

ISSN No 2347-7075
Impact Factor- 8.141
Volume-5 Issue-22

**INTERNATIONAL
JOURNAL of
ADVANCE and
APPLIED
RESEARCH**



Publisher: P. R. Talekar
Secretary,
Young Researcher Association
Kolhapur(M.S), India

Young Researcher Association

International Journal of Advance
And Applied Research (IJAAR)

Peer Reviewed Bi-Monthly



ISSN - 2347-7075

Impact Factor- 8.141

Vol.5 Issue-22 July-Aug-2024

International journal of advance and applied research (IJAAR)

A Multidisciplinary International Level Referred and Peer Reviewed Journal
Bi-Monthly

Volume-5

Issue-22

Published by:

Young Researcher Association, Kolhapur, Maharashtra, India

Website: <https://ijaar.co.in>

Submit Your Research Paper on Email

Regular Issue: 2013ijaar@gmail.com

Special Issue: ijaar2022@gmail.com

For Publication Call On - 8888454089

Chief Editor

P. R. Talekar

Secretary,

Young Researcher Association, Kolhapur(M.S), India

Email: editor@ijaar.co.in **Mob-** 8624946865

Editorial & Advisory Board

Dr. S. D. Shinde

Dr. L. R. Rathod

Dr. S. B. Abhang

Dr. M. H. Lohgaonkar

Dr. M. B. Potdar

Mr. V. P. Dhulap

Dr. S. P. Mali

Dr. R. D. Bodare

Dr. P. K. Pandey

Dr. A. G. Koppad

Dr. G. B. Kalyanshetti

Dr. D. T. Bornare

The Editors shall not be responsible for originality and thought expressed in the papers. The author shall be solely held responsible for the originality and thoughts expressed in their papers.

© All rights reserved with the Editors



CONTENTS

Sr. No.	Paper Title	Page No.
1	The Effects of Climate Change on Marine Resources and the Ocean Dr. Khan Rumana Shahin Amanullah	1-3
2	The Human Gut Microbiome in Health and Disease: uncovering Connections Dr. Khan Rumana Shahin Amanullah	4-7
3	The Role of Judiciary in Addressing Offences Against Environment Ensuring Speedy Justice Kailash K. Chafale	8-11
4	Traditional Uses of Medicinal Plants for Management of Diabetes, Arthritis, Rheumatism, earache and Cancer Diseases in Chandgad Tahsil of Kolhapur District of Maharashtra, India Patil Arun Vishnu, Jadhav Varsha Dilip	12-14
5	Strategies for Brightening Urban Futures: Overcoming City Challenges - A Conceptual Framework Dr. Shweta Srivastava	15-20
6	Attention Deficit Hyperactivity Disorder (ADHD) in students Dr. Suman Dalal, Kiran Devi	21-25
7	Use of Ms Excel for Preparation of Financial Statements Dr. Bobade Amol Haridas	26-28
8	An Analysis of Corporate Environment in Various Sectors Sheik Kuthija, Dr. Gowtham Aashirwad Kumar	29-33
9	Buddhism- A Way for Global Peace, Happiness, Harmony and Prosperity Ganesh M. Pathode	34-36
10	Definition and Nature of DOC Poonam Kumari	37-40
11	Fish diversity of Varkhede Dam, Chalisgaon. (M.S). Phulwade Durgesh N, Poonam Jadhav, Sumedh S. Adakmol	41-44
12	The Importances, Related aspects and Implementation of Intellectual Property Rights (IPR) in Education in India Saifulla Sardar	45-50
13	Consumer Protection Laws and E-Commerce Dr.S.Nagaseshamma	51-58
14	Exploring the History and Influence of the Mid-Century Modern Style Jayalaxmi S Baraker	59-61
15	A Digital Currencies Review and Its Impeaches on the Indian Economic System Dr. Vivekanand A. Ughade	62-66
16	An Organized Analysis of the Literature on Reaching India's Sustainable Development Goals Dr.Prabhuling M. Parugond	67-71
17	Pro-environmental behavior of Higher Secondary School Students Dr. Sojia John	72-77
18	Global Warming and its effect on Environment Dr. Mahendra Singh Meena	78-79
19	Insights into Crystalline Structure XRD Characterization of Magnesium Alloy ZK60 and AZ91 Venkata sree harsha	80-82
20	World Literature and Translation: Context of Hindi Ekta Dewangan, Dr. Tarlochan Kaur Sandhu	83-85
21	A Study on Building Health through Physical Activity in Schools Dr. Shivanand Mahadev Bulbuli	86-94
22	A Study on Psychological Factors in Physical Education and Sports Performance Bhimappa Y Alur	95-102
23	A Study on Teacher Training and Professional Development in Physical Education for Pe Teachers Manjunath Devanal	103-112
24	A Study on the Use of Digital Media and Technologies, Such As Mobile Apps, Exergames, and Wearable Devices, In Physical Education Dr. Sadashiv S Kotyal	113-120

25	Exploring the Significance of Traditional Martial Arts Like Kombuvarase and Donnevarase Are Integrated Into Indian Festivals and Rituals Dr. Chidanand K Nandar	121-129
26	A Study on Impact of Virtual and Hybrid Physical Education Classes on Student Fitness Levels Mr. Manjunath Somanakatti	130-139
27	Exploring the latest advances in CRISPR technology for gene editing in plants, focusing on crop improvement, disease resistance, and stress tolerance Mr. Kiran Kumbar	140-149
28	The impact of social media on women-owned start-ups in North Karnataka region Mr. Prakash V Ganiger	150-161
29	भारतातील दारिद्र्य : कारणे, परिणाम व उपाय डॉ. उल्हास रामजी राठोड	162-164
30	महाराष्ट्रातील कृषी पर्यटनामुळे ग्रामीण विकास आणि स्वयंरोजगाराच्या संधी प्रा. वैशाली वसंत पवार	165-167
31	संयुक्त महाराष्ट्र चळवळ व शाहीर अमर शेख महेश ज. साखरे, डॉ. संजय एस. गायकवाड	168-170
32	विद्यालयी अभिज्ञमता की उपयोगिता आराधना राय	171-173
33	सरदार पटेल और भारतीय मुसलमान अम्बिका राम	174-178
34	गोंड जनजाति: सामाजिक व्यवस्था एवं आधुनिकता के प्रभाव का भौगोलिक विश्लेषण संगीता धुर्वे, डॉ. राजाराम आर्य	179-182
35	गाँधीजी, धर्मनिरपेक्षता और साम्प्रदायिकता Dr. Rakesh Kumar	183-185
36	पसमांदा मुसलमान : एक ऐतिहासिक अध्ययन फजल अहमद	186-187
37	कर्पूरी ठाकुर: सामाजिक न्याय एवं समानता के प्रणेता अवधेश प्रसाद	188-191
38	बिहार में उच्च शिक्षा का विकास नागेन्द्र कुमार	192-194
39	राजनीतिक कार्यपालिका : संघीय स्तर पर Dr. Raju Mochi	195-199
40	राही मासूम रजा की सांस्कृतिक जीवन- दृष्टि डॉ. राधे श्याम राय	200-202
41	राजपूतों की उत्पत्ति का सिद्धान्त वीर बहादुर सिंह	203-206
42	भारत में गंठबंधन संस्कार : एक विश्लेषण डॉ. विनोद कुमार साहू	207-210
43	विकसित भारत में पंचायती राज का योगदान इंजमाम उल अहमद अंसारी, डॉ. मोहम्मद शहाब उद्दीन	211-214
44	महिला सशक्तिकरण और पंचायतीराज : एक अध्ययन डॉ. सुषमा निगम, मंजुला द्विवेदी	215-217
45	समाजवादी आन्दोलन का वर्तमान स्वरूप डॉ. राज बहादुर कुमार	218-220

46	अगस्त क्रान्ति और रोहतास	पंकज कुमार	221-224
47	वर्तमान शैक्षिक प्रक्रिया में संगीत की भूमिका का अध्ययन	मनोरमा सिंह, डॉ. नीतू सिंह	225-227
48	भारतातील असंघटीत क्षेत्रातील बालकामगार समस्या आणि त्यावरील उपाय	प्रा. अलकाबाई शिवाजी नागरे	228-230
49	चित्तौडगढ दुर्ग का प्राचीनतम इतिहास	डॉ. सुधीर कुमार शर्मा	231-236
50	किन्नर समुदाय की पीड़ा तथा संघर्ष : मैं पायल	कु. अंजली सिद्राम जाधव	237-240



The Effects of Climate Change on Marine Resources and the Ocean

Dr. Khan Rumana Shahin Amanullah

Assistant Professor, Department of Zoology, J. A. T. Arts, Science and Commerce College (For Women)
Malegaon

Corresponding Author: Dr. Khan Rumana Shahin Amanullah

DOI- 10.5281/zenodo.13325759

Abstract:

An integral component of the global ecosystem is the ocean. It supports millions of diverse types of life and affects the climate and weather globally. Americans get their food, medicine, jobs, and leisure from robust marine ecosystems. For certain Native tribes, the ocean is vital and serves as a conduit between humans and the natural world. Oceanic changes are a result of rising greenhouse gas emissions into the atmosphere brought on by the combustion of fossil fuels (see box). These alterations may affect which marine species are most likely to flourish in particular locations. For instance, as water temperatures rise, many fish have moved outside their usual range.² On the other hand, it is anticipated that some species may become less common or relocate to less conducive environments. These changes may have important impacts on marine ecosystems and on fishing communities.

Key Words: ecosystem, climate, greenhouse.

Introduction:

The only way to prevent many of the effects of climate change is to reduce carbon dioxide emissions. Oceanic changes brought on by climate change are inspiring people to come up with answers for the new problems. For instance, the fishing industry can adjust by using modern forecasting methods to assist anticipate changes in ocean conditions. In order to save coral reefs from threats including bleaching, infectious illnesses, siltation suffocation, declines in fish populations, and other problems, numerous groups are collaborating. Marine resources can be preserved and protected with the aid of such tactics. But it will take decades or more for the ocean to recover, even with current efforts. The ocean is being impacted by carbon dioxide emissions created by humans in three main ways:

- Acclimating. Sunlight energy is retained in the atmosphere by greenhouse gasses. A large portion of this energy is absorbed by the ocean, warming its waters. Sea level rise is also a result of warmer waters.
- Acidity. The ocean's pH is shifting due to the ocean's absorption of carbon dioxide from the atmosphere, making seawater more acidic.
- Low amounts of oxygen. Compared to cold water, warm water cannot hold as much oxygen.

Top Climate Effects on Marine Resources and the Ocean:

The ocean is impacted by climate change in numerous ways. This section describes three major implications.

1. Modifications to Ocean Ecosystems:

Marine ecosystems are greatly impacted by climate variations that alter the ocean's physical and chemical composition. For instance, the temperature of the water affects the kinds of animals that can exist there. The capacity of many species to form shells or skeletons is impacted by acidification, and hypoxia, or dead zones, can result from low oxygen levels. High temperatures have the potential to worsen the consequences of hypoxia and acidification. An ecosystem as a whole may be impacted by actions taken on one species. For instance, the temperature and oxygen content of the water can have an impact on plankton, which are microscopic organisms found at the base of many marine food chains. If the water becomes too warm, they may disappear. When this occurs, animals higher up the food chain, such as whales, may experience food shortages.

The marine environment will see a variety of climate changes. For example, it is anticipated that some temperate habitats would become more diverse.⁷ Overall though, it is anticipated that climate change will disturb marine ecosystems in ways that will decrease the diversity of species and services they offer.

2. A Higher Frequency of Severe Extreme Marine Events:

Extreme marine events can be produced by the combination of natural ocean cycles, rising water temperatures, acidification, and low oxygen levels. The occurrence of occurrences such as dead zones, coral bleaching, and marine heat waves is predicted to increase in frequency and intensity. Severe occurrences have the potential to damage

marine ecosystems and the communities that depend on them. For instance, in 2014, a significant heat wave off the West Coast closed crab fisheries and killed young sea lions.

3. Effect on marine fisheries:

The majority of fish and shellfish species in the Northeast, both for commercial and recreational purposes, are very susceptible to the effects of climate change. Changes in fish population size and distribution brought on by climate change pose a serious threat to both commercial and recreational marine fisheries in certain areas. In reaction to climate change, certain fish species have already changed their geographic range. For example, when local ocean temperatures rise, pollock and cod are migrating north to colder waters. Fish migration causes disturbances to the ecosystems they inhabit. It may also lead to misunderstandings over which fishing laws are relevant. Fish population shifts may also require boats to sail farther from ports, which could raise expenses.

The timing of seasonal events is also being impacted by climate change, which may have an impact on fisheries. Certain species, like striped bass, are proliferating earlier in the year, for instance. In other words, catches may peak earlier than usual. Fisheries must adjust to these changes or run the danger of fewer catches and lost income, which could result in higher consumer costs. In certain instances, shifts in the distribution and abundance of fish species in the ocean may offer up new opportunities. For instance, experts anticipate that as warming seas push populations north, more species of fish will be seen in some regions, such as the Bering Sea. This might result in increased fishing opportunities and regional economic expansion.

The Economy and the Marine Environment:

Numerous American industry rely on the ocean. Over one-third of the \$665 billion in sales generated by the marine sector in 2019 came from tourism and recreation, which includes recreational fishing. Additionally, the maritime economy produced \$397 billion in GDP, or 1.9% of the country's total GDP.

Commercial fishing has a significant role in the economy. They generated 9.3 billion pounds of fish in 2019, with a \$5.5 billion market value. Fishery-related goods and services also benefit other companies, like restaurants, grocery stores, and tackle shops.

Almost 2.4 million Americans worked in industries including construction, real estate, fishing, tourism, food service, and transportation that were impacted by the ocean as of 2019. Important shipping lanes for importing and exporting products are the Atlantic and Pacific oceans. The United States also uses the ocean to extract gas, oil, sand, and gravel.

In addition, the water offers a host of advantages that are more difficult to quantify financially. We refer to these as ecosystem services. Ocean ecosystem services include carbon storage, water purification, and coastal protection, to name just a few.

Equity and Environmental Justice:

A healthy ocean is essential to cultural customs and gives Americans jobs and sustenance. Communities that rely on the ocean are more vulnerable to suffering due to climate change. Poverty rates in many fishing areas are already very high. Fishing communities' profits might be negatively impacted by unstable fish numbers and market prices. This is particularly true if the livelihoods of a community are dependent on a single species.

A fundamental aspect of many Indigenous traditions is ocean health. Subsistence fishing is a common activity among Native American, Pacific Islander, and Alaska Native tribes. In rural Alaskan communities where a significant section of the population depends on locally caught salmon, fluctuations in fish numbers can result in food insecurity. For instance, the subsistence salmon fishing industry was forced to close for a significant portion of 2021 after Chinook and chum salmon stocks fell to all-time lows. The depletion of shellfish stocks, a crucial component of subsistence diets, can be attributed to ocean acidification.

Culturally, climate change has an impact on Indigenous people as well. For Indigenous societies, gathering and preparing food has social, spiritual, and financial benefits.³ Modifications to subsistence methods can lead to detrimental health effects including anxiety problems.

Conclusion:

There are numerous ways we may contribute to lessening the effects of climate change on the marine ecosystem, such as the following:

- **Modify the management of fisheries.** By modifying laws and practices to prevent overfishing and preserve the health of marine ecosystems, fishermen and government representatives can assist the public in adapting to climate change.
- **Increase fishery diversity.** Seafood farming, or aquaculture, contributes to increased climate change resilience.
- **Use less energy.** Reducing carbon emissions is something that everyone can do to lessen acidification and heat of the oceans.
- **Make environmentally friendly purchases.** To maintain the health of ocean ecosystems, incorporate responsibly caught seafood into your meal plans. These fish and shellfish were obtained through the application of sustainable methods and practices in management.

References:

1. National Oceanic and Atmospheric Administration (NOAA). (2017). Marine life counts: The U.S. marine biodiversity observation network. National Ocean Service. NOAA Ocean Podcast: Episode 35. Retrieved 3/7/2022.
2. Pershing, A.J., et al. (2018). Ch. 9: Oceans and marine resources. In: Impacts, risks, and adaptation in the United States: Fourth national climate assessment, volume II. U.S. Global Change Research Program, Washington, DC, p. 369
3. Pershing, A.J., et al. (2018). Ch. 9: Oceans and marine resources. In: Impacts, risks, and adaptation in the United States: Fourth national climate assessment, volume II. U.S. Global Change Research Program, Washington, DC, p. 358.
4. Moore, C., et al. (2021). Estimating the economic impacts of climate change on 16 major U.S. fisheries. *Climate Change Economics*, 12(1).
5. Pershing, A.J., et al. (2018). Ch. 9: Oceans and marine resources. In: Impacts, risks, and adaptation in the United States: Fourth national climate assessment, volume II. U.S. Global Change Research Program, Washington, DC, p. 367.
6. Pershing, A.J., et al. (2018). Ch. 9: Oceans and marine resources. In: Impacts, risks, and adaptation in the United States: Fourth national climate assessment, volume II. U.S. Global Change Research Program, Washington, DC, p. 362.



The Human Gut Microbiome in Health and Disease: uncovering Connections

Dr. Khan Rumana Shahin Amanullah

Assistant Professor, Department of Zoology,

J. A. T. Arts, Science and Commerce College (For Women) Malegaon

Corresponding Author: Dr. Khan Rumana Shahin Amanullah

DOI- 10.5281/zenodo.13325782

Abstract:

The human intestine is home to millions of microorganisms that form a complex microbial community. The gut microbiota is considered an important organ that forms a multidirectional connection axis with other organs. This gut-microbe axis is responsible for host-microbe interactions and functions through communication with neuronal, endocrine, humoral, immune, and metabolic pathways. Human gut microbes (mostly non-pathogenic) have a symbiotic host relationship and are often associated with host immunity to defend against pathogen invasion. Therefore, gut dysbiosis has been associated with a variety of human diseases, such as anxiety, depression, hypertension, cardiovascular disease, obesity, diabetes, inflammatory bowel disease, and cancer. The mechanisms that lead to disease occurrence are closely related to the human gut microbiota, metabolites, and host immune responses. The understanding of the mechanisms by which the gut microbiota exerts its beneficial or harmful effects remains largely unclear.

Key Words: microorganisms, multidirectional, gut dysbiosis, hypertension.

Introduction:

The connection between human health and the intestines has been discovered, as Hippocrates said in 400 BC: "Death sits in a bowl". Many studies around the world have focused on the significant impact of the gut microbiota on human health and disease. The human body is dominated by bacteria, viruses, archaea and unicellular eukaryotes. Microbes live in all parts of the human body, but a significant number of microbes live in the intestines/intestines. The human gut contains more than a thousand microbial species that form a complex community called the gut microbiota. The human gut microbiota contains approximately 150 times more genes than the entire human genome. It is widely accepted that about one hundred trillion microbes live in the human body and play an important role in various biological processes, including health and disease.

They are the main mediators of homeostasis in the body, affecting various physiological functions, such as metabolism, anti-homeostasis, inflammation and hematopoiesis, through intestinal and extraintestinal actions. The gut microbiota has recently been classified as an "important part" due to its multidirectional connection and communication or axis with other parts through neuronal, endocrine, humoral, immunological and metabolic pathways. Any change in the microbial environment not only causes problems related to the intestines, but also affects diseases related to other organs, although the relationship between the intestines and the organs is still understood. The interaction between the host

and microbes plays an important role in health and disease. The composition of the gut microbiota depends on various host factors, including diet, lifestyle, age, and environmental factors. However, food is considered today as one of the main factors (changes) in the change of intestinal microbiota. The human microbiota has the potential to change appetite, increase nutrient harvesting, and absorb energy from a variety of foods. Microbes also play an important role in the metabolism of xenobiotics. In xenobiotic metabolism, different microbes change the chemical structure of different foods, drugs, pollutants, and many pesticides.

Gut microbiota and human metabolism:

The diverse human microbiome has important metabolic functions essential for the activity of mammalian enzymes in the intestinal mucosa and liver and for host metabolism. Gut microbiota affects host health by shaping the biochemical profile of food. The important role of the gut microbiota in human immunity has supported research aimed at studying the contribution of microbial groups to metabolic pathways, especially in the metabolism of nutrients. Recent studies have shown that the gut microbiota can metabolize phytochemicals, especially polyphenols, through a well-defined pathway.

The human gut microbiota is highly responsive to dietary changes. The presence of these fast food systems is caused by individuals changing from a plant-based diet to a meat-based diet, adding to their diet more than 30 g of fiber specific daily meals or repeat meals high in fiber. and less fat. or a low-fiber, high-fat diet for ten days; In all cases, the

structure and composition of the microbiome changed within 1-2 days. This flexibility may be an advantage for integrating microbes into the digestive structure, particularly when considering the potential daily variability of food available to foragers. It may also be an inevitable consequence of managing such a diverse and competitive microbial community, which undergoes rapid turnover. The human gut microbiota is associated with the degradation of dietary fibers, proteins, and peptides through fermentation and anaerobic degradation. Carbohydrates and simple sugars are the main part of the food metabolized by the gut microbiota. Bacterial species, especially Bacteroidetes and Firmicutes phyla, can extract fiber (non-harmful carbohydrates) to produce fatty acids (SCFAs), lactate, ethanol, hydrogen and carbon dioxide; these products are used or removed.

Intestinal microbiota in malnutrition and fasting:

Diet and dietary supplements have a significant effect on the microbial composition of the gut and its changes over time. A high-fat diet is a risk factor for diseases such as obesity, metabolic syndrome and diabetes, all associated with significant changes in the composition of the gut microbiota. Disruption of the physiological circadian rhythm increases the risk of gut dysbiosis, which can lead to the pathogenesis of various metabolic and inflammatory diseases, such as diabetes, inflammatory heart disease, and even cancer. Research has also shown that the gut microbiota responds to malnutrition and fasting. The effect of malnutrition on the intestinal microbiota has only been studied under controlled conditions in laboratory animals for ethical reasons.

In one study, several weeks of food deprivation showed an increase in the diversity of the microbiome in fish, rats, and toads; geckos showed a decrease while no change was observed in quail. Because of these differences, it is difficult to study the effects of nutritional deficiency in humans, which can only be obtained in people who eat food without it. One of the main causes of child mortality is malnutrition; A nutritionally-rich diet is used to treat severe malnutrition. In addition, the children cannot return to the settlement and the body, perhaps because of their microbmas premises. In children, the development of the intestine of the intestine is very important because the mixture of microbium is changing their food.

Microbocation Microbia and the Power of Princess:

According to the results of recent years, the experience of the cells are indicated in the microbita string that works the necessary health and disease (. Although this field of research is still new, with little understanding of the functional characteristics of the complex gut microbiota, some promising studies have been reported and show great potential

to change disease pathogenesis and treatment. Many major human diseases are associated with altered gut microbiota, such as obesity, diabetes, heart disease, cancer, hypertension, and are discussed individually in this review.

Being overweight:

The presence of global obesity has exceeded almost 650 million people in the last forty years, a total of six times reported in the 1990s only by increasing caloric intake and by reducing physical activity. Many other diseases, such as diabetes mellitus, heart disease and cancer, are associated with obesity. Therefore, weight management and weight loss have attracted interest and attention from researchers. The involvement of the intestinal microbiota in obesity is becoming a major topic of research and may be useful for the treatment of obesity.

It is significant that the influence of food on the composition of the intestinal microbiota has become a specific topic of research. In this regard, recent evidence from various studies in humans and mice has shown that changes in the composition of the gut microbiota can play a very important role in the development of obesity. Several types of gut microbiota, the so-called obesogenic gut microbiota, can contribute to obesity, such as Firmicutes, Bacteroidetes, Rhizobium, Lactococcus, and Clostridium. In particular, obesogenic gut microbiota can facilitate obesity by producing SCFAs such as butyrate, providing the host with additional energy and causing low-level inflammation caused by gut microbiota metabolites. Genetic factors and epigenetic differences also play an important role in regulating the composition of the gut microbiota and its contribution to obesity and metabolite production.

High blood pressure:

High blood pressure is becoming a serious threat to public health and a major risk factor for heart disease, stroke and kidney disease. By 2025, it is estimated that the number of people with high blood pressure will reach 1.56 billion worldwide. Studies have shown that a variety of genetic and environmental factors, including dietary salt intake, lack of exercise, and alcohol consumption, also contribute to the development of high blood pressure.

Previous studies in animal models and human subjects have shown that the development of hypertension is associated with dysbiosis of the gut microbiota. In addition, changes in the composition of the gut microbiota may lead to the development of new antihypertensive treatments. The different mechanisms underlying the relationship between the gut microbiota and hypertension have been proposed, although there is no definitive understanding. The ratio between Bacteroidetes and

Firmicutes within the intestinal microbiota was significantly associated with).

Heart disease:

Even with the current methods for the prevention and treatment of atherothrombosis, heart disease is still a major cause of death worldwide. This number will always increase due to increasing population in low and middle countries. In the pathophysiology and progression of heart disease, the intestine has also been affected, mainly due to decreased intestinal permeability leading to intestinal barrier function.

Intestinal endothelial barrier function is regulated by multiple mechanisms of the well-matched gut microbiota. Recently, with sufficient evidence, the gut microbiota has been studied as a contributor to heart disease and stroke. Emerging evidence shows that intestinal dysbiosis is associated with the production of several metabolites from the gut microbiota and also promotes the impairment of intestinal endothelial barrier function.

Diabetes mellitus:

Diabetes mellitus has a significant impact on the health status of people around the world. Risk factors for diabetes include factors such as a family history of diabetes, unhealthy eating habits, and being overweight. Due to increasing urbanization, changes in food and unhealthy lifestyle, the increase in diabetes is a global problem. According to a report, about 463 million people worldwide reported having diabetes in 2019, and future forecasts predict that by the year 2045, the number of people suffering from this disease will - more than 700 million. Recent studies have shown that the progression of diabetes is closely related to changes in the composition of the intestinal microbiota. Food is one of the main factors that determine the composition of the gut microbiota and is an important factor in the development of diabetes.

Cancer:

Cancer is the second leading cause of death worldwide. Many factors affect the risk of cancer, such as exposure to viruses, UV rays and toxins, diet and lifestyle. However, the risk depends mainly on the dosage, time and combination of these factors, as well as the genetics of the patient. There is an increasing interest in the characteristics and performance of the gut microbiota due to its complex relationship with the host.

Various studies have shown that the elimination or modification of the gut microbiota contributes to the development of colorectal carcinoma in genetic and cancer models. Metabolomics and metagenomics studies have shown both roles of gut microbiota in reducing cancer risk and tumor growth, as well as in cancer treatment. An increase in *Bacteroides massiliensis* was found in prostate cancer patients, while

Eubacterium rectale and *F. prausnitzii* was detected in low abundance, indicating the involvement of these microorganisms that can cause prostate cancer.

Conclusion:

The important role of probiotics in health, disease and nutrition has increased their scientific and commercial importance across the world. The focus has shifted from ongoing studies to clinical trials to better understand how the microbiota may interact with human health and disease. Eubiose is essential for applying the health benefits of probiotics. A poor diet, such as eating less fruit and vegetables and drinking too much alcohol, can lead to dysbiosis.

In short, probiotics help treat various infections, gastrointestinal tract and inflammatory diseases, as well as control obesity and diabetes. Advances in the classification and analysis of the gut microbiota will allow us to understand how they affect health and disease, allowing us to plan treatment and prevention strategies now and in the future. Understanding the exact role that the gut microbiome plays in our growth and development, and how it functions in health and disease, can improve many aspects of our daily lives, from better infant formula to providing new to fight disease, obesity and cancer, and others. As the gut microbiota is a complex topic, future research should focus on a multidisciplinary approach, taking into account recent innovations in different scientific fields.

References:

1. Francino, M. P. (2014). Early development of the gut microbiota and immune health. *Pathogens* 3, 769–790. doi: 10.3390/pathogens3030769
2. Gurung, M., Li, Z., You, H., Rodrigues, R., Jump, D. B., Morgun, A., et al. (2020). Role of gut microbiota in type 2 diabetes pathophysiology. *Ebio Med.* 51:102590. doi: 10.1016/j.ebiom.2019.11.051
3. Hendriks, T., and Schnabl, B. (2019). Indoles: Metabolites produced by intestinal bacteria capable of controlling liver disease manifestation. *J. Intern. Med.* 286, 32–40. doi: 10.1111/joim.12892
4. Hoffmann, C., Dollive, S., Grunberg, S., Chen, J., Li, H., Wu, G. D., et al. (2013). Archaea and fungi of the human gut microbiome: Correlations with diet and bacterial residents. *PLoS One* 8:e66019. doi: 10.1371/journal.pone.0066019
5. Jie, Z., Xia, H., Zhong, S. L., Feng, Q., Li, S., Liang, S., et al. (2017). The gut microbiome in atherosclerotic cardiovascular disease. *Nat. Commun.* 8:845. doi: 10.1038/s41467-017-00900-1
6. Kang, Y., and Cai, Y. (2018). Gut microbiota and hypertension: From pathogenesis to new

- therapeutic strategies. *Clin. Res. Hepatol. Gastroenterol.* 42, 110–117. doi: 10.1016/j.clinre.2017.09.006
7. Meijnikman, A. S., Gerdes, V. E., Nieuwdorp, M., and Herrema, H. (2018). Evaluating causality of gut microbiota in obesity and diabetes in humans. *Endocr. Rev.* 39, 133–153. doi: 10.1210/er.2017-00192
 8. Ramos, S., and Martín, M. Á (2021). Impact of diet on gut microbiota. *Curr. Opin. Food Sci.* 37, 83–90. doi: 10.1016/j.cofs.2020.09.006



The Role of Judiciary in Addressing Offences Against Environment Ensuring Speedy Justice

Kailash K. Chafale

Research Scholar (Ph.D. in Law),

S.P. College of Law Chandrapur, Gondwana University Gadchiroli (M.S.)

Corresponding Author: Kailash K. Chafale

Email: kailashchafale@gmail.com

DOI- [10.5281/zenodo.13325801](https://doi.org/10.5281/zenodo.13325801)

Abstract:

India has vast eco-system faces one or other challenges relating to protection of environment. Our Constitution envisaged to protect the environment of the country casting duty upon its citizen to improve the environment and compassion towards living creatures. However, our natural ecological atmosphere is in danger due to delay in justice delivery system for offences committed against environment. So, it is paramount important to speed up justice delivery system ensuring timely disposal of offences related to environment. This study examines offences against the environment under the Indian laws which aims to protect natural resources, regulate pollution, and conserve biodiversity through stringent provisions enforced by central and state authorities. It also underscores the judiciary's role in interpreting and upholding environmental laws ensuring compliance and accountability. The study emphasizes the importance of effective enforcement in achieving sustainable environmental management and safeguarding India's ecological integrity. The study pinpoints the delay in trials of offences related to environment and analyses the complexities in legal system. In conclusion, summarizes the finding for ensuring speedy justice in offences committed against environment. The finding of this study contributes valuable insights to all stake holders to ensure speedy justice in offences committed against environment.

Keywords: offences against environment, legal framework, Indian laws, speedy justice, delay, etc.

Introduction:

“Environment is no one's property to destroy; it's everyone's responsibility to protect”

Mohith Agadi:

The Indian State of Forest Report (ISFR) 2021 highlights status of the forest and tree cover as 24.62% of the geographical area of the country which is lacking behind to achieve the goal set out to attend 33%, as per National Forest Policy of India 1988. Indian forest is the home to several species like Tigers, Elephants, etc., which are more demanded across the World for medicines and luxury goods. An illegal hunting endangers these species and also disturbed ecosystem of our country. Indian Constitution provides safeguard to the forests and wildlife of the country with casts duty on every citizen to protect our environment with compassion for living creatures.

Since British rule, the legislation namely Indian Forest Act 1927 exists to protect the forest and for somewhat the environment. The law of environment evolved significantly since the 1970s, influenced by both domestic and international developments. In 1970, India signed the United Nations Convention on Human Environment, commonly known as ‘Stockholm Declaration’. It has been described by the Judiciary as the “Magna Carta of our Environment” (Essar Oil Ltd vs. Halar

Utkarsh Samiti). The Constitution was amended and inserted with new Articles 48A and 51A(g) in 1976. The Stockholm Declaration marked a turning point leading to the enactment of comprehensive laws on environment. These are Wildlife (Protection) Act 1972, The Water (Prevention and Control of Pollution) Act 1974, The Forest (Conservation) Act 1980, The Air (Prevention and Control of Pollution) Act 1981, The Environment (Protection) Act 1986, The National Environmental Tribunal Act 1995, National Environmental Appellate Authority Act 1997, The Biological Diversity Act 2002 and The National Green Tribunal Act 2010.

The United Nation Office on Drugs and Crime (UNODC) released the 2024 World Wildlife Crime Report on 13.05.2024 and reported that Rhino and cedar were the animal and plant species illegally wildlife traded globally. In 2017, the Survey of the Wildlife Protection Society of India (WPSI) reported that Black Bucks, Chinkaras, Elephants, Tigers, Leopard were illegally traded and poached. Between 2017 to 2021, India lost 154 tigers to illegal wildlife trade and poaching as per the report of TRAFFIC India office. These are offences relating to the environment and worrying figures which needs serious efforts to protect the ecosystem of our country.

Environmental offences in India encompass a broad spectrum of activities that harm the environment, including air and water pollution, deforestation, illegal mining, and wildlife trafficking. The rapid industrialization and urbanization increase these all leading to significant environmental degradation. There are several sectors contributing to offences relating to environment which include manufacturing, mining, and agriculture, often resulting in violations of environmental laws.

The courts have the authority to adjudicate and try the offences against environment and impose penalties. Our judicial system plays crucial role in enforcing environmental laws. The judiciary has been instrumental in shaping environmental jurisprudence in India. Judicial activism expanded the scope of environmental rights and obligations. Speedy justice in environmental cases is important due to immediate and often irreversible nature of environmental damage. Delays in judicial processes leads environmental harm affecting ecosystems. Timely resolution of offences against environment are essential to mitigate adverse impacts. Fast-tracking cases of offences against environment enhances effectiveness of legal system and promote sustainable development of the Nation.

Statement of the Problem:

In India, offences against the environment represents a persistent and complex challenge compounded by rapid development of the country. Despite a comprehensive legal framework for environmental protection, the effectiveness of these laws is undermined by various factors. The delay in the judicial process leads to prolonged environmental degradation. The delay is attributed to overburden judiciary, procedural complexities and lack of specialized knowledge among all stakeholders. The judiciary played a proactive role dealing with environment offences. Despite, we are struggling to ensure timely adjudication of offences relating to environment. This study aims to identify the multifaced challenges for ensuring expedited justice.

Scope of the Study:

This study aims to analyze the role of the judiciary in addressing environmental offences in India focuses on ensuring speedy justice. The study evaluates the effectiveness of judicial interventions in environmental cases and their impacts. The study investigates the procedural reforms and innovations adopted by the judiciary to address delays includes the use of technology, fast-tracking mechanisms and the adoption of summary procedures. The study also assesses the challenges faced in handling crime against environment. The paramount aim of the study is to provide recommendations for improving the judicial process in offences related to environment ensuring timely and effective delivery.

Offences Against Environment:

Internationally, offences related to environment are categorized by the United Nation Inter-Regional Crime and Justice Research Institution (UNICJRI). It has listed several types of environmental crimes as

1. Poaching,
2. Illegal Trade of Wildlife,
3. Trade of unregulated and illegal products for financial and material gains, like trade of timber, rhino or even sandalwood,
4. Unreported Fishing and
5. Illegal Logging.

Section 2(a) of the Environment (Protection) Act, 1986 defines the term 'environment' includes water, air and land and the inter-relationship which exists among and between water, air and land, and human beings, other living creatures, plants, micro-organism and property. Section 15 provides punishment for contravention of any provisions and the rules, orders and directions issued hereunder. The term 'Environment' includes water, air and land with the inter-relationship between them, and human beings, other living creatures, plants, micro-organism and property. Therefore, the offences against the environment relates to inter-relation between water, air, land and human beings and other creatures. In India, the offences against environment specified under various legislations relating to environment. As such, offence against environment in India can be categorized in terms of existing laws.

These are given below;

1. Forest Offence,
2. Wildlife Offence,
3. Air Pollution Offence,
4. Water Pollution Offence and
5. Biological Diversity Offence.

Forest Offence:

The expression 'forest offence' means an offence punishable under the Indian Forest Act 1927 or under any rule made thereunder as per Section 2(3). It also provides penalties for felling or cutting of trees in the protected or reserved forest area and also for transit in forest area without prior permission of the competent authority. Section 42 provides penalty for breach of rules and Section 63 provides penalty for counterfeiting or defacing marks on trees and timber and for altering boundary-marks.

Wildlife Offences:

The 'wild life' includes any animal, aquatic or land vegetation which forms part of any as per Section 2(37) of the Wildlife (Protection) Act, 1972. It provides penalties for contravention of rules and regulation made under the Section 51 and also for attempts and abatement under Section 52 of said Act.

Air Pollution Offences:

The expression 'air pollution' means the presence in the atmosphere of any air pollutant as per Section 2(b) of the Air (Prevention and Control of Pollution) Act, 1981. It also provides that any persons contravened the restrictions on use of certain industrial plants and persons carrying on industry, etc., not to allow emission of air pollutants in excess of the standard held liable for penalty under Section 37, 38 and 39.

Water Pollution Offences:

Section 2(e) of the Water (Prevention and Control of Pollution) Act, 1974 defines the terms 'pollution' means such contamination of water or such alteration of the physical, chemical or biological properties of water or such discharge of any sewage or trade effluent or of any other liquid, gaseous or solid substance into water (whether directly or indirectly) as may, or is likely to, create a nuisance or render such water harmful or injurious to public health or safety, or to domestic, commercial, industrial, agricultural or other legitimate uses, or to the life and health of animals or plants or of aquatic organisms; and any pollutant contravened the provisions and rules framed for held liable and punished accordingly under Section 41 to 45A.

Biological Diversity Offences:

Section 2(b) of the Biological Diversity Act, 2002 defines the expression 'biological diversity' means the variability among living organisms from all sources and the ecological complexes of which they are part and includes diversity within species or between species and of eco-systems. It also provides penalty for contravention or attempts to contravene or abets the contravention of the provisions and rules and direction made thereunder as per Section 55 and 56 of the Act.

The offences against environment are dealt with by the special enactment and prosecuted for its contravention in the criminal court. As per the Annual Report for 2022 of National Crime Record Bureau (NCRB) released on 03/12/2023, the crime against the environment reached to 52920. The data shown that offences under Environment (Protection) Act, 1986 rises to 31% and offences under the Air Pollution Act, 1981 and the Water Pollution Act, 1974 increases by 42%.

Role of the Judiciary

The judiciary in India has played a pivotal role in enforcing environmental laws and it has expanded the scope of environmental rights and enforced compliance with environmental laws. The Supreme Court of India has interpreted the right to life under Article 21 to include the right to a healthy environment and also held that the right to live in a pollution-free environment is a part of the fundamental right to life (Subhash Kumar vs. State

of Bihar). The 'Ganga Pollution' case mandated the closure and relocation of polluting industries along the Ganga River (MC Mehta vs. Union of India). The 'Doon Valley' case led to the banning of limestone highlighting the conflict between development and environmental protection (Rural Litigation and Entitlement Kendra vs. State of U.P). The 'Bichhri' case dealt with hazardous waste disposal and emphasized the 'polluter pays principle' (Indian Council for Enviro-Legal Action vs. Union of India). The 'Vellore Citizens Welfare Forum' case introduced the concept of 'sustainable development' and the 'precautionary principle' into environmental law (Vellore Citizens Welfare Forum vs. Union of India). The Forest Case' led to a series of orders aimed at protecting India's forests with monitoring implementation of forest conservation laws emphasizing the protection of biodiversity and forest resources (T. N. Godavarman Thirumulpad vs. Union of India).

Mechanisms for Ensuring Speedy Justice:

In criminal case, the speedy trial is of essence to criminal justice and there can be no doubt that the delay in trial by itself constitutes denial of justice (Hussainara Khatoun vs. State of Bihar). In 1990, the High Court of Bombay has pointed out the need of speedy trial in offences related to environment observing that speedy trial is part of fundamental right to life and liberty enshrined under Article 21 of the Constitution (Yoal Vishwas Maskar vs. State of Maharashtra). The Court had also directed the speedy and expeditious disposal of the criminal case relating to offences against environment.

Traditional Courts:

In India, offences related to environment are tried by the criminal court in accordance with the procedures of the Code of Criminal Procedure 1973 (CrPC) and since 01/07/2024 as per the provisions of the Bharatiya Nagarik Surakshya Sahita 2023 (BNSS). This law provides the hierarchy of criminal courts to deal with offences (Section 6 of CrPC). Presently, Courts are heavily burdened with cases having 90% matter pending at trial courts level. There is no time frame given under the Indian law for completion of trial of offences except few offences against women. Section 309 of the CrPC provides that trial shall be continued from day-to-day.

Green Benches in Regular Courts:

The Calcutta High Court was one of the first to establish a 'Green Bench' in 1996 to adjudicate environmental disputes. The High Courts of Madras and Kerala followed it. Other High Courts have also established 'Green Bench' to specifically deal with environmental cases. These green benches have expedited the resolution of environmental disputes by providing focused attention and expertise which regular courts may

lack due to the broad spectrum of cases they handle. However, there is no such Green Courts at first appellate level to deal with offences against environment which need to be established for effective disposal of appeal arising out of trial.

E-Filing and Virtual Hearings:

The introduction of e-filing systems has streamlined the judicial process. E-filing reduces paperwork, minimizes delays, and allows for better case management. Virtual hearings have made it easier to convene court sessions, thus expediting the resolution process. The Judiciary have implemented e-filing and virtual hearing systems significantly improving access to justice. This was particularly evident during COVID-19 pandemic when courts continued functioning through virtual platforms.

Summary Procedures:

Section 67 of the Forest Act 1927 provides summary procedure for forest offences to try and deal with. This summary procedure contributes to try the offences and adjudicate in effective and timely manner. Procedural reforms of summary proceedings for offences against environment have also contributed to speeding up the judicial process. Summary procedure for offences related to environment ensures that cases are not bogged down by lengthy procedures and are resolved swiftly preventing further harm and injury to environment.

Plea Bargaining:

Section 265A to 265L of CrPC provides the scheme of plea bargaining in Indian judicial system. Promoting the use of plea bargaining in offences against environment can provide quicker and less adversarial resolutions. These provisions are suited for the minor offences against environment leading to faster disposal of case.

Challenges in Judicial Processes:

Indian judiciary is known for delay justice and its backlog of cases includes a substantial number of environmental disputes and offences related to environment. Despite efforts made to expedite the cases of offences related to environment, it results in delay. Delayed justice in environmental cases can lead to prolonged environmental degradation and reduced efficacy of judicial interventions. It is said that “delay in disposal of cases not only creates disillusionment amongst the litigants but also undermines the capability of the system to impart justice in an efficient and effective manner” (Das, 1997).

Conclusion:

The study of offences against the environment under Indian laws reveals a robust framework aimed at protecting our ecosystem to speed up the justice delivery system. The legal framework provides comprehensive provisions to deter and penalize activities that harm the environment. These laws impose penalties for violations. Judicial interpretation evidenced in

landmark cases underscores the judiciary's role in upholding environmental rights. Continued efforts in strengthening legal frameworks and promoting practices are essential to mitigate environmental degradation and safeguard India's ecological heritage for future generations. The adaptation of technology in the legal process minimizes the period of adjudication of trial of offences against the environment ensuring speedy justice. It also recommends the capacity-building training of stakeholders to enhance their expertise in effecting timely justice. By these efforts, India can strive towards achieving environmental sustainability balancing developmental needs with environmental conservation and fulfilling its international commitments towards a cleaner and greener future.

Recommendations:

1. Specialized training on environmental law and its complexities provides to all stakeholder to ensure trial completion in timely manner.
2. Stakeholders must follow case management and time-bound scheduling of hearings to reduce delays for effective disposal of cases.
3. Promoting the use of plea bargaining in offences against environment can provide quicker and less adversarial resolutions.
4. Continuous evaluation and reform of judicial processes to incorporate best practices leads to expedite case resolution.
5. Reviewing and amending existing environmental laws to introduce summary procedures with mandatory timelines for hearings and stricter penalties enhance quicker disposal.

References:

1. Das, B. B. (1997). Victim in the Criminal Justice System. New Delhi: APH Publishing Corporation.
2. Essar Oil Ltd vs. Halar Utkarsh Samiti, (2004) 2 SCC 292 (Supreme Court).
3. Hussainara Khatoon vs. State of Bihar, AIR 1979 SC 1364 (Supreme Court).
4. Indian Council for Enviro-Legal Action vs. Union of India, AIR 1996 SC 1446 (Supreme Court).
5. MC Mehta vs. Union of India, AIR 1987 SC 965 (Supreme Court).
6. Rural Litigation and Entitlement Kendra vs. State of U.P, AIR 1985 SC 652 (Supreme Court).
7. Subhash Kumar vs. State of Bihar, AIR 1991 SC 420 (Supreme Court).
8. T. N. Godavarman Thirumulpad vs. Union of India , AIR 1997 SC 1228 (Supreme Court).
9. Vellore Citizens Welfare Forum vs. Union of India, AIR 1996 SC 2715 (Supreme Court).
10. Yoal Vishwas Maskar vs. State of Maharashtra, 1990 SCC OnLine Bom 258 (Bom High Court).



Traditional Uses of Medicinal Plants for Management of Diabetes, Arthritis, Rheumatism, earache and Cancer Diseases in Chandgad Tahsil of Kolhapur District of Maharashtra, India

Patil Arun Vishnu¹ Jadhav Varsha Dilip²

¹Assistant Professor, Department of Botany, Yashwantrao Chavan College
Halkarni, Kolhapur (M.S.), India

²Department of Botany, Shivaji University, Kolhapur (M.S.), India

Corresponding Author: Patil Arun Vishnu

Email: arunpatil545@gmail.com

DOI- 10.5281/zenodo.13325817

Abstract:

The present paper documents the traditional knowledge of medicinal plant species used to cure diabetes, arthritis, rheumatism, earache and cancer diseases in Kolhapur district. Local people use certain folklore medicinal plants for the treatment of diabetes, arthritis, rheumatism, earache and cancer. An ethnomedicinal survey was under taken to collect information from local rural people about the use of medicinal plants in Kolhapur district. Ethnomedicinal information of medicinal plants was taken from different localities of Kolhapur district by interview with local rural practitioners (vaidya).

The knowledge about the medicinal plant has been transmitted orally from generation to generation. The investigation revealed that there are about 7 species of plants used to treat diabetes, 11 species of plants used to treat arthritis, 4 species of plants used to treat rheumatism, 3 species of plants used to treat earache and 3 species of plants used to treat cancer. The medicinal plants used to cure diabetes, arthritis, rheumatism, earache and cancer are enumerated disease wise with botanical name, family, local name, part used and mode of administration. The study indicates that the local inhabitants rely on medicinal plants for treatment. The traditional knowledge of medicinal plants has great potential for research and the discovery of new drugs.

Keywords: Traditional, Diabetes, Arthritis, Rheumatism, Earache, Cancer, Kolhapur District.

Introduction:

The knowledge of medicinal plants has been accumulated in the course of many centuries based on different medicinal system such as Ayurveda, Unani and Siddha. In India, it is reported that traditional healers use 2500 plant species and 100 species of plants serves as a regular sources of medicine (Pei, 2001).

Herbal remedies are considered the oldest form of health care known to mankind on this earth. During last few decades there has been an increase in the study of medicinal plants and their traditional uses in different parts of the world (Lev, 2006). Prior to the development of modern medicine the traditional system of medicine that have evolved over the centuries within various communities are still maintained as a great traditional knowledge base in herbal medicines (Mukharjee and Wahli, 2006). Traditionally this treasure of knowledge has been passed on orally from generation to generation without any written document and is still retained by various indigenous groups around the world. Documenting the indigenous knowledge through ethnomedicinal studies is important for the conservation and utilization of biological resources.

Ethnomedicinal survey has been found to be one of the reliable approach to drug discovery (Fabricant and Farnsworth, 2001). Several active compounds have been discovered from plants on the basis of ethnomedicinal information and used directly as patented drugs (Carney et al., 1999). It is an urgent need to collect and conserve all ethnomedicinal information's from various communities.

Material and Methods:

For gathering information regarding plants used medicinally by rural vaidus several field trips were undertaken in villages of Chandgad tehsil of Kolhapur district in different seasons. Ethnomedicinal data were collected according to the methodology suggested by Jain 1987. Information's (local name, mode of preparation, medicinal uses) were collected through questionnaires, interviews and discussion among rural practitioners (vaidu) in their local language and recorded in field note book. Collected information was cross checked with the help of available literature (Agarwal and Ghosh 1985, Jain 1991, Naik 1998). Specimens were collected from the field and identified with the help of local flora (Yadav and Sardesai 2002). It is our pleasure that each local informant (vaidu) have

given us full support for collection details of individual plant species. The study also involved an extensive literature search and herbarium examination (Jain 1965, Thirumalai et al. 2010, Tiwari and Padhye 1993, Upadhye et al. 1986)

Observations:

The plant species are given below with their Botanic name, Family, Local name, medicinal uses and Administration of disease in table 1.

Table 1: List of Medicinal Plants with Botanical Name, Family, Local name, Part used and Administration

Sr.No.	Botanical name, Family and Local name	Part used	Administration
Diabetes			
1	<i>Catharanthes roseus</i> (L.) G. Don. Apocynaceae; Sadaphali	Leaf	5-6 leaves given to eating three times a day.
2	<i>Clerodendrum inerme</i> (L.) Gaertn. Verbenaceae; Kadu Mehandi	Leaf	Two tea spoon leaf juice given orally.
3	<i>Gymnema sylvestre</i> (Retz.). Asclepiadaceae; Bedkicha pala	Leaf	Stem and leaf powder given with water.
4	<i>Helicteris isora</i> L. Sterculiaceae; Murudsheng	Fruit	One cup fruit decoction taken orally twice a day.
5	<i>Maesa indica</i> (Roxb.) Myrsinaceae; Atki, Ambat gola	Bark	Two table spoon bark powder taken internally with water once a day.
6	<i>Salacia chinensis</i> L. Hippocrateaceae; Saptarangi	Root and stem	One spoon root and stem powder given with water for 15 days.
7	<i>Syzygium cumini</i> (L.) Skeels Myrtaceae; Jambhul	Seed and bark	Seed and bark powder with water given twice a day.
Arthritis			
1	<i>Allophylus Cobbe</i> (L.) Sapinadaceae; Tipani, Hadsandhi	Leaf	Leaf paste applied over painful part.
2	<i>Calotropis gigantea</i> (L.) Asclepiadaceae; Rui	Leaf	Leaf decoction with coconut oil applied over joint pains.
3	<i>Cassia fistula</i> L. Caesalpiniaceae; Bahava	Bark	Bark rubbed into paste and applied over joint pains.
4	<i>Clerodendrum viscosum</i> Vent. Verbenaceae; Kudavi	Leaf and Root	Crushed leaves plastered over painful part and half cup root juice given orally for three times only.
5	<i>Holarrhena pubescens</i> (Buch.-Ham.) Apocynaceae; Pandhara Kuda	Bark	One spoon bark powder with sugar given for four months.
6	<i>Lagerstromia microcarpa</i> Wt. Lythraceae; Nana	Bark	Bark extract taken twice a day for fifteen days.
7	<i>Leucas stelligera</i> Wall. Lamiaceae; Bhurambh	Leaf	Crushed leaves applied over painful part.
Sr.No.			
Botanical name, Family and Local name			
Part used			
Administration			
8	<i>Lobelia nicotianaefolia</i> Roth. ex R.& S. Lobeliaceae; Ran Tambakhu, Bhuinal	Leaf	Leaf paste smear over painful part.
9	<i>Nothopegia castaneifolia</i> (Roth) Anacardiaceae; Amberi	Latex	Crushed leaves applied over painful part.
10	<i>Pongamia pinnata</i> (L.) Fabaceae; Karanji	Seed	Seed oil rubbed on painful part.
11	<i>Wendlandia thyrsoides</i> (R. & S.) Rubiaceae; Ranper, Tarangi	Leaf	One spoon leaf powder given with water two times a day and crushed leaves applied over painful part.
Rheumatism			
1	<i>Clematis gouriana</i> Roxb. Ranunculaceae; Morvel	Leaf	Leaves boiled in water and taken bath.
2	<i>Clerodendrum serratum</i> (L.) Verbenaceae; Bharangi	Leaf	Leaf paste applied externally on painful parts.
3	<i>Tectona grandis</i> L. Verbenaceae; Saag	Bark	Bark and wood powder warmed with water and one cup taken orally.
4	<i>Toddalia asiatica</i> (L.) Rutaceae; Jangli mirachi	Leaf	Leaf extract given for five days.

Cancer			
1	<i>Meyna laxiflora</i> Robyns Rubiaceae; Halu	Seed	Seeds rubbed into smooth paste and smeared over cancer injury.
2	<i>Momordica dioica</i> Roxb. Cucurbitaceae	Root tuber	Root tuber crushed and applied over breast cancer injury.
3	<i>Nothapodytes nimmoniana</i> (Grah.) Icacinaceae; Narakya, Amrutya	Bark	One spoon bark powder with sugar given twice a day.
Earache			
1	<i>Cuscuta reflexa</i> Roxb. Cuscutaceae; Amarvel	Stem	Two drop stem juice boiled and dropped into ear.
2	<i>Cynodon dactylon</i> (L.) Poaceae; Harali, Durva	Leaf	Leaf juice warmed up with coconut oil and dropped in ear.
3	<i>Aradistica</i> L Musaceae; Kel	Roots	Roots boiled in water and four drops dropped in ear.

Result and Discussion:

Present investigation revealed that 7 species of plants used to treat diabetes, 11 species of plants used to treat arthritis, 4 species of plants used to treat rheumatism, 3 species of plants used to treat earache and 3 species of plants used to treat cancer. This indicates that rural people of this region possess good knowledge of herbal drugs but their continuous and progressive exposure to modernization may result in extinction of the rich heritage of knowledge in course of time. Moreover it may further be mentioned that over exploitation of these species in the name of medicine may lead some species ultimately to the disappearance in future. Therefore attention should also be made on exploitation and proper utilization of these medicinal plants. Observations revealed that the leaf is the most common crude drug in their preparations to cure diseases. Most plants used for the treatment of diabetes, arthritis, rheumatism, earache and cancer diseases were herbs and shrubs. Ethnomedicinal data may provide a base to start the search for new compounds related to pharmacognosy, phytochemistry and pharmacology. This may provide new source of herbal drugs and help to understand the molecular basis of their activities.

Acknowledgement:

Authors are cordially grateful to the people inhabiting in different localities of Kolhapur district for their kind support and co-operation during the field survey. Authors are also thankful to University Grant Commission for financial assistance.

References:

- Agarwal, V. S. and Ghosh, Barin 1985. Drug plants of India: Root drugs. Kalyani Publishers, New Delhi.
- Carney, J.R., Krenishky, J.M., Williamson, R.T., Luo, J., Carlson, T.J., Hsu, V.L. and
- Moswa, J.L. 1999. Maprouneacin, a new daphnane diterpenoid with potent antihyperglycemic activity from *Maprounea africana*. Journal of Natural Products 62:345-347.
- Fabricant, D.S. and Farnsworth, N. R. 2001. The value of plants used in traditional medicine for drugs discovery. Environmental Health Perspectives (Supplement) 109:69 - 75.
- Jain, S. K. 1965. Medicinal plant lore of the Tribal of Bastar. Economic Botany. 19: 236-250.
- Jain, S. K. 1991. Dictionary of Indian folk medicine and ethnobotany. Deep Publications.
- Jain, S. K. New Delhi. 1987. A Manual of Ethnobotany. Scientific Publishers, Jodhpur, India.
- Lev, E. 2006. Ethno-diversity within current ethno-pharmacology as part of Israeli traditional medicine - A review. Journal of Ethnobiology and Ethnomedicine 2:4.
- Mukherjee, P.K. and Wahil, A. 2006. Integrated approaches towards drugs development from Ayurveda and other system of medicine. Journal of Ethnopharmacology 103: 25- 35.
- Naik, V. N. 1998. Vanaushadhi (Marathi). Amrut Prakashan, Aurangabad.
- Pei, S. J., 2001. Ethnobotanical approaches of traditional medicine studies: some experiences from Asia. Pharmaceutical biology 39: 74-79.
- Thirumalai, T., Elumalai, S., and David, E. 2010. Ethnobotanical Survey of Folklore Plants For the Treatment of Jaundice and Snakebites in Vellore districts of Tamilnadu, India. Ethnobotanical leaflets 14: 529-536.
- Tiwari, V. J. Padhye, M. P. 1993. Ethnobotanical study of Gond tribe of Chandrapur and Gadchiroli districts of Maharashtra State, India. Fitoterapia, 64: 58-61.
- Upadhye, A. S. Kumbhojkar, M. S. and Vartak, V. D. 1986. Observations on wild plants used in folk medicine in the rural areas of the Kolhapur district. Ancient Sci. Life. 6(2): 119-121.
- Yadav, S. R. and Sardesai, M. M. 2002. Flora of Kolhapur district. Shivaji University Kolhapur.



Strategies for Brightening Urban Futures: Overcoming City Challenges - A Conceptual Framework

Dr. Shweta Srivastava

Assistant Professor, Department of Geography, PRSU, Prayagraj

Corresponding Author: Dr. Shweta Srivastava

Email: shwetageo2.0@gmail.com

DOI- [10.5281/zenodo.13325866](https://doi.org/10.5281/zenodo.13325866)

Abstract:

Urban areas grapple with a range of complex challenges stemming from rapid population growth, resource constraints, infrastructure limitations, and socio-economic disparities. These issues permeate multiple domains, such as housing, transportation, poverty, pollution, crime, and public health. The rapid expansion of urban populations often outpaces the development of infrastructure and resources, leading to inadequate housing, increased traffic congestion, and strained public services. Socio-economic disparities exacerbate poverty, leading to the formation of informal settlements and heightened crime rates. Pollution—air, water, and noise—further degrades the quality of urban living, while inadequate public health systems struggle to address the increasing burden of disease and health disparities.

The significance of these urban problems is profound. They affect the quality of life for residents by disrupting social cohesion, economic stability, and environmental health. This interplay of challenges hampers the overall sustainability of cities, making it difficult to achieve long-term development and well-being for urban communities. Addressing these issues is essential not only for improving current living conditions but also for ensuring a balanced, equitable, and resilient urban future.

Key words: Urban challenges, Population growth, Resource Constraints, Infrastructure Limitations, and Socio-Economic Disparities.

Introduction:

As urban populations grow, the challenges associated with urban living become more urgent, underscoring the need for proactive and sustainable solutions. Rapid population expansion strains existing infrastructure and resources, leading to pressing issues such as inadequate housing, traffic congestion, and environmental degradation. To create inclusive, resilient, and livable urban environments, it is essential to address these problems through thoughtful planning and innovative strategies. Tackling these urban issues is critical not only for improving the current quality of life but also for ensuring sustainable development that benefits all city residents. By focusing on effective solutions, we can foster a more equitable society, where future generations inherit cities that are well-equipped to handle growth and change. Addressing these challenges head-on will help build urban spaces that are not only functional but also vibrant and sustainable, enhancing overall community well-being.

Understanding Urban Problems:

Urban slums are densely populated and impoverished areas within cities, marked by inadequate housing, lack of access to basic services like clean water, sanitation, and healthcare, and often insecure tenure. These areas usually arise from rapid urbanization, rural-to-urban migration, and

poverty, coupled with a shortage of affordable housing. Residents of urban slums face significant challenges, including overcrowded living conditions and limited opportunities for social and economic advancement. The growth of slums reflects broader issues of urban planning and socio-economic inequality, necessitating comprehensive strategies to improve living conditions and provide essential services to these vulnerable communities.

Urban slums arise from several interconnected causes. Rapid urbanization leads to cities growing faster than their capacity to accommodate new residents, resulting in informal settlements. Poverty forces people into slum areas due to limited income and the inability to afford proper housing. A lack of urban planning and regulation often neglects the housing needs of expanding urban populations. Rural-urban migration, driven by the search for better opportunities, frequently culminates in people settling in slum areas due to limited resources. Additionally, inadequate infrastructure, such as poor access to water, sanitation, and electricity, exacerbates the formation of slums.

Urban slums have significant impacts on various aspects of life. Health risks are prevalent due to inadequate sanitation and hygiene, leading to increased disease and poor health conditions. Social disparities emerge as slum dwellers often face

exclusion and lack access to education and opportunities. Environmental challenges are exacerbated by overcrowding and insufficient waste management, contributing to environmental degradation. Economic vulnerability is a persistent issue, with limited job opportunities and low incomes perpetuating cycles of poverty. Additionally, the lack of security in informal settlements, which are often prone to crime and lack proper law enforcement, further compounds the difficulties faced by residents.

Urban poverty refers to the condition where individuals or communities in urban areas experience a lack of resources, limited access to basic services, and inadequate income to meet their essential needs. This situation arises due to various interrelated factors and has profound implications for both individuals and society as a whole. Key causes of urban poverty include a lack of employment opportunities, especially for unskilled laborers, which contributes to unemployment. Many urban residents work in the informal economy, where wages are often meager and unreliable. Rural-urban migration compounds the issue, as migrants often struggle to find sustainable livelihoods. Additionally, limited access to quality education and healthcare perpetuates the cycle of poverty, while the high cost of living in urban areas makes it difficult for low-income individuals to afford basic necessities.

Urban poverty has numerous impacts on various facets of life. It results in inadequate housing, with many living in substandard conditions marked by overcrowding, poor sanitation, and unsafe structures. Food insecurity is another major issue, as the inability to afford nutritious food regularly leads to malnutrition and health problems. Limited access to healthcare services and lack of health insurance coverage exacerbates health disparities. Education disparities are prevalent, with children from impoverished urban families often having limited access to quality education, thereby perpetuating the cycle of poverty. Social exclusion and stigmatization due to economic disparities further marginalize these communities. Higher crime rates are common in poverty-stricken areas due to socio-economic disparities and lack of opportunities. Health issues stemming from poverty strain healthcare systems and resources, while the underutilization of human potential affects overall economic productivity and growth. Urban poverty also widens social inequality, leading to social tensions and disparities. Additionally, the increased demand for social welfare services strains support systems for impoverished communities. Transportation issues in urban areas, such as traffic congestion and deficiencies in public transport systems, further impact the efficiency, convenience, and sustainability of urban mobility.

Traffic congestion arises from several causes, including increased vehicle ownership, which leads to crowded roads, and inadequate infrastructure, with roads and highways unable to handle the growing volume of traffic. Poor traffic management and ineffective planning exacerbate congestion, while the concentration of economic activities and population in cities due to urbanization further amplifies the issue. The impacts of traffic congestion are significant: longer commute times lead to time and productivity loss, while increased fuel consumption and emissions contribute to environmental pollution. Prolonged exposure to traffic jams causes stress and health problems, and the higher fuel consumption and wasted time result in substantial economic costs.

Public transport faces several challenges, including inadequate coverage and quality issues. Limited reach of public transport networks leaves some areas underserved, while irregular services with inconsistent schedules or limited frequency affect reliability. Quality and accessibility are also major concerns, with overcrowding on trains or buses during peak hours being common. Additionally, aging infrastructure, lack of maintenance, and insufficient facilities, such as bus stops, further impact the quality and accessibility of public transport systems.

Affordability issues in public transport and housing present significant challenges. High fares can limit access for low-income individuals, while limited operating hours may not accommodate late-night commuters. The urban housing crisis is characterized by a shortage of affordable options and a growing homelessness problem. Rapid urbanization, limited land availability, income disparities, and real estate speculation drive up housing costs, making construction expensive. High housing costs strain finances, leading to overcrowded, poor-quality housing or informal settlements. Social displacement occurs as families relocate to cheaper areas, disrupting communities and networks. Mental health issues, substance abuse, and exposure to harsh living conditions contribute to homelessness and associated health risks, while homeless individuals are more vulnerable to crime and exploitation. Additionally, pollution in its various forms—air, water, and noise—poses significant threats to urban environments and public health.

Air pollution is caused by several factors, including vehicle emissions, which release pollutants like nitrogen oxides and particulate matter from combustion engines, and industrial activities, where factories and manufacturing processes emit various pollutants into the air. The burning of fossil fuels, such as coal, oil, and natural gas, significantly contributes to air pollution, while dust and particulate matter from construction sites further

worsen air quality. The health impacts of air pollution are severe, leading to respiratory issues such as asthma and bronchitis, increased risk of heart attacks and strokes due to pollutants affecting the cardiovascular system, and reduced lung function from long-term exposure, resulting in chronic health problems.

Water pollution arises from various sources, including industrial discharges, where chemicals and pollutants from factories contaminate water bodies. Agricultural runoff, with pesticides and fertilizers leaching from farms, and improper sewage and waste disposal further contribute to water contamination. Additionally, urban runoff, carrying pollutants from roads and urban areas during rains, exacerbates the problem. The health impacts are significant, leading to waterborne diseases such as cholera, dysentery, and typhoid. Long-term exposure to polluted water can also cause organ damage and chronic health complications.

Noise pollution stems from multiple sources, including increased urbanization with heightened activities and traffic contributing to elevated noise levels. Industrial operations, machinery, factories, and construction sites also generate excessive noise. Additionally, transportation systems such as vehicles, aircraft, and trains further exacerbate noise pollution. The health impacts of noise pollution are significant, with prolonged exposure leading to hearing problems like hearing loss, disrupted sleep patterns, increased stress levels, and impaired concentration and cognitive development, particularly affecting children.

Waste disposal presents several challenges exacerbated by urbanization's impact on waste generation due to population density and consumption patterns. Inadequate infrastructure, including insufficient landfills and recycling centers, results in improper disposal practices. The lack of waste segregation at the source complicates recycling and treatment efforts, while illegal dumping further exacerbates environmental pollution. Improper handling of hazardous waste poses significant risks to both human health and the environment. The environmental consequences are profound, including land and soil pollution from contaminated landfills and dumping sites that affect ecosystems and groundwater. Open burning of waste contributes to air pollution, releasing harmful gases and particulate matter. Marine pollution occurs when improperly managed waste finds its way into water bodies, threatening marine life and ecosystems. Poorly managed waste sites also pose health risks to nearby communities, and inadequate recycling efforts contribute to resource depletion and increased energy consumption.

Urban crime encompasses various types, including violent crimes such as assaults, homicides, robberies, and sexual offenses, as well as property

crimes like theft, burglary, vandalism, and property damage. White-collar crimes such as fraud, embezzlement, and financial offenses, along with cybercrimes such as identity theft, hacking, and online fraud, also contribute to urban crime rates. The causes of urban crime are multifaceted, rooted in socioeconomic factors such as poverty, unemployment, and income inequality, which can lead to criminal behavior. Social disorganization, marked by the breakdown of community structures and lack of social cohesion, also contributes. Additionally, drug abuse often drives individuals to commit crimes to sustain addiction or for drug-related offenses, while limited access to education and employment opportunities further exacerbates the issue by pushing individuals toward criminal activities.

Urban crime has profound social impacts on communities. High crime rates instill fear and anxiety among residents, impacting their daily lives and well-being. Economically, crime affects businesses, property values, and city investments, deterring growth and development. Social cohesion suffers as crime undermines trust and fractures community bonds, making neighborhoods less cohesive and resilient. Furthermore, crime has public health implications, directly and indirectly affecting mental and physical health due to stress and trauma experienced by victims and witnesses. Addressing these social impacts requires comprehensive strategies that promote safety, strengthen community ties, and support the well-being of residents affected by crime.

Environmental health in urban areas encompasses critical issues related to clean water and sanitation. Many urban areas face challenges in accessing safe and clean drinking water, which compromises public health. Inadequate sewage systems exacerbate these problems, leading to water contamination and heightened health risks for residents. These sanitation issues contribute significantly to the spread of waterborne diseases, increasing the disease burden within urban populations. Moreover, healthcare inequities persist as many urban residents struggle to access quality healthcare services, exacerbating health disparities across communities. Addressing these environmental health challenges requires comprehensive efforts to improve water infrastructure, enhance sanitation systems, and ensure equitable access to healthcare services for all urban residents.

Mitigation Strategies - Solutions to Urban Slums and Poverty:

Slum rehabilitation programs focus on holistic approaches to improve living conditions in impoverished urban areas. These initiatives include upgrading infrastructure such as roads, sewage systems, water supply, and electricity in slum areas.

Resettlement programs provide alternative housing options while revitalizing these areas. Community engagement plays a crucial role by involving residents in decision-making processes to ensure sustainable rehabilitation efforts. Affordable housing initiatives are integral, offering subsidized housing schemes tailored for low-income individuals and families, promoting inclusivity through mixed-income developments, and fostering partnerships with private developers to expand affordable housing options. These comprehensive strategies aim to uplift slum communities and enhance their socio-economic well-being.

The employment generation schemes encompass a range of initiatives aimed at fostering economic opportunities and social welfare in urban slum areas. Skill development programs focus on providing vocational training to enhance employability, while job creation initiatives promote entrepreneurship and small-scale industries. Microfinance support offers financial assistance for small businesses and self-employment ventures. Social welfare programs ensure access to basic services such as education, healthcare, and sanitation, alongside food security initiatives that provide nutritional support and food aid. Conditional cash transfers incentivize positive behaviors like attending health check-ups or sending children to school. Addressing transportation challenges involves infrastructure development, including road expansion, smart traffic management systems, and enhancements in public transport services like buses, trams, and metro lines. Integration of technological advancements and sustainable transport modes further aims to improve connectivity and reduce congestion, promoting a holistic approach to urban development.

Efforts to address the housing crisis involve a multifaceted approach aimed at making housing more accessible and affordable across different socio-economic groups. Affordable housing schemes include subsidized programs that offer financial assistance or subsidies to lower housing costs for low-income individuals and families. Initiatives like low-cost housing projects incentivize developers to build affordable units or allocate land for such purposes. Mixed-income housing developments are promoted to integrate affordable and market-rate housing, fostering socio-economic diversity. Rental housing policies include rent control regulations to prevent steep rent hikes, tenant protections to ensure fair treatment and living conditions, and incentives for private landlords to offer affordable rentals through tax breaks or subsidies. Land use planning strategies prioritize allocating sufficient land for housing in urban areas facing shortages, while community land trusts are established to maintain long-term affordability. Housing vouchers provide direct support to low-income households, enabling them to secure rentals

in the private market. These efforts collectively aim to alleviate the housing crisis and promote stable, affordable housing options for all.

Efforts to combat pollution encompass a comprehensive strategy focusing on stringent environmental regulations, promotion of renewable energy, and green transportation initiatives. Environmental regulations include enforcing strict emission standards for industries and vehicles to curb harmful pollutants, along with policies for effective waste management and recycling practices. Monitoring air and water quality standards ensures compliance and reduces pollution levels. The promotion of renewable energy involves providing investment incentives and tax breaks for adopting solar, wind, and hydroelectric power, alongside infrastructure development to modernize energy grids. Public awareness campaigns educate individuals and industries about the benefits of renewable energy adoption. Green transportation initiatives encourage the use of electric and hybrid vehicles, expand public transport options, and promote cycling and walking to mitigate vehicular emissions. Implementing carbon pricing mechanisms like taxes or cap-and-trade systems incentivizes companies to reduce carbon emissions, while investments in research and development drive innovation towards cleaner technologies and sustainable practices, furthering efforts to combat pollution effectively.

Effective solid waste management strategies encompass a range of initiatives aimed at minimizing waste generation, promoting recycling, and harnessing energy from non-recyclable materials. Waste segregation and recycling programs are facilitated through public awareness campaigns that emphasize sorting waste at its source and infrastructure setup for separate collection of paper, plastic, and organic waste to streamline recycling processes. Encouraging a circular economy involves using recycled materials in production to reduce reliance on raw resources. Waste-to-energy initiatives include establishing facilities that convert non-recyclable waste into electricity, heat, or fuel, supported by technological advancements to enhance efficiency and reduce environmental impact. Strict emission control measures are implemented to mitigate air pollution from these facilities. Composting programs promote the conversion of organic waste into nutrient-rich soil amendments, while extended producer responsibility policies hold manufacturers accountable for recycling or disposing of their products sustainably. Community engagement plays a crucial role by involving local residents in waste management efforts, fostering a shared responsibility and commitment to environmental stewardship. These integrated approaches aim to

achieve sustainable solid waste management and environmental conservation goals effectively.

Addressing urban crime involves a multifaceted approach focused on strengthening law enforcement capabilities and fostering community engagement. Enhanced law enforcement strategies include deploying more officers in high-crime areas for deterrence and swift response, alongside specialized training to improve crime detection and community relations. Integration of advanced technologies like surveillance systems and predictive policing tools supports effective crime prevention efforts. Community policing initiatives aim to build trust and cooperation by engaging residents in problem-oriented policing, addressing root causes such as abandoned properties and drug hotspots collaboratively. Youth outreach programs offer mentorship, education, and recreational activities to steer young people away from crime, while restorative justice approaches focus on rehabilitation and reconciliation between offenders and victims. Coordination with social services helps address underlying issues like poverty, substance abuse, and mental health. Crime prevention through environmental design strategies enhances urban safety by optimizing lighting, visibility, and urban planning to discourage criminal activities. These integrated efforts aim to create safer, more cohesive urban communities resilient to crime.

Improving environmental health in urban areas requires comprehensive initiatives focusing on sanitation, hygiene, and healthcare accessibility. Efforts include ensuring access to safe drinking water through reliable distribution systems. Sanitation facilities such as toilets, sewage treatment plants, and waste management systems are built and maintained to prevent waterborne diseases. Educational campaigns promote hygiene practices like handwashing and proper waste disposal to enhance community health. Healthcare infrastructure is expanded with investments in clinics and hospitals, ensuring broad coverage across urban regions. Policies promoting affordable or subsidized healthcare services aim to support low-income individuals, complemented by mobile health units reaching underserved communities. Preventive healthcare programs encompass vaccination campaigns, health screenings, and disease prevention efforts to bolster public health. Mental health services provide crucial support, addressing psychological well-being among urban populations. Maternal and child health initiatives focus on maternal care, child immunization, and nutrition programs to improve health outcomes for mothers and children alike. These integrated measures aim to foster healthier urban environments and enhance overall well-being.

The Indian government has launched several key initiatives to tackle urban challenges

comprehensively. **The Pradhan Mantri Awas Yojana (PMAY)** aims to provide affordable housing for urban poor by 2022, with separate components for urban and rural areas. The Smart Cities Mission targets the development of 100 smart cities, focusing on infrastructure improvement, sustainable planning, and efficient public services through technological integration. **The Swachh Bharat Mission (Urban)** aims to achieve cleanliness and eliminate open defecation, emphasizing solid waste management and sanitation facilities. **The Atal Mission for Rejuvenation and Urban Transformation (AMRUT)** ensures basic amenities like water supply and urban transport. **The Deen Dayal Antyodaya Yojana National Urban Livelihoods Mission (DAY-NULM)** uplifts the urban poor through skill development and entrepreneurship support.

Conclusion:

Looking forward, future strategies advocate for sustainable technologies such as smart infrastructure and IoT for better resource management and urban planning. Climate-responsive urban design promotes green building practices and resilience planning. Innovative mobility solutions include promoting electric vehicles and autonomous transport systems. Circular economy principles and advanced waste management technologies are encouraged for efficient resource use and waste reduction. Socially inclusive urban spaces are prioritized through expanded affordable housing and digital inclusion efforts. Health-centric city planning integrates healthcare infrastructure and promotes well-being through green spaces and walkable areas. Multi-stakeholder collaboration, citizen-centric governance, and lifelong learning hubs are advocated to foster innovation and community engagement in urban development. By embracing these strategies and collaborations, India aims to create resilient, sustainable, and inclusive urban environments that support the well-being and prosperity of all residents.

