropping out their children from school. While 18 per cent of the sample respondents reported school factors as the main reason for dropping out their children from school, about 14 per cent reported individual or child related factors as the main reason. There were no substantial differences between the households comprising male and female dropouts with regard to main reasons for dropping out children from school. These reasons are further analysed in detail here.



Table 5.5
Main Reasons for dropping out from school in the case of sample children

S. No.	Reasons for Dropping out from school	No. of Children		
		Male	Female	Total
1	Financial Constraints	50	59	109
	%	47.6	43.7	45.4
2	Household Factors	22	33	55
	%	21.0	24.4	22.9
3	School factors	20	23	43
	%	19.0	17.0	17.9
4	Individual or Child	13	20	33
	%	12.4	14.8	13.8
	Total	105	135	240
	%	100	100	100

Financial Constraints

Educational expenditure is on two counts, namely public and private. The expenditure incurred by the State in providing infrastructural arrangements for education, like creating facilities in the form of building and maintenance of schools, provision of teachers, payment of teacher salary, and other planned and non-planned grants are a part of the public expenditure. Private expenditure on education refers to the expenditure incurred by the parents and households. This is mainly incurred towards the payment of fees, private tuition, stationery, uniform, transport, etc. A number of studies highlight the linkage between poverty and dropping out from the school. A few research studies indicate that the cost of schooling, including fees, is one of the main reasons for dropping out from school. About 45.4 per cent of the sample respondents reported that the most significant factor for dropping out their children from school was their inability to meet the cost of schooling.

Household Factors

Socio-economic and cultural background of the households is also one of the most significant contributors to the continuation or discontinuation of the child in school. Poverty of the parents still remains one of the significant causes for the low participation of



children in schooling. About 22.9 per cent of the sample respondents reported household factors as mainly responsible for dropping out their children from schools.

School factors

It is widely acknowledged that infrastructural facilities, school environment, and teachers' attitude exert powerful influences on student's interest or disinterest in studies including dropout rates. In this context, the PROBE team (1999) and Balgopalan and Subramanian (2003) describe discrimination against socially disadvantaged groups as terrible and exclusionary. They reported that children from the upper classes are joining private schools and the poor are basically attending government schools with some belonging to the Scheduled Caste and Scheduled Tribe groups and teachers belonging to the so-called upper castes. Consequently, the attitude of the teachers, disinterest in teaching these disadvantaged children and poor infrastructural facilities like unavailability of functional toilets, improper seating arrangements, etc., are found to be some of the important reasons for pushing out the children from school. Findings from the field survey also confirm some of these observations, as about 18 per cent of the sample respondents reported school related factors as the main reason for dropping out their children from school. It was observed, however, that the infrastructural facilities in schools in the study areas appear to be fairly good, even though improvement here and there is very much necessary. The schools had pucca or semi-pucca buildings, but amenities such as desks, computers, safe drinking water, and functional toilets were found wanting in most cases.

Individual or Child Factors

The child related factors are closely associated with the family and school related factors. Financial constraints and inappropriate school environment tend to de-motivate the children, making them lose interest in their studies and thus leading to their eventual dropping out from school. Further, household circumstances and academic failure increased students' alienation from school, leading to absenteeism, which also influenced their dropping out from school.

As the children living in rural and slum areas do not have favourable academic environment at home, and even in school the teachers lack motivation to teach, due to which the incidence of failure is very high among them. It was found that about 14 per cent of the sample respondents cited failure as the most significant reason for



dropping out their children from school, as detention in the same grade caused embarrassment to the children. Further, it was reported that even after repeating the same grade they could not understand the subject matter and as such started losing interest in studies. Thus, most of the students who failed had difficulty in understanding all the subjects; especially, they found Maths, Science and English very difficult.

It has often been observed that poor understanding at the elementary level is the main factor contributing to low comprehension at the secondary level. Researchers also reported connection between measures of academic performance in early elementary school and dropout behaviour before high school graduation. They emphasized the need for examining the causes of dropout before high school, as many students were observed to be dropping out before Grade X. Those who reach secondary level with weak academic understanding find it difficult to sustain.

Occupation of Sample Children before joining Bridge Courses

It is unethical as well as unlawful to engage children in works, especially when they are aged 14 years or less. Before joining bridge courses, the sample children reported that they had taken up different types of work after dropping out from school. As such, they were asked to give the particulars about the works they had undertaken in the time period after dropping out from school and before joining bridge courses. The types of work undertaken by sample children before joining bridge courses are presented in table 5.6. It may be seen from table 5.6 that the sample children had taken up 5 types of work before their admission into bridge courses. Among 5 types of work, about 31 per cent of sample children were engaged in stone breaking (stone chips) work. Construction related works were undertaken by about 23 per cent of sample children. About 22 per cent of the sample children were engaged as agricultural labour. Sheep rearing was another important work taken up by about 9 per cent of the sample children. There were also about 5 per cent of sample children worked in auto garages. On the whole, about 89 per cent of the sample children had taken up some work or other, after dropping out from school and before joining bridge courses, and there were no substantial variations between the two categories of households in this regard. The remaining 11 per cent of sample children had not taken up any work, after dropping out from school and before joining bridge courses.



Table 5.6
Occupation of the Sample Children before joining Bridge Courses

S. No.	Occupation	No. of Children		
		Male	Female	Total
1	Construction Work	23	31	54
	%	22.3	22.6	22.5
2	Stone breaking	29	45	74
	%	28.2	32.8	30.8
3	Agricultural labour	23	29	52
	%	22.3	21.2	21.7
4	Auto garage	3	10	13
	%	2.9	7.3	5.4
5	Sheep rearing	13	8	21
	%	12.6	5.8	8.8
6	No Work	12	14	26
	%	11.7	10.2	10.8
	Total	103	137	240
	%	100.0	100.0	100.0

Age at the time of taking up work

As per the provisions of the Indian Constitution, children below the age of 14 years shall not be employed in any work or industry. As such, it would be important to study the age at which the sample children started taking up work for the first time.

Table 5.7
Age at the time of taking up work for the first time in the case of Sample Children

S. No.	Age (years)	No of Sample Children		
		Male	Female	Total
1	9	13	19	32
	%	12.4	14.1	13.3
2	10	64	80	144
	%	61.0	59.3	60



3	11	14	19	33
	%	13.3	14.1	13.8
4	12	2	3	5
	%	1.9	2.2	2.1
5	No Work	12	14	26
	%	11.4	10.4	10.8
	Total	105	135	240
	%	100.0	100.0	100.0

Table 5.7 shows the age of the sample children when they took up work for the first time. It could be seen from table 5.7 that a majority (60%) of sample children took up work for the first time at the age of 10 years. It may also be seen that the sample children who had taken up work for the first time at the age of 9 years age constituted about 13 per cent of the total. Thus, nearly three-fourths of the sample children took up work for the first time at a tender age of 9 or 10 years. There were about 14 per cent of the sample children who took up work at the age of 11 years, while about 2 per cent started working at the age of 12 years. On the whole, 89 per cent of the sample children were engaged in different works when they were aged between 9 and 12 years. There were only 11 per cent of the sample children who did not take up any work after they had dropped out from school and before joining the bridge courses.

Illness while Performing Economic Activity

When the children were engaged in different kinds of works, it is likely that they might have faced illnesses. Therefore it would be important to study the kinds of illnesses experienced by the sample children while they undertook economic activities. A question was asked to the sample children whether they suffered any illnesses before joining the bridge courses and, if yes, what kinds of illnesses they suffered. Table 5.8 shows the illness while performing economic activity in the case of sample children. It may be seen that a preponderant majority (90%) of sample children suffered due to illness while performing economic activities before joining bridge courses. These might have also included some children who had not taken up any work at that time. It was found that a slightly higher proportion of female children (92%) suffered due to illness than the male children (88%). This could be due to the fact that female children are more



malnourished when compared to male children and have less resistance to diseases. Only 10 per cent of sample children reported that they never suffered from any illnesses while performing economic activities.

Table 5.8
Illness while Performing Economic Activity in the case of Sample Children

S. No	Illness while Performing Economic Activity	No. of Children		
		Male	Female	Total
1	Yes	92	124	216
	%	87.6	91.9	90.0
2	No	13	11	24
	%	12.4	8.1	10.0
	Total	105	135	240
	%	100.00	100.00	100.00

Kinds of illness suffered while Working

The sample children, who reported that they experienced illness while working, were further asked with regard to the kinds of illnesses they suffered from. The kinds of illnesses suffered by the sample children while working are presented in table 5.9. It is evident from table 5.9 that nearly 38 per cent of sample children suffered from chickun gunya. It was found that a higher proportion of girls (40%) suffered from chickun gunya than that of boys (35%). About 33 per cent of sample children suffered from Malaria, such a percentage being higher among the girls (35%) than that of boys (31%). The diseases like Dengue, Pneumonia, Diarrhoea, Chicken pox, etc., were the other illnesses suffered by about 19 per cent of the sample children, such a percentage being higher among the boys (22%) than that of girls (17%). About 10 per cent of sample children were free from any illness. Thus, most of the sample children suffered from chickun gunya, malaria and other diseases while working.

Table 5.9
Kinds of Illness suffered by Sample Children while Working

S. No.	Kind of Illness	No. of Children		
		Male	Female	Total
1	Malaria	32	47	79
	%	30.5	34.8	32.9



2	Chickun Gunya	37	54	91
	%	35.2	40.0	37.9
3	Other Diseases	23	23	46
	%	21.9	17.1	19.2
4	No Illness	13	11	24
	%	12.4	8.1	10.0
	Total	105	135	240
	%	100.0	100.0	100.0

Consultation of Doctor

Consultation of qualified doctor is essential for early curing of diseases. Therefore, it is important to ascertain whether the sample children consulted doctor when they suffered from illnesses while working, and if yes, whether the doctors were qualified. The sample children were asked to give particulars on whether they consulted doctor after falling ill. Table 5.10 shows the particulars on consultation of doctor in the case of sample children when they suffered from illness while working. It is clear from table 5.10 that all those sample children who reported some kind of illness while working consulted the doctor.

Table: 5.10

Consultation with Doctor in times of Illness while working in the case of Sample Children

S. No.	Whether Consulted Doctor?	No. of Children		
		Male	Female	Total
1	Yes	92	124	216
	%	87.6	91.9	90.0
2	NA	13	11	24
	%	12.4	8.1	10.0
	Total	105	135	240
	%	100.0	100.0	100.0

Source of Medical Treatment

The speedy recovery of a disease will largely depend upon the source of medical treatment and the type of doctor consulted by the patient. This is especially true in the case of children. As such, during



field survey the sample children and their parents were asked to reveal the type of doctor they consulted when they suffered from illness while working. The responses of the sample children on the source of medical treatment in times of illness while working are presented in table 5.11.

It may be noted from table 5.11 that about 73 per cent of the sample children were taken to government hospital when they suffered from illness while working. About 17 per cent of sample children consulted Registered Medical Practitioner (RMP). There are no wide variations between male and female respondent children in this regard. Besides, it was also reported by the respondents that they consulted quacks for the treatment of illness. They gave the following reasons for consulting quacks instead of qualified doctors:

1. In good number of sample villages, qualified doctors were not available.
2. To consult a qualified doctor, the children have to go to distant places.
3. The consultation fees were higher for a qualified doctor than that of a quack.

Table 5.11
Source of Medical Treatment for the Sample Children

S. No.	Source of Medical Treatment	No. of Children		
		Male	Female	Total
1	RMP	20	22	42
	%	19.0	16.4	17.5
2	Govt. Hospital	72	102	174
	%	68.6	75.5	72.5
3	No illness	13	11	24
	%	12.4	8.1	10.0
	Total	105	135	240
	%	100.00	100.00	100.00

Present Health Condition

The sample children were asked a question on how they view their present health condition when compared to that at the time of undertaking work before joining the bridge courses. Table 5.12 shows the health condition of the sample children when compared to that while working. It may be seen that a vast majority of the sample



children (80%) reported that their health condition was better when compared to that while undertaking economic activities. The percentage of sample children reporting better health condition at present was higher among the girls (85%) when compared to boys (72%). About 10 per cent of the sample children reported that their health condition remained the same when compared to that while undertaking economic activities. The percentage of sample children reporting that their health condition remained the same as compared to that while working was higher in the case of males (15%) when compared to females (7%).

Table 5.12
Health condition of Sample Children as compared to that while working

S. No.	Health Condition	No. of Children		
		Male	Female	Total
1	Better	76	115	191
	%	72.4	85.2	79.6
2	Same	16	9	25
	%	15.2	6.7	10.4
3	NA	13	11	24
	%	12.4	8.1	10.0
	Total	105	135	240
	%	100.0	100.0	100.0

Leisure Time Activities while Working

The mental and physical development of child depends upon the leisure time activities undertaken by them, while they were working. Free time activity undertaken by sample children before and after completion of their work as reported by them is given in table 5.13.

Table 5.13 indicates that a majority of the sample children both among males and females spent free time by playing with their friends. To be precise, about 60 per cent of male and 59 per cent of female children spent their leisure time by playing with their friends, the average for all the sample children being 59 per cent. About 34 per cent of the sample children helped their parents in doing household work during their leisure time, such a percentage being slightly higher among females (35%) when compared to males (33%). About 7 per cent



of the sample children both among males and females spent their leisure time by watching TV. Thus, most of the sample children either played with their friends or helped their parents in performing different household chores during their leisure time.

Table: 5.13

Leisure time Activity for the Sample Children while working

S. No.	Free time Activity	No. of Children		
		Male	Female	Total
1	Helping Parents in Household Work	35	47	82
	%	33.3	34.8	34.2
2	Playing with Friends	63	79	142
	%	60.0	58.5	59.2
3	Watching TV	7	9	16
	%	6.7	6.7	6.7
	Total	105	135	240
	%	100.0	100.0	100.0

Employer's Treatment while Working

The continuity of children in work will largely depend upon the attitude of employer towards them. Table 5.14 shows the nature of treatment of the Employers towards the sample children while they were working.

Table 5.14

Employer's Treatment towards the Sample Children while working

S. No.	Nature of Treatment	No. of Children		
		Male	Female	Total
1	Good	46	49	95
	%	43.8	36.3	39.6
2	Not Good	59	86	145
	%	56.2	63.7	60.4
	Total	105	135	240
	%	100.00	100.00	100.00

Table 5.14 reveals that in case of a majority of the sample children, the employer's attitude towards children was not good. About 64 per cent of female and 56 per cent of male sample children reported



that the employer's treatment towards them was not good while they were working. On the other hand, about 44 per cent of male children and 36 per cent female children expressed the opinion that their employer's attitude towards them was good while working. On the whole, a majority (60%) of the sample children opined that their employer's treatment or attitude towards them was not good while they were working. The employers were mostly interested in getting cheap labour from the children and thereby exploitative in nature. Therefore, they looked at the children as work machines and not as human beings.

PROCESS OF MAINSTREAMING SAMPLE CHILDREN

In this section, an attempt is made to capture the process of mainstreaming the sample children into formal schooling system by eliciting their responses with regard to willingness to go back to school, whether anybody motivated them to go back to school, year of enrolment in bridge courses, nature of bridge course centres, facilities availed at the bridge course centres, satisfaction with the facilities made available, syllabus of the bridge course, type of formal schools in which they were admitted and their present schooling status.

Willingness to go back to School

The sample children were asked a question on whether they felt at any time after dropping out from school to go back to school. It was further probed whether they were interested to go back to school, leaving their present work. Table 5.15 shows the willingness of the sample children to go back to school. It could be seen from table 5.15 that only 40 per cent of the sample children said that they were willing to go back to school, such a percentage being higher among the males (45%) when compared to females (36%). On the other hand, nearly half of sample children did not express willingness nor showed any interest to go back to school. The reasons given by them were as follows:

- 1) They expressed the fear that "even if 'we' re-join the school we cannot compete with the regular students".
- 2) The economic position of the family would not allow continuing education.

Thus, these children had apprehensions about coping with the existing syllabus and competing with other students in the event of their re-joining the school. They also had apprehensions on whether the economic position of the family would allow them to continue in school. Both these reasons seemed to be genuine. About 11 per cent of the



sample children said that they could not come to a decision in this regard.

Table 5.15
Sample Children's Willingness to go back to School

S. No.	Willingness to go back to school	No. of Children		
		Male	Female	Total
1	Yes	47	49	96
	%	44.8	36.3	40.0
2	No	50	67	117
	%	47.6	49.6	48.8
3	Can't say	8	19	27
	%	7.6	14.1	11.2
	Total	105	135	240
	%	100.00	100.00	100.00

Source of Motivation for the Sample Children to go back to School

The first step in the process of mainstreaming the OOS children including school dropouts after they are identified is motivating the children and their parents to re-join school. The parents as well as children had to be motivated to prepare them to re-join the school. The official/person shall explain to the parents the main advantages of sending children to go to school. Besides, children shall also be brain washed. As such, during field survey it was enquired about the person or persons who persuaded the parents and the sample children to go back to schools. Table 5.16 shows the source of motivation for the sample children to go back to school.

Table 5.16
Person Motivating the Sample Children to go back to School

S. No.	Source of Motivation	No. of Children		
		Male	Female	Total
1	Government Teacher	33	58	91
	%	31.4	43.0	38.0
2	NGO Functionary	28	32	60
	%	26.7	23.7	25.0
3	Bridge Course Coordinator	44	45	89



		%	41.9	33.3	37.0
	Total		105	135	240
		%	100.00	100.00	100.00

It could be seen from table 5.16 that about 38 per cent of the sample children and their parents were motivated by the personnel of School Education Department of the State, i.e., the government teacher in the respective villages; such a percentage was higher in the case of female children (43%) when compared to male children (31%). The Coordinator of Bridge Course Centre was another important person motivating about 37 per cent of the sample children and their parents to go back to school, such a percentage being higher in respect of male children (42%) as compared to female children (33%). It was the NGO functionary associated with the bridge courses who motivated the remaining 25 per cent of the sample children and their parents to go back to school. Thus, the Government teachers, Bridge course coordinators and the NGO functionaries played an important role in motivating the sample children to go back to school.