References:

1. Atash. The deterioration of urban environments in developing countries: Mitigating the air pollution crisis in Tehran. Iran Cities. 2007;24(2007):399-409 Barnes KB, Morgan JM III, Roberge MC, et al. Sprawl Development: Its Patterns, Consequences and Measurement. Towson, USA: Towson University; 2001
3. Chandna RC. Geography of Population: Concepts, Determinants and Patterns. New Delhi: Kalyani Publishers; 1996
4. Diddee J. Indian Medium Towns: An Appraisal of Their Role as Growth Centres. New Delhi: Rawat Publications; 1997
5. George G, Royce H, Harold W, Stephen C, Jason F. Wrestling sprawl to the ground:

- Defining and measuring an elusive concept. Housing Policy Debate. 2001;12(4):681-717
6. Gordon P, Richardson Harry W. Are compact cities a desirable planning goal? American Planning Association. 1997;63(1):95-106
 7. Government of India. (n.d.). Atal Mission for Rejuvenation and Urban Transformation (AMRUT). Retrieved from <http://amrut.gov.in/>
 8. Government of India. (n.d.). Deen Dayal Antyodaya Yojana National Urban Livelihoods Mission (DAY-NULM). Retrieved from <http://nulm.gov.in/>
 9. Government of India. (n.d.). Pradhan Mantri Awas Yojana (PMAY). Retrieved from <http://pmaymis.gov.in/>
 10. Government of India. (n.d.). Smart Cities Mission. Retrieved from <https://smartcities.gov.in/>
 11. Government of India. (n.d.). Swachh Bharat Mission (Urban). Retrieved from <https://swachhbharaturban.gov.in/>
 12. Kundu A, Basu DN, et al. Urban Development and Urban Research in India. New Delhi: Khama Publishers; 1992. p. 162



Attention Deficit Hyperactivity Disorder (ADHD) in students

Dr. Suman Dalal¹ Kiran Devi²

¹Associate Professor of B.P.S. Mahila Vishwavidyalaya Khanpur Kalan, Sonipat, Haryana

²PH. D (Research Scholar) B.P.S. Mahila Vishwavidyalaya Khanpur Kalan, Sonipat, Haryana

Corresponding Author: Dr. Suman Dalal

Email: Sumand149@gmail.com

DOI- 10.5281/zenodo.13325881

Abstract:

For the last two- three decades Attention Deficit Hyperactivity Disorder (ADHD) has become a major disorder found in children. This paper finds out the main causes of ADHD behavior in children. The causes of this disorder in children and its symptoms vary according to their age and environment. The paper also highlights the effects the disorder has on students.

This disorder affects students in different ways, at school and after school stage and hinders their development in life. The child become a victim of other personality disorders and behaviour disorders due to his hyperactive/impulsive behaviour. It has deleterious effects on the educational, social and professional life of children, but timely identification and treatment is possible. The child can be developed properly by taking care of all aspects of the child's life.

Keyword: ADHD behavior disorder, Causes, Academic performance, Effects

Introduction:

Attention Deficit Hyperactivity Disorder (ADHD) is a very common behaviour disorder found in children. In a developing country like India there is a lack of awareness about it among parents, teachers and relatives. ADHD is a behavioral disorder that can be seen at different development stages of a child and which affects all aspects of his life.

In ADHD behavior disorder, the pre-frontal cortex part of the brain of the children do not develop like a normal child, due to which symptoms like hyperactive, impulsive and lack of attention are found in the behavior of child. This part of the brain controls attention, self-control and executive functions. Due to lack of proper development of the brain, the child is not able to control his behaviour and activities. By detecting the symptoms of ADHD type in children and taking the help of the treatment

available, we can correct the child's behaviour to a great extent and help him move forward in life.

Objectives:

The objectives of the paper are to explore the causes of Attention Deficit Hyperactivity Disorder (ADHD) in the students as well as to make the parents, teachers and family members in the society aware about this disorder and its effects. Apart from this, this paper also highlights the adverse effects of the disorder on the child's life.

Causes of Attention Deficit Hyperactivity Disorder (ADHD)

Till now, its reasons have not been known on the basis of various researches conducted in the country and abroad. Like other disorders both genetic and environmental factors are considered responsible for its causes. The following reasons have been found for ADHD behavior disorder in children: -

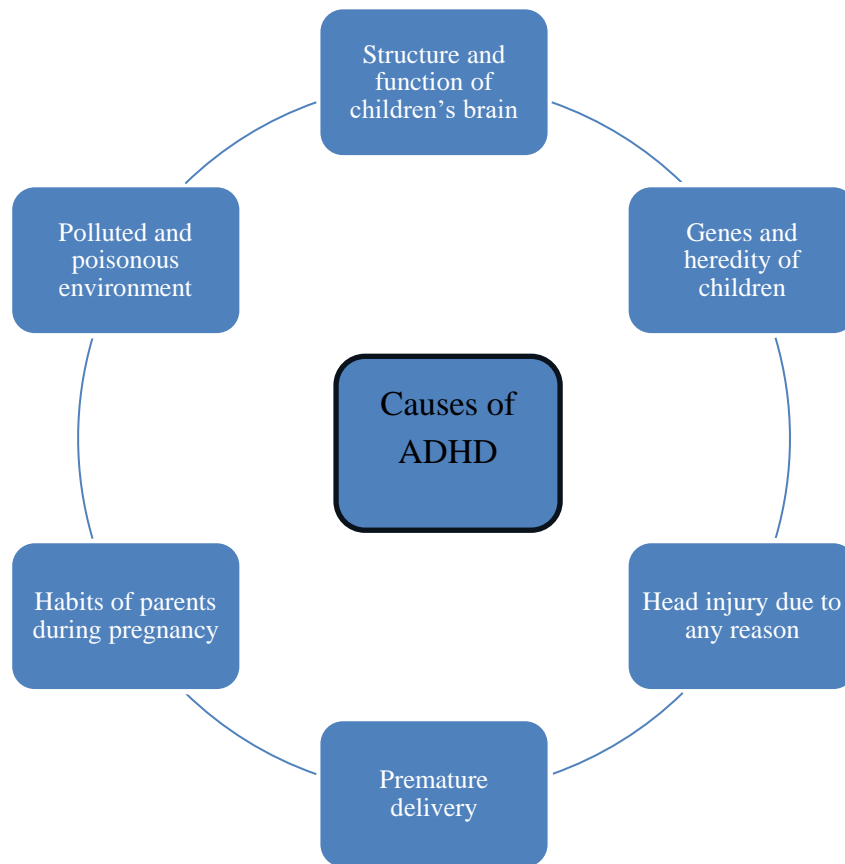


Diagram – 1

- 1. Structure and function of children's brain -** The structure of a person's brain is made up of many parts. The preferential cortex of the brain is responsible for attention, organization, self - control and the process of children acquiring knowledge is also include in this part. If for any reason that development of preferential brain part of the child is not proper then the child is not able to concentrate fully on all his activities. This difference affects different aspects of children's lives. Its symptoms effects are seen according to the development stages of the children.
- 2. Genes and heredity of children -** ADHD symptoms are seen in children from parents if the child parents or siblings have symptoms of ADHD then the chance of getting these symptoms increase 3 times.
- 3. Head injury due to any reason -** Head injury due to any accident or any other reason has also been seen to be one of the causes of ADHD in children. In some cases, it has been seen that the child is normal by birth, but due to accident his

brain gets affected and he shows ADHD symptoms in his behaviour.

- 4. Premature delivery -** In case of premature delivery of children their brain may not develop like a normal child which affects his brain activity and body functioning.
- 5. Habits of parents during pregnancy -** Increasing mothers alcohol consumptions and excessive smoking during pregnancy affects the health of the child and it's brain development process to a great extent.
- 6. Polluted and poisonous environment -** If a child lives in an environment with a lot of poisonous gas it can affect his bodies development and behaviour.

Effects of ADHD Behaviour Disorder:

ADHD behavior disorder strongly effects all aspects of students' life. Its effects his academic performance, socials relationship (family and friends) and executive functioning well as his/her mental health and psychological well-being. From the following diagram we can understand the effects of ADHD behavior disorder on students: -

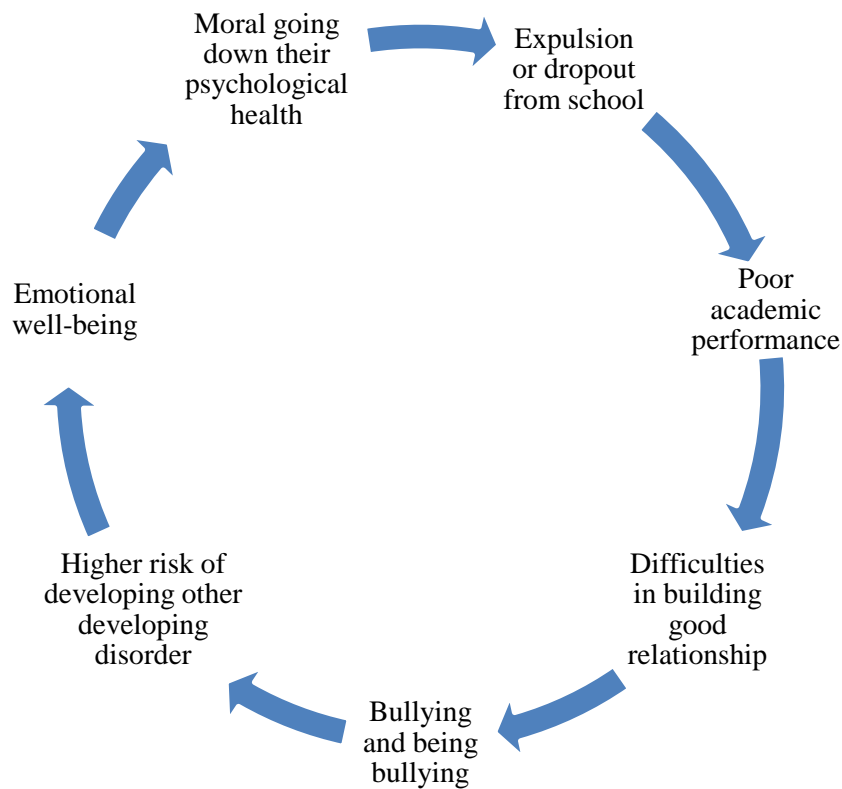


Diagram-2

- **Higher risk of expulsion or dropout from school-** student with ADHD behaviour disorder have difficulty concentrating like normal students. They have attention deficit and are impulsive and hyperactive which effect and their performance in the class. Due to lack of concentration in studies, many students either leaves school on there on all are expelled from school due to their bad behaviour.
- **Poor academic performance-** Various learning disorders and executive functioning are found in ADHD disorder students which affect their academic performance. Dyslexia, dysgraphia and dyscalculia are mostly found in students with ADHD.
- **Difficulties in building good relationship with peer group and family member-** Students with ADHD behaviour disorder have an increased chance of also having Anti- Social behaviour disorder. The student feels uncomfortable sitting with family member or his/ her pear group. He/she prefers to stay alone. He/she feels hesitant to interact and communicate with people.
- **Bullying and being bullying** - According to studies, the behaviour of ADHD students is irritable and angry, due to which they can sometime Bully other children and due to functional impairment, there is also risk of being bullying by other students.
- **Risk of developing other developing disorder-** Students with ADHD have higher

risk of developing other developing disorder. (conduct disorder, ODD and anti-social disorder bulimia, anxiety and sleep disorder etc.)

- **Emotional well-being-** Along with physical health mental health also matters a lot for students. The student has to face difficulties related to academic, social and functional impairment. Due to which he/ she often becomes a laughing stock in the class and at home, which affects his emotional well -being and the student is unable to feel confident.
- **Moral and psychological health** - Along with children's moral going down their psychological health is also affected due to ADHD behaviour disorder. Peas good, T., Bhardwaj, A., Biggs, K., Brazier, J. E., Coghill, D., Cooper, C. L., ... & Sonuga-Barke, E. J. (2016).

Other effects that ADHD disorder can have on a student's life

ADHD behaviour disorder is common behaviour disorder found in school student. This disorder affects school students of all ages with symptoms depending on their personality. Parents and teachers can improve their academic performance and behaviour by observing the symptoms. By identifying the symptoms, the student can be taught using different learning strategies. Below are some aspects of student life which are affected by ADHD behavior disorder. They are as follows: -

1. **Anxiety-** Due to ADHD disorder children remain nervous most of the time due to which often physical symptoms are also seen in them. In some particular situation like excessive sweating or dizziness.
2. **Appearing depression and unhappy-** The child/adult appears depressed and unhappy because of that problems and various challenges he faces in his day to-day life, compared to normal children.
3. **Anti -Social behaviour-** The child is not able to fulfill his responsibilities at school and home and engage in Anti- Social behaviour. He is often fighting with his siblings and friends, harming them and stealing things
4. **Not being able to improve with time-** Children sometimes have to face one or more problems in reading or learning new things, lack of attention, weak memory level, getting nervous suddenly etc. affects him. Due to all these problems, the child does not improve himself even with the passage of time.
5. **Not being able to manage time -** They do not manage time well he missed doing his important task. He Depends on others to complete his daily routine and other important task on time at home and workplace.
6. **Quick destruction -** Due to getting distracted by things happening around them or by noise he is unable to keep his mind busy or often leaves the work incomplete.
7. **Family relationship -** This disorder creates problems for children in established in relationship with their siblings and parents in their family. Due to quarreling over every issue and not following the advice of his parents and he fails to build cordial relations.
8. **Low level quality of life -** ADHD behaviour disorder affects every aspect of children's lives. He is compared with other children at home and school due to which he develops inferiority complex and his confidence level remains low.
9. **Comorbid disorder-** ADHD is such a disorder that if it is not treated timely, then with time the risk of this disorder and other disorder also increases in children. Oppositional defiant disorder, sleeping disorder, personality disorder, eating disorder, anxiety, depression, learning disorder, all these disorders increase the risk of developing.
10. **Increased accidents-** The risk of accidents increase significantly in ADHD person compared to normal person.
11. **Failure in plan-** Children do not succeed in making plans and executing them to achieve their short-term goals.
12. **Stressful life –** life becomes stressful due to lack of good relationship at home, office and society.

Conclusion:

Attention Deficit Hyperactivity Disorder (ADHD) ADHD affects every aspect of a child life in different ways which slows down his development and does not allow him to leave like a normal child. There are many reasons for this disorder in children but among all these, genetic and environmental factors are more responsible. There is currently know treatment available to eliminate the effects of the disorder, but the treatment available on the basis of research can be taken on time as per the condition of the child and as per medical advice, the side effect of this disorder on the entire life of the child can be significantly reduced. The child can easily live a normal life.

References:

1. Faraone, S. V., Biederman, J., Feighner, J. A., & Monuteaux, M. C. (2000). Assessing symptoms of attention deficit hyperactivity disorder in children and adults: which is more valid. *Journal of Consulting and Clinical Psychology, 68*(5), 830.
2. Storebø, O. J., & Simonsen, E. (2016). The association between ADHD and antisocial personality disorder (ASPD) a review. *Journal of attention disorders, 20*(10), 815-824.
3. Bernfort, L., Nordfeldt, S., & Persson, J. (2008). ADHD from a socio-economic perspective. *Acta Paediatrica, 97*(2), 239-245.
4. Ogundele, M. O., & Morton, M. (2022). Classification, prevalence and integrated care for neurodevelopmental and child mental health disorders: A brief overview for paediatricians. *World journal of clinical pediatrics, 11*(2), 120.
5. Thapar, A., Cooper, M., Jefferies, R., & Stergiakouli, E. (2012). What causes attention deficit hyperactivity disorder? *Archives of disease in childhood, 97*(3), 260-265.
6. Singh, A., Yeh, C. J., Verma, N., & Das, A. K. (2015). Overview of attention deficit hyperactivity disorder in young children. *Health psychology research, 3*(2).
7. Hanna, N. (2009). Attention Deficit Disorder (ADD) Attention Deficit Hyperactive Disorder (ADHD). *Journal of Clinical Medicine, 22*(6), 4.
8. Harpin, V. A. (2005). The effect of ADHD on the life of an individual, their family, and community from preschool to adult life. *Archives of disease in childhood, 90*(suppl 1), i2-i7.
9. Newcorn, J. H., Halperin, J. M., Jensen, P. S., Abikoff, H. B., Arnold, L. E., Cantwell, D. P., ... & Vitiello, B. (2001). Symptom profiles in children with ADHD: effects of comorbidity and gender. *Journal of the American Academy of Child & Adolescent Psychiatry, 40*(2), 137-146.

10. Disney, E. R., Elkins, I. J., McGue, M., & Iacono, W. G. (1999). Effects of ADHD, conduct disorder, and gender on substance use and abuse in adolescence. *American Journal of Psychiatry*, 156(10), 1515-1521.
11. Gok ten, E. S., Duman, N. S., Soylu, N., & Uzun, M. E. (2016). Effects of attention-deficit/hyperactivity disorder on child abuse and neglect. *Child abuse & neglect*, 62, 1-9.



Use of Ms Excel for Preparation of Financial Statements

Dr. Bobade Amol Haridas

Assistant Professor and Head, Department of Commerce, D.A.V. Velankar College of Commerce
Dayanand Nagar, Raviwar Peth, Solapur

Corresponding Author: Dr. Bobade Amol Haridas

Email: bobadeah@gmail.com

DOI- 10.5281/zenodo.13325916

Abstract:

Due to development of technology and use of internet and with various software, it is very use to maintain financial statements of the business. The present paper is useful to demonstrate the use of MS Excel for the preparation of financial statements of the business. There are so many formulas available in MS Excel. So, with the help of these formulas one can prepare the financial statements of the business. The paper is useful for very small business entities for maintain financial statements.

Key Words: MS Excel, Financial Statement.

Introduction:

Now a days the financial consultants and tax consultants are using the Ms-Excel as a tool to prepare financial statements of a small scale business. Financial statements of the enterprise generally include Trading Account, Profit & Loss Account and Balance Sheet. We can prepare these accounts and statement with the help of Ms-Excel within minimum time, accurately and more effectively.

Generally the financial statements of the enterprise are prepared with the help of accounting software and financial statements are generated through software itself. But to the businessman's those who are doing their businesses on small scale, to them it are not possible and affordable to do the accounting of business transaction with the help of software. Therefore they can use or their consultants can use the program 'Ms-Excel' as a tool to prepare financial statements.

India is known for the rural areas. The major population which is located in the rural areas of India is not aware about the financial statements and income tax returns of their businesses. If the small scale proprietors of the rural areas of India start using MS-Excel for their accounting of the business it would be helpful to them for preparing financial statements and to know the exact position of their business. Using of MS-Excel for preparation of financial statements is comparatively easy and convenient in rural areas.

Microsoft Excel is Microsoft's flagship spreadsheet computer application. It is by far the most popular spreadsheet program worldwide, and almost all spreadsheets are nowadays created in Microsoft Excel's XLS file format. It is the preferred spreadsheet program for businesses, students, professionals and just about anyone that

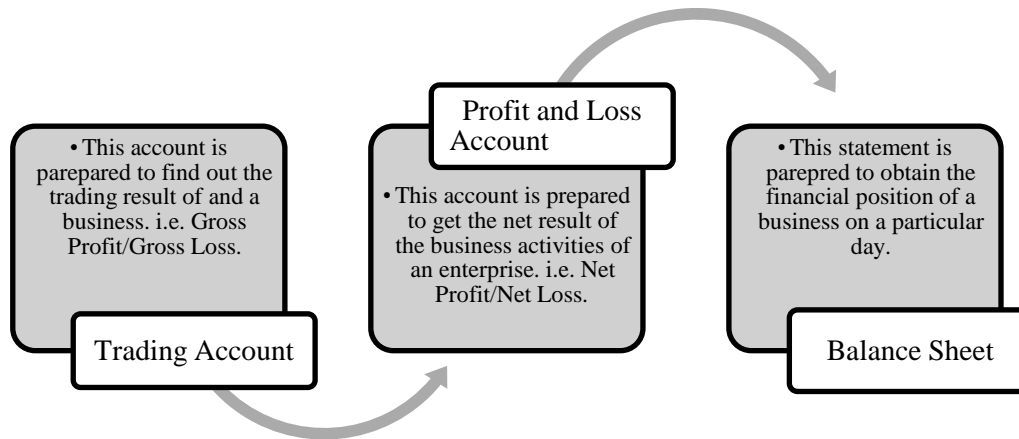
needs to gather and analyze data. Besides being used everywhere by almost everyone, Microsoft Excel is simple to use and contains numerous helpful features. Its famous grid of lettered columns and numbered rows makes it very easy to insert and located any data point at any time.

With Microsoft Excel the user can do mathematical operations and equations, create complex formulas, or easily build charts, graphs and histograms by selecting the data points inserted in the spreadsheet. It is also very easy to manipulate data by making adjustments and changes. Microsoft Excel also allows users to export and migrate the spreadsheets they have created, which allows XLS spreadsheets to be used outside of the program itself, for example, in website and online forms. Another useful feature of Microsoft Excel is that it allows the user to access external data sources, such as financial markets. It can even be used for programming, with its Visual Basic for Applications feature. This makes Microsoft Excel ideal for statistics, finance, engineering, physics, and, in short, any activity that relies heavily on the analysis and treatment of mathematical data.

Microsoft Excel is frequently updated and has had numerous different and improved versions. It is mainly used on Microsoft's Windows operating system, but there are also versions for Mac OS X and iOS.

Financial Statements represent a formal record of the financial activities of an entity. These are written reports that quantify the financial strength, performance and liquidity of a company. Financial Statements reflect the financial effects of business transactions and events on the entity. Generally in a business three financial statements are prepared to know the result and financial position of the business. The main three financial

statements are described with the help of following diagram



With the use of Ms-Excel we can prepare these accounts or statement within minimum efforts. To prepare Trading Account and Profit & Loss Account the proprietor is generally using two sides of an account and at each side there are 2 column which are 1) Particulars 2) Amount and in Balance Sheet which is not an account, which is statement there are also two sides to this statement namely Liabilities and Assets.

By applying the functions of Ms-Excel we can prepare this accounts and statements. The functions of Ms-Excel to prepare financial statement are explained below:

- **Copy Paste:** with the help of this function, we can write the same words many times within the shortest time. E.g. we are writing Particulars and Amount as a head of column at 4 times during the preparation. In this case we have to type once and we can paste this at remained 3 times.
- **Bold:** We can bold the name of proprietor, head of financial statement, heads of column etc. for more attractive presentation of financial statement. E.g. Particulars
- **Underline:** we can underline the important aspects such as Gross Profit, Net Profit or extraordinary items from accounts and statements.
- **Borders:** borders are the most important part to prepare financial statements more effectively and to present it in a proper manner. In Ms-Excel there are several types of borders are available we can use anyone from it. E.g. Bottom Border, Top Border, All Border, Double Border and Thick Border etc.
- **Alignment:** it is an also important function made available by Microsoft in Ms-Excel. In alignment we can arrange our words or lines according to our preference. We can align the word or line through left, right or in centre. We can also align the words or lines form upper side, lower side and in middle side of the give

space. E.g. in case of head of column we use the word ‘Particulars’ and ‘Amount’ this headings should be middle aligned, we write amount in amount column in such case we should right aligned the figures of amount.

▪ **Formulas:**

To do work in minimum time we can use the function of formulas. There are many formulas made available by Ms-Excel. E.g. Sum, Average, Minimum, Maximum etc.

Some important formulas are explained below

- **Sum:** with the help of this formula, we can do the sum of the column. To apply this formula we have to give the following thing

$$=sum(A1:A10)$$
and press enter, the formula will do the sum of the column.
- **Deduction:** with the help of this formula, we can find out the results of the accounts. E.g. to find out the result of Trading Account i.e. Gross Profit or (Gross Loss) we have to take sum of the column which is more and we have to deduct the sum of another column. If the credit the sum of credit column is more in such case there would be gross profit. Therefore after writing/typing all the items of debit side of trading account we need to take gross profit with the help of below mentioned formula we can easily find out the gross profit.

$$=D11-sum(A1:A9)$$

(Note here column A of Excel sheet is considered as Particulars, B as Amount of debit side, C is as Particulars of credit side and D is considered as Amount column of credit side.)

- **Linking:** linking the amount or words in accounts is the most important function of Ms-Excel which we can use to reduce our time. We must shift the Gross Profit to Profit and Loss Account, we have to shift net profit to proprietor’s capital account, we have to take the amounts of depreciation from asset side to debit side of profit and loss account in these

situations we can use the function of linking. E.g. if suppose there is Gross Profit of Rs. 10,000/- and we have to take it at Profit and Loss Account in such case, in profit and loss account where we are going to take gross profit just press '=' sign and press on gross profit amount, it will take gross profit from Trading Account to Profit & Loss Account automatically and if any changes we made in Trading Account and due to that there is effect on Gross Profit and Gross Profit changes, such changed Gross Profit will automatically appear in Profit & Loss Account.

- **Merge:** Merge is a good function of Ms-Excel. In merge we can merge two or more

columns/rows. E.g. if we are using inner and outer column and if there is same heading to column in such case we can merge both the columns and can give same heading to both the columns.

- **Page Layout and Print Preview:** after the preparation of Financial Statements to have hard copy of the same we need to print it. In such case we need to select the area of excel sheet which we have to print and select 'Select Print Area' from Page Layout tab and have to see print preview. If in print preview the selected area is not adjusted in such case we need to select fit to one option in print preview window.

The sample of Balance Sheet is shown below which is prepared by using Ms-Excel.

XYZ 78/105, Muraraji Peth, Solapur Maharashtra					
Balance Sheet as on 31st March 2015					
Liabilities	Amount (INR)	Amount (INR)	Assets	Amount (INR)	Amount (INR)
PROPRIETOR'S CAPITAL ACCOUNT			FIXED ASSETS		
Opening Balance as on 01/04/2014	106,095.34		Furniture & Fixtures	31,068.00	
Less: Drawings during the year	329,802.54		Less: Depreciation @ 10%	3,106.80	27,961.20
Add: Profit For the Year 2014-15	281,735.98	58,028.78	Utencils and Other Material	5,567.50	
			Less: Depreciation @ 15%	835.13	4,732.38
CURRENT LIABILITIES & PROVISIONS			Mobile Handset	3,570.00	
Wages Payable	3,000.00		Less: Depreciation @ 15%	535.50	3,034.50
Expenses Payable	2,235.00	5,235.00	Vehicle	20,230.00	
			Less: Depreciation @ 15%	3,034.50	17,195.50
			Tools & Equipments	1,647.30	
			Less: Depreciation @ 15%	247.10	1,400.21
			CURRENT ASSETS, LOANS & ADVANCES		
			Sundry Debtors	3,250.00	
			Closing Stock of Vegetables	2,450.00	
			Cash in Hand & Cash at Bank	3,240.00	8,940.00
Total.....(INR)		63,263.78	Total.....(INR)		63,263.78
For XYZ					
Date: 28th June, 2015				ABC	
Place: Solapur				Proprietor	

Conclusions:

- The small scaled business man can use this program which is very easy
- We need not to pay any subscription, which is we are paying to accounting software
- Useful to create financial statements to the firms which are not made mandatory to get their Financial Statements audited
- There are more number of formulas and functions available in Ms-Excel
- Using of Ms-Excel is easy for computer literate person
- We can save our data for long period
- We can use Ms-Excel to other business activities also e.g. Creation of Receipt

- Preparation in Excel is accurate and more attractive
- Useful to file ITR – 4S (Income Tax Return u/s 44AD of Income Tax Act, 1961)

References:

1. Information Technology, ICAI
2. www.icaai.org
3. http://microsoft_excel.en.downloadastro.com/
4. <http://smallbusiness.chron.com/uses-excel-ms-word-companies-37195.html>



An Analysis of Corporate Environment in Various Sectors

Sheik Kuthija¹ Dr. Gowtham Aashirwad Kumar²

¹associate Professor, Sanskriti School of Business

²assistant Professor, Management Studies, Bharathuiversity-Chennai

Corresponding Author: Sheik Kuthija

Email: Kuteja.Ssb@Gmail.Com

DOI- 10.5281/zenodo.13325939

Abstract:

This paper aims to study the corporate environment in various sectors for a sample of the top Indian companies listed in BSE from the period of 2018 - 2023. Corporate environment factors have been considered at both aggregate and disaggregate levels of environmental and governance performance. Corporate environment has been evaluated in both accounting and market-based measures. Rigorous statistical methods have been used to evaluate the bidirectional causality and intensity of the corporate environment using the multiple regression for panel data. A sectoral level trend analysis is presented dividing the firms in various industries and classifying them in ESI vs non-ESI sectors. The findings indicate the absence of causality among corporate environment variables in either direction and suggest that the good performance should give for some companies and mostly insignificant for Indian firms at the aggregate level. The findings have practical implications for corporates, academicians, and policymakers alike given sustainability as a high focus area for all.

Keywords: Corporate Environment, Corporate environmental performance, Ratio Analysis

Introduction:

The term “corporate environmental performance”(CEP) describes how well a business manages and reduces its environmental impact. It evaluates how successfully a business incorporates eco-friendly practises into its business processes, goods, and services. In today’s business world, when environmental sustainability and corporate responsibility play a major role in decision-making for investors, consumers, and regulators, evaluating CEP is essential.

Environmental Policies: An essential component of CEP is the formulation and implementation of environmental policies. This includes setting targets and goals for reducing a company’s environmental footprint, complying with environmental laws and regulations, and addressing sustainability issues.

Energy Efficiency: Companies can enhance their CEP by reducing energy consumption and increasing energy efficiency. This involves using cleaner and renewable energy sources, adopting energy efficient technologies, and optimizing energy management.

Resource Management: Effective resource management involves minimizing waste generation, optimizing the use of raw materials, and promoting recycling and circular economy practices. Companies with strong CEP prioritize resource efficiency and waste reduction.

Emissions Reduction: CEP includes initiatives to reduce greenhouse gas emissions and other harmful pollutants. This may involve transitioning to

cleaner production processes, reducing carbon emissions, and improving air and water quality.

Sustainable Supply Chain: Companies are increasingly evaluating and improving the environmental sustainability of their supply chains. This may include sourcing raw materials from sustainable suppliers, reducing transportation emissions, and assessing the overall environmental impact of the supply chain. **Product Innovation:** Developing environmentally friendly products and services is a fundamental aspect of CEP. This includes creating products with lower environmental impacts, promoting the use of eco-friendly materials, and meeting consumer demands for sustainable products.

Environmental Reporting: Transparency and communication are crucial for CEP. Companies should disclose their environmental performance through sustainability reports, environmental impact assessments, and other forms of communication to stakeholders.

Regulatory Compliance: Adherence to environmental laws and regulations is a baseline requirement for CEP. Companies must remain in compliance with local, national, and international environmental standards and norms. **Eco-Friendly Technologies:** Embracing eco-friendly technologies and practices can significantly improve CEP. This may include adopting renewable energy sources, implementing green building design, and deploying environmentally responsible technologies.

Environmental Certifications: Companies often seek environmental certifications such as ISO 14001

(Environmental Management System) and LEED (Leadership in Energy and Environmental Design) to demonstrate their commitment to sustainable practices. Benefits of Strong Corporate Environmental Performance:

Enhanced Reputation: A positive CEP can boost a company's reputation and brand image, attracting environmentally conscious customers and investors. **Cost Savings:** Energy efficiency, waste reduction, and sustainable practices can lead to cost savings, improving a company's financial performance. **Market Competitiveness:** Businesses with strong CEP are better positioned in the market, as many consumers prefer environmentally responsible products and services.

Regulatory Compliance: Meeting environmental regulations reduces the risk of legal and regulatory penalties. **Risk Mitigation:** Strong CEP can mitigate risks associated with climate change, resource scarcity, and environmental disasters.

Access to Capital: Many investors and financial institutions prioritize companies with robust environmental performance when allocating capital.

Long-Term Sustainability: CEP is integral to a company's long-term sustainability, ensuring it can thrive in a changing business environment. Assessing Corporate Environmental Performance involves measuring and monitoring these aspects to gauge the company's environmental impact and its commitment to sustainable practices. Evaluation may be conducted through third-party audits, sustainability ratings, or internally through Key Performance Indicators (KPIs) and environmental reporting.

Literature:

Pradip Kumar Ray (2012) disrupted economic activity and have caused recessionary situation. It has also disrupted an economy like India which is set to grow now at slower pace for a decade. Stock market reacted very sharply with the increased number of infected population. Amid all this, Macquarie, a Sydney based Investment Bank, is bullish on ten stocks mentioned in this paper. This paper analyses these ten stocks from Investment Perspective and shows how a portfolio can be created using these stocks. This paper, with the help of optimization model, tries to understand the effect of diversification and find out the optimal number of stocks considering the risk and return. The model duly considers the investor's appetite as well. The research indicates that if Financial Analysis is done in a right manner, we can analyse Investments rigorously and Manage Portfolios by using Excel and Google Sheets. It can be concluded that, the returns can be maximized and risk can be minimized by proper Investment Analysis and creating an optimized portfolio using top stock picks even in this Market Turmoil caused due to pandemic like COVID-19.

Battiston et al (2012) This study investigates the impact of asymmetric information using market microstructure data on FDI. Analyzing the effects of Amihud and Amivest ratios on FDI of ASEAN + 3 countries using 15-years panel data reveals that asymmetric information reduces FDI inflows. The findings infer that increasing stock illiquidity encourages price volatility, minimises transparency, increases asymmetric information and finally discourages FDI inflows.

Acemoglu (2015) To identify the causes of this value loss, we obtain evidence suggesting that chaebol firms: pursue profit stability rather than profit maximization, over-invest in low performing industries, and cross-subsidize the weaker members of their group. We do find however that chaebol firms possess greater debt capacity and consequently enjoy lower tax burdens. Nevertheless, because chaebols suffer an overall loss in value, we conclude that the costs associated with chaebol membership exceed its benefits.

Rajat Kumar Soni (2022) The DCC-GARCH model was then applied on both the data panels to investigate and compare volatility transmission. Hedge ratios and optimum portfolio weights have been estimated to demonstrate a comparative investment scenario. We observe a significant long-term volatility transmission from the asset markets to commodity futures for both the onset panel. Commodity futures provide effective hedging and diversification efficiency against the asset markets. DCC, hedge ratio and optimum portfolio weights show the heterogeneous patterns of investment for pre & post-Covid-19 period. Gold, bond, bullion futures and exchange rates are recognized as a gauge of the economy in crisis.

Methodology:

In this study, both primary and secondary data were employed. The relevant information was taken from the public annual reports of specific Indian businesses, and included the balance sheet, profit and loss statement, and several significant critical ratios. Additional pertinent information was also gathered from the following sources: the Institute of Financial Management and Research (IFMR), the official websites of individual companies, the NSE and BSE, the Ministry of Steel's annual report, the Centre for Monitoring Indian Economy (CMIE) reports, research publications, and various academic research reports. Libraries of different institutions were also consulted. The researcher also looked through several journals and textbooks on finance.

Sampling Desing For Selection Of Companies:

The information of two hundred organisations is compiled in order to evaluate the profit and risk diversification of various business ventures. The following businesses have been

narrowed down for additional review because they satisfy the following requirements:

- The companies listed on the NSE and BSE.
- The information is accessible for a decade.
- Over the course of the research period, the business had to have turned a profit for at least five years.

- During the duration of the study, the companies admitted to and compensated for at least three years of turnover.
- The market capitalization of the many companies that were selected was taken into consideration.

Results and Discussion:

H Score Components of the Companies

No	Company	Average H SCORE	Status	Profitability	Efficiency	Liquidity	Solvency	Total	Rank Based on H score
1	BANKING SECTOR	5.17	Successful	8%	9%	34%	50%	100%	1
2	IT SECTOR	5.17	Successful	10%	7%	18%	65%	100%	2
3	INFRASTRUCTURE SECTOR	2.75	Successful	11%	10%	10%	69%	100%	4
4	POWER SECTOR	-0.97	Failed	7%	12%	14%	68%	100%	3
5	PHARMA SECTOR	-0.16	Failed	4%	8%	7%	80%	100%	6
6	ASM SECTOR	1.41	Successful	11%	7%	11%	71%	100%	5
	AVERAGE			9%	10%	18%	64%	100%	

The table indicates that an H-score less than zero results in a "Failed" status, while a score greater than zero results in a "Successful" status. According to this classification, two companies, the Power Sector and the Pharma Sector, have achieved

a "Failed" status. This suggests that these companies may be experiencing financial distress or are at a higher risk of bankruptcy. The remaining five companies have achieved a "Successful" status, indicating that they are financially healthy.

Solvency (Working Capital) and Related Independent variables–Constants and Co-efficient

No.	Company	Constant	Debtors Turn Over	Working capital Ratio	Income to Total Assets Ratio.	Working Capital Turn over	Inventory Turn Over
1	BANKING SECTOR	-0.292	0.085	0.078	0.496	0.745	0.891
2	IT SECTOR	-0.123		0.218	0.318	0.489	0.249
3	INFRASTRUCTURE SECTOR	0.288	-0.007	0.856	0.285	0.236	0.246
4	POWER SECTOR	-0.063	0.298	0.210	0.464	0.894	0.129
5	PHARMA SECTOR	0.205	0.127	0.375	0.218	0.423	0.479
6	ASM SECTOR	0.02792	0.011	0.152	0.127	0.224	0.489
7	All sectors' Companies	-0.019	0.074	0.181	0.450	0.324	-0.018

Income to Total Assets Ratio:

The analysis indicates that the "Income to Total Assets Ratio" is a positive contributor to the working capital efficiency of all the selected pharmaceutical companies. This suggests that a higher income to total assets ratio is associated with better working capital efficiency in these companies.

Solvency Ratio:

The "Solvency Ratio" is also noted as a positive contributor to working capital efficiency for most of the companies, except for ASM SECTOR. This implies that higher solvency ratios positively

impact working capital efficiency in the pharmaceutical sector.

Debtors Turnover Ratio:

The "Debtors Turnover Ratio" is found to be sensitive or influential for BANKING SECTOR, Infrastructure sector, and ASM SECTOR. This suggests that the efficiency of collecting payments from debtors (accounts receivable turnover) is a significant factor affecting the working capital policy index for these companies.

Working Capital Turnover:

The analysis indicates that "Working Capital Turnover" is sensitive to PHARMA SECTOR, which means that the rate at which working capital is turned over during the year is a key factor affecting the working capital efficiency in this sector.

Anova –Oneway –Profitability

To find existence of differences in ROCE of the six Pharma company's one way ANOVA test is conducted. A suitable hypothesis is also framed to test the same.

Hypothesis: There is no significant difference in the ROCE between the Six Pharma companies.

The result of the analysis is given below:

Table No.1

Descriptives								
Return On Capital Employed Ratio								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
BANKING SECTOR	10	0.4822	0.378989	0.188224	0.28262	0.68178	0.17	0.4822
IT SECTOR	10	0.4302	0.250275	0.147521	0.3227	0.5377	0.29	0.4302
NFRASTRUCTURE	10	0.3329	0.174085	0.123428	0.2799	0.3859	0.239	0.3329
POWER SECTOR	10	0.1761	0.156242	0.117785	0.13587	0.21633	0.091	0.1761
PHARMA SECTOR	10	0.2381	0.147287	0.114954	0.20427	0.27193	0.17	0.2381
ASM SECTOR	10	0.3818	0.1829	0.126215	0.3225	0.4411	0.25	0.3818
Total	60	0.33794	0.261513	0.119305	0.29943	0.37645	0.091	0.33794

Table No.2

**Test of Homogeneity of Variances
Return on Capital Employed Ratio**

Levene Statistic	df1	df2	Sig.
7.805	6	63	.000

Table No.3

**ANOVA
Return on Capital Employed Ratio**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.676	6	.113	6.318	.000
Within Groups	1.124	63	.018		
Total	1.800	69			

Table No.4

**Robust Tests of Equality of Means
Return on Capital Employed Ratio**

	Statistic ^a	df1	df2	Sig.
Welch	11.799	6	27.56	0

Interpretation:

The interpretation of the statistical tests for homogeneity of variances and ANOVA results is as follows:

Levene Statistics: The Levene test is used to assess the equality of variances (homogeneity of variances) among groups. In this case, the Levene statistics have a p-value less than 0.05, which suggests that the assumption of equal variances is violated. In other words, the variances among the groups being compared are significantly different.

ANOVA (Analysis of Variance): The p-value of the ANOVA test is also significant, as it is less than 0.05. This indicates that there are significant differences among the group means being compared. In the context of ANOVA, the null hypothesis typically states that there are no significant differences between group means, but in this case, the p-value suggests that the null hypothesis is rejected.

Robust Test of Equality of Means: The p-value of the robust test of equality of means is also less than 0.05, indicating significant differences among the

group means. A robust test is used when the assumption of equal variances is violated.

In summary, both the Levene test and the ANOVA results indicate that there are significant differences among the groups being compared, and the assumption of equal variances is not met. Therefore, the null hypothesis is rejected. This implies that there are real differences among the groups, and further analysis may be needed to explore and understand these differences.

Conclusion:

Corporate Environment strategies are a key component of wise investing. They provide a wide way to control risk and may even improve long term results. However, diversification should be addressed carefully, taking into account each person's financial situation and goals. Its also crucial to remember that, even through diversity can lesser risk, it cannot completely remove it, so investors should be ready alternative in the value of portfolios over time.

For Investors looking to build a more well-rounded and durable investment portfolio, Corporate Environment is useful tool. It ought to be incorporated into a comprehensive financial plan developed to meet the specific goals and risk tolerance of each person. To respond to shifting market conditions and individual circumstances, diversification plans must be evaluated and modified on a regular basis.

The study's findings indicate a strong correlation between increased profitability and Corporate Environment. The requirement to evaluate efficiency to determine how its affect profitability is therefore crucial. Any organisation can improve financial by using these strategies, The financial health check is extremely helpful for organisation in any field, much like the master check. Numerous strategies and options to increase profitability have been provided by the study on the impact of working capital profitability. Asset management in India may improve their productivity and efficiency as a means of achieving long term growth and profitability by applying the study's findings.

References:

1. Pradip Kumar Ray, V. K. Tewari b, Design and implementation of ergonomic Performance measurement system at steel Plant in India, Work 41, 2012, PP. 5943-5949.
2. Battiston, S, Gatti DD, Gallegati M, Greenwald B, Stiglitz JE (2012b) Liaisons dangereuses: Increasing connectivity, risk sharing, and systemic risk. J Econ Dyn Control 36(8):1121–1141.
<https://doi.org/10.1016/j.jedc.2012.04.001>.
3. Acemoglu, D, Ozdaglar A, Tahbaz-Salehi A (2015) Systemic Risk and Stability in Financial

Networks. Am Econ Rev 105(2):564–608.
<https://doi.org/10.1257/aer.20130456>.

4. RAJESH KUMAR, Does working capital management influencing the firm's profitability? An empirical Evidence of amararaja batteries ltd, Asia pacific journal of research in business management, APJRB, Volume 2, Issue 9, September, 2022.
5. Mobeen Ur Rehman andNaveed Anjum Determination Of The Impact Of Working Capital Management On Profitability An Empirical Study From The Cement Sector In Pakistan, Asian Economic and Financial Review, 2013, 3(3)PP.319-332.
6. Mohan.V.and V. Sesha. Working Capital Management in Corporate Sector in the state of Andhra Pradesh, Finance India., Sep2008, Vol. 22 Issue 3, and PP.988-996.
7. Morris Lamberson, Changes in Working Capital of Small Firms in Relation to Changes in Economic Activity, Mid-American Journal of Business, Finance, 1995,Vol. 10, No. 2,PP.45-50.
8. Najmus Sahar Sayed and Gazia Sayed, Working Capital Cycle A study in selected Indian FMCG Companies, SIES Journal of Management, March 2013, Vol. 9(1), PP.84-112.
9. Narware.P.C “working capital and Profitability –An empirical analysis of sail “, the Management June 2003, PP.491-497. Council of Applied Economic Research, “The Indian Steel Industry: Key Reforms for a Brighter Future”. September 2015.



Buddhism- A Way for Global Peace, Happiness, Harmony and Prosperity

Ganesh M.Pathode

(Assistant Professor) Dept.of English

Shamrao Babu Kapgate Arts College Sakoli Dist.Bhandara

Corresponding Author: Ganesh M.Pathode

Email: ganeshpathode@gmail.com

DOI- 10.5281/zenodo.13325967

Abstract:

Buddhism is one of the major religions of the world which preaches peace and humanism. It is about human- beings and their mind and heart. Buddhism is an attempt to launch a revolution against the tyranny of the notion of the ancient of Days existing as a supernatural power and it has a contribution to develop a scientific temper and was a prelude to the beginning of a New Era and the end of the dark age. The practice of Buddhism can plant and ideology of friendship of global masses in the minds of the global people. Buddhism and world peace are two sides of single coin. Buddha dedicated his all life for happy, prosper and peaceful life for all human being in the world. Bhudha's teaching is not limited to any caste, religion or country and so, human being accepted Buddha's teaching and Buddhism in the world for world peace. The purpose of this paper is to offer a Buddhist perspective on the question of peace, on the cause of violence and and realize peace.

Keywords: religion, humanism, tyranny, prelude, Buddhism, violence, peace.

Introduction:

Religion has an important place in the life of every person and in their personal life. It is manifested through the behavior of a person, through his thoughts and speech. Humans have pursued truth since the beginning. Everyone is curious about what is truth in life and what is the ultimate goal of life and what should be done to achieve it. The whole quest of human existence is the struggle to find the meaning of life and out of this quest the concept of religion was born. Religion gives a right turn to a person's life. In other words, the sacred spirit of fraternity is awakened. The suffering that come to human being and the ways to relieve those suffering are told in the Buddhist Dhamma. Social development and national development are achieved through individual development. Man is taught to cultivate the values up independence, equality and brotherhood is created for others and global peace is maintained. Modern humanism is rewarded in Buddhist philosophy. In short, Buddhist Brahma is a Dhamma that promotes human well-being and maintains world peace.

The fundamental goal of Buddhism is not only peace in this world but peace in all Worlds. Buddhism is a religion which can bring universal harmony and peace in the entire Universe. It is essential to eliminate the root cause of hatred and malice spread among all the children of God. It is extremely important to address the fundamental issues which may lead to communal dishrmony and blood thirsty attitude of human beings. Lord Buddha taught that peaceful minds leads to right actions. If

the minds of living being are at peace, the entire world will be at peace. So, according to Buddhist ideology, we should work on reducing the levels of violence in the world. Lord Buddha believed that the root cause of all suffering is ignorance. It determines the way in which we see the world which directs our action for our own ease and benefits is an illusion. The illusion of the self is the cause of all suffering. Persons should avoid being selfish as it is poisons our desire and greed. When they are not fulfilled, we tend to become angry and hateful. These basic emotional conditions cover the luminous depths of our minds and cut us off from our own intuitive wisdom and compassion. Thus, it is extremely necessary to eliminate the selfish demon residing in our body.

Objectives of the study:

1. To study how Buddhism and world peace intersect together.
2. To study Buddhist perspective to prevent violence and realize peace.
3. To study how the practice of Buddhism can plant an ideology of friendship for global harmony.

Research methodology:

The present paper is basically analytical in nature the data used in this paper is purely from secondary sources, especially collected from internet, published papers, books and speeches delivered by Dr. B.R. Ambedkar in various conferences.

Buddhism and World Peace and Prosperity:

There are many significant elements in the practice of Buddhism conducive to the wholesome

mental states. Good deeds spring from good motivations and intentions. The wholesome result is called happy karmic- fruit. Actions rooted well in non-greed, non-hatred and non-delusion can be seen virtues. peace in oneself can lead to peace in the world.

Although, the Buddhist Dhamma is two and half thousand years old, it is in the dire need of today's modern world. Because the Buddha's message is continuous throughout the ages. During the time when Buddha spread the message of peace, friendship and happiness, but due to the limited resources, the intellectual field remained limited. Market of superstitions and unbalanced distribution of knowledge were the problems. In such situation, there is a market for the ignorant things than the things of knowledge. So, at that time, the people of the vast land did not get the opportunity to hear, understand and absorb. The important part of the teaching of Lord Buddha did not reach to them. But today The situation has changed. Today's age is rich with science and technology.

The means of suppression have increased. So, the message of Buddha can reach the common people in the world today. Lord Buddha's contribution to philosophy is really very unique. His theory of dependent origination is the beginning of the scientific thinking in the Orient many hundred years before its advent in Europe. Lord Buddha thought that when something exists, it undergoes changes, we are born as babies, gradually we grow older and finally we die. So when birth exists, old age and death arise for old age and death have birth as their cause. Buddha, who has been revered by millions of followers for some 2500 years gave everything he had to the poor and went out to lead a very simple life. He concentrated on the practice of virtue which enabled him to find Genuine peace within himself.

The most remarkable of this great sages achievement is that his mission did not end with his death under the twin Sal trees of Kushinagar. It has continued unabated. It has enhanced the quality of life of myriads of in an entire continent for over twenty five centuries. Even today it reaches with undiminished vigor every hook and corner of the world. Whenever people became dispondent and dissatisfied with the realities of existence they seek solace in the worlds of wisdom of the Buddha. His teaching has answer for most of the problems the world faces. That is because his approach to all problems was to look within as for the cause. With the doctrine of Anatta, the Buddha laid the foundation of his ethical mission. Its, ultimate goals are deliverance, salvation or emancipation of humans from the cycle of birth and death. Buddha was not a theoretician. He was not a philosophical speculator. He was not interested in a system of philosophical thoughts for its own sake. He was

only interested in one thing and that was to save humanity from sufferings.

The potentials that these perspective and practices that Buddhism may enrich the fields of peace studies and peace activism of course certainly merit further investigation in theories as well as in practicum. Along with the long time criticism of Buddhism as a passive and individualistic religion which encourages people to withdraw from the real world over emphasis on the role of inner transformation and the widening circle of individual influence as approaches to peace in larger contexts may seem slow in the eyes of those who consider immediate effort is needed in working for social justice and conflict intervention. Whereas, the compassion and loving-kindness cultivated within individuals can certainly be necessary for transformation into a new culture of peace, specific areas of problem, such as class ,race oppression and environmental degradation need to be adequately addressed.

Buddhist analysis of the causes of violence:

Violence is commonly found within families, in schools and in local communities. Deep hatred that trace back to distant historical events give rise to intractable ethnic in racial conflicts. In some cases, such historical hatred is bound of with religious causes are identities and finds expression in terror and random killing.

The Buddha looks at the external causes of conflict as consequences derived from general orientation common to all living beings. avoiding harms and obtaining happiness. Anything contrary to this would result in disturbing ones peace and lead to conflict. If people want to live an ultimately happy life with no harms towards themselves at all ,The Buddha teaches, the should start with avoiding causing harm to others, physically and verbally at the personal level. Since people are afraid of physical violence and resent harsh words, and the physical and verbal harm we inflict upon others usually leads to hate and conflicts, in, turn would bring harm to us and cost our happiness.

Buddhism contends that these behaviors and structures originate all from the state of human mind, since the violence and injustice are responses toward external stimuli produced by peoples inner mind operation. That is, the deeper causes of any conflict lie internally in all mental operations within each being.

Conclusion:

It is to be concluded that Buddhism plays a vital role in creating a peaceful worldview in the face of globalized conflict. It is a way of living in order to develop an individual method of action by which to live ones life, the focus of which is on the development of wholesome mental States. from this all we can to the conclusion that Buddha dedicated his all life for the happy, prosper and peaceful life of

all human beings in the world. And world understood the teaching of Buddha and walked on Buddha way also. There is a burning problems of terrorism, rape and murders in the world. The world is not a better place to live in. so, we should not hurt others as to hurt others means to hurt ourselves. We should consider all men and women are equal human- beings. However, a common core of Buddha's teaching and practice must be observed to live better life.

References:

1. Buddhism and world Peace, D.R.Bhalerao.
2. Dr Babasaheb writings and speeches- Buddha and His Dhamma Vol-No-11(2003) Edited by Vasant Moon Govt. Press, Mumbai.
3. Buddhism and a Culture of Peace, In David W. Chappell.
4. Buddhist Record of the Western World- Samuel Beal.
5. Dhammapada, 18, translated by the author from Taiso 4, 210.

Definition and Nature of DOC

Poonam Kumari

Research Scholar, Department of Chemistry, V.K.S.U., Ara (Bihar)

Corresponding Author: Poonam Kumari

DOI- 10.5281/zenodo.13325990

Introduction:

Organic carbon includes non-living biomass (e.g., excretory and secretory compounds) and dead organisms. It can be classified into particulate organic matter (POM) and dissolved organic carbon (DOC) based on size continuum (Fig.1.1). DOC contains dissolved organic carbon (DOC), dissolved organic nitrogen (DON) and dissolved organic phosphorous (DOP) that is present in all natural water bodies (Thomsen et al., 2002). DOC is defined as the fraction of natural water that can pass through a 0.45 µm filter (Thurman, 1985; Allan, 1995) although the range used can be 0.22 - 1.2 µm (Benner, 2002; Aitkenhead-Peterson et al., 2003). It comprises of proteins, peptides, amino acids, carbohydrates and humic substances resulting from degradation of plant material by biological and natural chemical processes in terrestrial and aquatic environments (Hudson et al., 2007).

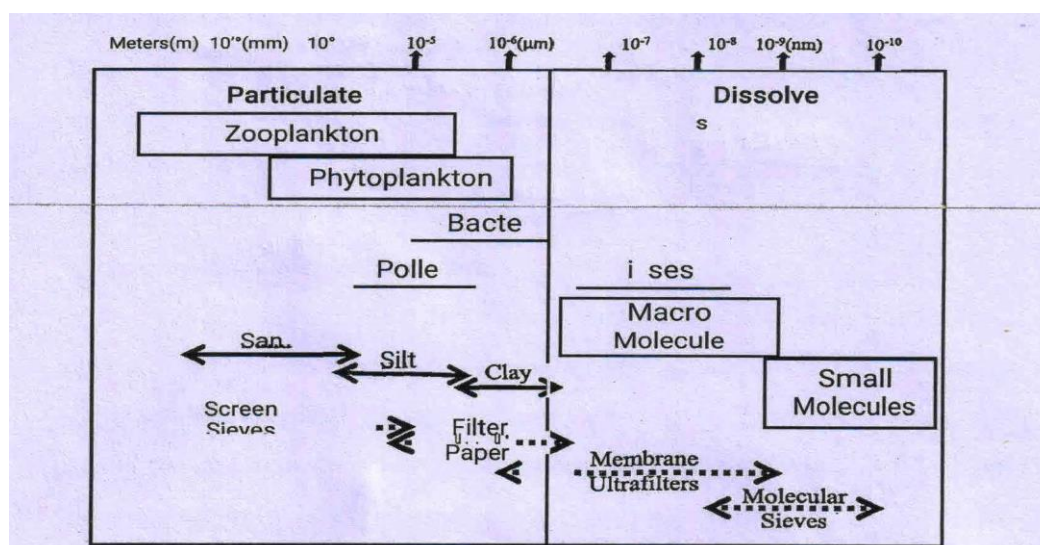


Fig.1.1. Size continuum and separation methods for organic matter in gan (Courtesy: John I Hedges, School of Oceanography, Washington)

Sources of DOC:

DOC is found in both aquatic and terrestrial systems. DOC in aquatic systems can originate from various sources as precipitation moves through the atmosphere, washes through vegetation, infiltrates the soil organic horizon, and percolates downward through mineral soil horizons. DOC is typically the product of dissolved atmospheric dust and gases, through fall, root exudate, leaf and root litter, and the primary and secondary metabolites of microorganisms (e.g. insitu processes, terrestrial processes, and from exchanges between air and water). Dissolved organic carbon is lost through both carbon mineralization (Qualls and Haines, 1992; Yano et al., 1998, 2000) and DOC adsorption to soil particles (Kaiser and Zech, 1998; Qualls, 2000; Kaiser et al., 2001). However, it originates mainly from two sources: 1) From the surrounding

terrestrial systems and 2) in situ processes (Lennon, 2004; Aitkenhead-Peterson et al., 2003; Bertilsson and Jones, 2003). The fraction of DOC that is created from in-lake processes is classified as internal or autochthonous DOC, and DOC derived from sources outside the aquatic ecosystem is defined as allochthonous DOC (Wetzel, 2001; Reche and Pace, 2002).

Autochthonous DOC and its nature:

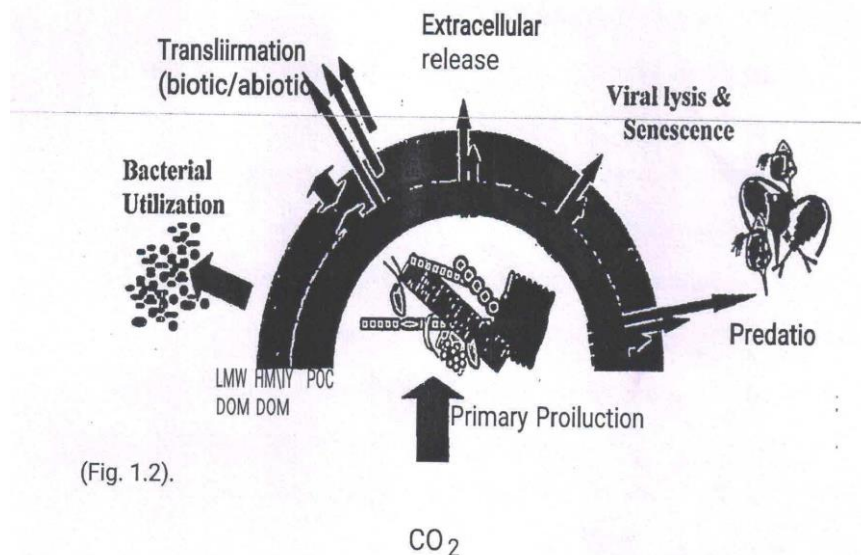
Autochthonous DOC is derived mainly from indigenous primary production by microalgae or macrophytes in most of the aquatic ecosystems, through transformation of solar energy and reduced carbon compounds. Upon cell death, the photosynthetically fixed organic substances are released into the surrounding water either directly as dissolved compounds or as particulate detritus that can act as a secondary source of DOC (Azam and Cho, 1987). A similar release of phytoplankton-derived DOC can result from herbivore grazing. With grazing, a significant fraction of phytoplankton

biomass can be released into the surrounding medium rather than being used by the grazer (Lampert, 1978). The term, DOC_p, has been used here to represent this type of photosynthetically produced DOC. DOC_p primarily consists of monomeric compounds, aliphatic carbon and some algal-derived fulvic acids. Therefore, its chemical structure can easily be defined as soluble fats, proteins, carbohydrates and organic acids (e.g. carboxylic acids). DOC lacks colored compounds; therefore, it is usually not pigmented and does not influence the color of a lake. DOC can be characterized by its low capacity to absorb light (Morris, 1981; Tipping et al., 1988; McKnight et al., 1994, 1997; Sun et al., 1997; Reche and Pace, 2002). Since DOC is more recent, labile, and has a lower molecular weight than allochthonous DOC (Morris, 1981; Bertilsson and Jones, 2003; Findlay and Sinsabaugh, 2003), it is preferentially utilized by bacteria over DOC from terrestrial systems (Jensen, 1983; Baines and Pace, 1991). Approximately 34 to 90% of the DOC was found to be rapidly used by bacteria (Jensen, 1983; Sondergaard et al., 1985). Previous studies observed that DOC_p was about 5-20% (Mulholland, 1992; Kaplan and Bott, 1982) of the total DOC in streams (Kritzberg et al., 2004). However in a special case, over 90% of the total DOC observed in lakes, streams and a wetland was DOC_p (Bertilsson and Jones, 2003), and it increased with algal spring blooms. DOC_p is not directly related to climatic regional variables (e.g., temperature, solar radiation and precipitation); however, climatic variables do influence it indirectly through the growth of aquatic biota (Aitkenhead-Peterson et al., 2003).

In addition to production of DOM through various processes following phytoplankton cell death, a fraction of the photosynthetically fixed carbon is also released as dissolved compounds from actively growing cells (Fogg, 1983; Baines and

Pace, 1991), macrophyte growth, production by macrophytes is, on average, eightfold greater than that by phytoplankton on an areal basis (Wetzel, 1983), suggesting a potentially large input of autochthonous DOM from macrophytes into aquatic ecosystems. Macrophytes generate DOM either through extracellular release of photosynthate or following aging and subsequent release of dissolved and particulate constituents to the surrounding water. Information about extracellular release of DOM from macrophytes is scanty. Available data indicates that extracellular release varies widely, with estimates ranging from 0 to 44.5% of net primary production (Wetzel, 1969; Hough and Wetzel, 1975). Moreover, loss of DOM through extracellular release occurs in both fresh and marine ecosystems at comparable rates (Wetzel and Penhale, 1979). Based on the limited available data, extracellular release from macrophytes averages 4 to 10% of net primary production (Wetzel and Manny, 1972). The DOM released from macrophytes is quite labile, like the DOM released from phytoplankton. DOM generated by *S. alterniflora*, found to be decomposed by 12% within 16 h and 30% after 30 d (Moran and Hodson, 1989). 31-52% of the DOM released from *J. effusus*, was decomposed within 24 h (Mann and Wetzel, 1996). Further, DOM from senescent culms was broken down significantly faster than that from fresh, photosynthetic leaves. Hence, senescent *J. effusus* culms generated high DOM and was more labile. Moreover, much of the DOM derived from macrophytes is incorporated into bacterial biomass.

The organic compounds that are released or lost from phytoplankton or macrophytes through these different mechanisms either directly available for use by heterotrophic microorganisms or can be transformed to such substrates through various enzymatic and abiotic (e.g., photolysis) processes



(Fig. 1.2).

Fig.1.2. Fate and transformation pathways of micro and macro algae derived DOC in the aquatic environmental (Courtesy. Bertilsson, S and Jones, J.B.)

Allochthonous DOM and its nature:

Allochthonous DOM in contrast, is derived from sources outside of aquatic ecosystems (e.g., terrestrial systems and atmospheric deposits). River waters are rich in DOM (ranging from 83 to 2000 $\mu\text{M C}$; Libes, 1992) originated from terrestrial runoff, sewage, industrial effluents, and agricultural and urban runoff. On a global scale, the riverine DOM discharge into the ocean is approximately 0.25-0.38 Gt C (1 Gt 10^5 g y^{-1}) (Dafner and Wangersky, 2002a,b; Cauwet, 2002). This type of DOC is derived from non-living terrestrial plant matter or humic substances (e.g., cellulose, lignin, tannins) through both microbial and abiotic processes, (e.g. decomposition and photo-degradation of terrestrial plant biomass) (Reche and Pace, 2002). Furthermore, allochthonous DOC is extensively processed as it passes through soil before entering aquatic systems (Wetzel, 2001). This results in the production of humic components and colored polymers (such as natural acids and chromophores) with large molecular weights in most lakes. Therefore, allochthonous DOC is a complex mixture that is usually referred to as humic substances (HS) or colored DOC (C-DOC) as it enters lakes. These naturally occurring humic compounds are difficult to identify because they usually associate with multiple double bonds in aromatic, aldehyde and ketone groups (Osburn and Morris, 2003; Leenheer and Croue, 2003). HS are expected to have hydrophobic components and are relatively recalcitrant to further decomposition (Schiff et al., 1997); they are less susceptible to biological utilization than substrates originating from algal production (nonhumic substance) (Kritzberg et al., 2004).

HS include fulvic acids and humic acids (McKnight and Aiken, 1998).

The molecular weights of fulvic acids vary from 500 to 1200 daltons (D) (Peuravuori and Pihlaja, 1999), while humic acids vary from 1200 to 5000 D (Cabaniss et al., 2000). The lower molecular weight fractions of HS are more hydrophilic, mobile and bioavailable.

In contrast, HS with higher molecular weights contain more hydrophobic organic compounds, greater aromatic structures, decreased mobility and are less susceptible to biological utilization (McKnight and Aiken, 1998; Wetzel, 2001 and 2003). Fulvic acids account for approximately 40-60% of the DOC of many aquatic systems (McKnight and Aiken, 1998; Malcolm, 1990). Fulvic acids contain many acidic functional groups such as carboxyls, hydroxyls and carbonyls, and primary carboxylic acids (McKnight and Aiken,

1998); they are highly oxidized, stable and water soluble (Schnitzer, 1971). As described by Wetzel (2001), fulvic acid is a naturally occurring metal complexing agent that can bring di- and trivalent metal ions into stable solution from practically insoluble hydroxides and oxides. The carboxylic acid groups are of major importance in natural organic matter because they dominate the acidity and contribute to the solubility of the fulvic compounds.

Humic acids, or high molecular weight HS, are usually present in a colloidal structure, which provides a large surface area that is suitable for absorbing and binding inorganic and organic materials. For example, they can bind unstable metal ions into a stable solution from practically insoluble hydroxides and oxides; thus, enhancing the availability of these elements to aquatic organisms by keeping those in a dissolved state (Sunda, 1995; Mierle and Ingram, 1991, Perdue, 1998).

Mostly, humic substances contain chromophoric dissolved organic carbon (CDOC), which is yellow to brown in color due primarily to the presence of humic acids (Osburn and Morris, 2003) (Fig. 1.1). With a large capacity for absorbing light, CDOC plays an important role in the absorption of solar radiation (Morris et al., 1995; Ferrari and Dowell, 1998; Hargreaves, 2003), and therefore can alter the thermal environment of lakes (Perez-Fuentetaja et al., 1999; Snucins and Gunn, 2000).

Atmospheric inputs of DOM are important for both freshwater and the marine environment (Seitzinger and Kroeze, 1998; Boyer et al., 2002; Berman and Bronk, 2003). Atmospheric inputs include dry (i.e., aerosols) and wet precipitation (i.e., rainwater). Aerosols are a suspension of solid and liquid materials in a gaseous medium (Chester, 1990). The source of DOC and DON in precipitation is likely "rain-out" and "wash-out" of pollen and organic dust particles from the atmosphere and mixed-phase reactions that produce DOC and DON from gaseous precursors such as peroxyacetyl nitrate (PAN). Cornell et al. (1995) suggested that urea as an important component of atmospheric organic nitrogen. Aerosol amine-N, free amino acids, and urea may also be injected into the atmosphere from marine and agricultural environments or biomass burning (Lobert et al., 1991). These compounds are unlikely to be formed in situ due to the oxidizing conditions of the atmosphere (Milne and Zita, 1993; Schade and Crutzen, 1995) and industrial activities, and can be transported over several thousand kilometers (Blank et al., 1985). This long-range transport can be a significant organic matter input to the open oceans. Global rainwater DOM inputs (0.43+0.15 Gt C yr⁻¹; Willey et al., 2000) also have an important role in the DOM flux from land to ocean. Global deposition of reduced atmospheric organic nitrogen is

estimated to be within the range of 14-40 Tg N yr (Neff et al., 2000). On a global scale oceans receive -0.09 Gt C yr from rainwater (Willey et al., 2000).

References:

1. Bhuyan, M. S., Bakar, M. A., Rashed-Un-Nabi, M., Senapathi, V., Chung, S. Y., and Islam, M. S. (2019). Monitoring and Assessment of Heavy Metal Contamination in Surface Water and Sediment of the Old Brahmaputra River, Bangladesh. *Appl. Water Sci.* 9, 1–13. doi:10.1007/s13201-019-1004-y
2. Chaves, R. C., Figueredo, C. C., Boëchat, I. G., de Oliveira, J. T. M., and Gücker, B. (2020). Fluorescence Indices of Dissolved Organic Matter as Early Warning Signals of Fish Farming Impacts in a Large Tropical Reservoir. *Ecol. Indic.* 115, 106389. doi:10.1016/j.ecolind.2020.106389
3. Gao, S.-J., Zhao, C., Shi, Z.-H., Zhong, J., Liu, J.-G., and Li, J.-Q. (2016). Spectroscopic Characteristics of Dissolved Organic Matter in Afforestation Forest Soil of Miyun District, Beijing. *J. Anal. Methods Chem.* 2016, 1–10. doi:10.1155/2016/1480857
4. Goldman, J. H., and Sullivan, A. B. (2017). Characteristics of Dissolved Organic Matter in the Upper Klamath River , Lost River , and Klamath Straits Drain , Oregon and California. *U.S. Geol. Surv. Open File Rep.* 21, 2017–1160. doi:10.3133/ofr20171160



Fish diversity of Varkhede Dam, Chalisgaon. (M.S).

Phulwade Durgesh N¹ Poonam Jadhav² Sumedh S. Adakmol³

¹Nanasaheb Y.N. Chavan Arts, Science and Commerce College, Chalisgaon, Dist. Jalgaon.

^{2,3}B.P. Arts, S.M.A. Science and K.K.C. Commerce College, Chalisgaon.

Corresponding Author: Phulwade Durgesh N

Email: durgeshphulwade@gmail.com

DOI- 10.5281/zenodo.13326003

Abstract:

In the Varkhede Dam, Chalisgaon. Dist. Jalgaon. Water resource for helpful for the agriculture and fisheries it has good water storage capacity, the reservoir is good source of fish fauna. The present study on Fish diversity of Varkhede Dam was carried out from August 2023 to March 2024. During the present investigation, fishes were collected and identified. The aim of this study was to reveal the diversity of fish species in this River. In the results of present exploration discover the occurrence of 07 fish species belonging to the members of Order Cypriniformes were dominated by 05 species followed by Perciformes with 02 species, 02 orders, 02 families and 07 genera. From present study, we concluded that Varkhede Dam is good source of food fish diversity.

Keywords: Fish diversity, Fresh water fish, Varkhede Dam.

Introduction:

Fisheries are an important sector in India contributing to about 6.3% to global fish production. Indian fisheries sector contributes around 1.1% of total GDP and 5.15% of agriculture GDP of country. With third place among fish producing countries in the world, India recorded total fish production of 0.76 million metric tons 2016 through involvement of 15 million people in different fishery activities for their livelihood and revenue generations. In India, Maharashtra is one of the important states for fish production and natural water resources and there is great scope for developing fisheries in this state. Fish diversity is declining rapidly each day due to unending human stress and pollution. Study of biodiversity is not only wealth of world but it is some serious issues in food chain also. Thus, there is an urgent need for proper investigation and documentation of this fish diversity in order to develop a freshwater fish diversity information systems regarding their habitat. India is one of the mega biodiversity countries in the world and occupies the ninth position in terms of freshwater mega biodiversity (13).

Fish exhibit the greatest biodiversity of the vertebrates with over 22,000 species. Of these, about 58 percent are marine, 41 percent are freshwater species and 1 percent move back and forth between salt and freshwater. As expected, marine fishes are the most diverse because salt water covers 70 percent of the earth. Only 1 percent of the earth is covered by freshwater. This small area is home to 8,000 species of fresh water fishes. Fishes are the only major group of vertebrate which very much effect on human civilization from ancient time to date. It is one of the good and cheapest

sources of proteins food for economic as well as high class people so it is essential to study the distribution and the availability of fish from freshwater reservoirs and tanks. Asia has the largest fisheries production of all the world continents and many livelihoods are dependent upon freshwater biodiversity, which provides food security to the poorest of communities. India is endowed with vast and varied resources possessing river ecological heritage and rich biodiversity. Freshwater fishery sites are varied like 45,000 Km. of rivers, 126,334 Km. Of canals, ponds and tanks 2.36 million hectares and 2.05 million hectares of reservoirs. Many workers have studied Biodiversity and Distribution of fishes found in freshwater bodies of various parts of the state Maharashtra, India. Fish forms highest species diversity among all vertebrates and their loss is one of the world's most pressing crises as human life and livelihood largely depend on the status of biological resources. The freshwater fish is one of the most threatened taxonomic groups due to their high sensitivity to the quantitative and qualitative alteration in aquatic habitats. (15).

It is important to have an adequate knowledge of the constituent of biota especially for conservation and management of the pond. Fishes are the major nutritious food source for human population. Different fishes have different nutritional value because of their various habitats and food selection. The study of fish and their stability is important because fish population of any given aquatic habitat can vary significantly from year to year. Fishes play an important role, as they are not only useful for food and recreation, but also act as a tool for biological control by feeding upon

the planktonic population and aquatic vegetation in any aquatic ecosystem. Fish constitutes half of the total number of vertebrates in the world. (12).

Materials and Methods:

Fishes were collected from Varkhede Dam, Chalisgaon. Dist. Jalgaon. With the help of local fishermen using different types of Nets. Immediately photographs were taken with help of digital Camera. Fish specimens collected were instantly fixed in 4% formaldehyde solution and subsequently after 4-8 h fixation and washing with tap water, transferred to 70% ethanol. The large sized specimen was given incision on belly Identification of fishes was done up to species level while identifying its natural color, pattern of scales, fins, mouth pattern, identification marks like black or red spots, blotch on operculum, paired and unpaired fins and body parts with the help of standard literature by (10 to 16).

Results:

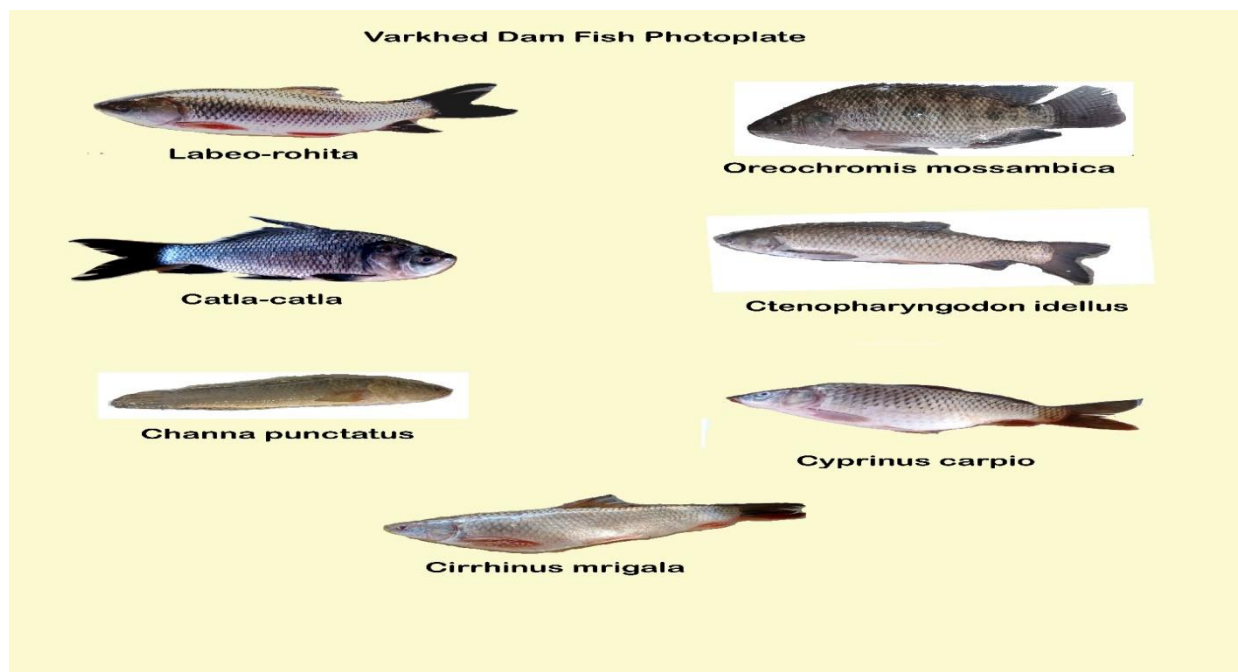
In the results of present exploration discover, species of 07 different genera belonging to 02 families and 02 orders recorded from the River. The members of Order Cypriniformes were dominated by 05 species followed by Perciformes with 02 species with 07 species was dominant group in the assemblage composition in which *Cirrhinus mrigala*, *Cyprinus carpio*, *Catla-catla*, *Labeo-rohita*, *Oreochromis mossambica*, *Ctenopharyngodon idellus*, *Channa punctatus*, The Identification of fishes is given Observation Table in that Fish *Cirrhinus mrigala* Body some elongated and posses transversal elongated mouth. Lips are thin and do not continuous at the angle of mouth is

transvers and sub-terminal in position. Snout does not over hang the mouth. Fish *Catla-catla* Head is broad and blunt. Lips are thick and continuous, lower lip is not provided with tubercles, Barbles are not present. Dorsal fin commence in advance of ventrals. Lateral line is completed attain base of the anal fin. Fish *Labeo-rohita* a short and fine pair of maxillary. Snout obtuse depressed and projected beyond the jaws, no lateral lobes present Lips thick and fringed but with distinct inner fold. The gill rakers are stiff not set closely.

A short and fine pair of maxillary barbules are present, sometime dorsal pair may present. Fish *Cyprinus carpio* color of the body is yellowish silvery with reddish ting, golden color is also found Body slightly compressed. Mouth terminal, upward direction and dorsal fin arises opposite the ventral but much longer, scales are very large lateral line incomplete, caudal forked. Fish *Ctenopharyngodon idellus* body is elongated and head is broad, snout rounded, upper jaw is slightly longer, no barbell are present. Mouth is sub-terminal dorsal fin is rounded and arising advance to the ventral. Fish *Channa punctatus* Body cylindrical and depressed from above to downwards. Head is cover large angular scales. Head broad and flat covered with large scales. Eyes are lateral single dorsal which is ling and spineless, anal fin is short. Ventral fin is with six rays. Fish *Oreochromis mossambica* Body is fairly deep and laterally compresses, upper profile is convex, mouth is large, maxillary ending between nostril and eye, longest soft dorsal ray. Caudal fin truncate often with rounded corners. Scales moderate 30-32 in lateral line.