Age Proof for the Sample Children

Table 5.17 shows the Age proof in respect of the sample children, which was required at the time of enrolment in bridge course centres.

Table 5.17
Distribution of Sample Children by Age Proof

S. No.	Age Proof	No. of Children			
		Male	Female	Total	
1	Birth certificate	25	34	59	
		%	23.81	25.18	24.58
2	Ration card	39	45	84	
		%	37.14	33.34	35.00
3	School certificate	41	56	97	
		%	39.05	41.48	40.42
	Total		105	135	240
		%	100.00	100.00	100.00

It is clear from table 5.17 that the main source of age proof for 40 per cent of sample children was school certificate. Ration card served



as the source for determining the age in the case of 35 per cent of sample children. For the remaining 25 per cent of the sample children, birth certificate served as the age proof. There were no major variations between males and females in this regard.

Year of Enrolment

The second step in the process of mainstreaming the school dropouts is enrolling them in bridge course centres in order to refresh them in the subject and orient them to join the formal schooling system. As mentioned earlier, all the sample children were drawn from those who were enrolled in bridge course centres during 2007-08 and 2008-09. The particulars with regard to the year of enrolment of the sample children in Bridge Course Centres are presented in table 5.18.

Table 5.18
Year of Enrolment of Sample Children in Bridge Course Centres

S. No.	Year of enrolment	No. of Children		
		Male	Female	Total
1	2007-08	40	40	80
	%	38.1	29.6	33.3
2	2008-09	65	95	160
	%	61.9	70.4	66.7
	Total	105	135	240
	%	100	100	100

It is clear from table 5.18 that a preponderant majority, i.e., 66.7 per cent of sample children were enrolled in bridge course centres in 2008-09. The remaining 33.3 per cent of the sample children were enrolled in bridge course centres in 2007-08. The male children outnumbered the female children in the enrolment in bridge course centres during 2007-08, while the contrary was true in 2008-09.

Residential Facility availed at the Bridge Course Centres

It is also important to know the residential facility availed at the nature of bridge course centres in which the sample children were enrolled. There were three Residential Bridge Course centres (RBCs) in the study mandals, operated under the NCLP in collaboration with local non-governmental organizations (NGOs). The option for residential facility at the RBCs was determined based on the willingness of the children and parents. Table 5.19 shows the availing



of residential facility at the RBCs in which the sample children were admitted.

Table: 5.19
Residential Facility availed at Bridge Course Centres by the Sample Children

S. No.	Facility availed at Bridge Course Centres	No. of Children		
		Male	Female	Total
1	Residential (hostel) facility	62	65	127
	%	59.0	48.1	52.9
2	Non-residential (as day-scholars)	43	70	113
	%	41.0	51.9	47.1
	Total	105	135	240
	%	100	100	100

It is evident from table 5.19 that more than half of the sample children availed residential facility at the RBCs. To be precise, about 53 per cent of the sample children availed hostel facility, such a percentage being higher among the males (59%) when compared to females (48%). On the other hand, the remaining 47 per cent of the sample children were enrolled in RBCs as day-scholars, such a percentage being higher among the females (52%) when compared to males (41%). Thus, a greater proportion of boys availed hostel facility at the RBCs when compared to girls. One reason for not joining the girls in hostels was the apprehension of the parents with regard to safety of their girls in hostels, especially at upper primary level when they usually attain puberty. As a result, a higher proportion of girls than boys preferred to remain as day scholars in RBCs. But, even those who did not avail the hostel facility were covered under Mid-day Meal Scheme run at the RBCs.

Opinion on Mid-day Meal Scheme at the RBCs

The Scheme 'National Programme of Nutritional Support to Primary Education' commonly known as Mid-day Meal Scheme was launched on the 15th August, 1995 on nation-wide scale by the Department of Elementary Education and Literacy, Ministry of Human Resource Development, Government of India. In the initial stages, only



the students of class I to V were benefited under this scheme, but in Oct 2007 the Government of India enhanced the coverage of the programme up to Class VIII in Educationally Backward Blocks. The Mid-Day Meal Scheme was also made operational at the RBCs for the day-scholars. Those sample children who preferred to remain as day-scholars availed the Mid-day Meal scheme at the RBCs were asked to give their opinion on the scheme. The opinion of the sample children on mid-day meal scheme is presented in table 5.20. Only those sample children who availed the scheme were taken into account for the purpose of this analysis.

It is evident from table 5.20 that more than half (53%) of the sample children opined that the midday meal scheme was not good in terms of their satisfaction. On the other hand, 47 per cent of sample children considered the scheme as good. The percentage of females reporting that the Mid-day Meal Scheme as good was higher in respect of female children (49%) when compared to that of male children (44%).

Table 5.20
Opinion of the Sample Children on Mid-day Meal Scheme at the RBCs

S. No.	Opinion on Mid-day Meal Scheme	No. of Children		
		Male	Female	Total
1	Good	19	34	53
	%	44.2	48.6	46.9
2	Not Good	24	36	60
	%	55.8	51.4	53.1
	Total	43	70	113
	%	100.00	100.00	100.00

Cooking Arrangements for Midday Meals at the RBCs

The quality of food served to children under Mid-day Meal scheme is influenced, by and large, by the cooking arrangements at the RBCs. Table 5.21 gives the details on cooking arrangements for Mid-day Meal scheme at the RBCs as stated by the sample children.



Table 5.21
Cooking Arrangements for Mid-day Meal scheme at the RBCs

S. No.	Opinion	No. of Children		
		Male	Female	Total
1	Open School Premises	30	48	78
	%	69.8	68.6	69.1
2	Separate Kitchen	10	20	30
	%	23.2	28.6	26.5
3	No Idea	3	2	5
	%	7.0	2.8	4.4
	Total	43	70	113
	%	100.00	100.00	100.00

Table 5.21 shows that about 69 per cent of the sample children stated that there were no separate arrangements for cooking with regard to Mid-day Meal scheme at the RBCs. The open school premises were used to cook food for Mid-day Meal scheme, and hence felt that the cooking arrangements were poor. Only about 27 per cent of the sample children stated that there was a separate kitchen for cooking with regard to Mid-day Meal scheme at the RBCs, and hence the arrangements could be considered good. About 4 per cent of sample children stated that they had no idea with regard to cooking arrangements for the Mid-day Meal scheme at the RBCs.

Source of Drinking Water at the RBCs

The source of drinking water for the sample children at the RBCs is presented given in table 5.22. It may be noted that 42 per cent of the sample children were taking drinking water from Tap. Hand pump is the source of drinking water as per the reports of 23.8 per cent of the sample respondent children. About 35 per cent of the sample children obtained drinking water from pots arranged in the RBCs.

Table 5.22
Source of drinking water for the Sample Children at the RBCs

S. No.	Source of Drinking Water	No. of Children		
		Male	Female	Total
1	Tap connection	51	49	100
	%	48.6	36.3	41.7



2	Hand pump	24	33	57
	%	22.9	24.4	23.8
3	Pots	30	53	83
	%	28.6	39.3	34.6
	Total	105	135	240
	%	100.00	100.00	100.00

Toilet Facility at the RBCs

The absence of toilet facility poses a great problem especially for girls to answer the nature call in the early hours of the day. The particulars of availability of toilet facilities at the RBCs are given in table 5.23.

Table 5.23
Toilet Facility for the Sample Children at the RBCs

S. No.	Toilet Facility	No. of Children		
		Male	Female	Total
1	Yes	54	65	119
	%	51.4	48.1	49.6
2	No	51	70	121
	%	48.6	51.9	50.4
	Total	105	135	240
	%	100.00	100.00	100.00

It may be seen from table 5.23 that about half of the sample children reported that there was toilet facility at the RBCs, while the remaining half of the sample children reported that there was no toilet facility at the RBCs.

Television Facility at the RBCs

Watching some programmes on television will enlighten the children. Moreover, the education related programmes in Doordarshan channel were most useful to children. Therefore, the availability of television facility at the RBCs is crucial in imparting learning in a more effective way. The availability of Television facility at the RBCs is presented in table 5.sample schools as per the reports of sample children is given in table 5.24.



Table 5.24
Television Facilities in the School for the Sample Children

Sl. No	Television Facility	No. of Children		
		Male	Female	Total
1	Yes	40	40	80
	%	38.1	29.6	33.3
2	No	65	95	160
	%	61.9	70.4	66.7
	Total	105	135	240
	%	100.00	100.00	100.00

It is evident from table 5.24 that only 33 per cent of the sample children reported that television facility was available at the RBCs. On the other hand, the remaining 67 per cent of the sample children reported that there was no television facility at the RBCs.

Opinion on Syllabus at the RBCs

The academic performance of a student depends upon the syllabi framed for a particular class. The syllabus shall be simple and shall relate to the day-to-day activities of children. The syllabus at the RBCs is essentially framed based on the syllabus of the respective classes at the government schools. During field survey, the opinion of the sample children on syllabus was elicited. Table 5.25 shows the opinion of the sample children on syllabus prescribed at the RBCs.

It could be seen from table 5.25 that, about 51 per cent of the sample children opined that the syllabus of respective classes at the RBCs is heavy. About 39 per cent of sample children felt that the syllabus is sufficient. On the other hand, about 10 per cent of the sample children opined that the syllabus is not sufficient. There were no major variations between male and female children in this regard. Thus, the syllabus prescribed at the RBCs is heavy in the opinion of about half of the sample children, which indicates discontinuation of studies by the sample children could be the main reason for this opinion.



Table 5.25
Opinions of the Sample Children on Syllabus at the RBCs

Sl. No.	Opinion	No. of Children		
		Male	Female	Total
1	Heavy	54	68	122
	%	51.4	50.4	50.8
2	Sufficient	41	52	93
	%	36.0	38.5	38.8
3	Not Sufficient	10	15	25
	%	9.5	11.1	10.4
	Total	105	135	240
	%	100.00	100.00	100.00

Type of Schools in which the Sample children were admitted

The third and final step in the process of mainstreaming the school dropouts is admitting those children in government schools in the age-appropriate class. The information on type of schools in which sample children were admitted after completion of bridge courses is presented in table 5.26.

It may be noted from table 5.26 that slightly more than half (51%) of the sample children were admitted in residential schools like Social Welfare Residential (SWR) schools (28%) and Kasturbha Gandhi Balika Vidyalayas (KGBVs) (23%). While the boys were admitted in SWR schools, the girls were admitted into KGBVs. Also, about 29 per cent of the sample children were admitted in government schools, while about 20 per cent of the sample children were admitted in government aided schools. Thus, it becomes clear that most of the sample children were admitted in government schools, whether residential or non-residential, while about 20 per cent of the sample children were admitted in government aided schools.

Table 5.26
Type of Schools in which the Sample Children were admitted

S. No.	Type of school	No. of Children		
		Male	Female	Total
1	SWR School	41	25	66
	%	39.04	18.5	27.5



2	KGBV school	0	56	56
	%	0.00	41.4	23.3
3	Govt. School	47	22	69
	%	44.8	16.3	28.8
4	Govt. Aided School	17	32	49
	%	16.2	23.7	20.4
	Total	105	135	240
	%	100.00	100.00	100.00

Present Educational Status of Sample Children

The present educational status of the sample children, as on the date of survey, is given in table 5.27.

It is evident from table 5.27 that about 69 per cent of the sample children were at the primary level, while the remaining 31 per cent were at the upper primary level. There were a greater proportion of boys (72%) than that of girls (66%) at the primary level, whereas the proportion of girls (34%) was higher than that of the boys (28%) at the upper primary level. It was found that 11 sample children dropped out from the local government schools due to various reasons such as poverty, domestic problems, lack of interest of the child, etc.

Table 5.27
Educational Level of Sample Children (6-14)

SI. No	Schooling Status	No. of Children		
		Male	Female	Total
1	Primary (1-5)	76	89	165
	%	72.3	66.0	68.8
2	Upper Primary (6-7)	29	46	75
	%	27.7	34.0	31.2
	Total	105	135	240
	%	100.0	100.0	100.0

CASE STUDIES



With a view to understanding better the living conditions and the circumstances in which the school-going children drop out from studies and engage themselves as child labours and to examine the effectiveness of the process followed for mainstreaming the school dropouts, a few case studies were conducted during field survey. These case studies are presented here.

Box 5.1 depicts how a school-going aged child was forced to work as a child labourer in a bakery because of a large family and how he and his parents were motivated to re-join the school through a RBC. The child has been continuing his studies as he has been admitted in a Social Welfare Residential School.

Box 5.1: Case of a child labourer in a bakery turned into a student

Mahesh is an 11-year old boy, belonging to a Scheduled Caste. He has the parents, 3 younger sisters and 2 younger brothers. They lived in a weaker section colony near Kurnool city. His father is a cobbler and mother works as domestic servant. Mahesh has studied up to 3rd standard and left his studies, as his father could not afford to bear his school expenses. Mahesh worked for two years in a bakery shop. He secured this work with the help of relatives besides the motivation by a friend working in the same unit. Mahesh worked for 10 to 12 hours a day from 8 am to 7 pm. The work could be considered hazardous for him because all the time he has to be near the fire, engaged in baking and frying. He has to work in the suffocating heat near the continuously burning ovens. At the time of his entry into this work, the manager agreed to give a salary of Rs.700 per month. The employer directly gave the salary to his parents. The employer gave him food three times a day. Mahesh stayed in the work place along with his co-workers. But Mahesh was interested in continuing his studies. Due to efforts under the NCLP, he was later enrolled in a Residential Bridge Course centre. After that he was admitted in a Social Welfare Residential School with the consent of his parents. He continued his studies.

The case of a girl child who was enrolled in a RBC and later admitted in a local government school due to the efforts of the RBC coordinator, but later she was forced to drop out from school once again by her father, mainly due to poverty and lack of understanding about the importance of education among her parents, is presented in Box 5.2. It could be noted that the process of mainstreaming the school



dropouts has failed in this case, apparently because of lack of proper system to monitor the progress of children after they were admitted into a government school.

Box 5.2: Case of a girl child dropping out from school once again

Sumalatha, aged about 11 years, is the only girl child in the household of 5 members in Peddakaduburu Mandal in Kurnool district. She belongs to a Backward Caste. Her father works as an Agricultural Labourer, while her mother works as a domestic servant. She has two elder brothers, and both of them are labourers and do not attend school regularly. She worries about what would happen to her brothers and family in future. Because of family problems she continued to worry resulting in lack of concentration in studies. She dropped out from school in 4th class, and she had to work as child labourer. Sumalatha was motivated to work hard in order to achieve her aim of becoming a teacher one day. The RBC Coordinator had motivated her parents. Her parents were encouraged to work hard to save money for their children's education. As a result, Sumalatha was enrolled in a RBC, and later she was re-admitted in a local government school. But, after a few months, she dropped out from school once again, as her father had told her that he could not afford to bear the expenses of her studies. Sumalatha has become a school dropout and the efforts made under NCLP have not been successful to mainstream her into formal schooling system.

Box 5.3 shows the case of how a girl child worker in agricultural sector was enrolled in a RBC and later admitted into a government school at the same providing hostel facility to her in a BC welfare hostel. The girl child has been continuing her studies, mainly because of provision of hostel facility along with admission into a government school.

Box 5.3: Case of an Agricultural Labourer re-joining the School

Narasamma is a 12 year-old girl. She belongs to a Backward Caste. She has both the parents and one elder sister and one younger brother. They lived in Gavigattu village in Peddakaduburu mandal. Her family is entirely dependent on casual wage labour. Narasamma's parents forcefully stopped her from going to school and put her into work. Narasamma worked as an agricultural labourer for two years, working in cotton fields. Their parents were not interested to sending to school



by their daughter. The RBC Coordinator has motivated her parents to enrol her in the summer training camp at RBC. After that, Narasamma was admitted in a government school by placing her in a BC Welfare Hostel in Adoni. She has been continuing her studies. She feels very happy to join back in school.

The case of a child who dropped from school and took up work in a tea stall because of in alcoholism of his father in order to support his mother to sustain their life and how he and his mother were motivated to join the RBC and later admitted in a Social Welfare Residential School, where he has been continuing his studies is presented in Box 5.4. The process of mainstreaming the school dropouts and child labourers into formal schooling system has been successful in this case, mainly because the child was admitted in a school with hostel facility.

Box 5.5 shows the case of how alcoholism of a parent could force a child to drop out from school and engage himself as a child labourer in order to support his mother to lead their life. Here the child has been contributing his mite for the survival of his family. The RBC coordinator tried in vain to motivate the child and his mother to enrol the child in RBC.

Box 5.4: Case of a Worker in a Tea Stall re-joining the School

Mallanna is a 13 year-old boy hailing from a village nearby Kurnool city. His father was working in a rice mill. His father was a dipsomaniac with an uncontrollable craving for alcohol. Mallanna is the eldest son of his family and has one brother. His father deserted his family when he was studying in the 4th standard. His mother is selling vegetables and edible oil in the market nearer to his house. Due to the financial difficulties and poverty of the family Mallanna dropped out from school and started life as a child labourer in a small hotel near the bus stand. The work he had to do is mopping and cleaning the tables and the floor, washing utensils and fetching water from the public tap. He had to work there always under wet conditions. As a consequence, he managed to find out a job in a tea stall, which functioned during night. Mallanna worked there for one year. Mallanna stayed along with his employer, while working. The RBC Coordinator has motivated his mother to send him back to school. As a result, he was enrolled in a Residential Bridge Course centre. After that, he was admitted in a Social Welfare Residential School and he continued his studies there.



Box 5.5: Case of a School-aged boy turned into a Child Labourer

Kiran is a 12 year-old boy hailing from Ahobilam in Kurnool district. He belonged to a Scheduled Caste community. His father was an alcoholic. His father could never keep his job. The family moved from place to place five times and it was always the responsibility of his mother and children to earn money to live. His father had disappeared from home after some time. Kiran had one brother and two sisters. He could not attend school regularly. Because of lack of regular studies, Kiran was very poor in studies. Kiran dropped out from school when he was aged about 10 years, and joined as a server in a hotel. He has been working in a hotel for the last over one year. He has to get up at 5.30 a.m. and start working. Child workers are engaged in keeping the premises neat and clean, sweeping and wiping the floor, washing plates, crockeries and dishes, cutting vegetables, fetching water, etc., working in the hotel. He took the decision to work in order to help his mother. He was giving a major share of his income to his mother to run the family. The RBC coordinator motivated him to join the RBC but he was not interested in studies and therefore did not continue his schooling.

Box 5.6 shows the case of twins (two girl children) from a family belonging to Muslim minorities joining the RBC and later into a government aided school simultaneously availing the hostel facility in BC welfare hostel, but one of them later dropped out again to help her mother in her business.

Box 5.6: Case of Twins re-joining School but one of them dropped out again

Ameena and Shameena are twins aged about 11 years. They belonged to Muslim minorities and reside in weaker section colony nearby Kurnool city. They had parents and two brothers. Their father was an Auto driver, while their mother sells flowers. Both Ameena and Shameena studied up to 5th class and dropped out from school due to financial problems in the house as their father did not give money to meet domestic expenses on a regular basis and entire burden fell upon their mother. While Ameena helped her mother in selling flowers, Shameena served as a maidservant in other houses. The RBC Coordinator motivated both the girls and their parents and was successful in enrolling them in RBC and later into a government aided school simultaneously providing them hostel facility in a BC welfare hostel. But, after a few days, Ameena had dropped out again from



school, with a view to extending help to her mother in her business, as she felt that her mother was facing problems in running the household. However, Shameena has continued her studies.

The case studies presented here clearly indicate the circumstances under which the school-going children drop out from studies and turn into child labourers; the important contributing factors that could be discerned from the above case studies include poverty, alcoholism, desertion of family, absence of adequate support from male heads of household, lack of proper understanding about the importance of education among the parents. The case studies also indicate that admission in a residential school or providing hostel facility in a welfare hostel while admitting the child in a government school would enable the children to continue their studies to ensure the effectiveness of mainstreaming the school dropouts and child labourers into the formal schooling system. The case of a girl child admitted in a local government school without hostel facility dropping out from school once again clearly brings out the importance of hostel facility for the success of efforts made under NCLP and SSA for mainstreaming the school dropouts. This case also points out the absence of a proper monitoring system to follow-up the progress of school dropouts after they were admitted in regular government schools.

SUMMING UP

To sum up, it may be said that the OOS children mostly comprised the school dropouts (90%) and the never enrolled children constituted 10 per cent. Most of the children dropped out from school during 4th to 6th class when they were aged 9 to 11 years and above. The main contributing factors responsible for the children to drop out from school include financial constraints, household factors, school related factors and child related factors. A vast majority of the school dropouts (89%) turned into child labourers, which clearly indicates the nexus between the problems of school dropout and child labour. Most of the school dropouts turned into child labourers at the tender age of 10 to 11 years. They were mostly engaged in stone breaking, construction, agricultural labour, auto garages, hotels / restaurants. The working conditions could be hazardous at times, though these work sectors are not strictly categorised as hazardous. Most of them suffered from different kinds of illnesses while working, and they usually consulted RMPs or were taken to Government hospitals for treatment. They



often consulted quacks also for medical treatment. They helped their parents or played with their friends during leisure time.

With regard to the process of mainstreaming the school dropouts into formal schooling system, it comprised three main steps after they are identified, viz., motivating the children and their parents, enrolling them in RBCs and admitting them in regular government schools. The government teachers, the NGO functionaries and the RBC coordinators were the key players in motivating the children and their parents to send their wards back to school. Only about 53 per cent of the sample children availed the residential facility at the RBCs, the remaining children opted to be the day scholars. The facilities or amenities at the RBCs were far from satisfactory, especially with regard to kitchen for mid-day meal scheme, drinking water facility, toilet facility and television facility. About half of the sample children felt that the syllabus at the RBCs was heavy. About half of the sample children were admitted in schools with residential facility such as social welfare residential schools or KGBVs, while the remaining were admitted in local government or aided schools. There were also a few cases of children who dropped out from school after they were admitted into regular schools. The case studies indicate that the schools with residential facility would ensure the mainstreaming of school dropouts and child labourers more effectively than local schools without hostel. The studies also point to the absence of proper monitoring system under NCLP and SSA after the children were admitted into regular schools.

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MODIFICATION OF ROTOR BLADE FLOW WITH BLOWING BOUNDARY LAYER CONTROL TECHNIQUE

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Abstract:

The efficiency of transonic aircraft majorly depends on the engine weight and compressor rotor performance. If Pressure ratio across each stage of rotor could be increased by somehow then it leads to better efficiency and reduces engine weight by allowing us to use less number of stages. The aim was to modify and control the compressor rotor flow by using blowing BL control method.

Geometry of rotor blade has been modeled in CATIA V5 and then one blowing layer has been created on the blade surface and these geometries have been imported to ANSYS CFX 14.5 for computational analysis of rotor blade flow with and without BL control technique. Blowing slot has been applied at 55% of blade chord and shear stress model has been used for computational analysis.

Mass flow rates of 1 kg/s and 1.5 kg/s have been used here for blowing BL control technique and change in BL separation effects have been observed and this could be readily seen as the reattachment of velocity vectors which prevents the BL separation at the blowing surface of the blade.

Keywords: BL (Boundary Layer), Blowing, Compressor, Pressure ratio, Rotor Blade, Velocity vector, Isentropic efficiency



I. INTRODUCTION

To prevent compressor flow instabilities different methods and devices are available today. Methods like tiny grooves or slot on endwall, casing treatments etc. have been employed to compressor rotor blade in the late 1980s'. In Transonic flow performance is very important because this type of flow is partly high subsonic and low supersonic which leads to the formation of shock and due to this losses increases and overall engine performance reduces. Compressor rotor blade geometry is very important because its geometry decides where shock appears on the blade and therefore separation of flow depends on the blade geometry.

To reduce the losses and delay or prevent separation caused by shock different kind of modifications has been applied to the rotor blade model some of them are introducing plasma actuating devices on the trailing edge of the blade, Boundary layer control methods such as suction, blowing etc. In the present study the flow field of transonic axial compressor rotor blade has been numerically simulated to clarify the mechanism of boundary layer control by blowing.

The energy level of the fluid increases as it flows through the compressor due to action of rotor blades which exert torque on the fluid. Axial flow compressor produce a continuous flow of compressed gas, and have the benefits of high efficiency and large mass flow rate, particularly in relation to their size and cross-section.

1.1 Rotor Blade Specifications

Compressor rotor used here has low aspect ratio transonic axial flow fan which has more than twenty two blades. Overall performance of this rotor was determined by equivalent mass flow rates from the chock mass flow rates.



Table 1 Properties of Rotor Blade

Design Pressure Ratio - 1.62
Mass flow rate - 30 kg/s
Rotational speed - 16000
Tip speed - 425 m/s
Solidity at the hub - 3.05
Solidity at the tip - 1.31

1.2 Boundary Layer

Boundary layer is the region where all three mass, momentum and energy transfers become active, viscosity effect is dominant in this layer and due to these effects flow has been retarded and cause separation. Entropy layer, viscous layer, pressure and temperature like parameters depend on flow separation and flow separation depends on this layer therefore this thin layer decides the performance of rotor blades.

1.3 Boundary Layer Control

These methods have been used to overcome the losses caused by flow separation and to delay or prevent flow separation. In this paper blowing hole has been created on nearly half of the span and high energy fluid has been blown through this hole and this high energy fluid got mixed with the low energy fluid in such a way that fluid is reenergized and flow separation has been delayed. In Blowing type high energy fluid was blowing over the low energy fluid flow surfaces and this high energy fluid got mixed with low energy fluid and as a result energy of previously fluid has been increased and flow over blade surfaces becomes smoother and separation delay.



1.4 Equation

Isentropic efficiency

$$\eta = \frac{PR^{\frac{\gamma-1}{\gamma}} - 1}{\frac{T_2}{T_1} - 1} \dots\dots\dots (1)$$

In the “equation 1” PR is the pressure ratio and γ is the specific heat ratio for air which has the standard numerical value of 1.4. T_2 & T_1 are the total temperatures of outlet and inlet respectively.

2. METHODOLOGY

2.1 Modelling

Blades of Compressor rotor has been modeled in designing software CATIA V5. For designing blade first surface of blade has been modeled and this has been done by joining four points’ coordinates. Due to the complexity of the curve it was very difficult to form surfaces without the coordinates of the point and once the point’s coordinates have been decided then it was easy task to model the surface of the blade by simply joining all the four points. When all the surface has been joined then geometric model of blade was ready after this casing and outer walls has been designed in this designing software.

Table 2 Important parameters of model in mm

Maximum Chord Length – 140
Maximum Span – 245
Inlet Diameter – 201
Outlet Diameter – 145
Tip Clearance -- 4.20

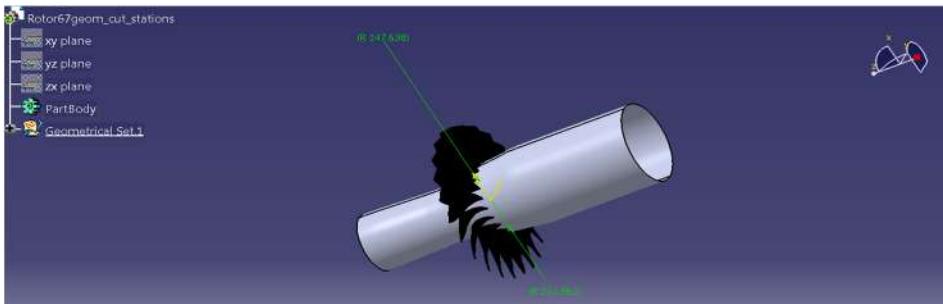


Figure.1 Geometric model of rotor

There were more than thirty blades in rotor and number of elements for each blade was very large which would take too much of computational cost and time. To reduce this large number of elements and to overcome this problem we have restricted our model to single blade plane model and computational analysis has been done on single blade model.

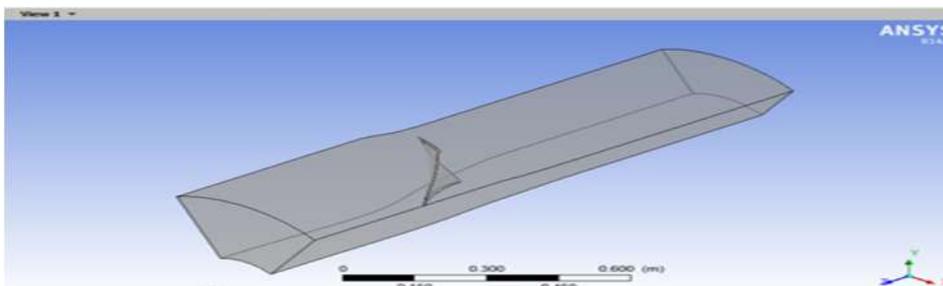


Figure.2 Single blade geometric model

Modelling of single blade model with blowing boundary layer control could be done by creating blowing surface on the blade and one blowing hole has been created at 55% of blade chord. Model with blowing holes and blowing surface has been shown in the next figure.

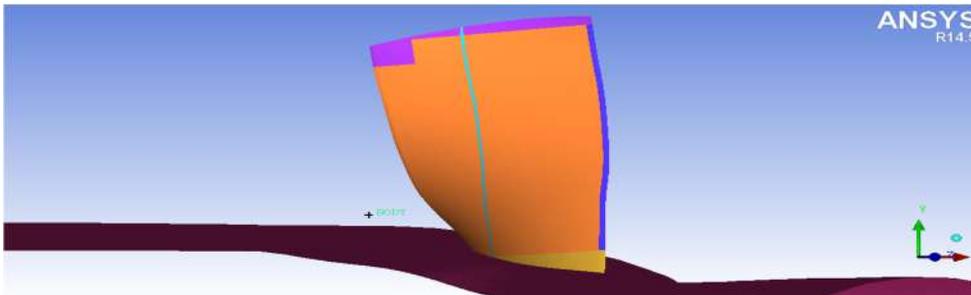


Figure.3 Rotor blade model with blowing surface and hole

2.2 Grid and mesh parameters

2.2.1 Grid and mesh generation without Boundary layer control

Grid generation is very important phase in computational simulation of fluid flow. Results obtained in computational simulation depends upon grid quality therefore to get results with less computational error we need grids with very good quality, for this two types of mesh has been used for our geometry one was mixed type or volume tetra and other was quad dominant and these mesh have been obtained from patch dependent and shell meshing methods respectively.

When modelling of blade has been completed in CATIA V5 then this geometry has been imported to ICFM CFD 14.5 then parts have been created and each part was assigned a name. These parts have been created because by doing this it was possible to create finer grids for some parts in which flow parameters were very important. When all the parts have been created then blade geometry has been distorted and this geometry should be repaired by providing tolerance to 0.1 and this tolerance was given on the basis of smallest length associated with the



model.

After doing this delete the overlapping surfaces and any holes in the geometry and once the geometry has been repaired then this has been moved for meshing. Repairing of geometry was required because in importing model from CATIA to ICEM some surfaces were overlapped or lost or some holes have been created in the geometry and to avoid this and for smooth and meshing of good quality repairing process was very important. After Repairing process body should be created by selecting two points diagonally, by doing so fine mesh has been created on blade then the outer wall and casing.

To consider boundary layer effects on the flow height was kept as constant and number of prism layers were calculated using Y+ calculators.

part	prism	hexa-core	max size	height	height ratio	num layers	tetra size ratio	tetra width	min size limit	max deviation	int wall	split wall
BLADE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	0	0	0	0	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
BODY	<input type="checkbox"/>	<input type="checkbox"/>										
CASING	<input type="checkbox"/>	<input type="checkbox"/>	60	0	0	0	0	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
FILL.7	<input type="checkbox"/>	<input type="checkbox"/>	0						0	0		
FILL.8	<input type="checkbox"/>	<input type="checkbox"/>	0						0	0		
FILL.9	<input type="checkbox"/>	<input type="checkbox"/>	0						0	0		
FILL.10	<input type="checkbox"/>	<input type="checkbox"/>	0						0	0		
FILL.16	<input type="checkbox"/>	<input type="checkbox"/>	0						0	0		
FILL.17	<input type="checkbox"/>	<input type="checkbox"/>	0						0	0		
FILL.18	<input type="checkbox"/>	<input type="checkbox"/>	0						0	0		
GEOM	<input type="checkbox"/>	<input type="checkbox"/>	0						0	0		
HUB	<input type="checkbox"/>	<input type="checkbox"/>	60	0	0	0	0	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
INLET	<input type="checkbox"/>	<input type="checkbox"/>	60	0	0	0	0	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
JOIN.2												
LINE.17												
LINE.18												
LOWER_BLADE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	0	0	0	0	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
OUTLET	<input type="checkbox"/>	<input type="checkbox"/>	60	0	0	0	0	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
PART_2	<input type="checkbox"/>	<input type="checkbox"/>	0						0	0		
PART_3	<input type="checkbox"/>	<input type="checkbox"/>	0						0	0		
PART_4	<input type="checkbox"/>	<input type="checkbox"/>	0						0	0		
PART_5	<input type="checkbox"/>	<input type="checkbox"/>	0						0	0		
PART_6	<input type="checkbox"/>	<input type="checkbox"/>	0						0	0		
PART_7	<input type="checkbox"/>	<input type="checkbox"/>	0						0	0		
PART_8	<input type="checkbox"/>	<input type="checkbox"/>	0						0	0		
PART_9	<input type="checkbox"/>	<input type="checkbox"/>	0						0	0		
PART_10	<input type="checkbox"/>	<input type="checkbox"/>	0						0	0		
PART_11	<input type="checkbox"/>	<input type="checkbox"/>	0						0	0		
PART_12	<input type="checkbox"/>	<input type="checkbox"/>	0						0	0		
PART_13	<input type="checkbox"/>	<input type="checkbox"/>	0						0	0		

Figure.3 defining parameters for part mesh

After defining global mesh parameters, part mesh parameters needs to be defined which has been shown in the above fig. In the part mesh setup different element sizes have been defined to create coarsen mesh on the edge of the blade. When all the parameters have been defined then create prism layer and then apply compute for generating mesh grids.

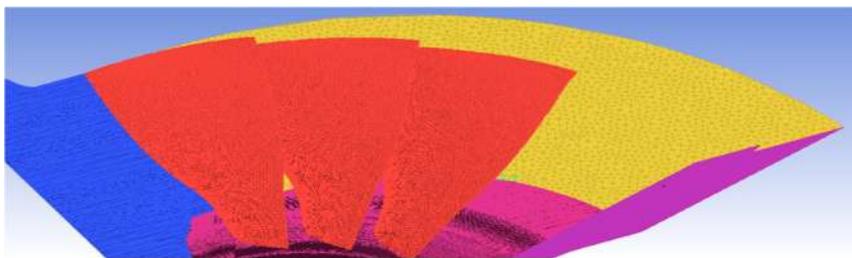


Figure.4 Grid generation of model with hub and outer walls

Table 3 Mesh parameters of Grids of model with and without blowing boundary layer control surface

Properties	Without blowing surface and hole	With blowing surface and hole
Initial Height	0.000169291	0.000169291
Total Height	0.0121949	0.0121949
Total Elements	1669986	1716482
Total Nodes	566300	585573

2.2.2 Grid generation with blowing control surface

This geometry has blowing surface and hole therefore one extra part which is named as blowing surface has been created and prism layer

should be applied for this surface as we want fine mesh on this surface and remaining steps were similar to the previous section to form mesh.