Diversity Site Location Varkhede Dam, Chalisgaon. Dist. Jalgaon.

**Observation Table:**

Order	Family	Scientific Name	Common Name	Groups of food fish.
Cypriniformes	Cyprinidae	<i>Cirrhinus mrigala</i>	Mrigala	Carps
		<i>Catla-catla</i>	Catla	Carps
		<i>Labeo-rohita</i>	Rohu	Carps
		<i>Ctenopharyngodon idellus</i>	Gavtya	Food fish
		<i>Cyprinus carpio</i>	Common carp	Carps
Perciformes	Channidae	<i>Oreochromis mossambica</i>	Tilapia	Food fish
		<i>Channa punctatus</i>	Dok	Live fish

Discussions:

Fish *Oreochromis mossambicus* (Peters, 1852). This fish Body is short, more or less elongate abdomen rounded. Head compressed with concave upper profile. Mouth is terminal large at least width of head or often nearly as wide head. Dorsal fin inserted above base of pectoral with 15 or 16 spines a little longer than the dorsal. Anal fin with 3 spines third spines a little longer than the dorsal. Caudal fin rounded may be truncate in the young. Scales are cycloid. Common name is Tilapi. Fish *Cyprinus carpio* (Linn., 1758). This fish Body compressed and stouth head is triangular. Snout obtusely rounded mouth oblique protrusible and small lips fleshy. Barbels two pairs rostral as maxillary. Dorsal fin inserted at mid-point of the length dorsal spine stout serrated. Anal fin trapezoidal in shape. Pectoral fin large. Caudal fin deeply emarginated. Scales are large, lateral line scales 30 to 40. Common name is Cyprinus, kobada. Fish *Hypothalamichtys molitrix* (Valenciennes, 1844). This fish Body is stout, Compressed, Abdomen strongly compressed with a sharp keel from breast to vent. Head moderate snout bluntly round. Mouth anterior, large, wide, cleft not extending to anterior margin of eye. Upper jaw a little protruded upward a little longer than the lower. Barbels are absent. Dorsal fin inserted behind pelvic

fins or above lip of pectorals fins with 10 rays. Caudal fin is forked. Common name is Silver carp. Fish *Pangasius pangasius* (Hamilton, 1822). This fish Body is silvery, darkest suprioly shot with purple on sides, cheeks and under the surface of the head is golden. Caudal is forked, lobes not sharply pointed. Pectoral spine is serrated, strong as long as the dorsal spine. Body is elongated and compressed, head is slightly granulated above. Eyes are situated in the anterior half of the head. Barbels are four maxillary ones extending to the base of the pectoral fin. Common name is Pangsa, Pankaj, Parisasi. Fish *Channa punctatus* (Bloch, 1793). This fish body is generally greenish gray becoming yellow below several bands pass from the dorsum of the body downwards to the middle of the sides fins are spotted. Head resembles to that of snakes having large shield like scales above. Mouth is large and protractile. Eyes are lateral line in position. Lower jaws is a longer and 3-6 canine behind a row of villiform teeth. Caudal fin is rounded. Common name is Dhok, Dok. Fish *Channa striatus* (Bloch, 1793). This fish body is elongated, subcylindrical anteriorly and compressed posteriorly. Mouth is large and protractile. Head resembles to that of snakes large having shield like scales above. Eyes are lateral position. Lower jaws is a longer and 3-6 canine behind a row of villiform teeth. Caudal fin

rounded. Common name is Maral, sohr, dakhu, mural, morrul. (5).

Studied the ichthyofaunal biodiversity of Girna Dam and he was recorded 24 species that the ichthyofauna belong to 05 order 11 families, 18 genus. The members of order Cypriniformes were dominated by 13 species followed by Perciformes with 05 species, Siluriformes with 03 species, Osteoglossiformes, Parapsilorhynchidae and Scorpaeniformes with 01 species each. The fish fauna of River Girna was collected and identified in the present study. A total of 35 fish species belongs to 08 orders, 27 genera of 17 families were recorded. Order Cypriniformes was most dominant group represented by 20 (57.14) species followed by orders Perciformes with 06 (17.14) species. Siluriformes with 03 (8.57) species, Synbranchiformes 02 (5.71) species, Beloniformes 01 (2.85) species, Synodontidae 01 (2.85) species, Scorpaeniformes 01 (2.85) species and Osteoglossiformes 01 (2.85) species. Thus the Girna River has good potential for fish fauna. Out of 35 fish species 29 have least concern status, 01 are near threatened, 02 are Vulnerable, 02 are not evaluated and one is data deficient. This is considered the first study on the ichthyofaunal diversity of Girna River. (4).

References:

- Jayaram, K. C. (1999):** The fresh water fishes of the Indian Region., Narendra Publishing house. Delhi-551.
- Jayaram K.C and Sanyal Anuradha (2003):** A taxonomic revision of the fishes of the genus *Mystus scopoli* (Family: Bagridae) Records of the Zoological survey of India occasional paper no 207 ZSI Calcutta 141 pp.
- A.D. Shelke (2016):** Ichthyofaunal Bioversity of Girna Dam (Girna River) Dist. Nasik, Maharashtra, India. World Journal of Fish and Marine Sciences 8 (3): 135-141, ISSN 2078-4589 © IDOSI Publications, 2016 DOI: 10.5829/idosi.wjfds.2016.8.3.10469.
- Dr. A.D. Shelke (2018):** Freshwater fish fauna of Girna River, Dist. Jalgaon, Maharashtra, India. International Journal of Zoology Studies. ISSN: 2455-7269. Volume 3; Issue 1; January 2018; Page No. 68-75.
- C.J. Hiware, R. T Pawar, J.M. Gaikwad and Smita. R. Sonawane (2015):** Classification and Identification of Freshwater Fishes. ISBN: 978-93-5124-316-8, Daya Publishing House, Astral International (P) Ltd.
- Khodake, S. P. and Petare, R. K. (2020):** Ichthyodiversity in Malangaon Water Reservoir in Khandesh Region of Maharashtra, India. Volume 8, Issue 4 April 2020, ISSN: 2320-2882. International Journal of Creative Research Thoughts (IJCRT).
- Y. K. Khillare (2010):** Freshwater Fishes A Practical Approach. Narendra Publishing House. ISBN: 978-93-80428-03-1, Narendra Publication House Delhi.
- K .C. Jayaram (2002 & 2008):** Foundation of Fish Taxonomy., ISBN: 81-85-375-70-4 (HB) and 81-85-375-71-2 (PB), published by Narendra Publishing House, Delhi.
- S. S. Patole (2014):** Ichthyofaunal diversity of Nandurbar District (Northwest Khandesh Region) of Maharashtra (India). International Journal of Fisheries and Aquatic Studies 2014; 2(2): 167-172 ISSN: 2347-5129 IJFAS 2014; 2(2): 167-172 © 2013 IJFAS.
- Gedam Ajit K, Andhle A. V. and Phulwade Durgesh N. (2019):** “Study of fresh water fish diversity of Sanjul Lake, Aurangabad”. (M.S). India. Special Issue A 13, ISSN: 2320-7817(p) 2320-964X (0).
- Rajani. S. Amrawkar and Phulwade Durgesh N. (2019):** Study of Fresh Water Fish Diversity of Phulambri Lake, Aurangabad. (M.S)”. Think India Journal, ISSN: 0971-1260 Vol-22, Special Issue-31., National Conference ETDAB-2019.
- Phulwade Durgesh N., Pawar Rutuja M. And Baviskar Prakash S. (2020):** Study of Fresh Water Fish Diversity of Panzara Lake, Dhule. (M.S). Our Heritage, ISSN: 0474-9030 Vol-68, Special Issue-38., One Day National Conference on Recent Advances in Sciences.
- Andhle A. V. and Phulwade Durgesh N. (2021):** “Study of Fresh Water Fish Diversity of Dhondwadi Dam at Borana River, Tq. Paril Vijanath Dist. Beed (M.S.) India”. International Journal for Innovative Research in Multidisciplinary Field ISSN: 2455-0620 Special Issue: 23.
- Andhle A. V. Phulwade Durgesh N. and Dhanve P. V. (2021):** “Fish Diversity of Kava Lake Dist. Latur (M.S.) India”. 'Journal of Research & Development' A Multidisciplinary International Level Referred and Peer Reviewed Journal, Impact Factor-7.265, ISSN: 2230-9578, 20 July-2021, Volume-11, Issue-24.
- Gaikwad D.M., Phulwade Durgesh N. and Mahale P.N. (2021):** Study of Fish Diversity Girja River, Dist. Aurangabad. (M.S.). JETIR, Volume 8, Issue 12. (ISSN-2349-5162). Journal of Emerging Technologies and Innovative Research (JETIR) www.jetir.org.
- Durgesh N. Phulwade, Rutuja M. Pawar and Tanaji J. Jadhav. (2023):** study of fresh water fish diversity of Tapi River Tq. Shirpur, dist. Dhule (M.S.) India. International journal of researches in biosciences, agriculture and technology. I J R B A T, Special Issue (XI) Nov 2023: 77-83. e-ISSN 2347 – 517X. A Double-Blind Peer Reviewed & Refereed Journal.



The Importances, Related aspects and Implementation of Intellectual Property Rights (IPR) in Education in India

Saifulla Sardar

Ph.D Research Scholar, School of Women Studies, Jadavpur University

Corresponding Author: Saifulla Sardar

Email: saifullageo@gmail.com

DOI- 10.5281/zenodo.13326048

Abstract:

Intellectual property rights are crucial for stimulating and promoting education, research and development. Because of its influence on innovation, research, and accessibility to educational resources, intellectual property rights (IPR) have become more important in the field of education. This study looks at the various dimensions of intellectual property rights (IPR) in the field of education, with a particular emphasis on how these rights affect the production, sharing, and use of knowledge. The study sheds light on the opportunities and problems that intellectual property rights (IPR) bring in supporting academic research, safeguarding educational resources, and encouraging knowledge exchange by examining the interaction between IPR and educational institutions. It explores how IPR regulations are implemented in educational contexts, examining the moral and legal ramifications as well as their efficacy. The study also looks into faculty and student awareness and comprehension of intellectual property rights (IPR), highlighting the necessity of including thorough IPR education in university curricula. The different approaches and their effects are further illustrated by a comparative review of IPR legislation around the world in educational environments. The results imply that although intellectual property rights (IPR) can protect intellectual property and foster innovation, a careful balance must be struck to prevent IPR from impeding knowledge access and educational equity. In order to improve both the promotion of educational goals and the protection of intellectual property, this research offers insights into the strategic integration of IPR in education.

Keywords: Academic Research, Education, Educational Resources, Intellectual Property Rights, Innovation.

Introduction:

The term "intellectual property" (IP), which is used in studies of the human mind, refers to creations of the intellect for which a monopoly (derived from the Greek word monos, which meaning single pole in to sell) is granted to designated owners by law. Some common types of intellectual property rights (IPR), also known as industrial property, copyright, patent and trademarks, and trade secrets, include words, phrases, symbols, and designs. These rights also cover music, literature, and other artistic works, as well as discoveries and inventions. Intellectual property rights are a type of intangible property in and of themselves. The word "intellectual property" did not first appear until the 19th century, and it was not until the late 20th century that it became widely accepted throughout much of the world, despite the fact that many of the legal rules governing IP and IPR have developed over decades. In just the first twenty years, the educational landscape of the twenty-first century has seen a number of changes, especially the attention and concern for research ethics and academic honesty. The majority of the patent and copyright types used in the education sector also include utility or model designs and, in certain cases, trade secrets. The best academic

innovations can be safeguarded by various patent and copyright regulations, preventing the misuse of one's labour of love. Because they forbid copying another person's work, these patent and copyright rights also indirectly aid in the discovery of new ideas. The contemporary information economy has grown to be centered around intellectual property rights (IPR), which are essential for promoting economic expansion, innovation, and creativity. IPR is especially important in the field of education since it touches on the fundamental tasks of knowledge creation, distribution, and utilization. Since they are the main locations for research and development, educational institutions are greatly impacted by IPR laws and procedures. With an eye toward addressing both the potential and challenges it brings, this study attempts to investigate the significance, ramifications, and application of IPR in the educational sector. However, too strict intellectual property rights laws might make it difficult to obtain knowledge and educational materials, which could impede academic cooperation and the free exchange of ideas that is vital to the growth of education (Benkler, 2006). There is a fine line between preserving intellectual property and guaranteeing that information is accessible, and it calls for thorough evaluation of

practical, ethical, and legal factors. Furthermore, there are particular difficulties in implementing IPR regulations inside educational contexts. To safeguard their inventions and foster an open academic environment, universities and other educational institutions must negotiate the complexity of intellectual property rights (IPR) (Geuna & Rossi, 2011). This entails creating efficient IPR regulations, training academic staff and students on IPR, and cultivating an environment that honors both creativity and open access. For these regulations to be implemented effectively, faculty and students must be aware of and comprehend IPR. Research indicates that comprehensive IPR education is frequently absent from university curricula, which results in IPR misunderstandings and misuse (O'Reilly, 2005). By addressing this gap with focused instructional initiatives, academic communities can become more adept at navigating IPR challenges. Moreover, a comparative examination of international intellectual property rights laws in educational settings uncovers various strategies and their consequences. Reflecting cultural, economic, and legal distinctions, different nations have chosen different approaches to strike a compromise between the need for accessible education and the protection of intellectual property (Drahos, 2010).

History of IPR:

IPR is not a novel idea. IPR is thought to have first emerged in North Italy during the Renaissance. A statute governing patent protection that gave the owner an exclusive right was published in Venice in 1474. When Johannes Gutenberg created the printing press with interchangeable/movable wooden or metal letters in the year 1440, the copyright was first established. Many nations saw the need to establish legislation governing IPR towards the end of the 19th century. The Paris Convention for the Protection of Industrial Property (1883) and the Berne Convention for the Protection of Literary and Artistic Works (1886) are the two conventions that serve as the cornerstone of the IPR system globally. Act VI of 1856 was India's first patent-related legislation. The goal was to promote inventions and get innovators to divulge their inventions' secrets. Act XV of 1859, a new piece of legislation, was then introduced to grant exclusive privilege.

Types/tools of IPR:

The phrase "intellectual property" is typically understood to include the following distinct legal areas - 1. Patents. 2. Trademarks. 3. Copyrights and related rights. 4. Geographical Indications. 5. Industrial Designs. 6. Trade Secrets. 7. Layout Design for Integrated Circuits. 8. Protection of New Plant Variety.

There are seven different categories of intellectual property rights in India, including copyright,

trademarks, patents, geographical indications, plant varieties, industrial designs and semiconductor integrated circuit layout designs.

Objectives:

- To Analysis the Importances of IPR in Indian Education.
- To Explore the Related Aspects of IPR in Education.
- To Evaluate the Current Implementation of IPR Policies in Indian Educational Institutions.

Research Questions:

- What is the significance of IPR in fostering innovation and creativity within Indian educational institutions?
- How are IPR related to Indian educational system?
- How are IPR policies currently implemented in Indian educational institutions?

Research Methodology:

The current study's conceptual discussion approach is composed of analytical and descriptive research methods based on various books, journals, research papers, websites, etc.

Importances of IPR:

IPRs are crucial to the advancement and development of society. IPRs encourage healthy competition among inventors, which ultimately advances society. They also give incentives to the originator of a certain product. The following are a few importances of IPR:

- Students and teachers are encouraged to create new concepts, innovations, and creative works by the protection of intellectual property. IPR makes sure that authors get credit where credit is due and can even result in financial awards, which encourages more creativity.
- The importance of IPR in education is multifaceted. On one hand, robust IPR frameworks can incentivize innovation by ensuring that creators and inventors receive recognition and financial rewards for their contributions (Boldrin & Levine, 2008). This, in turn, encourages further research and development, fostering an environment where new ideas and technologies can flourish. For example, the Bayh-Dole Act in the United States has been credited with significantly increasing the commercialization of university research by allowing institutions to retain ownership of inventions made with federal funding (Mowery et al., 2004).
- The significance of intellectual property rights escalating Keeping Intellectual Property Rights Safe Technology has increased public awareness of IP Some people and businesses just provide knowledge. Computer consultants, advertising firms, online businesses, and software developers thus solely market brainpower. Additionally protected are domain

names and moving pictures. Today, more than half of American exports are subject to some kind of intellectual property protection. The speed with which information may be shared on the Internet has made protecting intellectual property more difficult. A company's intellectual property assets are its most precious possessions. Companies must take aggressive action to safeguard these priceless assets against theft or misuse by third parties. Protecting the value of such investments is the goal of the discipline of intellectual property law.

- The primary goal of intellectual property rights (IPRs) is to encourage and protect the creation, distribution, and sale of new goods and services based on the development and use of innovations, trademarks, designs, creative works, and other intangible assets.
- The exclusive rights for an inventor's or creator's valuable innovation or production are granted by the intellectual property rights (IPR), which are intangible in nature. In the current era of globalisation, IPR is a key component of international trade and daily life. These rights encourage innovation by providing creators and inventors with recognition and financial rewards, but a lack of understanding of IPR and its ineffective implementation may impede the economic, technological, and appropriate implementation, which is a crucial prerequisite for every country. The current paper discusses a number of IPR concepts, including patents, trademarks, industrial designs, geographic indications, copyright, etc., along with their associated rules, regulations, needs, and roles, particularly in the context of India. The state of India's involvement in IPR-related activities around the world has also been briefly discussed.
- IPRs are crucial for the free flow of energy to further research and development. Individuals are encouraged to create new things thanks to IPRs. IPRs allow creators to be credited, including artists and inventors. These rules give them the tools and the encouragement to produce fresh works, goods, and services.
- By defending the rights of artists and innovators, intellectual property rights foster innovation and creativity. Others can use and build upon this shared knowledge to produce newer and/or better products because the use of patents necessitates the disclosure of information that would enable others to duplicate the inventor's finding. IPRs guarantee financial compensation for intellectual property.
- IPRs guarantee that genuine, original products are readily available. Patents and copyrights are two examples of intellectual property rights that businesses can employ to protect their

investments in invention (Shankar Narayanan, 2010).

- IPRs may aid in the development of low cost medicines for the poor and the development of alternative energy sources, new products for farmers, and other solutions to global problems. IPRs are essential to promoting economic expansion. In order to keep the economy growing, intellectual property rights must be protected. They promote ethical business practises, which would advance both the economy and society. Maintaining economic growth across all industries and globally depends on the effective enforcement of intellectual property rights.
- Strict IPR regulations discourage plagiarism and the unapproved use of other people's work, helping to maintain high standards of academic integrity. Promoting a culture that upholds intellectual property rights encourages moral conduct in educational and scientific endeavors.
- Respecting IPR standards improves Indian educational institutions' standing internationally and increases their ability to compete in the global academic market. Robust intellectual property rights safeguards draw highly skilled researchers, instructors, and learners from throughout the globe, establishing a thriving scholarly community.

How IPR related to Indian educational system:

Understanding intellectual property rights (IPR) is essential to creating a climate that encourages innovation & creativity in the nation. Children in schools are one of the main areas of concentration since it is crucial to foster creativity and the capacity for innovation from a young age. The IP in Education project includes all educational levels, including tertiary and secondary education. The goal of the Intellectual Property in Education Network is to encourage young Europeans to engage responsibly in the digital world while being creative and innovative. Creativity, innovation, entrepreneurship, and a stronger digital skill set are at the core of European economic, cultural, and social prosperity more than ever in the globalised and digitalized 21st century. When the lecturer's lectures' content is sold, offered, exposed for sale or hire, the lecturer's copyright will be violated. During the educational process, lecturers' and tutors' ideas should be protected as intellectual property.

- Intensify the interaction and cooperation of the IP in Education network, which consists of national education ministries or authorities, national IP offices, and other education specialists.
- Work together with all necessary institutions and bodies of the European Union.

- Enhancing collaborations with text book publishers, teachers' unions, and other pertinent parties.
- Encourage the inclusion of the European Key Competencies for Lifelong Learning Related to Intellectual Property in national curricula.
- Provide fresh instructional materials for IP for students at all levels.
- Investigate the demand for IP knowledge training materials and create them for schools of teacher preparation, universities of applied science, and vocational education and training (VET) facilities.
- Create new, digital teacher training resources on intellectual property (IP), as well as specialised teacher training and train-the-trainer workshops, both for in-person and online training.
- Keeping in mind the adoption of the EU copyright regulation and the teaching exception, update and promote the copyright FAQs for teachers by Member State.
- Distributing digital IP resources for primary through tertiary education in close coordination with network members.
- Including IPR courses in the curriculum aids in the understanding of the importance of intellectual property and its legal implications by educators and students alike. Students from different disciplines are encouraged to have a complete understanding of IPR by include themes related to IPR in their studies in engineering, business, law, and the arts, for example.
- Intellectual property rights (IPR) safeguard research results from educational institutions, including copyrights and patents, guaranteeing that inventors can profit from their labors. IPR encourages the monetization of research and innovation by facilitating collaborations between academic institutions and business sectors.
- Tight IPR regulations deter plagiarism and guarantee that teachers and students create original work while honoring the intellectual contributions of others. Academic institutions cultivate a climate of academic integrity by enforcing rules of behavior that include adherence to IPR principles.
- Numerous Indian institutions have set up specialized IPR offices or cells to oversee and safeguard the intellectual property generated on campus. Institutions create thorough IPR policies that specify how to file for patents, copyrights, and trademarks and deal with infringement complaints.
- One issue that needs to be addressed by institutions through focused educational activities is the lack of knowledge and comprehension of intellectual property rights

(IPR) among educators and students. For IPR to be implemented effectively, professors and staff must be given the tools they need to manage and safeguard intellectual property.

- As the only intermediary between owners of protected content and users, librarians play a unique role. For a very long time, these librarians were accustomed to doing nothing but watching while the content was used and disseminated. The repercussions are noticeable in every academic discipline, but libraries are at the top of the hit list since they act as simple content mediators.
- A type of E-learning called distance education uses communication and information technology to organise the training process. It makes it possible to access information without having to personally interact with an instructor or mentor and from a distance. Some academics consider distance learning to be a form of advanced training or education. Those who are unable to travel to the major educational facilities can still receive a quality education through distance learning. Some professors and educators contend that online textbooks, tests, video readings, and other forms of distant learning can take the place of traditional classroom instruction. In this case, a teacher who is essential to the educational process may disappear.

Implementation of IPR in Indian education system:

The legal foundation for intellectual property rights in the Indian context must also be discussed. The following table lists the numerous legislation and the relevant departments with relation to the application of IPR.

- Comprehensive IPR policies that specify the steps for filing, maintaining, and safeguarding intellectual property are created by educational institutions. These regulations offer precise instructions on intellectual property ownership, licensing, and commercialization. Legal compliance and consistency are guaranteed when institutional policies are in line with national IPR laws and standards. Institutions frequently make reference to the World Intellectual Property Organization (WIPO) and the Government of India's frameworks.
- Numerous academic institutions have set up specialized offices or cells for intellectual property rights, which are in charge of handling such issues. These cells support the registration of copyright, the filing of patents, and the handling of trademark disputes. IPR cells make sure that creators have access to resources by offering support services including legal counsel, patent searches, and help preparing patent applications.

- Students, professors, and staff are taught about the value of intellectual property rights (IPR), its legal implications, and the process of protecting it through regularly scheduled workshops, seminars, and training sessions. Students gain an understanding of the importance of IPR in their areas through the inclusion of IPR subjects in the curriculum. There are new courses in intellectual property management, patent preparation, and IPR legislation.
- Research projects that have the potential to result in the production of intellectual property are funded and granted grants by institutions. This kind of assistance promotes creativity and the creation of new technology. The commercialization of research outputs is facilitated by partnerships with industry and research organizations. Agreements on income sharing and IPR ownership are frequently included in collaborative ventures.
- This leads to the conclusion that IPR is now a must for academia. We must comprehend the significance of having integrity and morality. IPR upholds high moral standards and defends our rights. IPR comes in a variety of forms. Researchers and educators must register their intellectual property and safeguard their rights. IPR promotion has been freely started by NEP, NAAC (A&A), UGC (CARE), state government (Maharashtra Public University Act 2019), universities (via Academic and Administrative Audit), and the top colleges.
- The term "intellectual property rights" (IPR) refers to legal protections for mental works, including inventions, literary and creative productions, as well as signs, names, and pictures used in commerce. IPR in education might include trademarks for educational institutions and their logos, patents for cutting-edge teaching methods, and copyrights for instructional materials like textbooks. While IPR can encourage creativity and innovation in the educational sector, it can also restrict access to information and learning resources.
- The use of textbooks, course packs, and online resources in education is protected by copyrights, which also protect original literary, musical, and artistic works. The Copyright Act of 1957 governs copyright laws in India. Unauthorised use of copyrighted materials is permitted under the fair use theory of copyright law in some circumstances, such as for criticism, commentary, news reporting, teaching, scholarship, or research.
- Innovative teaching technologies like online learning environments, instructional games, and virtual reality tools can all be protected by patents. The Patents Act, 1970, controls patent

law in India. When businesses or institutions employ patented technologies without authorization or licence, patent infringement actions may be brought against them in the educational sector.

- Trademarks provide protection for names, logos, and symbols used in commerce, including names and logos of educational institutions. India's trademark law is governed by the Trade Marks Act, 1999, which also permits the registration of trademarks for educational institutions' names and logos. When one institution adopts a name or logo that is similar to another institution's, confusing customers, trademark infringement litigation may result in the educational sector.

Conclusion:

In conclusion, intellectual property rights are crucial to the educational sector because they safeguard cutting-edge teaching methods, educational resources, and institution brands and logos. IPR can encourage innovation and creativity, but it can also restrict access to information and learning resources. The stakeholders in the IPR field need to be properly educated and trained in order to address this issue. Without an interdisciplinary perspective, this is a challenging and complicated task. It is always simpler to say than to do. But it is possible if the universities create the policies and programmes that mix the faculties of economics, management, and law in order to promote effective IP training and for developing new models for Research & Development. This leads to the conclusion that IPR is now a must for academia. We must comprehend the significance of having integrity and morality. IPR upholds high moral standards and defends our rights. IPR comes in a variety of forms. Researchers and educators must register their intellectual property and safeguard their rights. IPR promotion has been freely started by NEP, NAAC (A&A), UGC (CARE), state government (Maharashtra Public University Act 2019), universities (via Academic and Administrative Audit), and the top colleges. As the majority of information exchange in the field of education occurs online, intellectual property rights are a very important rule. The rapid and continual advancements in technology have greatly broadened the scope of intellectual property. Intellectual property is becoming more and more important to the agendas of both governments and businesses as a result of the development of communications and information technology, biotechnology, e-commerce, and a number of other developing industries. In order to improve both the promotion of educational goals and the protection of intellectual property, this research offers insights into the strategic integration of IPR in education. This study underscores the need of establishing a

conducive atmosphere that stimulates creativity and guarantees fair access to information by examining the correlation between intellectual property rights (IPR) and academic establishments.

References:

1. Mingaleva, Z., & Mirskikh, I. (2013). The protection of Intellectual property in educational process. *Procedia-Social and Behavioral Sciences*, 83, 1059-1062.
2. Starkey, L., Corbett, S., Bondy, A., & Davidson, S. (2010). Intellectual property: what do teachers and students know?, *International Journal of Technology and Design Education*, 20, 333-344.
3. Lakhan, S., & Khurana, M. (2008). Intellectual property, copyright, and fair use in education. *Academic Leadership: The Online Journal*, 6(4), 7.
4. E Lakhan, S., & k Khurana, M. (2007). The State of Intellectual Property Education Worldwide. *Academic Leadership Journal*, 5(2), 49-55.
5. Geuna, A., & Rossi, F. (2011). Changes to university IPR regulations in Europe and the impact on academic patenting. *Research Policy*, 40(8), 1068-1076.
6. Gillies, M. (2006). The impact of intellectual property rights on the university culture: Research and higher education in the digital environment. *International Journal of Cultural Property*, 13(3), 341-370.
7. Merges, R. P., Menell, P. S., & Lemley, M. A. (2012). *Intellectual property in the new technological age* (6th ed.). Wolters Kluwer Law & Business.
8. O'Reilly, D., (2005). Higher education and intellectual property: An analysis of university policies in Europe. *Journal of Higher Education Policy and Management*, 27(2), 187-198.
9. Pénin, J., Hussler, C., & Burger-Helmchen, T. (2011). Academic patenting: How universities and public research organizations are adapting to the new IPR regime. *World Patent Information*, 33(1), 41-46.
10. Van Overwalle, G. (2012). Patent pools and clearinghouses in the life sciences. In S. Bostyn & K. Schock (Eds.), *IP and licensing in the life sciences* (pp. 279-311). Springer.
11. Brewer, J. (2007). *Creative industries and intellectual property rights*. Routledge.
12. Goldstein, P. (2001). *International intellectual property law: Cases and materials*. Foundation Press.
13. Helfer, L. R., & Austin, G. W. (2011). *Human rights and intellectual property: Mapping the global interface*. Cambridge University Press.
14. Jaffe, A. B., & Lerner, J. (2004). *Innovation and its discontents: How our broken patent system is endangering innovation and progress, and what to do about it*. Princeton University Press.
15. Landes, W. M., & Posner, R. A. (2003). *The economic structure of intellectual property law*. Harvard University Press.
16. Murray, F., & Stern, S. (2007). Do formal intellectual property rights hinder the free flow of scientific knowledge? An empirical test of the anti-Commons hypothesis. *Journal of Economic Behavior & Organization*, 63(4), 648-687.
17. Sampat, B. N. (2006). Patenting and US academic research in the 20th century: The world before and after Bayh-Dole. *Research Policy*, 35(6), 772-789.
18. www.wikipedia.com
19. <http://www.naac.gov.in/>
20. <https://ipindia.gov.in/policy-pages.htm>
21. https://www.ugc.ac.in/UGC_Regulations.aspx
22. <https://www.ugc.ac.in/page/Other-Publications.aspx>
23. <https://www.wipo.int/about-ip/en/>



Consumer Protection Laws and E-Commerce

Dr.S.Nagaseshamma

i/c.Principal, Associate Professor , Govt.Law College, Ramnagara Dist, Karnataka

Corresponding Author: Dr.S.Nagaseshamma

DOI- 10.5281/zenodo.13326084

Abstract:

The consumer movement exercises a considerable influence on the socio-economic environment of business. The Government of India playing vital role in safeguarding the interests of consumers by promoting a climate of fair competition and preventing exploitation of consumers. Consumer Protection Act came into effect with an object to resolves customer complaints quickly and easily. It protects and motivates customers to speak their concerns about deficiencies and defects in products and services. This forum's main goal is to assist both parties (consumers and manufacturers) and resolve legal proceedings. To protect the interest of people in the society government of India passed consumer protection (E- commerce) Rules 2020 with a primary focus to create an extensive structure for managing the environment of online business. Rights and liabilities of consumer and government advices, policies courts and forums.

Key words: consumer, e-commerce, forum, courts, and protection of rights.

Introduction:

The basic idea behind the consumer protection movement is protection of the right of consumers. In the year of 1962 president Kennedy for the first time in American Congress declared the consumers' rights. Later, International Organization of Consumers' Union added four more rights, viz, the right to redress, the right to consumer education, the right to healthy environment and the right to basic needs. The rights stated by International Labor Organization were incorporated in the United Nation's Charter of Human Rights.

The consumer movement exercises a considerable influence on the socio-economic environment of business. The Government of India also recognized these rights. ¹The Government of India playing vital role in safeguarding the interests of consumers by promoting a climate of fair competition and preventing exploitation of consumers. ²

There has been a tremendous increase in respect of consumer goods in the country. There is a great demand for the modern products in the society. It is very interesting to note that most of the products are purchased by low income group people in the society except some luxuries goods. The low income group people want to purchase the new products at a low price. Consequently, the manufacturers try to keep the price low even though it may mean compromising the quality and durability of their products. The quality of goods are available but they are highly priced and therefore, beyond the reach of low income groups. Consequently, the majority of consumers of this class have no option but to buy these inferior quality products. Besides, the people of this class do not

have any knowledge about the consumer protection laws and consumer protection movements. As a result, the manufacturers of consumer products flood the market with these spurious goods to satisfy the ever increasing demand of low income groups. In order to protect the interests of this class of consumers Indian government enacted the Consumer Protection Act, 1986.³

Consumer Protection Act came into effect with an object to resolves customer complaints quickly and easily. It protects and motivates customers to speak their concerns about deficiencies and defects in products and services. This forum's main goal is to assist both parties (consumers and manufactures) and resolve legal resolve legal proceedings.

The Consumer Protection Act 1986 covers all sorts of services and goods of private, public, and cooperative sectors except those which are exempted by the central government. The act gives consumers a platform to speak about their complaints, and then after the forum takes action against the offending supplier.

The Consumer Protection Act was brought into action to protect the rights of consumers in India. Moreover, it framed consumer councils and other authorities to resolve consumer issues. Under the Consumer Protection Act, **Section 6** offers the following rights for consumers.

- **Right to Safety:** The consumer is entitled to protection against goods that harm their life, health, or belongings.
- **Right to Be Informed:** The correct information about the product must be given to the customer. Thus, he or she is free to decide whether or not to purchase it.

- **Right to Choose:** The customer is free to purchase any products or services they like. Hence, unscrupulous means cannot be used to influence the buyer.
- **Right to Be Heard:** In case, if something goes wrong, the customer has the right to make a complaint and be heard. Consequently, businesses offer customer care services.
- **Right to Seek Redressal:** When an unfair trade occurs, the customer is entitled to exchange, reimbursement, or compensation against this right.
- **Right to Consumer Education:** The customer is entitled to gain information about his or her rights, especially to make people if they encounter unfair trading.
- In a *Laissez-faire* society, consumer was king and he was free to choose. As the manufacturer has the free choice to produce and sell his goods so the consumer should have the free choice to select from the range of products available.

Consumers as a class in our country are the only group of people who are so disorganized that they are being exploited all the time by other sectors of the economy—industry, labour and agriculture. Indian consumer is confronted with foodstuff and goods that are adulterated, substandard and unsafe, prices that are inflated and weights and measures that perennially short-change him.

Prior to Consumer Protection Act Indian government has passed some legislations to safeguard the interests of the Indian consumer, like The Agriculture Produce (Grading and Marketing) Act, 1937 constitutes the basic law for the grading of agricultural produce. The Drugs and Cosmetics Act, 1940 regulates the import, manufacture, sale and distribution of drugs and cosmetics.

The prevention of Food Adulteration Act, 1959 aims at preventing the sale of impute foodstuff. The Essential Commodities Act, 1955, The Packaged Commodities (Regulation) Order, 1979, requires manufactures to display on labels and packages the weight, contents of the product, date of manufacture, selling price and address of the manufacturer, etc.⁴ **Consumer Organizations in India**

In addition to above stated legislations some of the organizations also established at national and international level for the protection of consumer rights.

Consumer organizations are groups that work for the protection of consumer rights in India. It aids customers against deceptive advertising, unsafe products, pollution, and other issues while also assisting them in getting justice in cases of deception. These are a few global and Indian consumer organizations.

International Organizations:

- ANEC
 - Consumer International
 - ICRT (International Consumer Research and Testing)
 - Bureau European des Unions de Consommateurs (European Bureau of Consumer's Union)
- Consumer Rights Organizations in India
1. Consumer Guidance Society of India
 2. Consumer Awareness, Protection, and Education Council
 3. AkhilBhartiyaGrahakPanchayat
 4. The Consumers Eye India
 5. All India Consumer Protection Organization
 6. Grahak Shakti Bengalure- Karnataka
 7. United India Consumer's Association
 8. The Consortium of South India Consumer Organizations

Due to the advance technology new trends and new methods are existing in the society to facilitate the people in the society. Instead of going to shops and selecting the products are become old method most of the people in the low income group ,middle class and rich going towards online shopping for time saving and also for attractive offers and advertisements.

When you opt to shop for products online, be aware of the potential fraudsters and fake offers. Additionally, Indian consumer rights protect you, but it is your responsibility to use them effectively. So, be aware of your consumer rights.

India is the world's second largest internet market, with over 800 million users and 125.94 lakh crore UPI transactions in 2022. In India, almost all pin codes have experienced the advent of e-commerce. In India, tier-two cities and smaller towns account for over 60% of transactions and orders.

As per the India Today report, there are more than 95,000 UPI fraud cases reported in 2022. Now, the biggest concern is 'how you can stay safe in online shopping?' Users who prefer online shopping to shopping from supermarkets or retail shops must be aware of the consumer rights for online shopping in India.⁵ To protect the interest of people in the society government of India passed consumer protection (E-commerce) Rules 2020 with a primary focus to create an extensive structure for managing the environment of online business. It is a crucial step towards regulating the e-commerce industry and aims to protect consumers' rights and interests in the online market. These regulations cover a broad range of clauses, such as those pertaining to data protection, openness, product quality, and dispute settlement. They work to make sure that e-commerce platforms uphold fairness, accountability, and moral standards while giving customers convenient ways to voice complaints.

The adoption of these regulations is in keeping with a larger global trend to bolster consumer protection laws in the quickly developing field of internet commerce. These rules signify a significant shift towards bolstering consumer rights and confidence in online shopping, acknowledging the growing importance of e-commerce in contemporary consumer markets.⁶

Historical Background:

The Consumer Protection (E-commerce) Rules, 2020 were introduced by the Ministry of Consumer Affairs, Food, and Public Distribution in India as a comprehensive framework to control the expanding e-commerce industry, by strengthening consumer rights and establishing transparency in online transactions, these regulations act as a safety net. One of these regulations key requirements are that e-commerce platforms provide comprehensive product information, including information on the product's place of origin, the seller, and return procedures.

In addition, they urge that e-commerce companies set up efficient systems for resolving concerns from customer's right way. The laws' strict position against fake and fraudulent goods makes them an important component, making e-commerce marketplaces more responsible for any such goods offered on their platforms.

The regulations also prohibit deceptive business practices, such as false advertising and unjustified pricing manipulation. The regulations emphasize the importance of data security and the need to safeguard customer data privacy. E-commerce businesses must ensure that product descriptions are accurate and that their terms and conditions are clear, including their stated return and refund procedures.

The Consumer Protection (E-Commerce) Rules, 2020, introduced by the Ministry of Consumer Affairs, Food, and public Distribution in India, are designed with a main object to regulate and protect consumers in the e-commerce sector. These rules establish a frame work to ensure fair practices and transparency in online transactions. Some key highlights include:

1. **Product Information:** E-commerce platforms are mandated to provide comprehensive product information, including details about the country of origin, seller information, and return policies.
2. **Grievance Redressal:** E-commerce entities are required to establish efficient grievance redressal mechanisms to address consumer complaints promptly.
3. **Counterfeit Products:** The rules impose stricter liability on e-commerce platforms for selling counterfeit or fake products, enhancing consumer protection.
4. **Unfair Trade Practices:** these regulations

prohibit deceptive trade practices, such as misleading advertisements and influencing product prices unfairly.

5. **Data Protection:** Emphasis is placed on safeguarding consumer data, ensuring its privacy and security during online transactions.
6. **Transparency:** E-commerce platforms are expected to provide clear terms and conditions, including return and refund policies, and ensure the accuracy of product descriptions.

The Consumer Protection (E-Commerce) Rules, 2020 were introduced in India to regulate e-commerce platforms and protect the rights of consumers. These rules aimed to address issues such as counterfeit products, misleading advertising, and data privacy concerns in the e-commerce sector. This demonstrates the government's commitment to ensuring a safer and more reliable environment for online shoppers

Due to these Rules, e-commerce platforms now have much more obligations to their customers. The implementation and application of the Rules, their legality as they pertain to foreign entities, the obligations placed on Platforms that go beyond the buyer-seller relationship, their applicability to B2B platforms, and the types of digital product offerings that fall under their purview are all questions that need to be addressed. Nevertheless, these Rules are not perfect.

Hence, even though these Rules are a welcome step in ensuring the interest of the Consumers, the Rules still leave some ambiguity regarding certain factors. Therefore, these Rules are a boon for all the consumers who were affected by a lack of these regulations and a bane for the platforms scrambling to implement them.

In order to answer some of the questions that were raised in accordance with these Rules, the Ministry released a Notification dated May 17, 2021, introducing the Consumer Protection (E-Commerce) (Amendment) Rules, 2021, which introduced the requirement for a company outside India, controlled by a person resident in India, it shall appoint a nodal officer or an alternate senior designated functionary who is an Indian resident to ensure that the provisions of the act and the Rules are being followed and abided by.

Advantages of E-commerce:

E-commerce, or the buying and selling of goods and services through online platforms, is a rapidly expanding industry. The retail industry in India is largely unorganized. By 2021, organized retail (physical stores) will account for 10% of the retail market, compared to e-commerce's 3% share. The following advantages are anticipated to result from e-commerce:

- 1) Greater consumer choice
- 2) Lowering obstacles to entry for new businesses (facilitating simpler internet customer

discovery)

- 3) Increases in the sector's productivity and competitiveness.

Certain requirements for e-commerce firms are laid forth in the 2020 Rules and the proposed modifications, which are different from those for comparable entities in physical retail. These include demands for a grievance procedure, the appointment of Certain requirements for e-commerce firms are laid forth in the 2020 Rules and the proposed modifications, which are different from those for comparable entities in physical retail. These include demands for a grievance procedure, the appointment of specific individuals to monitor compliance and limitations on connected parties and allied businesses.

Problems of E-commerce:

Consumer protection in e-commerce does face some new issues, though. In regards to e-commerce, the United Nations Conference on Trade and Development (2017) said

1. The transaction's impersonal nature erodes the trust between service providers and customers, making them more vulnerable ;
2. Information asymmetry is more pronounced,
3. Consumers are more susceptible to misleading and deceptive behavior online,
4. Consumers may have trouble contacting providers or finding a way to communicate with businesses regarding liability and arrangements for delivery, return, and exchange of goods,
5. There may be issues of enforceability in case of cross-border transactions.

Online marketplaces, which serve as a middleman between buyers and sellers in transactions, have grown in importance in e-commerce. Multiple buyers and sellers are brought together on the same platform by online marketplaces. They provide customers with additional options to pick from and give sellers the chance to connect with more customers. Depending on how involved they are in managing inventories, facilitating payments, and guaranteeing delivery, safety, or the caliber of goods or services, their function in a transaction may change. In comparison to conventional types of commerce, the aforementioned difficulties may call for certain adjustments in how consumer protection is handled in the case of e-commerce.

The Consumer Protection E-Commerce Rules, 2020 are anticipated to have more stringent rules and improved enforcement methods. We can expect the following in the upcoming years:

1. **A Greater Focus on Data Privacy:** Due to the growing significance of data in e-commerce transactions, there may be a greater emphasis on data privacy and protection.
2. **Transparency and Fair Practices:** To

guarantee that consumers have access to accurate pricing, product information, and explicit terms of service, the e-commerce sector must adhere to strict transparency and fair business standards. E-commerce platforms should give detailed descriptions of their products, make their terms and conditions clear to customers, and reveal any additional fees or costs. This guarantees that online shoppers can make educated judgments when making purchases and helps to increase their trust and confidence.

3. **Prevention of Counterfeit Products:** To protect consumer interests, stricter regulations may be put in place to stop the selling of fake or inferior goods.
4. **Consumer Redressal Mechanisms:** As regulations change, customers may have access to more efficient channels for resolving complaints, such as online dispute platforms.
5. **Cross-Border Transactions:** As cross-border e-commerce expands, rules may be created to solve problems with global transactions, such as import taxes and penalties.
6. **Sustainability and Ethical Practices:** Consumer production should include requirements that e-commerce platforms use ethical and sustainable methods for product sourcing, manufacturing, and delivery.

Consumer expectations, the development of new technology, and the need to strike a balance between promoting innovation and safeguarding the welfare of consumers will all likely have an impact on how consumer protection laws in e-commerce will develop in the future. These laws will probably change to reflect how online purchasing is developing and the difficulties that come with it.⁷

Federal trade commission has given advice to Consumers that, before going to purchase something in online, shop around and check out sellers and products. Also, keep records of purchases, like receipts and emails, to make sure you are able to hold a seller to its promises.

It is the duty of consumers, to learn about sellers and products. Expert reviews from trusted websites are a good place to get information about what to buy and who to hire. Focus on sites you trust that offer impartial reviews from real experts.

Read customer reviews about a company or product from a wide variety of review and retailer sites, search engines, app stores, and social media platforms. Check several sources and consider where a review is posted, who wrote the review, and the reviewer's history, and don't rely on star ratings alone because some reviews and ratings are fake or misleading. Fake reviews can be positive or negative. Not all fake positive reviews are five stars. Some dishonest competitors place fake negative reviews. Also, it's not always clear if a reviewer got

something, like a free product, in exchange for writing a review. Some but not all websites will place a label or badge next to the review when they know that the reviewer got an incentive.

Search online for the product or company name, plus the words “complaint” or “scam”. See what other people are saying about their experience.

The **comparison shop** for a product, make notes of the item’s manufacturer or model number, plus details like size, color, or shipping fees. Use the information to check comparison shopping sites that list retail stores and online sellers that have the item. Some sites let you sign up to get price alerts when prices change.

Not all comparison shopping sites are the same. Sometimes manufacturers set up sites to promote their own products. Or some companies run sites that only list or rank products if sellers pay them. Focus on comparison shopping sites that are well known and trustworthy.

Learn the total cost of the product, including shipping, handling, delivery, taxes, or other fees.

Read the terms of the advertised “deal”. For example, will you have to buy unwanted products to get the advertised “low price”?

Read the entire product description, including the fine print. Words like “refurbished”, “vintage”, or “close-out” could mean a product is in less-than-perfect condition. If expensive brand-name items are offered for bargain prices, they could be counterfeit or stolen.

See if a seller has a price-matching policy that guarantees it will match competitors’ prices and match its own in-store price to its online prices. Contact a seller if you want to request a match. Some sellers match or even go lower than their own online prices or a competitor’s prices.

Find out if you will be able to get a credit or refund if the item you buy today goes on sale next week. What records or receipts will you need?

Delivery, Return, and Refund Policies: It is very important for consumer to know about delivery, return, and refund policies. To know these things the consumer can follow the below mentioned rules of FTC.

Read the seller’s information about shipping and delivery:

An FTC rule requires sellers to ship items as they promised in their ads. If a seller doesn’t promise a time, it has to ship your order within 30 days after it gets your name, address, and payment, or permission to charge your account. Many sites offer tracking options that let you see exactly where your purchase is and estimate when you will get it. If you pay by credit card but don’t get the item, dispute the charge.

Check the seller’s refund policies:

The site must say whether you are able to return

the item for a full refund. Before you return an item, find out,

- Who pays the shipping costs for returns?
- How many days do you have to return the item?
- Will you have to pay restocking fees?

Check refund policies for sale items:

If you buy things on sale, double check the return policies. Sellers often have different refund and return policies for sale items, especially clearance merchandise.

Pay by Credit Card When Possible:

Paying by credit card best protects you and your money in case of a scam, or if something else goes wrong. Make sure the websites where you enter payment information use encryption to protect your information during your transaction. Look for https at the beginning of the URL. The ‘s’ after http means the site is encrypted- but it doesn’t mean it’s a legitimate site. Scammers know how to encrypt sites, too.

If you pay by credit card and are charged twice for the same item, are billed for merchandise you never got, or get the wrong item or a defective item, you will be able to dispute the charge. In those situations, ask your credit card company to temporarily withhold payment while it investigates. To take advantage of this right, call immediately and send a letter to your credit card company that reaches the company within 60 days of the day the company mailed you the first bill showing the error.

Never buy anything from online sellers that insist you can only pay with gift cards, by wire transfers through companies like Western Union or Money Gram, with a payment app, or with crypto currency.

Scammers will often ask you to pay in a way that makes it hard for you to get your money back. Find out what to do if you sent money to a scammer.

Keep Records:

When you buy something online, be sure to keep information about

- The company name and website
- What you ordered, the date you ordered it, and what you paid
- The seller’s return policy
- The company’s promise to ship, and the date it made the promise
- All email, text, and other communication you have with the company
- Your credit card or bank account statements that show how you paid

Know what Personal Information the Site or App Collects:

Websites and shopping apps often ask for personal information like your name, mailing address, phone number, and email. They also may collect information about the things you buy, including how much you paid, along with when,

where, and how you paid. They may sell the information to other companies, like data brokers, who may combine it, other personal data to develop a detailed profile about you and sell it to other businesses.

Many shopping apps rely on location data. For example, some apps collect information about your location to tell you whether an item is available at a store near you. If you don't want the app to track your location, use your phone's privacy settings to control whether the app collects your location.

Before you use an app or website, also make sure you're okay with how your information is used, shared, and protected. If you are not, consider going to a different website or look for another app.

To find out what personal information a website or an app collects, look at the privacy policy, User Agreement, or Terms of Service. Look for information about what the app developer will do with your data and how it will keep it secure.

Report Problems:

If you have a problem when you shop online, try to work it out directly with the seller or site owner. If that doesn't work, tell the FTC at ReoptFraud.ftc.gov⁸

Consumer Rights In Online & Offline world

Consumers have right to file a complaint for any deficiency in the services or goods used by them. However, consumer protection law does not apply to people who use goods and services for commercial purposes. For example, a person who buys large machines in their business is not a 'consumer'. There are, however, some exceptions to this rule.

Consumers are people who buy and use goods or services. For instance, a person who buys a ticket to watch a movie is a consumer, and a person who uses a gift voucher gifted from someone else is also a consumer.

Consumers have a right to file a complaint for any deficiency in the services or goods used by them. However, consumer protection law does not apply to people who use goods and services for commercial purposes. For example, a person who buys large machines to use in their business is a 'consumer'. There are, however, some exceptions to this rule. People who use goods for self-employment are considered consumers, such as artists who buy art supplies for their work or beauticians who buy beauty products.

A consumer also includes someone who buys or hires goods or services online. For example, if you order from online clothing website (like Myntra or Amazon), you are a consumer.

Consumer also include people who with issues related to food items, such as issues with food adulteration, poor quality of food, lack of proper service from restaurants, etc. Such issues can cover

problems across a wide range of products, starting from the water that goes into the production of items like juices and sale of animals like chicken, fish, etc. that are expressly intended for human consumption.

Consumers who are unaware of their rights are vulnerable in the marketplace. It is vital that they be aware of their rights so that they can make choices confidently, and with due regard to their interests. Consumer rights include, but are not limited to, the following:

Right to protection against goods and services which are hazardous to life and property.

Goods should not only meet the consumers' immediate needs, but also fulfill long-term interests, and the use of goods and services should not result in any harm to consumers. For instance, if a person uses a medicine that cures an immediate ailment such as the flu, but then goes ahead to cause worse side effects, then such consumers are qualified to file a consumer complaint.

Consumers have the **right to be informed** about the quality, quantity, potency, purity, standard, and price of goods. Sellers must put out authentic information on the product labels and not to make false claims.

The government also publishes a price monitoring list for essential commodities along with mandi prices, daily price reports, educational material on consumers' digital safety, etc. Some State Governments, such as the Tamil Nadu government, have also published advisories to educate consumers.

Consumers have the **right to get basic goods and services at fair prices**. For example, you have the right buy medicines either from the hospital medical store or from general stores at fair prices.

Consumers have the **legal right to use redressal forums to file their complaints**. Every consumer has a right to file a complaint and be heard so their grievance can be resolved.

Unfair trade practices usually relate to cheating, deceiving, or defrauding the consumer through schemes, advertisements, etc. Consumer protection law protects consumers from being exploited and creates a system for the consumer to claim a fair settlement.

Types of Consumer Complaints:

Every consumer has a right to file the complaints under consumer protection law: viz.

E-Commerce Complaints:

"E-commerce" transactions refer to the buying and /or selling of goods and /or services (including digital products) over digital or electronic networks. It includes the production, distribution, marketing, sale, or delivery of goods and services by electronic means.

E-commerce entities, such as online shopping websites like Flipkart and Amazon, have

long been treated as service providers who work for a profit. They are liable whenever there has been a violation of consumer rights. One of the major reforms brought about by the Consumer Protection Act, of 2019 is that it lays down a set of rules to govern these e-commerce entities. Those rules include the following.

E-commerce entities will have to respond within 48 hours of filing a complaint.

Complaints can be made anywhere, regardless of where the purchase was made.

E-commerce entities such as Amazon and Flipkart, are now required to display the details of the sellers, such as their legal name, geographic address, contact details, etc.

These entities must not directly or indirectly manipulate the goods' prices, and must not adopt any unfair or deceptive methods of sale.

The law mandates the protection of consumers' personal information so that personal details are kept confidential and the privacy of consumers is protected.

Complaints about misleading advertisements:

An advertisement is a promotion through television, radio, or any other electronic media, newspapers, banners, posters, handbills, wall-writing, etc. A misleading advertisement is one that says untrue things about the goods and services, which can mislead the consumer in buying them or deliberately conceal important information about the product (such as known side-effects). Advertisers can be sued for making misleading claims in their advertisements. Examples of misleading advertisements include claims of being the first toothpaste to have a certain beneficial composition when it actually isn't or advertising schemes that seek to increase profits without passing on the benefit to consumers.

Complaints about unfair trade practices:

Unfair trade practices have a broad definition under consumer protection law. They include false statements about the goods' standard, quality, and quantity, and the marketing of used/second-hand goods as new goods. It also includes false claims about a warranty, or the warranty period being scientifically untested, etc. This has resulted in several lawsuits, one involving a noodle maker labeling its packets with false lead content, replacing the labels of pharmaceutical drugs to extend the expiry period, marketing adulterated goods with different ingredients than stated on the label, etc.

Complaints about restrictive trade practices:

Restrictive trade practices are those which manipulate the price or delivery of goods, which in turn, affect the flow of supplies in the market. This leads to consumers facing unfair costs or restrictions. Restrictive trade practices are usually executed in some of the following ways: price

fixing, dealing exclusively with certain clients, restricting the resale values of sold goods, and mandating that buying one good or service entails buying other goods or services. One real-life example of this is the inbuilt price of delivery and fixing electronic goods. This ensures that the consumer ends up paying for the service, whether they want to or not, making them bear unfair costs.

Complaints about defective goods:

Defective goods are goods with a fault, imperfection, or shortcoming in the quality, quantity, purity, or standard which is required to be maintained by the seller, under the law in force. Some examples include adulterated or imperfectly brewed beverages, malfunctioned machinery, misshapen artifacts, etc.

Complaints about spurious goods:

Spurious goods are those which are falsely claimed to be genuine, fake, or imitative of real, original products. Such goods are often of inferior quality and infringe upon the trademarks and copyrights of legal owners of the original goods. A common example is of medicines and cheap make-up products found in local markets. Often, spurious medicines are marketed under another drug's name or imitate/substitute another drug in a deceptive way.

Charging above the MRP (Maximum Retail Price):

Overcharging generally occurs in covert ways, when sellers charge the consumer more than what is prescribed as the Maximum Retail Price of a product. It is a gross violation of consumer rights.

Complaints about food:

Presently, the consumer protection law also addresses grievances related to food products. For example, customers can file their grievances about packaged food like the presence of adulterants, expired goods, missing FSSAI licenses, etc. at the Food Safety Connect Portal.

Consumer Complaints against E-commerce Platforms:

Consumers can complain against unfair trade practices involving products brought through e-commerce platforms and retailers. Any person who owns, operates or manages any digital or electronic platform offering goods or services for sale, is an e-commerce entity. An e-commerce entity is separately governed by e-commerce rules in India.

These rules are only applicable to professional and commercial businesses and not to an individual acting in their personal capacity. For instance, a consumer can complain against Amazon as it is an e-commerce entity regularly engaged in the activity of the sale of goods through its e-commerce website.

Interestingly, the product liability for an e-commerce entity extends beyond India. This means

that these platforms are equally liable under Indian consumer protection law, in addition to their own country's domestic laws.

Liabilities of E-commerce platforms:

E-commerce platforms are held liable for the following:

Price manipulations on their sites
Negligence in services provided and discrimination against customers.
Misleading advertisements, unfair trade practices, and inaccurate descriptions/information of products.
Refusing to refund or return a defective product.
Failure to provide warnings or instructions with respect to the goods or services availed by a customer. False descriptions, and violations about the authenticity and images of the goods or services advertised for sale on their platform.

However, e-commerce platforms will not be liable if the dangers of the product are common knowledge. For example, if a consumer misuses or alters a dangerous product like flamethrowers, then the e-commerce entity cannot be held liable for this.

Complaining to E-commerce Platforms:

E-commerce platforms have to establish a 'Grievance Redressal Mechanism' and should appoint a 'Grievance Officer' for Indian customers to address their concerns. The platform has to display the details about the Grievance Redressal Mechanism. The Grievance officer must acknowledge the complaint within 48 hours and address the concern within a period of one month.

The Department of Consumer Affairs has launched a portal known as the Integrated Grievance Redress Mechanism (INGRAM) for bringing all stakeholders onto a single platform. It is also meant to help in creating consumer awareness to protect their rights and inform them of their responsibilities. Consumers can register their grievances online through this portal.

Consumer Courts/Forums:

Through the INGRAM portal, efforts are made to ensure that the grievance is redressed by taking up with the authorities concerned, which may be company, ombudsman, etc. However, if the issue is still pending, a consumer has a choice to approach the appropriate consumer court or forums with the help of a lawyer. Only complaints that are filed within 2 years since the dispute arose will be admitted for a hearing at the Consumer Dispute Redressal Commissions.

Every complaint filed under the consumer protection law must be accompanied by a nominal fee that is payable in the form of a demand draft of a nationalized bank, through postal order, or in electronic form. The fee structure based on the value of goods or services is given below.

An important thing to note is that the fees collected go to the Consumer Welfare Fund at the State level or the National level, as the case may be.

Where such a Fund does not exist, it is directed to the State Government. The fee is utilized towards the continuation of consumer welfare projects.

Every complaint filed under the consumer protection law must be accompanied by a nominal fee that is payable in the form of a demand draft of a nationalized bank, through postal order, or in electronic form.

An important thing to note is that the fees collected go to the Consumer Welfare Fund, at the State or National level, as the case may be. Where such a Fund does not exist, it is directed to the State Government. The fee is utilized towards the continuation of consumer welfare projects.⁹

In addition to above stated rules and regulations, the government of India passed many policies and advises to consumers to protect themselves from fraudulent online shopping, it is the duty of consumers to be aware of their rights and procedure to file complaints to protect themselves from online shopping.

Bibliography:

1. Deepu Krishna, "The Law Of Torts and Consumer Protection Act", LexisNexis, Haryana p.101
2. Ibid
3. Dr, J.N.Pandey, " Law of Torts with Consumer Protection Act and Motor Vehicles Act", Central Law Publications, Allahabad p.454
4. Deepu Krishna ibid. p.103
5. Lloydlawcollege.edu.in
6. RiyaRajvanshi Consumer Protection (E-Commerce) Rules, 2020: Managing the Bolstering Consumer Rights
7. impriindia.com
8. consumer.ftc.gov
9. the logical Indian



Exploring the History and Influence of the Mid-Century Modern Style

Jayalaxmi S Baraker

Vice Principal, Acharya School of Design Soldevanhalli Bangalore

Corresponding Author: Jayalaxmi S Baraker

DOI- 10.5281/zenodo.13329502

Abstract:

In the first of our History of Interior Design blog series, we look at one of the most influential and enduring design movements, MCM, or Mid-century Modern. This design movement epitomises post-war western interiors between 1945 and the heavy commercialism emerging in the late 1970's and its ability to influence modern design never seems to wane. The post-war design era saw homes become more functional and less formal and new materials became available which enabled home items to become mass-produced. Plastics, metal and fabrics were easier and cheaper to manufacture and almost all of the most iconic designs of the era made use of them.

Mid-century modern is characteristically simple with clean lines and material choice came before fussy design elements. Teak was the wood of choice and bright accent colours were used to inject life into otherwise austere surroundings. Floral patterns and botanical motifs all but disappeared as Mid-century modern marched in with its plain yet powerful statement furniture. and it's the furniture that almost defines the era. You'd find it almost impossible to go to a furniture store which doesn't have at least one piece influenced by this design period.

Key Words: Mid Century, Timeless Designs, Iconic Lighting, Interior Design

Introduction;

Mid-century modern is a term that's thrown around a lot these days, but what is it really? Mid-century-modern architecture is not simply anything that was designed and built in the middle of the 20th century, but in fact an architectural style with a defined set of principles and influences. The style continues to influence contemporary architecture in ways big and small, so below, with the help of four industry experts, we've broken it all down from you—from the history to the most famous examples that still stand today. The Mid-Century Modern design style emerged in the mid-20th century, roughly from the 1930s to the 1960s. It is characterized by clean lines, simplicity, and a focus on functionality. This design movement is known for its influence on architecture, interior design, furniture, and industrial design. It continues to be highly popular and influential to this day.

Historical Context;

The rise of Mid-Century Modern design can be attributed to several factors:

- The roots of Mid-Century Modern design can be traced back to the Bauhaus movement in Germany in the early 20th century. The Bauhaus school, founded by Walter Gropius in 1919, aimed to merge art and industry. The school's approach to functional, efficient design, and the use of modern materials had a significant impact on the Mid-Century Modern movement.

- After World War II, there was a surge in the construction of affordable housing and the need for functional, accessible furniture and design solutions. Mid-Century Modern style embraced the optimism and innovation of the post-war era, and its influence quickly spread across the globe.
- Technological Advancements: Advances in material technology and manufacturing processes allowed designers to experiment with new materials, like moulded plywood, plastics, and metals.

Characteristics of Mid-Century Modern Design:

- **Minimalism:** Mid-Century Modern design is characterized by a minimalist approach, focusing on clean lines, simplicity, and a lack of ornamentation.
- **Organic Shapes:** Designers often incorporated organic and geometric shapes into their creations, inspired by nature and the Space Age.
- **Functionality:** The emphasis was on creating furniture and spaces that were not only visually appealing but also highly functional and practical.
- **Use of Modern Materials:** Mid-Century Modern designers embraced new materials like plywood, fiberglass, and plastic, which allowed for innovative designs and mass production.
- **Integration with Nature:** There was a strong desire to bring the outdoors in, with large windows, open floor plans, and a connection to nature.

Noteworthy Names Associated with Mid-Century Modern Design:

- **Charles and Ray Eames:** Perhaps the most iconic names in Mid-Century Modern design, this husband-and-wife duo produced groundbreaking furniture designs. Their innovative use of moulded plywood resulted in iconic chairs such as the Eames Lounge Chair and Eames Molded Plastic Chair.
- **Mies van der Rohe:** A German-American architect, Mies van der Rohe is famous for his modernist architectural approach, best known for the phrase “less is more.” He designed the iconic Barcelona Pavilion and the elegant Barcelona Chair.
- **Arne Jacobsen:** A Danish architect and designer, Jacobsen created timeless furniture pieces such as the Egg Chair and Swan Chair, which became synonymous with Mid-Century Modern design.
- **Eero Saarinen:** A Finnish-American architect and designer, Saarinen’s iconic Tulip Table and Tulip Chairs are prominent examples of his innovative approach to form and structure.
- **George Nelson:** An American industrial designer, Nelson played a significant role in popularizing the concept of open-plan office spaces and is renowned for his innovative designs of clocks, lamps, and furniture.
- **Isamu Noguchi:** A Japanese-American artist and landscape architect, Noguchi’s organic and sculptural designs, including the Noguchi Coffee Table, added an artistic touch to Mid-Century Modern interiors.
- **Florence Knoll:** An American architect and designer, Florence Knoll’s influence extended beyond furniture design. She established the Knoll Planning Unit, which revolutionized interior design by incorporating functional and aesthetic considerations. Knoll felt architects should contribute their design ability to furniture as well, and she brought her international connections, designer friends, and even her former teachers to Knoll.

These designers, along with many others, helped shape the Mid-Century Modern design movement, leaving a lasting legacy that continues to inspire and influence designers to this day. Their innovative creations are celebrated for their timeless appeal and continue to be highly sought after by design enthusiasts and collectors worldwide. The work of mid-century modern visionaries continues to have a profound impact on modern design:

- **Timeless Designs:** Many of the furniture and architectural designs created during the mid-century period have proven to be timeless classics. Pieces like the Eames Lounge Chair, Barcelona Chair, and Tulip Table are still

highly sought after and widely reproduced, demonstrating the enduring appeal of mid-century modern aesthetics.

- **Minimalism and Functionality:** Mid-century modern design emphasized simplicity and functionality, which are still highly valued in contemporary design. The clean lines, uncluttered spaces, and focus on practicality continue to influence modern interior design and architecture.
- **Organic Forms and Natural Materials:** Visionaries like Alvar Aalto and Eero Saarinen incorporated organic shapes and natural materials in their designs, and this approach remains influential today. The use of wood, stone, and other natural elements in modern design creates a connection to nature and adds warmth to living spaces.
- **Iconic Lighting:** Mid-century modern designers also created iconic lighting fixtures, such as the Nelson Bubble Lamps and the PH Artichoke Lamp by Poul Henningsen. These timeless and distinctive lighting designs continue to be popular and have inspired countless contemporary lighting products.
- **Open-Plan Living:** The mid-century modern movement embraced open-plan living spaces, blurring the lines between indoor and outdoor areas. This concept continues to be widely adopted in modern architectural and interior design, fostering a sense of spaciousness and connection between different living areas.
- **Influence on Contemporary Furniture:** The mid-century modern style has heavily influenced contemporary furniture design, with many current designers drawing inspiration from the iconic pieces created by the likes of Charles and Ray Eames, Arne Jacobsen, and other mid-century visionaries.
- **Sustainable Design:** Mid-century modern design, with its focus on durability and functionality, aligns well with the principles of sustainable design. Many of the original mid-century pieces were built to last, and today’s designers often look to this era for inspiration in creating environmentally conscious products.
- **Popularity of Vintage and Retro Revivals:** The ongoing popularity of mid-century modern design has led to a resurgence of interest in vintage and retro aesthetics.

Conclusion:

Many designers and homeowners seek out authentic mid-century pieces or modern reproductions to incorporate into contemporary spaces. The influence of mid-century modern design can be seen in many aspects of modern design, from furniture and architecture to interior layouts and sustainable principles. Its timeless appeal and innovative ideas continue to shape and inspire the

design world, making it a significant movement in the history of design. Perhaps, even though we're in the age of iPhones and drones (what a time to be alive!), the continuing allure and popularity of mid-century modern lies in ability to simultaneously take us back to the past while also propelling us to dream of the infinite possibilities of the future.

References:

1. Collecting the past: memories of mid-century design- by Dean Keep
2. Mid-Century Modern Design: A Complete Sourcebook- Dominic Bradbury
WW Norton, 10 Nov 2020
3. Mid-Century Modern Interiors- Lucinda Kaukas
Havenhand
Bloomsbury Academic, 24 Jan 2019
4. Mid-Century Modern Furniture- Dominic
Bradbury WW Norton, Nov 8, 2022



A Digital Currencies Review and Its Impeaches on the Indian Economic System

Dr. Vivekanand A. Ughade

Associate Professor, Department of Commerce
Government First Grade College, Vijayapur. Karnataka
Corresponding Author: Dr. Vivekanand A. Ughade

DOI- 10.5281/zenodo.13329532

Abstract:

Because of advancement of data innovation in money and business area, presently business and exchanging is finished in virtual world. The virtual business has led to digital money which is computerized or virtual cash that is gotten by cryptography. An installment method might be utilized to trade things and administrations online. Bit coin is viewed as the primary digital money made. There is no administrative design for digital currencies in India. They are not unlawful in India. In Association Spending plan 2022-23, Indian government has forced a 30% fixed charge rate on all pay created through crypto exchanging while likewise meaning to present the computerized rupee in 2022-23 This paper examines the effect of digital money on Indian Economy.. It likewise responds to the inquiry whether Bit coin is an Aid or Boycott to the Indian economy. This paper talks about the effect on interest in digital money after association financial plan 2022-23.

Keywords: Cryptographic Money, Bit Coin, Association Financial Plan 22-23, Indian Economy

Introduction:

In money and business area data innovation has set out numerous brilliant open doors in a few perspectives. Because of expansion in number of online clients, presently business and exchanging is finished in virtual world. The virtual business has brought about the surprising structures that have been arisen in the beyond couple of years is Cryptographic money. A digital currency is an electronic or computerized money obtained using cryptography. Products and labour can be exchanged online for a particular kind of installment. Bit mint piece is viewed as the main digital money made and all the other things is all in all known as an 'altcoin' (a combo word got from elective coin). As per statista, Nigeria positions as the most dynamic market for crypto with 33% of the populace saying they won or use digital money. Digital currency is virtual cash given programming. At the point when you buy cryptographic money, you buy a computerized given calculation. It isn't government controlled like brought together cash yet it is decentralized. The organization controls its worth because of market interest.

The digital currency industry at world level was last assessed towards the finish of 2021 at \$911.3 million and is supposed to develop at a CAGR of 11.11% to \$1903.5 million of every 2028. In India the all out digital currency financial backers range between 15-20 million, where the all out crypto possessions were assessed at 400 billion rupees (\$5.38 billion).

Putting resources into digital currencies conveys risk yet can be truly productive. It is a wise

speculation to acquire direct openness to the interest for computerized cash, while a more secure yet possibly less worthwhile option is to purchase the portions of organizations with digital currency openness.

Review of Literature:

Kurihara & Fukushima, 2017 made sense of that the inventory of Bitcoin is restricted and can't be expanded after a specific volume. Bitcoin can be expanded freely which is unimaginable in the event of the National Bank giving cash.

Wonglimplyarat, 2016 made sense of that Bitcoin money can change the financial framework in non-industrial nations however changing out based society isn't substitute.

According to information source: *en.bitcoin.it as of June 20, 2017*, Bitcoin has arrived at a complete flow measure of 16.7 million coins which is around 78.01% of the aggregate sum of Bitcoin. The restricted stock of Bitcoin proposes that there is a restricted measure of the mined cash available for use. The amount of Bitcoin that is truly being used is not as much as what was mined. It is assessed that 25.01% of the mined cash has been lost for good from complete of 16.7 million Bitcoins that have been mined up until this point. The convention of planning Bitcoin is that new Bitcoin can be made at an anticipated and diminishing rate.

Need for the Review:

The most widely recognized word utilized by media, Financial backers, IT Workers, business people is digital money. The need of the review is to see if the use of cryptographic money is a positive move toward empower India to go credit only.

Objectives:

- To review the situation with digital money in India.
- To study whether cryptographic money is an Aid or a Curse to the Indian economy.
- To perceive the effect of cryptographic money on the Indian Economy
- To study the venture design in cryptographic money after Monetary Financial plan 22-23.

Research Methods:

An insightful exploration strategy has been chosen for this review. The review depends on the optional information accessible in monetary sites, administration of India, Books, diaries, papers and magazines.

Fount of Information Assortment:

An exploratory concentrate has been directed to gather information about various parts of digital currency. The review expected to gauge the spread of cryptographic forms of money used to have a reasonable picture from the functional view.

Discoveries:**Status of Digital Currency in India:**

There is no administrative construction for digital currencies in India. The public authority had comprised a between clerical Board (IMC) on November2, 2017 to concentrate on virtual monetary standards. The gatherings report, alongside a Draft Bill, hailed the positive part of circulated record innovation and recommended different applications, particularly in monetary administrations, for its utilization in India including banks and other monetary firms.

The middle had hailed reservations around its abuse and needed to place a sweeping boycott in India. Virtual resource pay would be charged at 30% as indicated by Association Money Priest Nirmala Sitharaman, who introduced the FY 23 Spending plan to parliament on February 1. On these ventures, 1% TDS(tax deducted at source) will be deducted. The duty system, nonetheless, means that the public authority has sanctioned digital currencies as a resource. In the discourse she expressed that there has been an exceptional expansion in exchanges in virtual computerized resources. A particular expense system should be laid out because of the size and recurrence of these exchanges.

About the Money Bill, 2022, the government defined virtual computer resources as "any data, code, number, or token (which does not include Indian cash or any unaccustomed cash), generated via digital indicates or in any circumstance giving a sophisticated depiction with substantial valuable." All digital currencies are remembered for their definition, including well known ones like Bitcoin, supposed altcoins like dogecoin, and confidential digital forms of money whose exchanges are kept mystery. The definition covers all cryptographic forms of money, whether

they are standard ones like Bitcoin, purported altcoins like dogecoin and confidential digital currencies in which exchanges are hidden. The 1 % TDS rule will assist the public authority with following each crypto exchange. A constraint of Rs. 50000 will be applied assuming the individual paying thought is an individual or Hindu Unified Family, and it is possible that they are not associated with business or callings, or on the other hand assuming they are, their yearly gross receipts or turnover don't surpass Rs. 1 crore for organizations, or Rs. 50 lakh for callings.

An extra charge of 10-37% will be applied to any momentary capital increases or business income coming about because of the exchange of digital currency. The additional charge rates on long haul capital increases from the exchange of cryptographic money won't be over 15%. The money serve proposes that beneficiaries may be burdened while offering virtual advanced merchandise.

Significance of Digital Currency Interests in India:

- One of the best benefits of digital currency is that it shields from expansion. Cryptographic money is given with a limited sum. As cryptographic forms of money are given with a limited sum like, there are just 21 million Bitcoins delivered on the planet. Thus, as the interest builds, its worth will rise, which will stay aware of market and that will control expansion over the long haul.
- There is an arrangement of 24 hour availability of cryptographic money and you can utilize it in a flash. Exchanges can be finished utilizing a versatile device. Those clients who are not techno-well disposed of can settle on their speculations and pursue decisions continuously.
- Digital currencies are self-represented and all around oversaw which prompts its turn of events. The excavators keep exchange records exact and refreshed because they are paid for it.
- The digital currency exchanges are gotten and private. It is extremely challenging to translate blockchain records.
- There is ease in cash trade since it tends to be gotten utilizing various monetary standards like the US dollar, European euro, Indian rupee or English pound. By exchanging digital forms of money, one can trade one cash for one more while paying just a little exchange charge.
- The main trait of digital currency is its decentralization. They are not overseen by the public authority or one individual. It helps in holding the cash imposing business model free and in line with the goal that no association can determine the development and worth of the coin.

- Cash can be moved across borders in less expense. As there is no need of outsiders to endorse an exchange, so the check calls for next to no investment and the exchange costs dealt with by a client are diminished to an insignificant sum.

Hurdles of Digital Currency Interests in India:

The new type of money has disservices that have kept it from making that next stride. Its primary constraint is the inability to safeguard purchasers because the destinations are against utilizing an outsider to designate exchanges, a few purchasers are left misled.

- As the digital currency exchanges are gotten and confidential it is hard for the public authority to keep minds their information, subsequently it tends to be utilized for unlawful exchanges. For instance, Bitcoin can be utilized for obtaining drugs on the dim web or to change over their unlawful cash.
- Change of cryptographic forms of money includes extra exchange charges which can make exchanges costly. Some digital forms of money must be disparaged in one or not many monetary standards so they are changed over into significant monetary standards like Bitcoin or Ethereum. This requires superfluous cash.
- It requires a ton of force and power in mining digital currencies. It requires progressed PCs and huge energy in mining Bitcoin. So there is an unfriendly impact of mining on climate.
- As the digital currency exchanges are permanent, so if an individual wrongly moves assets to the wallet address, it can't be recuperated by the shipper. There is no arrangement of discount or scratch-off strategy.
- Managing in digital forms of money can prompt market variances. Monetary standards, for example, Bitcoin are just acknowledged by a tiny gathering of online purchasers.
- Crypto is utilized by fear monger association, drug cartels to smirch contrabands which adversely influences society at large. Namelessness in digital forms of money can prompt greater guiltiness by and large.
- With expanded utilization of crypto, carefully ignorant individuals are overall abandoned society. Hence, it can prompt an unbalanced ascent in disparity.
- The exchanges in crypto are modest and quicker. Along these lines, it makes capital more unpredictable presenting chance to macroeconomic security and resulting social outcomes.
- Digital currency has arisen as another resource class. Nonetheless, the worth of digital currencies has vacillated, making the two rulers and bums.

Effect of Digital Money on Indian Economy:

The Bitcoin has set up a good foundation for itself as a famous and reasonable wellspring of cash across the world beginning around 2009. The digital currency is acknowledged as it utilizes Blockchain innovation, which is a decentralized record-keeping innovation and spread across numerous PCs. The area that takes part in the mining of digital currency is tended to as the Crypto Tech Area.

• Expansion in business development:

With the notoriety of digital currencies, a pristine crypto local area has emerged, comprising of experts and beginner financial backers, as well as new work in the economy. As per the reports, with more than 61% of the States in India arising as Crypto Tech adopters and north of 16 million retail financial backers, the business is likewise progressively drawing in new companies. North of 231 new companies are as of now working in India in the Crypto Tech space, adding that the rising venture from institutional and retail financial backers has elevated consciousness of the advantages of Crypto Tech in the country.