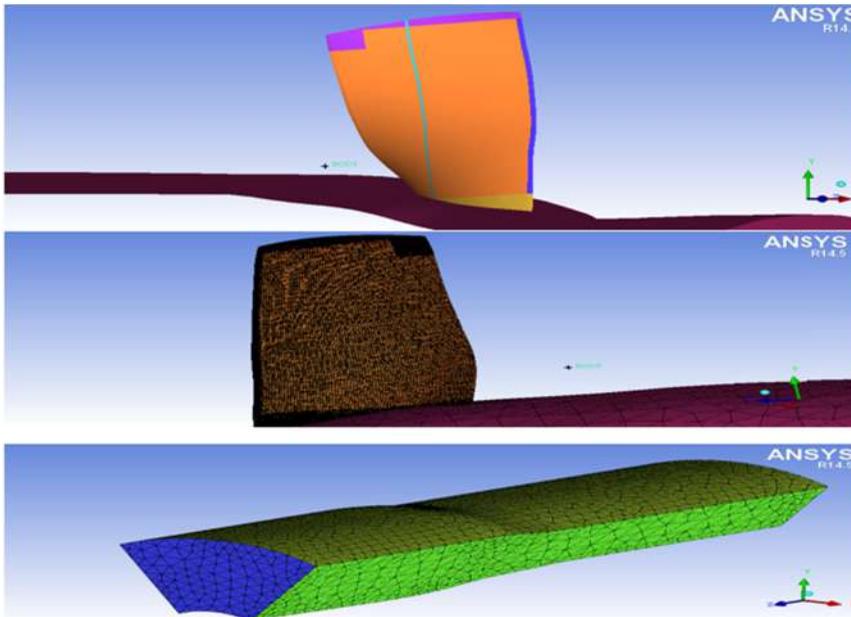


Figure.5 Grid generation of blade with blowing surface and meshing of outer walls and casing

2.3 Boundary condition for computational simulation

CFD (Computational Fluid Dynamics) has been used to solve the model flow associated with the fluid by using numerical methods. Different software's like ANSYS- (GAMBIT, FLUENT and CFX etc.) were available for computational analysis and in this study ANSYS-CFX has been used for this purpose.

2.3.1 CFX pre setup

This part worked as preprocessor for the simulation software. Mesh file produced in ICEM should be imported to the CFX-pre by generating



CFX input file of that model. After this open this file from CFX-pre and then domain should be created in preprocessing software and this problem is defined in turbo mode. Turbo mode has been used to provide some pre-specified conditions.

2.3.1.1 CFX pre setup for model without blowing boundary layer control method

The settings for CFX- Pre used are based on the units of the mesh imported.

The parameters for the mesh units in mm are:-

- Basic Settings
 - ❖ Machine Type : Axial Compressor
 - ❖ Rotation Axis : z
- Component type
 - ❖ Type : Rotating
 - ❖ Value -16043 [RPM]
 - ❖ Tip clearance at shroud : yes
- Fluid :-- Air Ideal Gas
- Analysis Type : -- Steady State
- Model data :
 - ❖ Reference Pressure :- 0 (Zero) Pa
 - ❖ Heat Transfer :- Total Energy
 - ❖ Turbulence :- Shear stress Transport



- ❖ Wall Functions :- Automatic and compressible high speed heat transfer model
- Inflow/Outflow boundary templates: P-total inlet P-static outlet
- Inflow Boundary condition:
 - ❖ Mass and Momentum :- Static Frame Total Pressure
 - ❖ Relative Pressure (P- Total) :- 101325 Pa
 - ❖ Flow direction :- Normal to the boundary
 - ❖ Static Frame Total temperature :- 288.2 K
- Outlet Boundary condition:
 - ❖ Mass and Momentum :- Static Pressure and mention pressure as 114500 Pa
- Solver Parameter :
 - ❖ Advection Scheme :- High Resolution
 - ❖ Time Scale Control :- Auto Timescale
 - ❖ Length Scale :- Conservative
 - ❖ Maximum Timescale :- 0.000001
 - ❖ Convergence Residual Criteria:- MAX Type and Target as 0.00001

The parameters for the mesh units in cm are:-

- Basic Settings
 - ❖ Machine Type : Axial Compressor
 - ❖ Rotation Axis : z
- Component type



- ❖ Type : Rotating
- ❖ Value -3600 [RPM]
- ❖ Tip clearance at shroud : yes
- Fluid :-- Air Ideal Gas
- Analysis Type : -- Steady State
- Model data :
 - ❖ Reference Pressure :- 0 (Zero) Pa
 - ❖ Heat Transfer :- Total Energy
 - ❖ Turbulence :- Shear stress Transport
 - ❖ Wall Functions :- Automatic and compressible high speed heat transfer model
- Inflow/Outflow boundary templates: P-total inlet P-static outlet
- Inflow Boundary condition:
 - ❖ Mass and Momentum :- Static Frame Total Pressure
 - ❖ Relative Pressure (P- Total) :- 101325 Pa
 - ❖ Flow direction :- Normal to the boundary
 - ❖ Static Frame Total temperature :- 288.2 K
- Outlet Boundary condition:
 - ❖ Mass and Momentum :- Static Pressure and mention pressure as 114500 Pa
- Solver Parameter :



- ❖ Advection Scheme :- High Resolution
- ❖ Time Scale Control :- Auto Timescale
- ❖ Length Scale :- Conservative
- ❖ Maximum Timescale :- 0.000001
- ❖ Convergence Residual Criteria:- MAX Type and Target as 0.00001

2.3.1.2 CFX pre setup for model with blowing boundary layer control method

The blowing boundary layer was applied as outlet and the two conditions were put up on it according to the two mass flow rates selected. Mass flow rates of 1 kg/s and 1.5 kg/s has been used in this case.

The parameters for the problem applied are:-

- Basic Settings
 - ❖ Machine Type : Axial Compressor
 - ❖ Rotation Axis : z
- Component type
 - ❖ Type : Rotating
 - ❖ Value -16043 [RPM]
 - ❖ Tip clearance at shroud : yes
- Fluid :-- Air Ideal Gas
- Analysis Type : -- Steady State
- Model data :



- ❖ Reference Pressure :- 0 (Zero) Pa
- ❖ Heat Transfer :- Total Energy
- ❖ Turbulence :- Shear stress Transport
- ❖ Wall Functions :- Automatic and compressible high speed heat transfer model
- Inflow/Outflow boundary templates: P-total inlet P-static outlet
- Inflow Boundary condition:
 - ❖ Mass and Momentum :- Static Frame Total Pressure
 - ❖ Relative Pressure (P- Total) :- 101325 Pa
 - ❖ Flow direction :- Normal to the boundary
 - ❖ Static Frame Total temperature :- 288.2 K
- Outlet Boundary condition:
 - ❖ Mass and Momentum :- Static Pressure and mention pressure as 114500 Pa
- Blowing:
 - ❖ Mass and Momentum :- Inlet and mass flow rate of 1Kg/s or 1.5 Kg/s
- Solver Parameter :
 - ❖ Advection Scheme :- High Resolution
 - ❖ Time Scale Control :- Auto Timescale
 - ❖ Length Scale :- Conservative



- ❖ Maximum Timescale :- 0.000001
- ❖ Convergence Residual Criteria:- MAX Type and Target as 0.0000

2.3.2 CFX solver manager

Output file generated in CFX pre was the input file for this and graphical interface method has been used for CFD simulation by this part of software. Double precision has been used in this case because we got results with more accuracy with this process but computer memory and grid size also doubled when this solver has been used to execute file.

2.3.3 CFX post processor

The result file or output file of CFX solver manager has been loaded in this for analysis. When the results were initialized thermodynamic properties can also be extracted from optimization process therefore expression of isentropic efficiency and pressure ratio has been also created in expression tab of CFD-Post.

3. RESULTS AND DISCUSSIONS

All the defined models have been analyzed in the CFX post processor. There were two types of models for analysis one was without any blowing surface and hole and other was with blowing surface and hole at 55% of chord. First model without any boundary layer control technique has been analyzed and then model with boundary layer control technique.

Results have been expressed in velocity vectors at different span location for two different models with different rpm and different length units.

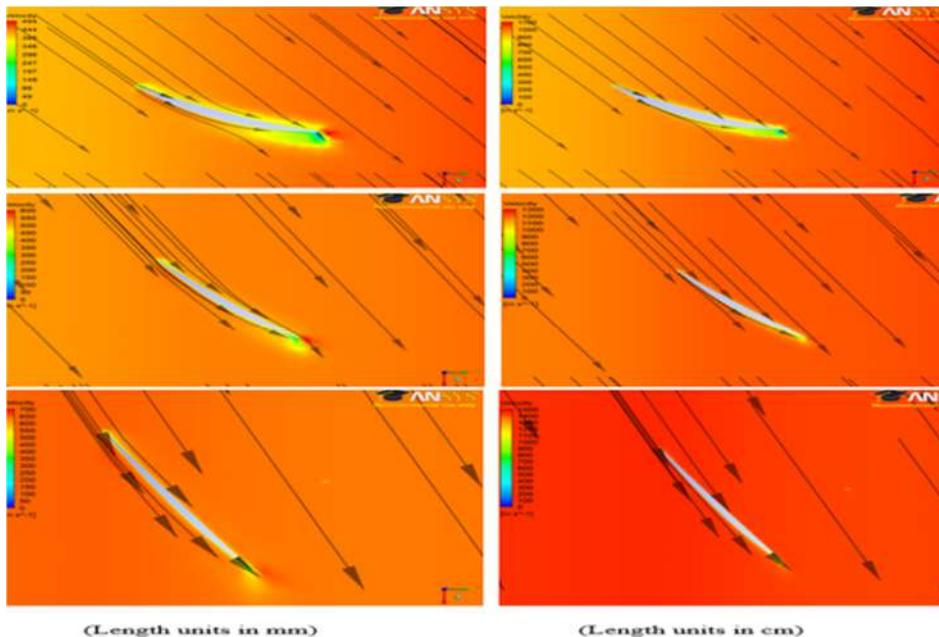


Figure.6 Velocity vectors at three different span location

Above Fig. represent the flow behavior at three different span location (i.e 25%, 55%, 85% of span chord) of blades in terms of velocity vectors. When flow separation has occurred color of the flow changed from orange to green. First part of the figure showed the flow behavior at quarter chord span location, flow separation was dominant here and strong green vortex has been also formed. Second part of figure showed flow behavior at 55% span location and in this part boundary layer effects were not dominant and vortex of small strength appeared and in the last part which represented flow behavior at 85% of span location, in this case boundary layer effects were very less dominant and vortex with tiny strength appeared.

Flow analysis has been done for models with two different length scale and it was found that results were similar for both models. Results

have been shown in the form of velocity vectors, at quarter chord location velocity vectors were not smooth as the boundary layer effects were dominant here and due to this flow separation has been occurred and this could be seen in the above fig. and at other two span location velocity vectors has been found to be smoother than at quarter chord location.

When blowing surface has been introduced on the blade surface and two mass flow rates of 1kg/s and 1.5 kg/s were blowing through the holes which has been created at 55 % of chord then this high energy fluid reduced the boundary layer effects and flow separation has been prevented or delayed.

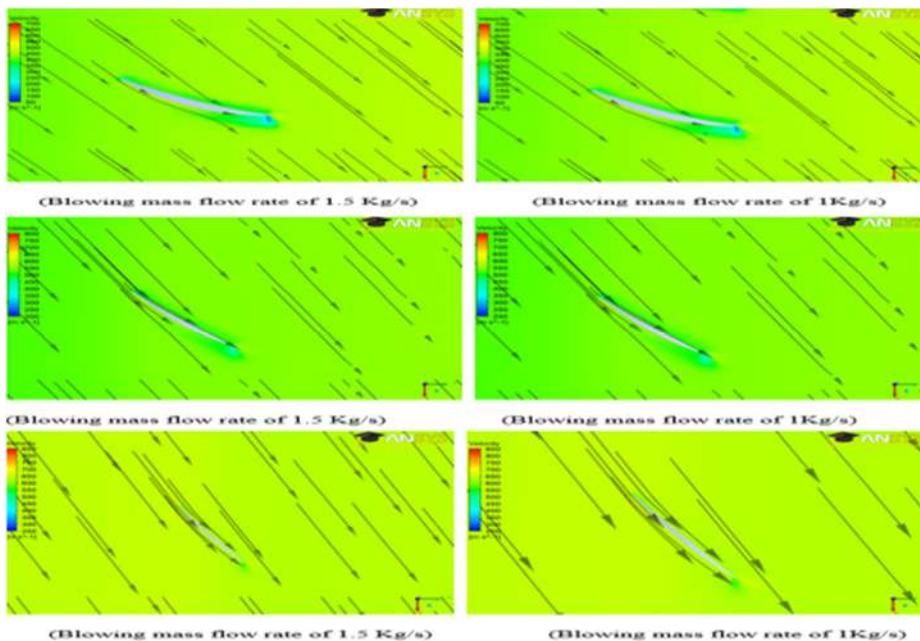


Fig.7 Velocity vectors of model with boundary layer control at different span location



When boundary layer control surface has been introduced and high energy fluid has been blown through the holes created on the blade surface then low energy fluid which cause separation and cause boundary layer effects got mixed with the blown high energy fluid and overall energy of fluid has increased due to which flow separation has been delayed and boundary layer effects has been reduced. This could be seen in the above figure, with the use of blowing surface flow separation has been delayed, very tiny strength vortex has appeared near the quarter chord span location and smooth velocity vectors have been observed. Second and third part of the fig. showed velocity vectors at 50% and 80% span chord location and we have observed that flow separation has delayed and vortex disappears.

In the above Fig. velocity vectors has been found to be smoother than velocity vectors observed in the previous case. Low energy fluid cause separation flow separation and with the introduction of blowing surface and hole through which high energy fluid has been blown to the flow, low energy fluid has been eliminated by reenergizing it and as a result flow separation has been delayed.

4. CONCLUSION

From the obtained results for model with and without any boundary layer control technique, it was clear that flow separation has been delayed with the introduction of blowing surface or blowing method. Blowing surface has been used for blowing high energy fluid which got mixed with low energy fluid and as a result energy of the fluid has increased and flow separation has been prevented or delayed. When there was no boundary layer control, boundary layer effects were dominant near quarter chord span of blade and some strong vortex has been also observed and with the introduction of blowing layer and



blowing high energy fluid flow separation has been prevented and vortex of very tiny strength has been seen. As a result pressure ratio has been observed as 1.69 and increment in pressure ratio has been found to be 0.09.

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AN ANALYSIS OF FOOD GRAINS PRODUCTION IN KERALA

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Abstract

Agriculture accounts for a considerable amount of India's economic development, as it provides food for more than 1.2 billion people and total employment to about 54.6% of the population. Agricultural credit and subsidies are also considered important supporting factors for agriculture growth. The Indian government's initiatives such as investments in technology development, introduction of better crop varieties, intensive application of inputs, and emphasis on modern and effective agricultural practices, irrigation infrastructure, price support, and procurement have led to an increase in agricultural production. Food grain production covers the dominant part of the cropped area (65%) in Indian agriculture. India is the world's largest producer of millets and second-largest producer of wheat, rice, and pulses. The aim of present paper is makes an attempt on the issue of food grains production at national level and state of Kerala .The study is based on secondary data and presents the share of agriculture, industry, services in total GDP over the years and trend of food grains production during year 1976-2013. Kerala losing their food grains production base especially after economic reform in India. The main reason for low food grains production in this state is the priority was not given to agriculture sector. But there is optimistic point at national level the



government has achieved the gold of 259 million tons in 2013 which is due to implementing various developing plan in agriculture sector but Kerala States still have poor performance of the agriculture sector.

Keywords: *food grains, production, trend, GDP, India*

Introduction

India is an agrarian country with around 60% of its people depending directly or indirectly upon agriculture. Farmer suicides account for 11.2% of all suicides in India. Activists and scholars have offered a number of conflicting reasons for farmer suicides, such as monsoon failure, high debt burdens, genetically modified crops, government policies, public mental health, personal issues and family problems. There is also accusation of states fudging the data on farmer suicides (Ravikumar, 2014). The First Five-Year Plan was one of the most important because it had a great role in the launching of Indian development after the Independence. India started First five year plan in 1951 and devoted much larger share of our resources to the agricultural sector. The production of food grains increased from 54 million tons in 1950-51 to 65.8 million tons at the end of the Plan. Production of all agricultural commodities increased by 22.2 per cent to 32 per cent of the total outlay during the First Plan was to be spent on agriculture and irrigation. The targets sent out for the Plan were almost achieved, and, even in some cases, exceeded. A good monsoon was helpful for the success of agriculture during the First Plan period. In the second plan, emphasis was shifted from agriculture to industry and only about 21 per cent of the actual plan expenditure was spent for agricultural development. The food production rose from 65.8 million tons to 79.7 million tones as against the fixed target of 80.5 million tones. There was a short-fall in the production of all crops except



sugarcane, As a result of this unsatisfactory agricultural production; the country had to import food grains from abroad to overcome the food shortage. During this Plan, an inflationary situation started in the economy. There was some reason like drought , flood, war fought with China and Pakistan and political instability and we have experienced these problems before and after the third five year plan(Tripathi & Prasad, 2010). During this period, a high priority was given to minor irrigation and this was followed by adoption of a high yielding variety programme to increase agricultural production and productivity. Thus, this period is considered crucial for Indian agriculture as the green revolution took place during this period and the Government set up Agricultural Prices Commission to assure minimum support prices to farmers and the Food Corporation of India for maintaining buffer-stock to overcome fluctuation in the supplies of food grains and their prices. Due to implementation of H.Y.V. programme, there was a recorded food grain production of 95.6 million tons in 1967-68 and 1968-69. But this strategy was not free from limitations and in fact it had its own bad effects in the farm sector. Since the beginning of Five Year Plans, India realized the need to attain self-sufficiency in food grains production as one of the important goals of planning. Green revolution concentrated mainly in some wheat producing region and it was not implemented uniformly across India. Secondly emphasis was more on fine cereals and the production of coarse cereals was not given more important(Paper, 2015). The large section of India population living in rural areas and engaged in agriculture and allied sectors. But the U turn in Indian economic policy in 1991 was an ironical and some extent a paradoxical event in the recent economic history of India. This policy tried to lead Indian economy and polity in the socialist path and make it a market led one. This is very clear that both these efforts were made not based on the wishes of the people(Sharma, 2014). The post independent era of Indian agriculture especially production of food



grains may be divided into two phases. In the first phase (that starts from 1947 and last to 1990) the farmers were protected and supported by the Government of India. Government had supplied nearly all agricultural inputs at highly subsidized rate that resulted in form of a revolution in the Indian agriculture. The cheaper availability of factors of production supposed to increase the consumption of fertilizers and land under irrigation facilities so as to increase the total food grains production by increasing the yield and area under cultivation. In the next phase (that starts from 1991 and is continue) it has been assumed by the government that now the Indian agriculture is maintained enough to survive on her own feet (Ahmad & Haseen, 2012).

To know the fact, therefore, it is important and necessary to access the performance of food grains production researcher has gone through most of the research articles and dissertations on the same our research title. After examining and understanding of the research review, the researcher has determined to take up a research aim for this study which is: "To analysis the food grains production in Kerala and offer some suggestions to policy makers to acceleration of food grains production".

Objectives of the study:

1. To analysis the food grains production in Kerala
2. To offer some suggestions to policy makers to acceleration of food grains production

Methodology:

This study is based on food grains production in Kerala and makes a deep analysis on the issue of food grains production at the national



level and state of Kerala. The study is based on secondary data. Data is from the various issue of the report of centre for Monitoring Indian Economy (CMIE). The data on national accounts statistics and states account statistics were collected from the Ministry of Statistics and programme Implementation (MOSP), Government of India, New Delhi. The present study presents the growth rate of GDP at the national level and state level over the years especially the growth of agriculture, Industry and Services service sector and presents the performance of food grains production in India and Kerala and also trend of food grains production in Kerala. The year wise data on food grains production should not be considered in the context of India because we experience severe fluctuations in production year to years, so moving average is a good indicator of Indian food grains production. The trend of food grains production in Kerala was studied using the Annual Growth Rates, Compound annual growth rate of food grains production and also studied using of unstandardized constant value of food grains production in India and selected states from 1976 to 2013.

Share of GDP by economic activity in India:

It is estimated that for the poorest people, GDP growth originating in agriculture is about four times more effective in reducing poverty than GDP growth originating outside the sector making the agricultural sector critical for overall growth, poverty reduction, and food security in any nation. The percentage share to total in agriculture and allied sector has been showed in (table 1). As decadal percentage share to total indicated in this table the share of agriculture and allied sector has been decreased from 53.82 in 1950-1960 to 18.71 in 2000-2010. What is a matter of concern is the fact even after green revolution (1967) and while post liberalization (the period since 1991) the percentage share to total in the non- agriculture sector picked up, that



in agriculture sector decelerated as is clear from data presented in table 1 and figure 1.

Table 1: *Gross Domestic Product at Constant Prices: Base Year 2004-05: By Economic Activity Percentage share to total by major head*

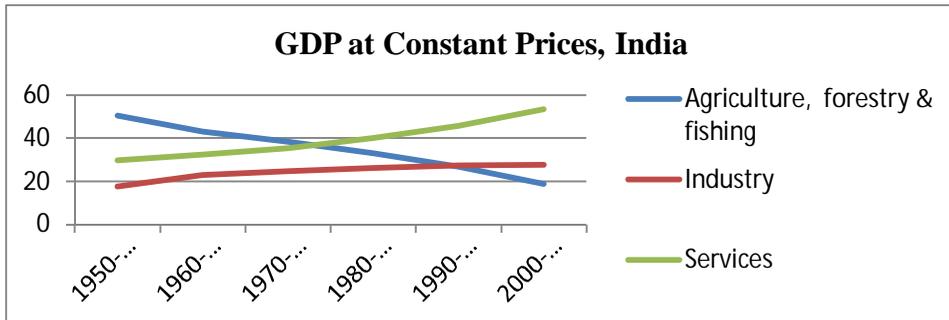
Year	Agriculture, forestry & fishing	Industry	Services
1950-1960	53.82	17.01	29.17
1960-1970	45.67	22.43	31.9
1970-1980	40.80	24.21	34.99
1980-1990	33.9	26.07	40.03
1990-2000	26.85	27.49	45.66
2000-2010	18.71	27.82	53.47

Source: computed by researcher

The gap between the growth of agriculture sector and non agriculture sectors has been widen since 19801-82 because of acceleration in the growth of industry and service sectors. Changes in the form of decrease in the share of agriculture sector from 53.82 in 1950-1960 to 18.71 in 2000-2010 indicating a shift from traditional agrarian economy toward and services dominated one.



Figure 1: *Sect oral Composition of GDP*



Source: computed by researcher

Despite this, India remains a predominantly agrarian economy and agriculture is demographically the broadest economic sector of the nation, with 58 per cent of India's population dependent on the sector for their livelihoods.

Share of GDP by economic activity in Kerala:

The agrarian economy of this state has faced crisis. The contribution of agricultural sector is decreasing in all decades after 1980-83. The share of agriculture sector has decreased from 33.8 in 1980-83 to 9.39 in 2010-13.



Table 2: Major share of Kerala State GDP at Constant Prices: Base Year 2004-05: By Economic Activity

	Year	Gross domestic product	Agriculture & allied	Industry	Services
Kerala	1980-83	372319	33.86	20.72	45.42
	1990-93	545905	29.59	19.95	50.46
	2000-03	958817	20.6	20.7	58.7
	2010-13	2055525	9.39	23.04	67.57

Source: computed by researcher

The share of service sector from total GDP of Kerala has increased in all decades. The contribution of service sector in total GDP has increased from 45.42 per cent in 1980-83 to 67.57 per cent in 2010-2013. The share of industry sector has not experienced significance growth rate during decades which it is increase from 20.72 per cent in 1980-83 to 23.04 in 2010-2013. GDP in Kerala has increased from 372319 million in 1980-83 to 2055525 million in 2010-13.

National situation of food grains production

In India five year average of the area devoted to food grains production has decreased from 124,350.60 to 120,775.60 thousand hectare during the period 1976-77 to 2012-13. But production has increased from 111,163.60 thousand tones and it is due to doubling of productivity



during the period. But one striking point is that in India food grains production has significantly increased during 2005-06 to 2012-13.

Table 3: *Five Year Gap Total Foodgrains Production*

Total Food grains			
Year	Area 000 hec	Production 000tons	Yield kg/hec
1976-77	124,350.60	111,163.60	890
1980-81	126,654.70	128,349.05	1,020.00
1985-86	128,073.00	145,534.50	1,180.00
1990-91	140,427.50	176,532.30	1,300.00
1995-96	131,908.40	196,457.20	1,400.00
2000-01	121,048.30	209,801.30	1,630.00
2005-06	121,599.60	198,362.80	1,720.00
2010-11	126,770.60	218,107.40	1,930.00
2012-13	120,775.60	259,323.20	2,130.00

Source: computed by researcher

The implementation of the Crop Development Programmes under various schemes have boosted India's crop production primarily



through increase in yield of crops with total food grains production in the country increasing from 198,362.80 thousand tons in 2005-06 to 259,323.20 thousand tonnes in 2012-13 resulting in 18.39 percent increase in yield of total food grains. There is not much improvement in the productivity and area of food grains in India. This is a hopeful point in Indian food grains production because the population in India is increasing 1.7 per cent per annually.

Table 4: *Agriculture food grains production trends in Kerala*

	Year	Area 000hec	Production 000tons	Yield 000hec
Kerala	1980-83	834	1331	1595
	1990-93	602	1119	1860
	2000-03	344	728	2114
	2010-13	211	537	2548

Source: computed by researcher

Even if the food grains productivity of Kerala is much higher than the national average and it is almost equal to the productivity of states like Punjab and Haryana, the production of food grains in Kerala has come down to 537 in 2010-13 from 1331 tons in 1980-83 and the area under food grains also reduced from 834 hectares to 211 from 1980-83 to 2010-13. If this present trend continues in the near future food grains cultivation will disappear in Kerala. The deceleration in the area and production of food grains started from 1970. It seems that no attempt



has been made to reverse this long term deceleration in the area and production of food grains in Kerala.

Trend in Food Grain Production in Kerala

Table present the Compound annual growth rate of production of food grains and average production of food grains in Kerala during the period from 1976-77 to 2012-13 in Million Tons. Kerala has been registered as the one of the lowest state producing of food grains during 1976-77-2012-13. The average production of food grains in Kerala during 1976-77 to 2012-13 is 0.9 million tons. Kerala has registered the lowest CAGR among the selected state. The CAGR in Kerala during 1977-78 to 2012-13 is -2.51 per cent. During this period food grains production in Kerala is reducing.

Table 5: *Compound annual growth rate and average production of food grains in Kerala*

Kerala	CAGR	average production of food grains
	-2.51	0.9

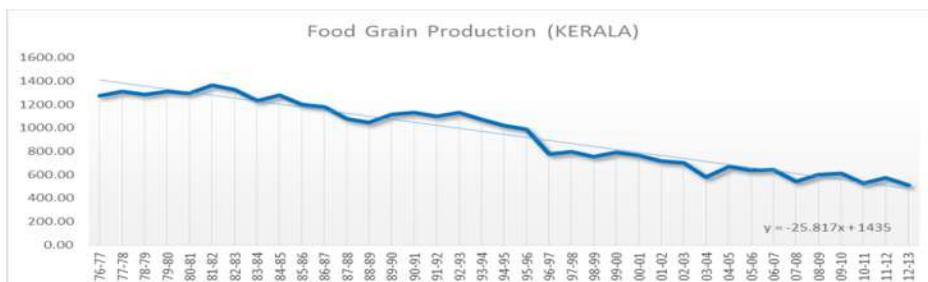
Source: computed by researcher

Trend line of Food Grains Production in Kerala

Figure 2 presents the growth curve and trend line of actual value of total food grains in Kerala from 1976-77 to 2012-13.



Figure 2: Trend line of total food grains in kerala from 1976-77 to 2012-13.



Source: computed by researcher

The unstandardized constant value of food grains production at initial year is 1435 thousand tons which is higher than the actual value. The slope of food grains production in Kerala is -25.817 thousand tons. It means that the average growth rate of food grains production in Kerala during the study period is -25.817 thousand tons per year.

Conclusion:

Before the inception of new economic reform, the farmers were protected and supported by the Government of India. Government had supplied nearly all agricultural inputs at highly subsidized rate that resulted in form of a revolution in the Indian agriculture. The cheaper availability of factors of production supposed to increase the consumption of fertilizers and land under irrigation facilities so as to increase the total food grains production by increasing the yield and area under cultivation. But after the adoption of new economic policy, there is significant declined in growth of production and productivity of total food grain production in post reform period. Most heated items of food grain are rice and wheat whose growth of production and



productivity adversely affected in post reform period. During the liberalization period the rate of capital formation came down and share of agriculture in total GDP declined. In the Kerala state, the decline of food grains production in the 1990s is tremendous but that much decline didn't happened in 1980s. This may due to low priority given to agriculture and food production in the economic reform period of 1990s. Indian agricultural has been hit hard during post WTO period (1995 – 2003). The share of agro goods in India's global export has declined during this period. During post WTO period, agricultural subsidies of developed countries have been rather increased. In the case of Kerala if this present trend continues in the near future food grains cultivation will disappear in Kerala. The deceleration in the area and production of food grains started from 1970. It seems that no attempt has been made to reverse this long term deceleration in the area and production of food grains in Kerala. Government has set a target of 259 million tons of food grains production in the year 2013-14. Government of India is implementing various crop development schemes through State Governments for achieving production targets of various crops. So the argument that agrarian crisis is fully due to globalization and economic policies of government was not acceptable, the state government could play active role in initiating economic development and averting the negative effects of globalization which shows the government has changed the policy and implementing various development schemes to improve the agriculture sector in India. There is no doubt that something like a second Green Revolution has great potential to transform India's food production capacity and bring it up to levels that will sustain the population as it continues to grow. However, unless sustainable methods are employed organic agriculture, for example, that feeds the soil and retains more water as crops grow – we'll be only talking about another green Revolution.



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श्रीमत्स्यपुराणे उपमावैभवम्

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उपोद्घातः -

ऋग्यजुसामाथर्ववेदा भारतीयसंस्कृतेः सभ्यतायाश्च ज्ञानाय, प्राचीनधर्मपरम्परायाश्च परिचयाय यथा परमोपादेया मन्यन्ते विद्वद्भिः । तथैव पुराणोपपुराणानि भारतीयसंस्कृतेः, सभ्यतायाः, धर्मस्य, परम्परायाश्च स्वरूपाणि एवेत्यत्र न संशीतिलवः । विश्ववाङ्मये वेदात् प्राक्तनं किमपि साहित्यं नोपलभ्यत इति सर्वैः प्राच्यैः पाश्चात्यैश्च विद्वद्भिः मन्यते । अतः श्रद्धालवो हिन्दवः सर्वतोऽधिकं वेदप्रामाण्यमेव अभ्युपगच्छन्ति । तन्मूलकस्मृतिपुराणानुसारम् आचरन्ति, निरन्तरं व्यवहरन्ति च । संस्कृतवाङ्मये पुराणानामेकं विशिष्टं स्थानमस्ति । वेदस्मृत्योरनन्तरम् आस्तिकजगति पुराणानामेव प्रामाण्यमङ्गीक्रियते । यतोऽत्र वेदार्थमेव स्पष्टीकर्तुं ज्ञानकर्मोपासनानां सिद्धान्ता अतिसरलया, भावगम्यया, प्राञ्जलभाषया मानवप्रवराणां कथाभिः सम्यगवबोधिताः सन्ति । येषां मननद्वारा साधारणबुद्धयोऽपि जनाः व्यावहारिकीं स्थितिं सम्पादयन्तो वेदोपनिषत् प्रतिपाद्यं मानवानां प्रधानलक्ष्यं परमात्मानं प्राप्य मुक्ता भवितुमर्हन्ति । वेदानां यथार्थमवगन्तुं पुराणानां पूर्णसहयोगोऽस्ति । पौराणिकसाहित्यस्याभावे वेदप्रतिपादितानामर्थानां बोधो दुर्गमो भवति । यथा ऋग्वेदे -

“द्वंदं विष्णुर्विचक्रमे त्रेधा निदधे पदं समूढमस्य पांसुरे ।”^१

मन्त्रस्यास्य सायणकृतोऽर्थोऽपि पुराणैर्विना दुर्बोध्य एव । वामनावतारे भगवता विष्णुना विश्वमिदं त्रिभिः पदैः मापितम् इत्यर्थः पुराणानाम् अवलोकनेनैव सुष्ठुतया ज्ञातं भवति । यथा वा यजुर्वेदे नमो नीलग्रीवाय इति मन्त्रे रुद्रस्य नीलग्रीवत्वं तदैव ज्ञातुं शक्यते यदा पुराणेषु समुद्रमन्थनप्रसङ्गे विषभक्षणात् नीलकण्ठत्वं जातं शिवस्येति कथा पठ्यते । अनेनेदं ज्ञायते यत् पौराणिकसाहित्यं विना वेदानां गूढार्थस्य समाधानमसम्भवमिति । अतः वेदेषु सूक्ष्मरूपेण निर्दिष्टानामर्थानां पुराणेषु विस्तृतरूपेण वर्णनमुपलभ्यते । वेदानां व्याख्याभागेषु, ब्राह्मणग्रन्थेषु, गृह्यसूत्रेषु, कल्पसूत्रेषु, धर्मसूत्रेषु च येषां विषयाणां प्रतिपादनं वर्तते, ते सर्वे पुराणेष्वपि प्रतिष्ठिताः वर्तन्ते । आरण्यकोपनिषद्ग्रन्थेषु यानि दर्शनानि व्याख्यातानि, पुराणोपपुराणेषु तानि सर्वाणि प्रतिपादितानि दृश्यन्ते । अनेनैव नारदीयपुराणस्य उक्तिरियं सार्थकीभूता भवति ।



वेदार्थादधिकं मन्ये पुराणार्थवरानने ।

वेदाः प्रतिष्ठिताः सर्वे पुराणे नात्र संशयः ॥^२

पुराणानि सदैव इष्टप्राप्त्यनिष्टपरिहारयोरुपायं लौकिकमलौकिकमुभयविधं वा वेदयन्ति । यथा स्वर्गमोक्षप्राप्तिहेतौ पुराणोपपुराणेषु उपायो लौकिक एवास्ति ।

यथा दिवसे प्रकाशो भगवता भास्करेण भवति, रात्रौ प्रकाशश्चन्द्रमसा जायते, गृहान्धकारो दीपेनापनीयते, तथैव परमात्मस्वरूपप्रदर्शनाय ज्ञानं पुराणवचनैरेव सम्भवितुमर्हति । विविधाभिः वासनाभिर्भूयो भवारण्येऽस्मिन् जीवानां कृते पुराणं सरलालोकमार्गोऽस्ति । अत एव लोकपितामहेन ब्रह्मणा सर्वासां विद्यानामादौ पुराणविद्यैव स्मृता । ततो वेदा आविर्भूताः ।