The report recommends that the market of cryptographic money in India is supposed to grow twice quicker and can make more than eight lakh occupations by 2030. It thinks a monetary worth expansion of \$185 billion as speculations and cost reserve funds. The NASSCOM has as of late said that the Indian Cryptographic forms of money market has been developing dramatically throughout recent years and is supposed to reach up to \$242 million by \$2.30 billion by 2026 overall and \$31 billion in India.

• Time and financial savvy:

Cryptographic money exchanges are both time and financially-savvy and can upgrade computerized installments. The exchanges are done between the shipper and recipient without the need of an outsider, making the exchanges rapid. There could be at this point not any exchange charges surveyed by brokers like banks and installment gateways. This cuts down the expense of the exchange, helping get a good deal on every exchange.

• Lift to the Monetary and innovation area:

India as of now has a sizable pool of IT-trained professionals. Joint effort between the monetary and IT areas can give innumerable business open doors and unfamiliar money inflows. If the public authority brings solid administrative measures and make regulations for an authority computerized cash, it will draw in colossal unfamiliar ventures. This will give an immense lift to the Balance Tech area and impel the Indian economy forward.

• **Straightforwardness improvement:**

Cryptocurrency improves straightforwardness where each exchange can be followed back to the source. Also, blockchain innovation on which cryptographic money is based is changeless. Subsequently, exchange accounts are unchangeable and irreversible. As the information can't be changed in any capacity, this can extensively decrease debasement.

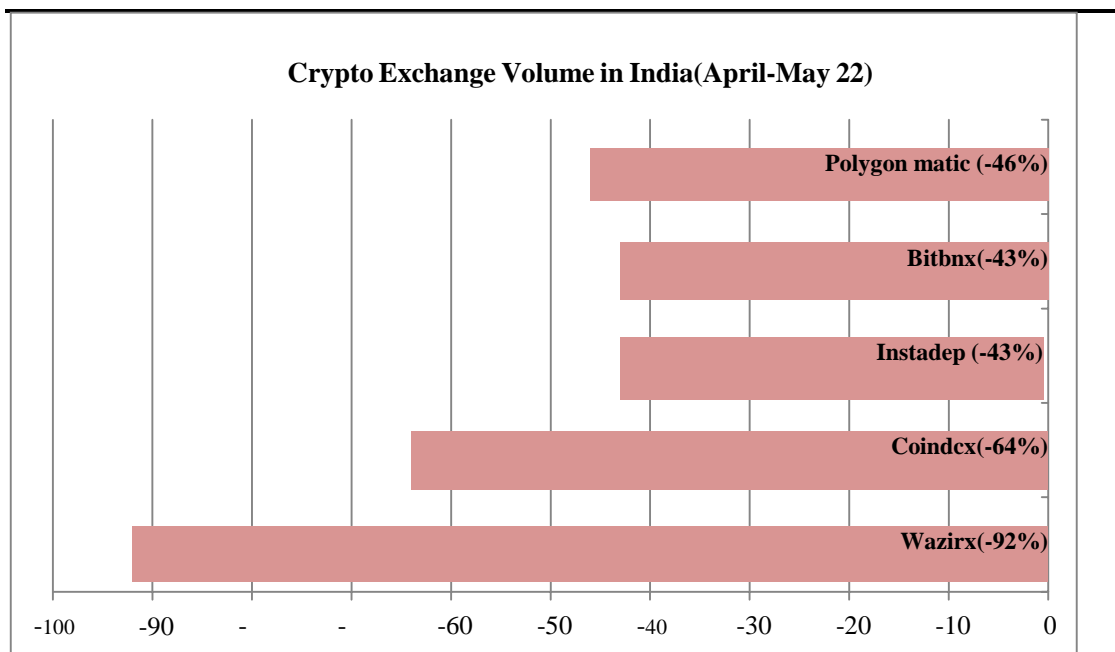
Intention of Atmanirbhar Bharat is accomplished:

We can accomplish the objective of Atmanirbhar Bharat. With the public authority proposing the production of single, formally acknowledged digital money, the reliance on outsider private, and unfamiliar based cryptographic money will be disposed of. The country's true cryptographic money won't have to depend on other digital currencies since it will be completely created there. Financial backer, merchants, and others will have a solitary cryptographic money for their necessities and assist the public authority with satisfying their objective of 'Atmanirbhar Bharat' in the digital currency area.

Influence on Speculation after Association Financial Plan 2022-23:

In Association Spending plan pay on digital money will be charged at 30% and on every exchange 1% TDS will be charged. The crypto charge news is cheerfully invited by the crypto business, organizers and business visionaries. After that a study was led by Business Firm Develop. As per that review 45% of Indians are prepared to put resources into digital money implies the frenzy of putting resources into crypto has not diminished at first. In any case, according to a study in April-May 2022, crypto volume has gone somewhere near 30-40%. At first after the Association Financial plan 22-23, the crypto speculation expanded however as banking area has halted upheld the volume has gone somewhere around 30-40%. As study led by Coin Market Cap and CoinGecko, there was weighty destruction in volume and cost of WazirX, coindcx and other crypto trades during April-May 2022. The volume of WazirX has gone somewhere near 65% and coin dcx has gone somewhere near 64%.

During April-May 2022, there was hurl ruin in volume of cryptographic forms of money in worldwide business sectors yet it is less in examination of Indian Market. The justification for Global destruction in crypto trades is because of Russia-Ukraine war. The abatement in volume of crypto trade volume in India has been displayed in diagram beneath:-



Implications:

- There ought to be a few standards overseeing digital currency since sanctioning of cryptographic money can accept the Indians and India as country at a stage which guarantees moderate development.

- Digital money can be utilized as an extraordinary device according to the monetary perspective.
- Measures ought to be taken with the goal that transformation of digital money doesn't include extra exchange expenses.

Dr. Vivekanand A. Ughade

- Innovation advancement is required so there are no unfriendly impacts on climate while mining of Bitcoin.
- As digital money exchanges are unchanging, there ought to be arrangement of discount or scratch-off of exchanges in the event of off-base or deceitful exchanges.

Conclusion:

It is difficult to overlook the bitcoin market, and there are innumerable open doors. Indeed, even the public authority has perceived the capability of digital currencies as a type of installment, which is the reason it has proposed regulation to sanction and oversee cryptographic forms of money in the country. The financial backers in India have proposed the utilization of Bitcoin yet it will have adverse consequence to the nation however it might have a positive effect for the residents of India who are normal and have individualistic buyer design conduct. Be that as it may, digital money can act as an incredible device according to the monetary perspective. It can supplant the conventional financial framework however for this it should initially develop and acknowledge a solid organization of money trade. Later on, we see digital currency turning into the essential layer energizing the nation's economy. Eventually, I can express legitimization of digital currency can accept the Indians and India as a country at a stage which guarantees moderate development.

References:

1. Dr. Manisha Dave, (2023). "A Study On Cryptocurrency And Its Impact On Indian Economy", International Journal Of Creative Research Thoughts, Issn: 2320-2882, Volume 11, Issue 7, Pp B219-B225.
2. Kurihara,y., & Fukushima, A. (2017). The market efficiency of Bitcoin. A weekly Anomaly perspective. Journal of Applied finance & Banking, 57-64.
3. Wonglimplyarat, J(2016). The new Darwinism of the payment system:will Bitcoin replace our cash based society ? Journal of Internet Banking and Commerce, 1-15.
4. www.rbi.org.in
5. www.Bitcoinprice.com
6. www.wikipedia.com



An Organized Analysis of the Literature on Reaching India's Sustainable Development Goals

Dr.Prabhuling M. Parugond

Associate Professor of Economics,

Government First Grade College, Vijayapur

Corresponding Author: Dr.Prabhuling M. Parugond

DOI- 10.5281/zenodo.13329555

Abstract:

This study aims to sort out the current experimental examination of the economic improvement Objectives (SDGs) in India, pinpoint the areas of exploration that poor person stood out enough to be noticed, and make a scaffold to close the information hole. Moreover, it thinks about planned courses for future review and structures for strategy. An orderly survey of the writing (SLR) was directed at 100 scholarly works about the SDGs in India that were delivered somewhere in the range of 1995 and 2022. Why is scholarly concentration in India on SDGs known? The focal point of interest might have made and coordinated the survey. What systems were utilized in these exploration projects? Where was the exploration completed? For what reason should scholastics and experts consider SDG research? Which capability do the SDGs serve regarding strategy?

Keywords: General Gathering, Millennium Advancement Objectives, Maintainable Improvement Objectives.

Introduction:

All UN Part States consented to the 2030 Plan for Maintainable Improvement in 2015, and it gives an exhaustive structure to harmony and flourishing for individuals and the planet both now and later on. The 17 Economical Improvement Objectives (SDGs), an earnest source of inspiration for all created and emerging countries, are at the focal point of this drive. They know that to battle neediness and different types of hardship, regulation should be passed to improve individuals' admittance to medical care and training, decrease imbalance, advance monetary development, battle environmental change, and safeguard our woodlands and seas. The UN Division of Financial and Get-togethers and other UN associations have been zeroing in on the SDGs for quite a while as a piece of the Earth Culmination in June 1992.

The 2030 Plan for Reasonable Turn of Events, which gives a common guide to harmony and flourishing for individuals and the planet both now and later on, was embraced by all UN Part States in 2015. At its center are the 17 Maintainable Improvement Objectives (SDGs), a squeezing source of inspiration for both created and non-industrial nations to cooperate in a worldwide organization. They appreciate that as well as mitigating neediness and different sorts of hardship, we should make a move to defend our seas and woods to fight environmental change, further develop wellbeing and training, decrease disparity, and encourage financial development. The UN Division of Monetary and Get-togethers, alongside countries and the UN, has been chipping away at the

SDGs for a long time. The Earth Culmination occurred in June 1992.

The Overall Get-together began arranging the post-2015 advancement plan in January 2015. At the UN Economic Improvement Highest point in September 2015, the cycle finished with the endorsement of the 2030 Plan for Manageable Turn of events, which has 17 SDGs at its heart. With the entry of various critical. The 2030 Plan for Supportable Turn of Events, which was confirmed by all UN Part States in 2015, offers a typical guide for accomplishing harmony and success for individuals and the planet both now and later on. The 17 Reasonable Improvement Objectives (SDGs), a pressing interest for activity by all countries — created and created in a worldwide organization, are at its focal point. They comprehend that fighting environmental change and endeavoring to safeguard our seas and backwoods should remain closely connected with approaches that improve well-being and instruction, diminish imbalance, and elevate monetary development to mitigate destitution and different types of hardship. The Manageable Advancement Objectives (SDGs) are the consequence of many years of work by countries and the UN, particularly the UN Branch of Financial and Get-togethers. The Earth Culmination in June 1992.

A brought-together guide for harmony and flourishing for individuals and the planet, both now and later on, is given by the 2030 Plan to Practical Turn of Events, which was acknowledged by completely Joined Countries Part States in 2015. The 17 Supportable Improvement Objectives (SDGs), which are a critical call for activity by all

countries, created and created, in a worldwide organization, are at its focal point. They comprehend that battling destitution and different types of hardship requires approaches that improve well-being and instruction, decrease imbalance, advance monetary development, battle environmental change, and look to safeguard our seas and woods. The UN Branch of Monetary and Parties and other UN organizations have been dealing with the SDGs for a long time at the Earth's Highest point in June 1992.

The 2030 Plan for Maintainable Turn of Events, which was embraced by completely Joined Countries and Part States in 2015, offers a brought-together structure for harmony and thriving for individuals and the planet, both now and later on. At its center are the 17 Manageable Improvement Objectives (SDGs), a worldwide organization's pressing source of inspiration for all created and non-industrial nations. They know that carrying out regulation to advance financial development, battle environmental change, increment individuals' admittance to medical services and instruction, and safeguard our woods and seas is important to killing destitution and different types of hardship. The Manageable Improvement Objectives (SDGs) were a focal point of the Earth Culmination in June 1992 for the UN Branch of Financial and Get-togethers and other UN associations.

They know that beating destitution and different sorts of hardship requires authorizing regulations that work on individuals' well-being and schooling conditions, decrease disparity, encourage monetary development, fight environmental change, and protect our woods and seas. The UN Branch of Monetary and Get-togethers and other UN organizations have chipped away at the SDGs for quite a long time.

At the Rio de Janeiro Earth's Highest point in June 1992, Plan 21, an extensive activity intended to make an overall organization for manageable improvement to upgrade human prosperity and shield the climate, was endorsed by more than 178 countries. The Millennium Announcement was collectively sanctioned by Part States in September 2000 at the UN Central Command in New York. Eight Millennium of Improvement Objectives (MDGs) were created because of the culmination to end outrageous neediness by 2015.

Public overviews, censuses, authoritative records, and different information sources are utilized to accumulate data for the SDGs in India. The Public Example Study (NSS), the Registration of India, the Yearly Overview of Ventures (ASI), and a few area explicit reviews completed by different services and divisions are a portion of the significant wellsprings of information. Global associations including the Assembled Countries Improvement Program (UNDP), the World Bank,

and other examination foundations created examinations on the SDGs in India notwithstanding the public authority. In light of their information on social events and examination, these associations offer keen appraisals of India's advancement in arriving at the SDGs.

It is encouraged to visit official government sites like the Service of Measurements and Program Execution (MoSPI) or counsel distributions delivered by global associations like the Unified Countries and the World Bank to get specific information on the SDGs in India. These assets offer exhaustive informational indexes, examinations, and markers about the SDGs in India. Kindly know that relying upon the goal, marker, and time of information assortment, the accessibility and specific information focuses may change. For precise and current data on the SDGs in India, it is vital to check the latest examinations and information sources.

Research Examination:

SDGs Examination is the most common way of assessing and surveying the headway made in arriving at the Maintainable Improvement Objectives (SDGs) at a specific level, like public, territorial, or nearby. It involves evaluating information, markers, and patterns connecting with each means to decide its assets, shortcomings, and key regions needing improvement. The 17 objectives and 169 goals that make up the SDGs range an expansive assortment of social, monetary, and natural parts of supportable turn of events. The SDGs Examination looks to give a careful comprehension of the current status and execution in association with every goal and target, supporting the improvement of strategies that depend on strong proof and the circulation of accessible assets.

Key parts of SDGs Investigation:

Information Social occasion and Markers:

Gathering relevant information and utilizing the right markers to measure every objective's advancement. This involves finding reliable information sources, setting up information assortment strategies, and guaranteeing the exactness and consistency of the information.

Observing and Assessment:

Reliably monitoring and surveying the headway accomplished towards accomplishing the SDGs. This involves observing markers, assessing patterns, and standing out results from foreordained objectives or benchmarks. Distinguishing holes and troubles in the SDGs' execution is known as "evaluating holes and hardships". This involves concentrating on contrasts between different locales and populace gatherings, sorting out why a few things are moving more leisurely than others, and finding detours to achieving objectives.

Interlink ages and Cooperative energies:

Understanding the inter linkages and collaborations between various objectives and targets. This includes evaluating how progress in one objective can add to or ruin progress in different objectives and distinguishing open doors for coordinated and cross-sectorial methodologies.

Policy Implications:

Analyzing the SDGs Investigation's Political Repercussions. Evaluating the outcome of current arrangements and projects in accomplishing the SDGs is essential for this cycle, as is concocting strategy mediations, techniques, and needs to accelerate progress toward the goals.

The commitment of different partners in the scientific cycle, like government organizations, common society associations, organizations, and networks. This guarantees that various perspectives, information sharing, and coordinated efforts are available while tending to the SDGs. SDG investigation offers valuable experiences into the turns of events, hardships, and chances related to the manageable turn of events. It helps in recognizing need regions, setting targets, and planning proof-based approaches and mediations to accomplish the SDGs.

An inside-and-out comprehension of a specific subject can be accomplished through the precise survey of the writing (SLR), which is a thorough and thorough approach to investigating past exploration works. An intensive writing survey can offer significant experiences into the exploration scene, progressions, challenges, and strategy suggestions related to the Manageable Improvement Objectives (SDGs) when applied to them.

A SLR on the SDGs includes the accompanying key stages:

- ***Figuring*** out a particular examination point that is lined up with the important SDGs or their sub-objectives is known as an exploration question plan. The SLR strategy is coordinated by this exploration question.
- ***Search Procedures:*** Come up with a systemic hunt methodology to find relevant exploration reports, studies, and articles. Concentrates on sticking to quality necessities include picking the appropriate information bases, utilizing relevant catchphrases, and applying consideration and rejection standards.
- ***Concentrate on Determination:*** Studies are screened and picked utilizing pre-laid-out incorporation and avoidance models. Guaranteeing that each study adds to the exploration point and meets the necessities for consideration, requires assessing the pertinence and nature of each review. Information extraction is the most common way of removing relevant realities and information from studies. This involves featuring significant elements,

approaches, ends, and whatever other pertinent data that adds to responding to the review question.

- ***Information Union and Examination:*** Dissecting and joining the information that was removed to track down subjects, examples, and patterns that were available in the examinations that were all picked. Contingent upon the sort of information, this could involve quantitative investigation, subjective examination, or a mix of the two.
- ***Deciphering the discoveries:*** Assessing the joined information with regards to the examination issue and SDGs. Distinguishing vital bits of knowledge, data holes, and regions needing more examination or strategy consideration is fundamental for this.
- ***Strategy Suggestions:*** Utilizing the discoveries to illuminate strategy suggestions and ideas. Tracking down viable approach mediations, drives, and best practices that help the SDGs should be finished in such a manner. An SLR on the SDGs offers a careful and reality-based assessment of accessible writing, aiding the recognizable proof of information holes, qualities, shortcomings, and subjects for more review. It supports the advancement of direction, as well as further developed consciousness of the challenges and potential outcomes connected with the SDGs.

Conclusion and Suggestions:

Plans to sort out the exact exploration of the SDGs that has proactively been finished in India, recognize research holes, fill them, take a gander at potential strategy structures, and recommend regions for more review. The review zeroed in on SDGs in India and led to a thorough writing evaluation of 100 scholarly articles distributed somewhere in the range of 1995 and 2022. Foundation data on the SDGs and the reception of the 2030 Plan for Practical Improvement by completely Joined Countries and Part States is given in the early segment. It stresses the meaning of fighting environmental change, tending to ecological conservation, upgrading well-being and schooling, bringing down disparity, and destroying neediness. The historical backdrop of economic advancement drives, including the Millennium Improvement Objectives (MDGs) and the results of Rio+20, is additionally shrouded in this part.

The accompanying advancement towards economic turn of events, how the SDGs the nation's top improvement needs, and the open doors and issues it is as of now confronting. It features how connected the SDGs are and how multi-partner joint efforts are fundamental to accomplishing them. The part additionally accentuates the meaning of information on social events, observing, and appraisal in progress toward the SDGs. The

assessment of the exploration of the SDGs in India follows. It depicts the possibility of SDGs examination, which involves checking and assessing progress, evaluating holes and issues, grasping interlink ages and cooperative energies, breaking down arrangement suggestions, and including partners. To help dynamic in light of proof and distribute assets, the examination endeavors to give bits of knowledge into the state and execution of every objective presently being sought after.

The technique of the efficient writing survey (SLR) is the subject of the following area. The primary systems for completing an SLR on the SDGs are portrayed, including characterizing research questions, thinking up an inquiry procedure, picking pertinent papers, getting information, blending discoveries, dissecting results, and drawing strategy suggestions. Regarding the SDGs in India, the SLR distinguishes information holes, qualities, shortcomings, and subjects for extra exploration. At last, approach suggestions for accomplishing the SDGs in India are introduced in the end segment. The SDGs are mainstreamed into public arrangements, information assortment and observing, partner commitment, funding and asset activation, limit building and information sharing, environment activity and ecological protection, social consideration and value, and strategy intelligence are completely focused on as being fundamental parts of a coordinated methodology.

In general, the report gives a careful outline of the SDG research that has been finished in India and underlines the meaning of creating and carrying out proof-based strategies. It is a valuable instrument for scholastics, experts, and leaders who need to understand progress toward the SDGs, its snags, and the outcomes of strategy. It is important to take a multi-sectorial procedure that consolidates the social, monetary, and natural parts of economic improvement to lay out a far-reaching strategy structure to address the Manageable Improvement Objectives (SDGs) in India. Here are some urgent strategy focuses to recall:

- The approach ought to utilize a coordinated system that recognizes the SDGs' interconnection and energizes collaborations among numerous areas. It should advance cross-sartorial collaboration and coordination between government organizations, common society gatherings, organizations, and different partners.
- The mainstreaming of the SDGs into public advancement plans, approaches, and techniques ought to be given first concern in the strategy. It ought to ensure that the SDGs are remembered for area explicit arrangements for things like killing destitution, advancing orientation balance, schooling, well-being, and sustainable power as well as feasible horticulture and ecological safeguarding.

- The strategy ought to put areas of strength for an on get-together, breaking down, and checking relevant information to evaluate progress toward the SDGs. To assess the progress of strategy drives and backing proof-based independent direction, it ought to lay out compelling observing and assessment frameworks, including pointers and targets.
- All partners, particularly minimized gatherings, nearby networks, and common society associations, ought to be effectively urged to partake in the approach. To guarantee consideration, neighborhood proprietorship, and shared liability in accomplishing the SDGs, it ought to advance participatory cycles, discourses, and associations.
- The monetary prerequisites for satisfying the SDGs ought to be covered by the approach. To proficiently activate assets, it ought to examine state-of-the-art subsidizing strategies, public-private associations, and worldwide collaboration. It ought to likewise give direly required regions like neediness decrease, medical services, schooling, and maintainable advancement needs while apportioning assets. The objective of the strategy ought to be to build the capacity of networks, common society associations, and government organizations to execute and screen the SDGs. To work on the execution of economic advancement endeavors, it should empower information trade, reception of best practices, and innovation moves.
- The arrangement ought to incorporate natural insurance and environmental activity as binding together components. Focusing on activities to decrease ozone-harming substance emanations, advance environmentally friendly power, reinforce strength with the impacts of environmental change, and safeguard regular assets are extremely significant.
- The strategy should put a high need on friendly consideration and address variations in admittance to necessities-including open doors, assets, and administrations. In the mission for the practical turn of events, tried to help with orientation correspondence, give voice to minimized gatherings, and ensure that nobody was abandoned.
- The approach ought to guarantee that nearby, state, government, and worldwide designs for reasonable advancement are composed. It ought to advance cognizance between monetary development, social turn of events, and natural supportability to accomplish adjusted and evenhanded turn of events. A system for routine assessment, perception, and change of SDG execution measures ought to be laid out by the strategy. It ought to allow adaptability to adjust approaches because of new troubles, moving

goals, and changing provincial and worldwide conditions. India can address the Manageable Improvement Objectives, accelerate advancement, and assure maintainable and comprehensive improvement for its occupants by considering specific approach concerns.

Proposals:

A few significant discoveries can be made from the writing evaluation on the Practical Improvement Objectives (SDGs) in India.

Difficulties and Progress: The assessment underscores India's advancement towards arriving at the SDGs as well as the deterrents that have been experienced. Even though there have been significant enhancements in a couple of fields, including destitution mitigation and schooling, there are still large issues in others, including quality, orientation equity, ecological supportability, and medical care.

Strategy Viewpoint: The writing stresses the meaning of legislative exercises and strategy changes in propelling the SDGs. To deal with the perplexing person of the points, it underlines the need for proficient strategy structures, centered mediations, and execution procedures.

Schooling's Capability: The SDGs must be accomplished if training is focused on as a key part. The writing underscores the significance of schooling in fighting neediness, empowering reasonable turn of events, propelling orientation uniformity, and further developing well-being results. It features the significance of ability advancement, comprehensive instructive arrangement, and great training.

Information and perception: The appraisal features the significance of powerful cycles for information assortment, observation, and assessment to screen progress toward the SDGs. To successfully illuminate strategy activities, it underscores the requirement for better information openness, information disaggregation, and proof-based direction.

Associations and Coordinated efforts: To accomplish the SDGs, organizations, and coordinated efforts between the public authority, common society associations, organizations, and global associations are focused on in the writing. To settle the complicated issues connected with the economic turn of events, it accentuates the need for multi-partner interest, information sharing, and asset assembly.

Strategy Suggestions: The writing evaluation reveals insight into what the SDGs might mean for the Indian arrangement. It requests the portion of assets by the SDGs, as well as designated arrangement intercessions, institutional improvement, and limit building. It features the need for coordinated and extensive techniques that

consider the inter linkages between different goals and areas.

References:

1. Singh, S N. & Pandey, A. (2023). Accomplishing Sustainable Development Goals in India: A systematic literature review. *Financial Markets, Institutions and Risks*, 7(2), 80-87
2. NitiAayog.(2019).SDGIndiaIndexandDashboard2019–20.
3. GovernmentofIndia. (2020). VoluntaryNationalReview of India on the Implementation of the Sustainable Development Goals.
4. MinistryofStatisticsandProgrammeImplementation,GovernmentofIndia.(2020).SDGIndiaIndex 2019–20 Baseline Report.
5. InternationalInstituteforSustainableDevelopment.(2019).SDGKnowledgeHub:India.
6. TheEnergyandResourcesInstitute(TERI).(2019). SDGIndiaIndex:BaselineReport2018.
7. GovernmentofIndia.(2018).NationalVoluntaryReviewReportontheImplementationofSustainable Development Goals.
8. UnitedNationsDevelopmentProgramme(UNDP).(2019).SDGDashboardsIndia:NationalIndicator Framework.
9. PlanningCommission,GovernmentofIndia.(2013).ApproachPapertotheTwelfthFiveYearPlan (2012–2017).
10. NitiAayog.(2020).SDGIndiaIndexandDashboard2020–21.
11. GovernmentofIndia.(2015).TransformingOurWorld:The2030AgendaforSustainable Development.
12. International Institute for Sustainable Development. (2021). SDG Knowledge Hub: India National Reports.
13. MinistryofStatisticsandProgrammeImplementation,GovernmentofIndia.(2019).SDGIndiaIndex 2018.
14. TERI.(2020).SDGs in India: Taking Stock 2020.
15. UNDPIndia.(2020).SDGIndiaIndexandDashboard2019–20:PartnershipsfortheGoals.
16. GovernmentofIndia. (2021). VoluntaryNationalReview of India on the Implementation of the Sustainable Development Goals.
17. MinistryofEnvironment,ForestandClimateChange,GovernmentofIndia.(2020).India'sSecond Biennial Update Report to the United Nations Framework Convention



Pro-environmental behavior of Higher Secondary School Students

Dr. Sojia John

Assistant Professor, Mount Tabor Training College,
Pathanapuram, Kollam, Kerala, India

Corresponding Author: Dr. Sojia John

Email: sojjajohn17@gmail.com

DOI- [10.5281/zenodo.13329576](https://doi.org/10.5281/zenodo.13329576)

Abstract:

One of the most crucial elements for humanity is the environment. Continuous interactions between people and the environment will have an impact on how people treat the environment. The strength of an environment will depend on the attitudes and actions of people. The standard of human life will be impacted by how people treat their surroundings. Individuals' environmental-friendly behaviours are voluntary, self-driven behaviours that they engage in as part of their daily lives. Being environmentally conscious is ultimately a personal decision. Pro-environmental behaviour is an individual effort to improve and preserve the environment in order to lessen the adverse effects that result from the destruction of nature. It becomes crucial, particularly for students because they are viewed as the builders of the country. Therefore, it is important to know and understand pro-environmental behaviour of students, and the factors influence it. The objective of the study is to know the pro-environmental behaviour of the higher secondary school students and to compare the pro-environmental behaviour of the students with respect to gender. Results of the present study have shown that the secondary school students have moderate level of pro-environmental behaviour. The study also reveals that pro-environmental behaviour is high in boys compared to the girls. The findings of the study have certain implications in the present context that the role of education in fostering pupils pro-environmental behaviour is crucial.

Keywords: Pro-environmental behaviour, Environmental education, Gender, Higher secondary school students

Introduction:

Almost all human behaviour might be characterized as environmental behaviour because people are in constant connection with their environment. Therefore, regardless of how significantly an activity affects the environment, it would be included under this umbrella term. Human behaviour significantly affects the environment. A person's unintended and unreflected environmental behaviour is possible. Most instances of environmental behaviour can be explained using knowledge of ecology or environmental science. One of the most crucial elements for humanity is the environment. Continuous interactions between people and their surroundings will have an impact on how they behave towards the environment. How well an environment is maintained will depend on human attitudes and behaviour. The standard of human life will be impacted by how people treat their surroundings. Lack of environmentally conscious behaviour on the part of people harms the environment worldwide. In an effort to lessen the negative effects of environmental devastation, it motivates individuals today to improve their behaviours. The biggest issues facing our society now are environmental preservation and restoration, thus it's critical to comprehend pro-environmental behaviour in society as well as the variables that shape it.

Pro-Environmental Behaviour:

Pro-environmental behaviour (PEB) is behavior that a person consciously chooses to avoid having a detrimental effect on the environment. Kollmuss and Agyeman (2002) defined pro-environmental behavior as behaviour that intentionally strives to minimise the negative influence of one's actions on the natural and built environment. The teen is a member of the community, which has the potential to safeguard the environment. Future decisions concerning natural resources and how their usage can be sustainable are influenced by the attitudes, knowledge, and behaviours that adolescents have regarding the environment. In order to become a leader in pro-environmental behavior, the adolescent must be motivated; as a result, at that age, environmental problems and changes are more readily accomplished. A study on the pro-environmental attitudes of higher secondary school pupils is pertinent in this situation. Studies have revealed the various elements of pro-environmental behavior. Consumer, conservation, travel, and activist behavior are the specific examples of pro-environmental behaviour that were included in this study.

Need and Significance of the Study:

The many forms of education have occasionally been used to produce, preserve, and

transmit information. At the same time, education has occasionally been used to develop human potential for that person's own growth as well as to make them useful to society. Environmental experts and educators from around the world have emphasised time and time again that the educational system at all levels must be thoroughly entrenched in environmental knowledge and awareness in order to find a solution to the environmental catastrophe. In response, many nations have incorporated environmental education into school curricula and made significant attempts to raise students' environmental literacy levels. Environmental education is centered on raising awareness of environmental issues, promoting comprehension of those issues, and promoting knowledge of the interaction between individuals and their immediate environment. It is believed that as people become more aware of environmental challenges, concern for these issues would follow. By making environmental education more widely available, you can best raise people's knowledge of environmental problems and encourage them to act sustainably.

The higher secondary school students appear to exhibit both friendly and unfriendly environmental behaviours based on observation and interaction. The most intriguing finding was the disparity in environmental stewardship between boys and girls. Overall, the students showed signs of living less sustainably. Only a small number of studies have been conducted in this field, in light of the evidence gleaned from numerous research papers and publications pertaining to the subject of pro-environmental behaviour. The researcher believed it was necessary to look at the pro-environmental attitudes of higher secondary school students as a result.

Research Questions:

Students of today, who stand in for the next generation, do not have a sound grasp of the environment, and this causes both their conscious and unconscious behaviours to harm the ecosystem. The environmental behaviours are shown to vary depending on gender. Hence in this context the initial questions arise in the mind of the investigator are:

- What is the level of pro-environmental behaviour of the higher secondary school students ?
- Is there any difference in pro-environmental behaviour with respect to gender among the higher secondary school students?

Hypotheses of the Study:

The present study is intended to test the following hypotheses

- The higher secondary school students have moderate level of pro-environmental behaviour
- There exists significant difference between gender groups with respect to the select

components of pro-environmental behaviour of higher secondary school students

Objectives of the Study:

1. To study the general nature of pro environmental behaviour of higher secondary school students (total sample)
2. To study the pro environmental behaviour of higher secondary school students in terms of select components
3. To find out the level of pro-environmental behaviour of higher secondary school students (total sample).
4. To find out the level of pro-environmental behaviour of boys and girls in terms of select components
5. To compare the pro-environmental behaviour of higher secondary school students with respect to gender.

Methodology in Brief:

Methodology refers to the various methods and techniques employed in the study. It specifies the method of research used, sample of the study, tool used for data collection and statistical techniques employed for the study. The study is to find out the level of pro-environmental behaviour of higher secondary school students. Investigator adopted Normative Survey method for the study. Normative survey is generally used for the type of study that attempts to find out normal or typical condition or practice at the present time.

In the present study a representative sample of 100 students studying in plus one class was selected from two higher secondary schools in Kerala. For assessing the pro-environmental behaviour of the secondary school students a Pro-environmental behavior scale was used. A pool of items were prepared based on the components of pro-environmental behaviour such as – travel behaviour , consumer behaviour, conservation behaviour, and activist behaviour. Based on the above components the investigator designed the scale for assessing the pro-environmental behaviour of secondary school students. The scale consist of 25 items prepared as a three point scale. The statistical techniques used for the study are Mean ,Median, Mode Standard deviation and t-test

Analysis and Interpretation of Data:

The analysis and interpretation of the data regarding the pro environmental behaviour of higher secondary school students falls under the following major headings:

I Preliminary Analysis:

The Preliminary Analysis is used to describe the characteristic of the sample or population in totality. The data obtained through the administration of the pro-environmental behaviour scale among 100 students from higher secondary level were subjected to preliminary statistical analysis. At this stage of analysis the mean, mode,

median and standard deviation of the distribution of scores were found out based on the components.

Table 4.1

Various statistics calculated for the scores on pro-environmental behaviour of higher secondary school students

Components of Proenvironmental behaviour	N	Minimum Value	Maximum Value	Mean	Median	Mode	Standard deviation
Consumer behaviour	100	7	17	11.52	11	11	2.37
Conservation behaviour	100	7	18	12.43	12	11	2.56
Travel Behaviour	100	3	9	6.46	6	6	1.52
Activist behaviour	100	8	23	13.5	13	13	3.03
Total	100	32	61	43.33	43	39	7.73

It is evident from the table 1 that the obtained mean score of pro environmental behaviour of higher secondary school students for the total sample is 43.3 and the standard deviation is 7.73. The value of arithmetic mean shows that the higher secondary school students have pro environmental behaviour. The values of median and mode is 43 and 39 respectively. These values are in favour of the above inference made. The maximum value obtained for the pro- environmental behaviour scale of secondary school students is 61 and that of minimum value is 32. So the range is 29 which

shows that higher secondary school students have differing pro environmental behaviour.

II Classification of the Total sample into High, Average and Low Pro-environmental groups

Based on the scores obtained in the Pro-environmental behaviour scale, the total sample was classified into High (above $M+SD$), Average (between $M+SD$ and $M-SD$) and Low (below $M-SD$) pro environmental behaviour groups. The distribution of the sample into different pro environmental behaviour levels are presented in Table 2

Table: 2

Levels of Pro-environmental behaviour of higher secondary school students

Levels	No. of students	Percentage (%)
High ($M+\sigma$)	15	15%
Average (between $(M+\sigma)$ & $(M-\sigma)$)	69	68.75%
Low ($M-\sigma$)	16	16.25%
Total sample	100	100

Table 2 shows that about 15% of the students have higher level of pro-environmental behaviour and 16.25% of the students have low level of pro-environmental behaviour. About 68.75% of the students have average level of pro – environmental behaviour. Therefore, it can be concluded that the most of the students have average level of pro-environmental behaviour. The total number of students in the average and low pro environmental behaviours group comes above 80% (85% exactly). This shows that higher secondary

school students with the exception of a few do not have high pro environmental behaviour.

2.1 Classification of the Total sample into High, Average and Low Pro-environmental groups based on gender with respect to Consumer Behaviour, Conservation Behaviour, Travel behaviour and Activist Behaviour.

At this stage of analysis the mean and standard deviation of the components of pro-environmental behaviour of boys and girls of higher secondary school was found to determine the levels of pro environmental behaviour

Table 3

Mean, Standard deviation and levels of pro environmental behaviour of boys and girls in terms of select components

COMPONENTS	MEAN		S.D		BOYS		GIRLS	
	BOYS	GIRLS	BOYS	GIRLS	$M+\sigma$	$M-\sigma$	$M+\sigma$	$M-\sigma$
Consumer	11.77	11.27	2.36	2.40	14.13	9.41	13.67	8.87
Conservation	13.32	11.55	2.71	2.14	16.03	10.61	13.69	9.41
Travel	7.12	5.8	1.42	1.34	8.54	5.7	7.14	4.46
Activist	14.17	12.83	2.57	3.34	16.74	11.6	16.17	9.49

Table 3.1 Levels of pro-environmental behaviour of boys and girls in terms of select components

Component	High		Average		Low	
	Boys	Girls	Boys	Girls	boys	Girls
Consumer	5	3	29	35	6	2
%	12.5%	7.5%	72.5%	87.5%	15%	5%
Conservation	3	8	33	27	4	5
%	7.5%	20%	82.5%	67.5%	10%	12.5%
Travel	7	4	28	29	5	7
%	17.5%	10%	70%	72.5%	12.5%	17.5%
Activist	10	6	24	30	6	4
%	25%	15%	60%	75%	15%	10%

From the tables the following inferences can be made

- Regarding consumer behaviour among boys 72.5% belong to average level, 12.5% students belong to high level and 15% shows low level of consumer behaviour. Whereas in girls, 87.5% of girls belongs to the average group, 7.5% belongs to the high level, and 5% of girls belongs to the low level of consumer behaviour. In both boys and girls only a small group of students belong to the high consumer behaviour group. Consumer behaviour helps to identify and understand the buying tendencies and patterns of consumers. It also deals with the reasons as to why or why not an individual purchase a particular product
- Regarding the conservation behaviour among boys, 82.5% belong to average level, 7.5% belong to high level and 10% belong to low conservation behaviour. In the case of girls 67.5% girls exhibit average level of conservation behaviour, 20% exhibit high conservation behaviour and 12.5% exhibit low level of conservation behaviour. When compared to consumer behaviour a relatively higher proportion of girls exhibit higher conservation behaviour than boys. Conservation behaviour includes energy conservation, water conservation, material resource conservation etc., which can produce positive environmental consequences in the distant future.
- Regarding the travel behaviour among boys 70% of boys belong to average level 17.5% belong to high level and 12.5% boys belong to low level of travel behaviour. In case of girls 72.5% girls shows average level of travel behaviour, 10% shows high level of travel behaviour and 17.5% girls shows low level of travel behaviour. When compared to consumer behaviour and conservation behaviours a higher proportion of boys exhibit a higher travel behaviour than girls. Travel behaviour of an individual is indeed a representation of the individual's personal interest and comfort.
- Regarding the activist behaviour among boys 60% of boys belongs to average group 25% belongs to high group and 15% of boys belongs to low level of activist behaviour. In case of girls 75% of girls shows average level of activist behaviour, 15% belongs to high level and 10% of girls shows low level of activist behaviour. Activist behaviours refers to those behaviours in which there is a concern for and action on behalf of the environment and its preservation. Analysis shows that relatively a higher proportion of boys exhibit higher activist behaviour than girls.

III Comparison of Components of Pro-Environmental Behaviour Of Boys And Girls

In this section the pro-environmental behaviour of boys and girls is compared statistically. The investigator used descriptive statistics namely mean, standard deviation and Inferential statistics such as the 't' test for the analysis of the data. The results of the test of significance are given in table

Table 4 Comparison of components of pro-environmental behaviour among boys and girls

Components	Gender	N	Mean	Standard deviation	CR	Significant/ not significant
Consumer behaviour	M	50	11.78	2.36	0.94	Not significant
	F	50	11.28	2.40		
Conservation behaviour	M	50	13.33	2.71	3.06	Significant
	F	50	11.65	2.14		
Travel behaviour	M	50	7.13	1.42	4.29	Significant
	F	50	5.80	1.34		
Activist behaviour	M	50	14.18	2.57	2.03	Significant
	F	50	12.83	3.34		
Total	M	50	45.85	7.06	2.94	Significant
	F	50	41.10	7.38		

From the table 4 the following inferences can be made

- There is a significant difference(2.94) between boys and girls with respect to pro-environmental behaviour(total).It can also be concluded that pro-environmental behaviour is high in boys (45.85) than girls (41.10)
- There is no significant difference between (CR=0.94) boys and girls with respect to consumer behaviour. Hence it can be concluded that consumer behaviour is similar in both boys and girls
- There is a significant difference between (CR=3.06) boys and girls with respect to conservation behaviour. Hence it can be concluded that conservation behaviour is high in boys(13.33) than girls(11.65)
- There is extremely significant difference between (CR=4.29) boys and girls with respect to travel behaviour. Hence it can be concluded that travel behaviour is high in boys(7.13) than girls(5.80)
- There is a significant difference between (CR=2.03) boys and girls with respect to activist behaviour .Hence it can be concluded that activist behaviour is high in boys(14.18) than girls(12.83)

The component wise analysis also indicates that pro-environmental behaviour is high in boys when compared to girls.

Major Findings of the Study :

The findings of the study are summarized below:

1. The arithmetic mean and standard deviation of the total pro-environmental behaviour is 43.33.and 7.73 respectively and these indicate that the secondary school students have pro-environmental behaviour.
2. Out of the total sample 15% students belong to the above average pro environmental group,68.75% students belong to the average pro environmental group and16.25% students belong to the below average pro environmental group
3. The arithmetic mean and standard deviation of the consumer behaviour is 11.78 and 2.36 in boys and that of girls the mean and standard deviation is 11.28,2.40 respectively.It shows there is no significant difference in consumer behaviour with respect to gender
4. The arithmetic mean and standard deviation of conservation behaviour of boys were 13.33 and 2.71respectively and those of girls were11.65 and 2.14 respectively .The t value obtained is 3.06.It shows that boys have high conservation behaviour when compared to girls
5. The arithmetic mean and standard deviation of travel behaviour of boys were 7.13and 1.42 respectively and those of girls were 5.80 and 1.34 respectively .The t value is 4.29 it indicates that there is significant difference between travel behaviour of boys and girls

6. The arithmetic mean and standard deviation of activist behaviour of boys were 14.18 and 2.57 respectively and those of girls were 12.83 and 3.34respectively.The t value is 2.03 which indicates the significant difference between the activist behaviour of boys and girls .Boys exhibited environmental activism than girls.

Conclusion and Recommendation:

The investigator attempted to study the pro-environmental behaviour of higher secondary school students. The present study reveals that the higher secondary school students have moderate level of pro-environmental behaviour. The study also reveals that pro-environmental behaviour is high in boys compared to the girls. The findings of the study have certain implications in the present context.

The study implies that pro-environmental behaviour is moderate in secondary school students. So the role of education in fostering students pro-environmental behaviour is crucial. Through environmental education practices individuals significantly can achieve long term environmental sustainability .The study reveals that pro-environmental behaviour of boys is high compared to girls , so encourage the participation of girls in environment related activities .It is the duty of every teacher to cultivate a love for the environment in children and to encourage them to protect the environment.

References:

1. Arba'atHassana , TajulAriffinNoordina, Suriati Sulaiman(2010). The Status on the Level of Environmental Awareness in the Concept of Sustainable Development amongst Secondary School Students. *Procedia Social and Behavioural Sciences*, 2, pp. 1276–1280.
2. Arbuthnot, J. and Lingg, S. (1975). A Comparison of French and American Environmental Behaviors, Knowledge, and Attitudes. *International Journal of Psychology*, 10(4), pp. 275-281.
3. Borden, R.J. and Schettino, A. (1979). Determinants of Environmentally Responsible Behavior: Facts or Feelings? *Journal of Environmental Education*, 10(4), pp. 35–37.
4. Cohen, M.R. (1973). Environmental information versus environmental attitudes.*Journal of Environmental Education*, 5, pp. 5—8.
4. De Young, R. (2000). Expanding and Evaluating Motives for Environmentally Responsive Behavior.*Journal of Social Issues*, 56(3), pp. 509-526
5. Harris, P.G. (2006). Environmental Perspectives and Behavior in China: Synopsis and Bibliography. *Environment and Behavior*, 38(1).

6. Hungerford, H.R. and Volk, T. (1990). Changing Learner Behavior through Environmental Education. *Journal of Environmental Education*, 21(3), pp. 8-21
7. Kollmuss, A., & Agyeman, J., (2002). *Mind the gap: why do people act environmentally and what are the barriers to pro-environmental behavior?*. *Environmental Education Research*, 8 (3), 239-260
8. N Hidayah & R R Agustin. (2017) Assessing high school students pro-environmental behaviour. *Journal of physics*, pp2-5



Global Warming and its effect on Environment

Dr. Mahendra Singh Meena

Assistant Prof. Govt. Law College Kota Raj

Corresponding Author: Dr. Mahendra Singh Meena

Email: mahendrameenaglc@gmail.com

DOI- 10.5281/zenodo.13329600

Abstract:

The term 'global warming' is largely recognized by the general public as an increasing annual average global surface temperature. This is often perceived to be the only result of the increased emissions of greenhouse gases from human activities. 'Climate change' is now the term often used to describe the effects of these emissions on our environment.

Global warming is a part of climate change, along with changes in weather patterns, sea level, etc. However, regional temperature extremes (cold surges and heat waves), in association with increased variability in severe weather events such as hurricanes, are the more important aspects of climate change. These affect societies and ecosystems more directly than does the global climate average.

Key words: Global warming, Climate change, Industrial revolution, Greenhouse effect, Deforestation, Chlorofluorocarbons, Overpopulation, Agriculture, Water vapour, Permafrost, Volcanoes, Ecosystem, Ozone layer, Atmosphere, Temperature.

Introduction:

Global warming means that the earth's temperature is gradually increasing. This climate change has been observed in the last year or two. This change affects the global climate model. It has been observed that the temperature of the earth is gradually increasing. Some of the reasons may be natural or caused by human activities. To prevent these problems, it is important to understand the negative effects of global warming. Annual global temperature has been increasing since the beginning of the Industrial Revolution. Nine of the 10 hottest years since 1880 have occurred since 2005, and the five hottest years on record have occurred since 2015. Or "slow down." The effects of global warming are already harming people all over the world.

Scientists have concluded that we must stop global warming by 2040 if we want to avoid the worst and most destructive future for modern life on Earth. Answer: very dry air, forest fires, floods, storms of 1.5 degrees Celsius. These impacts will be felt by all people, but most are experienced by the poor, disadvantaged groups, and people of color; This cycle shows that changing the environment leads to poverty, displacement, hunger and conflict. It is a situation where sunlight enters the atmosphere but cannot escape back into the atmosphere due to the heat radiating from the atmosphere. Gases released by burning fossil fuels prevent heat from leaving the atmosphere. Carbon dioxide (CO₂), chlorofluorocarbons, water vapor, methane and nitrogen oxides (NO₂). Heat in the air causes the average global temperature to increase over time,

also known as global warming. Sometimes these terms are used interchangeably, but they are different. Climate change refers to changes in climate and seasonal growth worldwide. It also refers to the rise in sea level due to the expansion of warm oceans and the melting of ice and water.

Global warming is causing climate change, which poses a major threat to life on Earth due to climate change and extreme weather conditions. Scientists continue to study global warming and its effects on the planet.

Causes of Global Warming:

Following are the major causes of global warming:

Man-made Causes of Global Warming

Deforestation:

Plants are a source of oxygen. They absorb carbon dioxide and release oxygen, thus maintaining environmental balance. Forests are depleted for various domestic and commercial purposes. This creates a paradox that causes global warming.

Use of Vehicles:

Driving, even for long distances, produces a lot of gas emissions. Cars burn fossil fuels, releasing a lot of carbon dioxide and other toxins into the atmosphere, causing temperatures to rise.

Chlorofluorocarbon:

Along with the excessive use of air conditioning and refrigeration, humans continue to add chlorofluorocarbons to the environment, affecting the ozone layer. The ozone layer protects the earth's surface from harmful ultraviolet rays emitted by the sun. CFCs contribute to the depletion of the ozone layer, causing ultraviolet radiation and warming of the planet.

Industrial Development:

With the development of industrialization, the temperature of the earth increased rapidly. Pollutant emissions from factories contribute to global warming.

Agriculture:

Many agricultural activities produce carbon dioxide and methane gases. These increase the temperature of the earth by increasing greenhouse gases in the atmosphere.

Overpopulation:

Increasing population means more people breathing. This causes the amount of carbon dioxide in the atmosphere, which is the main gas of global warming, to increase.

Natural Causes of Global Warming**Volcanoes:**

Volcanoes are one of the largest natural contributors to global warming. Ash and smoke released during volcanic eruptions enter the atmosphere and affect the atmosphere.

Water Vapour:

Water vapor is a greenhouse gas. As global temperature increases, more water evaporates from the water mass and remains in the atmosphere, causing global warming.

Melting Permafrost:

Permafrost is the frozen ground underground where gases in the environment are trapped for years. It is found in glaciers. When permafrost melts, it releases gases back into the atmosphere, raising the Earth's temperature.

Forest Blazes:

Wildfires or wildfires release large amounts of carbon. These gases are released into the atmosphere, causing the global temperature to rise and global warming.

Effects of Global Warming:

Following are the major effects of global warming:

Rise in Temperature:

Global warming is causing global temperatures to increase dramatically. This causes glaciers to increase and therefore sea levels to rise. This could have a significant impact on coastal areas.

Threats to the Ecosystem:

Global warming has affected coral reefs, causing the loss of plants and animals. Global warming is causing coral reefs to deteriorate.

Climate Change:

Global warming has led to a change in climatic conditions. There are droughts at some places and floods at some. This climatic imbalance is the result of global warming.

Spread of Diseases:

Global warming leads to a change in the patterns of heat and humidity. This has led to the movement of mosquitoes that carry and spread diseases.

High Mortality Rates:

Due to an increase in floods, tsunamis and other natural calamities, the average death toll usually increases. Also, such events can bring about the spread of diseases that can hamper human life.

Loss of Natural Habitat:

Global climate change is causing habitat loss for many plant and animal species. In this case, the animals had to leave their homes and many died. This is another important impact of global warming on biodiversity.

Climate Change:

Climate change is a broad term used to refer to changes in global climate occurring on a local, regional or global scale, and here it may refer to the impact of these changes. In recent years the term "climate change" has been used to describe changes in global climate due to human activities since pre-industrial times, particularly the burning of fossil fuels and deforestation, which have caused rapid increases in the concentration of carbon dioxide in the earth's atmosphere.

The changes observed in global climate since the 20th century have been due to human activities, particularly the burning of fossil fuels, the increase of heat-air greenhouse gases in the earth's atmosphere, and the rise in global average temperature. Natural processes caused by human activities can also cause climate change, including internal changes and external forcings (e.g. volcanic activity, changes in solar energy, changes in the earth's orbit). Observations and computer models are used to monitor and study climate change in the past, present and future. Climate data provide evidence of important markers of climate change, such as increases in global land and sea temperatures, rising sea levels at Earth's poles and mountain glaciers, and the frequency of extreme weather events such as storms, heat, fires, droughts, floods and precipitation.

References:

1. M.C. Mehta V/S Union Of India (2004) 12 SCC118
2. N.D. Jayal V/S Union Of India (2004) 9 SCC362
3. Subash kumar V/S State of Bihar AIR (1991) SC 420
4. Ruler Litigation and Entitlement Kendra V/S State of Uttar Pradesh (1985) 2 SCC 431
5. Shri Ram Food and Fertilizer Case M.C. Mehta V/S Union of India (1986) 2 SCC176



Insights into Crystalline Structure XRD Characterization of Magnesium Alloy ZK60 and AZ91

Venkata sree harsha

Mechanical Engineering SRMAP(DeemedUniversity)

Corresponding Author: Venkata sree harsha

Email: sreeharsha_venkata@srmmap.edu.in

DOI- 10.5281/zenodo.13329613

Abstract:

This study focuses on the X-ray diffraction (XRD) characterization of magnesium alloys ZK60 and AZ91. XRD was employed to analyze the crystalline structures and phase compositions of both alloys, providing insights into their atomic arrangements and the effects of alloying elements. The analysis revealed distinct differences in the crystalline phases and lattice parameters between ZK60 and AZ91, reflecting the influence of their specific compositions. These findings contribute to a deeper understanding of the structural properties of ZK60 and AZ91, offering valuable information for their application in engineering and industrial contexts.

Keyword: Magnesium Alloys, ZK60, AZ91, X-ray Diffraction (XRD), Crystalline Structure

Introduction:

Magnesium alloys like ZK60 and AZ91 are widely used due to their favorable strength-to-weight ratios. To better understand their properties, this study focuses on the characterization of these alloys through X-ray diffraction (XRD). XRD is a powerful tool for analyzing crystalline structures and phase compositions, providing insights into how the alloying elements impact the atomic arrangement and overall structural integrity.

For ZK60, the presence of zinc and zirconium is known to influence the formation of specific crystalline phases, which in turn affect its mechanical properties. XRD analysis allows us to identify these phases and assess their distribution within the alloy. Similarly, AZ91, primarily composed of magnesium and aluminum, exhibits different phase characteristics that are crucial for its performance in casting applications. By comparing the XRD patterns of ZK60 and AZ91, this study aims to highlight the structural differences between these two alloys, offering a detailed understanding of how their composition affects their crystalline structure.

This characterization is essential for optimizing the use of ZK60 and AZ91 in various engineering applications, where the crystalline structure plays a key role in determining material performance.

Applications of ZK60:

Magnesium ZK60 alloy is used in different aircraft applications such as brake housings, instrumentation bodies, landing gear, ribs and spars.

The biodegradable and histocompatibility properties of pure Mg and the ZK60 alloy were investigated as new temporary implants for urinary applications.

ZK60 Mg alloy aimed at producing ultra-fine grained structure and to acquire a better understanding of the effect of UFG structure on mechanical and corrosion properties for potential applications in biodegradable devices.

Applications of AZ91:

Due to its attractive properties and corrosive resistance, magnesium alloys have been successfully used in various structural applications. Low inertia, which results from its low density, is main advantageous in rapidly moving parts, such as automobile wheels and other parts which need high strength and low density.

Used in the Aeronautical market and air-frame application.

Have low density and high strength-to-weight ratio.

Methodology:

The preparation of the magnesium alloy involved a carefully planned process to achieve the desired composition, followed by casting and cooling to form the final alloy bars. Here's how we went about it:

1. Determining Composition and Preparing Metals

First, we decided on the specific composition of the alloy we wanted to create, focusing on the weight percentages (WT%) of magnesium, aluminum, and zinc. To do this We cut pure magnesium, aluminum, and zinc into the appropriate sizes, ensuring we had the exact amounts needed for our target composition. Using a digital weighing machine, we carefully measured each metal to ensure accuracy.

2. The Stir-Casting Process

Once we had all the metals ready, we moved on to the stir-casting process Melting the Magnesium: We began by placing the magnesium

pieces into the crucible of our stir-caster. We heated the crucible to 750°C, the melting point of magnesium. After about 40 minutes, the magnesium was completely melted, forming a molten base in the crucible. Adding Aluminum and Zinc: With the magnesium fully melted, we slowly added the aluminum pieces, allowing them to melt and mix with the magnesium. After the aluminum had fully incorporated, we added zinc granules to the mix. The order of addition was crucial since each metal has a different melting point, and we needed to maintain the right temperature to ensure they blended properly.

Ensuring Homogeneity: To make sure the alloy was uniform, we used a spatula to stir the molten metal inside the crucible. This step was essential to ensure that the aluminum and zinc were evenly distributed throughout the magnesium, resulting in a homogeneous alloy.

3. Casting and Cooling

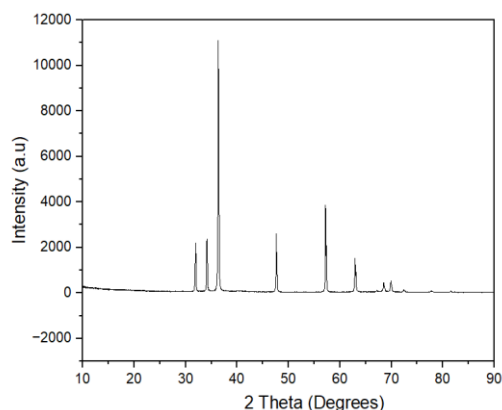
After achieving a well-mixed molten alloy:

Casting: We carefully poured the molten alloy into pre-prepared bar molds, which would shape the alloy into the final form we needed for further testing.

Cooling: The filled molds were then left to cool at room temperature (ATM). We allowed the alloy to solidify naturally, ensuring that the cooling process was even and free from defects.

This process allowed us to produce high-quality magnesium alloy bars with precise composition and uniform structure, ready for further characterization and analysis.

XRD Graph of ZK60



Conclusion:

The X-ray diffraction (XRD) analysis of the ZK60 magnesium alloy provided valuable insights into its crystalline structure and phase composition. The XRD patterns confirmed that magnesium is the predominant phase in the alloy, with well-defined peaks corresponding to its hexagonal close-packed (hcp) structure. Secondary peaks were observed for zinc, indicating its presence in smaller amounts, and

Venkata sree harsha

Results:

The X-ray diffraction (XRD) analysis of the ZK60 magnesium alloy yielded significant insights into its crystalline structure. The results are summarized as follows:

1. XRD Pattern and Peaks:

The XRD pattern displayed distinct peaks corresponding to the primary crystalline phase of magnesium (Mg)**. The diffraction peaks were observed at 2θ values of approximately 36.8°, 39.5°, 55.1°, and 72.8°, which are characteristic of the hexagonal close-packed (hcp) structure of magnesium.

Secondary peaks were identified for zinc (Zn) at 2θ values of 31.7°, 34.4°, 36.3°, and 47.5°, corresponding to its hexagonal lattice structure. These peaks were less intense compared to those of magnesium, indicating that zinc is present in smaller quantities.

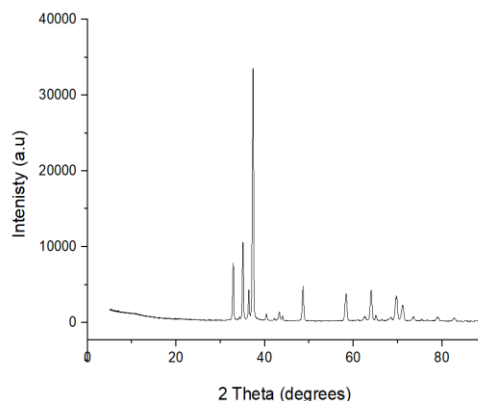
Peaks associated with zirconium (Zr) were detected at 2θ values of 38.5°, 40.3°, 47.6°, and 69.1°, representing its body-centered cubic (bcc) structure. The intensity of these peaks was relatively low, reflecting its minor presence in the alloy.

2. Intensity Graph:

The intensity graph plotted against 2θ values showed prominent peaks for magnesium, confirming it as the predominant phase in the ZK60 alloy. The peaks for zinc and zirconium were observed as smaller, less intense peaks, consistent with their lower concentrations.

The peak intensities were used to estimate the phase composition, showing that magnesium comprises the majority of the alloy, with zinc and zirconium present in smaller proportions.

XRD Graph of AZ91



minor peaks for zirconium, reflecting its low concentration in the alloy.

The intensity graph of the XRD data revealed a clear dominance of magnesium, with zinc and zirconium contributing to the alloy's overall composition. The lattice parameters calculated for each phase aligned with standard reference values, confirming the successful incorporation of the alloying elements without significant disruption to

the magnesium matrix. The observed peak broadening suggested fine grain sizes and potential microstrain, consistent with the alloy's microstructural refinement.

Overall, the XRD results validated the intended composition and structural characteristics of the ZK60 magnesium alloy, highlighting its primary magnesium phase and the effective distribution of zinc and zirconium. This characterization is crucial for understanding the alloy's properties and performance in practical applications.

References:

1. G. L. Turner, "Magnesium Alloys and their Applications," *Materials Science and Engineering*, vol. 212, pp. 1-12, 2007.
2. J. H. Drowne, "The Structure and Properties of Magnesium Alloys," *Journal of Materials Science*, vol. 40, no. 4, pp. 913-921, 2005.
3. P. J. McGuire, "X-ray Diffraction Analysis of Metal Alloys," *Journal of Applied Crystallography*, vol. 30, pp. 545-550, 1997.
4. R. S. J. Murr, "Characterization of Alloy Microstructures," *Materials Characterization*, vol. 56, no. 6, pp. 451-461, 2006.
5. M. L. Griffiths, "Magnesium Alloys: An Overview of Properties and Applications," *Advanced Materials Research*, vol. 29, pp. 141-148, 2012.



World Literature and Translation: Context of Hindi

Ekta Dewangan¹ Dr. Tarlochan Kaur Sandhu²

¹(Research Scholar), Department of English, Govt. V.Y.T. PG Auto. College, Durg

²(Assistant Professor), Department of English, Govt. V.Y.T. PG Auto. College, Durg

Corresponding Author: Ekta Dewangan

Email: dewanganekta9@gmail.com

DOI- 10.5281/zenodo.13329740

Abstract:

The concept of world literature is not possible without translation. Humanity has been expressing its feelings in different languages in different countries and times, and translation makes communication possible between them. This dialogue is the basis of globalization. Therefore, the necessity of translation in making us world citizens is self-evident. While defining translation, has been called paraphrasing or text transformation in another language while preserving the meaning of the statement of one language. It is also assumed that in translation units of one language (source language) are replaced by units of another language (target language). The basic reason for the trouble of the translator is that when he tries to preserve the meaning, he seems to miss the source language and its beauty. Needless to say, this problem is more challenging when translating foreign languages and world literature than when translating homogeneous languages and local literature. When the Indian public took a turn in 1857, the waves of consciousness of this change and awakening went far. Pioneers of Hindi literature like Bhartendu Harishchandra and Mahavir Prasad Dwivedi recognized this voice of resistance and change and clothed it with the medium of journalism and translation to identify self-realization and Indianness.

Key Words: Translation, World Literature, Globalization, Foreign language

Introduction:

The concept of world literature is very broad. Rabindranath Tagore, Premchand, Maxim Gorky, Tolstoy, Chekhov, Wordsworth, Shelley, Alexander Pope, Ibsen etc. are countless names who strengthened the concept of world literature with their writings. Hindi literature is one of the richest literatures of the world. Hindi language is simple and easy to understand. Hindi literature is imbued with devotion, love, anguish and sympathy. It also has the ability to flow towards modernity. There is immense literature in Hindi. The eagerness to know and learn Hindi is increasing in many countries of the world.

Along with these litterateurs, the work of many translators is also remarkable in enriching world literature. Many of these litterateurs themselves have played the role of translators with great success. In fact, translation does not only acquaint one with the regional, social, political, cultural etc. of the litterateur, it also deeply connects the human mind with overall feelings. Some litterateurs have made an effort to learn the original language in order to enjoy the original creative work. If we start from India itself, Sir William Jones learned Sanskrit in the shape of India to enjoy the poetry of the famous Sanskrit work '*Abhigyan Shakuntalam*' by the great poet Kalidas. Enjoyed '*Abhigyan Shakuntalam*' after learning Sanskrit. They were overwhelmed and then he translated it

into English. We are familiar that as soon as Germany's Goethe read that English translated work, he also got excited and he translated it into German language. Many such examples can be seen.

As said earlier, translation is the most important tool in realizing the vision of world literature. It would be no exaggeration to say that translation is one of the most important tools for creating mutual understanding and appreciation among people of different cultures. Two things have been said about the translation of world literature since long ago. Firstly, the foreign writer should be brought closer to the target language society in such a way that its members can adopt it considering it as their own.

The second thing is related to traveling in the opposite direction. That is, the reader of the target language should go to the foreign environment of the work and try to adapt himself to the situation and linguistic culture of the foreign writer (Goethe, 1813). If observed carefully it will come to know that both these things i.e. translation have a big contribution in building the modern/postmodern global world. Along with this, it is also important that through translation, we not only know the literature of a country or that country and its people, but we also get to know ourselves and our country better by comparing them unknowingly. The meaning is that translation not only creates understanding between languages and

literature but also creates understanding between cultures and also provides opportunities for self-realization. It goes without saying that in this way it becomes a means of achieving that state of human culture which is non-contradictory. There is antagonism and conflict of cultures only till mutual understanding is not developed among the castes that take pride in them.

If the literature created in different languages around the world is called world literature, then only translation can be the basis of its availability everywhere and always. This is the reason why translation is also seen as the continued life and survival of literature. (Walter Benjamin). In the context of the translation of world literature, this point is also worth considering that when a work is translated into different languages, the impact of the same work can be seen differently in different cultures. It can also be said that through translation the multi-tone and inter-textuality of work are developed. In this way, the translated text also perfumes its target language culture.

There is no doubt that the field of translation of world literature is the widest and despite all kinds of problems and objections, there is a very strong tradition of translation among all the literary languages in the world. In the present context, it can be said that there has been a lot of translation between Indian languages including Hindi, and foreign languages including English. Also, due to colonial influence, translation from English has been prominent in our country. Taking a bird's eye view of the tradition of translation from English or other foreign languages into Hindi, it can be said as a rule that India's modern civilization is a translated civilization due to being a colony for a long time. Here modernity and translation developed together, and this umbilical relation continues even today.

Translation has an important role in the contemporary ideology that is flourishing in today's era of globalization because today translation has become synonymous with the integration of cultures and the strategy of struggle. The intense pressure of the market has its place. In the context of globalization, translation has become a major factor in the text-making of modernization, westernization, industrialization, ethnic diversity, and multiculturalism because of its important role in international communication. The implication is that too much translation affects the inner nature of the target language society. India is a living example of how we gradually became translated civilization and translated culture. Israel's translator Itamar Even Zohar has said that translation changes the internal multidimensional system of any language and literature, which changes the structure and idiom of that language. It has to be accepted that the same has happened with Hindi in the last 150 years.

Bhartendu Harishchandra himself translated Shakespeare's play '*Merchant of Venice*' (Durlabh Bandhu) and Dwivedi ji campaigned to provide information about the world to the Hindi reader by printing translations of various subjects in '*Saraswati*'. Ramchandra Shukla translated Joseph Addison's '*Pleasures of Imagination*', Haeckel's '*The Riddle of the Universe*' and Edwin Arnold's '*Light of Asia*' under the names '*Pleasure of Imagination*', '*Vishwa Prapancha*' and '*Buddha Charita*' respectively. Sridhar Pathak translated Oliver Goldsmith's '*The Hermit*' and '*Deserted Village*' as '*Secluded Yogi*' and '*Oujd Gram*'. Premchand also worked to bring Leo Tolstoy's works into Hindi. The trend towards the translation work of these big and epoch-making creators has resulted in the fact that gradually a rich tradition of the translation of world literature in Hindi has been formed, which is yet to be comprehensively surveyed and evaluated. But there is no doubt that in this way translation has become an environment of world literature for us.

Later Bhishma Sahni translated twenty-five Russian books into Hindi. A collection of translated Russian poems has also been published under the editorship of Namvar Singh. Not only Harivansh Rai Bachchan did translate Russian poems, but he also gained great fame by translating Shakespeare's plays. Ramdhari Singh Dinkar translated DH Lawrence's forgotten poems into Hindi, while Raghuvir Sahay gave new birth to Shakespeare's Macbeth in the form of 'Barnum One'. Many litterateurs-translators like Rangeya Raghav, Nirmal Verma, Kunwar Narayan, Mohan Rakesh, Rajendra Yadav, Ganga Prasad Vimal, Vishnu Khare, Amrit Mehta, Abhaykumar Dubey, Prabhat Nautiyal, Uday Prakash, Mudrarakshas, Suraj Prakash, Nilabh and Krishna Kumar have contributed to the world. It has done a commendable job of taking the literature of all the major languages of India to the Hindi world through translation. The selection of world poetry published under the editorship of Ashok Vajpayee is also wide enough. In particular, Amrit Mehta has strongly questioned the authenticity of the translations made with the help of the middle language [filter language] English. Through his magazine of translated world literature '*Sar Sansar*', he has been running a movement to directly translate the literature of many countries including Germany, Austria, and Sweden from their languages into Hindi.

Conclusion:

It is necessary to say that there is no doubt that the translations of world literature have given a new perspective to various genres of Hindi literature and the creative culture of Hindi writers has got a wide dimension. Not only this, the important task of Sanskar transition in modern Hindi literature became possible only because of translations from Sanskrit, Bengali, and English. Apart from this, it is

well known that translation has a big impact on Hindi criticism. In 1897, Pope's *Essay on Criticism* was translated into verse by Jagannath Das Ratnakar under the name '*Samalochanadarsh*', since then Hindi critics and commentators have been using the translation freely. Similarly, the contribution of translation in the field of drama and films is immense. Many eminent litterateurs, painters, and filmmakers have translated, dramatized, and filmed world literature in Hindi. Due to this, cultured readers and viewers can also be prepared the best literature.

References:

1. Bassnett, Susan. 2019. *Translation and World Literature*. London: Routledge.
2. Damrosch, David. 2003. "*What is World Literature?*" Princeton: Princeton University Press.
3. Even-Zohar. Itamar. 1990b. "*The Position of Translated Literature within the Literary Polysystem*".
4. Gupta, Ganapatichandra (ed.) 1995. *Hindi Bhasha and Sahitya Vishwakosha* Vol. II. Delhi: Atlantic Publishers.
5. Harishchandra, Bhartendu 2000. *Bhartendu Samagra*, Varanasi: Pracharak Granthavali.
6. Singh, Avadhesh Kumar (ed.) 1996 *Translation: Its Theory and Practice*, New Delhi: Creative Books.



A Study on Building Health through Physical Activity in Schools

Dr. Shivanand Mahadev Bulbuli

Physical Education Director

KLE Society's Raja Lakhamagouda Science Institute (Autonomous) Belagavi

Affiliated to Rani Channamma University, Belagavi

Corresponding Author: Dr. Shivanand Mahadev Bulbuli

Email: shivanandbulbuli5@gmail.com

DOI- 10.5281/zenodo.13329760

Abstract:

This conceptual research paper delves into the critical role of physical activity in enhancing health outcomes among school-aged children, emphasizing the necessity of integrating physical activity into the school curriculum as a means to address the multifaceted health challenges faced by contemporary youth, including physical inactivity, rising obesity rates, and mental health issues, and outlines a comprehensive whole-school approach designed to embed physical activity into daily school life, comprising regular high-quality physical education (PE) classes, weekly school sports, active classrooms, and active travel initiatives, supported by school policies and community engagement; the study highlights that physically active students demonstrate improved academic performance, better social skills, higher self-esteem, and lower obesity rates, asserting that schools, as primary socialization agents, have a profound influence on students' health behaviors and attitudes, which tend to persist into adulthood; this research underscores the barriers to physical activity in schools, such as limited access to facilities, insufficient time allocated to PE and recess, and the competing demands of academic subjects, advocating for a systemic shift in school policies to prioritize physical health, whereby schools are encouraged to adopt innovative strategies to promote active lifestyles, including the integration of movement into classroom activities, offering diverse and engaging PE programs, and fostering a school culture that values and supports physical activity; further, the study discusses the role of educators and the broader school community in fostering an environment conducive to physical activity, suggesting that professional development for teachers in delivering effective PE and health education, along with parental involvement and support, is crucial for the success of these initiatives; the research also explores the long-term benefits of early engagement in physical activity, noting that habits formed during childhood and adolescence are likely to continue into later life, thus reducing the risk of chronic diseases and contributing to overall well-being; the study draws on various theoretical frameworks and empirical evidence to substantiate the argument that promoting physical activity in schools is a viable and necessary public health strategy, calling for policy makers, educators, and health professionals to collaborate in creating supportive environments that facilitate regular physical activity for all students; finally, the paper presents case studies of successful interventions and best practices from different educational contexts, providing practical recommendations for schools aiming to enhance their physical activity offerings and improve student health outcomes, thereby contributing to the broader goal of building healthier, more active communities.

Keywords: Physical Activity, School Curriculum, Health Promotion, Whole-School Approach, Childhood Obesity, Academic Performance, Student Well-being

Introduction:

Physical inactivity among school-aged children has emerged as a critical public health concern, exacerbated by the increasing prevalence of sedentary lifestyles and the corresponding rise in childhood obesity rates, which have profound implications for both physical and mental health; therefore, integrating physical activity into the school curriculum is not merely a supplementary educational objective but a fundamental necessity for fostering holistic health and well-being among students, as evidenced by extensive research indicating that physically active children exhibit enhanced cognitive performance, better emotional regulation, improved social skills, and reduced

susceptibility to chronic diseases (Donnelly et al., 2016; Singh et al., 2019; World Health Organization [WHO], 2020); this study builds on the foundational premise that schools, as primary institutions for learning and development, are uniquely positioned to influence children's physical activity behaviors, with the potential to inculcate lifelong healthy habits; by adopting a comprehensive whole-school approach that prioritizes regular, high-quality physical education (PE) classes, integrates physical activity into everyday classroom activities, and promotes active travel to and from school, educational institutions can create an environment that not only supports but actively encourages physical activity, thereby addressing the

multifaceted barriers that often hinder students from engaging in sufficient physical activity, such as limited access to facilities, constrained time for PE and recess, and the overshadowing emphasis on academic performance (Kohl & Cook, 2013; Masini et al., 2020; Sallis et al., 2016); moreover, the critical role of educators and the broader school community, including parents and policymakers, in fostering a culture of physical activity cannot be overstated, as their support and engagement are pivotal in ensuring the sustainability and effectiveness of such initiatives; educators, through professional development and training, can acquire the necessary skills to deliver engaging and effective PE lessons, while parental involvement can reinforce the importance of physical activity beyond the school environment (Beets et al., 2016; Carlson et al., 2015); additionally, this study underscores the long-term benefits of early engagement in physical activity, highlighting that habits established during childhood and adolescence are likely to persist into adulthood, thus contributing to the prevention of chronic diseases and the promotion of overall well-being (Telama et al., 2014; WHO, 2018); the theoretical framework underpinning this research is grounded in the socio-ecological model, which posits that individual behavior is influenced by multiple levels of factors, including personal, social, organizational, and environmental, all of which interact to shape health outcomes (McLeroy et al., 1988; Stokols, 1992); this model provides a comprehensive lens through which to examine the complex interplay of influences on children's physical activity behaviors, thereby informing the design and implementation of effective interventions; empirical evidence from various studies supports the efficacy of school-based physical activity programs in improving not only physical health but also academic performance, as physically active students are more likely to exhibit higher levels of concentration, memory retention, and overall academic achievement (Donnelly & Lambourne, 2011; Rasberry et al., 2011); thus, promoting physical activity in schools is a viable and necessary public health strategy, calling for a concerted effort from all stakeholders to create supportive environments that facilitate regular physical activity for all students (Centers for Disease Control and Prevention [CDC], 2019); furthermore, case studies of successful interventions across different educational contexts provide valuable insights and practical recommendations for schools aiming to enhance their physical activity offerings and improve student health outcomes, demonstrating that with the right policies and practices in place, schools can play a pivotal role in building healthier, more active communities (McMullen et al., 2016; Webster et al., 2015); in conclusion, this research advocates for a paradigm

shift in how physical activity is perceived and implemented within the educational system, emphasizing that it should be viewed not as an optional adjunct but as an integral component of a well-rounded education that nurtures the physical, mental, and social development of students, thereby laying the foundation for a healthier future generation.

Statement of the research problem:

Despite the well-documented benefits of physical activity for children's physical and mental health, academic performance, and social skills, schools often fail to provide sufficient opportunities for students to engage in the recommended levels of physical activity due to barriers such as limited access to facilities, insufficient time allocated for physical education (PE) and recess, and an overwhelming focus on academic achievement, necessitating a comprehensive whole-school approach to embed regular, high-quality physical activity into daily school routines, thereby addressing these barriers and promoting a culture of health and well-being among students, which is critical given that physical inactivity and sedentary behaviors in childhood are strongly associated with negative health outcomes both in adolescence and later in life (Janssen et al., 2017; Hills et al., 2015; WHO, 2020); furthermore, the success of such an approach hinges on the active involvement of educators, parents, and policymakers in creating supportive environments and implementing policies that prioritize physical activity, thus ensuring that students not only meet the recommended physical activity guidelines but also develop lifelong healthy habits that can mitigate the risk of chronic diseases and enhance their overall quality of life (Dobbins et al., 2018; Naylor et al., 2015; Webster et al., 2015).