पुराणं सर्वशास्त्राणां प्रथमं ब्रह्मणा स्मृतम् ।

अनन्तरं च वक्त्रेभ्यो वेदास्तस्य विनिर्गताः ॥^३

सर्वशास्त्राणां ज्ञातृत्वेऽपि पुराणज्ञानाभावात् कस्यापि पुरुषस्य विचक्षणत्वं न सम्भवतीति विष्णुपुराणस्योक्तिरस्ति ।

यो विद्याच्चतुरो वेदान् साङ्गोपनिषदो द्विजः ।

न चेत् पुराणं संविद्यान्नैव स स्याद् विचक्षणः ॥^४

पद्मपुराणे तु प्रोक्तमस्ति यत् यैः वेदाः तदितराणि च शास्त्राणि सम्यग्धीतानि, परन्तु तैर्यदि पुराणानामध्ययनं न कृतं चेत्, तर्हि तेषाम् उत्तमज्ञानप्राप्तिर्न भवति । धार्मिकसन्देहानां निवृत्तये प्रवृत्तये च आधुनिकपरलोकमार्गे पुराणानामनुशीलनं नितान्तमावश्यकमस्ति । शास्त्रेषु अप्रतर्क्यपुराण-मानवधर्मशास्त्रसाङ्गवेदचिकित्सासु पुराणस्यैव प्रथमं स्थानं निर्दिष्टमस्ति महाभारते । यतो हि इमानि भगवतः आज्ञारूपाणि सन्ति ।

पुराणं मानवो धर्मः साङ्गो वेदश्चिकित्सितम् ।

आज्ञासिद्धानि चत्वारि न हातव्यानि हेतुभिः ॥

पुराणं मानवजातेः हृदयान्धकारस्य दूरीकरणाय सर्वथा मणिमयं प्रकाशकमस्ति । परमतत्त्वदृष्ट्या पुराणं हि श्रद्धेयं शास्त्रमस्ति । पुराणेषु विविधाभवाः विभिन्नैर्नामभिः विविधेभ्यो अधिकारिभ्यो विविधैः



प्रकारैः परमपुरुषार्थम् अवगन्तुमुपायाः प्रदर्शिताः सन्ति । पुराणानामन्तःस्थलं प्रविश्य समीक्षायां स्फुटमवगम्यते यत् पुराणेषु देशकालस्थित्यनुसारं सर्वानुकूलं कर्तव्यमुपदिष्टं वर्तते । येन मानवानां सर्वथा कल्याणमेव जायेत । अतः पुराणपारायणशीलैः विद्वद्भिः भारतीयजनतायाः महते उपकाराय राष्ट्रसमुन्नतये च पुराणज्ञानराशिः नूनं प्रसारणीयः प्रचारणीयश्च । लौकिकविषयाणामिव पारलौकिकविषयाणामपि पुराणेषु पर्याप्तं विवेचनं विद्यते । पुराणं हि हिन्दुजातेः सर्वस्वं भारतीयसंस्कृतेः पोषकं, मानवसमाजस्य पथप्रदर्शकम्, आर्यसाहित्यस्य च आधारस्तम्भो विद्यते । येन सर्वविधं धार्मिक-नैतिक-सामाजिक-सद्व्यवहारादीनां सौविध्यमवाप्यते । भारतीयप्राचीनेतिहासस्य अन्धकारयुगोऽपि पुराणप्रभया प्रकाशः प्राप्यते । अत एव महर्षिणा याज्ञवल्क्येन विद्यागणनायां पुराणस्य प्राथम्यमुपात्तम् -

पुराणन्यायमीमांसा धर्मशास्त्राङ्गमिश्रिता ।

वेदाः स्थानानि विद्यानां धर्मस्य च चतुर्दश ॥⁴

पुराणानां परवर्तिनो ये काव्यग्रन्थाः विद्यन्ते, नाट्यादीनि च यानि सन्ति, तेषां समेषाम् उपजीव्यानि पुराणोपपुराणानि एव सन्तीति विदुषां मतम् । भारतीयसमाजस्य भारतीयसंस्कृतेश्च प्राचीनरूपं पुराणेषु दरीदृश्यते । यदि कोऽपि पुरुषः पुरा-भारतीयसमाजः कीदृश आसीत्, कीदृशी वा भारतीयसंस्कृतिरिति ज्ञातुमिच्छति तर्हि तेनावश्यमेव पुराणानामध्ययनं कर्तव्यम् ।

महापुराणानि -

सृष्टेरारम्भकालात् प्रलयपर्यन्तं समस्तस्य विश्वस्य क्रमवद्धेतिहासनिर्देशकानां, भारतीयसंस्कृतेः प्रतीकानां वैदिकस्य च धर्मस्य परम्परायाश्च परिपोषकाणां महापुराणानां परिचयप्रसङ्गे महर्षिणा व्यासदेवेन विष्णुपुराणे पुराणानां नामक्रमश्च एवंविधः प्रोक्तोऽस्ति -

ब्रह्मं पादं वैष्णवञ्च शैवं भागवतं तथा ।

तथान्यन्नारदीयं च मार्कण्डेयं च सप्तमम् ॥

आग्नेयमष्टमं चैव भविष्यं नवमं तथा ।

दशमं ब्रह्मवैवर्तं लैङ्गमेकादशं स्मृतम् ॥

वाराहं द्वादशं चैव स्कान्दं चात्र त्रयोदशम् ।

चतुर्दशं वामनकं कौर्मं पञ्चदशं तथा ॥



मात्स्यं च गारुडं चैव ब्रह्माण्डस्य ततः परम् ।

महापुराणान्येतानि ह्यष्टादश महामुनेः ॥⁸

श्रीमद्भागवतमहापुराणस्य द्वादशस्कन्दस्य सप्तमाध्याये व्यासेनोक्तम् -

ब्राह्मं पादां वैष्णवं च शैवं लैङ्गं सगारुडम् ।

नारदीयं भागवतमाग्नेयं स्कान्दसंज्ञितम् ॥

भविष्यं ब्रह्मवैवर्तं मार्कण्डेयं सवामनम् ।

वाराहमात्स्यं कौर्मं च ब्रह्माण्डाख्यमिति त्रिषट् ॥⁹

पुराणेषु मत्स्यपुराणस्य वैशिष्ट्यम् -

नारदीयपुराणानुसारं यस्मिन् पुराणे वेदविदा भगवता व्यासेन नरसिंहवर्णनमारभ्य सप्तानां कल्पानां वृत्तान्तं संक्षेपेण निगदितमस्ति तदेव मत्स्यपुराणनाम्ना प्रसिद्धम् । यस्य श्लोकसंख्या चतुर्दशसहस्राणि भवन्ति ।

अथ मात्स्यं पुराणं ते प्रवक्ष्ये द्विजसत्तमः ।

यत्रोक्तं सप्तकल्पानां वृत्तं संक्षिप्य भूतले ॥

व्यासेन वेदविदुषा नरसिंहोपवर्णनम् ।

उपक्रम्य तदुद्दिष्टं चतुर्दश सहस्रकम् ॥¹⁰

किन्तु स्वयं मत्स्यपुराणे लिखितमस्ति यत्- यस्मिन् पुराणे कल्पादौ भगवता जनार्दनेन मत्स्यरूपेण मनवे श्रुतीनां प्रवृत्त्यर्थं नरसिंहवर्णनप्रसङ्गे सप्तकल्पानां विषयवर्णनं कृतं विद्यते तदेवास्ति चतुर्दशसहस्रात्मकं मत्स्यपुराणम् ।

श्रुतीनां यत्र कल्पादौ प्रवृत्त्यर्थं जनार्दनः ।

मत्स्यरूपेण मनवे नरसिंहस्य वर्णनम् ॥

अधिकृत्याब्रवीत् सप्तकल्पवृत्तं मुनीश्वराः ।

तत् मात्स्यमिति जानीध्वं सहस्राणि चतुर्दश ॥¹¹



एवमेव श्रीमद्भागवत-ब्रह्मवैवर्तादिपुराणानामनुसारमपि अत्र १४००० श्लोकाः सन्ति । २९० अध्यायाश्च विद्यन्ते ।

मत्स्यपुराणे श्राद्धकल्पस्य सुन्दरं विवेचनं जातमस्ति तथा तत्तद्ब्रतानां विशेषतः वर्णनं दृश्यते । दशसु अध्यायेषु अर्थात् १०२-१११ अध्यायेषु तीर्थराजप्रयागस्य भौगोलिकवर्णनं तथा महत्त्वप्रतिपादनम् अतिमनोहरं जातमस्ति । भगवता सदाशिवेन सह त्रिपुरासुरस्य आश्चर्यजनकं विस्तृतं युद्धमजायत । तत्र विस्तारेण सह तारकासुरवधस्य कथा प्रदत्ताऽस्ति तथा विश्वविख्याताया वारणास्याः माहात्म्यं विशेषरूपेण वर्णितमस्ति । भगवान् शिवः भगवतीं पार्वतीं प्रति काश्याः वैशिष्ट्यं वर्णयति -

वाराणसी तु भुवनत्रयसारभूता
रम्यां सदा मम पुरी गिरिराजपुत्री ।
अत्रागता विविधदुष्कृतकरिणोऽपि
पापक्षयाद्विरजसः प्रतिभान्ति मर्त्याः ॥^{१०}

मत्स्यपुराणे ५३ अध्याये पुराणानां या विषयानुक्रमणिका दत्ताऽस्ति । तया संक्षेपतः समेषां पुराणानां क्रमिकविकासस्य परिचयः जायते । तत्र पुराणानां लक्षणस्य संख्यायाश्च निर्देशोऽपि अत्यन्तमुपयोगी उपादेयश्च विद्यते । १९५-२०२ अध्यायेषु ऋषिवंशानां विशिष्टवर्णनं, राजधर्मस्य महत्त्वप्रतिपादनं विभिन्नदेवताप्रतिमानिर्माणविधानं तन्मानप्रदर्शनं च तस्य विशेषताया मुख्यं कारणमस्ति । भारतीयप्रतिमाविधानं वैज्ञानिकपद्धतौ अवलम्बितं वर्तते । तत्तद्देवतामूर्तीनां रचना कालमानानुसारं भवति तथा तत्प्रतिष्ठापीठनिर्माणमपि कयाचित् विशिष्टशैल्या जायते । एतत्सर्वं २५७-२७० अध्यायेषु प्रामाणिकरूपेण निर्दिष्टमस्ति ।

पुराणेऽस्मिन् मनु-मत्स्यसंवादप्रसङ्गे प्रलयविषयकसंवादः, मानसीसृष्ट्यन्तरं मैथुनीसृष्टेरारम्भः, ब्रह्मणः सरस्वत्याः च चरित्रचित्रणम्, पृथुचरित्रम्, सोमसूर्यवंशवर्णनम्, ययातिचित्रणम्, कूपोद्यानसरोवराणां प्रतिष्ठा, व्रतविधानं, दानफलप्रतिपादनम्, प्रयागमाहात्म्यं, वन-नद-नदी-पर्वतादीनां वर्णनं, शाकद्वीपादीनामुल्लेखः, युगविवरणम्, तारकोपाख्यानं, देवासुरसंग्रामवर्णनं, नर्मदामाहात्म्यं, सावित्र्युपाख्यानं, राजधर्मनिरूपणम्, शकुनसामुद्रिकज्ञानं, गृहनिर्माणं, प्रतिमाविधानमित्यादीनां विषयाणां सम्यग् विवेचनमस्ति ।

मत्स्यपुराणस्य वर्ण्यविषये श्राद्ध-दान-मूर्तिपूजा, देवासुरसंग्रामादीनां विशेषवर्णनमस्ति । मूर्तिपूजा-



श्राद्ध-दानानां विधिषु ब्राह्मणधर्मस्य महता स्पष्टतया प्रतीयते। वास्तुप्रभृतिवैज्ञानिकप्रकरणेष्वपि ब्राह्मणानां महता वर्णितास्ति।

मत्स्यपुराणे उपमावैभवम् -

पूर्णेपमा लुप्तोपमाभेदेन उपमा द्विविधा। उपमालङ्कारे चत्वारः मुख्यांशाः भवन्ति। उपमानं, उपमेयं, साधारणधर्मः, उपमावाचकशब्दश्चेति। यत्र एते चतुरंशाः भवन्ति तत्र पूर्णेपमा, यत्र च चतुर्षु अंशेषु एकस्य द्वयस्य त्रयस्य वा अभावे लुप्तोपमा भवति। अयं उपमाविषयः मत्स्यपुराणे बहुत्र दरीदृश्यते। अत्र स्थितानां केचन उपमालङ्काराणां विवेचनं क्रियते। तद्यथा -

स्वारोचिषाद्याः सर्वे ते ब्रह्मतुल्यशरीरिणः ।^{११}

पद्येऽस्मिन् उपमानं भवति ब्रह्म, उपमेयं स्वारोचिषायाः मनवः, साधारणधर्मः, स्वरूपः, उपमावाचकशब्दश्च तुल्यमिति। अत्र चतुरंशाः विद्यमानत्वात् अयं पूर्णेपमालङ्कारः।

यथाऽऽतपो न रहितश्छायया दृश्यते क्वचित् ।

गायत्री ब्रह्मणः पार्श्वं तथैव न विमुञ्चति ।।^{१२}

अर्थात् येन प्रकारेण सूर्यः छायातः पृथक्भूत्वा कुत्रापि न दृश्यते, तथैव गायत्रीदेव्यपि ब्रह्मणः सामीप्यं न मुञ्चति। अस्मिन् श्लोके उपमानं, छायायुक्तातपः, उपमेयं तु ब्रह्मदेवयुक्ता गायत्री, साधारणधर्मः, विमुञ्चनं, उपमावाचकपदे च यथा तथा। अत्र पूर्णेपमालङ्कारः।

ययातिरासीत् राजर्षिर्देवराजसमद्युतिः ।।^{१३}

राजर्षिः ययातिः देवराजइन्द्रः इव तेजस्वी आसीत्। अस्मिन् पद्ये उपमानं देवराजइन्द्रः, उपमेयं, राजा ययातिः, साधारणधर्मः, द्युतिः तेजो वा। उपमावाचकपदं तु सम। अत्र उपमालङ्कारस्य लक्षणानुसारं चतुर्णाम् अंशानाम् विद्यमानत्वात् अत्र पूर्णेपमालङ्कारः।

गुरोः सकाशात् समवाप्य विद्यां

भित्वा कुक्षिं निर्विचक्राम विप्रः ।

प्रालेयाद्रेः शुक्लमुद्गिद्य शृङ्गं

रात्र्यागमे पौर्णमास्यामिवेन्दुः ।।^{१४}



अर्थात् गुरुसमीपात् सञ्जीवनीविद्यां प्राप्य विप्रवरः कचः तत्कालमेव शुक्राचार्यस्य उदरं भित्वा आगतवान् यथा रात्र्यागमे चन्द्रः हिमालयपर्वतस्य श्वेतशिखरं विभेद्य आगच्छति। अत्र उपमानं - चन्द्रमा, उपमेयं - विप्रवरः कचः, साधारणधर्मः - निर्विचक्र, उपमावाचकशब्दश्च इव । अतः अत्र पूर्णोपमालङ्कारः ।

नाहृषिः प्रेक्षमाणो हि स निपाते गतोदके ।

ददर्श कन्यां तां तत्र दीप्तमग्निशिखामिव ॥^{१५}

श्लोकस्यार्थः भवति यत्- राजा ययातिः जलशून्यं कूपम् अपश्यत् । तत्र सः अग्निशिखा इव तेजस्वीनिकन्यामेकां दृष्टवान् । अस्मिन् श्लोके उपमानं- अग्निशिखा, उपमेयं कन्या, साधारणधर्मः - दीप्तत्वम्, उपमावाचकपदञ्च इव । अत्र पूर्णोपमालङ्कारस्य लक्षणं संगच्छते ।

नाधर्मश्चरितो राजन् सद्यः फलति गौरिव ।

शनैरावर्त्यमानस्तु मूल्यान्यपि निकृन्तति ॥^{१६}

मत्स्यमहापुराणस्य ऊनत्रिंशदध्यायस्य आदावेव देवयान्याः वचनं श्रुत्वा भृगुश्रेष्ठशुक्राचार्यः सक्रोधं वृषपर्षणः समीपं गतः । राजा वृषपर्वा तदानीं राजसिंहासनोपरि उपविष्टः आसीत् । शुक्राचार्यः किमपि अविचार्य अवदत्- हे राजन् ! अधर्मस्य फलं सद्यः एव न प्राप्यते । यथा गावः सेवया किञ्चित् कालानन्तरं सा क्षीरं प्रददाति, तथैव आचरितः अधर्मः शनैः शनैः अधर्मिणः मूलं कर्तयति । पद्येऽस्मिन् गौरिति उपमानं, अधर्मचरितः - उपमेयः, साधारणधर्मः तु फलम्, उपमावाचकशब्दश्च इव । अत्र पूर्णोपमालङ्कारः ।

प्रसाद्यतां देवयानीं जीवितं यत्र मे स्थिताम् ।

योगक्षेमकरस्तेहमिन्द्रस्येव बृहस्पतिः ॥^{१७}

शुक्राचार्यः असुरात् प्रति उक्तवान् - भवन्तः सर्वे समुद्रे प्रविशन्तु अथवा चतुर्षु दिक्सु व्रजन्तु, मम पुत्रीं प्रति क्रियमाणं व्यवहारं सोढुमहं न शक्नोमि ; यतः सा मे अतीव प्रिया । देवयान्याः प्रसन्ने सति अहं बृहस्पतिरिव योगक्षेमादीनां वहनं करिष्यामि । श्लोकेऽस्मिन् उपमानं पदं बृहस्पतिः, अहं (शुक्राचार्यः) इति उपमेयं, साधारणधर्मः तु योगक्षेमकरं, उपमावाचकपदञ्च इव । अत्र पूर्णोपमायाः सर्वेऽपि अंशाः भवन्तीति हेतोः अत्र पूर्णोपमालङ्कारः ।



राजवत् रूपवेशौ ते ब्राह्मीं वाचं विभर्षि च ।

किं नामा कुतश्चास्ति कस्य पुत्रश्च शंस मे ॥^{१८}

पद्येऽस्मिन् राज्ञः ययातेः रूपवेशादीनां वर्णनं कृतम् । देवयानी नरश्रेष्ठं ययातिं कथयति- ते अर्थात् तव रूपवेशादिकं राजवदेव शोभते । अत्र श्लोके उपमानं - राजा, उपमेयं - ययातिः, रूपवेशौ इति साधारणधर्मः वत् इति उपमावाचकशब्दः । अतः अत्र पूर्णोपमा ।

जीर्णः शिशुरिवादत्तेऽकालेऽन्नमशुचिर्यथा ।

न जुहोति च कालेऽग्निं तां जरां नाभिकामये ॥^{१९}

ययातेः पुत्रः अनुः स्वपितरं वक्ति - बृद्धमनुष्यः शिशुरिव असमये भोजनं करोति, अपवित्रं तिष्ठति, तथा च अग्निहोत्रादि कार्यादिकं नाचरति, अतः तादृशीं वृद्धावस्थां नेतुमहं नेच्छामि । अस्मिन् श्लोके शिशुरिति उपमानं, जीर्णः अर्थात् बृद्धपुरुषः - उपमेयं, साधारणधर्मं तु भोजनमपवित्रादिकं, उपमावाचकपदं तु इव ।

धर्मेण च प्रजाः सर्वा यथावदनुरञ्जयन् ।

ययातिः पालयामास साक्षादिन्द्र इवापरः ॥^{२०}

राजर्षिः ययातिः महतः व्रतपरायणस्य शुक्राचार्यस्य स्मरणं कृत्वा स्वकीयपुत्रस्य शरीरे स्वस्य वृद्धावस्थायाः संक्रमणमकरोत्, तस्मात् च तस्य युवावस्थाम् अगृह्णात् । नहुषपुत्रः नरश्रेष्ठः ययातिः युवावस्थायां प्रसन्नः भूत्वा अभीष्टविषयभोगान् सेवितुम् आरब्धवान् । अयं यज्ञैः देवतान्, श्राद्धादिभिः पितृन्, दरिद्रान् भोग्यवस्तूनि दत्त्वा सर्वान् सन्तुष्टवान् । अनेन प्रकारेण सः द्वितीय इन्द्रः इव सम्पूर्णप्रजासमूहान् पालयामास । उपरिस्थ पद्ये उपमानं पदं इन्द्रः, उपमेयं - राजा ययातिः, साधारणधर्मः - पालनम्, उपमावाचकशब्दश्च - इव । अत्र पूर्णोपमालङ्कारः ।

आस्येन तु यथाहारं गोवन्मृगयते मुनिः ।

अथास्य लोकः सर्वो यः सोऽमृतत्वाय कल्पते ॥^{२१}

मत्स्यमहापुराणस्य चत्वारिंशत्तमे अध्याये ययाति-अष्टकयोः मध्ये आश्रमधर्मसम्बन्धी सम्वादास्य वर्णनं विद्यते । अष्टकेन पृष्ठं यत् अरण्यवासिनः कृते ग्रामः, ग्रामे वसतः जनस्य कृते च अरण्यं पृष्ठतः



भवति कथं ? प्रश्नस्य समाधानं राजा ययात्या दत्तं यत् - यः मुनिः वने निवसति, ग्रामात् प्राप्तवस्तून् न व्यवहरति, तस्य कृते ग्रामः पृष्ठतः भवतीति बोधव्यम्। यदा संन्यासी मुनिः गोवत् मुखेनैव आहारं गृह्णाति, हस्तादीनामपि साहाय्यं न नयति, तदा सः मोक्षप्राप्तुं समर्थः इति ज्ञायते। पद्येऽस्मिन् उपमानं - गोमृगादयः, उपमेयं - मुनिः, साधारणधर्मः - आस्यम्, उपमावाचकपदन्तु वत् इति। अत्र पूर्णोपमालङ्कारः।

कतरस्त्वेतयोः पूर्वं देवानामेति सात्म्यताम्।

उभयोर्धावतो राजन् सूर्याचन्द्रमसोरिव ॥^{२२}

अस्मिन् श्लोके अपि ययाति-अष्टकयोर्मध्ये सम्वादः प्रचलति। अष्टकेन पृष्ठं - सूर्यचन्द्रविव लक्षप्राप्तुं वातप्रस्थसंन्यासधर्माभ्यां किमाख्यम् आश्रमं देवतानाम् आत्मभावं प्राप्नोति। अस्मिन् श्लोके उपमानं- सूर्यचन्द्रौ, उपमेयं - वानप्रस्थसंन्यासाश्रमद्वयं, साधारणधर्म - आत्म्यतां प्राप्तिः, उपमावाचकशब्दश्च इव। अत्र पूर्णोपमालङ्कारः।

उपसंहारः -

एवंरीत्या न केवलमस्मिन् मत्स्यपुराणे पूर्णोपमालङ्कारप्रयोगः अपिच लुप्तोपमालङ्कारप्रयोगः अपि केषुचित् स्थलेषु बहुधा दरीदृश्यते इति शम्।

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भारतीय दर्शनों में योग, ध्यान और समाधि

मृत्युंजय कुमार सिंह

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भारतीय दर्शन के विभिन्न सम्प्रदायों में एक तारतम्य स्पष्ट रूप से दिखायी देता है। यदि दर्शन का लक्ष्य विविधता में एकता की खोज माना जाय तो स्पष्ट रूप से दिखायी देगा कि बहुत्ववाद (न्याय, वैशेषिक), द्वैतवाद (सांख्य) तथा एकत्ववाद (वेदान्त) में किसी प्रकार का आपसी विरोध नहीं है। एक दर्शन मानव चिन्तन को जिस ऊंचाई तक ले जाता है, दूसरा उसे और आगे की ऊंचाईयों तक ले जाने का प्रयास करता है। अतः इनमें आपसी अन्तर कम सत्य और अधिक सत्य का है। वे क्रमशः मन्दाधिकारी, मध्यमाधिकारी तथा उत्तमाधिकारी साधकों के अनुकूल हैं।

योगदर्शन की तत्वमीमांसा सांख्यदर्शन पर आधारित है। योग सांख्य सिद्धान्तों की प्रयोगशाला है। सांख्य और योग में केवल ईश्वर तत्व को ही लेकर मतभेद है। योगाचार्य ईश्वर को परमगुरु और परमयोगी मानकर उसकी कृपा को मोक्ष के लिये अनिवार्य मानते हैं, परन्तु सांख्य इस विषय में मूक हैं।

पतंजलयोगशास्त्र में कैवल्य के अभिलाषी साधकों के लिये तीन प्रकार का मार्ग प्रतिपादित हुआ है। अभ्यास और वैराग्य, क्रियायोग और अष्टांगयोग। यह मार्गभेद अधिकारी भेद को दृष्टि में रखकर किया गया है। उत्तम अधिकारियों के लिये अभ्यास और वैराग्य, मध्यम अधिकारियों के लिये क्रियायोग और नितान्त व्युत्थित चित्त मन्द अधिकारियों के लिये अष्टांगयोग का मार्ग आचरणीय है।

योगशास्त्र के अनुसार आत्मा अजर और अमर है। उसमें अनन्त ज्ञान और शक्ति है। वह न दुःखी है न सुखी है परन्तु बुद्धिरूप दर्पण में प्रतिबिम्बित होकर बुद्धि के धर्मों को अपना मानकर वह सुखी और दुःखी होता है। असम्प्रज्ञात समाधि के द्वारा निष्पन्न



सत्वपुरुषान्यथाख्याति रूप विवेकज्ञान के द्वारा जब आत्मा को अपने पृथक् स्वरूप का ज्ञान होता है तब वह बुद्धि के सम्पर्क से सदा के लिये मुक्त हो जाता है। आत्मा का यह स्वरूपावस्थान ही मोक्ष कहलाता है।

अष्टांगयोग पर चलते हुए कैवल्यमार्ग के पथिकों का मार्ग अनेक दिव्य विभूतियों से आकीर्ण है। ज्यों-ज्यों योग साधना में परिपक्वता आती है त्यों-त्यों अलौकिक सिद्धियां योगी को प्राप्त होती रहती हैं। परन्तु ये सिद्धियां योग का चरम लक्ष्य नहीं है। उसका अन्तिम लक्ष्य कैवल्य है। जो साधक प्राप्त विभूतियों को ही लक्ष्य मानकर उनमें रममाण रहने लगता है। वह लक्ष्य भ्रष्ट हो जाता है।

पुनः डॉ० राधाकृष्णन कहते हैं- 'यह मेरा मत है कि जो दार्शनिक सम्प्रदाय चिन्तन का खेल ठीक ढंग से सभी प्रकार के पूर्वाग्रहों से मुक्त होकर और धार्मिक रूप से तटस्थ रहकर खेलते हैं वे स्वाभाविक रूप से निरपेक्ष प्रत्ययवाद पर पहुचते हैं और यदि के किसी अन्य परिणाम पर पहुचते हैं तो हमेशा यह संन्देह किया जा सकता है कि खेल नियमों के अनुसार नहीं खेला गया है।'

कारण-कार्यवाद भारतीय दर्शन का एक प्रमुख सिद्धान्त है। अन्य दार्शनिक सिद्धान्त भी प्रायः इसी कारण-कार्यवाद पर अवलम्बित हैं। प्रायः सभी भारतीय दर्शन के कारण-कार्यवाद उनके मूलभूत सिद्धान्तों के अनुसार है। जैसे सांख्यदर्शन में सब कुछ प्रकृति का विकार है। न्याय-वैशेषिक दर्शन में परिवर्तन परमाणु और ईश्वर के माध्यम से होता है। परमाणु के स्कन्ध नये होते हैं, अतः असत्कार्यवाद यहां मान्य है। बौद्ध दार्शनिक अनित्यवाद को मानने के कारण असत्कारणवाद में विश्वास करते हैं। शंकराचार्य जगत् को ब्रह्म का विवर्त मानते हैं और 'एकमेव परमार्थ सत् अद्वयं ब्रह्म' मानकर सत्कारणवाद और विवर्तवाद में विश्वास करते हैं। जैन दार्शनिक अनेकान्तवादी होने के कारण सदसत्कार्यवाद को स्वीकार करते हैं। इस प्रकार भारतीय दर्शनों में कारण-कार्यवाद सिद्धान्त उनके मूल दार्शनिक सिद्धान्तों के अनुसार होने के कारण ही स्वरूपतः भिन्न-भिन्न है।



परमवाद पर पहुचकर ही साधक के हृदय और मस्तिष्क को पूर्ण सन्तोष प्राप्त होता है। अतः मोक्ष की विभिन्न अवधारणाओं को आरोही क्रम में हम इस प्रकार रख सकते हैं—

1. मोक्ष की अवधारणा के विकास का सबसे निम्नतम सोपान चार्वाक दर्शन में देखने को मिलता है। इस दर्शन में मूल्य के रूप में मोक्ष अपना सब महत्व खो देता है।
2. जड़वादी चार्वाक से श्रेष्ठ मोक्ष की अवधारणा हमें बहुतत्ववादी न्याय, वैशेषिक, पूर्व मीमांसा और बौद्ध दर्शन के वैभाषिक सम्प्रदाय में देखने को मिलती है। इनका मोक्ष एक निषेधात्मक स्थिति है। इसमें आत्मा के जीवन मरण के चक्र का अन्त हो जाता है तथा आत्मा अपने स्वाभाविक रूप में सभी आगन्तुक धर्मों से (जिनमें चेतना एवं आनन्द भी है) मुक्त होकर स्थित रहती है।
3. बहुतत्ववादियों की अवधारणा से श्रेष्ठ द्वैतवादियों की मोक्ष की अवधारणा है। सांख्य और योग के अनुसार चेतना पुरुष का स्वरूप धर्म है। कैवल्य की अवधारणा में पुरुष स्वयं को प्रकृति से भिन्न जान लेता है, प्रकृति के साथ उसका दोषपूर्ण तादात्म्य समाप्त हो जाता है। अब वह प्रकृति के विकास का केवल साक्षी रहता है। परन्तु कैवल्य की यह स्थिति आनन्द से रहित है। क्योंकि सांख्य के अनुसार आनन्द सत्व गुण का विकार है। अतः कैवल्य में पुरुष सत्वगुण से तथा आनन्द से भी मुक्त हो जाता है।
4. मोक्ष की अवधारणा के विकास में द्वैतवादी सांख्य के पश्चात् स्थान आता है, जैनियों की मोक्ष की अवधारणा का। मुक्त जीव अनन्त चतुष्टय, अनन्त ज्ञान, अनन्त दर्शन, अनन्त सुख और अनन्त वीर्य का साक्षात्कार कर लेता है। वह सिद्ध शिला में निवास करता है।
5. मोक्ष की अवधारणा के विकास में अगला चरण हमें वेदान्तियों के दर्शन में देखने को मिलता है। इनके अनुसार मुक्त आत्मा ईश्वर की भक्ति का आनन्द प्राप्त करती हुई तथा क्रम मुक्ति के विभिन्न सोपानों पर ब्रह्मानन्द का लाभ प्राप्त करती हुई ईश्वर से सायुज्य प्राप्त करती है, परन्तु जीव ईश्वर बन नहीं सकता।



6. मोक्ष की अवधारणा के विकास का अंतिम चरण हमें अद्वैत वेदान्त और महायान बौद्ध के दर्शन में प्राप्त होता है। इनके अनुसार मुक्त आत्मा परमत्व के साथ पूर्णरूप से अद्वैत हो जाती है। शंकर और महायान के अनुसार ब्रह्म तथा आलय विज्ञान भावातीत और तर्कातीत है। उसे हम बुद्धि द्वारा नहीं समझ सकते। वह तर्क की सभी कोटियों से परे है। इसलिए उसे नेति-नेति कहा गया है। परन्तु यदि उसके स्वरूप का वर्णन भावात्मक रूप से करना ही पड़े तो उसे नित्य सत् शुद्ध चित् और परम आनन्द कहा जा सकता है। ऐसे परम तत्व ब्रह्म या तथता के साथ अद्वैत लाभ ही मोक्ष है। यह मोक्ष की अवधारणा के विकास का सर्वोच्च सोपान है।

इस प्रकार ध्यान और समाधि भी समानार्थक ही हैं। चित्त की वृत्तियों की उद्विग्नता का समाप्त हो जाना समाधि है। ध्यान भी चित्त की वह निष्प्रकम्प अवस्था है जिसमें आत्मा अपने शुद्ध स्वरूप का साक्षात्कार करता है। ध्यान चित्त की समत्वपूर्ण स्थिति है। लेकिन ऐसा नहीं है कि समाधि में चित्त की समत्वपूर्ण स्थिति नहीं होती बल्कि ध्यान और समाधि दोनों में ही समत्वपूर्ण स्थिति आवश्यक है। इस प्रकार ध्यान और समाधि दोनों ही समानार्थक प्रतीत होते हैं। यदि दोनों में अन्तर है तो कार्य-कारण भाव तथा साध्य-साधन की दृष्टि से। ध्यान समाधि का साधन है तो समाधि साध्य। साध्य जब सिद्ध होता है तब वह समाधि का रूप ग्रहण कर लेता है। इस प्रकार साधन से साध्य की उपलब्धि होती है और यही उपलब्धि योग के नाम से जानी जाती है। यदि इसे हम दूसरी भाषा में कहना चाहें तो इस प्रकार कह सकते हैं कि जब चित्तवृत्तियों की चंचलता समाप्त हो जाती है, चित्तशान्त और निष्प्रकम्प हो जाता है तो वह ध्यान कहलाता है, वही समाधि के नाम से जाना जाता है और उसे ही योग कहते हैं।

योग साधना हमारी भारतीय संस्कृति में अतिप्राचीन काल से प्रवाहित होती आ रही है। जैसा कि सर्वविदित है भारतीय संस्कृति तीन प्रमुख धाराओं में प्रवाहित है-वैदिक विचारधारा, जैन विचारधारा और बौद्ध विचारधारा। इन विचारधाराओं की अपेक्षा से योग साधना या योग साहित्य की भी तीन परम्पराएं देखने को मिलती हैं जिसका अपना स्वतंत्र चिन्तन और मौलिक विचार है। वैदिक विचारधारा, जिसमें 'योग' का क्रमबद्ध विवेचन योग दर्शन में देखने को



मिलता है, के अनुसार चित्त की वृत्तियों का निरोध ही योग है। जैन परम्परा में मन वाणी और शरीर की गतिशीलता को योग नाम से विभूषित किया गया है। इसी प्रकार बौद्ध परम्परा में योग के स्थान पर 'ध्यान' और 'समाधि' शब्द का प्रयोग देखने को मिलता है।

अनेक शास्त्रों में विकीर्ण योग के तत्वों का संकलन करके महर्षि पतंजलि ने संसारसागारों में पच्यमान दुःखजिहासु एवं अमृतत्व के लिप्सु मानवों पर महान् उपकार किया है। परन्तु योग के तत्वों को संकलित करने का श्रेय यदि पतंजलि को है तो उसके प्रचार एवं प्रसार का श्रेय योग के व्याख्याकारों को है। पातंजलयोगशास्त्र को जहां व्यासदेव जैसा मनीषी भाष्यकार मिला वहां वाचस्पति मिश्र जैसे उद्भट मनन शक्ति और विवेचन दृष्टि से योग के सिद्धान्त वैतत्य होने पर भी दोनों की ही सेवा अमूल्य है।