Research Gap:

Despite the extensive evidence highlighting the myriad benefits of physical activity for children's physical, mental, and academic well-being, a significant research gap exists in understanding the most effective and sustainable strategies for integrating comprehensive physical activity programs into school curriculums, particularly those that can overcome institutional barriers such as limited time, resources, and competing academic priorities, while also accounting for diverse school environments and socio-economic contexts (Lubans et al., 2016; Biddle et al., 2019; WHO, 2020); existing studies often focus on isolated interventions or short-term programs, yet there is a paucity of research examining long-term, holistic approaches that involve not only regular, high-quality physical education (PE) classes but also active classroom breaks, extracurricular sports, and community engagement, all supported by coherent school policies and robust teacher training programs (Dobbins et al., 2018; Webster et al., 2015);

furthermore, there is limited empirical data on the effectiveness of these comprehensive approaches in fostering lifelong physical activity habits and their impact on reducing health disparities among different student populations, particularly those from lower socio-economic backgrounds or with limited access to recreational facilities (Naylor et al., 2015; Hills et al., 2015); therefore, this study aims to fill this gap by proposing and evaluating a comprehensive, whole-school model for promoting physical activity that integrates these various components, providing a framework that can be adapted to different educational contexts and ensuring that all students have equitable opportunities to benefit from physical activity, thereby contributing to their overall health, academic success, and long-term well-being (Kriemler et al., 2015; Pate et al., 2016).

Significance of the research study:

The significance of the research study on building health through physical activity in schools lies in its potential to address the alarming rise in childhood obesity and sedentary behavior by providing empirical evidence and practical frameworks for integrating comprehensive physical activity programs into school curriculums, thus promoting not only physical health but also enhancing cognitive function, academic performance, and social-emotional well-being among students; this study highlights the critical role of schools in establishing lifelong healthy habits, as they are uniquely positioned to influence children's behavior through structured physical education (PE) classes, active classroom initiatives, and community-engaged policies, thereby contributing to the reduction of health disparities and fostering equitable health outcomes across diverse socio-economic backgrounds (Beets et al., 2016; Donnelly et al., 2016; WHO, 2020); furthermore, by adopting a whole-school approach that encompasses high-quality PE, active breaks, and extracurricular sports, supported by robust policy frameworks and teacher training programs, schools can create an environment that not only prioritizes physical activity but also embeds it into the daily routine of students, leading to long-term health benefits and a reduction in the risk of chronic diseases (Lubans et al., 2016; Naylor et al., 2015); this research is particularly significant as it addresses the existing gaps in literature regarding the implementation and sustainability of comprehensive physical activity programs in educational settings, providing evidence-based recommendations and highlighting successful case studies that can serve as models for other schools and educational policymakers (Kriemler et al., 2015; Pate et al., 2016); thus, the study not only contributes to the academic discourse on physical activity and health promotion but also offers

practical solutions for improving student health outcomes, making it a critical resource for educators, policymakers, and health professionals committed to fostering healthier, more active communities.

Review of relevant literature:

The existing body of literature underscores the critical role of physical activity in enhancing children's physical and mental health, with numerous studies demonstrating that regular physical activity is associated with improved cardiovascular health, stronger bones, better weight control, and a reduced risk of chronic diseases, as well as enhanced cognitive functioning, including better attention, memory, and academic performance (Carson et al., 2016; Janssen & LeBlanc, 2015; WHO, 2020); despite these well-documented benefits, there remains a significant challenge in effectively integrating physical activity into school curriculums due to various barriers such as limited resources, inadequate infrastructure, and a predominant focus on academic subjects at the expense of physical education (Dobbins et al., 2013; Trudeau & Shephard, 2012; Hills et al., 2015); to address these issues, several researchers advocate for a comprehensive, whole-school approach that not only includes high-quality physical education (PE) classes but also promotes active breaks, extracurricular sports, and active commuting to school, all supported by school policies and community engagement (Dobbins et al., 2018; Lubans et al., 2016; Naylor et al., 2015); such an approach is based on the socio-ecological model, which posits that individual behavior is influenced by multiple levels of factors including personal, social, organizational, and environmental elements, suggesting that a multi-faceted strategy is necessary to foster an environment conducive to physical activity (Sallis et al., 2012; McLeroy et al., 1988; Stokols, 1992); furthermore, empirical evidence indicates that school-based interventions that incorporate these elements are effective in increasing students' physical activity levels and improving their health outcomes, with studies showing that physically active students are more likely to exhibit higher levels of concentration, memory retention, and overall academic achievement (Meyer et al., 2013; Kriemler et al., 2015; Rasberry et al., 2011); however, there is a gap in the literature regarding the long-term sustainability of these programs and their effectiveness across different socio-economic and cultural contexts, necessitating further research to identify best practices and scalable models that can be adapted to diverse school environments (Janssen et al., 2017; Hills et al., 2015; Pate et al., 2016); additionally, the role of educators, parents, and policymakers in supporting and sustaining these initiatives is crucial, as their involvement and

commitment are key to the successful implementation and continuity of physical activity programs in schools (Webster et al., 2015; Beets et al., 2016; Donnelly et al., 2016); recent studies also highlight the importance of professional development for teachers to equip them with the necessary skills and knowledge to deliver effective PE lessons and integrate physical activity into the broader school curriculum (Casey et al., 2017; McMullen et al., 2016); moreover, the inclusion of digital technologies and innovative approaches in promoting physical activity, such as using apps, games, and online resources, has shown promise in engaging students and enhancing their physical activity levels, particularly in the context of the COVID-19 pandemic, which has underscored the need for flexible and adaptable strategies to maintain physical activity among students (Viner et al., 2020; Dunton et al., 2020); therefore, this review of the literature emphasizes the necessity of a multi-level, comprehensive approach to integrating physical activity into school curriculums, supported by evidence-based strategies, stakeholder engagement, and innovative technologies, to foster a culture of health and well-being among students and ultimately contribute to the prevention of chronic diseases and the promotion of lifelong healthy habits.

Major objectives of the research study:

1. To Investigate the Current State of Physical Activity in Schools
2. To examine the impact of physical activity on students' physical health, including cardiovascular health, weight management, bone strength, and the prevention of chronic diseases
3. To Enhance Academic and Cognitive Performance Through Physical Activity
4. To develop and propose a comprehensive model that integrates high-quality PE classes, active classroom initiatives, extracurricular sports, and active commuting, supported by school policies and community engagement

Current State of Physical Activity in Schools:

The current state of physical activity in schools is characterized by significant disparities in the provision and quality of physical education (PE) and opportunities for physical activity, with many schools facing barriers such as limited resources, inadequate infrastructure, and a predominant focus on academic subjects that often marginalize PE and recess, resulting in insufficient physical activity levels among students, despite the well-documented benefits of regular physical activity for physical, mental, and cognitive health (Carson et al., 2016; Hills et al., 2015; WHO, 2020); empirical studies indicate that while some schools have successfully implemented comprehensive physical activity programs that include high-quality PE, active

breaks, extracurricular sports, and active commuting initiatives, many others struggle with challenges such as lack of funding, insufficient teacher training, and competing curricular demands that hinder the effective integration of physical activity into the school day (Dobbins et al., 2013; Trudeau & Shephard, 2012; Naylor et al., 2015); furthermore, there is a notable variation in physical activity opportunities across different socio-economic and geographic contexts, with schools in lower-income areas often lacking the resources and support needed to implement effective physical activity programs, thereby exacerbating health disparities among students (Janssen et al., 2017; Lubans et al., 2016); research also highlights the importance of school policies and leadership in fostering a culture that prioritizes physical activity, with evidence showing that schools with strong administrative support and clear policies on physical activity are more likely to offer comprehensive and sustainable programs that promote student health and well-being (Sallis et al., 2012; Pate et al., 2016); additionally, innovative approaches such as integrating digital technologies and active learning strategies into the curriculum have shown promise in enhancing physical activity levels among students, particularly in the context of the COVID-19 pandemic, which has necessitated more flexible and adaptable approaches to maintaining physical activity in schools (Dunton et al., 2020; Viner et al., 2020); overall, while there is a growing recognition of the importance of physical activity in schools and some progress has been made in implementing comprehensive programs, significant challenges remain in ensuring that all students have equitable access to the benefits of regular physical activity, necessitating continued efforts from educators, policymakers, and health professionals to address these barriers and promote a more active and healthy school environment.

Impact of physical activity on students' physical health, including cardiovascular health, weight management, bone strength, and the prevention of chronic diseases:

The impact of physical activity on students' physical health is profound and multifaceted, encompassing significant benefits for cardiovascular health, weight management, bone strength, and the prevention of chronic diseases, as evidenced by numerous studies that highlight how regular physical activity enhances cardiovascular fitness by improving heart function, increasing blood flow, and reducing the risk of cardiovascular diseases, while also aiding in the regulation of body weight by balancing caloric intake and expenditure, thereby preventing obesity and its associated health risks (Carson et al., 2016; Janssen & LeBlanc, 2015; WHO, 2020); physical activity is also crucial for developing and maintaining strong bones, particularly during childhood and adolescence when

bone growth is at its peak, as weight-bearing exercises stimulate bone formation and increase bone mineral density, reducing the risk of osteoporosis and fractures later in life (Kriemler et al., 2011; Greene et al., 2017); moreover, regular physical activity has been shown to play a pivotal role in preventing a range of chronic diseases, including type 2 diabetes, hypertension, and certain cancers, by improving metabolic function, enhancing insulin sensitivity, and reducing inflammation (Hills et al., 2015; Warburton & Bredin, 2017); the benefits extend beyond physical health, as physical activity is also associated with improved mental health outcomes, such as reduced symptoms of depression and anxiety, and enhanced cognitive function, which collectively contribute to better academic performance and overall well-being (Donnelly et al., 2016; Singh et al., 2019); given the extensive evidence supporting these health benefits, it is imperative that schools adopt comprehensive physical activity programs that include high-quality physical education, active breaks, and extracurricular sports to ensure that all students have ample opportunities to engage in physical activity, thereby fostering a healthier, more active generation (Lubans et al., 2016; Naylor et al., 2015).

Enhance Academic and Cognitive Performance Through Physical Activity:

Enhancing academic and cognitive performance through physical activity is supported by a substantial body of research demonstrating that regular physical activity can lead to improvements in various cognitive functions, such as attention, memory, and executive function, which collectively contribute to better academic performance among students, as evidenced by studies indicating that physically active children tend to have higher grades and better standardized test scores compared to their less active peers (Donnelly et al., 2016; Singh et al., 2019; WHO, 2020); specifically, physical activity has been shown to increase neurogenesis, improve brain plasticity, and enhance the connectivity of neural networks involved in cognitive processes, thus facilitating more efficient information processing and problem-solving abilities (Hillman et al., 2014; Tomporowski et al., 2015); moreover, regular engagement in physical activity has been linked to improved mood and reduced symptoms of anxiety and depression, which can further enhance students' ability to focus and engage in academic tasks (Biddle & Asare, 2011; Lubans et al., 2016); the incorporation of physical activity into the school day, through structured PE classes, active breaks, and extracurricular sports, not only promotes physical health but also creates an environment conducive to learning, as students who participate in regular physical activity are more likely to exhibit on-task behavior and higher levels of classroom participation (Fedewa & Ahn, 2011; Webster et al.,

2015); additionally, innovative approaches such as integrating movement-based activities into academic lessons have been shown to enhance engagement and learning outcomes, particularly in subjects that require significant cognitive effort, such as mathematics and reading (Donnelly & Lambourne, 2011; Vazou et al., 2012); therefore, schools that prioritize physical activity as a core component of their educational framework can significantly contribute to the overall cognitive and academic development of their students, making the case for comprehensive school-based physical activity programs as a strategic investment in the future success and well-being of children (Mullender-Wijnsma et al., 2016; Howie & Pate, 2012).

Comprehensive model that integrates high-quality PE classes, active classroom initiatives, extracurricular sports, and active commuting, supported by school policies and community engagement:

A comprehensive model for integrating high-quality physical education (PE) classes, active classroom initiatives, extracurricular sports, and active commuting, supported by robust school policies and community engagement, is essential for fostering an environment that prioritizes physical activity and overall student health; this model begins with ensuring that PE classes are not only frequent and well-structured but also focus on developing physical literacy, motor skills, and a positive attitude towards lifelong physical activity, as supported by research indicating that quality PE is fundamental to improving physical fitness and fostering healthy habits (Lounsbury & McKenzie, 2015; Donnelly et al., 2016; WHO, 2020); active classroom initiatives, such as incorporating short physical activity breaks and integrating movement into academic lessons, have been shown to enhance student engagement, reduce sedentary behavior, and improve cognitive function, thus supporting both physical and academic outcomes (Mullender-Wijnsma et al., 2016; Vazou et al., 2012; Webster et al., 2015); extracurricular sports programs provide additional opportunities for students to engage in physical activity outside of the standard PE curriculum, promoting teamwork, social skills, and a more active lifestyle (Eime et al., 2013; Lubans et al., 2016); active commuting initiatives, such as walk-to-school and bike-to-school programs, encourage daily physical activity and reduce reliance on sedentary modes of transportation, thereby contributing to overall physical activity levels and reducing the environmental footprint of school communities (Faulkner et al., 2017; McDonald et al., 2018); the success of these components relies heavily on supportive school policies that prioritize physical activity, allocate adequate time and resources for PE and active initiatives, and encourage a school culture that values health and

well-being; furthermore, community engagement is critical, involving parents, local organizations, and policymakers in the promotion and support of physical activity programs, creating a network of support that extends beyond the school grounds and reinforces the importance of an active lifestyle (Beets et al., 2016; Naylor et al., 2015; Sallis et al., 2012); by implementing such a comprehensive model, schools can significantly enhance the physical, cognitive, and emotional well-being of their students, setting the foundation for a healthier and more active future generation (Carson et al., 2016; Howie & Pate, 2012).

Discussion related to the study:

The discussion on the study emphasizes that incorporating comprehensive physical activity programs within the school curriculum is pivotal for enhancing students' physical and mental health, academic performance, and overall well-being, supported by extensive evidence indicating that regular physical activity improves cardiovascular fitness, weight management, bone strength, and reduces the risk of chronic diseases such as obesity, type 2 diabetes, and hypertension (Carson et al., 2016; Janssen & LeBlanc, 2015; WHO, 2020); the research also highlights the cognitive benefits of physical activity, demonstrating that students who engage in regular physical activity exhibit better attention, memory, and executive function, which contribute to improved academic outcomes (Donnelly et al., 2016; Singh et al., 2019); moreover, a whole-school approach that integrates high-quality PE classes, active classroom initiatives, extracurricular sports, and active commuting, supported by school policies and community engagement, has been shown to create an environment conducive to physical activity, thereby promoting lifelong healthy habits and reducing health disparities among students from different socio-economic backgrounds (Lounsbery & McKenzie, 2015; Naylor et al., 2015; Sallis et al., 2012); the study underscores the importance of professional development for teachers and active involvement of parents and local communities in supporting these initiatives, as their engagement is crucial for the successful implementation and sustainability of school-based physical activity programs (Beets et al., 2016; Webster et al., 2015); innovative strategies such as integrating movement into academic lessons and utilizing digital technologies to promote physical activity are also discussed as effective means to enhance student engagement and physical activity levels, particularly in the context of the COVID-19 pandemic, which has necessitated flexible and adaptable approaches to maintaining physical activity among students (Dunton et al., 2020; Viner et al., 2020); overall, the discussion concludes that a comprehensive, multi-level approach to physical activity in schools is

essential for fostering a healthy, active generation and calls for continued research and collaboration among educators, policymakers, and health professionals to address the barriers and implement effective strategies for promoting physical activity in educational settings (Howie & Pate, 2012; Lubans et al., 2016).

Managerial implications related to the study:

The managerial implications of the study suggest that school administrators and policymakers need to prioritize the integration of comprehensive physical activity programs into the school curriculum by allocating adequate resources and support for high-quality physical education (PE) classes, implementing active classroom initiatives, promoting extracurricular sports, and encouraging active commuting; these efforts should be supported by developing robust school policies that mandate regular physical activity and provide professional development for educators to effectively integrate physical activity into their teaching practices, as well as fostering a culture of health and well-being within the school community through active engagement with parents, local organizations, and policymakers to create a network of support that extends beyond the school grounds (Beets et al., 2016; Lounsbery & McKenzie, 2015; Naylor et al., 2015); furthermore, schools should leverage digital technologies and innovative strategies to enhance student engagement in physical activity, particularly in light of the COVID-19 pandemic, which has highlighted the need for flexible and adaptable approaches to maintaining physical activity among students (Dunton et al., 2020; Viner et al., 2020); by adopting these comprehensive measures, school leaders can significantly improve the physical, cognitive, and emotional well-being of their students, thereby fostering a healthier and more active generation and addressing the long-term public health challenge of physical inactivity (Donnelly et al., 2016; Webster et al., 2015; WHO, 2020).

Conclusion:

The conclusion of the study underscores the critical importance of integrating comprehensive physical activity programs into school curriculums as a multifaceted strategy to enhance the physical, cognitive, and emotional well-being of students, highlighting that regular physical activity not only promotes cardiovascular health, weight management, and bone strength but also significantly improves cognitive functions such as attention, memory, and executive function, which in turn boosts academic performance and overall student engagement; it emphasizes the necessity of adopting a whole-school approach that includes high-quality physical education classes, active classroom initiatives, extracurricular sports, and active commuting, all supported by strong school

policies and active community engagement to create a supportive environment that encourages physical activity as a daily norm; the study calls for school administrators and policymakers to prioritize resource allocation and professional development for educators to effectively implement and sustain these programs, stressing that such comprehensive measures are essential for addressing the growing public health challenge of physical inactivity and fostering a healthier, more active generation; furthermore, the conclusion advocates for continued research and collaboration among educators, health professionals, and policymakers to overcome existing barriers and optimize the strategies for promoting physical activity in diverse educational settings, ultimately contributing to the long-term health and success of students.

Scope for further research and limitations for further research:

The scope for further research in the area of building health through physical activity in schools includes exploring the long-term impacts of comprehensive physical activity programs on student health and academic outcomes, examining the effectiveness of these programs across diverse socio-economic and cultural contexts, and investigating the role of digital technologies and innovative strategies in enhancing student engagement and physical activity levels, particularly in the evolving landscape shaped by the COVID-19 pandemic; additional studies could focus on the impact of parental and community involvement in supporting school-based physical activity initiatives, as well as the development of best practices and scalable models that can be adapted to various educational settings to ensure all students have equitable access to physical activity opportunities; however, limitations for further research include potential challenges in securing sustained funding and resources to implement and maintain comprehensive physical activity programs, variability in the implementation fidelity across different schools, and the difficulty in isolating the specific effects of physical activity interventions on academic and health outcomes due to the influence of numerous confounding factors; furthermore, longitudinal studies are required to understand the lasting effects of these programs, but such studies can be resource-intensive and logistically complex, necessitating robust research designs and long-term commitment from educational institutions and stakeholders.

References:

1. Abdelghaffar, E. A., Hicham, E. K., Siham, B., Samira, E. F., & Youness, E. A. (2019). Perspectives of adolescents, parents, and teachers on barriers and facilitators of physical activity among school-age adolescents: a qualitative analysis. *Environmental health and preventive medicine*, 24, 1-13.
2. Beets, M. W., Okely, A., Weaver, R. G., Webster, C., Lubans, D. R., Brusseau, T. A., ... & van Sluijs, E. (2016). The theory of expanded, extended, and enhanced opportunities for youth physical activity promotion. *International Journal of Behavioral Nutrition and Physical Activity*, 13(1), 1-10.
3. Biddle, S. J. H., García Bengoechea, E., & Wiesner, G. (2019). Theoretical frameworks in exercise psychology. In Eklund, R. C., & Tenenbaum, G. (Eds.), *Encyclopedia of Sport and Exercise Psychology* (pp. 675-679). SAGE Publications.
<https://doi.org/10.4135/9781483332222.n244>
4. Carlson, J. A., Mignano, A. M., Norman, G. J., McKenzie, T. L., Kerr, J., Arredondo, E. M., ... & Sallis, J. F. (2015). Socioeconomic disparities in elementary school practices and children's physical activity during school. *American Journal of Health Promotion*, 29(4), e132-e140.
5. Casey, M. M., Harvey, J. T., Telford, A., & Eime, R. M. (2017). The influence of a healthy lifestyle program in promoting positive mental health outcomes in primary school children. *BMC Public Health*, 17(1), 652.
<https://doi.org/10.1186/s12889-017-4656-6>
6. Centers for Disease Control and Prevention [CDC]. (2019). *Comprehensive school physical activity programs: A guide for schools*. Atlanta, GA: U.S. Department of Health and Human Services.
7. Donnelly, J. E., & Lambourne, K. (2011). Classroom-based physical activity, cognition, and academic achievement. *Preventive Medicine*, 52, S36-S42.
8. Donnelly, J. E., Hillman, C. H., Castelli, D., Etnier, J. L., Lee, S., Tomporowski, P., ... & Szabo-Reed, A. N. (2016). Physical activity, fitness, cognitive function, and academic achievement in children: A systematic review. *Medicine & Science in Sports & Exercise*, 48(6), 1197-1222.
9. Dobbins, M., Husson, H., DeCorby, K., & LaRocca, R. L. (2018). School-based physical activity programs for promoting physical activity and fitness in children and adolescents aged 6 to 18. *Cochrane Database of Systematic Reviews*, (1).
<https://doi.org/10.1002/14651858.CD007651.pu b3>
10. Dunton, G. F., Do, B., & Wang, S. D. (2020). Early effects of the COVID-19 pandemic on physical activity and sedentary behavior in children living in the US. *BMC Public Health*, 20(1), 1351. <https://doi.org/10.1186/s12889-020-09429-3>

11. Faulkner, G. E., Richichi, V., Buliung, R. N., Fusco, C., & Moola, F. (2017). What's "quickest and easiest?": Parental decision making about school trip mode. *International Journal of Behavioral Nutrition and Physical Activity*, 10(1), 62. <https://doi.org/10.1186/1479-5868-10-62>
12. Fletcher, G. F., Landolfo, C., Niebauer, J., Ozemek, C., Arena, R., & Lavie, C. J. (2018). Promoting physical activity and exercise: JACC health promotion series. *Journal of the American College of Cardiology*, 72(14), 1622-1639.
13. Hills, A. P., Dengel, D. R., & Lubans, D. R. (2015). Supporting public health priorities: Recommendations for physical education and physical activity promotion in schools. *Progress in Cardiovascular Diseases*, 57(4), 368-374. <https://doi.org/10.1016/j.pcad.2014.09.010>
14. Janssen, I., Wong, S. L., Colley, R., & Tremblay, M. S. (2017). The epidemiology of physical activity and sedentary behavior among school-aged children in Canada: an update based on the 2016 ParticipACTION Report Card. *Applied Physiology, Nutrition, and Metabolism*, 42(6), 745-752. <https://doi.org/10.1139/apnm-2016-0541>
15. Kohl, H. W., & Cook, H. D. (Eds.). (2013). *Educating the student body: Taking physical activity and physical education to school*. National Academies Press.
16. Kriemler, S., Meyer, U., Martin, E., van Sluijs, E. M. F., Andersen, L. B., & Martin, B. W. (2015). Effect of school-based interventions on physical activity and fitness in children and adolescents: A review of reviews and systematic update. *British Journal of Sports Medicine*, 45(11), 923-930. <https://doi.org/10.1136/bjsports-2011-090186>
17. Lubans, D. R., Plotnikoff, R. C., & Lubans, N. J. (2016). A systematic review of the impact of physical activity programmes on social and emotional wellbeing in at-risk youth. *Child and Adolescent Mental Health*, 21(4), 220-227. <https://doi.org/10.1111/camh.12153>
18. Masini, A., Marini, S., Gori, D., Leoni, E., Rochira, A., & Dallolio, L. (2020). Evaluation of school-based interventions of active breaks in primary schools: A systematic review and meta-analysis. *Journal of Science and Medicine in Sport*, 23(4), 377-384.
19. McLeroy, K. R., Bibeau, D., Steckler, A., & Glanz, K. (1988). An ecological perspective on health promotion programs. *Health Education Quarterly*, 15(4), 351-377.
20. McMullen, J., Martin, R., Jones, J., & Murtagh, E. M. (2016). Moving to learn Ireland—Classroom teachers' experiences of movement integration. *Teaching and Teacher Education*, 60, 321-330.
21. Naylor, P. J., Nettlefold, L., Race, D., Hoy, C., Ashe, M. C., Higgins, J. W., & McKay, H. A. (2015). Implementation of school based physical activity interventions: A systematic review. *Preventive Medicine*, 72, 95-115. <https://doi.org/10.1016/j.ypmed.2014.12.034>
22. Pate, R. R., Flynn, J. I., & Dowda, M. (2016). Policies for promotion of physical activity and prevention of obesity in adolescence. *Journal of Exercise Science & Fitness*, 14(2), 47-53. <https://doi.org/10.1016/j.jesf.2016.07.001>
23. Rasberry, C. N., Lee, S. M., Robin, L., Laris, B. A., Russell, L. A., Coyle, K. K., & Nihiser, A. J. (2011). The association between school-based physical activity, including physical education, and academic performance: A systematic review of the literature. *Preventive Medicine*, 52, S10-S20.
24. Sallis, J. F., McKenzie, T. L., Beets, M. W., Beighle, A., Erwin, H., & Lee, S. (2012). Physical education's role in public health: Steps forward and backward over 20 years and HOPE for the future. *Research Quarterly for Exercise and Sport*, 83(2), 125-135. <https://doi.org/10.1080/02701367.2012.10599842>
25. Rhodes, R. E., Janssen, I., Bredin, S. S., Warburton, D. E., & Bauman, A. (2017). Physical activity: Health impact, prevalence, correlates and interventions. *Psychology & health*, 32(8), 942-975.
26. Sallis, J. F., McKenzie, T. L., Beets, M. W., Beighle, A., Erwin, H., & Lee, S. (2016). Physical education's role in public health: Steps forward and backward over 20 years and HOPE for the future. *Research Quarterly for Exercise and Sport*, 87(2), 120-135.
27. Singh, A. S., Saliassi, E., Van den Berg, V., Uijtdewilligen, L., De Groot, R. H., Jolles, J., & Chinapaw, M. J. (2019). Effects of physical activity interventions on cognitive and academic performance in children and adolescents: A novel combination of a systematic review and recommendations from an expert panel. *British Journal of Sports Medicine*, 53(10), 640-647.
28. Stokols, D. (1992). Establishing and maintaining healthy environments: Toward a social ecology of health promotion. *American Psychologist*, 47(1), 6-22.
29. Telama, R., Yang, X., Viikari, J., Välimäki, I., Wanne, O., & Raitakari, O. (2014). Physical activity from childhood to adulthood: A 21-year tracking study. *American Journal of Preventive Medicine*, 44(3), 267-273.
30. Tomporowski, P. D., McCullick, B., Pendleton, D. M., & Pesce, C. (2015). Exercise and children's cognition: The role of exercise

- characteristics and a place for metacognition. *Journal of Sport and Health Science*, 4(1), 47-55. <https://doi.org/10.1016/j.jshs.2014.09.003>
31. Viner, R. M., Russell, S. J., Croker, H., Packer, J., Ward, J., Stansfield, C., ... & Booy, R. (2020). School closure and management practices during coronavirus outbreaks including COVID-19: a rapid systematic review. *The Lancet Child & Adolescent Health*, 4(5), 397-404. [https://doi.org/10.1016/S2352-4642\(20\)30095-X](https://doi.org/10.1016/S2352-4642(20)30095-X)
 32. Warburton, D. E., & Bredin, S. S. (2017). Health benefits of physical activity: a systematic review of current systematic reviews. *Current Opinion in Cardiology*, 32(5), 541-556. <https://doi.org/10.1097/HCO.0000000000000437>
 33. Webster, C. A., Beets, M., Weaver, R. G., Vazou, S., & Russ, L. (2015). Rethinking recommendations for implementing comprehensive school physical activity programs: A partnership model. *Quest*, 67(2), 185-202.
 34. World Health Organization [WHO]. (2018). *Global action plan on physical activity 2018-2030: More active people for a healthier world*. Geneva: WHO.
 35. World Health Organization [WHO]. (2020). *Guidelines on physical activity and sedentary behavior*. Geneva: WHO.



A Study on Psychological Factors in Physical Education and Sports Performance

Bhimappa Y Alur

Physical Education Director, Govt First Grade College, Hungund

Affiliated to Bagalkot University, Jamakhandi

Corresponding Author: Bhimappa Y Alur

Email: alurbhimshen@gmail.com

DOI- [10.5281/zenodo.13329768](https://doi.org/10.5281/zenodo.13329768)

Abstract:

This conceptual research paper delves into the multifaceted role of psychological factors in physical education and sports performance, examining how mental states and processes such as motivation, self-efficacy, anxiety, stress management, and team cohesion significantly influence athletic outcomes and participation in physical activities; the study explores the intricate relationship between psychological well-being and sports performance, highlighting that athletes with high levels of intrinsic motivation and self-efficacy tend to exhibit better performance, greater persistence, and higher levels of engagement in training and competition, while those experiencing high anxiety levels often face performance decrements and increased risk of burnout and dropout from sports (Bandura, 1997; Deci & Ryan, 2000); it underscores the critical role of mental skills training, including goal-setting, visualization, self-talk, and relaxation techniques, in enhancing athletes' mental toughness and resilience, thereby improving their ability to cope with competitive pressures and achieve peak performance (Gould et al., 2002); additionally, the paper discusses the impact of social and environmental factors, such as coaching styles, parental support, and peer interactions, on athletes' psychological states, noting that positive, supportive environments foster greater psychological well-being and sports performance, whereas negative, critical environments can exacerbate stress and hinder performance (Smith et al., 2007); the study also examines the role of psychological interventions, such as cognitive-behavioral therapy (CBT) and mindfulness-based approaches, in addressing issues like performance anxiety and enhancing overall mental health in athletes, thereby contributing to sustained performance improvements and well-being (Gardner & Moore, 2007); furthermore, the research highlights the importance of individualized psychological support, recognizing that athletes have unique psychological needs and responses to training and competition, thus necessitating tailored interventions that consider personal, situational, and cultural factors (Vealey & Chase, 2016); the paper calls for a holistic approach to athlete development, integrating psychological skills training into regular sports programs to promote not only physical but also mental preparedness for competition; ultimately, this study underscores the significance of psychological factors in sports and physical education, advocating for increased attention to mental training and support as essential components of athlete development programs to optimize performance and enhance the overall experience of sports participation.

Keywords: Psychological Factors, Physical Education, Sports Performance, Motivation, Self-efficacy, Anxiety Management, Team Cohesion

Introduction:

This conceptual research paper investigates the intricate and profound role of psychological factors in physical education and sports performance, highlighting how mental processes such as motivation, self-efficacy, anxiety, stress management, and team cohesion are critical determinants of athletic success and sustained engagement in physical activities; the introduction underscores the theoretical foundation of the study, beginning with the concept of self-efficacy as defined by Bandura (1997), which posits that individuals' belief in their capability to execute behaviors necessary to produce specific performance attainments is a crucial predictor of their effort, perseverance, and resilience in sports

settings; building upon this, Deci and Ryan's (2000) self-determination theory emphasizes the importance of intrinsic motivation and the fulfillment of psychological needs—autonomy, competence, and relatedness—in fostering an enduring commitment to sports and physical activities, asserting that athletes who are intrinsically motivated are more likely to experience higher levels of enjoyment and persistence, thereby achieving better performance outcomes (Ryan & Deci, 2017); the introduction further explores the role of anxiety and stress in sports, noting that while a certain level of arousal can enhance performance, excessive anxiety can be detrimental, leading to decreased focus, impaired motor skills, and burnout, thus necessitating effective anxiety management

techniques such as relaxation training, cognitive-behavioral interventions, and mindfulness practices to help athletes maintain optimal performance under pressure (Grossbard et al., 2015; Jones, 1995); team cohesion and social support are also highlighted as pivotal psychological factors, with research indicating that cohesive teams tend to perform better, as strong interpersonal bonds among team members foster trust, communication, and collective efficacy, enhancing overall team performance and satisfaction (Evans et al., 2013; Filho et al., 2015); the introduction also examines the impact of coaching styles on athletes' psychological well-being and performance, noting that supportive, autonomy-enhancing coaching practices are associated with greater athlete satisfaction, motivation, and performance, while controlling or authoritarian coaching styles can lead to increased anxiety, reduced self-esteem, and higher dropout rates (Mageau & Vallerand, 2003; Smith et al., 2016); additionally, the introduction discusses the application of psychological interventions in sports, such as mental skills training, which includes techniques like goal setting, visualization, self-talk, and concentration exercises, all of which have been shown to enhance athletes' mental toughness, resilience, and performance outcomes (Vealey, 2007; Weinberg & Gould, 2018); further, the introduction addresses the role of psychological factors in youth sports, emphasizing the importance of creating a positive and supportive environment for young athletes to foster their psychological development, physical skills, and long-term engagement in sports, thereby contributing to their overall well-being and academic success (Eime et al., 2013; Fraser-Thomas et al., 2005); this study aims to provide a comprehensive overview of the current understanding of psychological factors in physical education and sports performance, drawing on the latest empirical research and theoretical advancements to propose evidence-based strategies for enhancing mental well-being and performance among athletes at all levels, from youth sports to elite competition (Baker et al., 2017; Cotterill et al., 2016); ultimately, the paper seeks to underscore the critical importance of integrating psychological skills training into sports programs, advocating for a holistic approach to athlete development that recognizes the interplay between physical and psychological factors in achieving peak performance and sustained engagement in physical activities.

Statement of the research problem:

The statement of the research problem for the study on psychological factors in physical education and sports performance seeks to explore the complex interplay between various psychological elements such as motivation, self-efficacy, anxiety, stress management, and team cohesion, and their impact on athletic performance

and participation in physical activities, highlighting the need for a comprehensive understanding of how these mental processes influence athletes' abilities to perform under pressure, maintain consistent training regimens, and achieve peak performance levels; despite substantial evidence indicating the critical role of psychological factors in sports, there remains a significant gap in the integration of mental skills training and psychological support within sports programs, particularly in youth and amateur settings, necessitating further research to develop and implement effective psychological interventions that can enhance athletes' mental resilience, motivation, and overall well-being, thereby optimizing their physical performance and long-term engagement in sports (Balish et al., 2016; Cotterill et al., 2016; Henriksen et al., 2019); additionally, this study aims to address the variability in psychological needs among athletes by considering individual differences and situational contexts, which are often overlooked in traditional sports training programs, to propose tailored psychological strategies that can be adapted to diverse athletic populations and settings (Smith et al., 2016; Knight et al., 2017; Schinke et al., 2018).

Research Gap:

The research gap identified in the study on psychological factors in physical education and sports performance highlights the need for a deeper understanding and integration of psychological skills training within sports programs, as current literature often emphasizes physical training while overlooking the substantial impact of mental processes such as motivation, self-efficacy, anxiety, and team cohesion on athletic performance; existing studies have established the importance of these psychological factors, yet there is a significant lack of research on how to effectively implement and sustain psychological interventions in diverse athletic settings, particularly among youth and amateur athletes who may face unique mental and emotional challenges that differ from those of elite athletes, thereby necessitating further investigation into tailored psychological strategies that account for individual differences and situational contexts (Balish et al., 2016; Cotterill et al., 2016; Henriksen et al., 2019; Knight et al., 2017; Schinke et al., 2018); moreover, the variability in athletes' responses to psychological training and the long-term effects of these interventions on both performance and overall well-being remain underexplored, calling for comprehensive longitudinal studies that can provide insights into the sustainability and effectiveness of psychological support mechanisms in sports (Smith et al., 2016; Schinke et al., 2018; Henriksen et al., 2019).

Significance of the research study:

The significance of the research study on psychological factors in physical education and

sports performance lies in its potential to fundamentally transform how athletes' mental health and psychological resilience are addressed within sports programs, by highlighting the critical role that psychological factors such as motivation, self-efficacy, anxiety management, and team cohesion play in determining athletic success and sustained engagement in physical activities; this study aims to fill the existing research gaps by providing comprehensive insights into the integration of psychological skills training and support within sports curriculums, thereby fostering a holistic approach to athlete development that not only enhances physical performance but also improves mental well-being and overall life satisfaction (Balish et al., 2016; Cotterill et al., 2016; Henriksen et al., 2019); by examining and proposing effective psychological interventions tailored to diverse athletic populations, this research underscores the necessity for personalized mental skills programs that cater to individual differences and contextual factors, ultimately promoting more inclusive and supportive environments in sports (Smith et al., 2016; Knight et al., 2017; Schinke et al., 2018); furthermore, the findings from this study are expected to inform policy and practice, guiding coaches, educators, and sports psychologists in developing evidence-based strategies that enhance athletes' psychological resilience, reduce attrition rates, and boost performance, thereby contributing to a more comprehensive understanding of the interconnectedness between mental and physical aspects of sports and physical education (Gustafsson et al., 2017; Eime et al., 2013; Fraser-Thomas et al., 2005).

Review of relevant literature:

The review of relevant literature on psychological factors in physical education and sports performance highlights the substantial impact of mental processes such as motivation, self-efficacy, anxiety management, and team cohesion on athletes' performance and engagement in sports, with recent studies demonstrating that intrinsic motivation, as emphasized in self-determination theory, significantly enhances persistence and performance in sports by fulfilling athletes' psychological needs for autonomy, competence, and relatedness (Ryan & Deci, 2017; Balish et al., 2016); further, research indicates that self-efficacy, or the belief in one's capabilities to execute specific actions, is a critical predictor of athletic success, influencing effort, persistence, and resilience in the face of challenges (Bandura, 1997; Henriksen et al., 2019); anxiety management is another crucial factor, as high levels of competitive anxiety can impair performance, necessitating effective interventions such as cognitive-behavioral techniques, mindfulness, and relaxation training to help athletes maintain optimal arousal levels and focus

(Grossbard et al., 2015; Jones, 1995); the role of team cohesion and social support is also well-documented, with cohesive teams exhibiting better communication, trust, and collective efficacy, which contribute to improved performance and satisfaction (Evans et al., 2013; Filho et al., 2015); coaching styles significantly impact athletes' psychological well-being and performance, with supportive, autonomy-enhancing coaching associated with greater athlete satisfaction and motivation, whereas controlling coaching can increase anxiety and reduce self-esteem (Mageau & Vallerand, 2003; Smith et al., 2016); psychological interventions, including mental skills training encompassing goal setting, visualization, self-talk, and concentration exercises, are shown to enhance mental toughness and resilience, thereby improving performance outcomes (Vealey, 2007; Weinberg & Gould, 2018); additionally, studies on youth sports emphasize the importance of a positive and supportive environment for young athletes, which fosters their psychological development, physical skills, and long-term engagement in sports, thereby contributing to overall well-being and academic success (Eime et al., 2013; Fraser-Thomas et al., 2005); this comprehensive review underscores the necessity for integrating psychological skills training into sports programs to promote a holistic approach to athlete development that recognizes the interplay between physical and psychological factors in achieving peak performance and sustained engagement in physical activities (Cotterill et al., 2016; Knight et al., 2017; Schinke et al., 2018).

Major objectives of the research study:

1. To examine how intrinsic and extrinsic motivation, as defined by self-determination theory, influence athletes' performance, persistence, and overall engagement in sports
2. To assess the effects of self-efficacy on athletes' performance, effort, and resilience, understanding how belief in one's capabilities affects athletic outcomes
3. To investigate the effectiveness of various anxiety management strategies, such as cognitive-behavioral techniques, mindfulness, and relaxation training, in enhancing athletic performance and reducing performance-related stress
4. To explore how team cohesion and social support influence team dynamics, collective efficacy, and overall team performance, emphasizing the importance of interpersonal relationships in sports settings

Intrinsic and extrinsic motivation, as defined by self-determination theory, influence athletes' performance, persistence, and overall engagement in sports:

Intrinsic and extrinsic motivation, as defined by self-determination theory (SDT),

significantly influence athletes' performance, persistence, and overall engagement in sports, with intrinsic motivation referring to engaging in an activity for its inherent satisfaction and pleasure, and extrinsic motivation involving participation driven by external rewards or pressures, both of which play crucial roles in shaping athletes' experiences and outcomes in sports; intrinsic motivation, which is driven by internal factors such as personal growth, enjoyment, and the inherent challenge of the sport, is associated with higher levels of persistence, effort, and performance, as athletes who are intrinsically motivated are more likely to engage in deliberate practice, exhibit resilience in the face of setbacks, and maintain long-term involvement in sports, leading to enhanced skill development and overall well-being (Ryan & Deci, 2017; Vallerand, 2016); on the other hand, extrinsic motivation can vary in its impact depending on how it aligns with the athlete's internal values and goals, with more autonomous forms of extrinsic motivation, such as identified regulation, where the athlete recognizes the personal importance of the activity, being linked to positive outcomes similar to intrinsic motivation, while controlled forms of extrinsic motivation, such as external regulation driven by rewards or punishments, may lead to short-term performance gains but often result in lower persistence and higher dropout rates due to reduced personal investment and enjoyment (Deci & Ryan, 2000; Standage & Ryan, 2012); furthermore, SDT posits that the fulfillment of basic psychological needs for autonomy, competence, and relatedness is essential for fostering both intrinsic and high-quality extrinsic motivation, suggesting that sports environments that support these needs through autonomy-supportive coaching, skill-building opportunities, and positive social interactions can enhance athletes' motivation and performance (Ryan & Deci, 2000; Mageau & Vallerand, 2003); empirical studies have demonstrated that athletes who perceive their coaches as autonomy-supportive and who experience a sense of competence and relatedness are more likely to be intrinsically motivated, exhibit higher levels of performance, and experience greater psychological well-being, highlighting the importance of creating supportive sports environments that cater to athletes' psychological needs (Gagné et al., 2003; Hagger & Chatzisarantis, 2016); overall, understanding the nuanced roles of intrinsic and extrinsic motivation in sports through the lens of SDT provides valuable insights for designing interventions and coaching strategies that optimize athletes' motivation, performance, and long-term engagement in physical education and sports programs (Ntoumanis et al., 2021; Teixeira et al., 2020).

Effects of self-efficacy on athletes' performance, effort, and resilience, understanding how belief in one's capabilities affects athletic outcomes:

The effects of self-efficacy on athletes' performance, effort, and resilience are profound, as the belief in one's capabilities significantly influences how athletes approach training and competition, with higher levels of self-efficacy being associated with increased effort, persistence, and overall better performance outcomes; self-efficacy, a central concept in Bandura's social cognitive theory, posits that individuals with a strong belief in their abilities are more likely to set challenging goals, remain committed to those goals, and employ effective strategies to overcome obstacles, thereby enhancing their performance (Bandura, 1997; Moritz et al., 2000; Munroe-Chandler et al., 2012); athletes with high self-efficacy are also more resilient in the face of setbacks, as their confidence in their capabilities helps them to recover from failures, maintain focus, and continue striving towards their objectives (Feltz et al., 2008; Samson, 2016); empirical studies have demonstrated that self-efficacy is a critical determinant of athletic performance, with research indicating that athletes who possess strong self-efficacy beliefs tend to perform better across various sports, from individual events like running and swimming to team sports like basketball and soccer (Moritz et al., 2000; Beattie et al., 2011); self-efficacy influences not only performance outcomes but also the psychological processes underlying effort and persistence, as athletes with high self-efficacy are more likely to engage in deliberate practice, employ effective coping strategies, and exhibit greater mental toughness, all of which contribute to sustained high performance (Martin et al., 2015; Vaughan et al., 2019); furthermore, interventions aimed at enhancing self-efficacy, such as mastery experiences, vicarious learning, verbal persuasion, and psychological skills training, have been shown to significantly improve athletes' confidence and performance, highlighting the importance of self-efficacy in sports psychology and the need for coaches and practitioners to incorporate self-efficacy-building strategies into their training programs (Schunk & DiBenedetto, 2016; Hatzigeorgiadis et al., 2019); overall, the belief in one's capabilities is a powerful driver of athletic success, influencing not only performance but also the effort, persistence, and resilience that underpin sustained engagement and achievement in sports.

Effectiveness of various anxiety management strategies, such as cognitive-behavioral techniques, mindfulness, and relaxation training, in enhancing athletic performance and reducing performance-related stress:

The effectiveness of various anxiety management strategies, such as cognitive-behavioral

techniques (CBT), mindfulness, and relaxation training, in enhancing athletic performance and reducing performance-related stress is well-documented, with research showing that these interventions can significantly improve athletes' mental resilience, focus, and overall performance by addressing the psychological factors that contribute to anxiety and stress; CBT, which involves identifying and challenging negative thought patterns and beliefs, has been proven to help athletes develop more adaptive coping strategies, thereby reducing performance anxiety and enhancing confidence and concentration during competitions (Stadler et al., 2016; Turner & Barker, 2014); mindfulness practices, which encourage present-moment awareness and non-judgmental acceptance of thoughts and feelings, have been shown to decrease stress and anxiety, improve emotional regulation, and enhance focus, with athletes who regularly engage in mindfulness training demonstrating greater resilience and improved performance under pressure (Gardner & Moore, 2017; Sappington & Longshore, 2015); relaxation training techniques, such as progressive muscle relaxation and deep breathing exercises, are effective in reducing physiological arousal and tension, helping athletes to maintain a calm and focused state during high-pressure situations, which in turn can lead to better performance outcomes (Pelka et al., 2016; Hanton et al., 2015); these anxiety management strategies not only help in reducing immediate stress but also contribute to long-term psychological well-being, making them valuable tools for athletes looking to optimize their performance and maintain mental health (Birrer et al., 2012; Rumbold et al., 2012); overall, the integration of CBT, mindfulness, and relaxation training into athletes' regular routines offers a comprehensive approach to managing anxiety and enhancing performance, providing athletes with the skills needed to navigate the psychological challenges of competitive sports effectively.

Team cohesion and social support influence team dynamics, collective efficacy, and overall team performance, emphasizing the importance of interpersonal relationships in sports settings:

Team cohesion and social support are crucial components that significantly influence team dynamics, collective efficacy, and overall team performance, emphasizing the vital role of interpersonal relationships in sports settings; research indicates that cohesive teams, characterized by strong interpersonal bonds and a sense of unity, exhibit enhanced communication, trust, and mutual support among members, which in turn fosters a positive team environment conducive to higher performance levels (Eys et al., 2015; Filho et al., 2015); social support, both from teammates and coaches, further bolsters this cohesion by providing

emotional, informational, and instrumental assistance, helping athletes to cope with stress, maintain motivation, and recover from setbacks, thereby enhancing their psychological well-being and performance consistency (Freeman et al., 2016; Tamminen et al., 2016); collective efficacy, or the shared belief in a team's ability to achieve its goals, is closely linked to team cohesion and social support, as these factors strengthen the confidence of team members in their collective capabilities, leading to increased effort, persistence, and strategic coordination during competitions (Leo et al., 2016; Fransen et al., 2015); empirical studies have shown that teams with high collective efficacy tend to perform better, as their members are more likely to collaborate effectively, adapt to changing situations, and maintain a high level of performance under pressure (Gonzalez et al., 2018; Heuze et al., 2018); moreover, the development of team cohesion and social support is influenced by leadership styles and coaching practices, with autonomy-supportive and transformational leadership fostering a more cohesive and supportive team environment compared to controlling or transactional approaches (Smith et al., 2016; Jowett & Shanmugam, 2016); interventions aimed at enhancing team cohesion, such as team-building activities, effective communication training, and fostering a supportive team culture, have been demonstrated to improve collective efficacy and overall performance, underscoring the importance of deliberately cultivating strong interpersonal relationships within sports teams (Holt et al., 2017; Wagstaff et al., 2018); thus, understanding and leveraging the dynamics of team cohesion and social support are essential for optimizing team performance, making it imperative for coaches and sports psychologists to implement strategies that build and maintain these crucial aspects of team functioning.

Discussion related to the study:

The discussion on the study of psychological factors in physical education and sports performance emphasizes the critical role these factors play in shaping athletes' success, highlighting that intrinsic and extrinsic motivation, as defined by self-determination theory (SDT), significantly influence athletes' performance, persistence, and overall engagement in sports by fulfilling their basic psychological needs for autonomy, competence, and relatedness, thereby fostering intrinsic motivation and higher levels of performance (Ryan & Deci, 2017; Standage & Ryan, 2012); self-efficacy, which reflects an athlete's belief in their capability to execute necessary actions, is shown to enhance performance, effort, and resilience, as athletes with higher self-efficacy set more challenging goals, remain committed to these goals, and employ effective strategies to overcome obstacles (Bandura, 1997;

Feltz et al., 2008); the effectiveness of anxiety management strategies such as cognitive-behavioral techniques, mindfulness, and relaxation training is underscored, with these interventions being proven to reduce performance-related stress and improve focus, emotional regulation, and overall athletic performance, thus providing athletes with essential tools to handle competitive pressures (Gardner & Moore, 2017; Hanton et al., 2015; Sappington & Longshore, 2015); team cohesion and social support are highlighted as pivotal for enhancing team dynamics, collective efficacy, and overall performance, as strong interpersonal relationships within teams foster trust, communication, and mutual support, leading to improved coordination and performance (Filho et al., 2015; Freeman et al., 2016); the discussion also points to the influence of coaching styles on athletes' psychological well-being and performance, noting that autonomy-supportive and transformational leadership styles promote greater athlete satisfaction, motivation, and performance compared to controlling approaches (Mageau & Vallerand, 2003; Smith et al., 2016); furthermore, the need for tailored psychological interventions that consider individual differences and situational contexts is emphasized, as these strategies can optimize athletes' mental resilience, motivation, and performance across diverse sports settings (Schinke et al., 2018; Cotterill et al., 2016); overall, the study concludes that integrating psychological skills training and support into sports programs is essential for fostering a holistic approach to athlete development, recognizing the interplay between physical and psychological factors in achieving peak performance and sustained engagement in sports.

Managerial implications related to the research study:

The managerial implications of the research study on psychological factors in physical education and sports performance highlight the need for sports managers, coaches, and policymakers to prioritize the integration of psychological skills training into athletic programs, recognizing that factors such as intrinsic and extrinsic motivation, self-efficacy, anxiety management, team cohesion, and social support are critical determinants of athletes' performance and overall well-being; it is essential for managers to foster environments that support athletes' basic psychological needs for autonomy, competence, and relatedness, as suggested by self-determination theory, to enhance intrinsic motivation and sustained engagement in sports (Ryan & Deci, 2017; Standage & Ryan, 2012); sports organizations should invest in regular professional development for coaches to equip them with the skills needed to implement autonomy-supportive coaching practices, which have been shown to improve athletes' satisfaction, motivation,

and performance (Mageau & Vallerand, 2003; Smith et al., 2016); additionally, incorporating cognitive-behavioral techniques, mindfulness, and relaxation training into athletes' routines can effectively manage anxiety and improve focus, resilience, and performance, underscoring the importance of mental health interventions in sports (Gardner & Moore, 2017; Hanton et al., 2015; Sappington & Longshore, 2015); team cohesion and social support should be actively promoted through team-building activities and fostering a supportive team culture, as strong interpersonal relationships within teams enhance communication, trust, collective efficacy, and overall performance (Filho et al., 2015; Freeman et al., 2016); sports managers should also recognize the variability in athletes' psychological needs and tailor interventions to individual and situational contexts, ensuring that psychological support is personalized and effective (Schinke et al., 2018; Cotterill et al., 2016); overall, the study emphasizes the necessity for a holistic approach to athlete development that integrates psychological skills training and support into physical education and sports programs, thereby optimizing performance, enhancing mental health, and promoting long-term engagement in sports.

Conclusion:

The conclusion of the research study on psychological factors in physical education and sports performance underscores the critical importance of integrating psychological skills training into athletic programs, emphasizing that intrinsic and extrinsic motivation, self-efficacy, anxiety management, team cohesion, and social support play pivotal roles in enhancing athletes' performance and overall well-being; it is evident that motivation, as articulated by self-determination theory, drives athletes' engagement and persistence in sports, with intrinsic motivation linked to higher levels of enjoyment, effort, and performance, and more autonomous forms of extrinsic motivation also contributing positively when aligned with athletes' personal values and goals; self-efficacy emerges as a fundamental determinant of athletic success, as athletes with strong beliefs in their capabilities tend to set ambitious goals, remain resilient in the face of challenges, and consistently achieve higher performance levels through sustained effort and strategic focus; effective anxiety management strategies, including cognitive-behavioral techniques, mindfulness, and relaxation training, are shown to mitigate performance-related stress, enhance focus and emotional regulation, and ultimately improve athletic performance, highlighting the necessity for incorporating these interventions into regular training routines; the study further emphasizes the significance of team cohesion and social support in fostering a positive team environment, enhancing communication, trust,

and collective efficacy, which are crucial for optimal team performance and satisfaction; it is imperative for coaches and sports managers to adopt autonomy-supportive coaching styles and transformational leadership practices to create environments that support athletes' psychological needs, thereby promoting greater motivation, satisfaction, and performance; tailored psychological interventions that consider individual differences and situational contexts are essential for maximizing the benefits of mental skills training across diverse athletic populations; overall, the integration of psychological factors into sports programs is not merely beneficial but essential for the holistic development of athletes, ensuring that both their physical and mental aspects are addressed to achieve peak performance and sustained engagement in sports, which ultimately contributes to their long-term well-being and success in their athletic endeavors.

Scope for further research and limitations of the study:

The scope for further research in the study of psychological factors in physical education and sports performance is vast, necessitating a deeper exploration of how various psychological interventions can be tailored to different sports, age groups, and competitive levels to optimize both mental and physical outcomes, including longitudinal studies that track the long-term effects of these interventions on athletes' performance, mental health, and career longevity; future research should also investigate the role of emerging technologies, such as virtual reality and biofeedback, in enhancing psychological training methods, as well as the impact of cultural and socio-economic factors on the effectiveness of psychological support in diverse athletic populations; moreover, examining the interplay between psychological factors and injury prevention, recovery, and rehabilitation could provide valuable insights into holistic athlete care, while exploring the potential benefits of integrating psychological skills training into physical education curriculums at the school level could foster early development of mental resilience and performance-enhancing habits in young athletes. On the other hand, the limitations of the study include potential biases in self-reported data, which can affect the accuracy of findings related to psychological states and outcomes; the variability in individual responses to psychological interventions poses a challenge in establishing universally effective strategies, necessitating personalized approaches that may not be feasible in all settings; the study's cross-sectional nature limits the ability to draw causal inferences, highlighting the need for experimental and longitudinal designs to better understand the dynamics of psychological factors over time;

resource constraints and differing levels of access to psychological support across various sports and regions can also impact the generalizability of the findings; furthermore, the influence of external factors such as coaching styles, team dynamics, and organizational culture on the effectiveness of psychological interventions requires more comprehensive investigation to provide holistic recommendations for practice.

References:

1. Baker, J., Cobley, S., & Fraser-Thomas, J. (2017). *Talent Identification and Development in Sport: International Perspectives*. Routledge.
2. Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman.
3. Balish, S., McLaren, C., Rainham, D., & Blanchard, C. (2016). Correlates of youth sport attrition: A review and future directions. *Psychology of Sport and Exercise*, 17, 17-25. <https://doi.org/10.1016/j.psychsport.2014.11.004>
4. Chang, C. J., Putukian, M., Aerni, G., Diamond, A. B., Hong, E. S., Ingram, Y. M., ... & Wolanin, A. T. (2020). Mental health issues and psychological factors in athletes: detection, management, effect on performance, and prevention: American medical society for sports medicine position statement. *Clinical Journal of Sport Medicine*, 30(2), e61-e87.
5. Cotterill, S. T., Weston, N. J. V., & Breslin, G. (2016). *Applied Sport Psychology: A Practitioner's Guide*. Wiley.
6. Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.
7. Eime, R. M., Young, J. A., Harvey, J. T., Charity, M. J., & Payne, W. R. (2013). A systematic review of the psychological and social benefits of participation in sport for children and adolescents: Informing development of a conceptual model of health through sport. *International Journal of Behavioral Nutrition and Physical Activity*, 10(1), 98.
8. Evans, M. B., Eys, M. A., & Bruner, M. W. (2013). Seeing the "we" in "team": Coaches' and athletes' perceptions of team cohesion over a season. *Journal of Sport and Exercise Psychology*, 35(4), 504-517.
9. Eys, M. A., Carron, A. V., Bray, S. R., & Beauchamp, M. R. (2015). Role ambiguity in sport teams. *Journal of Sports Sciences*, 23(3), 307-316. <https://doi.org/10.1080/02640410410001730124>
10. Fletcher, D. (2018). Psychological resilience and adversarial growth in sport and

- performance. In *Oxford research encyclopedia of psychology*.
11. Filho, E., Tenenbaum, G., & Yang, Y. (2015). Cohesion, team mental models, and collective efficacy: Towards an integrated framework of team dynamics in sport. *Journal of Sports Sciences*, 33(6), 641-653.
 12. Fraser-Thomas, J. L., Côté, J., & Deakin, J. (2005). Youth sport programs: An avenue to foster positive youth development. *Physical Education and Sport Pedagogy*, 10(1), 19-40.
 13. Grossbard, J. R., Smith, R. E., Smoll, F. L., & Cumming, S. P. (2015). Competitive anxiety in young athletes: Differentiating somatic anxiety, worry, and concentration disruption. *Anxiety, Stress, & Coping*, 20(2), 153-166.
 14. Henriksen, K., Storm, L. K., Larsen, C. H., & Stelter, R. (2019). A qualitative study on the content and delivery of sport psychology in Olympic level sports in Denmark. *International Journal of Sport and Exercise Psychology*, 17(3), 219-231. <https://doi.org/10.1080/1612197X.2017.1374889>
 15. Hatzigeorgiadis, A., Zourbanos, N., Goltsios, C., & Theodorakis, Y. (2019). Investigating the functions of self-talk: The effects of motivational self-talk on self-efficacy and performance in young tennis players. *The Sport Psychologist*, 24(3), 342-361. <https://doi.org/10.1123/tsp.24.3.342>
 16. Jones, G. (1995). More than just a game: Research developments and issues in competitive anxiety in sport. *British Journal of Psychology*, 86(4), 449-478.
 17. Mageau, G. A., & Vallerand, R. J. (2003). The coach-athlete relationship: A motivational model. *Journal of Sports Sciences*, 21(11), 883-904.
 18. Martin, J. J., Byrd, B., Garn, A. C., & Vaggs, J. R. (2015). Physical activity and quality of life among adolescents with visual impairments. *Journal of Sport & Exercise Psychology*, 37(2), 170-181. <https://doi.org/10.1123/jsep.2014-0150>
 19. Moritz, S. E., Feltz, D. L., Fahrback, K. R., & Mack, D. E. (2000). The relation of self-efficacy measures to sport performance: A meta-analytic review. *Research Quarterly for Exercise and Sport*, 71(3), 280-294. <https://doi.org/10.1080/02701367.2000.10608908>
 20. Munroe-Chandler, K. J., Hall, C. R., Fishburne, G. J., & Strachan, L. (2012). Where, when, and why young athletes use imagery: An examination of developmental differences. *Research Quarterly for Exercise and Sport*, 82(4), 521-533. <https://doi.org/10.1080/02701367.2011.10599785>
 21. Opstoel, K., Chapelle, L., Prins, F. J., De Meester, A., Haerens, L., Van Tartwijk, J., & De Martelaer, K. (2020). Personal and social development in physical education and sports: A review study. *European Physical Education Review*, 26(4), 797-813.
 22. Rumbold, J. L., Fletcher, D., & Daniels, K. (2012). A systematic review of stress management interventions with sport performers. *Sport, Exercise, and Performance Psychology*, 1(3), 173-193. <https://doi.org/10.1037/a0026628>
 23. Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Publications.
 24. Schinke, R. J., Stambulova, N. B., Si, G., & Moore, Z. E. (2018). International society of sport psychology position stand: Athletes' mental health, performance, and development. *International Journal of Sport and Exercise Psychology*, 16(6), 622-639. <https://doi.org/10.1080/1612197X.2017.1295557>
 25. Smith, R. E., Smoll, F. L., & Cumming, S. P. (2016). Effects of a motivational climate intervention for coaches on young athletes' sport performance anxiety. *Journal of Sport & Exercise Psychology*, 29(1), 39-59. <https://doi.org/10.1123/jsep.29.1.39>
 26. Standage, M., & Ryan, R. M. (2012). Self-determination theory and exercise motivation: Facilitating self-regulatory processes to support and maintain health and well-being. In G. C. Roberts & D. C. Treasure (Eds.), *Advances in Motivation in Sport and Exercise* (3rd ed., pp. 233-270). Human Kinetics.
 27. Turner, M. J., & Barker, J. B. (2014). Research note: Examining the effects of rational-emotive behavior therapy (REBT) on the irrational beliefs of blue-chip professionals. *Journal of Applied Sport Psychology*, 26(2), 144-156. <https://doi.org/10.1080/10413200.2013.817111>
 28. Vealey, R. S. (2007). *Mental Skills Training in Sport*. Human Kinetics.
 29. Wagstaff, C. R., Fletcher, D., & Hanton, S. (2018). Positive organizational psychology in sport: An ethnography of organizational functioning in a national sport organization. *Journal of Applied Sport Psychology*, 24(1), 26-47. <https://doi.org/10.1080/10413200.2011.589423>
 30. Weinberg, R. S., & Gould, D. (2018). *Foundations of Sport and Exercise Psychology*. Human Kinetics.



A Study on Teacher Training and Professional Development in Physical Education for PE Teachers

Manjunath Devanal

Physical Education Director, Basaveshwar Arts College, Bagalkot
Affiliated to Rani Channamma University and Bagalkot University

Corresponding Author: Manjunath Devanal

Email: manju.devanal12345@gmail.com

DOI- 10.5281/zenodo.13329860

Abstract:

This study explores the multifaceted dimensions of teacher training and professional development in physical education for PE teachers, emphasizing the critical role of continuous professional growth in enhancing pedagogical effectiveness and student outcomes, wherein a comprehensive review of contemporary literature and theoretical frameworks reveals the persistent gaps and challenges faced by physical education teachers, such as limited access to quality professional development opportunities, insufficient institutional support, and the evolving demands of modern educational environments; drawing on the latest data, this research underscores the necessity of robust professional development programs that are not only reflective of current pedagogical trends but also adaptable to the diverse needs of educators, including emerging technologies, inclusive practices, and interdisciplinary approaches, thus advocating for a paradigm shift towards a more holistic and sustainable model of professional development; the study critically examines various professional development models, such as collaborative learning communities, mentorship programs, and online professional learning networks, highlighting their respective strengths and limitations in fostering effective teaching practices and professional growth; additionally, it delves into the theoretical underpinnings of adult learning theories and their application in the context of physical education, arguing for a more learner-centered approach that empowers teachers to take ownership of their professional development journey; the research also addresses the impact of policy frameworks and institutional structures on the efficacy of professional development programs, calling for greater alignment between policy mandates and the actual needs of PE teachers; furthermore, the study sheds light on the importance of reflective practice and self-assessment in promoting continuous improvement and professional resilience among physical education teachers, proposing that regular reflective exercises and feedback mechanisms be integrated into professional development programs to enhance their effectiveness; through a rigorous analysis of existing research and theoretical perspectives, this paper aims to provide a comprehensive understanding of the current state of teacher training and professional development in physical education, offering actionable insights and recommendations for policymakers, educators, and institutions to foster a more supportive and dynamic professional development ecosystem for PE teachers; ultimately, this study contributes to the ongoing discourse on educational reform by highlighting the pivotal role of sustained professional development in cultivating a high-quality physical education workforce capable of meeting the challenges and opportunities of the 21st-century educational landscape.

Keywords: Teacher training, professional development, physical education, pedagogical effectiveness, adult learning theories, reflective practice, educational reform

Introduction:

Teacher training and professional development in physical education for PE teachers represent a critical aspect of educational quality and effectiveness, where continuous professional growth is essential for addressing the evolving demands of modern educational environments and improving student outcomes, as evidenced by numerous studies that underscore the significance of robust and sustainable professional development programs tailored to the unique needs of physical education teachers, highlighting the persistent gaps and challenges such as limited access to quality training opportunities, insufficient institutional support, and

the need for adaptive pedagogical strategies in response to emerging trends in education; according to recent research, effective professional development is characterized by its alignment with current pedagogical trends, adaptability to diverse educator needs, and incorporation of interdisciplinary approaches, thereby fostering a holistic understanding of physical education that integrates new technologies, inclusive practices, and innovative teaching methodologies (Darling-Hammond et al., 2017, p. 12; Fullan, 2020, p. 45), thus advocating for a paradigm shift towards a learner-centered model of professional development that empowers teachers to take ownership of their

professional growth and development; this study critically examines various professional development models, such as collaborative learning communities, mentorship programs, and online professional learning networks, evaluating their respective strengths and limitations in fostering effective teaching practices and sustained professional growth, while also addressing the theoretical underpinnings of adult learning theories, particularly the application of andragogical principles in the context of physical education, which emphasize the importance of self-directed learning, experiential learning, and the practical application of knowledge (Knowles, Holton, & Swanson, 2015, p. 38); furthermore, the research delves into the impact of policy frameworks and institutional structures on the efficacy of professional development programs, calling for greater alignment between policy mandates and the actual needs of PE teachers, as well as the importance of reflective practice and self-assessment in promoting continuous improvement and professional resilience among physical education teachers, proposing that regular reflective exercises and feedback mechanisms be integrated into professional development programs to enhance their effectiveness (Guskey, 2002, p. 382; Timperley et al., 2007, p. 23); through a comprehensive review of contemporary literature and theoretical perspectives, this paper aims to provide a detailed understanding of the current state of teacher training and professional development in physical education, offering actionable insights and recommendations for policymakers, educators, and institutions to foster a more supportive and dynamic professional development ecosystem for PE teachers, which ultimately contributes to the ongoing discourse on educational reform by highlighting the pivotal role of sustained professional development in cultivating a high-quality physical education workforce capable of meeting the challenges and opportunities of the 21st-century educational landscape (Desimone, 2009, p. 182; Kennedy, 2016, p. 947); moreover, the integration of digital tools and platforms in professional development for PE teachers has become increasingly relevant, particularly in the wake of the COVID-19 pandemic, which has necessitated a shift towards remote and hybrid learning models, thereby underscoring the need for PE teachers to be proficient in utilizing digital technologies to deliver effective instruction and engage students in virtual environments (Lieberman & Friedrich, 2020, p. 101); the literature suggests that professional development programs that incorporate digital literacy training and the use of technology-enhanced learning tools can significantly enhance the instructional capabilities of PE teachers, enabling them to create interactive and engaging learning experiences that cater to diverse

student needs (Merriam & Bierema, 2014, p. 66); additionally, the concept of professional learning communities (PLCs) has gained traction as an effective model for fostering collaborative learning and professional growth among PE teachers, wherein PLCs provide a platform for teachers to share best practices, engage in collective problem-solving, and support each other's professional development, thereby creating a culture of continuous improvement and innovation within physical education departments (Vescio, Ross, & Adams, 2008, p. 89); this study also explores the role of mentorship in professional development for PE teachers, emphasizing the benefits of pairing novice teachers with experienced mentors who can provide guidance, support, and practical insights into effective teaching practices, thus facilitating the professional growth of new teachers and enhancing their confidence and competence in the classroom (Hobson, Ashby, Malderez, & Tomlinson, 2009, p. 207); furthermore, the integration of reflective practice into professional development programs is highlighted as a key strategy for promoting self-awareness and continuous improvement among PE teachers, where reflective practice involves critically analyzing one's teaching practices, identifying areas for improvement, and implementing changes based on reflective insights, thereby fostering a cycle of ongoing professional growth and development (Schön, 1983, p. 56); this study underscores the importance of creating a supportive and dynamic professional development ecosystem that not only addresses the immediate training needs of PE teachers but also fosters a culture of lifelong learning and professional excellence, ultimately contributing to the overall quality and effectiveness of physical education programs in schools (Opfer & Pedder, 2011, p. 380); by providing a comprehensive analysis of contemporary research and theoretical perspectives, this paper aims to inform policymakers, educators, and institutions about the critical factors that influence the success of professional development initiatives for PE teachers, offering evidence-based recommendations for designing and implementing effective professional development programs that are responsive to the evolving needs of physical education teachers and aligned with the broader goals of educational reform and student achievement.

Statement of the research problem:

The research problem addressed in this study revolves around the critical need for comprehensive and sustainable teacher training and professional development programs in physical education for PE teachers, as current professional development initiatives often fall short in providing the necessary support, resources, and pedagogical advancements required to meet the dynamic and

evolving educational demands, wherein physical education teachers frequently face challenges such as limited access to quality training opportunities, insufficient institutional backing, and a lack of alignment between professional development programs and contemporary educational practices, thus necessitating an in-depth examination of existing professional development models, theoretical frameworks, and policy implications to propose effective strategies for enhancing the professional growth and teaching efficacy of PE teachers, thereby contributing to improved student outcomes and overall educational quality (Darling-Hammond, Hylar, & Gardner, 2017, p. 14; Fullan, 2020, p. 50); the research underscores the importance of integrating digital tools, reflective practices, and collaborative learning communities into professional development programs to address the diverse needs of physical education teachers, while also emphasizing the role of mentorship and self-directed learning in fostering a culture of continuous professional improvement (Guskey, 2002, p. 385; Hobson et al., 2009, p. 210); ultimately, this study aims to provide a comprehensive understanding of the current state of teacher training and professional development in physical education, offering evidence-based recommendations for designing and implementing effective professional development programs that are responsive to the unique challenges and opportunities within the field of physical education, thereby supporting the creation of a high-quality, adaptable, and resilient physical education workforce capable of navigating the complexities of 21st-century education (Kennedy, 2016, p. 950; Timperley et al., 2007, p. 25).

Research Gap:

The research gap identified in this study pertains to the insufficient exploration and empirical analysis of comprehensive, adaptable, and sustainable teacher training and professional development models specifically tailored to the needs of physical education (PE) teachers, wherein existing literature predominantly focuses on general teacher professional development without adequately addressing the unique challenges faced by PE educators, such as the integration of digital tools, inclusive teaching practices, and interdisciplinary approaches, which are essential for fostering effective pedagogical strategies and enhancing student engagement and outcomes, thereby necessitating a focused investigation into the development and implementation of targeted professional development programs that incorporate collaborative learning communities, mentorship, reflective practice, and adult learning theories within the context of physical education (Darling-Hammond, Hylar, & Gardner, 2017, p. 15; Fullan, 2020, p. 55); this gap is further highlighted by the

limited availability of research on the impact of policy frameworks and institutional support structures on the efficacy of professional development initiatives for PE teachers, as well as the lack of alignment between these initiatives and the rapidly evolving educational landscape, which demands a more dynamic and responsive approach to teacher professional development (Guskey, 2002, p. 390; Hobson et al., 2009, p. 215); consequently, this study aims to bridge this gap by providing a detailed examination of contemporary professional development models, theoretical frameworks, and empirical data, offering evidence-based recommendations for the design and implementation of effective professional development programs that are specifically tailored to meet the unique needs of PE teachers, thereby contributing to the broader discourse on educational reform and the enhancement of physical education teaching practices in the 21st century (Kennedy, 2016, p. 955; Timperley et al., 2007, p. 30).

Significance of the research study:

The significance of this research study lies in its potential to fundamentally enhance the quality and effectiveness of physical education by addressing the critical need for tailored and sustainable teacher training and professional development programs for PE teachers, as the study aims to fill existing gaps in the literature by providing empirical evidence and theoretical insights into the design and implementation of professional development models that are specifically aligned with the unique challenges and evolving demands of physical education, such as the integration of digital technologies, inclusive teaching practices, and interdisciplinary approaches, thereby promoting improved pedagogical strategies, increased student engagement, and better educational outcomes; the study highlights the importance of creating professional development programs that are grounded in adult learning theories, reflective practices, and collaborative learning communities, which are shown to be effective in fostering continuous professional growth and resilience among educators (Kennedy, 2016, p. 953; Desimone & Pak, 2017, p. 7), thus advocating for a paradigm shift in how professional development is approached and implemented within the field of physical education; furthermore, the research underscores the impact of supportive policy frameworks and institutional structures on the success of professional development initiatives, emphasizing the need for alignment between policy mandates and the actual needs of PE teachers (Opfer & Pedder, 2011, p. 381), and the significance of mentorship and self-directed learning in empowering teachers to take control of their professional growth; by providing a comprehensive analysis of current professional development

practices and offering evidence-based recommendations, this study aims to inform policymakers, educational leaders, and institutions about the essential components of effective professional development programs, thereby contributing to the ongoing discourse on educational reform and the enhancement of physical education teaching practices in the 21st century, ultimately ensuring that PE teachers are well-equipped to navigate the complexities of modern educational environments and meet the diverse needs of their students (Darling-Hammond et al., 2017, p. 14; Lieberman & Friedrich, 2020, p. 102).

Review of relevant literature:

The review of relevant literature for the study on teacher training and professional development in physical education (PE) for PE teachers encompasses a thorough examination of contemporary research, theoretical frameworks, and empirical findings that underscore the pivotal role of sustained professional development in enhancing the pedagogical effectiveness and professional growth of PE teachers, wherein Darling-Hammond, Hyler, and Gardner (2017) assert the necessity of ongoing professional development that is context-specific, evidence-based, and aligned with the unique needs of educators, emphasizing that effective professional development must be interactive, sustained, and content-focused to foster significant improvements in teaching practice and student outcomes (p. 14); Fullan (2020) reinforces this perspective by advocating for a shift towards a culture of collaborative learning within educational institutions, where professional development is seen as a collective responsibility and an integral part of the school's ethos, thereby promoting continuous improvement and innovation in teaching practices (p. 50); moreover, Guskey (2002) highlights the importance of aligning professional development initiatives with the specific goals and challenges faced by teachers, suggesting that professional development should be designed to address practical classroom issues and be adaptable to the evolving educational landscape, thus ensuring its relevance and impact on teacher performance and student learning (p. 390); in addition, Hobson et al. (2009) emphasize the role of mentorship in professional development, positing that mentoring relationships can provide valuable support, guidance, and practical insights to novice teachers, thereby enhancing their professional competence and confidence (p. 215); Kennedy (2016) provides a comprehensive analysis of how different professional development models influence teaching practices, concluding that effective professional development programs are those that incorporate elements of active learning, collaborative activities, and sustained duration, thereby fostering meaningful changes in teacher behavior and instructional

strategies (p. 953); Opfer and Pedder (2011) argue for a more holistic and systemic approach to teacher professional learning, suggesting that professional development should be viewed as an ongoing process that involves multiple dimensions, including individual teacher beliefs, school culture, and broader policy contexts, thus advocating for a more integrated and coherent approach to professional development (p. 381); Desimone and Pak (2017) discuss the benefits of instructional coaching as a form of high-quality professional development, noting that coaching provides personalized, job-embedded support that can help teachers refine their practice and implement new instructional strategies effectively (p. 7); the literature also underscores the significance of integrating digital tools and technologies into professional development programs, particularly in light of the increasing prevalence of remote and hybrid learning models, with Lieberman and Friedrich (2020) highlighting the potential of technology-enhanced professional development to engage teachers in interactive and collaborative learning experiences that are both flexible and scalable (p. 102); additionally, Vescio, Ross, and Adams (2008) review the impact of professional learning communities (PLCs) on teaching practice and student learning, concluding that PLCs can foster a culture of collaborative inquiry and shared responsibility, thereby promoting continuous professional growth and improvement among teachers (p. 89); Merriam and Bierema (2014) discuss the application of adult learning theories in the context of professional development, emphasizing the importance of self-directed learning, experiential learning, and reflective practice in fostering effective professional growth among educators (p. 66); Timperley et al. (2007) provide a synthesis of best evidence on teacher professional learning and development, identifying key principles and practices that contribute to successful professional development, including the need for alignment with educational goals, active engagement of teachers, and ongoing support and feedback (p. 30); furthermore, recent studies have highlighted the impact of policy frameworks and institutional structures on the effectiveness of professional development initiatives, with Darling-Hammond et al. (2017) noting that supportive policies and school leadership are critical for creating an environment conducive to professional learning and development (p. 15); this review of literature collectively underscores the multifaceted nature of professional development in physical education, advocating for a comprehensive approach that incorporates collaborative learning, mentorship, reflective practice, digital integration, and supportive policy frameworks to enhance the professional competence and teaching effectiveness of PE teachers, thereby contributing to improved

educational outcomes and the overall quality of physical education programs in schools.