जहां तक योग के शाब्दिक अर्थ की बात है, तो कुछ विचारकों ने 'योग' शब्द का प्रयोग जोड़ने के अर्थ में किया है तो कुछ विचारकों ने 'ध्यान' संयोग, चित्तवृत्ति निरोध, निर्वाण आदि रूप में योग शब्द की उत्पत्ति 'युज' धातु से मानी जाती है। जिसके दो अर्थ होते हैं – 1. जोड़ना या संयोजित करना, तथा 2. समाधि मन स्थिरता आदि। जैन और बौद्ध साहित्य में 'योग' शब्द का प्रयोग एक विशिष्ट अर्थ में हुआ है। प्राकृत में 'जोग' शब्द आया है जिसका सामान्य अर्थ होता है—क्रिया। जोग का प्रशस्त और अप्रशस्त अर्थ होता है—क्रिया। जो प्रशस्त और अप्रशस्त अथवा शुभ या अशुभ दोनों प्रकार की हो सकती है। इसी प्रकार बौद्ध साहित्य में 'योग' शब्द का प्रयोग बंधन या संयोजन के अर्थ में हुआ है, जो मुख्य रूप से चार प्रकार के हैं—कामयोग, भवयोग, दिट्ठियोग और अविज्जायोग।

कैवल्य की आशा आत्मा को नित्य मानकर ही की जा सकती है। क्षणभंगवादी बौद्धों के मत में सब कुछ क्षणिक है। अतः वहां मोक्ष की कल्पना भी नहीं की जा सकती। वाचस्पति मिश्र और विज्ञान भिक्षु योगदर्शन के दो बड़े व्याख्याकार हैं। व्यासभाष्य की व्याख्या में दोनों विद्वान् अनेक सिद्धान्तों में परस्पर मतभेद रखते हैं। वाचस्पति मिश्र से विरोध का कारण विज्ञानभिक्षु का स्वानुभव हो सकता है। विज्ञान भिक्षु ने अपने अनुभव की सत्यता को अनेक शास्त्रीय प्रमाणों से पुष्ट किया है। विरोध के बावजूद भी तत्ववैशारदी और योगवार्तिक दोनों



व्याख्याएं अपना विशेष महत्व रखती हैं। दोनों व्याख्याओं के बुद्धिरूप मानदण्डों ने योग समुद्र को मथकर जिस नवनीत को निकाला वह समूचा अमूल्य है।

वस्तुतः सही मायने में देखा जाए तो योग, ध्यान और समाधि तीनों एक दूसरे के पर्यायवाची हैं। योग, जिसे जैन परम्परा में मानसिक, वाचिक और कायिक क्रियाओं के रूप में अभिव्यक्त किया गया है, में मन की प्रधानता रहती है, क्योंकि कोई भी योग, चाहे वह कायिक हो या वाचिक चित्त भी कहा जाता है, की चंचलता को समाप्त करना ही योग-साधना का परम लक्ष्य है। जैन एवं बौद्ध दोनों ही परम्पराओं में चित्त या मन की चार-चार अवस्थाएं मानी गयी है। जैन परम्परा में विक्षिप्त, यातायात, श्लिष्ट और सुलीन मन तथा बौद्ध परम्परा में कामावचर, रुपावचर, अरुपावचर और लोकोत्तर चित्त का उल्लेख मिलता है। यद्यपि दोनों परम्पराओं में मन या चित्त ही अवस्थाओं को देखने से उनमें भिन्नताएं दृष्टिगोचर होती हैं लेकिन उनके मूलभूत दृष्टिकोण में कोई अन्तर नहीं है। इन चित्तवृत्तियों का या वासनाओं का विलयन ही योग परम्परा का मुख्य उद्देश्य रहा है। और जहां चित्तवृत्तियों का विलयन हो जाता है, वही साधना अपनी पूर्णता को प्राप्त करती है और साधना की वही पूर्णता ध्यान कहलाती है। चेतना का किसी एक बिन्दु पर केन्द्रित होना ही ध्यान है।

हमने भारतीय दर्शन के विभिन्न सम्प्रदायों में मोक्ष की अवधारणा देखी। मोक्ष की इन विभिन्न अवधारणाओं में पायी जाने वाली कुछ सामान्य विशेषताओं का उल्लेख करना अप्रासंगिक नहीं होगा। ये सामान्य विशेषाएं इस प्रकार हैं—

भारतीय दर्शन के सभी सम्प्रदाय कर्म, ज्ञान, भक्ति और अष्टांग योग की साधना को मोक्ष के साधन के रूप में स्वीकार करते हैं। ये विभिन्न साधन एक दूसरे के विरोधी नहीं, बल्कि एक दूसरे के पूरक हैं। इनमें से प्रत्येक साधन आध्यात्मिक विकास के एक विशिष्ट सोपान पर मूल्यवान है। प्रत्येक जीव मोक्ष पा सकता है यह सभी भारतीय दर्शनों का विश्वास है, इस दृष्टि से सभी भारतीय दर्शन आशावादी हैं।

भारतीय दर्शन के सभी सम्प्रदायों के अनुसार मोक्ष के दो पहलू हैं— निषेधात्मक और भावात्मक। निषेधात्मक रूप से वह जीवन मरण के चक्र का समाप्त हो जाना तथा भावात्मक



रूप से परम तत्व का ज्ञान तथा जीव के स्वयं के वास्तविक स्वरूप का ज्ञान है। भारतीय दर्शन के सभी सम्प्रदायों के अनुसार जीव का बन्धन अनादि है परन्तु सान्त है, जबकि मोक्ष सादि होते हुए भी अनन्त है।

भारतीय दर्शन के सभी सम्प्रदायों के अनुसार जीव के बन्धन का मूल कारण निज स्वरूप एवं परमतत्व के स्वरूप का अज्ञान है। यदि बन्धन का कारण अज्ञान है तो अज्ञान का दूर हो जाना या ज्ञान प्राप्त कर लेना मोक्ष प्राप्त करने की एक अनिवार्य पूर्व स्थिति है। सामान्य रूप से भारतीय दर्शन के सभी सम्प्रदायों ने मोक्ष को परम पुरुषार्थ के रूप में स्वीकार किया है परन्तु इसके दो अपवाद हैं—महायान बौद्धों का बोधिसत्व आदर्श और वेदान्तियों द्वारा भक्ति को मुक्ति से श्रेष्ठ स्वीकार करना।

हमने भारतीय दर्शन में विभिन्न सम्प्रदायों में मोक्ष की अवधारणा पर विचार किया। अपने सर्वेक्षण में हम कुछ निष्कर्षों पर पहुंचते हैं। किसी भी दार्शनिक सम्प्रदाय के अनुसार मोक्ष का स्वरूप उसे प्राप्त करने के साधन तथा उस सम्प्रदाय के अनुसार सम्पूर्ण नैतिक जीवन की अवधारणा उस सम्प्रदाय की तत्वमीमांसा अर्थात् उसके अनुसार परम तत्व का स्वरूप तथा उसके जीव और जगत् से सम्बन्ध पर निर्भर करता है।

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తెలుగు కథానకల సామాజికాంశాలు

డా॥ పి.వి రమాణారెడ్డి

ఆంధ్రోపన్యాసకులు

విశాఖ ప్రభుత్వ మహిళా డిగ్రీ కళాశాల

విశాఖపట్నం

సాహిత్యానికి, సమాజానికి పోష్య, పోషక సంబంధం ఉండటంలోనే బింబ ప్రతిబింబ భావం కూడా ఇమిడి వుంది. అందువల్లే తెలుగు కథానిక, సమాజ స్థితిగతులకు అద్దం పడుతుందని చెప్పవచ్చు.

అనేక శతాబ్దాల కాలక్రమంలో తెలుగు జనజీవనంలో అనేకమైన పరిణామాలు వచ్చాయి. ఏ కాలంలో రాసే రచయిత లేదా ఏ కాలాన్ని గురించి రాసే రచయిత ఆ కాలపు పరిస్థితులను యధార్థంగా చిత్రించడమన్నది అతని మొట్టమొదటి బాధ్యత. కాబట్టి ఆయా పరిణామాలూ, ప్రభావాలూ రచనలో చోటుచేసుకోక మానవు.

యశోదారెడ్డి, బుద్ధవరపు నాగరాజు గార్ల కథలలో తెలుగు ఆడపడుచు వేషం కళ్ళకు కట్టినట్లుంటుంది. నుదుట బొట్టు, వెనుక కొప్పు, ముందు ముత్యాల ముక్కర, చెవులకు రాళ్ళకమ్మలు, మెడలోనాను, దిగువ మొలనూలు చేతులకు గాజులు, కాళ్ళకు అందెలు, కడియాలూ, వేళ్ళకు మట్టెలు, కల నేతకోక, కోకకు గుండంచు, ఆపైని గట్టికమ్మి, తెలుగు తనాన్ని తీర్చిదిద్దినట్లుండే వేషధారణ ఇది.

తెలుగువారి పెళ్ళిళ్ళు వినోదాలకూ, విలాసాలకూ, వైభోగాలకూ ఆస్కారమిస్తాయి. లగ్న నిశ్చయం దగ్గర నుంచి పిల్లను అత్తవారింటికి పంపేవరకు సాగే తంతుల్లో తెలుగు సంస్కృతి ఉట్టిపడుతుంది. పెళ్ళివారికి ఎదురుకోళ్ళు ఇవ్వడం, పానకం బిందెలు అందించడం, వధూవరులకు నలుగు పెట్టడం, గౌరీపూజ, పెళ్ళికొడుక్కి కాళ్లు కడిగి కన్యాదానం చేయడం, తాళి కట్టించడం, తలంబ్రాలు పోయించడం, అరుంధతిని చూపించడం, ఊరేగింపు జరపడం, అప్పగింతలు జరపడం ఇప్పటికీ జరుగుతూనే ఉన్నాయి. కుటుంబ ఆచారాన్ని బట్టి, ప్రాంతీయమైన అలవాట్లను బట్టి వీటిలో వైవిధ్యం ఉంటూ ఉంటుంది. మొక్కుపాటి నరసింహ శాస్త్రి “మా బావ మరిది పెళ్ళి”, భమిడిపాటి కామేశ్వరరావు



“తమ్ముడి పెళ్ళికి తరలీ వెళ్ళాడు”, ఇంద్రగంటి హనుమచ్ఛాస్త్రి “వివాహ మంగళం” శ్రీపాద సుబ్రహ్మణ్యశాస్త్రి “తాహతుమాలిన పరుగు” మొదలైన కథల్లో పెళ్ళికి సంబంధించిన ఆచారాలను కళ్లకు కట్టినట్లు చిత్రికరించారు.

మధురాంతకం రాజారాం “ఎదురుగాలి” కథలో అల్లుళ్ళను వెతకడంలో ఆడపిల్లల తండ్రులు పడే బాధలు చక్కగా వ్యక్తపరచారు. బలివాడ కాంతారావు “పాడు లోకం, పాడు మనుషులు” కథలో కూడా ఆడపిల్ల పెళ్ళికి సంబంధించిన విషయాలు చక్కగా తెలియజేశారు.

కట్నం దబ్బు పదిహేను వేలు ముహూర్తానికి ముందే ఇవ్వలేదని పీటల మీద నుండి లేచిపోతాడు ఒక పెళ్ళి కొడుకు. ఆడపెళ్ళి వారికది తలవంపులు తెచ్చే సంఘటన. పెళ్ళికూతురు మేనమామ బలవంతాన అతనిచేత పుస్తె కట్టించడానికి పూనుకోగా, కూర్చున్న పెళ్ళికూతురు చటుక్కున లేచి నిలబడుతుంది. వెళ్ళేవాళ్ళను వెళ్ళనివ్వండి. ఇదే ముహూర్తానికి శంకరం బావచేత పుస్తె కట్టించుకుంటానంటుంది. పూసపాటి కృష్ణంరాజు “రెండు బంట్లు పోయాయి” కథలో పెళ్ళి కూతురు ధైర్య, సాహసాలను చక్కగా వ్యక్తం చేశారు.

డబ్బు ఖర్చు లేకుండా అమ్మాయి పెళ్ళి కావాలనుకొనే గడుసువాళ్ళు, ఒక మంచి అబ్బాయితో ప్రేమ వ్యవహారం సాగించడానికి అవకాశమిస్తారు. ఇద్దరికీ ఆకర్షణలు బలమయ్యేదాకా చూసీచూడనట్లు ఊరుకొని, చివరకు శ్రుతిమించే సమయానికి చురుకుగా పనిచేసి మూడుముళ్ళు వేయిస్తారు. భమిడిపాటి జగన్నాధరావు “లాక్యూడు” కథలో ఈ విషయాలు చక్కగా తెలిపారు. డి.కామేశ్వరి “వల” కథ కూడా ఇలాంటిదే.

సంతాన సౌభాగ్యం ఎంత ఆహ్లాదకరమైందో ముని మాణిక్యం నరసింహారావు “పిల్లలు గల ఇల్లు”లో నిరూపిస్తారు. ఆ సంతానమే అపరిమితమైతే ఎన్ని ఇబ్బందులకు గురికావలసి వస్తుందో వాసిరెడ్డి సీతాదేవి “ఇంకా ఏమీ చెప్పాలి” కథలో చిత్రిస్తారు. వాకాటి పాండురంగారావు రాసిన “అపరాజిత” కథలో సరస్వతి, కుటుంబ భవిష్యత్తు కోసం తన సుఖాన్నే త్యాగం చేసిన మనస్విని. సింగరాజు లింగమూర్తి రాసిన “విముక్తుడు” కథలో కామేశం, ప్రాణాలే అర్పించాడు.

కుటుంబ జీవనం ఒడుదుడుకులు లేకుండా సాగడానికి ఆర్థిక సుస్థితి అవశ్యకమన్న సంగతి ప్రత్యేకంగా చెప్పనక్కరలేదు. ఈ సుస్థితి లేనందువల్లే సమాజంలో అనేక కుటుంబాలు నికృష్టపు బతుకు బతుకుతున్నాయి. రాచకొండ విశ్వనాధశాస్త్రి “జరీ అంచు తెల్లచీర” కథ లేమి ఆశలను హరింపజేస్తుంది. చా.సో. “బొండుమల్లెలు” మానవత్వాన్ని చంపుతుంది. అంగర వెంకట కృష్ణారావు



“సత్తురూపాయి” శీలాన్ని బజారులో పెడుతుంది. శ్రీశ్రీ ‘చరమరాత్రి’ బతుకు మీదే విరక్తి వుట్టిస్తుంది. కాళీపట్నం రామారావు “పలాయితుడు” కథలో రాజశేఖరం సమాజంలో వివిధ అనర్థాలకూ హేతువులు ఆర్థిక విధానంలో ఉన్నాయంటాడు.

ఈ మాదిరిగా కుటుంబ జీవనంలోని వివిధ ఘట్టాలూ తెలుగు సాహిత్యాన్ని సమృద్ధిగా పండించాయి.

సమాజంలో మానవుడి మనుగడకు ఏదో ఒక బతుకు తెరువు ఉండాలి. అది ప్రధానంగా రెండు విధాలు. 1. వృత్తి 2. ఉద్యోగం. ఏదో ఒక పనితనం అలవరచుకొని స్వతంత్రంగా నిర్వహించేది వృత్తి. ఏదో ఒక అర్హత సంపాదించి ఒకరి అదుపాజ్ఞలకు లోబడి, జీతానికి చేసేది ఉద్యోగం. ఒకటి నష్టభయంతో ముడిపడి ఉంటే, మరొకటి కష్టభయంతో ముడిపడి ఉన్నది. మొదటి దానికి కర్తాభోక్తా తానే. రెండోదానికి విధి నిర్వహణమే తనది. ఎవరు ఏది చేబడతారన్నది అవకాశాల మీదా, అర్హతల మీదా, ప్రవృత్తి మీదా ఆధారపడి ఉంటుంది.

శ్రీపాద సుబ్రహ్మణ్యశాస్త్రిగారి “తాసీల్దారు గాదు-వర్తకుడు” అన్న కథలో వెంకటసుబ్బయ్య, తాసీల్దారు ప్రమోషను సంపాదించలేక పోయాడుగాని, ఉద్యోగంలో విసుగెత్తి చివరికి బట్టల వర్తకుడయ్యాడు. “చీకటి-వెలుగు” అన్న కథలో రామయ్య మాష్టారు ఉద్యోగంలో ఎక్కడెక్కడి ఊళ్ళకో బదిలీఅయి, ఎన్నెన్ని అగచాట్లకో గురయి, చివరికి ఒక హోటలు దగ్గర కిళ్ళీకొట్టు పెట్టుకొని బ్రతుకుతాడు. “నలుగుర్ని పోషిస్తున్నానిప్పుడు” అన్న కథలో, ముక్క విల్లి సీతారాముడు దర్జీదురాణం పెట్ట తన కింద నలుగురు పనివాళ్ళను కూడా పెట్టుకుండాడు. “తాపీమేస్త్రి రామదీక్షతులు-బి.ఎ” అన్న కథలో, ఒక యువకుడు ఉద్యోగం దొరక్కపోవడం వల్ల మేస్త్రిపనికి కుదిరి బాగుపడతాడు. “మార్గదర్శి” అన్న కథలో చేబోలు శంభుశాస్త్రి అప్పు తెచ్చిపెట్టిన ఒక్క రూపాయితో వర్తకం ప్రారంభించి ఎనిమిది లక్షలకు అధికారి అవుతాడు.

సమాజ చిత్రణ అన్నది మానవ జీవిత చిత్రణకే మరో పేరు. రచయిత ఎన్నుకొన్న వస్తువు ఒక కాలానికిగాని, ఒక వర్గానికిగాని, ఒక స్థాయికి గాని, ఒక సమస్యకుగాని, ఒక వ్యాప్తికిగాని, పరిమితమై ఉన్నప్పటికీ సమగ్రమైన సామాజిక స్పృహ ఉన్నప్పుడు రచన మరింతగా రాణిస్తుంది.