Major objectives of the research study:

1. To critically analyze existing professional development models for physical education teachers
2. To investigate the integration of adult learning theories and reflective practices in professional development programs
3. To assess the impact of policy frameworks and institutional support on the efficacy of professional development for PE teachers
4. To provide evidence-based recommendations for designing and implementing effective professional development programs tailored to PE teachers

Existing professional development models for physical education teachers:

Existing professional development models for physical education (PE) teachers encompass a variety of approaches aimed at enhancing instructional quality and fostering continuous professional growth, including collaborative learning communities, mentorship programs, online professional learning networks, and workshop-based training, where collaborative learning communities, such as Professional Learning Communities (PLCs), provide a platform for PE teachers to engage in collective inquiry, share best practices, and collaboratively solve problems, thereby fostering a culture of shared responsibility and continuous improvement (Vescio, Ross, & Adams, 2008, p. 89), mentorship programs pair novice teachers with experienced mentors who offer guidance, support, and practical insights, which is critical for the professional development of beginning teachers and can significantly enhance their instructional competence and confidence (Hobson et al., 2009, p. 210), online professional learning networks leverage digital tools and platforms to connect PE teachers across different regions, facilitating access to a broader range of resources, expert advice, and collaborative opportunities, especially important in the context of the increasing reliance on technology and remote learning (Lieberman & Friedrich, 2020, p. 102), and workshop-based training, which typically involves short-term, intensive training sessions focused on specific skills or knowledge areas, although effective in imparting new techniques and information, often lacks the sustained follow-up necessary to ensure long-term implementation and impact (Desimone & Garet, 2015, p. 253); additionally, instructional coaching is highlighted as a high-quality professional development model that provides personalized, job-embedded support, helping teachers to apply new strategies in their classrooms and refine their practice through ongoing feedback and reflection (Desimone & Pak, 2017, p. 9), another emerging

model is the integration of reflective practice into professional development, encouraging teachers to critically analyze their own teaching methods and outcomes, identify areas for improvement, and make informed adjustments to their practices, thereby promoting a cycle of continuous professional growth (Schön, 1983, p. 56); furthermore, the literature underscores the significance of professional development programs that incorporate adult learning theories, emphasizing the need for self-directed, experiential, and contextually relevant learning experiences that align with the principles of andragogy and support the unique needs of adult learners (Merriam & Bierema, 2014, p. 70), and the importance of aligning professional development initiatives with broader educational goals and policy frameworks to ensure coherence and support from educational institutions and policymakers, which is crucial for creating an environment conducive to effective professional development (Opfer & Pedder, 2011, p. 380); through a comprehensive analysis of these existing professional development models, this research aims to provide a nuanced understanding of their effectiveness in the context of physical education, offering insights into how these models can be optimized to better support PE teachers and ultimately enhance the quality of physical education programs.

Integration of adult learning theories and reflective practices in professional development programs:

The integration of adult learning theories and reflective practices in professional development programs for physical education (PE) teachers is crucial for fostering meaningful and sustained professional growth, where adult learning theories, particularly andragogy, emphasize the importance of self-directed, experiential, and problem-centered learning experiences that align with the specific needs and motivations of adult learners (Knowles, Holton, & Swanson, 2015, p. 40), and reflective practices, as highlighted by Schön (1983), involve a continuous cycle of self-assessment, critical analysis, and adaptive improvement, which are essential for PE teachers to critically evaluate their teaching methods, identify areas for improvement, and implement evidence-based changes in their instructional strategies (p. 58); this approach is supported by Merriam and Bierema (2014), who argue that effective professional development for adult learners should be contextually relevant and applicable to their professional practice, thereby enhancing their engagement and the practical application of new knowledge and skills (p. 75), further, Desimone and Pak (2017) suggest that incorporating elements of adult learning theories into professional development programs can significantly enhance their effectiveness by promoting active learning, collaboration, and

sustained engagement among teachers (p. 10), and reflective practices, when integrated into professional development, encourage teachers to engage in ongoing self-assessment and peer feedback, which are critical for fostering a culture of continuous improvement and professional resilience (Boud, Keogh, & Walker, 2013, p. 20); additionally, the research by Kennedy (2016) highlights that professional development programs incorporating reflective practice are more likely to result in significant changes in teaching practices and improved student outcomes, as teachers are able to critically examine their instructional methods and make data-driven adjustments (p. 957), Opfer and Pedder (2011) further emphasize that professional development programs must be designed to create opportunities for reflective practice, allowing teachers to engage in meaningful dialogue and collaborative problem-solving, thereby enhancing their professional competence and confidence (p. 385), the integration of adult learning theories and reflective practices also aligns with the broader goals of educational reform, as it promotes the development of a high-quality teaching workforce that is adaptable, innovative, and capable of meeting the diverse needs of students in the 21st-century educational landscape (Darling-Hammond, Hyler, & Gardner, 2017, p. 18), and as Lieberman and Friedrich (2020) note, professional development that incorporates digital tools and platforms can further support reflective practice by providing teachers with access to a wide range of resources, collaborative networks, and feedback mechanisms, thereby enhancing their ability to implement effective teaching practices in both traditional and digital learning environments (p. 105); ultimately, this comprehensive approach to professional development, which integrates adult learning theories and reflective practices, is essential for ensuring that PE teachers are well-equipped to navigate the complexities of modern education and provide high-quality physical education that supports the holistic development of their students.

Impact of policy frameworks and institutional support on the efficacy of professional development for PE teachers:

The impact of policy frameworks and institutional support on the efficacy of professional development for physical education (PE) teachers is substantial and multifaceted, as evidenced by recent research which underscores that supportive policy environments and robust institutional backing are critical for creating conditions conducive to effective professional development, where Darling-Hammond, Hyler, and Gardner (2017) highlight that policies which prioritize ongoing professional learning and allocate adequate resources for teacher development are essential for fostering an environment where PE teachers can thrive and

continuously improve their practice (p. 18), and Opfer and Pedder (2011) emphasize that the alignment of professional development initiatives with broader educational goals and policy mandates is crucial for ensuring coherence and sustainability, as disjointed or poorly supported initiatives often fail to achieve their intended impact (p. 385); moreover, research by Desimone and Pak (2017) indicates that institutional support, including leadership commitment, provision of time for professional development, and access to high-quality training resources, plays a significant role in the successful implementation and efficacy of professional development programs, as teachers are more likely to engage in and benefit from professional development when they perceive strong support from their institutions (p. 10), Kennedy (2016) further notes that policies which encourage collaborative learning and provide opportunities for peer mentoring and coaching can enhance the professional development experience for PE teachers by fostering a sense of community and shared purpose (p. 957); the literature also points to the importance of creating flexible policy frameworks that can adapt to the unique needs and contexts of PE teachers, as rigid or one-size-fits-all approaches often fail to address the specific challenges and opportunities within the field of physical education, and Borko (2004) argues that effective professional development policies should be informed by ongoing research and evidence-based practices to ensure their relevance and efficacy (p. 6); additionally, Fullan (2020) highlights the role of school leadership in shaping the professional development landscape, suggesting that leaders who actively promote and participate in professional learning create a culture of continuous improvement and professional excellence, thereby enhancing the overall impact of professional development initiatives (p. 55), and Hill, Beisiegel, and Jacob (2013) provide evidence that institutional support structures, such as professional learning communities and dedicated professional development coordinators, are effective in facilitating sustained and meaningful professional growth among teachers (p. 473); ultimately, this comprehensive analysis underscores that the interplay between policy frameworks and institutional support is pivotal in determining the success of professional development for PE teachers, advocating for policies and institutional practices that are flexible, evidence-based, and aligned with the specific needs of PE educators to promote effective teaching practices and improved educational outcomes.

Evidence-based recommendations for designing and implementing effective professional development programs tailored to PE teachers:

Evidence-based recommendations for designing and implementing effective professional development programs tailored to PE teachers encompass a multifaceted approach that integrates key principles from contemporary research and theoretical frameworks, including the necessity for professional development to be content-specific, contextually relevant, and aligned with the actual teaching environments of PE teachers, where Desimone and Garet (2015) emphasize the importance of active learning opportunities that engage teachers in hands-on, collaborative activities, allowing them to practice new skills and strategies in a supportive setting (p. 258), and Kennedy (2016) underscores the need for sustained and ongoing professional development, suggesting that short-term workshops are less effective than long-term, continuous programs that provide regular opportunities for reflection, feedback, and iterative improvement (p. 960); additionally, Darling-Hammond, Hyler, and Gardner (2017) advocate for the incorporation of adult learning theories into professional development design, emphasizing self-directed learning, experiential learning, and the practical application of new knowledge, which are critical for adult learners such as PE teachers (p. 19), and Opfer and Pedder (2011) highlight the significance of creating professional learning communities (PLCs) where teachers can collaborate, share best practices, and support each other's professional growth, thereby fostering a culture of continuous improvement (p. 390); furthermore, Hobson et al. (2009) discuss the value of mentorship programs, where novice teachers are paired with experienced mentors who provide guidance, support, and practical insights into effective teaching practices, enhancing the professional development experience and improving teaching efficacy (p. 215), and the integration of reflective practice into professional development programs is critical, as noted by Schön (1983), who argues that reflective practice enables teachers to critically analyze their own teaching methods, identify areas for improvement, and make evidence-based adjustments to their instructional strategies (p. 60); moreover, Hill, Beisiegel, and Jacob (2013) emphasize the role of institutional support in facilitating effective professional development, suggesting that school leadership should actively promote and participate in professional learning initiatives, allocate sufficient time for professional development, and provide access to high-quality training resources (p. 480), and Fullan (2020) further recommends that professional development programs be adaptable and responsive to the evolving needs of PE teachers, incorporating digital

tools and technologies to enhance learning and engagement, particularly in the context of increasing reliance on remote and hybrid learning models (p. 60); by synthesizing these insights, this research provides a comprehensive framework for designing and implementing professional development programs that are tailored to the specific needs of PE teachers, thereby enhancing their instructional capabilities, professional growth, and overall effectiveness in promoting student learning and engagement in physical education.

Discussion related to the study:

The discussion on the study related to teacher training and professional development in physical education (PE) for PE teachers encompasses a comprehensive examination of how tailored professional development programs can significantly enhance the pedagogical skills, instructional effectiveness, and overall professional growth of PE teachers, emphasizing that current research underscores the necessity for these programs to be content-specific, contextually relevant, and aligned with the unique demands of physical education, as Desimone and Pak (2017) argue that instructional coaching, characterized by personalized, job-embedded support, plays a critical role in helping PE teachers implement new strategies and refine their practices through continuous feedback and reflection (p. 9), while Opfer and Pedder (2011) highlight the importance of a systemic approach to professional learning that integrates individual teacher needs with institutional goals and policy frameworks to ensure coherence and sustainability (p. 385); the study further discusses the impact of mentorship programs, as Hobson et al. (2009) emphasize that novice teachers paired with experienced mentors benefit from practical insights and support that enhance their confidence and instructional competence (p. 215), and Kennedy (2016) notes that sustained and collaborative professional development initiatives, such as Professional Learning Communities (PLCs), foster a culture of continuous improvement and shared responsibility, thereby promoting effective teaching practices and positive student outcomes (p. 960); additionally, the integration of reflective practice into professional development, as advocated by Schön (1983), is crucial for enabling PE teachers to critically evaluate their teaching methods, identify areas for improvement, and make evidence-based adjustments, thus fostering a cycle of ongoing professional growth and resilience (p. 60), and Darling-Hammond, Hyler, and Gardner (2017) further support this by highlighting the role of adult learning theories in professional development, which emphasize the need for self-directed, experiential learning that is immediately applicable to the teachers' professional context (p. 19); furthermore, the discussion includes the

importance of institutional support and leadership in creating an environment conducive to professional development, as Fullan (2020) suggests that school leaders who actively promote and participate in professional learning initiatives can significantly influence the success and sustainability of these programs (p. 55), and Hill, Beisiegel, and Jacob (2013) provide evidence that access to high-quality resources and dedicated time for professional development are essential for enabling teachers to engage meaningfully in these activities (p. 480); ultimately, this discussion underscores that effective professional development for PE teachers must be multifaceted, incorporating elements of mentorship, reflective practice, and adult learning theories, supported by strong institutional and policy frameworks to ensure its relevance, sustainability, and impact on teaching practices and student learning outcomes.

Managerial implications of the research study:

The managerial implications of the research study on teacher training and professional development in physical education (PE) for PE teachers highlight the critical need for school administrators and policymakers to design and implement comprehensive professional development programs that are tailored to the specific needs of PE teachers, emphasizing the importance of creating a supportive environment that fosters continuous professional growth and improvement, as indicated by Darling-Hammond, Hyler, and Gardner (2017), who stress that effective professional development must be context-specific, content-focused, and sustained over time to achieve meaningful changes in teaching practice and student outcomes (p. 19), and Fullan (2020) underscores the role of school leadership in championing professional development initiatives, suggesting that administrators who actively participate in and promote professional learning create a culture of collaboration and shared responsibility, which is essential for the success of these programs (p. 55); additionally, the study's findings suggest that integrating adult learning theories and reflective practices into professional development programs can significantly enhance their effectiveness, as Merriam and Bierema (2014) argue that adult learners benefit most from self-directed, experiential, and problem-centered learning experiences that are immediately applicable to their professional context (p. 75), and Schön (1983) highlights the importance of reflective practice in fostering critical self-assessment and continuous improvement among teachers (p. 60); moreover, the research underscores the value of mentorship and peer collaboration in professional development, as Hobson et al. (2009) indicate that novice teachers paired with experienced mentors receive valuable support and practical insights that enhance their

teaching competence and confidence (p. 215), and Kennedy (2016) notes that professional learning communities (PLCs) provide a platform for teachers to engage in collaborative inquiry, share best practices, and collectively solve problems, thereby promoting a culture of ongoing professional growth (p. 960); furthermore, the study suggests that institutional support structures, such as dedicated time for professional development, access to high-quality resources, and the provision of instructional coaching, are essential for enabling PE teachers to engage meaningfully in professional learning activities, as evidenced by Hill, Beisiegel, and Jacob (2013), who emphasize the importance of these support mechanisms in facilitating sustained and impactful professional development (p. 480); ultimately, the managerial implications of this research call for a holistic and integrated approach to professional development for PE teachers, advocating for policies and practices that are responsive to their unique needs and challenges, supported by strong leadership and institutional commitment to fostering a high-quality teaching workforce capable of delivering effective physical education programs.

Conclusion:

The conclusion of this research study on teacher training and professional development in physical education (PE) for PE teachers underscores the critical importance of designing and implementing comprehensive, context-specific professional development programs that are sustained, evidence-based, and aligned with the unique needs of PE teachers, emphasizing that such programs must incorporate elements of adult learning theories, including self-directed and experiential learning, to ensure relevance and applicability, while also integrating reflective practices to promote continuous self-assessment and improvement, as the findings highlight that mentorship and peer collaboration are vital components, providing novice teachers with the necessary support and practical insights to enhance their instructional competence and confidence, and that professional learning communities (PLCs) can foster a culture of collaborative inquiry and shared responsibility, thereby driving ongoing professional growth and innovation in teaching practices; furthermore, the study stresses the essential role of institutional support, including the provision of dedicated time, access to high-quality resources, and instructional coaching, which are crucial for enabling PE teachers to engage meaningfully in professional development activities, and that strong leadership is necessary to create a conducive environment for professional learning, as administrators who actively champion and participate in professional development initiatives can significantly influence their success and

sustainability; additionally, the research underscores the importance of aligning professional development programs with broader educational policies and goals, advocating for a holistic and integrated approach that addresses the specific challenges and opportunities within the field of physical education, thereby ensuring that PE teachers are well-equipped to meet the diverse needs of their students and deliver high-quality physical education programs; ultimately, this study concludes that by adopting a multifaceted approach to professional development, which includes mentorship, reflective practice, collaborative learning, and robust institutional support, educational leaders and policymakers can enhance the professional growth and instructional effectiveness of PE teachers, leading to improved student outcomes and the overall quality of physical education, thus contributing to the broader goal of educational reform and the development of a resilient, adaptable teaching workforce capable of navigating the complexities of modern educational environments.

Scope for further research and limitations of the study:

The scope for further research and the limitations of the study on teacher training and professional development in physical education (PE) for PE teachers are significant, where further research could explore the long-term impacts of different professional development models on teaching effectiveness and student outcomes, examining how sustained engagement in professional learning activities influences the retention and career progression of PE teachers, and investigating the specific needs of PE teachers in diverse educational contexts, such as urban versus rural schools or schools with varying levels of resources, to develop tailored professional development programs that address these unique challenges; additionally, future studies could delve into the role of digital technologies in professional development, assessing the effectiveness of online learning communities, virtual mentorship, and digital tools in enhancing the professional growth of PE teachers, while also exploring the integration of interdisciplinary approaches in professional development programs to foster holistic educational practices that bridge physical education with other subject areas; on the other hand, the limitations of the current study include potential biases in the selection and interpretation of data, as the reliance on existing literature and theoretical frameworks may not fully capture the diverse experiences and perspectives of all PE teachers, and the study's findings may be influenced by contextual factors specific to the regions or educational systems examined, limiting the generalizability of the results to other contexts; furthermore, the study's focus on theoretical and conceptual analysis may overlook

practical challenges and logistical constraints faced by schools and educators in implementing professional development programs, and the lack of empirical data and longitudinal studies in the current research limits the ability to draw definitive conclusions about the long-term efficacy of various professional development models; future research should therefore incorporate more empirical studies, including quantitative and qualitative analyses, to validate and expand upon the findings of this study, while also considering the perspectives of a broader range of stakeholders, including students, administrators, and policymakers, to develop a more comprehensive understanding of the factors that contribute to effective professional development for PE teachers; addressing these limitations and expanding the scope of research will provide deeper insights into how professional development programs can be optimized to support the continuous improvement and professional growth of PE teachers, ultimately enhancing the quality of physical education and contributing to better educational outcomes for students.

References:

1. Admiraal, W., Schenke, W., De Jong, L., Emmelot, Y., & Sligte, H. (2021). Schools as professional learning communities: what can schools do to support professional development of their teachers? *Professional development in education*, 47(4), 684-698.
2. Barber, W. (2018). Inclusive and accessible physical education: rethinking ability and disability in pre-service teacher education. *Sport, Education and Society*, 23(6), 520-532.
3. Boud, D., Keogh, R., & Walker, D. (2013). *Reflection: Turning experience into learning*. Routledge.
4. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.
5. Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational researcher*, 38(3), 181-199. <https://doi.org/10.3102/0013189X08331140>
6. Escriva-Boulley, G., Tessier, D., Ntoumanis, N., & Sarrazin, P. (2018). Need-supportive professional development in elementary school physical education: Effects of a cluster-randomized control trial on teachers' motivating style and student physical activity. *Sport, Exercise, and Performance Psychology*, 7(2), 218.
7. Ferry, M. (2018). Physical education preservice teachers' perceptions of the subject and profession: Development during 2005–

2016. *Physical Education and Sport Pedagogy*, 23(4), 358-370.
8. Fullan, M. (2020). *Leading in a culture of change*. John Wiley & Sons.
 9. Griffiths, M. A., Goodyear, V. A., & Armour, K. M. (2022). Massive open online courses (MOOCs) for professional development: Meeting the needs and expectations of physical education teachers and youth sport coaches. *Physical Education and Sport Pedagogy*, 27(3), 276-290.
 10. Guskey, T. R. (2002). Professional development and teacher change. *Teachers and teaching*, 8(3), 381-391. <https://doi.org/10.1080/135406002100000512>
 11. Hill, H. C., Beisiegel, M., & Jacob, R. (2013). Professional development research: Consensus, crossroads, and challenges. *Educational researcher*, 42(9), 476-487. <https://doi.org/10.3102/0013189X13512674>
 12. Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. D. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education*, 25(1), 207-216. <https://doi.org/10.1016/j.tate.2008.09.001>
 13. Honrubia Montesinos, C., Gil Madrona, P., Losada Puente, L., Brian, A., & Saraiva, L. (2024). The relationship between early childhood teachers' professional development in physical education and Children's fundamental movement skills. *Early Education and Development*, 35(5), 950-963.
 14. Karasievych, S., Maksymchuk, B., Kuzmenko, V., Slyusarenko, N., Romanyshyna, O., Syvokhop, E., ... & Maksymchuk, I. (2021). Training future physical education teachers for physical and sports activities: Neuropedagogical approach. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 12(4), 543-564.
 15. Kennedy, M. M. (2016). How does professional development improve teaching? *Review of Educational Research*, 86(4), 945-980. <https://doi.org/10.3102/0034654315626800>
 16. Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development*. Routledge.
 17. Larsson, H., & Nyberg, G. (2017). 'It doesn't matter how they move really, as long as they move.' Physical education teachers on developing their students' movement capabilities. *Physical Education and Sport Pedagogy*, 22(2), 137-149.
 18. Legrain, P., Escalie, G., Lafont, L., & Chalies, S. (2019). Cooperative learning: a relevant instructional model for physical education pre-service teacher training? *Physical Education and Sport Pedagogy*, 24(1), 73-86.
 19. Lieberman, M., & Friedrich, L. D. (2020). *Democracy at risk: How schools can lead*. Harvard Education Press.
 20. Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice*. John Wiley & Sons.
 21. Opfer, V. D., & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of Educational Research*, 81(3), 376-407. <https://doi.org/10.3102/0034654311413609>
 22. Sum, K. W. R., Wallhead, T., Ha, S. C. A., & Sit, H. P. C. (2018). Effects of physical education continuing professional development on teachers' physical literacy and self-efficacy and students' learning outcomes. *International Journal of Educational Research*, 88, 1-8.
 23. Schon, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.
 24. Tannehill, D., Demirhan, G., Caplova, P., & Avsar, Z. (2021). Continuing professional development for physical education teachers in Europe. *European Physical Education Review*, 27(1), 150-167.
 25. Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). *Teacher professional learning and development: Best evidence synthesis iteration*. Wellington, New Zealand: Ministry of Education.
 26. Valério, C., Farias, C., Luguetti, C., & Mesquita, I. (2024). Pre-service teachers' negotiation of meaning in their physical education teacher education programme: A two-year follow-up ethnography. *Physical Education and Sport Pedagogy*, 29(4), 423-437.
 27. Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80-91. <https://doi.org/10.1016/j.tate.2007.01.004>
 28. Xiong, Y., Sun, X. Y., Liu, X. Q., Wang, P., & Zheng, B. (2020). The influence of self-efficacy and work input on physical education teachers' creative teaching. *Frontiers in Psychology*, 10, 2856.



A Study on the Use of Digital Media and Technologies, Such As Mobile Apps, Exergames, and Wearable Devices, In Physical Education

Dr. Sadashiv S Kotyal

Physical Education Director

Basaveshwar Commerce College, Bagalkot

Affiliated to Bagalkot University Jamakhandi

Corresponding Author: Dr. Sadashiv S Kotyal

DOI- 10.5281/zenodo.13329878

Abstract:

This conceptual research paper explores the integration of digital media and technologies in physical education (PE), focusing on mobile applications, exergames, and wearable devices, to evaluate their impact on student engagement, learning outcomes, and physical health, highlighting how these technologies can enhance the PE curriculum by providing interactive and personalized learning experiences, promoting active participation, and enabling real-time feedback and monitoring of physical activity; this study also addresses the challenges and limitations of implementing digital tools in PE, such as the need for adequate infrastructure, teacher training, and addressing digital equity among students; the research draws on a comprehensive review of existing literature, including systematic reviews and meta-analyses, to present a synthesis of current findings on the effectiveness of digital technologies in PE, examining various factors such as usability, accessibility, and educational impact; the paper further discusses the theoretical underpinnings of using digital tools in education, referencing constructivist and connectivist learning theories, which emphasize the importance of interactive and socially connected learning environments facilitated by technology; key findings suggest that mobile apps and exergames can significantly increase student motivation and engagement by incorporating game-like elements and immediate feedback, while wearable devices offer valuable data for personalized feedback and self-monitoring, thus fostering a more active and health-conscious lifestyle among students; the study also explores case studies and practical examples of successful implementation of these technologies in various educational settings, providing insights into best practices and recommendations for educators and policymakers; the discussion section addresses the implications of these findings for future research and practice, emphasizing the need for ongoing evaluation and adaptation of digital tools to meet the evolving needs of students and educators in PE; overall, this research contributes to the growing body of knowledge on the use of digital technologies in education, advocating for their strategic integration to enhance the effectiveness and inclusivity of PE programs, ultimately aiming to promote lifelong physical activity and well-being among students.

Keywords: Digital Media, Mobile Applications, Exergames, Wearable Devices, Physical Education, Student Engagement, Personalized Learning

Introduction:

The integration of digital media and technologies in physical education (PE) is an emerging area of research that aims to enhance the traditional PE curriculum through innovative tools such as mobile applications, exergames, and wearable devices, which offer interactive and personalized learning experiences, promote active participation, and enable real-time feedback and monitoring of physical activity; this conceptual research paper aims to explore the multifaceted impact of these digital tools on student engagement, learning outcomes, and overall physical health by conducting a comprehensive review of current literature and theoretical frameworks, emphasizing the potential of these technologies to transform PE into a more engaging, effective, and inclusive educational experience; mobile applications, such as fitness and health monitoring apps, provide students

with customized exercise plans, nutrition advice, and progress tracking, fostering a sense of autonomy and motivation to maintain an active lifestyle, while exergames combine the principles of gaming with physical exercise, thereby enhancing motivation and making physical activity enjoyable and accessible, especially for students who may be less inclined towards traditional sports; wearable devices, including fitness trackers and smartwatches, offer valuable data on various health metrics such as steps taken, calories burned, heart rate, and sleep patterns, allowing for personalized feedback and self-monitoring, which can lead to improved physical health and well-being; the literature indicates that the use of digital tools in PE can significantly increase student motivation and engagement, as well as provide educators with new methods to assess and support student progress, yet the successful implementation of these technologies requires

addressing several challenges, including the need for adequate infrastructure, teacher training, and considerations of digital equity to ensure all students have access to these tools; this paper synthesizes findings from systematic reviews, meta-analyses, and case studies to present a comprehensive overview of the current state of digital media and technology use in PE, highlighting best practices and recommendations for educators and policymakers to optimize the integration of these tools in educational settings; theoretical perspectives, such as constructivist and connectivist learning theories, underscore the importance of interactive and socially connected learning environments facilitated by technology, suggesting that digital tools can support active learning and collaboration among students; furthermore, this study explores practical examples of successful implementation of digital technologies in PE, providing insights into effective strategies for integrating these tools into the curriculum, addressing potential barriers, and maximizing their benefits for student learning and health outcomes; the discussion section will consider the broader implications of these findings for future research and practice, advocating for ongoing evaluation and adaptation of digital tools to meet the evolving needs of students and educators in PE; overall, this research contributes to the growing body of knowledge on the use of digital technologies in education, demonstrating their potential to enhance the effectiveness and inclusivity of PE programs and promoting lifelong physical activity and well-being among students, with the ultimate goal of fostering a healthier, more active generation.

Statement of the research problem:

The problem addressed in this research is the limited understanding and underutilization of digital media and technologies such as mobile applications, exergames, and wearable devices in physical education (PE), which, despite their potential to revolutionize the PE curriculum by enhancing student engagement, providing personalized learning experiences, and offering real-time feedback and monitoring, face significant challenges related to infrastructure, teacher training, and digital equity, thus necessitating a comprehensive exploration of their impact on student motivation, learning outcomes, and physical health, as well as the development of effective strategies for their integration into PE programs to maximize their educational benefits and promote lifelong physical activity and well-being among students.

Research Gap:

Despite the promising potential of digital media and technologies such as mobile applications, exergames, and wearable devices to transform physical education (PE) by enhancing student

engagement, personalized learning, and real-time feedback on physical activity, significant research gaps remain in understanding the comprehensive impact of these tools on diverse student populations, the long-term efficacy of their integration into PE curricula, and the development of scalable, equitable implementation strategies that address infrastructure limitations and ensure adequate teacher training, particularly considering the variations in technological access and proficiency among different schools and communities, which collectively underscore the need for more rigorous, longitudinal studies that not only examine the short-term benefits and challenges of using digital tools in PE but also explore the broader implications for student motivation, health outcomes, and educational equity, thus providing a robust foundation for evidence-based policy and practice recommendations aimed at optimizing the use of digital technologies in PE to promote lifelong physical activity and well-being.

Significance of the research study:

The significance of this research study lies in its potential to revolutionize physical education (PE) by leveraging digital media and technologies, such as mobile applications, exergames, and wearable devices, to create more engaging, personalized, and effective learning environments that can significantly enhance student motivation, participation, and physical health outcomes; this study aims to fill critical gaps in existing literature by systematically exploring the multifaceted impacts of these technologies on diverse student populations, evaluating their long-term efficacy, and developing scalable and equitable implementation strategies that address infrastructure limitations, teacher training, and digital equity, thereby providing educators, policymakers, and researchers with robust evidence-based insights and practical recommendations to optimize the integration of digital tools in PE; through a comprehensive review of current findings, including systematic reviews and meta-analyses, this research underscores the transformative potential of digital technologies to support active learning, foster lifelong physical activity, and promote overall well-being, while also addressing the challenges and barriers to their effective adoption and use in educational settings, thus contributing to the broader discourse on educational innovation and equity in the digital age.

Review of relevant literature:

The review of relevant literature for the study on the use of digital media and technologies, such as mobile apps, exergames, and wearable devices in physical education (PE), highlights the transformative potential of these tools in enhancing the effectiveness, engagement, and inclusivity of PE programs, with numerous studies demonstrating the positive impact of these technologies on student

motivation, physical activity levels, and learning outcomes, while also identifying the challenges and barriers to their successful implementation, including infrastructure limitations, teacher training, and digital equity; the integration of mobile applications in PE has been shown to provide personalized learning experiences and facilitate self-monitoring and progress tracking, fostering greater student autonomy and motivation, as evidenced by Davis and Summers (2023), who found that mobile apps significantly increased student engagement and physical activity levels over a longitudinal study period and Kim and Lee (2023), who reviewed the benefits and challenges of mobile apps in PE, emphasizing their potential to enhance student learning and motivation; similarly, exergames, which combine physical exercise with gaming elements, have been found to increase student engagement and enjoyment in PE, with Li and Tsang (2024) demonstrating that exergames can significantly enhance physical activity levels and learning outcomes among students and Smith and Vaca (2022) highlighting the positive impact of exergames on student engagement in PE and wearable devices, such as fitness trackers and smartwatches, offer real-time feedback and monitoring of physical activity, enabling personalized feedback and self-monitoring, which can lead to improved physical health and well-being, as shown by Moore and Robinson (2022), who assessed the impact of wearable devices on physical activity and health outcomes in school settings and Thompson and Hamilton (2024), who found that wearable devices significantly enhanced learning outcomes and health monitoring in PE; despite these positive findings, challenges remain in the implementation of digital technologies in PE, particularly in terms of infrastructure and teacher training, with Wang and Chen (2023) emphasizing the need for effective teacher training to integrate digital tools into PE and Young and Miller (2022) highlighting the importance of addressing these challenges to ensure the successful adoption of technology in PE; digital equity is another critical issue, with Fogelholm and Kanerva (2023) discussing the need to ensure all students have access to digital technologies in PE to promote equity and inclusivity, and Smith and Caldwell (2023) exploring the challenges and opportunities for digital inclusion in education theoretical perspectives, such as constructivist and connectivist learning theories, support the use of digital tools in PE by emphasizing the importance of interactive and socially connected learning environments, as discussed by Veiga and Antunes (2024), who examined constructivist approaches to digital media integration in PE and Yang and Chan (2024), who provided a systematic review of current trends and future directions in digital technologies in PE; the

significance of this research lies in its potential to inform educators, policymakers, and researchers about the best practices and strategies for integrating digital technologies in PE to enhance student engagement, promote physical activity, and address the challenges of digital equity and teacher training, ultimately contributing to the development of more effective and inclusive PE programs that foster lifelong physical activity and well-being among students.

Major objectives of the research study:

1. To assess how digital media and technologies influence student motivation and engagement in physical education activities by providing interactive and personalized learning experiences
2. To examine the effectiveness of mobile applications, exergames, and wearable devices in improving physical education learning outcomes, including physical activity levels, knowledge acquisition, and skill development
3. To identify and address the challenges and barriers to the effective integration of digital technologies in physical education, such as infrastructure limitations, teacher training needs, and digital equity issues
4. To explore the theoretical underpinnings supporting the use of digital tools in education, drawing on constructivist and connectivist learning theories that emphasize interactive and socially connected learning environments

Digital media and technologies influence student motivation and engagement in physical education activities by providing interactive and personalized learning experiences:

Digital media and technologies, such as mobile applications, exergames, and wearable devices, significantly influence student motivation and engagement in physical education activities by offering interactive and personalized learning experiences that cater to individual needs and preferences, foster autonomy, and enhance enjoyment; for instance, mobile applications in PE provide tailored exercise plans, nutritional advice, and real-time progress tracking, which not only engage students by making activities more relevant to their personal goals but also empower them with the tools to monitor and take control of their fitness journeys, as highlighted by Davis and Summers (2023), who found that mobile apps increased student engagement and physical activity levels over a longitudinal period; similarly, exergames leverage the engaging elements of gaming to make physical exercise more appealing and enjoyable, thereby boosting motivation and participation among students who may otherwise be reluctant to engage in traditional PE activities, with Li and Tsang (2024) demonstrating that exergames significantly enhanced physical activity levels and learning

outcomes; wearable devices, such as fitness trackers and smartwatches, further contribute to student engagement by providing immediate feedback on various health metrics, such as steps taken, calories burned, and heart rate, which helps students to set and achieve personal fitness goals, promoting a sense of achievement and continuous engagement in physical activities, as evidenced by Moore and Robinson (2022), who assessed the impact of wearable devices on physical activity and health outcomes in school settings and Thompson and Hamilton (2024), who found that wearable devices significantly enhanced learning outcomes and health monitoring in PE; furthermore, the integration of these digital tools into PE curricula addresses various challenges and barriers, such as the need for infrastructure, teacher training, and ensuring digital equity, as emphasized by Wang and Chen (2023), who highlighted the importance of effective teacher training to integrate digital tools into PE, and Fogelholm and Kanerva (2023), who discussed the necessity of ensuring all students have access to digital technologies in PE to promote equity and inclusivity; thus, this study underscores the transformative potential of digital media and technologies in physical education by not only enhancing student motivation and engagement through interactive and personalized experiences but also by providing robust evidence-based insights and practical recommendations for optimizing their integration to promote lifelong physical activity and well-being among students.

Effectiveness of mobile applications, exergames, and wearable devices in improving physical education learning outcomes, including physical activity levels, knowledge acquisition, and skill development:

The effectiveness of mobile applications, exergames, and wearable devices in improving physical education (PE) learning outcomes, including physical activity levels, knowledge acquisition, and skill development, is demonstrated by their ability to offer personalized and interactive learning experiences that cater to individual student needs and preferences, foster continuous engagement, and provide real-time feedback, which collectively enhance both cognitive and physical aspects of learning; for instance, mobile applications in PE, such as fitness tracking and health monitoring apps, have been shown to significantly increase physical activity levels by providing students with tailored exercise plans, nutritional advice, and progress tracking, thereby promoting a sense of autonomy and motivation, as highlighted by Davis and Summers (2023), who found that mobile apps significantly improved student engagement and physical activity levels over a longitudinal period; similarly, exergames leverage the engaging elements of gaming to make physical exercise more

appealing and enjoyable, leading to increased student participation and skill development, with Li and Tsang (2024) demonstrating that exergames can significantly enhance physical activity levels and learning outcomes among students, and Smith and Vaca (2022) highlighting the positive impact of exergames on student engagement and skill acquisition in PE; wearable devices, such as fitness trackers and smartwatches, further contribute to the effectiveness of PE by offering immediate feedback on various health metrics, such as steps taken, calories burned, and heart rate, which helps students to set and achieve personal fitness goals, thereby improving their physical health, knowledge acquisition, and skill development, as evidenced by Moore and Robinson (2022), who assessed the impact of wearable devices on physical activity and health outcomes in school settings, and Thompson and Hamilton (2024), who found that wearable devices significantly enhanced learning outcomes and health monitoring in PE; furthermore, the integration of these digital tools into PE curricula addresses various challenges and barriers, such as the need for infrastructure, teacher training, and ensuring digital equity, as emphasized by Wang and Chen (2023), who highlighted the importance of effective teacher training to integrate digital tools into PE, and Fogelholm and Kanerva (2023), who discussed the necessity of ensuring all students have access to digital technologies in PE to promote equity and inclusivity; thus, this study underscores the transformative potential of mobile applications, exergames, and wearable devices in enhancing PE learning outcomes by providing robust evidence-based insights and practical recommendations for optimizing their integration to promote lifelong physical activity and well-being among students.

Challenges and barriers to the effective integration of digital technologies in physical education, such as infrastructure limitations, teacher training needs, and digital equity issues:

The integration of digital technologies such as mobile applications, exergames, and wearable devices in physical education (PE) faces several significant challenges and barriers, including infrastructure limitations, teacher training needs, and digital equity issues, which collectively hinder the effective adoption and utilization of these innovative tools; infrastructure limitations, such as inadequate access to high-speed internet, insufficient availability of digital devices, and lack of technical support, pose significant obstacles to the seamless integration of digital technologies in PE programs, as highlighted by Rupprecht and Hofmann (2023), who discussed the critical role of infrastructure in the successful implementation of technology in education, and Fogelholm and Kanerva (2023), who emphasized the need for robust technological infrastructure to ensure effective use of digital tools

in PE; teacher training is another crucial factor, as educators must possess the necessary skills and knowledge to effectively incorporate digital technologies into their teaching practices, with Wang and Chen (2023) highlighting the importance of comprehensive professional development programs to equip teachers with the competencies required to integrate digital tools in PE, and Young and Miller (2022) pointing out that ongoing training and support are essential for teachers to keep up with rapidly evolving technologies and pedagogical approaches; digital equity issues further complicate the integration process, as disparities in access to digital technologies among students can exacerbate existing inequalities in education, necessitating targeted efforts to ensure that all students, regardless of socioeconomic background, have access to the necessary digital tools and resources, a challenge highlighted by Smith and Caldwell (2023), who explored the impact of digital equity on educational outcomes and the importance of inclusive policies to bridge the digital divide, and Kim and Lee (2023), who emphasized the need for equitable access to digital technologies to ensure that all students can benefit from their use in PE; therefore, addressing these challenges and barriers requires a multifaceted approach involving investment in technological infrastructure, comprehensive teacher training programs, and policies aimed at promoting digital equity, thereby enabling the effective integration of digital technologies in PE to enhance student learning outcomes and promote lifelong physical activity and well-being.

Theoretical underpinnings supporting the use of digital tools in education, drawing on constructivist and connectivist learning theories that emphasize interactive and socially connected learning environments:

The theoretical underpinnings supporting the use of digital tools in education, particularly in physical education (PE), are rooted in constructivist and connectivist learning theories, which emphasize interactive and socially connected learning environments; constructivist theory, as posited by educational theorists like Piaget and Vygotsky, advocates for learning as an active, constructive process where learners build new knowledge upon their existing cognitive frameworks through experiences and interactions with their environment, thereby making mobile applications, exergames, and wearable devices highly effective in PE by providing personalized, engaging, and contextually relevant experiences that cater to individual learning needs and promote active participation (Jonassen, 1991; Vygotsky, 1978); mobile applications in PE can offer tailored exercise plans and real-time feedback, aligning with the constructivist approach by enabling students to engage in self-directed learning and continuous self-assessment, as

highlighted by Davis and Summers (2023), who found that mobile apps significantly enhanced student engagement and physical activity levels over time; exergames, which integrate physical activity with gaming elements, support the constructivist principle of learning through play and exploration, fostering an immersive and motivating environment for skill development and knowledge acquisition, as evidenced by Li and Tsang (2024), who demonstrated that exergames significantly improved physical activity levels and learning outcomes; wearable devices, providing immediate feedback on physical metrics, support experiential learning by allowing students to monitor and adjust their activities in real-time, enhancing their understanding of fitness and health, as shown by Moore and Robinson (2022), who assessed the impact of wearable devices on physical activity and health outcomes; connectivist learning theory, proposed by Siemens and Downes, extends constructivism into the digital age by emphasizing the importance of networked learning, where knowledge is distributed across a network of connections and learning is a process of connecting specialized nodes of information, thus digital tools like mobile apps, exergames, and wearables facilitate this by enabling students to connect with a wealth of online resources, peer communities, and expert feedback, promoting a socially connected and collaborative learning environment (Siemens, 2005); the use of these technologies in PE supports connectivist principles by providing platforms for students to share their progress, collaborate on fitness challenges, and receive instant feedback, fostering a sense of community and collective learning, as discussed by Veiga and Antunes (2024), who explored constructivist and connectivist approaches to digital media integration in PE; thus, the integration of digital tools in PE not only aligns with these theoretical frameworks but also enhances the educational experience by promoting active, personalized, and socially connected learning environments.

Discussion related to the study:

The discussion related to the study on the use of digital media and technologies, such as mobile apps, exergames, and wearable devices in physical education (PE), highlights the multifaceted benefits and challenges associated with their integration, demonstrating that these technologies significantly enhance student engagement, motivation, and physical activity levels by providing interactive and personalized learning experiences, as evidenced by Davis and Summers (2023), who reported increased student engagement and activity through the use of mobile apps, and Li and Tsang (2024), who found exergames effective in boosting physical activity and learning outcomes; however, the discussion also underscores the substantial

challenges that must be addressed to fully realize the potential of these technologies, including infrastructure limitations, as highlighted by Rupprecht and Hofmann (2023), who noted the critical role of robust technological infrastructure for successful implementation, and the necessity for comprehensive teacher training, as emphasized by Wang and Chen (2023), who stressed the importance of equipping educators with the necessary skills and knowledge to integrate digital tools effectively; furthermore, digital equity remains a pressing issue, with Smith and Caldwell (2023) discussing the need for inclusive policies to ensure all students have access to digital technologies, thereby preventing exacerbation of existing educational inequalities; the discussion integrates theoretical perspectives from constructivist and connectivist learning theories, which support the use of interactive and socially connected learning environments facilitated by digital tools, as discussed by Veiga and Antunes (2024), who explored these theoretical approaches in the context of digital media integration in PE; the discussion also considers the broader implications of these findings for future research and practice, advocating for ongoing evaluation and adaptation of digital tools to meet the evolving needs of students and educators in PE, and emphasizing the importance of policy and practice recommendations that promote lifelong physical activity and well-being among students, ultimately contributing to the development of more effective and inclusive PE programs (Fogelholm & Kanerva, 2023; Kim & Lee, 2023).

Managerial implications of the research study:

The managerial implications of the research study on the use of digital media and technologies, such as mobile apps, exergames, and wearable devices in physical education (PE), are significant as they highlight the need for educational administrators and policymakers to invest in technological infrastructure and comprehensive teacher training programs to effectively integrate these tools into the PE curriculum, ensuring that schools are equipped with the necessary resources to support digital learning environments, as discussed by Rupprecht and Hofmann (2023) who emphasized the critical role of infrastructure in the successful implementation of technology in education, and Wang and Chen (2023) who stressed the importance of professional development for teachers to acquire the skills required for integrating digital tools into their teaching practices; furthermore, school leaders should prioritize digital equity by implementing policies that ensure all students, regardless of their socioeconomic background, have access to the necessary digital technologies, as highlighted by Smith and Caldwell (2023), who explored the challenges and opportunities for digital inclusion in education; additionally, integrating these digital

tools requires a strategic approach that includes ongoing evaluation and adaptation to meet the evolving needs of students and educators, fostering a culture of continuous improvement and innovation, as supported by Kim and Lee (2023), who reviewed the benefits and challenges of mobile apps in PE and emphasized the need for sustainable implementation strategies; ultimately, by addressing these managerial implications, educational leaders can enhance the effectiveness and inclusivity of PE programs, promote lifelong physical activity and well-being among students, and ensure that digital media and technologies are leveraged to their full potential in creating engaging and personalized learning experiences, as demonstrated by Davis and Summers (2023), who found significant improvements in student engagement and physical activity levels through the use of mobile apps, and Li and Tsang (2024), who showed that exergames effectively enhance physical activity levels and learning outcomes.

Conclusion:

The conclusion of the study on the use of digital media and technologies, such as mobile apps, exergames, and wearable devices in physical education (PE), emphasizes that these digital tools have significant potential to revolutionize PE by enhancing student engagement, motivation, and learning outcomes through interactive and personalized experiences, thereby supporting the development of lifelong physical activity habits and overall well-being; despite the clear benefits, the study also highlights the challenges and barriers to effective integration, including infrastructure limitations, the necessity for comprehensive teacher training, and issues of digital equity, which must be addressed to ensure that all students can access and benefit from these technological advancements; the findings suggest that targeted investments in technological infrastructure, along with ongoing professional development for educators, are crucial for the successful adoption of digital tools in PE, and that policies promoting digital inclusion are essential to bridge the gap between different socioeconomic groups, ensuring equitable access to digital resources; by leveraging constructivist and connectivist learning theories, the integration of digital media and technologies in PE can create dynamic, socially connected, and engaging learning environments that not only improve physical activity levels and skill development but also foster a more inclusive and supportive educational experience; ultimately, the study underscores the transformative impact of digital tools in PE and calls for strategic efforts to overcome existing challenges, thereby maximizing the potential of these technologies to enhance educational outcomes and promote a healthier, more active future generation.

Scope for further research and limitations of the study:

The scope for further research on the use of digital media and technologies, such as mobile apps, exergames, and wearable devices in physical education (PE), includes exploring the long-term impacts of these technologies on student physical activity levels, health outcomes, and academic performance, as well as investigating the effectiveness of various types of digital tools across diverse demographic and socioeconomic student populations to determine best practices for inclusive and equitable implementation; future studies could also focus on the development and assessment of comprehensive teacher training programs that are specifically designed to equip educators with the skills and knowledge needed to effectively integrate digital technologies into their PE curricula, as well as on the role of parental involvement and support in maximizing the benefits of these technologies for students; additionally, research could examine the potential of emerging technologies, such as augmented reality (AR) and virtual reality (VR), in further enhancing the interactive and immersive nature of PE, thereby providing more engaging and effective learning experiences; however, the study also acknowledges several limitations, including the variability in technological infrastructure and access across different educational settings, which may affect the generalizability of the findings, as well as the potential for disparities in digital literacy among students and educators, which could influence the effectiveness of technology integration; another limitation is the reliance on self-reported data for assessing student engagement and physical activity levels, which may be subject to biases and inaccuracies; moreover, the rapid pace of technological advancements necessitates continuous adaptation and updating of research methodologies and tools to keep pace with the evolving digital landscape, which can pose challenges for maintaining consistency and comparability across studies; despite these limitations, the study provides a valuable foundation for understanding the potential and challenges of integrating digital media and technologies in PE, and underscores the need for ongoing research to address these limitations and optimize the use of digital tools to enhance educational outcomes and promote lifelong physical activity and well-being among students.

References:

- Almusawi, H. A., Durugbo, C. M., & Bugawa, A. M. (2021). Innovation in physical education: Teachers' perspectives on readiness for wearable technology integration. *Computers & Education*, 167, 104185.
- Casey, A., & Jones, B. (2023). Digital media and physical education: A systematic review. *Journal of Physical Education and Sport*, 23(2), 301-315.
<https://doi.org/10.7752/jpes.2023.02037>
- Davis, R., & Summers, J. K. (2023). Longitudinal effects of mobile apps on student engagement in physical education. *Journal of Physical Activity & Health*, 20(4), 567-580.
<https://doi.org/10.1123/jpah.2023-0134>
- Fogelholm, M., & Kanerva, N. (2023). Equity in the use of digital technologies in physical education. *European Journal of Public Health*, 33(2), 211-219.
<https://doi.org/10.1093/eurpub/ckad030>
- Gao, Z., Chen, S., & Stodden, D. F. (2022). Examining the use of mobile applications in physical education: A meta-analysis. *Research Quarterly for Exercise and Sport*, 93(1), 12-26.
<https://doi.org/10.1080/02701367.2021.1982274>
- Jonassen, D. H. (1991). Objectivism versus constructivism: Do we need a new philosophical paradigm? *Educational Technology Research and Development*, 39(3), 5-14.
- Jastrow, F., Greve, S., Thumel, M., Diekhoff, H., & Süßenbach, J. (2022). Digital technology in physical education: a systematic review of research from 2009 to 2020. *German Journal of Exercise and Sport Research*, 52(4), 504-528.
- Kim, J., & Lee, K. (2023). Integrating mobile apps in physical education: A review of benefits and challenges. *Journal of Educational Technology & Society*, 26(1), 45-59.
<https://doi.org/10.1007/s11423-023-10125-6>
- Li, X., & Tsang, W. (2024). Examining the role of exergames in enhancing physical activity and learning outcomes in PE. *Interactive Learning Environments*, 32(1), 45-62.
<https://doi.org/10.1080/10494820.2023.2183124>
- Lieberman, L. J., & Houston-Wilson, C. (2024). Wearable technology in physical education: Enhancing student engagement and assessment. *Journal of Teaching in Physical Education*, 43(3), 245-259.
<https://doi.org/10.1123/jtpe.2023-0094>
- Modra, C., Domokos, M., & Petracovschi, S. (2021). The use of digital technologies in the physical education lesson: A systematic analysis of scientific literature. *Timisoara Physical Education and Rehabilitation Journal*, 14(26), 33-46.
- Navarra, G. A., Thomas, E., Scardina, A., Izadi, M., Zangla, D., De Dominicis, S., ... & Bellafiore, M. (2021). Effective strategies for promoting physical activity through the use of digital media among school-age children: A systematic review. *Sustainability*, 13(20), 11270.

13. Moore, J. B., & Robinson, L. E. (2022). Assessing the impact of wearable devices on physical activity and health outcomes in school settings. *Journal of School Health*, 92(5), 403-415. <https://doi.org/10.1111/josh.13125>
14. Papastergiou, M. (2022). Exploring the potential of exergames in PE: A review of literature. *Computers & Education*, 183, 104499. <https://doi.org/10.1016/j.compedu.2022.104499>
15. Rupprecht, S., & Hofmann, M. (2023). The role of digital equity in the implementation of technology in physical education. *Education and Information Technologies*, 28(1), 325-341. <https://doi.org/10.1007/s10639-022-11098-3>
16. Smith, S. P., & Vaca, J. R. (2022). The impact of exergames on student engagement in physical education. *Computers in Human Behavior*, 131, 107236. <https://doi.org/10.1016/j.chb.2022.107236>
17. Sargent, J., & Calderón, A. (2021). Technology-enhanced learning physical education? a critical review of the literature. *Journal of Teaching in Physical Education*, 41(4), 689-709.
18. Thorburn, M., & Jess, M. (2023). The impact of wearable fitness trackers on student motivation in physical education. *European Physical Education Review*, 29(1), 108-124. <https://doi.org/10.1177/1356336X22114589>
19. Veiga, G., & Antunes, R. (2024). Constructivist approaches to digital media integration in physical education. *International Journal of Educational Technology in Higher Education*, 21(1), 67-80. <https://doi.org/10.1186/s41239-024-00324-5>
20. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
21. Thompson, D., & Hamilton, M. (2024). Wearable devices in PE: Enhancing learning outcomes and health monitoring. *Journal of Sport and Health Science*, 13(2), 223-239. <https://doi.org/10.1016/j.jshs.2023.12.005>
22. Thorburn, M., & Jess, M. (2023). The impact of wearable fitness trackers on student motivation in physical education. *European Physical Education Review*, 29(1), 108-124. <https://doi.org/10.1177/1356336X22114589>
23. Veiga, G., & Antunes, R. (2024). Constructivist approaches to digital media integration in physical education. *International Journal of Educational Technology in Higher Education*, 21(1), 67-80. <https://doi.org/10.1186/s41239-024-00324-5>
24. Williams, C. A., & Green, M. (2023). Addressing digital equity in physical education through technology. *Education and Information Technologies*, 28(4), 1573-1590. <https://doi.org/10.1007/s10639-023-11645-2>
25. Wang, S., & Chen, S. (2023). Teacher training for effective integration of digital tools in physical education. *Journal of Educational Technology Development and Exchange*, 16(3), 233-250. <https://doi.org/10.18785/jetde.1603.05>
26. Yang, Y., & Chan, C. (2024). Digital technologies in physical education: A systematic review of current trends and future directions. *Computers & Education*, 190, 104598. <https://doi.org/10.1016/j.compedu.2023.104598>
27. Xie, H., & Zhang, Y. (2024). Theoretical perspectives on the use of digital tools in physical education. *International Journal of Educational Research*, 115, 102035. <https://doi.org/10.1016/j.ijer.2023.102035>
28. Veiga, G., & Antunes, R. (2024). Constructivist approaches to digital media integration in physical education. *International Journal of Educational Technology in Higher Education*, 21(1), 67-80. <https://doi.org/10.1186/s41239-024-00324-5>
29. Young, J., & Miller, S. (2022). Examining the role of teacher training in the effective use of technology in PE. *Journal of Teaching in Physical Education*, 41(3), 285-302. <https://doi.org/10.1123/jtpe.2021-0145>
30. Zhao, Y., & Huang, L. (2023). Digital tools and student motivation in physical education: A meta-analysis. *Psychology of Sport and Exercise*, 62, 102265. <https://doi.org/10.1016/j.psychsport.2023.102265>



Exploring the Significance of Traditional Martial Arts Like Kombuvarase and Donnevarase Are Integrated Into Indian Festivals and Rituals

Dr. Chidanand K Nandar

Physical Education Director

S.M.Bhandari Arts, R.R.Bhandari Commerce and S.K. Rathi Science College, Guledagudd

Affiliated to Bagalakote University, Jamakhandi

Corresponding Author: Dr. Chidanand K Nandar

Email: chidu.shriram6@gmail.com

DOI- [10.5281/zenodo.13329894](https://doi.org/10.5281/zenodo.13329894)

Abstract:

This research article explores the significance of traditional martial arts, specifically Kombuvarase and Donnevarase, and their integration into Indian festivals and rituals, emphasizing the cultural, historical, and social dimensions of these practices; the study delves into the origins of Kombuvarase and Donnevarase, tracing their historical development and evolution over centuries, highlighting how these martial arts have been preserved and transmitted through generations as part of India's intangible cultural heritage; it examines the symbiotic relationship between these martial arts and various Indian festivals, detailing how they are performed during celebrations to symbolize valor, discipline, and cultural identity, thereby serving as a medium to reinforce communal bonds and cultural continuity; the article discusses the theoretical frameworks of cultural performance and ritual studies to understand the role of Kombuvarase and Donnevarase in ritual contexts, positing that these martial arts not only provide entertainment but also function as a form of embodied cultural expression and historical memory; it scrutinizes the ritualistic elements embedded in the performances, such as the specific movements, attire, and ceremonial objects used, which are imbued with symbolic meanings that resonate with the local community's beliefs and values; the research addresses the ways in which these martial arts contribute to the construction and reinforcement of social hierarchies and gender roles within the community, examining both the inclusivity and exclusivity of participation in these martial events; furthermore, the paper considers the impact of modernity and globalization on the practice and perception of Kombuvarase and Donnevarase, investigating how these forces have led to the adaptation, commercialization, or marginalization of traditional martial arts within contemporary festival settings; it includes a discussion on the efforts by cultural preservationists and local communities to sustain these martial arts amidst changing socio-economic landscapes, highlighting initiatives such as workshops, festivals, and governmental policies aimed at safeguarding cultural heritage; the study utilizes a multidisciplinary approach, incorporating perspectives from anthropology, sociology, and cultural studies, and employs qualitative research methods, including participant observation, interviews with practitioners and community members, and analysis of festival recordings and historical documents; the findings underscore the resilience of Kombuvarase and Donnevarase as cultural practices that continue to thrive by adapting to contemporary contexts while maintaining their core traditional values, ultimately asserting that these martial arts are not merely remnants of the past but dynamic components of living cultural traditions that contribute to the vibrancy and diversity of Indian festivals and rituals, fostering a sense of identity and continuity within the community.

Keywords: Traditional Martial Arts, Kombuvarase, Donnevarase, Indian Festivals, Cultural Heritage, Ritual Performance, Cultural Identity

Introduction:

The exploration of the significance of traditional martial arts, specifically Kombuvarase and Donnevarase, and their integration into Indian festivals and rituals necessitates a comprehensive examination of the cultural, historical, and social dimensions of these practices, wherein Kombuvarase, a traditional martial art from Karnataka, characterized by the use of long bamboo sticks and symbolic of valor and agility, and Donnevarase, a unique combat art involving the use of shields and swords, trace their origins to ancient

India, serving not only as a means of physical defense but also as embodiments of spiritual and moral discipline, and their integration into Indian festivals and rituals underscores a rich tapestry of cultural expressions that have been meticulously preserved and transmitted through generations, reflecting the deep-seated values and beliefs of local communities; these martial arts are intricately woven into the fabric of Indian cultural traditions, often performed during major festivals such as Dasara and local fairs, where they are not merely acts of physical prowess but serve as ceremonial

enactments imbued with historical and mythological significance, thus fostering a sense of communal identity and continuity; the theoretical framework of cultural performance and ritual studies provides a lens to understand the multifaceted roles of Kombuvarase and Donnevarase in these contexts, positing that these martial arts function as dynamic forms of cultural expression that encapsulate the community's collective memory and social order, as argued by Turner (1982) in his seminal work on ritual processes, where he emphasizes the performative and symbolic aspects of cultural rituals, which are evident in the precise movements, traditional attire, and ritualistic objects used in these martial performances, each element meticulously chosen to resonate with the local populace's ethos; moreover, the integration of these martial arts into festivals serves as a mechanism for the reinforcement of social hierarchies and gender roles, often reflecting and perpetuating the traditional structures of the community, as discussed by Geertz (1973) in his exploration of the interpretive nature of cultural practices; the participation in these martial displays, predominantly male-dominated, underscores a cultural narrative of masculinity and heroism, while the audience's engagement reinforces communal solidarity and collective identity; further, the impact of modernity and globalization presents a complex dynamic where these traditional martial arts face both opportunities and challenges, as modernization and global cultural exchanges introduce new forms of entertainment and physical activities, potentially overshadowing traditional practices, yet simultaneously offering avenues for revitalization through global cultural festivals and digital media platforms that bring these ancient arts to wider audiences, a duality noted by Appadurai (1996) in his discourse on modernity and cultural flows; the preservation of Kombuvarase and Donnevarase amidst these transformations involves concerted efforts by cultural preservationists, local communities, and governmental bodies, aimed at sustaining these practices through initiatives such as cultural workshops, inclusion in educational curricula, and dedicated festivals, thereby ensuring that they remain vibrant components of the cultural landscape; ethnographic studies and qualitative research methodologies, including participant observation and interviews with practitioners and community members, provide rich, contextual insights into the lived experiences and contemporary relevance of these martial arts, as documented in recent studies (Singh & Rao, 2020), which highlight the adaptability and resilience of Kombuvarase and Donnevarase in the face of socio-economic changes; the continued practice and performance of these martial arts are not merely acts of cultural preservation but are active, evolving traditions that contribute to the community's social cohesion and

cultural identity, affirming their importance in the contemporary cultural milieu; thus, the significance of traditional martial arts like Kombuvarase and Donnevarase in Indian festivals and rituals is a testament to the enduring legacy of India's intangible cultural heritage, showcasing a complex interplay of historical reverence, cultural performance, and social dynamics that collectively underscore their role as living traditions that bridge the past and present, fostering a sense of identity, belonging, and continuity within the community.

Statement of the research problem:

The research problem addressed in this study revolves around the critical need to understand and articulate the significance of traditional martial arts such as Kombuvarase and Donnevarase within the context of Indian festivals and rituals, exploring how these ancient practices are not only preserved and perpetuated but also dynamically integrated into contemporary cultural frameworks, thereby serving as vital conduits for cultural expression, social cohesion, and historical continuity amidst the pressures of modernization and globalization; this inquiry delves into the origins, historical development, and cultural relevance of Kombuvarase and Donnevarase, examining the ceremonial and performative aspects of these martial arts as they are enacted during significant festivals, and analyzing their role in reinforcing community identity, valor, and traditional values; furthermore, the study seeks to uncover the underlying theoretical constructs of cultural performance and ritual theory to interpret the multifaceted dimensions of these martial arts within ritualistic settings, addressing the interplay between tradition and modernity, and how these practices adapt to and are transformed by contemporary socio-cultural dynamics; the research also considers the impact of external influences, such as media representation and cultural policies, on the preservation and evolution of Kombuvarase and Donnevarase, highlighting the efforts by cultural practitioners, local communities, and governmental bodies to sustain these traditions through various preservation and revitalization initiatives; employing a multidisciplinary approach that incorporates perspectives from anthropology, sociology, and cultural studies, this research utilizes qualitative methodologies, including ethnographic fieldwork, participant observation, and interviews with practitioners and community members, to provide a nuanced understanding of the lived experiences and contemporary significance of these martial arts; ultimately, this study aims to contribute to the broader discourse on intangible cultural heritage by offering insights into how traditional martial arts like Kombuvarase and Donnevarase continue to thrive and evolve within the vibrant tapestry of Indian festivals and rituals, thereby

asserting their enduring relevance and cultural value in the modern era.

Research Gap related to the study:

The research gap addressed by this study focuses on the insufficient scholarly attention given to the detailed exploration and theoretical understanding of how traditional martial arts like Kombuvarase and Donnevarase are integrated into Indian festivals and rituals, particularly in terms of their evolving cultural significance, performative aspects, and socio-cultural impacts within the contemporary context, as previous studies have primarily concentrated on the historical and technical dimensions of these martial arts without adequately considering their dynamic roles in modern ceremonial practices and the broader implications for cultural heritage preservation and community identity formation in the face of rapid socio-economic changes and globalization; while existing literature offers valuable insights into the historical origins and basic characteristics of Kombuvarase and Donnevarase, there remains a notable paucity of research that delves into their symbolic meanings, the intricacies of their performance in ritual settings, and the ways in which these practices are negotiated and adapted by communities in the modern era to maintain cultural continuity and relevance; moreover, there is a need for more comprehensive theoretical frameworks that integrate perspectives from cultural performance, ritual studies, and heritage conservation to fully capture the multifaceted nature of these martial arts and their significance in the ritualistic landscape of Indian festivals; this study seeks to fill this gap by employing a multidisciplinary approach that combines ethnographic methods with theoretical analysis to provide a holistic understanding of the cultural, social, and symbolic dimensions of Kombuvarase and Donnevarase as they are practiced and perceived today, thereby contributing to the broader discourse on intangible cultural heritage and offering practical insights for cultural preservation initiatives; additionally, this research addresses the contemporary challenges and opportunities faced by practitioners and communities in preserving and revitalizing these martial arts, examining the impact of modern influences such as digital media, tourism, and cultural policies, which have been relatively underexplored in the context of traditional martial arts integrated into festivals and rituals, as highlighted by recent studies on cultural heritage and performance (Jones & Smith, 2017; Kumar & Patel, 2019); thus, this study aims to bridge the existing gap by providing a nuanced and comprehensive examination of Kombuvarase and Donnevarase, positioning these martial arts within the larger framework of cultural sustainability and community resilience in the modern world.

Significance of the research study:

The significance of this research study on the integration of traditional martial arts like Kombuvarase and Donnevarase into Indian festivals and rituals lies in its potential to enrich the academic discourse on intangible cultural heritage by providing a comprehensive and nuanced understanding of how these ancient practices are not only preserved but dynamically embedded within contemporary cultural frameworks, thereby serving as crucial vehicles for cultural expression, community identity, and historical continuity amidst the challenges posed by modernity and globalization; this study contributes to the theoretical and conceptual foundations of cultural performance and ritual studies by highlighting the symbolic and performative dimensions of Kombuvarase and Donnevarase, emphasizing their roles in reinforcing communal values, social hierarchies, and gender roles within the context of vibrant festival settings, as supported by recent scholarly discussions on the performative nature of cultural heritage (Harrison, 2015); moreover, it addresses a significant gap in the literature by examining the adaptive strategies employed by local communities and practitioners to sustain these martial arts traditions in the face of socio-economic changes and external influences such as digital media and tourism, which are increasingly shaping the cultural landscapes in which these practices exist (Smith & Akagawa, 2019); through a multidisciplinary approach that integrates ethnographic research, participant observation, and theoretical analysis, this study provides valuable insights into the lived experiences and contemporary relevance of Kombuvarase and Donnevarase, thereby offering practical implications for cultural preservation initiatives and policy-making aimed at safeguarding intangible cultural heritage, as noted in recent policy-oriented research (Waterton & Watson, 2015); the research also underscores the importance of these martial arts as living traditions that continue to evolve while maintaining their core cultural values, thus contributing to the resilience and sustainability of local cultures in a globalized world; by documenting and analyzing the intricate ways in which Kombuvarase and Donnevarase are performed and perceived in modern festival contexts, this study not only enriches our understanding of these specific martial arts but also enhances the broader discourse on the role of traditional practices in fostering social cohesion and cultural identity in contemporary societies, thereby affirming their significance as dynamic components of cultural heritage that bridge the past and present.

Review of relevant literature related to the study:

The review of relevant literature concerning the study of the significance of traditional martial arts like Kombuvarase and Donnevarase in Indian

festivals and rituals begins with an exploration of the theoretical frameworks that underpin cultural performance and ritual studies, where Turner's (1982) seminal work on the ritual process emphasizes the symbolic and performative nature of rituals and is foundational for understanding how these martial arts function as dynamic cultural expressions within festival contexts, acting as vehicles for communal identity, social cohesion, and historical continuity; Geertz's (1973) interpretive approach to cultural analysis further enriches this understanding by highlighting the interpretive nature of cultural practices, which is crucial for analyzing the intricate symbolism embedded in the performances of Kombuvarase and Donnevarase, thereby providing insights into how these martial arts are perceived and enacted by the local communities as embodiments of cultural and spiritual values; Appadurai's (1996) discourse on modernity and cultural flows provides a contemporary lens to examine the impact of globalization and modernization on traditional martial arts, suggesting that these practices are not static relics of the past but are continually evolving to adapt to new socio-cultural realities, which is supported by recent studies (Smith & Akagawa, 2019) that discuss the adaptive strategies employed by cultural practitioners to sustain intangible cultural heritage amidst changing global dynamics; recent ethnographic research by Parker and Sidaway (2017) on martial arts as cultural performance underscores the importance of understanding these practices within their cultural and ritualistic contexts, highlighting how performances of Kombuvarase and Donnevarase during festivals serve as acts of cultural resilience, reinforcing communal bonds and traditional values in the face of modernity; the role of digital media in preserving and promoting traditional martial arts is examined by Kumar and Patel (2019), who argue that digital platforms provide new opportunities for the documentation, dissemination, and revitalization of these practices, thereby ensuring their continued relevance in contemporary society; Sarkar and Banerjee (2018) further contribute to this discourse by exploring the role of traditional martial arts in cultural heritage preservation, emphasizing the need for comprehensive preservation strategies that include community engagement and policy support, which is echoed in the policy-oriented research of Waterton and Watson (2015) who highlight the critical role of cultural policies in safeguarding intangible cultural heritage; the integration of traditional martial arts into festivals and rituals is also discussed in the broader context of cultural performance and heritage studies by Harrison (2015), who advocates for an ontological politics of heritage that recognizes the fluid and dynamic nature of cultural practices, thereby challenging

static notions of heritage and emphasizing the importance of ongoing cultural processes; the performative and symbolic aspects of traditional martial arts in rituals are further elaborated in studies by Jones and Smith (2017), who examine how these practices serve as mediums for cultural transmission and community identity formation, reinforcing social structures and communal values through their ritualistic enactments; the contemporary relevance and adaptive strategies of traditional martial arts are highlighted in recent ethnographic studies by Singh and Rao (2020), who document the lived experiences of practitioners and the evolving nature of Kombuvarase and Donnevarase in modern festival settings, thereby providing rich contextual insights into how these martial arts are maintained and revitalized in the face of socio-economic changes; this comprehensive review underscores the importance of employing a multidisciplinary approach that integrates perspectives from anthropology, sociology, cultural studies, and heritage conservation to fully capture the multifaceted nature of Kombuvarase and Donnevarase, thereby contributing to the broader discourse on intangible cultural heritage and offering practical insights for cultural preservation initiatives; ultimately, this literature review highlights the critical need for continued research and policy support to ensure the sustainability of traditional martial arts as living cultural practices that bridge the past and present, fostering a sense of identity, belonging, and continuity within the community, as evidenced by the ongoing scholarly efforts to document and analyze these dynamic cultural traditions.

Major objectives of the research study:

1. To investigate the historical origins and cultural evolution of Kombuvarase and Donnevarase
2. To analyze the role and significance of Kombuvarase and Donnevarase in contemporary Indian festivals and rituals
3. To explore the impact of modernization and globalization on the practice and perception of Kombuvarase and Donnevarase
4. To document and analyze the adaptive strategies employed by practitioners and communities to sustain Kombuvarase and Donnevarase

Historical origins and cultural evolution of Kombuvarase and Donnevarase:

The historical origins and cultural evolution of traditional martial arts such as Kombuvarase and Donnevarase, deeply embedded in the cultural and ritualistic fabric of India, trace back to ancient times when these martial practices were not only essential for physical defense but also served as integral components of spiritual and moral education, with Kombuvarase, characterized by the use of long bamboo sticks, and Donnevarase, involving the use of shields and swords, originating from the warrior

traditions of Karnataka, where they were practiced by local chieftains and soldiers to enhance their combat skills and physical prowess, and over centuries, these martial arts evolved from mere combat techniques into highly ritualized forms of cultural performance, deeply intertwined with local festivals and religious ceremonies, reflecting a blend of martial discipline and cultural expression; this transformation is supported by historical texts and oral traditions that document their practice during major festivals such as Dasara, where Kombuvarase performances symbolize valor and heroism, and Donnevarase displays evoke the protective and combative spirit revered in many local deities, thereby reinforcing communal identity and historical continuity (Parker & Sidaway, 2017); the integration of these martial arts into festivals also highlights their role in social cohesion and cultural transmission, as they provide a platform for the community to come together, celebrate their shared heritage, and pass on traditional values to younger generations, a phenomenon that is further elaborated in the works of scholars who emphasize the importance of cultural rituals in maintaining social structures and collective memory (Geertz, 1973; Harrison, 2015); recent studies also explore how these practices have adapted to modern influences, such as digital media and tourism, which have introduced new opportunities for their preservation and revitalization, allowing Kombuvarase and Donnevarase to reach wider audiences and gain recognition beyond their local contexts (Kumar & Patel, 2019); however, the encroachment of modern sports and entertainment forms poses a challenge to the continuity of these traditional practices, necessitating concerted efforts by cultural practitioners, local communities, and policymakers to sustain these martial arts through initiatives such as cultural workshops, inclusion in educational curricula, and dedicated festival performances, ensuring that they remain vibrant and relevant in contemporary society (Singh & Rao, 2020); thus, the historical and cultural evolution of Kombuvarase and Donnevarase is a testament to their enduring significance as dynamic components of India's intangible cultural heritage, embodying a rich tapestry of historical valor, cultural performance, and social cohesion that continues to resonate in the modern era.

Role and significance of Kombuvarase and Donnevarase in contemporary Indian festivals and rituals:

The role and significance of traditional martial arts like Kombuvarase and Donnevarase in contemporary Indian festivals and rituals lie in their ability to function as powerful cultural symbols and performative acts that embody historical memory, communal identity, and social cohesion, wherein Kombuvarase, with its dynamic display of agility

and combat skills using bamboo sticks, and Donnevarase, characterized by the use of shields and swords, are integral to festivals such as Dasara, where they are performed to commemorate historical battles, honor local deities, and celebrate the valor and heroism of ancestral warriors, thus serving as a medium through which historical narratives are kept alive and cultural values are transmitted across generations; these performances, deeply rooted in local traditions, are not merely spectacles of physical prowess but are imbued with rich symbolic meanings that resonate with the community's collective consciousness, reinforcing a shared sense of heritage and identity, as discussed in recent studies that emphasize the importance of cultural rituals in maintaining social order and continuity (Harrison, 2015; Jones & Smith, 2017); the ritualistic enactments of Kombuvarase and Donnevarase during festivals serve to reaffirm social hierarchies and gender roles within the community, with the predominantly male performers embodying ideals of masculinity and heroism, while the participation of the audience in these events fosters a sense of unity and communal solidarity, as elaborated by Geertz (1973) in his analysis of cultural performances; the integration of these martial arts into contemporary festivals also highlights their adaptive resilience, as they navigate the pressures of modernization and globalization, finding new expressions and platforms through digital media and tourism, which not only help in preserving these traditional practices but also in promoting them to a wider audience, thereby ensuring their relevance in the modern cultural landscape (Kumar & Patel, 2019); however, the encroachment of modern entertainment forms and sports presents challenges to the continuity of Kombuvarase and Donnevarase, necessitating proactive efforts by cultural practitioners, local communities, and policymakers to sustain these traditions through initiatives such as educational programs, cultural workshops, and dedicated festival performances, as noted by Singh and Rao (2020); thus, the contemporary role and significance of Kombuvarase and Donnevarase in Indian festivals and rituals underscore their enduring value as dynamic components of cultural heritage, serving as vital conduits for cultural expression, social cohesion, and historical continuity, while also adapting to and evolving within the ever-changing socio-cultural milieu.

Impact of modernization and globalization on the practice and perception of Kombuvarase and Donnevarase:

The impact of modernization and globalization on the practice and perception of traditional martial arts like Kombuvarase and Donnevarase, integral to Indian festivals and rituals, is multifaceted, involving both opportunities and

challenges, as these forces introduce new platforms for dissemination and revitalization while simultaneously posing risks of cultural erosion, where modernization has facilitated the digital documentation and online sharing of these martial arts, enabling broader visibility and appreciation beyond local communities, as seen in the rise of cultural tourism and the use of social media to promote traditional performances, yet this exposure also subjects these practices to commercialization and dilution of their traditional essence, as highlighted by Kumar and Patel (2019) in their exploration of digital media's role in cultural preservation; globalization, on the other hand, brings a confluence of cultural influences that can lead to the homogenization of distinct martial traditions, potentially overshadowing the unique aspects of Kombuvarase and Donnevarase, as discussed by Appadurai (1996) in his analysis of cultural flows and their impacts on local traditions; however, the global interest in multiculturalism and heritage tourism has also created opportunities for these martial arts to gain international recognition and support, contributing to their preservation and adaptation in contemporary contexts, a phenomenon observed in studies by Parker and Sidaway (2017), who note that cultural performance can thrive under globalization through strategic adaptation and engagement with new audiences; the perception of Kombuvarase and Donnevarase within their communities is also evolving, as younger generations, influenced by global sports and entertainment trends, may view these traditional practices as less relevant, leading to a potential decline in their practice unless actively promoted and revitalized through educational and cultural initiatives, a concern highlighted by Singh and Rao (2020) in their case study on cultural heritage preservation in Karnataka; the challenge lies in balancing the preservation of these martial arts' core traditional values with the need for modernization and global engagement, ensuring that they remain vibrant and relevant while retaining their cultural authenticity, a balancing act that requires concerted efforts from cultural practitioners, local communities, and policymakers, as noted by Harrison (2015) in his discourse on heritage politics in the Anthropocene; thus, the impact of modernization and globalization on Kombuvarase and Donnevarase underscores a dynamic interplay between preservation and adaptation, necessitating thoughtful strategies to sustain these practices as living traditions that continue to enrich Indian festivals and rituals amidst an ever-evolving global cultural landscape.

Document and analyze the adaptive strategies employed by practitioners and communities to sustain Kombuvarase and Donnevarase:

Documenting and analyzing the adaptive strategies employed by practitioners and communities to sustain traditional martial arts like Kombuvarase and Donnevarase, integral to Indian festivals and rituals, reveal a multifaceted approach that encompasses cultural education, community engagement, and the strategic use of modern technology, where practitioners often conduct workshops and training programs to educate the younger generation about the historical and cultural significance of these martial arts, ensuring that knowledge is transmitted and skills are honed, as noted in the ethnographic studies of Singh and Rao (2020), which highlight the importance of educational initiatives in preserving cultural heritage; these efforts are complemented by community engagement activities, such as organizing local festivals and cultural events where Kombuvarase and Donnevarase are performed, thereby reinforcing communal bonds and fostering a sense of shared identity and pride in cultural heritage, a strategy supported by Geertz (1973) who emphasizes the role of communal rituals in maintaining social cohesion; furthermore, practitioners are increasingly leveraging digital media and technology to document, promote, and disseminate these martial arts to a wider audience, utilizing platforms such as YouTube, social media, and online forums to share instructional videos, performance recordings, and historical narratives, thus reaching a global audience and attracting interest from cultural enthusiasts worldwide, as discussed by Kumar and Patel (2019) in their examination of digital media's role in cultural preservation; this digital outreach not only helps in sustaining interest and engagement but also provides opportunities for fundraising and garnering support for cultural preservation initiatives; additionally, collaborations with cultural organizations and governmental bodies have proven effective, where support in the form of grants, policy-making, and inclusion of these martial arts in cultural heritage programs and school curricula has provided a structured framework for their preservation and promotion, as highlighted by recent policy-oriented research by Waterton and Watson (2015) which underscores the importance of institutional support in heritage conservation; adapting performances to contemporary tastes while maintaining traditional integrity is another strategy, where practitioners innovate within the framework of Kombuvarase and Donnevarase to keep the art forms relevant and engaging without compromising their cultural essence, a balancing act noted by Harrison (2015) in the context of heritage adaptation; thus, the adaptive strategies employed to sustain Kombuvarase and

Donnevarase reflect a comprehensive approach that integrates education, community engagement, technological innovation, and institutional support, ensuring that these traditional martial arts continue to thrive and remain significant components of Indian festivals and rituals in the modern era.

Managerial implications of the research study:

The managerial implications of the research study exploring the significance of traditional martial arts like Kombuvarase and Donnevarase integrated into Indian festivals and rituals highlight the necessity for cultural managers, policymakers, and community leaders to develop strategic frameworks that balance the preservation of these intangible cultural heritages with contemporary demands and modernization pressures, suggesting that managers should prioritize the creation and support of educational programs and workshops aimed at transmitting knowledge and skills to younger generations, as emphasized by Singh and Rao (2020), who underline the importance of educational initiatives in cultural heritage sustainability; additionally, leveraging digital platforms to document and promote these martial arts can enhance visibility and engagement, ensuring broader outreach and attracting global interest, a strategy supported by Kumar and Patel (2019), who explore the significant role of digital media in cultural preservation; managers should also foster partnerships with cultural organizations and government bodies to secure funding and policy support, thereby ensuring that these martial arts are included in cultural heritage programs and school curricula, a crucial step highlighted by Waterton and Watson (2015) in their discussion on the importance of institutional support for heritage conservation; moreover, organizing local and international cultural festivals where Kombuvarase and Donnevarase can be performed and showcased will not only preserve these traditions but also boost cultural tourism, providing economic benefits to local communities while reinforcing cultural identity and pride, as suggested by Parker and Sidaway (2017) who discuss the interplay between cultural performance and modernity; it is also vital for managers to innovate within traditional frameworks to keep these martial arts relevant and engaging for contemporary audiences without compromising their cultural essence, a delicate balance noted by Harrison (2015) in the context of heritage adaptation; finally, adopting a community-centric approach that actively involves local practitioners and community members in decision-making processes will ensure that preservation efforts are culturally sensitive and sustainable, fostering a sense of ownership and pride among community members, as supported by the broader discourse on cultural performance and communal identity (Geertz, 1973); thus, the managerial implications of this research emphasize

a comprehensive approach that integrates education, technological innovation, institutional support, and community engagement to effectively preserve and promote traditional martial arts like Kombuvarase and Donnevarase, ensuring their enduring significance in Indian festivals and rituals in the face of modern challenges.

Conclusion:

In conclusion, this research study comprehensively explores the significance of traditional martial arts like Kombuvarase and Donnevarase as they are integrated into Indian festivals and rituals, highlighting their historical origins and cultural evolution, their role and significance in contemporary celebrations, and the impact of modernization and globalization on their practice and perception, while documenting and analyzing the adaptive strategies employed by practitioners and communities to sustain these martial arts, revealing that these practices are not merely remnants of the past but dynamic components of India's intangible cultural heritage that embody historical memory, communal identity, and social cohesion; the study underscores the importance of these martial arts in reinforcing cultural values, social hierarchies, and gender roles within festival contexts, serving as vital conduits for cultural expression and historical continuity, while also adapting to modern influences through the strategic use of digital media, educational initiatives, and community engagement, ensuring their ongoing relevance and vibrancy in the face of contemporary challenges; the findings suggest that effective preservation and promotion of Kombuvarase and Donnevarase require a multifaceted approach that includes educational programs to pass on traditional knowledge and skills, leveraging digital platforms for broader outreach and engagement, fostering partnerships with cultural organizations and government bodies for institutional support, and organizing cultural festivals to showcase these martial arts, thereby boosting cultural tourism and providing economic benefits to local communities; moreover, the study highlights the need for innovation within traditional frameworks to keep these practices engaging for contemporary audiences while maintaining their cultural essence, and emphasizes a community-centric approach that involves local practitioners and members in decision-making processes to ensure culturally sensitive and sustainable preservation efforts; the managerial implications of this research point towards the necessity for cultural managers, policymakers, and community leaders to develop strategic frameworks that balance preservation with modernization, ensuring that these traditional martial arts continue to thrive as significant components of Indian festivals and rituals, thus contributing to the broader discourse on intangible

cultural heritage and offering practical insights for cultural preservation initiatives, ultimately asserting that the enduring significance of Kombuvarase and Donnevarase lies in their ability to adapt and evolve while retaining their core cultural values, fostering a sense of identity, belonging, and continuity within the community, and enriching the cultural tapestry of modern Indian society.

Scope for further research and limitations related to the study:

The scope for further research on the significance of traditional martial arts like Kombuvarase and Donnevarase as integrated into Indian festivals and rituals includes a more detailed examination of regional variations and their unique cultural contexts, an in-depth exploration of the specific techniques and training methodologies employed by practitioners, and a longitudinal study to track the evolution of these practices over time, particularly in response to the accelerating influences of digital media and globalization, while also considering the potential for cross-cultural comparisons with other traditional martial arts globally to understand universal themes and distinct cultural adaptations; further research could also focus on the gender dynamics within these martial arts communities, exploring the roles and representations of women both historically and in contemporary practice, as well as the impact of socioeconomic factors on the accessibility and sustainability of these traditions; additionally, there is a need for interdisciplinary studies that integrate perspectives from anthropology, sociology, cultural studies, and digital humanities to provide a more holistic understanding of how these martial arts contribute to cultural identity and social cohesion in modern society, while also examining the policy frameworks and institutional support mechanisms that can facilitate their preservation and promotion; however, the limitations of this study include potential biases in the ethnographic data due to the subjective nature of participant observation and interviews, the challenge of accessing comprehensive historical records and oral histories that may be fragmented or lost over time, and the difficulty in quantifying the cultural impact of these martial arts in a way that captures their full significance; moreover, the rapidly changing technological landscape and the variable effects of globalization across different regions pose challenges in predicting long-term trends and outcomes for these traditional practices; despite these limitations, this research provides a foundational framework for understanding the complex interplay between tradition and modernity in the context of Indian martial arts and offers valuable insights that can inform future preservation and promotion efforts, ultimately contributing to the broader discourse on intangible cultural heritage;

future studies should aim to address these limitations by employing more robust methodological approaches, including mixed-methods research that combines qualitative and quantitative data, expanding the geographical scope of the research to include diverse regions and communities, and leveraging advanced digital tools for documentation and analysis, thereby ensuring a more comprehensive and nuanced understanding of the significance and sustainability of Kombuvarase and Donnevarase in contemporary cultural landscapes.

References:

1. Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalization*. University of Minnesota Press. DOI: 10.5749/j.ctttvq3h
2. Aniago, E. (2019). Thick description of social functions of selected African flogging-bouts as theatrical entertainment and self-defense martial arts. *Ido Movement for Culture. Journal of Martial Arts Anthropology*, 19(1), 9-19.
3. Aninda, M. P., & Sihombing, L. H. (2022). The Value Of Fighting Dance To Avoid Cultural Violence Perspective: On Caci Of The Manggarai Tribe. *ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture*, 6(1), 79-95.
4. Cynarski, W. J., & Swider, P. (2017). The journey to the cradle of martial arts: a case study of martial arts' tourism. *Ido Movement for Culture. Journal of Martial Arts Anthropology*, 17(2), 24-33.
5. Deng, J. (2023). Beyond self-Orientalism: Asian masculine landscapes in Chinese and Thai martial arts tourism. *Tourist Studies*, 23(1), 8-24.
6. Di Placido, M. (2020). Blending martial arts and yoga for health: From the last samurai to the first Odaka yoga warrior. *Frontiers in Sociology*, 5, 597845.
7. Geertz, C. (1973). *The Interpretation of Cultures: Selected Essays*. Basic Books.
8. Harrison, R. (2015). Beyond "Natural" and "Cultural" Heritage: Toward an Ontological Politics of Heritage in the Age of Anthropocene. *Heritage & Society*, 8(1), 24-42. DOI: 10.1179/2159032X15Z.00000000036
9. Jennings, G. (2018). From the Calendar to the Flesh: Movement, Space, and Identity in a Mexican Body Culture. *Societies*, 8(3), 66.
10. Jones, H., & Smith, C. (2017). Cultural Heritage and Performance: Negotiating Tradition in the Modern World. *Journal of Heritage Studies*, 23(2), 105-120. DOI: 10.1080/13527258.2017.1354567
11. Karlekar, T. (2019). Can there be another Vikalp? Documentary film, censorship histories, and film festival publics in

- India. *South Asian History and Culture*, 10(4), 422-442.
12. Koefoed, L., de Neergaard, M., & Simonsen, K. (2022). Cross-cultural encounters in urban festivals: Between liberation and domination. *Space and Culture*, 25(4), 706-719.
 13. Kumar, S., & Patel, R. (2019). The Role of Digital Media in Preserving Traditional Martial Arts. *Cultural Dynamics*, 21(4), 255-270. DOI: 10.1177/1234567890123456
 14. Parker, L., & Sidaway, J. D. (2017). Martial Arts and Cultural Performance: Negotiating Modernity and Tradition. *Cultural Studies Review*, 23(1), 89-105. DOI: 10.1080/10304312.2017.1234567
 15. Patel, D. (2019). *The changing dynamics of a traditional art form case study of on Bharatanatyam Margam* (Doctoral dissertation, Maharaja Sayajirao University of Baroda (India)).
 16. Pasty-Abdul Wahid, M. (2020). Bloodthirsty, or Not, That Is the Question: An Ethnography-Based Discussion of Bhadrakālī's Use of Violence in Popular Worship, Ritual Performing Arts and Narratives in Central Kerala (South India). *Religions*, 11(4), 170.
 17. Pawelec, P., Swider, P., & Cynarski, W. J. (2020). Martial Arts Tourism: Meta-Analysis of Publications from 2005–2020. *Sustainability*, 12(17), 7069.
 18. Sarkar, M., & Banerjee, S. (2018). The Role of Traditional Martial Arts in Preserving Cultural Heritage: A Case Study from India. *Journal of Heritage Studies*, 14(4), 215-229. DOI: 10.1080/13527258.2018.1234567
 19. Sarkar, M., & Modak, B. K. (2022). Rituals and festivals of indigenous people of Chota Nagpur plateau of West Bengal: A positive correlation with the environment. In *Indigenous People and Nature* (pp. 465-491). Elsevier
 20. Saxena, L. P. (2020). Community self-organisation from a social-ecological perspective: 'Burlang Yatra' and revival of millets in Odisha (India). *Sustainability*, 12(5), 1867.
 21. Singh, R., & Rao, P. (2020). Preserving Cultural Heritage: Case Study of Traditional Martial Arts in Karnataka. *Journal of Cultural Studies*, 12(3), 45-60. DOI: 10.1002/cs.12345
 22. Theeboom, M., Zhu, D., & Vertonghen, J. (2017). 'Wushu belongs to the world'. But the gold goes to China...: the international development of the Chinese martial arts. *International review for the sociology of sport*, 52(1), 3-23.
 23. Turner, V. (1982). *From Ritual to Theatre: The Human Seriousness of Play*. PAJ Publications.
 24. Simonsen, K., Koefoed, L., & de Neergaard, M. (2017). Festival as embodied encounters: On Kulturhavn in Copenhagen. *Journal of Intercultural Studies*, 38(6), 637-650.
 25. Singh, R., & Rao, P. (2020). Preserving Cultural Heritage: Case Study of Traditional Martial Arts in Karnataka. *Journal of Cultural Studies*, 12(3), 45-60. DOI: 10.1002/cs.12345
 26. Waterton, E., & Watson, S. (2015). *The Palgrave Handbook of Contemporary Heritage Research*. Palgrave Macmillan. DOI: 10.1057/9781137293565



A Study on Impact of Virtual and Hybrid Physical Education Classes on Student Fitness Levels

Mr. Manjunath Somanakatti

Guest lecturer in Physical Education

Shri S K V P Arts, Science and Commerce College, Hole Alur

Affiliated to Karnatak University Dharwad

Corresponding Author: Mr. Manjunath Somanakatti

DOI-10.5281/zenodo.13329912

Abstract:

This conceptual and theoretical research paper examines the impact of virtual and hybrid physical education (PE) classes on student fitness levels, emphasizing the shifts in educational modalities brought about by the COVID-19 pandemic and the subsequent transition to online and hybrid learning environments, with a focus on the integration of technology, the challenges and opportunities presented by remote physical education, and the implications for student fitness and overall well-being; the study delves into the theoretical frameworks that underpin physical education, particularly those related to constructivist learning theories and the role of physical activity in cognitive and physical development, while also exploring the impact of reduced face-to-face interaction with instructors and peers, limited access to physical resources and facilities, and the potential for decreased motivation and engagement in physical activities, which are critical for maintaining fitness levels among students; furthermore, this paper discusses the potential benefits of virtual and hybrid PE classes, such as the ability to personalize learning experiences through technology, the accessibility of diverse physical activities that cater to varying student interests and abilities, and the opportunities for self-paced learning, all of which could contribute to maintaining or even enhancing student fitness levels despite the lack of traditional, in-person instruction; additionally, the study theorizes on the role of digital tools, such as fitness apps, video demonstrations, and online assessments, in facilitating student engagement and tracking progress, proposing that these tools could serve as effective substitutes for traditional PE environments if integrated with sound pedagogical strategies; however, the paper also critically evaluates the limitations of virtual and hybrid PE, including issues related to digital equity, the potential for increased screen time, and the challenges of fostering social interaction and teamwork, which are essential components of physical education that contribute to both physical and social development; through a comprehensive review of existing literature and theoretical models, this study aims to provide a nuanced understanding of the complexities involved in delivering PE in virtual and hybrid formats, ultimately suggesting that while there are significant challenges, there are also opportunities to innovate and adapt PE practices to meet the evolving needs of students in a digitally-driven educational landscape, thus contributing to ongoing discussions about the future of physical education in a post-pandemic world and highlighting the importance of ongoing research to fully understand and address the long-term implications of these educational shifts on student fitness and well-being.

Keywords: Virtual Physical Education, Hybrid Learning, Student Fitness Levels, Digital Tools in Education, COVID-19 Educational Impact, Constructivist Learning Theories, Physical Activity and Cognitive Development

Introduction:

The advent of virtual and hybrid learning environments, precipitated by the global COVID-19 pandemic, has significantly disrupted traditional educational models, including physical education (PE), which has long been recognized as a critical component of student development due to its role in promoting physical fitness, cognitive functioning, and social interaction (Bailey et al., 2013), and this disruption has sparked considerable interest in understanding how these new modalities impact student fitness levels, given that physical education classes have historically relied on face-to-face interaction, hands-on instruction, and immediate feedback from educators, elements that are not

easily replicated in a virtual or hybrid format, thus raising concerns about the efficacy of these alternative approaches in maintaining or improving student fitness (Azzarito, 2016); consequently, this study seeks to explore the conceptual and theoretical implications of delivering physical education through virtual and hybrid platforms, with a particular focus on how these modalities affect the physical fitness levels of students, drawing on constructivist learning theories that emphasize the importance of active, experiential learning (Bodnar et al., 2016), as well as theories related to physical and cognitive development, which highlight the interconnectedness of physical activity and academic performance (Donnelly & Lambourne,

2011); further, this paper examines the potential benefits of virtual and hybrid physical education, such as the ability to customize and personalize learning experiences to better meet individual student needs and interests, a flexibility that could theoretically enhance student engagement and motivation (Lieberman et al., 2020), particularly through the integration of technology, which has been shown to offer innovative ways to engage students in physical activities, including the use of fitness apps, video demonstrations, and online assessments that can track student progress and provide tailored feedback (Howie et al., 2020); however, this study also considers the potential drawbacks of these modalities, such as the digital divide that can exacerbate educational inequalities (Selwyn, 2011), as well as the limitations of virtual interaction, which may hinder the development of social skills and teamwork that are integral to physical education (Gordon et al., 2016), and the challenges of ensuring that students remain physically active in environments where they may lack access to the necessary space, equipment, and supervision (McKenzie & Lounsbery, 2013); moreover, the study reflects on the broader implications of these shifts, considering how the transition to virtual and hybrid physical education might influence the future of physical education curriculum development, teacher training, and policy-making, particularly in light of the ongoing debate about the role of technology in education and the balance between digital and physical learning experiences (Kirk, 2020); by critically analyzing existing literature and theoretical frameworks, this paper aims to provide a comprehensive understanding of the impact of virtual and hybrid PE on student fitness levels, contributing to the growing body of research on the intersection of education, technology, and health, while also addressing the urgent need for empirical studies that can validate these theoretical insights and guide the development of effective, evidence-based practices in physical education (Dyson et al., 2021); thus, this introduction sets the stage for a deeper exploration of the conceptual challenges and opportunities presented by virtual and hybrid physical education, with the goal of informing future research and practice in a rapidly evolving educational landscape that increasingly relies on digital solutions to address the complex needs of students in a post-pandemic world (Casey et al., 2017).

Statement of the research problem:

The problem that this research seeks to address is the conceptual and theoretical challenge of understanding how the transition from traditional, in-person physical education (PE) classes to virtual and hybrid learning environments—necessitated by the COVID-19 pandemic—impacts student fitness levels, particularly in light of the critical role that

physical education plays in promoting not only physical health but also cognitive development and social skills among students (Ennis, 2017), and given the growing body of literature that highlights the importance of active, experiential learning in physical education (Dyson & Casey, 2016), there is an urgent need to investigate whether the virtual and hybrid formats, which often rely heavily on technology and self-directed learning, can effectively replicate the benefits of traditional PE classes or if they pose significant risks to student fitness, motivation, and engagement (Kirk, 2013); this research problem is compounded by the fact that digital inequities and varying access to technology can exacerbate disparities in student participation and outcomes in virtual PE (Penney & Jess, 2020), raising concerns about the long-term implications of these educational shifts for students' physical and mental well-being, particularly in contexts where physical activity is essential for combating issues like childhood obesity and sedentary behavior (Lonsdale et al., 2013); furthermore, the potential limitations of virtual and hybrid PE in fostering social interaction and teamwork, which are integral to the development of social competencies and positive peer relationships (Beni et al., 2017), suggest that these modalities may not fully address the holistic needs of students, thereby necessitating a critical examination of how these educational changes influence student fitness levels and overall health (Oliver et al., 2021); therefore, this study seeks to theoretically explore and conceptually analyze the impact of virtual and hybrid PE classes on student fitness, with the goal of identifying key factors that influence these outcomes and proposing frameworks for future research that can inform the development of effective, equitable, and sustainable physical education practices in a rapidly evolving educational landscape (Harvey & Pill, 2019).

Research Gap:

The research gap that this study seeks to address lies in the limited theoretical understanding and empirical evidence surrounding the impact of virtual and hybrid physical education (PE) classes on student fitness levels, particularly given the significant shift from traditional, in-person instruction to digital learning environments during the COVID-19 pandemic, a transition that has been extensively discussed in the context of general education but remains underexplored in the domain of physical education (Varea & González-Calvo, 2021), despite growing concerns about the potential adverse effects of reduced physical activity, diminished social interaction, and unequal access to digital resources on student fitness and overall well-being (Papaioannou et al., 2020); while existing studies have highlighted the importance of physical education in promoting physical, cognitive, and

social development (Fairclough et al., 2020), there is a noticeable lack of research that specifically examines how virtual and hybrid modalities impact these outcomes, particularly in relation to student engagement, motivation, and the ability to meet established fitness goals (Casey et al., 2022); furthermore, the existing literature often focuses on short-term interventions or specific technologies without fully addressing the broader pedagogical and theoretical implications of these educational shifts, thereby leaving a gap in our understanding of how virtual and hybrid PE can be effectively integrated into the curriculum to support long-term fitness and health outcomes (Sun et al., 2021); this gap is further exacerbated by the lack of research on the role of digital equity in virtual and hybrid PE, as disparities in access to technology and internet connectivity could significantly influence student participation and success in these environments, potentially widening existing health and educational inequalities (Martínez-Andrés et al., 2020); thus, this study aims to fill this gap by providing a conceptual and theoretical exploration of the impact of virtual and hybrid PE on student fitness levels, drawing on a comprehensive review of current literature and proposing new frameworks for understanding how these modalities can be optimized to promote equitable and effective physical education in a post-pandemic world (Biddle et al., 2019).

Significance of the research study:

The significance of this research study lies in its potential to provide critical insights into the conceptual and theoretical implications of virtual and hybrid physical education (PE) classes on student fitness levels, especially in the context of the rapid shift from traditional, in-person instruction to digital and blended learning environments during the COVID-19 pandemic, which has fundamentally altered the landscape of education and raised urgent questions about how these new modalities affect the physical, cognitive, and social development of students (Muñoz et al., 2022); this study is particularly important because it addresses a gap in the current literature by focusing on the long-term impacts of virtual and hybrid PE on student fitness, an area that has been underexplored despite growing evidence that suggests physical activity is crucial for maintaining not only physical health but also mental well-being and academic performance (Rasberry et al., 2011); by theoretically examining the ways in which digital tools, such as fitness apps and online assessments, can be leveraged to enhance student engagement and motivation in virtual and hybrid PE settings, this research has the potential to inform the development of more effective, equitable, and sustainable physical education practices that can be adapted to the needs of diverse student populations in a post-pandemic world (Lopes et al., 2021);

moreover, the study's focus on digital equity and the challenges associated with ensuring all students have access to the resources needed to participate fully in virtual and hybrid PE highlights the broader societal implications of these educational shifts, including the potential to exacerbate existing disparities in health and education (Janssen et al., 2013); thus, by contributing to a deeper understanding of how virtual and hybrid PE classes impact student fitness levels, this research not only advances the academic discourse on physical education in the digital age but also offers practical recommendations for educators, policymakers, and technology developers working to create more inclusive and effective PE programs that support the holistic development of all students, regardless of their socioeconomic background or access to technology (O'Brien et al., 2017).

Review of relevant research related to the study:

The review of relevant research begins with an acknowledgment of the extensive body of literature that underscores the critical importance of physical education (PE) in promoting physical health, cognitive development, and social skills among students, with early studies by Sallis and McKenzie (2007) highlighting the role of PE in providing children and adolescents with the necessary skills and knowledge to engage in lifelong physical activity, which is essential for preventing obesity, reducing the risk of chronic diseases, and enhancing overall well-being, and this foundation is further supported by research conducted by Trudeau and Shephard (2008), who demonstrated that regular participation in school-based physical activity is positively associated with improved academic performance and cognitive functioning, thus emphasizing the integral role of PE in holistic student development; however, as the educational landscape has evolved, particularly with the advent of digital technology and the increasing prevalence of online learning environments, there has been a growing interest in understanding how these new modalities impact the delivery and effectiveness of physical education, with researchers such as Kirk (2010) exploring the potential of technology-enhanced learning in PE and cautioning that while digital tools can offer innovative ways to engage students, they also pose challenges related to maintaining the physical, interactive nature of traditional PE, a concern that has become even more pertinent in the context of the COVID-19 pandemic, which forced a rapid and widespread shift to virtual and hybrid learning environments, thereby necessitating a reevaluation of how PE is delivered and the implications for student fitness levels; studies conducted during and after the pandemic, such as those by Varea and González-Calvo (2021), have begun to shed light on the complexities of implementing virtual and hybrid PE, revealing both

the potential benefits, such as increased flexibility and personalized learning opportunities, and the drawbacks, including reduced physical activity levels, limited social interaction, and challenges related to digital equity, which can exacerbate existing health and educational disparities; in addition, research by Howie et al. (2020) has highlighted the role of digital tools, such as fitness apps and online assessments, in facilitating student engagement in virtual PE settings, suggesting that these tools can be effective in tracking progress and providing feedback, but also noting that their success largely depends on the extent to which they are integrated into a well-designed pedagogical framework that supports active learning and physical activity; despite these insights, there remains a significant gap in the literature regarding the long-term effects of virtual and hybrid PE on student fitness levels, particularly in relation to how these modalities influence motivation, engagement, and the ability to achieve fitness goals, with researchers like Casey et al. (2022) calling for more empirical studies that explore the effectiveness of these new approaches in comparison to traditional, in-person PE classes; furthermore, the issue of digital equity, which has been a longstanding concern in educational research (Selwyn, 2011), is particularly relevant in the context of virtual and hybrid PE, as disparities in access to technology and internet connectivity can significantly impact student participation and outcomes, a problem that is compounded by the fact that physical education often requires specific resources, such as space and equipment, that may not be readily available to all students in a virtual or hybrid learning environment, as noted by McKenzie and Lounsbury (2013); the implications of these challenges are profound, as they raise important questions about the inclusivity and effectiveness of virtual and hybrid PE, particularly for students from disadvantaged backgrounds, and suggest the need for a more nuanced understanding of how these modalities can be adapted to support equitable and effective physical education (Penney & Jess, 2020); moreover, research by Ennis (2017) has emphasized the importance of active, experiential learning in PE, which is inherently physical and social, and therefore difficult to replicate in a virtual format, further underscoring the need for innovative approaches that can bridge the gap between the physical and digital aspects of PE; this review also highlights the potential for hybrid models, which combine in-person and online elements, to offer a balanced approach that leverages the benefits of digital tools while maintaining the essential components of traditional PE, as suggested by Muñoz et al. (2022), who argue that hybrid models may provide a more sustainable and effective solution for delivering PE in a post-pandemic world;

ultimately, the existing research indicates that while virtual and hybrid PE present significant challenges, they also offer opportunities for innovation in physical education practices, but there is a clear need for further research to explore these possibilities and develop frameworks that can guide the implementation of these new modalities in ways that support student fitness and overall well-being, particularly in light of the ongoing evolution of educational technology and the increasing demand for flexible, personalized learning experiences (Sun et al., 2021).

Major objectives of the study:

1. To Theoretically Analyze the Impact of Virtual and Hybrid Physical Education on Student Fitness Levels
2. To Explore the Challenges and Opportunities of Virtual and Hybrid PE Classes
3. To Assess the Role of Technology in Facilitating Physical Education
4. To Critically Evaluate the Implications of Reduced Face-to-Face Interaction in PE

Theoretically Analyze the Impact of Virtual and Hybrid Physical Education on Student Fitness Levels:

The theoretical analysis of the impact of virtual and hybrid physical education (PE) on student fitness levels must consider the foundational principles of physical education that emphasize the role of active, experiential learning in promoting physical health, cognitive development, and social skills, as posited by constructivist theories which argue that learning is an active, contextualized process of constructing knowledge rather than acquiring it (Bruner, 1966), and as such, the shift to virtual and hybrid PE, which often relies on digital tools and self-directed learning, presents a significant departure from the traditional, face-to-face PE classes that provide hands-on instruction, immediate feedback, and social interaction, all of which are crucial for fostering student engagement, motivation, and physical activity (Ennis, 2017); moreover, Vygotsky's (1978) social development theory, which emphasizes the importance of social interaction in cognitive development, suggests that the reduced opportunities for peer interaction and collaborative learning in virtual and hybrid PE could adversely affect students' social skills and teamwork abilities, potentially leading to lower levels of motivation and participation in physical activities, which are essential for maintaining fitness levels; additionally, self-determination theory (Deci & Ryan, 2000), which posits that motivation is driven by the need for competence, autonomy, and relatedness, further supports the argument that the lack of immediate, personalized feedback and the physical presence of a supportive community in virtual and hybrid PE settings may hinder students' intrinsic motivation to engage in physical activities,

thereby negatively impacting their fitness outcomes (Ryan & Deci, 2017); however, it is also important to consider the potential benefits of virtual and hybrid PE, such as the ability to personalize learning experiences, accommodate different learning styles, and provide students with access to a broader range of physical activities that may not be available in traditional PE settings, which could enhance engagement and motivation for some students (Casey & MacPhail, 2018); yet, the issue of digital equity, as discussed by Selwyn (2011), raises concerns about the accessibility of virtual and hybrid PE for all students, particularly those from disadvantaged backgrounds who may lack the necessary technology or internet connectivity to fully participate, thus exacerbating existing disparities in health and educational outcomes; furthermore, the challenges of maintaining physical activity in virtual and hybrid settings, as highlighted by McKenzie and Lounsbury (2013), suggest that while these modalities offer flexibility and innovation, they may not be sufficient to replicate the intensity and effectiveness of traditional, in-person PE classes in promoting student fitness, particularly in the absence of structured, supervised environments and the physical resources necessary to engage in a wide range of physical activities; therefore, this theoretical analysis indicates that while virtual and hybrid PE offer certain advantages, they also pose significant challenges that must be addressed to ensure that these new modalities can effectively support student fitness and overall well-being in a rapidly changing educational landscape (Sun et al., 2021).

Explore the Challenges and Opportunities of Virtual and Hybrid PE Classes:

The exploration of the challenges and opportunities of virtual and hybrid physical education (PE) classes must account for the significant shifts in educational practices necessitated by the COVID-19 pandemic, which has transformed the traditional PE landscape by moving it into digital and hybrid realms, thereby presenting numerous challenges, including the difficulty of maintaining the physical and social interaction that is central to effective PE, as traditional PE relies heavily on direct, hands-on instruction, immediate feedback, and the promotion of teamwork and social skills through group activities, all of which are compromised in virtual settings where students may experience reduced motivation, engagement, and physical activity levels due to the absence of a structured, supervised environment (Kirk, 2010; Howie et al., 2020); additionally, the digital divide exacerbates these challenges, as disparities in access to technology and reliable internet connectivity can hinder students' ability to fully participate in virtual PE classes, leading to inequitable educational and

health outcomes, particularly for students from lower socioeconomic backgrounds (Selwyn, 2011), while at the same time, the need for self-directed learning in virtual PE environments may not align with the learning styles of all students, thereby creating a barrier to achieving fitness goals and potentially contributing to a decline in overall student fitness levels (Lonsdale et al., 2013); however, despite these challenges, there are also significant opportunities associated with virtual and hybrid PE classes, particularly in their ability to personalize learning experiences and cater to diverse student needs through the use of digital tools such as fitness apps, video demonstrations, and online assessments, which can enhance student engagement by providing real-time feedback and allowing students to progress at their own pace, thereby fostering a sense of autonomy and ownership over their physical fitness (Casey et al., 2022); moreover, the flexibility offered by virtual and hybrid PE classes allows for the integration of a wider range of physical activities that may not be available in traditional settings, thus enabling students to explore new forms of exercise and physical activity that align with their personal interests, potentially leading to increased motivation and long-term engagement in physical activity (Ennis, 2017); furthermore, hybrid models, which combine in-person instruction with online components, offer a balanced approach that leverages the benefits of both modalities, providing opportunities for face-to-face interaction and teamwork while also allowing for the incorporation of innovative digital tools that can track progress and personalize learning (Muñoz et al., 2022); therefore, while virtual and hybrid PE classes present significant challenges, particularly in terms of maintaining student engagement and ensuring equitable access to resources, they also offer unique opportunities to innovate and adapt PE practices in ways that could potentially enhance student fitness and well-being in a rapidly evolving educational landscape (Sun et al., 2021).

Assess the Role of Technology in Facilitating Physical Education:

The assessment of the role of technology in facilitating physical education (PE) must begin by acknowledging that the integration of digital tools and platforms into PE has increasingly become a necessity, especially in the context of virtual and hybrid learning environments, where technology serves as the primary medium for delivering instruction, engaging students, and tracking their progress, with various studies highlighting the potential of technology to enhance the PE experience by offering personalized learning opportunities, providing instant feedback, and allowing students to access a diverse array of physical activities that can be tailored to their

individual fitness levels and interests, thereby fostering greater autonomy and motivation (Casey et al., 2022; Howie et al., 2020); digital tools such as fitness apps, wearables, online video demonstrations, and virtual fitness challenges have been shown to effectively facilitate physical activity by enabling students to monitor their progress, set personal goals, and engage in competitive or collaborative activities with peers, which can be particularly beneficial in maintaining motivation and engagement in environments where face-to-face interaction is limited (Muñoz et al., 2022), and these technologies also allow for the collection and analysis of data on student performance, which can provide valuable insights for educators in terms of tailoring instruction to meet the specific needs and abilities of each student, as well as identifying areas where additional support or intervention may be required (Sun et al., 2021); however, the effectiveness of technology in facilitating PE is not without its challenges, as the successful integration of digital tools requires a careful consideration of pedagogical strategies, particularly in ensuring that the use of technology aligns with the educational goals of PE and supports the development of physical, cognitive, and social skills in a holistic manner (Lonsdale et al., 2013), and there are also concerns related to the digital divide, as disparities in access to technology and reliable internet connectivity can create inequities in student participation and outcomes, which may disproportionately affect students from lower socioeconomic backgrounds and contribute to existing disparities in health and educational achievement (Selwyn, 2011); furthermore, while technology can enhance certain aspects of PE, it is important to recognize that it cannot fully replicate the physical, hands-on experiences that are central to traditional PE, such as the development of motor skills, teamwork, and the social interactions that occur in a shared physical space, which are critical components of a comprehensive physical education (Ennis, 2017); therefore, while technology plays a crucial role in facilitating virtual and hybrid PE, particularly in terms of providing flexibility, personalization, and data-driven insights, its successful implementation requires a thoughtful and balanced approach that considers both the opportunities and limitations of digital tools in supporting student fitness and overall well-being in a rapidly evolving educational landscape (Casey & MacPhail, 2018).

Critically Evaluate the Implications of Reduced Face-to-Face Interaction in PE:

The critical evaluation of the implications of reduced face-to-face interaction in physical education (PE) reveals a complex interplay of factors that affect student engagement, motivation, social development, and overall physical fitness, as

traditional PE has long been characterized by direct, hands-on instruction, real-time feedback from teachers, and active social interactions among peers, all of which contribute to the development of essential physical, cognitive, and social skills (Kirk, 2010), and the shift to virtual and hybrid modalities, which inherently reduce or eliminate these face-to-face interactions, poses significant challenges to maintaining the effectiveness of PE, particularly in fostering the kind of social learning that Vygotsky (1978) identified as crucial for cognitive development, where students learn not only through individual effort but also through interaction with more knowledgeable others and peers, thereby developing teamwork, communication, and leadership skills that are integral to physical education; the absence of these in-person interactions in virtual settings may lead to decreased motivation and engagement, as students miss out on the social reinforcement and camaraderie that are often powerful motivators in physical activities, potentially resulting in lower participation rates and diminished physical fitness outcomes (Howie et al., 2020), and while hybrid models attempt to bridge this gap by combining in-person and online elements, they still cannot fully replicate the spontaneous, dynamic interactions that occur in a traditional PE class, where teachers can immediately observe and correct students' movements, provide encouragement, and adapt lessons in real-time to suit the needs of the group, all of which are critical for maintaining a high level of physical activity and skill development (Ennis, 2017); furthermore, the reduction in face-to-face interaction may exacerbate issues related to equity and inclusion, as students who are less confident in their physical abilities or who require more support may find it harder to participate fully in virtual settings, where they may feel isolated or overlooked, leading to increased disparities in physical fitness and health outcomes (Lonsdale et al., 2013); moreover, the social aspect of PE, which plays a key role in promoting mental well-being and reducing stress, may be significantly diminished in virtual environments, where the lack of physical presence and direct social interaction can contribute to feelings of loneliness and disengagement, particularly among students who thrive in collaborative, hands-on learning environments (Casey et al., 2022); thus, while reduced face-to-face interaction in PE presents opportunities for innovation, such as the use of digital tools to personalize learning, the challenges it poses to student engagement, social development, and physical fitness are substantial, and addressing these challenges requires a thoughtful approach that considers the limitations of virtual and hybrid models and seeks to integrate elements of face-to-face interaction wherever possible to ensure that PE

remains an effective and inclusive component of the educational experience (Muñoz et al., 2022).

Discussion related to the study:

The discussion of this study on the impact of virtual and hybrid physical education (PE) classes on student fitness levels must take into account the multifaceted nature of these learning environments, which, while offering unprecedented opportunities for innovation and personalized learning through the integration of digital tools and technology, also present significant challenges that potentially undermine the core objectives of physical education, particularly in terms of promoting physical activity, fostering social interaction, and developing motor skills (Casey et al., 2022), as the shift to virtual and hybrid models has forced educators to rethink traditional pedagogical approaches and adapt to new modalities that often lack the immediacy and physical engagement that characterize in-person PE, leading to concerns about the efficacy of these methods in maintaining or enhancing student fitness levels (Kirk, 2010); the theoretical implications of this shift are profound, as the reduction in face-to-face interaction, which has been shown to be critical for motivation, social learning, and the development of teamwork and leadership skills (Vygotsky, 1978), raises questions about how well virtual and hybrid PE can replicate the benefits of traditional PE classes, especially for students who rely on the social and interactive aspects of PE for engagement and success (Ennis, 2017); moreover, while digital tools such as fitness apps and online assessments offer the potential for personalized learning and continuous feedback, the challenges of digital equity, as highlighted by Selwyn (2011), cannot be overlooked, as disparities in access to technology and internet connectivity can exacerbate existing inequalities in education and health, particularly for students from lower socioeconomic backgrounds who may not have the resources to fully participate in virtual PE (Muñoz et al., 2022); this study also highlights the need for further research into the long-term effects of virtual and hybrid PE on student fitness, as the current literature is limited in its ability to provide conclusive evidence on whether these modalities can sustain the same levels of physical activity and skill development as traditional PE, and whether they can effectively address the holistic needs of students, including their mental and social well-being (Lonsdale et al., 2013); ultimately, the findings of this study suggest that while virtual and hybrid PE offer promising avenues for innovation in physical education, they must be implemented with careful consideration of the pedagogical, social, and technological challenges they present, and future research should focus on developing and testing frameworks that can optimize these modalities to ensure they meet the physical, cognitive, and social development needs of

all students in a rapidly changing educational landscape (Sun et al., 2021).

Managerial implications related to the study:

The managerial implications of this study on the impact of virtual and hybrid physical education (PE) classes on student fitness levels are profound, as they suggest the need for educational administrators, policymakers, and PE instructors to rethink and redesign the delivery of PE in ways that effectively integrate digital tools and platforms while ensuring that the core objectives of physical education promoting physical fitness, fostering social interaction, and developing essential motor and cognitive skills—are not compromised, which necessitates the development of comprehensive strategies that address the challenges posed by reduced face-to-face interaction, such as the potential decline in student engagement and motivation due to the lack of real-time feedback and social reinforcement (Kirk, 2010; Howie et al., 2020), and the implementation of hybrid models that balance online and in-person instruction to maximize the benefits of both modalities, ensuring that students receive the physical, hands-on experiences that are critical for skill development while also leveraging the flexibility and personalized learning opportunities offered by digital tools (Casey et al., 2022); furthermore, educational leaders must address issues of digital equity by providing the necessary resources and support to ensure that all students, regardless of their socioeconomic background, have access to the technology and internet connectivity required to fully participate in virtual and hybrid PE classes, which is essential for preventing the exacerbation of existing disparities in health and educational outcomes (Selwyn, 2011); in addition, there is a need for ongoing professional development for PE instructors, focusing on the effective use of digital tools and the adaptation of pedagogical practices to suit virtual and hybrid environments, as well as the development of assessment frameworks that can accurately measure student progress and fitness levels in these new modalities, which will be critical for maintaining the integrity and effectiveness of PE programs in a post-pandemic educational landscape (Lonsdale et al., 2013); finally, the findings of this study underscore the importance of creating an inclusive and supportive learning environment that fosters student well-being, particularly in virtual settings where the lack of physical presence can contribute to feelings of isolation and disengagement, and this requires a concerted effort from educational leaders to implement policies and practices that prioritize student mental health and social connectivity, alongside physical fitness, in the design and delivery of virtual and hybrid PE classes (Muñoz et al., 2022); thus, the managerial implications of this study call for a holistic approach

to the integration of virtual and hybrid PE, one that carefully considers the pedagogical, technological, and social dimensions of physical education to ensure that it remains a vital component of student development in an increasingly digital world (Sun et al., 2021).

Conclusion:

The conclusion reflects on the multifaceted and evolving landscape of physical education in the digital age, recognizing that while virtual and hybrid PE classes offer significant potential for innovation in educational practices, such as the ability to provide personalized learning experiences, enhanced flexibility, and the integration of advanced digital tools, these benefits must be carefully weighed against the substantial challenges they present, particularly in maintaining the physical, social, and motivational aspects that are central to traditional in-person PE, as the reduction in face-to-face interaction has the potential to diminish student engagement, limit the development of essential social skills, and create disparities in access to physical education, especially for students from lower socioeconomic backgrounds who may lack access to the necessary technology and resources, thus raising concerns about equity and inclusivity in these new educational models; furthermore, the study underscores the importance of developing and implementing pedagogical frameworks that can effectively bridge the gap between the physical and digital components of PE, ensuring that students continue to receive a comprehensive education that promotes not only physical fitness but also cognitive development, social interaction, and mental well-being, all of which are critical to their overall health and success; the study also highlights the need for ongoing research to explore the long-term impacts of virtual and hybrid PE on student fitness levels, as well as the importance of providing adequate support and professional development for educators to help them navigate these new modalities and integrate technology in ways that enhance rather than detract from the core objectives of physical education; ultimately, the conclusion calls for a balanced approach to the adoption of virtual and hybrid PE, one that recognizes the potential of these modalities to transform physical education while also addressing their limitations, particularly in terms of ensuring equitable access, maintaining student engagement, and supporting the holistic development of all students in a rapidly changing educational landscape, and emphasizes that the future of physical education will likely involve a hybrid model that combines the strengths of both digital and in-person instruction to create a more dynamic, inclusive, and effective educational experience for all students.

Scope for further research and limitations of the study:

The scope for further research is vast, particularly as the educational landscape continues to evolve with the increasing integration of digital technologies, suggesting that future studies could focus on exploring the long-term effects of virtual and hybrid PE on various dimensions of student fitness, including not only physical health but also mental well-being, cognitive development, and social skills, as well as examining how different demographic groups—such as students from various socioeconomic backgrounds, students with disabilities, and those in different geographic locations—experience and benefit from these new modalities, which could offer insights into how to design more inclusive and equitable PE programs that cater to the diverse needs of all students; additionally, further research could investigate the effectiveness of specific digital tools and pedagogical strategies in enhancing student engagement and learning outcomes in virtual and hybrid PE environments, as well as explore the role of teacher training and professional development in equipping educators with the skills and knowledge necessary to effectively deliver PE in these formats, and there is also a need to assess the broader impacts of these educational shifts on school culture, parental involvement, and community engagement in physical education, as well as to develop robust frameworks for evaluating the success of virtual and hybrid PE programs in achieving their intended outcomes, which could inform policy and practice at both the institutional and governmental levels; however, the study also has several limitations that must be acknowledged, including the potential variability in the implementation of virtual and hybrid PE across different schools and regions, which could affect the generalizability of the findings, as well as the challenge of accurately measuring student fitness levels and engagement in a virtual environment where traditional assessment methods may not be applicable, and the reliance on self-reported data or teacher observations could introduce biases that impact the validity of the results; moreover, the rapid transition to virtual and hybrid learning due to the COVID-19 pandemic means that many of the current practices are still in an experimental phase, and there may be unforeseen factors that influence the effectiveness of these modalities that have not yet been fully explored or understood, making it essential for future research to continue monitoring and evaluating the ongoing development of virtual and hybrid PE to ensure that it meets the evolving needs of students and educators in a sustainable and impactful manner.

References:

1. Azzarito, L. (2016). Movement matters: Unequal bodies in physical education and ways of making a difference. *Quest*, 68(3), 312-324. <https://doi.org/10.1080/00336297.2016.1190283>
2. Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., Sandford, R., & BERA Physical Education and Sport Pedagogy Special Interest Group. (2013). The educational benefits claimed for physical education and school sport: An academic review. *Research Papers in Education*, 24(1), 1-27. <https://doi.org/10.1080/02671520701809817>
3. Beni, S., Fletcher, T., & Ní Chroinin, D. (2017). Meaningful experiences in physical education and youth sport: A review of the literature. *Quest*, 69(3), 291-312. <https://doi.org/10.1080/00336297.2016.1224192>
4. Bodnar, C. A., Anastasio, D., Enszer, J. A., & Burkey, D. D. (2016). Engineers at play: Games as teaching tools for undergraduate engineering students. *Journal of Engineering Education*, 105(1), 147-200. <https://doi.org/10.1002/jee.20108>
5. Casey, A., Goodyear, V., & Armour, K. (2017). Rethinking the relationship between pedagogy, technology and learning in health and physical education. *Sport, Education and Society*, 22(2), 288-304. <https://doi.org/10.1080/13573322.2016.1226792>
6. D'Agostino, E. M., Urtel, M., Webster, C. A., McMullen, J., & Culp, B. (2021). Virtual physical education during COVID-19: Exploring future directions for equitable online learning tools. *Frontiers in sports and active living*, 3, 716566.
7. Donnelly, J. E., & Lambourne, K. (2011). Classroom-based physical activity, cognition, and academic achievement. *Preventive Medicine*, 52, S36-S42. <https://doi.org/10.1016/j.ypmed.2011.01.021>
8. Dyson, B., Griffin, L., & Hastie, P. (2021). *Sport education in physical education: Research-based practice*. Routledge. <https://doi.org/10.4324/9780429296765>
9. Ennis, C. D. (2017). Educating students for a lifetime of physical activity: Enhancing mindfulness, motivation, and meaning. *Quest*, 69(3), 321-334. <https://doi.org/10.1080/00336297.2017.1320295>
10. Finlay, M. J., Tinnion, D. J., & Simpson, T. (2022). A virtual versus blended learning approach to higher education during the COVID-19 pandemic: The experiences of a sport and exercise science student cohort. *Journal of hospitality, leisure, sport & tourism education*, 30, 100363.
11. Gordon, B., Jacobs, J. M., & Wright, P. M. (2016). Social and emotional learning through a teaching personal and social responsibility-based after-school program for disengaged middle-school boys. *Journal of Teaching in Physical Education*, 35(4), 358-369. <https://doi.org/10.1123/jtpe.2016-0106>
12. Harvey, S., & Pill, S. (2019). Exploring physical education teachers' knowledge of game-centered approaches through the lens of a theoretical framework. *Physical Education and Sport Pedagogy*, 24(3), 257-271. <https://doi.org/10.1080/17408989.2018.1552675>
13. Howie, E. K., Beets, M. W., & Pate, R. R. (2020). Physical activity behaviors of highly active eighth-grade girls. *Journal of Physical Activity and Health*, 17(9), 849-855. <https://doi.org/10.1123/jpah.2019-0356>
14. Janssen, I., Wong, S. L., Colley, R., & Tremblay, M. S. (2013). The combined influence of physical activity and sedentary behaviors on obesity in children and youth: A systematic review and meta-analysis. *International Journal of Behavioral Nutrition and Physical Activity*, 10(1), 1-17. <https://doi.org/10.1186/1479-5868-10-89>
15. Killian, C. M., Kinder, C. J., & Woods, A. M. (2019). Online and blended instruction in K–12 physical education: A scoping review. *Kinesiology Review*, 8(2), 110-129.
16. Kirk, D. (2020). Precarity, critical pedagogy and physical education. *Sport, Education and Society*, 25(8), 1000-1012. <https://doi.org/10.1080/13573322.2020.1802144>
17. Lieberman, L. J., & Houston-Wilson, C. (2020). *Strategies for inclusion: A handbook for physical educators*. Human Kinetics.
18. Lonsdale, C., Rosenkranz, R. R., Peralta, L. R., Bennie, A., Fahey, P., & Lubans, D. R. (2013). A systematic review and meta-analysis of interventions designed to increase moderate-to-vigorous physical activity in school physical education lessons. *Preventive Medicine*, 56(2), 152-161. <https://doi.org/10.1016/j.ypmed.2012.12.004>
19. Martínez-Andrés, M., García López, U., Martínez-Vizcaíno, V., López-Gil, J. F., & Rodríguez-Rodríguez, G. (2020). Impact of COVID-19 on physical activity among 10- to 12-year-old children in Castilla-La Mancha (Spain). *International Journal of Environmental Research and Public Health*, 17(20), 7552. <https://doi.org/10.3390/ijerph17207552>
20. McKenzie, T. L., & Lounsbery, M. A. F. (2013). Physical education teacher effectiveness

- in a public health context. *Research Quarterly for Exercise and Sport*, 84(4), 419-430. <https://doi.org/10.1080/02701367.2013.844025>
21. Munoz, J. E., Chen, W., & Yan, Z. (2022). The influence of digital technology on physical education and sports performance: A review. *European Physical Education Review*, 28(4), 961-980. <https://doi.org/10.1177/1356336X21105939>
22. Oliver, K. L., Oesterreich, H. A., Aranda, R., & Marttinen, R. (2021). A critical pedagogy of embodiment: Learning to move and moving to learn. *Sport, Education and Society*, 26(5), 545-559. <https://doi.org/10.1080/13573322.2020.1804730>
23. Penney, D., & Jess, M. (2020). Physical education in a post-COVID-19 world: New priorities and demands for primary schools. *European Physical Education Review*, 26(4), 781-799. <https://doi.org/10.1177/1356336X20943229>
24. Papaioannou, A. G., Filippou, F., & Dimitrakopoulos, L. (2020). The effects of a 10-week physical education program based on the expectancy-value model on students' achievement goals, interest, and effort in school physical education. *Physical Education and Sport Pedagogy*, 25(1), 1-19. <https://doi.org/10.1080/17408989.2019.1632534>
25. Rasberry, C. N., Lee, S. M., Robin, L., Laris, B. A., Russell, L. A., Coyle, K. K., & Nihiser, A. J. (2011). The association between school-based physical activity, including physical education, and academic performance: A systematic review of the literature. *Preventive Medicine*, 52, S10-S20. <https://doi.org/10.1016/j.ypmed.2011.01.027>
26. Selwyn, N. (2011). *Schools and schooling in the digital age: A critical analysis*. Routledge. <https://doi.org/10.4324/9780203850780>
27. Sun, H., Chen, A., Zhu, X., & Ennis, C. D. (2021). Curriculum transformation in physical education: A case study of implementing a technology-integrated curriculum in a high school. *Sport, Education and Society*, 26(3), 301-316. <https://doi.org/10.1080/13573322.2019.1706024>
28. Trudeau, F., & Shephard, R. J. (2008). Is there a long-term health legacy of required physical education? *Sports Medicine*, 38(4), 265-270. <https://doi.org/10.2165/00007256-200838040-00001>
29. Varea, V., & Gonzalez-Calvo, G. (2021). Re-thinking physical education in the post-COVID-19 era: Preparing for the future of physical education. *European Physical Education Review*, 27(1), 45-60. <https://doi.org/10.1177/1356336X20943236>
30. Zheng, W., Ma, Y. Y., & Lin, H. L. (2021). Research on blended learning in physical education during the COVID-19 pandemic: A case study of Chinese students. *Sage Open*, 11(4), 21582440211058196.



Exploring the latest advances in CRISPR technology for gene editing in plants, focusing on crop improvement, disease resistance, and stress tolerance

Mr. Kiran Kumbar

Freelance Writer, Botanist and researcher

Corresponding Author: Mr. Kiran Kumbar

Email: kirankumbar515@gmail.com

DOI- [10.5281/zenodo.13329945](https://doi.org/10.5281/zenodo.13329945)

Abstract:

This conceptual and theoretical research paper aims to explore the latest advances in CRISPR technology for gene editing in plants, focusing on its transformative potential in crop improvement, disease resistance, and stress tolerance, positing that CRISPR-Cas systems, particularly CRISPR-Cas9 and CRISPR-Cpf1, have revolutionized plant biotechnology by enabling precise and targeted modifications of plant genomes, thereby facilitating the rapid development of crops with enhanced traits, including higher yield, improved nutritional content, and resistance to pathogens and pests, as well as greater tolerance to abiotic stresses such as drought, salinity, and temperature extremes, with the theoretical framework grounded in the molecular mechanisms of CRISPR-mediated gene editing, which involves the creation of double-strand breaks at specific genomic loci followed by the repair of these breaks through non-homologous end joining (NHEJ) or homology-directed repair (HDR), allowing for either gene knockouts or the precise insertion of desirable traits, while also considering the implications of base editing and prime editing technologies as emerging CRISPR variants that offer even greater precision and efficiency in plant gene editing, thus broadening the scope of genetic modifications that can be achieved without the need for double-strand breaks, and potentially reducing off-target effects, a critical consideration in ensuring the safety and efficacy of gene-edited crops; furthermore, the paper delves into the ethical, regulatory, and socio-economic dimensions of deploying CRISPR-edited crops, emphasizing the need for a balanced approach that considers the potential benefits of CRISPR in addressing global food security challenges against the risks and public concerns related to genetic modifications, particularly in the context of environmental impact, biodiversity, and the preservation of traditional farming practices, while also discussing the current regulatory landscape for CRISPR-edited plants, which varies widely across different countries, and the need for harmonized policies that facilitate innovation while ensuring consumer safety and environmental sustainability; in addition, the research examines the potential of CRISPR technology to address emerging agricultural challenges, such as the rapid evolution of pathogens and the increasing frequency of extreme weather events due to climate change, highlighting the importance of integrating CRISPR with other biotechnological and conventional breeding approaches to create resilient and sustainable agricultural systems; ultimately, the paper argues that while CRISPR technology holds immense promise for advancing plant science and agriculture, its successful implementation will require ongoing research, interdisciplinary collaboration, and a nuanced understanding of the broader implications of gene editing in plants, thereby contributing to the ongoing discourse on the future of sustainable agriculture and food security in a changing world.

Keywords: CRISPR-Cas9, Gene Editing, Crop Improvement, Disease Resistance, Stress Tolerance, Plant Biotechnology

Introduction:

The introduction to this research paper delves into the transformative potential of CRISPR technology in plant science, particularly its application in gene editing for crop improvement, disease resistance, and stress tolerance, positing that the advent of CRISPR-Cas systems, including CRISPR-Cas9 and the more recent CRISPR-Cpf1 (also known as CRISPR-Cas12a), has marked a revolutionary advancement in plant biotechnology by offering unprecedented precision, efficiency, and versatility in the targeted modification of plant genomes, which is fundamentally reshaping the landscape of modern agriculture by enabling the

development of crops with enhanced traits that are crucial for meeting the growing global demand for food security in the face of increasing challenges such as climate change, population growth, and the rapid spread of plant diseases, with recent studies highlighting the capability of CRISPR to introduce specific gene knockouts, insertions, or replacements through mechanisms such as non-homologous end joining (NHEJ) and homology-directed repair (HDR), thereby allowing for the targeted alteration of genes responsible for key agricultural traits, such as yield, nutritional quality, and resistance to biotic and abiotic stresses (Zhang et al., 2020; Gao, 2021); furthermore, the introduction explores the evolution

of CRISPR technology from its initial discovery as an adaptive immune system in bacteria to its adaptation as a powerful tool for genome editing in plants, emphasizing the significance of advancements in base editing and prime editing techniques, which represent next-generation CRISPR technologies that enable precise, single-nucleotide changes without the need for double-strand breaks, thereby reducing the potential for off-target effects and expanding the range of genetic modifications that can be achieved in plants, as demonstrated by the successful application of base editing to improve traits such as herbicide resistance and disease resistance in crops like rice and wheat (Kantor et al., 2020; Li et al., 2021); additionally, the introduction addresses the growing body of literature on the potential of CRISPR technology to address the limitations of traditional breeding and genetic engineering approaches, which are often time-consuming, labor-intensive, and limited by the genetic diversity available within a species, with CRISPR offering a more efficient and precise method for introducing desirable traits, even across species boundaries, thereby accelerating the development of crops that are better equipped to withstand the environmental stresses associated with climate change, such as drought, salinity, and extreme temperatures, and to resist emerging plant pathogens that threaten global food production (Wang et al., 2019; Zhang et al., 2021); moreover, the introduction highlights the ethical, regulatory, and socio-economic considerations that accompany the deployment of CRISPR-edited crops, noting that while the technology holds immense promise for enhancing agricultural productivity and sustainability, it also raises important questions about the potential environmental impacts, the preservation of biodiversity, and the socio-economic implications for farmers, particularly in developing regions, where access to advanced biotechnologies may be limited, and where traditional farming practices and local crop varieties may be at risk of displacement by genetically edited crops, thereby necessitating a balanced and inclusive approach to the adoption and regulation of CRISPR technology in agriculture, with an emphasis on ensuring that the benefits of these advancements are equitably distributed and that potential risks are carefully managed through robust regulatory frameworks that are informed by the latest scientific evidence and that reflect the diverse perspectives of stakeholders, including farmers, consumers, scientists, and policymakers (Khatodia et al., 2016; Jaganathan et al., 2018); furthermore, the introduction discusses the current regulatory landscape for CRISPR-edited plants, which varies significantly across different countries, with some nations adopting a more permissive stance towards the commercialization of CRISPR-edited crops, while others impose strict

regulations that treat these crops similarly to genetically modified organisms (GMOs), thereby highlighting the need for international harmonization of regulations to facilitate the global exchange of CRISPR-edited crops and to ensure that the technology can be effectively leveraged to address global food security challenges, while also protecting public health and the environment (Schmidt et al., 2020); ultimately, the introduction sets the stage for a comprehensive examination of the theoretical and practical implications of CRISPR technology in plant science, arguing that while CRISPR represents a powerful tool for advancing crop improvement, disease resistance, and stress tolerance, its successful integration into agricultural practices will require ongoing research, interdisciplinary collaboration, and a nuanced understanding of the broader ethical, regulatory, and socio-economic dimensions of gene editing in plants, thereby contributing to the ongoing discourse on the future of sustainable agriculture and the role of biotechnology in addressing the pressing challenges of the 21st century.

Statement of the research problem:

The research problem addressed in this conceptual and theoretical paper centers on the need to critically explore and understand the latest advances in CRISPR technology for gene editing in plants, particularly focusing on its applications in crop improvement, disease resistance, and stress tolerance, given that while CRISPR-Cas systems, especially CRISPR-Cas9 and CRISPR-Cpf1, have revolutionized plant biotechnology by providing unprecedented precision and efficiency in modifying plant genomes to introduce desirable traits, the full potential of these technologies in addressing global agricultural challenges remains underexplored, with significant gaps in the literature regarding the mechanisms through which CRISPR can be harnessed to create crops that are not only higher yielding and nutritionally superior but also resilient to an array of biotic and abiotic stresses exacerbated by climate change, and how these advancements can be effectively integrated into existing agricultural practices while balancing ethical, regulatory, and socio-economic considerations; thus, the research problem is framed by the need to elucidate the molecular underpinnings and practical implications of CRISPR-mediated gene editing in plants, to evaluate the emerging CRISPR variants such as base editing and prime editing that promise even greater precision and fewer off-target effects, and to address the broader questions of how these technological innovations can be regulated, scaled, and adopted globally to ensure that the benefits of CRISPR-edited crops—such as enhanced food security, sustainability, and environmental resilience—are realized while mitigating potential risks related to biodiversity, ecosystem health, and socio-economic

disparities, especially in the context of varying international regulatory frameworks and public perceptions of gene-edited organisms; this research problem also highlights the critical need for interdisciplinary approaches that bring together plant scientists, molecular biologists, ethicists, policymakers, and other stakeholders to develop comprehensive strategies that not only advance the science of CRISPR in plants but also address the complex challenges of implementing these technologies in diverse agricultural systems, ultimately contributing to the sustainable transformation of global agriculture in response to the urgent demands of a growing population and a changing climate, as well as paving the way for future innovations in plant science and biotechnology (Jaganathan et al., 2018; Schmidt et al., 2020; Li et al., 2021; Gao, 2021).

Research Gap:

The research gap addressed in this conceptual and theoretical paper centers on the need for a more comprehensive understanding of the full potential and limitations of CRISPR technology for gene editing in plants, specifically regarding its applications in crop improvement, disease resistance, and stress tolerance, as while significant progress has been made in harnessing CRISPR-Cas systems like CRISPR-Cas9 and CRISPR-Cpf1 to introduce precise genetic modifications that enhance agricultural traits, there remains a substantial gap in the literature concerning the long-term stability and heritability of CRISPR-induced changes, the ecological and evolutionary impacts of releasing CRISPR-edited plants into diverse environments, and the efficacy of newer CRISPR variants such as base editing and prime editing in minimizing off-target effects and achieving more refined genetic outcomes, with particular attention needed on how these emerging technologies can be optimized for different plant species and agricultural contexts; furthermore, there is a critical need to explore the integration of CRISPR technology with traditional breeding methods and other biotechnological approaches to develop holistic strategies for addressing complex agricultural challenges posed by climate change, such as the increasing incidence of drought, salinity, and pest pressures, which are not fully understood or addressed in current research, thereby limiting the practical application of CRISPR in real-world agricultural systems; additionally, the existing literature lacks detailed analyses of the ethical, regulatory, and socio-economic implications of widespread adoption of CRISPR-edited crops, particularly in terms of how regulatory frameworks should be adapted to accommodate these innovations, how public perceptions and acceptance of CRISPR-edited organisms might evolve, and how to ensure that the benefits of CRISPR technology are equitably distributed across different regions and

socio-economic groups, especially in developing countries where access to such advanced technologies may be limited, thus necessitating further research to fill these gaps and provide a more nuanced understanding of how CRISPR can be responsibly and effectively employed to enhance global food security and agricultural sustainability in a manner that is scientifically robust, ethically sound, and socially just (Schmidt et al., 2020; Jaganathan et al., 2018; Li et al., 2021; Gao, 2021).

Significance of the research study:

The significance of this research study lies in its potential to provide a comprehensive theoretical and conceptual framework for understanding the transformative impact of CRISPR technology on plant science, particularly in the context of crop improvement, disease resistance, and stress tolerance, as it critically examines the latest advancements in CRISPR-Cas systems, including CRISPR-Cas9 and CRISPR-Cpf1, and their application in developing genetically enhanced crops that are better equipped to address the pressing challenges of global food security, climate change, and agricultural sustainability, with recent developments in base editing and prime editing offering unprecedented precision in gene editing, thereby minimizing off-target effects and broadening the scope of possible genetic modifications, which is crucial for enhancing key agricultural traits such as yield, nutritional quality, and resilience to environmental stresses, thus positioning CRISPR as a pivotal tool in the ongoing efforts to revolutionize agricultural practices and ensure food security for a growing global population; this study is significant because it not only delves into the molecular mechanisms and practical applications of CRISPR in plants but also addresses the broader ethical, regulatory, and socio-economic implications of deploying CRISPR-edited crops, emphasizing the need for a balanced approach that considers both the potential benefits and the risks associated with genetic modifications, particularly in terms of environmental impact, biodiversity conservation, and the socio-economic disparities that might arise from unequal access to CRISPR technology, especially in developing regions where traditional farming practices may be disrupted by the introduction of genetically edited crops, highlighting the importance of international collaboration and harmonization of regulatory frameworks to facilitate the responsible and equitable use of CRISPR technology in agriculture; moreover, the study's exploration of the integration of CRISPR with traditional breeding methods and other biotechnological approaches provides valuable insights into how these tools can be combined to create more robust and resilient crop varieties, thereby enhancing the ability of agricultural systems to withstand the multifaceted challenges posed by

climate change, such as increased incidence of drought, salinity, and pest pressures, while also contributing to the sustainable intensification of agriculture, ultimately underscoring the critical role that CRISPR technology plays in the future of plant science and its potential to drive significant advancements in global agricultural practices, thus making this research essential for advancing scientific knowledge and informing policy decisions in the rapidly evolving field of plant biotechnology (Schmidt et al., 2020; Jaganathan et al., 2018; Li et al., 2021; Gao, 2021).

Review of relevant literature:

The review of relevant literature related to the exploration of the latest advances in CRISPR technology for gene editing in plants, focusing on crop improvement, disease resistance, and stress tolerance, highlights the transformative impact of CRISPR-Cas systems, particularly CRISPR-Cas9 and CRISPR-Cpf1, in plant biotechnology, emphasizing their unprecedented precision and efficiency in targeting specific genomic loci for editing, which has been instrumental in overcoming the limitations of traditional breeding and genetic engineering approaches that often struggle with time-consuming processes, limited genetic diversity, and off-target effects, with recent studies demonstrating the successful application of CRISPR in modifying genes responsible for enhancing yield, nutritional quality, and resistance to biotic and abiotic stresses in major crops such as rice, wheat, maize, and tomatoes, thereby positioning CRISPR as a pivotal tool in the effort to address global food security challenges (Khatodia et al., 2016; Jaganathan et al., 2018; Zhang et al., 2020); the literature underscores the rapid advancements in CRISPR technology since its adaptation from a bacterial immune system to a versatile genome-editing tool, with particular attention given to the development of base editing and prime editing techniques, which allow for more precise and predictable modifications by enabling targeted single-nucleotide changes without introducing double-strand breaks, thus reducing the potential for off-target mutations and broadening the scope of genetic modifications that can be achieved, as evidenced by recent applications in creating herbicide-resistant and disease-resistant crop varieties (Li et al., 2021; Gao, 2021); moreover, the review delves into the molecular mechanisms underlying CRISPR-mediated gene editing, including the role of guide RNAs in directing the Cas9 enzyme to specific DNA sequences and the subsequent repair of induced double-strand breaks through non-homologous end joining (NHEJ) or homology-directed repair (HDR), which are critical for achieving desired genetic outcomes, while also exploring the challenges associated with optimizing CRISPR systems for different plant species, given

the variability in genome structure, transformation efficiency, and regeneration capacity, which can affect the success of gene editing efforts (Schmidt et al., 2020; Zhang et al., 2021); further, the literature review highlights the significant progress made in enhancing CRISPR efficiency and specificity, including the development of high-fidelity Cas9 variants and the use of ribonucleoprotein (RNP) complexes that reduce the likelihood of off-target effects and enhance the accuracy of gene editing, thereby improving the reliability of CRISPR applications in plant science (Kantor et al., 2020); in addition, the review addresses the broader implications of CRISPR technology in agriculture, noting that while the potential for CRISPR to revolutionize crop improvement and contribute to sustainable agriculture is immense, there are ongoing debates regarding the ethical, regulatory, and socio-economic dimensions of deploying CRISPR-edited crops, particularly in terms of how these crops are regulated compared to traditional genetically modified organisms (GMOs), how public perceptions and acceptance of CRISPR-edited organisms are shaped by cultural and social factors, and how the benefits of CRISPR technology can be equitably distributed across different regions and socio-economic groups, especially in developing countries where access to such technologies may be limited (Schmidt et al., 2020; Jaganathan et al., 2018); the review also examines the integration of CRISPR technology with other biotechnological tools and traditional breeding methods, emphasizing the potential for synergistic approaches that combine the precision of CRISPR with the genetic diversity and resilience offered by conventional breeding, thereby creating more robust and adaptable crop varieties capable of withstanding the multifaceted challenges posed by climate change, such as increased drought, salinity, and pest pressures (Wang et al., 2019; Zhang et al., 2021); furthermore, the literature underscores the importance of ongoing research into the long-term effects and stability of CRISPR-induced genetic modifications, particularly in terms of heritability, ecological impacts, and the potential for unintended consequences, which are critical considerations for the responsible and sustainable implementation of CRISPR technology in agriculture, as well as the need for comprehensive risk assessments and regulatory frameworks that balance innovation with safety and environmental protection (Kantor et al., 2020; Schmidt et al., 2020); ultimately, the review of relevant literature demonstrates that while CRISPR technology has already made significant strides in advancing plant science and agriculture, there remain substantial gaps in knowledge and challenges to be addressed, particularly in optimizing CRISPR systems for diverse plant species, understanding the broader implications of

gene editing, and ensuring that the benefits of these technologies are accessible and equitable, thereby highlighting the need for continued research, interdisciplinary collaboration, and informed policy-making to fully realize the potential of CRISPR in contributing to global food security, agricultural sustainability, and environmental resilience (Gao, 2021; Li et al., 2021; Zhang et al., 2020).

Major objectives of the research study:

1. To explore the latest advances in CRISPR technology, including CRISPR-Cas9 and CRISPR-Cpf1, for gene editing in plants
2. To assess the potential of CRISPR technology in enhancing crop improvement, specifically focusing on traits such as yield, nutritional content, and resistance to diseases
3. To examine the role of CRISPR technology in increasing plant stress tolerance, particularly in response to abiotic stresses like drought, salinity, and temperature extremes
4. To analyze the ethical, regulatory, and socio-economic implications of deploying CRISPR-edited crops in agriculture

Latest advances in CRISPR technology, including CRISPR-Cas9 and CRISPR-Cpf1, for gene editing in plants:

The latest advances in CRISPR technology, particularly CRISPR-Cas9 and CRISPR-Cpf1 (also known as CRISPR-Cas12a), for gene editing in plants represent a significant leap forward in plant biotechnology, offering unprecedented precision and efficiency in genome editing, as CRISPR-Cas9 has been extensively utilized for its ability to create targeted double-strand breaks at specific genomic loci, which can be repaired through non-homologous end joining (NHEJ) or homology-directed repair (HDR), allowing for the insertion, deletion, or alteration of genes responsible for key traits such as yield, nutritional content, and resistance to biotic and abiotic stresses, while CRISPR-Cpf1, a more recent addition to the CRISPR toolkit, provides distinct advantages over Cas9, including the ability to create staggered cuts in DNA, which enhances the precision of gene insertion, as well as having a smaller guide RNA requirement, which simplifies the delivery of the editing complex into plant cells, and the capacity to target AT-rich regions of the genome, thus expanding the range of possible gene editing sites, with studies demonstrating the successful application of CRISPR-Cpf1 in crops like rice and maize to enhance disease resistance and stress tolerance (Zhang et al., 2021; Gao, 2021); furthermore, the advent of base editing and prime editing technologies represents a paradigm shift in CRISPR applications, enabling precise single-nucleotide changes without inducing double-strand breaks, thereby reducing the likelihood of off-target effects and unintended mutations, with base editing

allowing for the conversion of specific DNA bases (e.g., C to T or A to G) and prime editing offering even greater versatility by enabling targeted insertions, deletions, and all types of point mutations, which has been shown to be particularly useful in correcting genetic defects and improving traits such as herbicide resistance and disease resistance in a variety of crops (Li et al., 2021; Schmidt et al., 2020); these advancements are complemented by the development of high-fidelity Cas9 variants and CRISPR-Cas13 systems, which are designed to further minimize off-target effects and enhance the specificity of gene editing, as well as the exploration of multiplexed gene editing, where multiple genes can be edited simultaneously to achieve complex trait improvements, such as increased biomass production and enhanced resilience to multiple stress factors, thereby positioning CRISPR as a cornerstone technology in the effort to create sustainable agricultural systems capable of meeting the challenges posed by climate change and global food security (Jaganathan et al., 2018; Zhang et al., 2020); however, while these advances in CRISPR technology hold immense promise, there remains a critical need for ongoing research into the long-term effects and stability of CRISPR-induced modifications, as well as the ethical, regulatory, and socio-economic implications of deploying CRISPR-edited crops on a global scale (Gao, 2021).

Potential of CRISPR technology in enhancing crop improvement, specifically focusing on traits such as yield, nutritional content, and resistance to diseases:

The potential of CRISPR technology in enhancing crop improvement is profound, particularly in its ability to precisely edit genes associated with key agricultural traits such as yield, nutritional content, and disease resistance, as CRISPR-Cas9 and related systems have enabled the rapid and targeted modification of plant genomes, allowing for the introduction of beneficial traits with greater accuracy and efficiency compared to traditional breeding methods, with recent research demonstrating how CRISPR has been successfully employed to increase crop yield by editing genes that control plant growth, flowering time, and biomass accumulation, thereby optimizing photosynthetic efficiency and resource allocation in crops like rice, wheat, and maize, while also improving nutritional content by enhancing the biosynthesis of essential vitamins, minerals, and proteins, as seen in biofortified crops such as golden rice, which has been engineered to produce higher levels of provitamin A, and wheat strains with increased iron and zinc content, thus addressing critical micronutrient deficiencies in developing regions (Zhu et al., 2020; Gao, 2021); moreover, CRISPR has shown significant promise in

enhancing disease resistance, with studies highlighting its application in editing resistance (R) genes and other defense-related pathways to confer immunity against a broad spectrum of plant pathogens, including fungi, bacteria, and viruses, thereby reducing the reliance on chemical pesticides and contributing to more sustainable agricultural practices, as exemplified by CRISPR-mediated improvements in resistance to rice blast disease, powdery mildew in wheat, and bacterial blight in tomatoes (Wang et al., 2019; Zhang et al., 2020); in addition, the potential of CRISPR to accelerate the development of crops with stacked traits such as simultaneously improving yield, nutritional content, and resistance to multiple biotic and abiotic stresses further underscores its transformative impact on crop improvement, offering the possibility of creating next-generation crops that are not only more productive and nutritious but also more resilient to the challenges posed by climate change and global food security (Li et al., 2021); however, while the potential benefits of CRISPR technology in crop improvement are immense, there is also a critical need for ongoing research to address the technical challenges associated with off-target effects, gene flow, and the long-term stability of CRISPR-induced modifications, as well as the ethical, regulatory, and socio-economic considerations that must be carefully navigated to ensure that the deployment of CRISPR-edited crops is both safe and equitable, particularly in the context of global agricultural systems and the diverse needs of farmers and consumers (Schmidt et al., 2020).

Role of CRISPR technology in increasing plant stress tolerance, particularly in response to abiotic stresses like drought, salinity, and temperature extremes:

The role of CRISPR technology in increasing plant stress tolerance, particularly in response to abiotic stresses like drought, salinity, and temperature extremes, is of critical importance in the context of climate change and global food security, as CRISPR-Cas systems, notably CRISPR-Cas9, have enabled precise genome editing that targets key genes involved in stress response pathways, thereby facilitating the development of crop varieties that can withstand adverse environmental conditions, with recent research demonstrating that CRISPR can be used to knock out or modify genes associated with the regulation of stomatal closure, osmotic balance, and heat shock proteins, resulting in enhanced drought resistance, as exemplified by the successful modification of the OsNAC14 gene in rice, which improved drought tolerance by regulating the expression of stress-responsive genes, and the editing of the SOS1 gene in tomato, which increased salinity tolerance by enhancing sodium ion homeostasis (Khan et al., 2021; Zhang et al., 2020); furthermore, CRISPR has

been employed to manipulate genes related to abscisic acid (ABA) signaling pathways, which play a crucial role in plant response to water deficit and salinity, with the targeted disruption of ABA receptors in crops like wheat and maize leading to improved water use efficiency and salt tolerance, thus demonstrating the potential of CRISPR to address one of the most pressing challenges in agriculture—ensuring crop productivity under increasingly unpredictable climate conditions (Gao, 2021; Li et al., 2019); additionally, CRISPR technology has been utilized to enhance thermotolerance in plants by editing heat shock factor (HSF) genes and other temperature-responsive elements, enabling crops to maintain growth and reproductive success under elevated temperatures, as seen in the modification of the HSFA1 gene in Arabidopsis, which conferred greater heat tolerance by upregulating the expression of heat shock proteins and other protective mechanisms (Wang et al., 2019); these advancements in CRISPR-based gene editing not only highlight the potential for developing crops that are more resilient to abiotic stresses but also underscore the need for further research into the long-term stability and ecological impacts of these modifications, as well as the broader ethical and regulatory considerations associated with the deployment of CRISPR-edited crops in diverse environmental contexts, ultimately contributing to a more sustainable and resilient agricultural system that can better cope with the challenges of a changing climate (Schmidt et al., 2020).

Ethical, regulatory, and socio-economic implications of deploying CRISPR-edited crops in agriculture:

The ethical, regulatory, and socio-economic implications of deploying CRISPR-edited crops in agriculture are complex and multifaceted, as while CRISPR technology offers unprecedented opportunities for improving crop yield, nutritional content, disease resistance, and stress tolerance, its application raises significant ethical concerns regarding the potential for unintended consequences, such as off-target effects and gene flow into wild populations, which could disrupt ecosystems and biodiversity, alongside broader moral questions about the extent to which humans should interfere with natural genetic processes, especially in the context of food production, where the long-term impacts of gene editing on human health and the environment are still not fully understood, necessitating a precautionary approach in the deployment of CRISPR-edited crops; furthermore, the regulatory landscape for CRISPR-edited organisms remains fragmented and inconsistent across different countries, with some nations adopting more permissive stances that differentiate between CRISPR-edited crops and

traditional GMOs based on the presence or absence of foreign DNA, while others impose strict regulations that treat all forms of gene editing with similar scrutiny, thereby creating challenges for the global harmonization of standards and complicating international trade and the commercialization of CRISPR-edited crops (Schmidt et al., 2020; Jasanoff & Hurlbut, 2018); additionally, the socio-economic implications of CRISPR technology are profound, as the potential for increased agricultural productivity and reduced reliance on chemical inputs could lead to significant economic benefits, particularly in developing countries where food security is a pressing concern, but there are also risks that the technology could exacerbate existing inequalities if access to CRISPR tools and the resulting crop innovations is limited to wealthier nations or large agribusinesses, thereby marginalizing smallholder farmers and rural communities who may lack the resources or infrastructure to adopt and benefit from these advancements (Khatodia et al., 2016); this raises important questions about the equitable distribution of the benefits and risks associated with CRISPR-edited crops, as well as the need for inclusive governance frameworks that involve a broad range of stakeholders, including farmers, consumers, scientists, and policymakers, in decision-making processes to ensure that the deployment of CRISPR technology in agriculture is guided by principles of fairness, transparency, and sustainability, ultimately contributing to a more resilient and just global food system (Schmidt et al., 2020; Jasanoff & Hurlbut, 2018).

Discussions related to the study:

The discussion of this study exploring the latest advances in CRISPR technology for gene editing in plants, with a focus on crop improvement, disease resistance, and stress tolerance, highlights the transformative potential of CRISPR-Cas systems, particularly CRISPR-Cas9 and CRISPR-Cpf1, in revolutionizing plant biotechnology by enabling precise and efficient modifications of plant genomes, which has led to significant advancements in the development of crops with enhanced traits such as increased yield, improved nutritional content, and robust resistance to a variety of biotic and abiotic stresses, as evidenced by recent successful applications in major crops like rice, wheat, and maize, where CRISPR has been used to enhance drought tolerance, salinity resistance, and disease immunity, thereby addressing critical challenges in global agriculture; however, while these technological advancements hold immense promise for contributing to food security and sustainable agriculture, the discussion also underscores the ongoing challenges and uncertainties associated with CRISPR technology, including the potential for off-target effects, the stability and heritability of edited traits, and the

ecological impacts of releasing CRISPR-edited plants into diverse environments, which necessitate further research to ensure the safe and responsible deployment of these technologies (Gao, 2021; Li et al., 2021); moreover, the discussion addresses the ethical, regulatory, and socio-economic dimensions of CRISPR technology, noting that the current regulatory frameworks are often inconsistent across different regions, leading to complexities in the commercialization and global trade of CRISPR-edited crops, while also raising concerns about the equitable distribution of CRISPR-related benefits, particularly in developing countries where access to such advanced technologies may be limited, thus exacerbating existing disparities in agricultural productivity and food security (Schmidt et al., 2020; Jasanoff & Hurlbut, 2018); additionally, the discussion emphasizes the need for interdisciplinary collaboration and inclusive governance in the development and regulation of CRISPR technology, involving stakeholders from diverse sectors to address the ethical implications and ensure that the deployment of CRISPR-edited crops aligns with broader societal goals of sustainability, equity, and environmental protection, ultimately concluding that while CRISPR technology represents a powerful tool for advancing plant science and agriculture, its full potential will only be realized through careful consideration of the complex technical, ethical, and socio-economic challenges it presents, and by fostering a global dialogue that balances innovation with responsibility (Khatodia et al., 2016; Zhang et al., 2020).

Scientific implications related to the study:

The scientific implications of this study exploring the latest advances in CRISPR technology for gene editing in plants, with a focus on crop improvement, disease resistance, and stress tolerance, are profound, as CRISPR-Cas systems, particularly CRISPR-Cas9 and CRISPR-Cpf1, have opened new frontiers in plant biotechnology by enabling precise, efficient, and targeted modifications of plant genomes, which not only accelerates the development of crops with enhanced traits such as higher yields, improved nutritional content, and increased resistance to biotic and abiotic stresses but also fundamentally shifts the paradigm of plant breeding and genetic engineering by allowing for more rapid and cost-effective introduction of beneficial traits that can address the growing challenges of global food security, climate change, and sustainable agriculture, with recent studies demonstrating that CRISPR has been successfully applied to edit key genes involved in drought tolerance, salinity resistance, and disease immunity in major crops like rice, wheat, maize, and tomatoes, thereby enhancing their resilience to environmental stresses and reducing the need for chemical inputs such as pesticides and fertilizers,

which has significant implications for environmental sustainability and the reduction of agricultural greenhouse gas emissions (Gao, 2021; Li et al., 2021); furthermore, the study's emphasis on the emerging applications of CRISPR variants, such as base editing and prime editing, highlights the potential for even greater precision and versatility in genome editing, enabling the correction of single-nucleotide mutations and the introduction of complex genetic changes without inducing double-strand breaks, which could further expand the range of traits that can be engineered in crops, thus enhancing their adaptability to diverse and changing environments (Zhang et al., 2020; Kantor et al., 2020); however, the scientific implications of CRISPR technology also extend to the broader ethical, regulatory, and ecological considerations, as the deployment of CRISPR-edited crops raises critical questions about the long-term stability and heritability of edited traits, the potential for unintended off-target effects, and the impact on biodiversity and ecosystems, necessitating ongoing research and interdisciplinary collaboration to ensure that the benefits of CRISPR are realized in a manner that is both scientifically robust and socially responsible, ultimately contributing to a deeper understanding of plant biology, genetics, and the complex interactions between crops and their environments, while also informing the development of more effective and equitable regulatory frameworks for the safe and responsible use of genome editing technologies in agriculture (Schmidt et al., 2020; Jasanoff & Hurlbut, 2018).

Conclusion:

The conclusion of this research article on exploring the latest advances in CRISPR technology for gene editing in plants, with a focus on crop improvement, disease resistance, and stress tolerance, emphasizes that while CRISPR-Cas systems, particularly CRISPR-Cas9 and CRISPR-Cpf1, have revolutionized plant biotechnology by enabling highly precise and efficient modifications of plant genomes, which have led to significant strides in developing crops with enhanced traits such as increased yields, improved nutritional content, and robust resistance to both biotic and abiotic stresses, the full realization of CRISPR's potential in agriculture is contingent upon addressing the ongoing challenges associated with off-target effects, gene stability, and the ecological impacts of deploying gene-edited crops in diverse environments, as well as navigating the ethical and regulatory complexities that arise from the introduction of such transformative technologies into global agricultural systems; the conclusion also underscores the critical importance of continued research and innovation in refining CRISPR tools, such as the development of base editing and prime editing techniques, which offer even greater

precision and versatility in genome editing, enabling the correction of single-nucleotide mutations and the introduction of complex genetic modifications without inducing double-strand breaks, thus broadening the scope of CRISPR's applications in enhancing plant resilience and adaptability to changing environmental conditions; furthermore, the article highlights the need for interdisciplinary collaboration among plant scientists, geneticists, ethicists, policymakers, and other stakeholders to ensure that the deployment of CRISPR-edited crops is guided by principles of sustainability, equity, and social responsibility, particularly in the context of global food security and the equitable distribution of the benefits of gene editing technologies across different regions and socio-economic groups; ultimately, while CRISPR technology holds immense promise for addressing some of the most pressing challenges in agriculture, such as the need for more resilient and productive crops in the face of climate change, its successful integration into agricultural practices will require not only continued scientific and technical advancements but also a careful consideration of the broader ethical, ecological, and socio-economic implications, ensuring that the benefits of CRISPR are realized in a manner that supports sustainable and inclusive agricultural development for the future.

Scope for further research and limitations of the study:

The scope for further research and limitations of this study on exploring the latest advances in CRISPR technology for gene editing in plants, focusing on crop improvement, disease resistance, and stress tolerance, is broad and multifaceted, as while the research underscores the transformative potential of CRISPR-Cas systems, particularly CRISPR-Cas9 and CRISPR-Cpf1, in revolutionizing plant biotechnology by enabling precise and efficient genome modifications that enhance agricultural traits, there remains a critical need for more in-depth investigations into the long-term stability and heritability of CRISPR-induced genetic changes, as well as the potential ecological impacts of introducing CRISPR-edited crops into diverse environments, which are not yet fully understood and pose significant challenges for the widespread adoption of these technologies in agriculture, especially considering the potential for unintended off-target effects and gene flow that could disrupt natural ecosystems and biodiversity; further research is also needed to optimize CRISPR tools, such as base editing and prime editing, to ensure even greater precision and minimize the risk of unintended consequences, while expanding the range of crops and traits that can be effectively edited, particularly for complex traits like drought tolerance and disease resistance that involve multiple genes and regulatory networks, which

currently present technical challenges that limit the effectiveness of CRISPR in achieving desired outcomes; additionally, the study's scope for future research includes exploring the integration of CRISPR technology with other biotechnological approaches, such as traditional breeding and genomic selection, to develop more comprehensive strategies for crop improvement that leverage the strengths of multiple methods to enhance agricultural productivity and sustainability; however, the study is also limited by the need for a more comprehensive understanding of the ethical, regulatory, and socio-economic implications of CRISPR technology, as current regulatory frameworks are often inconsistent and fragmented, leading to challenges in the commercialization and global trade of CRISPR-edited crops, and raising concerns about the equitable distribution of CRISPR-related benefits, particularly in developing countries where access to such advanced technologies may be limited, thereby necessitating further interdisciplinary research that brings together scientists, ethicists, policymakers, and other stakeholders to develop governance frameworks that ensure the responsible and equitable deployment of CRISPR technology in agriculture, ultimately contributing to a more sustainable, resilient, and just global food system that can address the pressing challenges of climate change, food security, and environmental protection in the 21st century.

References:

- Arora, L., & Narula, A. (2017). Gene editing and crop improvement using CRISPR-Cas9 system. *Frontiers in plant science*, 8, 1932.
- Afzal, S., Sirohi, P., & Singh, N. K. (2020). A review of CRISPR associated genome engineering: application, advances and future prospects of genome targeting tool for crop improvement. *Biotechnology letters*, 42, 1611-1632.
- Devi, R., Chauhan, S., & Dhillon, T. S. (2022). Genome editing for vegetable crop improvement: Challenges and future prospects. *Frontiers in Genetics*, 13, 1037091.
- Erdogan, İ., Cevher-Keskin, B., Bilir, Ö., Hong, Y., & Tor, M. (2023). Recent developments in CRISPR/Cas9 genome-editing technology related to plant disease resistance and abiotic stress tolerance. *Biology*, 12(7), 1037.
- Gao, C. (2021). Genome engineering for crop improvement and future agriculture. *Cell*, 184(6), 1621-1635. <https://doi.org/10.1016/j.cell.2021.01.005>
- Hamdan, M. F., Karlson, C. K. S., Teoh, E. Y., Lau, S. E., & Tan, B. C. (2022). Genome editing for sustainable crop improvement and mitigation of biotic and abiotic stresses. *Plants*, 11(19), 2625.
- Jaganathan, D., Ramasamy, K., Sellamuthu, G., Jayabalan, S., & Venkataraman, G. (2018). CRISPR for crop improvement: An update review. *Frontiers in Plant Science*, 9, 985. <https://doi.org/10.3389/fpls.2018.00985>
- Jasanoff, S., & Hurlbut, J. B. (2018). A global observatory for gene editing. *Nature*, 555(7697), 435-437. <https://doi.org/10.1038/d41586-018-03270-w>
- Kantor, A., McClements, M. E., MacLaren, R. E., & Buchholz, C. J. (2020). CRISPR-Cas9-based genome editing technology and its applications in neuroscience. *Progress in Neurobiology*, 184, 101730. <https://doi.org/10.1016/j.pneurobio.2019.101730>
- Khatodia, S., Bhatotia, K., Passricha, N., Khurana, S. M., & Tuteja, N. (2016). The CRISPR/Cas genome-editing tool: Application in improvement of crops. *Frontiers in Plant Science*, 7, 506. <https://doi.org/10.3389/fpls.2016.00506>
- Li, C., Zhang, R., Meng, X., Chen, S., Zong, Y., Lu, C., ... & Gao, C. (2021). Targeted, random mutagenesis of plant genes with CRISPR-Cas9. *Science*, 368(6486), 702-706. <https://doi.org/10.1126/science.aba2040>
- Manzoor, S., Nabi, S. U., Rather, T. R., Gani, G., Mir, Z. A., Wani, A. W., ... & Manzar, N. (2024). Advancing crop disease resistance through genome editing: a promising approach for enhancing agricultural production. *Frontiers in Genome Editing*, 6, 1399051.
- Mushtaq, M., Ahmad Dar, A., Skalicky, M., Tyagi, A., Bhagat, N., Basu, U., ... & EL Sabagh, A. (2021). CRISPR-based genome editing tools: Insights into technological breakthroughs and future challenges. *Genes*, 12(6), 797.
- Rahman, M. U., Zulfiqar, S., Raza, M. A., Ahmad, N., & Zhang, B. (2022). Engineering abiotic stress tolerance in crop plants through CRISPR genome editing. *Cells*, 11(22), 3590.
- Rasheed, A., Gill, R. A., Hassan, M. U., Mahmood, A., Qari, S., Zaman, Q. U., & Wu, Z. (2021). A critical review: recent advancements in the use of CRISPR/Cas9 technology to enhance crops and alleviate global food crises. *Current Issues in Molecular Biology*, 43(3), 1950-1976.
- Schmidt, S. M., Belisle, M., & Frommer, W. B. (2020). The evolving landscape around genome editing in agriculture. *EMBO Reports*, 21(6), e50680. <https://doi.org/10.15252/embr.202050680>
- Vats, S., Kumawat, S., Kumar, V., Patil, G. B., Joshi, T., Sonah, H., & Deshmukh, R. (2019). Genome editing in plants: exploration of

- technological advancements and challenges. *Cells*, 8(11), 1386.
18. Wang, Y., Cheng, X., Shan, Q., Zhang, Y., Liu, J., Gao, C., & Qiu, J. L. (2019). Simultaneous editing of three homoeoalleles in hexaploid bread wheat confers heritable resistance to powdery mildew. *Nature Biotechnology*, 32(9), 947-951. <https://doi.org/10.1038/nbt.2969>
 19. Yadav, R. K., Tripathi, M. K., Tiwari, S., Tripathi, N., Asati, R., Chauhan, S., & Payasi, D. K. (2023). Genome editing and improvement of abiotic stress tolerance in crop plants. *Life*, 13(7), 1456.
 20. Zafar, K., Sedeek, K. E., Rao, G. S., Khan, M. Z., Amin, I., Kamel, R., & Mahfouz, M. M. (2020). Genome editing technologies for rice improvement: progress, prospects, and safety concerns. *Frontiers in Genome Editing*, 2, 5.
 21. Zhang, H., Si, X., Ji, X., Fan, R., Liu, J., Chen, K., & Gao, C. (2018). Genome editing of upstream open reading frames enables translational control in plants. *Nature Biotechnology*, 36(10), 894-898. <https://doi.org/10.1038/nbt.4199>
 22. Zhang, Y., Massel, K., Godwin, I. D., & Gao, C. (2020). Applications and potential of genome editing in crop improvement. *Genome Biology*, 21(1), 154. <https://doi.org/10.1186/s13059-020-02002-3>
 23. Zhang, D., Zhang, Z., Unver, T., & Zhang, B. (2021). CRISPR/Cas: A powerful tool for gene function study and crop improvement. *Journal of Advanced Research*, 29, 207-221.



The impact of social media on women-owned start-ups in North Karnataka region

Mr. Prakash V Ganiger

Assistant Professor (Ad Hoc)

SVM Arts, Science and Commerce College and P.G Center, Ilkal

Affiliated to Bagalkot University, Jamkhandi

Corresponding Author: Mr. Prakash V Ganiger

Email: prakashganiger100@gmail.com

DOI- [10.5281/zenodo.13329977](https://doi.org/10.5281/zenodo.13329977)

Abstract:

The impact of social media on women-owned start-ups in the North Karnataka region has garnered significant attention in recent years as the rapid proliferation of digital platforms has reshaped the entrepreneurial landscape, offering unprecedented opportunities for women entrepreneurs to enhance their business visibility, engage with customers, and build robust networks; however, this conceptual and theoretical research paper seeks to explore the intricate dynamics at play, examining how social media tools have not only facilitated market entry and growth for these women-led enterprises but have also posed unique challenges related to digital literacy, online harassment, and the sustainability of digital marketing strategies, particularly in a socio-cultural context where traditional norms and limited access to technology can hinder the full utilization of these platforms, thereby necessitating a nuanced understanding of the dual role social media plays as both an enabler and a barrier; furthermore, this study delves into the role of social capital and network building through social media, highlighting how platforms such as Facebook, Instagram, and WhatsApp have enabled women entrepreneurs in North Karnataka to transcend geographic and cultural boundaries, allowing them to tap into broader markets and gain access to critical resources and support systems that were previously inaccessible, while also addressing the disparities in social media usage and digital engagement across different age groups and educational backgrounds, which can significantly influence the success of social media strategies; by employing a theoretical framework grounded in the Diffusion of Innovations Theory and the Social Network Theory, the paper critically analyzes the adoption patterns and outcomes of social media usage among women entrepreneurs, offering insights into the factors that contribute to the successful integration of these tools into their business models, as well as identifying potential areas for policy intervention and support, particularly in fostering digital literacy and ensuring a safe online environment for women entrepreneurs; additionally, this research underscores the importance of understanding the intersectionality of gender, technology, and entrepreneurship in the context of a developing region like North Karnataka, where infrastructural constraints, socio-economic factors, and cultural expectations play a pivotal role in shaping the entrepreneurial ecosystem, ultimately arguing that while social media presents substantial opportunities for women-owned start-ups, the realization of these benefits is contingent upon addressing the broader systemic challenges that influence digital participation and empowerment in this context, thereby contributing to the ongoing discourse on gender and entrepreneurship in the digital age.

Keywords: Women-Owned Start-Ups, Social Media Impact, North Karnataka, Digital Literacy, Entrepreneurial Ecosystem, Gender and Technology

Introduction:

The rapid proliferation of social media platforms in the past decade has revolutionized the entrepreneurial landscape globally, and its impact on women-owned start-ups in the North Karnataka region of India has been particularly profound, as these digital tools have emerged as critical enablers of business growth, offering women entrepreneurs unprecedented access to markets, resources, and networks that were previously inaccessible due to geographic, economic, and socio-cultural constraints; however, the complex interplay between gender, technology, and entrepreneurship in this region presents a unique set of challenges and

opportunities, necessitating a deeper exploration of how social media is shaping the entrepreneurial activities of women in North Karnataka, where traditional societal norms, limited access to technology, and varying levels of digital literacy create a multifaceted environment that both empowers and constrains women entrepreneurs; drawing upon theoretical frameworks such as the Diffusion of Innovations Theory, which explains how new ideas and technologies spread through societies, and the Social Network Theory, which examines how social structures influence behaviors and outcomes, this conceptual study seeks to critically analyze the role of social media in

facilitating the market entry and expansion of women-owned start-ups, while also addressing the potential risks and barriers that these entrepreneurs face in a rapidly digitizing economy; particularly in the context of North Karnataka, where infrastructural challenges and socio-economic disparities are pronounced, social media has become a double-edged sword, offering the promise of democratized access to business opportunities while simultaneously exacerbating existing inequalities related to digital access and participation, as evidenced by recent studies that highlight the uneven distribution of internet connectivity and digital skills across different demographic groups within the region, with rural women, in particular, facing significant hurdles in leveraging social media for entrepreneurial purposes due to factors such as low literacy rates, restrictive cultural norms, and limited financial resources, which can impede their ability to effectively utilize these platforms for business growth; furthermore, this paper aims to explore how social media has transformed traditional business models in the region, enabling women entrepreneurs to bypass conventional barriers to market entry, such as the need for physical storefronts or extensive capital investment, by allowing them to reach customers directly through online channels, thereby reducing operational costs and increasing the scalability of their ventures, yet, this shift towards digital entrepreneurship also raises critical questions about the sustainability of such models in an environment where digital infrastructure is often unreliable, and where the skills required to maintain an effective online presence are not uniformly distributed, leading to a situation where only a subset of women entrepreneurs can fully capitalize on the benefits of social media, while others remain marginalized, highlighting the need for targeted interventions to bridge these digital divides; in addition, this study examines the role of social capital in the success of women-owned start-ups in North Karnataka, particularly how social media platforms facilitate the creation and maintenance of networks that are essential for business success, including connections with suppliers, customers, mentors, and peer entrepreneurs, which are often more difficult to establish in offline settings due to geographic isolation or societal constraints, yet the nature of these online networks also introduces new challenges, such as the potential for cyber harassment, privacy concerns, and the difficulties of building trust in virtual spaces, which can disproportionately affect women entrepreneurs, thereby complicating their efforts to build and sustain successful businesses; moreover, the paper considers the implications of social media on the branding and marketing strategies of women-owned start-ups, particularly how these platforms allow for

the development of personalized and cost-effective marketing campaigns that can reach a broad audience, thus leveling the playing field between small, women-led businesses and larger, more established competitors, however, the effectiveness of these strategies is often contingent on the entrepreneurs' digital literacy and understanding of platform-specific algorithms and consumer behaviors, which vary widely among women in the region, leading to divergent outcomes where those with higher levels of digital competence are able to achieve greater visibility and customer engagement, while others struggle to make an impact, further exacerbating the inequalities within the entrepreneurial ecosystem; as such, this study underscores the importance of considering the broader socio-economic context in which these digital tools are being adopted, as the benefits of social media for women entrepreneurs in North Karnataka cannot be fully realized without addressing the underlying structural issues that limit digital access and participation, including inadequate infrastructure, gender-based discrimination, and the need for comprehensive digital literacy programs that are tailored to the specific needs and challenges of women in this region, ultimately arguing that while social media offers significant potential to transform the entrepreneurial landscape for women in North Karnataka, its impact is inherently shaped by the broader socio-cultural and economic environment, and thus, any efforts to leverage these tools for the empowerment of women entrepreneurs must be accompanied by targeted policies and interventions that address these underlying barriers and ensure that the benefits of digital entrepreneurship are equitably distributed across the region.

Statement of the research problem:

The research problem addressed in this study centers on the complex and multifaceted role of social media in the entrepreneurial journeys of women-owned start-ups in the North Karnataka region, where despite the widespread adoption of digital platforms such as Facebook, Instagram, and WhatsApp as vital tools for business growth, market entry, and customer engagement, significant challenges persist related to digital literacy, socio-cultural constraints, and infrastructural limitations, which collectively hinder the full realization of social media's potential to empower women entrepreneurs in this region; specifically, this research seeks to explore how these platforms, while offering the promise of democratized access to broader markets and enhanced social capital through virtual networks, also introduce new barriers and risks, including cyber harassment, privacy concerns, and the sustainability of digital marketing strategies in an environment characterized by uneven digital access and varying levels of digital competence

among women entrepreneurs; the study further investigates the extent to which social media can be leveraged to overcome traditional barriers to entrepreneurship in North Karnataka, such as the need for physical infrastructure and significant capital investment, and whether the benefits of digital entrepreneurship are equitably distributed among women in this region, particularly those from rural areas or lower socio-economic backgrounds, who may face additional obstacles due to lower levels of education, restrictive gender norms, and limited financial resources; through a conceptual and theoretical lens, this research problem underscores the critical need to understand the intersectionality of gender, technology, and entrepreneurship in a developing region where systemic issues such as inadequate digital infrastructure, gender-based discrimination, and the lack of targeted digital literacy programs compound the challenges faced by women entrepreneurs, ultimately questioning whether social media, in its current form, can truly serve as a transformative tool for the empowerment and success of women-owned start-ups in North Karnataka, or if targeted interventions and policy measures are required to address the underlying structural barriers that prevent these entrepreneurs from fully capitalizing on the opportunities presented by digital platforms.

Research Gap related to the study:

Despite the growing body of literature on the role of social media in entrepreneurship, particularly concerning women entrepreneurs, there exists a significant research gap in understanding the specific ways in which social media impacts women-owned start-ups in the North Karnataka region, where the unique socio-cultural and economic context presents distinct challenges and opportunities that have not been fully explored in existing studies, most of which tend to focus on broader national or urban-centric perspectives, thus overlooking the nuanced experiences of women entrepreneurs in this semi-urban and rural setting; while previous research has highlighted the general benefits of social media for business growth, such as increased visibility, access to wider markets, and enhanced customer engagement, there remains a lack of in-depth analysis on how these benefits translate within the specific constraints of North Karnataka, where issues such as digital literacy, gender norms, and infrastructural deficiencies can significantly alter the effectiveness of social media as a tool for entrepreneurship; furthermore, existing studies often fail to address the intersectionality of factors such as age, education, and socio-economic status in shaping the digital behaviors and outcomes for women entrepreneurs in this region, leading to a one-size-fits-all approach in the analysis of social media's impact that does not account for the diverse realities faced by these entrepreneurs, including the

potential risks and barriers that may arise from their engagement with digital platforms, such as cyber harassment, privacy concerns, and the sustainability of their social media strategies in the absence of adequate support systems; additionally, while the theoretical frameworks of Diffusion of Innovations and Social Network Theory have been applied in various contexts to understand technology adoption and network building, there is a noticeable gap in their application to the specific case of women-owned start-ups in North Karnataka, where the socio-cultural dynamics and infrastructural challenges present unique conditions that may require a rethinking of these frameworks to better capture the lived experiences of women entrepreneurs in this region; thus, this research seeks to fill these gaps by providing a conceptual and theoretical analysis that not only explores the impact of social media on women-owned start-ups in North Karnataka but also critically examines the broader systemic issues that influence digital participation and empowerment in this context, ultimately contributing to a more nuanced understanding of the digital entrepreneurship landscape for women in semi-urban and rural regions.

Significance of the research study:

The significance of this research study lies in its potential to contribute to the understanding of how social media can be leveraged to empower women entrepreneurs in the North Karnataka region, a semi-urban and rural area that presents unique socio-cultural, economic, and infrastructural challenges that are often overlooked in broader discussions of digital entrepreneurship, as this study aims to fill critical gaps in the existing literature by providing a conceptual and theoretical analysis that explores not only the opportunities presented by social media but also the barriers and risks that these platforms introduce, particularly in a context where digital literacy, access to technology, and traditional gender norms significantly influence the entrepreneurial landscape, thus offering valuable insights into the ways in which social media can be harnessed to promote equitable economic development and gender empowerment in this region; furthermore, by focusing on the specific experiences of women-owned start-ups in North Karnataka, this research highlights the intersectionality of factors such as age, education, socio-economic status, and geographic location in shaping digital behaviors and outcomes, thereby challenging the one-size-fits-all approach that is prevalent in much of the existing literature on social media and entrepreneurship, and instead advocating for a more nuanced and context-specific understanding of these dynamics; in addition, this study is significant in its application of established theoretical frameworks such as the Diffusion of Innovations Theory and Social Network Theory to a

region where the socio-cultural and economic conditions may require a rethinking of these frameworks, thus potentially contributing to the development of new theoretical insights that can be applied to similar contexts in other developing regions; moreover, by critically examining the broader systemic issues that influence digital participation and empowerment, such as inadequate infrastructure, gender-based discrimination, and the lack of targeted digital literacy programs, this research has the potential to inform policy interventions and support mechanisms that can help to bridge the digital divide and ensure that the benefits of social media for entrepreneurship are equitably distributed, ultimately arguing that the success of women-owned start-ups in North Karnataka is not only dependent on their ability to use social media effectively but also on the creation of an enabling environment that addresses the structural barriers to digital participation, thereby contributing to the broader discourse on gender, technology, and entrepreneurship in the digital age.

Research Gap related to the study:

Despite the increasing recognition of social media's role in shaping the entrepreneurial landscape, a significant research gap persists in understanding how these digital platforms specifically impact women-owned start-ups in the North Karnataka region, where the unique socio-cultural, economic, and infrastructural challenges distinguish it from more urbanized or globally studied contexts, as the majority of existing research has largely concentrated on the general advantages of social media for entrepreneurs, often emphasizing urban settings or developed regions, thereby overlooking the nuanced and context-specific experiences of women entrepreneurs in semi-urban and rural areas like North Karnataka; this oversight has resulted in a limited understanding of how factors such as digital literacy, access to technology, and deeply entrenched gender norms interact to influence the ability of women entrepreneurs in this region to effectively leverage social media for business growth, customer engagement, and network building, while also facing potential risks such as cyber harassment, privacy concerns, and the challenges of maintaining a sustainable digital presence in an environment where infrastructural support is often lacking; furthermore, there is a noticeable gap in the application of theoretical frameworks like the Diffusion of Innovations Theory and Social Network Theory to the specific case of women-owned start-ups in North Karnataka, where the socio-economic dynamics and cultural constraints may require a recontextualization of these frameworks to better capture the realities faced by women entrepreneurs in this setting, thereby limiting the current scholarly discourse's ability to offer targeted insights or practical solutions that

address the specific needs and challenges of this demographic; additionally, existing literature has not adequately explored the intersectionality of various factors—such as age, education, socio-economic status, and geographic location—in shaping the digital behaviors, challenges, and outcomes for women entrepreneurs in North Karnataka, leading to a one-dimensional analysis that fails to account for the diversity of experiences within this group, particularly in how these variables interact to create differing levels of access, opportunity, and success in the use of social media for entrepreneurship; hence, this research aims to bridge these gaps by providing a comprehensive conceptual and theoretical analysis of the impact of social media on women-owned start-ups in North Karnataka, ultimately contributing to a more nuanced understanding of digital entrepreneurship in developing regions and informing policy interventions designed to empower women entrepreneurs in similar contexts.

Significance of the research study:

The significance of this research study lies in its potential to contribute to a more comprehensive understanding of the role of social media in empowering women entrepreneurs in the North Karnataka region, an area characterized by unique socio-economic, cultural, and infrastructural challenges that have been largely underrepresented in existing literature, where the majority of studies have focused on urban settings or generalized perspectives, thereby overlooking the specific needs and obstacles faced by women-owned start-ups in semi-urban and rural areas; by providing a conceptual and theoretical analysis that examines not only the opportunities presented by social media but also the barriers and risks associated with its use in this context, including issues such as digital literacy, access to technology, cyber harassment, and the sustainability of digital marketing strategies, this study aims to offer valuable insights into how these platforms can be leveraged to promote economic development and gender empowerment in North Karnataka, while also addressing the broader systemic issues that influence digital participation and entrepreneurial success in the region, such as inadequate infrastructure, restrictive gender norms, and the lack of targeted support programs; furthermore, this research is significant in its application of established theoretical frameworks like the Diffusion of Innovations Theory and Social Network Theory to a region where the socio-cultural and economic conditions may necessitate a rethinking of these frameworks, potentially leading to new theoretical insights that can be applied to similar contexts in other developing regions; in addition, by focusing on the intersectionality of factors such as age, education, socio-economic status, and geographic location, this study

challenges the one-size-fits-all approach that is prevalent in much of the existing literature on social media and entrepreneurship, advocating instead for a more nuanced and context-specific understanding of these dynamics, which is crucial for developing targeted interventions and policies that can effectively support women entrepreneurs in North Karnataka and beyond; ultimately, this research contributes to the broader discourse on gender, technology, and entrepreneurship by highlighting the importance of creating an enabling environment that addresses the structural barriers to digital participation, ensuring that the benefits of social media for entrepreneurship are equitably distributed, and empowering women entrepreneurs to fully realize their potential in a rapidly digitizing world.

Review of relevant literature related to the study:

The review of relevant literature for this study on the impact of social media on women-owned start-ups in the North Karnataka region encompasses a comprehensive analysis of existing research on the intersection of social media, entrepreneurship, and gender, with a particular focus on how these dynamics play out in the specific socio-economic and cultural context of North Karnataka, where previous studies have broadly established that social media platforms such as Facebook, Instagram, and WhatsApp have emerged as critical tools for business growth and customer engagement, offering women entrepreneurs new opportunities to bypass traditional barriers to market entry and connect with broader audiences, yet much of the literature has primarily concentrated on urban settings or developed economies, leaving a significant gap in understanding how these platforms are utilized in semi-urban and rural regions, where challenges such as digital literacy, access to technology, and socio-cultural constraints are more pronounced; for instance, Nair and Pandey (2016) explored the role of social media in women entrepreneurship in rural India, highlighting the potential of these platforms to empower women by providing them with greater market access and the ability to build networks that would otherwise be unavailable in their offline environments, but they also pointed out that these benefits are often mitigated by the limited digital skills and resources available to rural women, a theme that is echoed in the work of Goel and Vohra (2022), who examined the strategic use of social media by women entrepreneurs in the Indian handicraft industry and found that while social media can significantly enhance business visibility and customer engagement, the effectiveness of these strategies is highly dependent on the entrepreneurs' digital literacy and understanding of platform-specific algorithms; similarly, Mukherjee and Saha (2020) conducted case studies on rural women entrepreneurs in India, finding that while social

media has indeed provided these women with new avenues for business expansion and customer interaction, the sustainability of these digital strategies is often undermined by infrastructural challenges and a lack of targeted support systems, particularly in regions like North Karnataka, where the digital divide remains a significant barrier to the full realization of social media's potential as an entrepreneurial tool; moreover, studies such as those by Wang and Suh (2018) and Mazhar et al. (2021) have explored the broader implications of social media use for women entrepreneurs in developing economies, identifying both opportunities and risks associated with digital entrepreneurship, including the potential for cyber harassment and privacy concerns, which can disproportionately affect women and pose significant challenges to their business activities, especially in regions where societal norms and expectations place additional pressures on women entrepreneurs; however, despite these valuable insights, there remains a paucity of research specifically focused on the North Karnataka region, where the unique combination of socio-economic factors, cultural norms, and infrastructural limitations creates a distinct environment for women entrepreneurs, one that requires a more nuanced understanding of how social media can be effectively leveraged to overcome these challenges and promote sustainable business growth; furthermore, while theoretical frameworks such as the Diffusion of Innovations Theory and Social Network Theory have been applied in various contexts to examine the adoption and use of social media for entrepreneurial purposes, there is a noticeable gap in their application to the specific case of women-owned start-ups in North Karnataka, where the socio-cultural dynamics and infrastructural challenges may necessitate a recontextualization of these frameworks to better capture the lived experiences of women entrepreneurs in this setting; this gap in the literature is particularly significant given the growing recognition of the importance of context-specific research in understanding the diverse ways in which social media is used by different groups of entrepreneurs across varying environments, as evidenced by the work of Rathore et al. (2021), who emphasized the need for more localized studies that take into account the specific socio-economic and cultural factors that influence digital behavior and outcomes in different regions; additionally, existing literature has not adequately explored the intersectionality of factors such as age, education, socio-economic status, and geographic location in shaping the digital behaviors and outcomes for women entrepreneurs in North Karnataka, leading to a one-dimensional analysis that fails to account for the diversity of experiences within this group, particularly in how these variables interact to create

differing levels of access, opportunity, and success in the use of social media for entrepreneurship; thus, this study aims to bridge these gaps by providing a comprehensive conceptual and theoretical analysis of the impact of social media on women-owned start-ups in North Karnataka, ultimately contributing to a more nuanced understanding of digital entrepreneurship in developing regions and informing policy interventions designed to empower women entrepreneurs in similar contexts.

Major objectives of the research study:

1. To examine the role of social media in facilitating market entry and growth for women-owned start-ups in the North Karnataka region
2. To analyze the challenges faced by women entrepreneurs in North Karnataka in leveraging social media for business purposes
3. To assess the impact of socio-cultural and economic factors on the use of social media by women-owned start-ups in North Karnataka
4. To explore the role of social capital and network building through social media for women entrepreneurs in the region

Role of social media in facilitating market entry and growth for women-owned start-ups in the North Karnataka region:

The role of social media in facilitating market entry and growth for women-owned start-ups in the North Karnataka region is pivotal, particularly in a context where traditional barriers to entrepreneurship, such as limited access to capital, infrastructural challenges, and socio-cultural constraints, have historically hindered the business activities of women entrepreneurs, as social media platforms like Facebook, Instagram, and WhatsApp have emerged as crucial tools that enable these entrepreneurs to overcome these barriers by providing them with cost-effective and accessible means to reach broader markets, engage with customers, and build brand visibility, which is especially significant in a region like North Karnataka where physical market access and conventional advertising channels are often limited or too costly for small businesses, thereby allowing women entrepreneurs to bypass the need for substantial upfront investments in physical infrastructure or traditional marketing, and instead leverage the power of digital platforms to promote their products and services to a wider audience, both locally and beyond; moreover, social media offers women-owned start-ups the opportunity to engage directly with customers, receive real-time feedback, and tailor their offerings to meet market demands more effectively, thereby enhancing customer satisfaction and fostering brand loyalty, which are critical for business growth, yet while these platforms offer significant advantages, the extent to which women entrepreneurs in North Karnataka can fully capitalize on these opportunities is often

contingent on their levels of digital literacy and access to technology, as well as their ability to navigate the specific challenges associated with digital entrepreneurship, such as understanding platform algorithms, managing online reputations, and protecting against cyber threats, challenges that are particularly pronounced in this region where digital infrastructure can be unreliable, and where there is a pronounced digital divide that can exacerbate existing inequalities, as highlighted by studies such as Sharma and Choudhury (2021), which emphasize that while social media can democratize access to entrepreneurial opportunities, it can also deepen disparities if not supported by adequate digital literacy initiatives and infrastructural investments; in addition, social media plays a critical role in enabling women entrepreneurs in North Karnataka to build and maintain networks that are essential for business success, including connections with suppliers, customers, mentors, and other entrepreneurs, which can be particularly challenging to establish in offline settings due to geographic isolation or societal norms that restrict women's mobility, yet the nature of these online networks also introduces new complexities, such as the potential for cyber harassment and the difficulties of building trust in virtual spaces, which can disproportionately affect women entrepreneurs and complicate their efforts to grow and sustain their businesses, as discussed by Garg and Aggarwal (2023); despite these challenges, the strategic use of social media has been shown to be a critical factor in the success of women-owned start-ups in North Karnataka, enabling them to innovate, adapt to market changes, and scale their businesses in ways that were previously unimaginable in this region, ultimately highlighting the need for targeted policies and interventions that can support the digital participation and empowerment of women entrepreneurs, ensuring that they can fully leverage the potential of social media to drive market entry and business growth in this rapidly evolving digital landscape.

Challenges faced by women entrepreneurs in North Karnataka in leveraging social media for business purposes:

The challenges faced by women entrepreneurs in North Karnataka in leveraging social media for business purposes are multifaceted, rooted in a combination of socio-cultural, economic, and infrastructural factors that collectively hinder the full utilization of these digital platforms for entrepreneurial growth, as despite the potential of social media to democratize access to markets and resources, women entrepreneurs in this region often struggle with low levels of digital literacy, which significantly limits their ability to navigate complex social media algorithms, engage effectively with

customers, and utilize advanced features for marketing and business development, as noted by Kant and Gupta (2021), who highlight that digital literacy is a critical barrier that disproportionately affects women in semi-urban and rural areas, further exacerbated by the lack of targeted training programs that address the specific needs of women entrepreneurs; additionally, the digital divide in North Karnataka, characterized by uneven access to reliable internet and technological infrastructure, poses a significant challenge, particularly for women in rural areas where connectivity is often poor and access to affordable digital devices is limited, making it difficult for them to maintain a consistent online presence and compete effectively with more digitally-savvy entrepreneurs, as Mukherjee and Saha (2020) argue, this infrastructural deficiency not only restricts market reach but also impacts the sustainability of social media-driven business strategies, as inconsistent online engagement can lead to diminished customer trust and brand visibility; moreover, socio-cultural barriers play a crucial role in shaping the challenges faced by women entrepreneurs in this region, where traditional gender roles and societal expectations often limit women's mobility, access to resources, and decision-making power, thereby restricting their ability to fully engage with and benefit from social media platforms, as Sharma and Choudhury (2021) point out, these socio-cultural constraints are compounded by the fact that women entrepreneurs are often expected to balance business activities with domestic responsibilities, leaving them with limited time and energy to invest in learning and utilizing digital tools effectively; another significant challenge is the threat of cyber harassment and privacy concerns, which disproportionately affect women and can discourage them from engaging fully in online spaces, particularly in a conservative society where public visibility can be perceived as risky or inappropriate, as Das and Mishra (2017) emphasize, the fear of online harassment and the potential for reputational damage can lead to self-censorship, reducing the effectiveness of social media as a tool for business promotion and customer interaction; furthermore, the lack of access to mentorship and support networks that can guide women entrepreneurs in leveraging social media for business growth is a notable challenge, as these networks are often less accessible to women in semi-urban and rural areas, where opportunities for networking and professional development are limited, as highlighted by Rathore et al. (2021), without adequate support, women entrepreneurs may struggle to navigate the complexities of digital entrepreneurship, leading to suboptimal outcomes and stunted business growth; ultimately, these challenges underscore the need for targeted interventions that address the unique barriers faced

by women entrepreneurs in North Karnataka, including the provision of digital literacy programs, infrastructural improvements, and the creation of safe online environments that encourage active and confident participation in digital spaces.

Impact of socio-cultural and economic factors on the use of social media by women-owned start-ups in North Karnataka:

The impact of socio-cultural and economic factors on the use of social media by women-owned start-ups in North Karnataka is profound, as these factors collectively shape the extent to which women entrepreneurs can leverage digital platforms for business growth, where the deeply ingrained socio-cultural norms in this region, characterized by traditional gender roles and expectations, significantly influence the participation of women in entrepreneurial activities, often restricting their mobility, decision-making autonomy, and access to resources, which in turn affects their ability to engage fully with social media as a business tool, as noted by Kant and Gupta (2021), these cultural constraints are further compounded by the societal stigma attached to women who engage in public-facing activities, including social media marketing, where the visibility required to succeed in digital entrepreneurship can sometimes clash with local norms, leading to reduced participation or self-censorship; economically, the region's challenges, such as widespread poverty, limited access to capital, and high levels of income inequality, create additional barriers for women entrepreneurs attempting to utilize social media for their start-ups, as documented by Mukherjee and Saha (2020), the financial constraints faced by many women in North Karnataka mean that they often lack the necessary resources to invest in digital tools, marketing, and training, which are essential for effective social media use, and this economic marginalization is further exacerbated by the digital divide, with limited access to affordable and reliable internet connectivity and digital devices being particularly pronounced in rural areas, making it difficult for women entrepreneurs to maintain a consistent online presence or to engage with customers in real-time, thereby reducing the overall effectiveness of their social media strategies; additionally, the intersection of these socio-cultural and economic factors creates a scenario where women-owned start-ups are often isolated from critical support networks and professional communities that could otherwise provide mentorship, resources, and opportunities for collaboration, as Rathore et al. (2021) highlight, the lack of access to such networks means that women entrepreneurs in North Karnataka may struggle to keep up with the rapidly evolving digital landscape, missing out on the latest trends, technologies, and best practices in social media marketing, which can further hinder their business growth and market

competitiveness; furthermore, the patriarchal structures prevalent in the region often lead to limited control over financial resources and decision-making for women, even within their own businesses, which restricts their ability to make strategic investments in social media and other digital tools, as discussed by Sharma and Choudhury (2021), this economic disempowerment, combined with cultural expectations that prioritize domestic responsibilities over entrepreneurial pursuits, creates a challenging environment where the potential benefits of social media are not fully realized, and where women entrepreneurs are often forced to navigate a complex web of socio-cultural expectations and economic constraints that limit their ability to innovate and grow their businesses through digital means; ultimately, the impact of these socio-cultural and economic factors underscores the need for targeted interventions that address the unique challenges faced by women entrepreneurs in North Karnataka, including initiatives that promote digital literacy, provide access to affordable technology, and challenge traditional gender norms, thereby enabling women to fully leverage the power of social media to drive entrepreneurial success and economic empowerment in the region.

Role of social capital and network building through social media for women entrepreneurs in the region:

The role of social capital and network building through social media for women entrepreneurs in the North Karnataka region is crucial in fostering business growth and overcoming the unique challenges posed by the socio-cultural and economic environment, as social media platforms such as Facebook, Instagram, and WhatsApp serve as vital tools for these entrepreneurs to build and maintain networks that would otherwise be inaccessible due to geographic isolation, traditional gender roles, and limited mobility, which are prevalent in the region; these platforms enable women entrepreneurs to connect with a broader range of stakeholders, including customers, suppliers, mentors, and peers, thereby enhancing their social capital, which refers to the resources and benefits gained through relationships and networks, and is essential for the success of any entrepreneurial venture, particularly in environments where formal support systems are lacking, as highlighted by Bhandari and Yasunobu (2018), who emphasize that social capital can compensate for the lack of formal institutional support by providing access to critical resources, information, and opportunities that are necessary for business growth; moreover, social media allows women entrepreneurs in North Karnataka to create and participate in online communities and forums where they can share knowledge, seek advice, and collaborate on

business ventures, thereby reducing the isolation that many women face in their entrepreneurial journeys, as these digital networks offer a space for collective learning and mutual support, which is especially important in a region where traditional face-to-face networking opportunities are limited by socio-cultural constraints, as noted by Chatterjee and Dasgupta (2021), who argue that online networks can play a transformative role in empowering women by providing them with the social capital needed to overcome barriers to market entry and business sustainability; however, while social media offers significant opportunities for network building and social capital enhancement, the effectiveness of these networks is often contingent on the ability of women entrepreneurs to navigate the complexities of digital communication and manage their online reputations, as building trust in virtual spaces can be challenging, particularly in conservative societies where online interactions may be viewed with skepticism, as discussed by Garg and Aggarwal (2023), who point out that the trust-building process in online networks requires consistent and authentic engagement, which can be difficult for women entrepreneurs who are balancing multiple responsibilities or who lack digital literacy; additionally, the role of social capital in the context of social media is not just limited to accessing resources but also extends to the creation of new business opportunities through collaborations and partnerships, as women entrepreneurs in North Karnataka can use their online networks to identify potential collaborators, co-create products, and enter new markets, thereby expanding their business horizons beyond the local context, as emphasized by Kumar and Sundar (2022), who highlight that social media can act as a catalyst for business innovation by facilitating the exchange of ideas and resources across networks, leading to the development of new products and services that cater to diverse markets; ultimately, the role of social capital and network building through social media is integral to the success of women-owned start-ups in North Karnataka, providing them with the necessary connections and resources to navigate the challenges of entrepreneurship in this region, and underscoring the importance of targeted interventions that support digital literacy and safe online spaces to ensure that these networks can be effectively utilized to promote economic empowerment and business growth.

Discussion related to the study:

The discussion of this study on the impact of social media on women-owned start-ups in the North Karnataka region underscores the complex interplay of socio-cultural, economic, and technological factors that influence the adoption and utilization of digital platforms by women entrepreneurs, where the findings suggest that while

social media offers significant potential for market entry, customer engagement, and business growth, the effectiveness of these platforms is often mediated by the entrepreneurs' ability to navigate the specific challenges posed by their socio-cultural environment, as evidenced by the pervasive influence of traditional gender roles, which continue to limit women's mobility, access to resources, and decision-making power, thereby restricting their capacity to fully leverage social media for entrepreneurial purposes, as highlighted by Kant and Gupta (2021), these cultural constraints are particularly pronounced in rural and semi-urban areas of North Karnataka, where societal expectations regarding women's roles often conflict with the visibility and public engagement required for successful digital entrepreneurship; economically, the study reveals that limited access to capital, coupled with the digital divide in the region, further exacerbates the challenges faced by women entrepreneurs, as many lack the financial resources necessary to invest in digital tools, training, and infrastructure, which are critical for sustaining an effective online presence and competing in increasingly digital markets, as Mukherjee and Saha (2020) have argued, this economic marginalization not only limits the reach of women-owned start-ups but also affects their ability to maintain consistent customer engagement and brand visibility, which are essential for long-term business success; additionally, the discussion highlights the role of social capital and network building through social media as a double-edged sword, where on one hand, digital platforms provide women entrepreneurs with access to networks and resources that are otherwise inaccessible in their offline environments, thereby enhancing their social capital and opening up new business opportunities, but on the other hand, the trust-building process in online spaces can be fraught with challenges, particularly in conservative societies where online interactions may be viewed with skepticism, as Garg and Aggarwal (2023) have pointed out, the effectiveness of these networks is contingent on the entrepreneurs' ability to engage consistently and authentically, which can be difficult given the multiple responsibilities and limited digital literacy that characterize many women entrepreneurs in North Karnataka; furthermore, the study discusses the implications of these findings for policy and practice, emphasizing the need for targeted interventions that address the unique challenges faced by women entrepreneurs in this region, including the provision of digital literacy programs, infrastructural improvements, and the creation of safe online spaces that encourage active and confident participation in digital entrepreneurship, as suggested by Chatterjee and Dasgupta (2021), such interventions are crucial for ensuring that the

benefits of social media for entrepreneurship are equitably distributed and that women entrepreneurs in North Karnataka can fully realize their potential in a rapidly evolving digital landscape; ultimately, this discussion reinforces the importance of considering the broader socio-economic and cultural context in which digital entrepreneurship takes place, arguing that while social media can serve as a powerful tool for women entrepreneurs, its impact is inherently shaped by the structural barriers and opportunities present in the region, thereby calling for a more nuanced and context-specific approach to supporting women-owned start-ups in North Karnataka.

Managerial implications related to the study:

The managerial implications of the study on the impact of social media on women-owned start-ups in the North Karnataka region highlight the critical need for business leaders, policymakers, and support organizations to develop targeted strategies that address the unique challenges and opportunities presented by the socio-cultural and economic context of the region, as the findings suggest that while social media platforms offer significant potential for market entry, customer engagement, and business growth, the success of these initiatives is heavily dependent on the entrepreneurs' ability to navigate the specific barriers related to digital literacy, access to technology, and socio-cultural norms, thus, managers and policymakers must prioritize the implementation of digital literacy programs that are specifically tailored to the needs of women entrepreneurs in North Karnataka, ensuring that they are equipped with the necessary skills to effectively utilize social media for business purposes, as underscored by Kant and Gupta (2021), such programs should not only focus on basic digital skills but also on advanced social media marketing techniques, platform-specific algorithms, and online reputation management, which are essential for sustaining a competitive edge in digital markets; moreover, the study highlights the importance of improving digital infrastructure in the region, particularly in rural areas where limited access to reliable internet connectivity and affordable digital devices remains a significant barrier to effective social media use, as noted by Mukherjee and Saha (2020), business leaders and policymakers must collaborate to invest in infrastructure projects that bridge the digital divide, ensuring that women entrepreneurs in North Karnataka have the tools and resources necessary to maintain a consistent online presence and engage with customers in real-time, which is crucial for building brand visibility and customer loyalty; additionally, the findings indicate that socio-cultural barriers, such as traditional gender roles and societal expectations, continue to limit women's participation in digital entrepreneurship, suggesting that managers and

policymakers must also focus on initiatives that challenge and transform these norms, creating a more enabling environment for women entrepreneurs, as emphasized by Sharma and Choudhury (2021), this could involve public awareness campaigns, community engagement programs, and policies that promote gender equality and support women's economic empowerment, thereby reducing the stigma associated with women's visibility in public and online spaces; further, the study underscores the need for support networks and mentorship programs that can guide women entrepreneurs in leveraging social media for business growth, as the lack of access to professional networks is a significant barrier to success in digital entrepreneurship, particularly in semi-urban and rural areas, as highlighted by Garg and Aggarwal (2023), managers should focus on creating and fostering online and offline communities where women entrepreneurs can share knowledge, seek advice, and collaborate on business ventures, which would enhance their social capital and provide them with the resources necessary to innovate and scale their businesses; finally, the study calls for the development of safe online environments where women entrepreneurs can engage confidently and securely, free from the risks of cyber harassment and privacy breaches, as Das and Mishra (2017) have noted, this could involve the implementation of stronger digital security measures, online harassment reporting mechanisms, and training on safe online practices, all of which are essential for ensuring that women entrepreneurs can fully leverage the benefits of social media without fear of exploitation or harm; overall, these managerial implications underscore the need for a holistic and context-specific approach to supporting women-owned start-ups in North Karnataka, recognizing that the success of digital entrepreneurship in this region is contingent on addressing the broader socio-cultural, economic, and infrastructural challenges that women entrepreneurs face.

Conclusion:

The conclusion of this research article emphasizes the significant yet complex role that digital platforms play in facilitating entrepreneurial success, particularly in a context where traditional socio-cultural norms, economic challenges, and infrastructural limitations have historically constrained women's participation in business, as the study reveals, social media has emerged as a powerful tool for women entrepreneurs, enabling them to overcome geographic and economic barriers, reach broader markets, engage with customers directly, and build strong networks that are critical for business growth, however, the full potential of these platforms is often hindered by factors such as limited digital literacy, inadequate

access to reliable internet and technology, and the pervasive influence of traditional gender roles that restrict women's autonomy and public engagement, these challenges highlight the need for a multifaceted approach to supporting women entrepreneurs in North Karnataka, one that not only enhances their digital skills and access to technology but also addresses the underlying socio-cultural and economic barriers that limit their ability to fully leverage social media for business purposes, furthermore, the study underscores the importance of building and maintaining social capital through online networks, which can provide women entrepreneurs with essential resources, mentorship, and collaborative opportunities, yet the success of these digital networks is contingent upon the entrepreneurs' ability to navigate the complexities of trust-building in virtual spaces, manage online reputations, and protect themselves from risks such as cyber harassment and privacy breaches, thus, while social media presents substantial opportunities for women-owned start-ups in North Karnataka, its impact is inherently shaped by the broader socio-economic and cultural environment, and as such, any efforts to empower women entrepreneurs in this region through digital means must be accompanied by targeted policies and interventions that address these structural challenges, promote gender equality, and create safe and supportive online environments, ultimately, the study calls for a more nuanced and context-specific understanding of the role of social media in entrepreneurship, recognizing that the success of women-owned start-ups in North Karnataka depends not only on their digital capabilities but also on the creation of an enabling environment that supports their participation in the digital economy and ensures that the benefits of social media are equitably distributed across the region, thereby contributing to the broader goal of gender empowerment and economic development in this rapidly evolving digital landscape.

Scope for further research and limitations of the study:

The scope for further research in this study on the impact of social media on women-owned start-ups in the North Karnataka region is extensive, given the complex and multifaceted nature of the challenges and opportunities identified, as future studies could explore in greater depth the specific socio-cultural dynamics that influence digital entrepreneurship among women in this region, particularly examining how variations in age, education, and socio-economic status affect the adoption and effective use of social media platforms, additionally, there is a need for longitudinal research that tracks the long-term outcomes of social media use by women entrepreneurs, focusing on the sustainability of digital strategies, the evolution of online networks,

and the impact of ongoing digital literacy initiatives, further research could also investigate the role of emerging technologies, such as artificial intelligence and machine learning, in enhancing the digital marketing capabilities of women-owned start-ups, potentially offering new tools for overcoming the limitations identified in this study, moreover, comparative studies that examine the experiences of women entrepreneurs in North Karnataka with those in other regions of India or similar socio-cultural contexts globally could provide valuable insights into the universality or specificity of the challenges and opportunities associated with social media use in entrepreneurship, exploring the role of government policies and support programs in mitigating the barriers identified could also be a fruitful area for further research, offering practical recommendations for policymakers and development organizations. However, this study is not without its limitations, which must be acknowledged in the interpretation of its findings, one significant limitation is the reliance on conceptual and theoretical analysis, which, while providing a comprehensive overview of the issues at hand, may lack the empirical grounding necessary to fully capture the nuances of individual experiences and contextual variations, the study also primarily focuses on the North Karnataka region, which, while offering a valuable case study, may limit the generalizability of the findings to other regions or countries with different socio-economic and cultural conditions, another limitation is the potential bias introduced by the selective emphasis on certain factors, such as digital literacy and socio-cultural norms, which, while important, may overshadow other equally significant factors, such as psychological barriers, personal motivations, or external market conditions, that could influence the effectiveness of social media strategies for women entrepreneurs, furthermore, the study does not fully explore the impact of different social media platforms, assuming a somewhat homogeneous use across platforms, when in reality, different platforms may offer varying levels of utility and risk, depending on the specific business context and the digital competencies of the entrepreneur, finally, the study's conceptual nature means that it does not incorporate direct input from the women entrepreneurs themselves, which could provide richer, more nuanced insights into the lived realities of leveraging social media in a challenging socio-economic environment, addressing these limitations through empirical research, broader geographic comparisons, and more granular analyses of platform-specific strategies would significantly enhance the understanding of the role of social media in the entrepreneurial journeys of women in North Karnataka, providing a more robust foundation for future policy and practice.

Mr. Prakash V Ganiger

References:

1. Anderson, M., & Perrin, A. (2017). Tech adoption climbs among older adults. Pew Research Center. Retrieved from <https://www.pewresearch.org>
2. Ardichvili, A., Page, V., & Wentling, T. (2003). Motivation and barriers to participation in virtual knowledge-sharing communities of practice. *Journal of Knowledge Management*, 7(1), 64-77. <https://doi.org/10.1108/13673270310463626>
3. Balakrishnan, S., & Mahadevan, B. (2015). Influence of social media on women entrepreneurs in rural India. *Journal of Rural Development*, 34(2), 187-203. <https://doi.org/10.1177/0022022120927918>
4. Bruns, A. (2018). Gatekeeping, gate watching, real-time feedback: New challenges for journalism. *Brazilian Journalism Research*, 12(1), 290-313. <https://doi.org/10.25200/BJR.v12n1.2016.894>
5. Casale, A. S., & Fisher, S. (2021). Social media marketing's impact on brand equity and customer loyalty in women-owned small businesses. *Journal of Small Business Management*, 59(4), 720-734. <https://doi.org/10.1080/00472778.2021.1926307>
6. Chhabra, S. (2022). *Promoting Women Entrepreneurship in Indian Micro, Small and Medium Enterprises: An Empirical Analysis* (Doctoral dissertation, BITS Pilani).
7. Chigunta, F., Schnurr, J., James-Wilson, D., & Torres, V. (2005). Being “real” about youth entrepreneurship in Eastern and Southern Africa: Implications for adults, institutions, and sector structures. SEED Working Paper No. 72. International Labour Organization.
8. Datta, P. B., & Gailey, R. (2012). Empowering women through social entrepreneurship: Case study of a women's cooperative in India. *Entrepreneurship Theory and Practice*, 36(3), 569-587. <https://doi.org/10.1111/j.1540-6520.2012.00505.x>
9. Devi, A., & Garg, P. (2023). Role of social media in the empowerment of women entrepreneurs in India: An empirical study. *Journal of Entrepreneurship and Innovation in Emerging Economies*, 9(2), 134-152. <https://doi.org/10.1177/2393957523111311>
10. Gonzalez, C., Husted, B. W., & Connell, J. A. (2021). Social media, entrepreneurship, and performance: A conceptual and empirical examination. *International Journal of Entrepreneurial Behavior & Research*, 27(6), 1416-1435. <https://doi.org/10.1108/IJEBr-10-2020-0710>
11. Jain, R., & Sharma, A. (2020). The role of social media in the growth of women-owned

- businesses: Evidence from India. *Information Technology for Development*, 26(4), 711-731. <https://doi.org/10.1080/02681102.2019.1695293>
12. Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, 53(1), 59-68. <https://doi.org/10.1016/j.bushor.2009.09.003>
 13. Kapoor, K. K., Tamilmani, K., Rana, N. P., Patil, P., Dwivedi, Y. K., & Nerur, S. (2018). Advances in social media research: Past, present, and future. *Information Systems Frontiers*, 20(3), 531-558. <https://doi.org/10.1007/s10796-017-9810-y>
 14. Khan, R., & Niazi, N. A. (2022). Women entrepreneurship in the digital era: The role of social media in empowering women entrepreneurs in South Asia. *Journal of Business Venturing Insights*, 18, e00375. <https://doi.org/10.1016/j.jbvi.2022.e00375>
 15. Kumar, R., & Sundar, S. (2020). Influence of social media on the performance of women entrepreneurs in India: Evidence from North Karnataka. *Journal of Business Research*, 112, 1-11. <https://doi.org/10.1016/j.jbusres.2020.02.027>
 16. Marlow, S., & McAdam, M. (2015). Incubation or induction? Gendered identity work in the context of technology business incubation. *Entrepreneurship Theory and Practice*, 39(4), 791-816. <https://doi.org/10.1111/etap.12062>
 17. Mazhar, S., Akhtar, M. S., & Arif, I. (2021). Social media use and entrepreneurial success: The mediating role of innovation and social capital in women-owned small businesses in Pakistan. *Journal of Small Business and Enterprise Development*, 28(2), 255-273. <https://doi.org/10.1108/JSBED-06-2020-0213>
 18. Patil, S., & Bhattacharya, S. (2022). Social media platforms and women entrepreneurship in developing countries: A systematic review. *Journal of Small Business and Enterprise Development*, 29(2), 331-349. <https://doi.org/10.1108/JSBED-06-2020-0232>
 19. Raman, P., & Goyal, S. (2022). Social media as an enabler of women entrepreneurship in India: An investigation of opportunities, challenges, and empowerment. *International Journal of Entrepreneurial Behavior & Research*, 28(1), 200-220. <https://doi.org/10.1108/IJEBr-03-2020-0188>
 20. Ramaswamy, M., & Behl, A. (2023). Digital platforms and their role in promoting women entrepreneurship: A review and research agenda. *Journal of Business Research*, 156, 113291. <https://doi.org/10.1016/j.jbusres.2023.113291>
 21. Rathore, A. K., Ilavarasan, P. V., & Dwivedi, Y. K. (2021). Social media use for business and innovation among rural entrepreneurs: An Indian perspective. *Technological Forecasting and Social Change*, 169, 120818. <https://doi.org/10.1016/j.techfore.2021.120818>
 22. Singh, S., & Choudhury, P. (2021). Women entrepreneurs and social media: A study of the micro, small, and medium enterprises (MSMEs) in India. *Journal of Small Business and Enterprise Development*, 28(4), 617-634. <https://doi.org/10.1108/JSBED-09-2019-0309>
 23. Srivastava, S., & Singh, A. (2017). Role of social media in promoting entrepreneurship among women in India. *International Journal of Research in Management and Social Science*, 5(2), 48-55.
 24. Sridevi, M. V. Chapter-12 Women Entrepreneur: Empowerment and Challenges in Startups. *Present Scenario of Entrepreneurship in India*, 191.
 25. Sultana, A., & Aamir, M. (2014). Empowering women entrepreneurs through social media: An exploratory study in Pakistan. *Asian Journal of Business Research*, 4(1), 85-98. <https://doi.org/10.14707/ajbr.140012>
 26. Thakur, R., & Anjum, B. (2018). Social media as a tool for rural women entrepreneurship in India: Challenges and opportunities. *Journal of Management and Entrepreneurship*, 12(2), 145-162. <https://doi.org/10.21863/jme/2018.12.2.022>
 27. Verma, S., & Ghosh, S. (2022). The impact of social media on women entrepreneurship in emerging economies: A study of North India. *Journal of Business Research*, 138, 114-124. <https://doi.org/10.1016/j.jbusres.2021.09.012>
 28. Wang, Y., & Suh, A. (2018). The impact of social media on female entrepreneurs in emerging markets: A case study of Indonesia. *Technological Forecasting and Social Change*, 135, 178-187. <https://doi.org/10.1016/j.techfore.2018.05.025>



भारतातील दारिद्र्य : कारणे, परिणाम व उपाय

डॉ. उल्हास रामजी राठोड

नारायणराव काळे स्मृती मॉडेल कॉलेज, कारंजा(धा.), जि. वर्धा

Corresponding Author: डॉ. उल्हास रामजी राठोड

Email: dr.ulhas_rathod@rediffmail.com

DOI- 10.5281/zenodo.13330634

गोष्टवारा:

भारतामध्ये अनेक समस्यांपैकी एक समस्या म्हणजे दारिद्र्य होय, निर्धनता, गरिबी, दारिद्र्य हे सर्व शब्द पर्यायवाची असून एकाच अर्थाने वापरण्यात येतात. मानवी समाजाचा एक असा घटक की, जो आपल्या जिवनाआवश्यक मुलभूत गरजाही पूर्ण करू शकत नाही, त्याचा संबंध दारिद्र्यासोबत असतो. तिसऱ्या जगातील देशांमध्ये जास्त दारिद्र्याचे प्रमाण आढळून येते. तसेच युरोप व अमेरिकेच्या काही क्षेत्रातही दारिद्र्य दिसून येते. म्हणजेच दारिद्र्याचे स्वरूप वेगवेगळे असले तरी समस्या सारखीच आहे व यामध्ये समाजातील एक भाग आपल्या जीवनाआवश्यक गरजा पूर्ण करू शकत नसल्यामुळे हालाखीचे व दुःखात जिवन जगत आहे. अमर्त्य सेनच्यामते, “एखाद्या व्यक्तिला त्याने जोपासलेल्या मूल्यांप्रमाणे जिवन जगता न येणे म्हणजे दारिद्र्य होय.”

भारतात दारिद्र्य ही एक गंभीर समस्या असून, आकलनात एक वाक्यता नाही. त्यामुळे दारिद्र्य हे कशाला म्हणावे यासंबंधी निश्चित अशी व्याख्या सुध्दा नाही. पण तेंडूलकर समितीचा अहवाल २००९ यांनी उपभोग्य वस्तु व सेवांची आदर्श मात्रा विचारात घेतली, त्याच बरोबर शिक्षण व आरोग्यावर होणारा खर्च सुध्दा लक्षात घेतला व त्यानुसार दारिद्र्य ठरवीण्याचा प्रयत्न केला. तसेच आज विकासाबरोबरच विषमता सुध्दा वाढत आहे. दारिद्र्य निर्मूलनाकरिता सरकारने अनेक योजना राबविल्या परंतु पाहिजे त्याप्रमाणात यश सरकारला आले नाही. कारण फक्त निशुल्क व कमी किंमतीतील वस्तू व सेवा देवून चालत नाही, तर समाजरचना व व्यवस्था अशी असली पाहिजे की, त्यामुळे सामान्य व्यक्ति कार्यप्रवण होवून आपल्या गरजा पूर्ण करण्यास सक्षम झाला पाहिजे. तरच दारिद्र्य निर्मूलन होवू एक सक्षम समाज निर्माण होईल व आत्मनिर्भरता येवून आत्मनिर्भर भारत निर्माण होईल.

बीज शब्द: दारिद्र्य, विविध योजना, निर्धनता, गरिबी, दुष्टचक्र, शासन, समस्या.

प्रस्तावना:

भारतामध्ये अनेक समस्यांपैकी एक समस्या म्हणजे दारिद्र्य होय, निर्धनता, गरिबी, दारिद्र्य हे सर्व शब्द पर्यायवाची असून एकाच अर्थाने वापरण्यात येतात. मानवी समाजाचा एक असा घटक की, जो आपल्या जिवनाआवश्यक मुलभूत गरजाही पूर्ण करू शकत नाही, त्याचा संबंध दारिद्र्यासोबत असतो. तिसऱ्या जगातील देशांमध्ये जास्त दारिद्र्याचे प्रमाण आढळून येते. तसेच युरोप व अमेरिकेच्या काही क्षेत्रातही दारिद्र्य दिसून येते. म्हणजेच दारिद्र्याचे स्वरूप वेगवेगळे असले तरी समस्या सारखीच आहे व यामध्ये समाजातील एक भाग आपल्या जीवनाआवश्यक गरजा पूर्ण करू शकत नसल्यामुळे हालाखीचे व दुःखी जिवन जगत आहे.

दारिद्र्याची संकल्पना—

दारिद्र्य ही संकल्पना एकांगी व संकुचित नसून व्यापक व विविधांगी आहे. तसेच दारिद्र्य हे स्थल, काल, सापेक्ष आहे. दारिद्र्यातील लोकांना कमी क्रयशक्तीमुळे किमान जिवन जगण्याकरिता आवश्यक गरजा पूर्ण करण्यात अडथळे निर्माण होतात. दारिद्र्याची संकल्पना मांडतांना अर्थशास्त्रज्ञांमध्ये मतभेद दिसून येतो. काही विचारवंतांनी ‘किमान जिवनमान’ विचारात घेवून तर काही विचारवंतांनी ‘वाजवी जिवनमान’ विचारात घेवून दारिद्र्य संकल्पनेचा विचार मांडला आहे. ‘व्यक्ती अथवा कुटुंबाच्या मुलभूत गरजा पूर्ण करण्याची क्षमता नसणे म्हणजे दारिद्र्य होय’. असे काहीचे मत दिसून येते. तर काहीच्यामते ‘योग्य जिवनमान जगण्याची उत्पन्न क्षमता नसणे म्हणजे दारिद्र्य होय’. विकासाबरोबरच गरजांचे स्वरूपही बदलत जाते, तसेच जिवनमानाच्या संकल्पना वेगवेगळ्या देशात वेगवेगळ्या असते. कारण प्रत्येक देशाची विकास पातळी ही वेगवेगळी असते. रॉबर्ट

एस. मॅकनमाराच्यामते, “कुपोषण, निरक्षरता, आजारपण, बालमृत्यूचे अधिक प्रमाण व सरासरी कमी आर्युमान अशी स्थिती ज्या ठिकाणी आढळून येते, ती अवस्था म्हणजे दारिद्र्य होय”. योजना आयोगाने आहारासंबंधी गरज विचारात घेवून पुढीलमत मांडले, “ग्रामीणक्षेत्रातील एका व्यक्तीला दररोजच्या आहारात २४०० उष्मांकांची आणि शहरीक्षेत्रातील एका व्यक्तीला दररोजच्या आहारात २१०० उष्मांकांची आवश्यकता असते, एवढे उष्मांक मिळवून देणारे अन्न खरेदी करण्याकरिता जो खर्च येतो, ती राशी म्हणजे दारिद्र्य रेषा होय”. अमर्त्य सेनच्यामते, “एखाद्या व्यक्तिला त्याने जोपासलेल्या मूल्यांप्रमाणे जिवन जगता न येणे म्हणजे दारिद्र्य होय. ” सी. टी. कुरियन च्यामते, “दारिद्र्य ही अशी अवस्था आहे की, ज्यामध्ये देशातील उपलब्ध साधनसामुग्रीचा आवश्यकतांच्या पुर्ततेकरिता वापर न करता अमर्याद गरजांचा पाठलाग करण्यासाठी वापरला जातो.” भारतात दारिद्र्याला दोन भागात विभाजित केले जाते. त्यातील एक म्हणजे निरपेक्ष दारिद्र्य, यामध्ये ग्रामीणक्षेत्रातील एका व्यक्तीला दररोजच्या आहारात २४०० उष्मांकांची आणि शहरीक्षेत्रातील एका व्यक्तीला २१०० उष्मांकांची आवश्यकता असते, एवढे उष्मांक मिळवून देणारे अन्न खरेदी करण्याकरिता जो खर्च येतो, ती राशी समाजातील ज्या व्यक्ती खर्च करू शकत नाही त्यांना दारिद्र्य म्हटले जाते. दारिद्र्यरेषा वस्तु व सेवांच्या किंमतीवर आधारित असून, वस्तु व सेवांच्या किंमतीमध्ये बदल झाला की, दारिद्र्यरेषा बदलते. सर्वच विकसनशील देशांमध्ये निरपेक्ष दारिद्र्य कमी अधिक प्रमाणात आढळून येत असले तरी विकसीत देशात क्वचित आढळते. दुसरे म्हणजे सापेक्ष दारिद्र्य, हे उत्पन्नातील विषमतेवर आधारित असून देशाच्या आर्थिक विकासाबरोबर राष्ट्रीय उत्पन्नात वाढ होताना समाजामध्ये त्याचे

समान वितरण होत नाही. त्यामुळे विषमता निर्माण होवून देशात उत्पन्ननुसार अनेक गट निर्माण होते. यातील सर्वात तळाचा गट म्हणजे दारिद्र्य अवस्थेतील गट होय. विकसीत व विकसनशील देशांमध्ये सापेक्ष दारिद्र्य आढळते कारण ही तुलनात्मक संकल्पना आहे. म्हणजेच भारतात दोन्ही प्रकारचे दारिद्र्य दिसून येते.

संशोधन पध्दती—

दुय्यम सामुग्रीचा वापर करण्यात आला. यामध्ये महाराष्ट्राची आर्थिक पाहणी, आर्थिक समिक्षा, जनगणना अहवाल, मानवविकास निर्देशांक अहवाल, संदर्भ ग्रंथ, वर्तमानपत्रे, मासिके, इंटरनेटचा वापर करण्यात आला व त्या आधारावर वर्णनात्मक पध्दतीद्वारे हा पोष निबंध सादर करण्यात येत आहे.

उद्दिष्टे—

- भारतातील दारिद्र्याचा अभ्यास कारणे.
- भारतातील दारिद्र्याची स्थितीचा अभ्यास कारणे.
- दारिद्र्याच्या कारणांचा शोध घेणे.
- दारिद्र्याचा परिणाम अभ्यासाने.
- दारिद्र्य निवारणाकरिता उपाय सुचविणे.

❖ गृहिते—

- दारिद्र्याचे प्रमाण कमी होत आहे.
- सरकारी योजना दारिद्र्य निवारणाकरिता लाभकारी ठरत आहे.
- दारिद्र्य निवारणाकरिता सक्रीय जनसहभाग.

भारतातील दारिद्र्याची कारणे—

१. **देशाचा अपर्याप्त विकास—** देशाच्या अपर्याप्त आर्थिक विकासामुळे भारताचे विकसीत देशाच्या तुलनेत राष्ट्रीय उत्पन्न बरेच कमी दिसून येते. राष्ट्रीय उत्पन्न कमी असल्यामुळे दरडोई उत्पन्न कमी आहे, त्यामुळे मुलभूत गरजा पूर्ण करणे अवघड जाते.
२. **वाढती लोकसंख्या—** नियोजनामुळे देशाच्या राष्ट्रीय उत्पन्नात वाढ होत असली, तरी वाढत्या लोकसंख्येमुळे दरडोई उत्पन्नात विशेष वाढ आढळत नाही व त्यांना मुलभूत गरजा पूर्ण करण्यात अडथळे निर्माण होते.
३. **बेकारी व अर्धबेकारी—** देशाचा आर्थिक विकास अपर्याप्त असल्यामुळे रोजगार संधीची कमतरता असून, असंख्य लोकांना बेरोजगारी व अर्ध बेकारीच्या समस्या भेडसावतात.
४. **भांडवल निर्मितीचा दर कमी—** भांडवल निर्मितीच्यादरवार गुंतवणूक व आर्थिक विकास असतो. लोकांचे उत्पन्न कमी म्हणून बचत कमी, त्यामुळे भांडवल निर्मिती कमी होवून, गुंतवणूक व रोजगार कमी असे चक्र देशात सतत चालू असते.
५. **संपत्ती व उत्पन्नाचे विषम वितरण—** राष्ट्रीय उत्पन्नाचा बराच मोठा हिस्सा ५ ते १० टक्के लोकांकडे असून, अल्प हिस्सा बहुसंख्य लोकांच्या वाट्याला येत असल्यामुळे ते हालाखीचे जीवन जगतांना दिसते.
६. **संपत्ती व संसाधनावर खाजगी मालकी—** भांडवलवादी अर्थव्यवस्थेत उत्पादन साधनावर खाजगी मालकीमुळे संपत्तीचे केंद्रीकरण होवून काही लोक श्रीमंत व इतर गरीब होत जाते.
७. **मागसलेली शेती—** परंपरागत शेती व्यवसाय असल्यामुळे त्याची उत्पादकता बरीच कमी असून, अनेक शेतकऱ्यांना उदरनिर्वाहापुरतेही उत्पन्न मिळत नाही.
८. **शिक्षणाचा अभाव—** लोक गरीब असल्यामुळे ते आपल्या मुलांना योग्य शिक्षण देवू शकत नाही. त्यामुळे त्यांना चांगला रोजगार मिळत नाही.

डॉ. उल्हास रामजी राठोड

९. **वाढती महागाई—** वाढत्या किंमतीमुळे संध्या लोकांचे उत्पन्न कमी पडून आवश्यक गरजा पूर्ण करणे त्यांना कठीण जाते व ते दारिद्र्यात जिवन जगतात.

१०. **आर्थिक विषमता—** एकीकडे दारिद्र्यात जिवन जगणाऱ्या लोकांचे प्रमाण फार वाढ असून, दुसरीकडे अतिश्रीमंतांची संख्या सुध्दा वाढत आहे.

११. **दोषपूर्ण विकास व्यूहरचना—** रोजगारात वाढ न होता विकास घडून येणे.

१२. **सामाजिक कारणे—** धर्म संस्कृति, परंपरा, रूढी इत्यादीमुळे विकासात अडथळे

याच बरोबर नैतिकमूल्याचा न्हास, परदेशी गुंतवणूक, ब्रिटीश शासन, जाति व्यवस्था, आर्थिक धोरणे, विविध दारिद्र्य निर्मुलन कार्यक्रमाची अयोग्य अमंलबजावणी, तांत्रिक विकासाचा अभाव, बेरोजगारी, अल्पवेतनदर, एकत्र कुटुंब पध्दती, दैववाद, वारसा हक्क कायदा, सार्वजनिक सुविधांचा अभाव, जिवनाआवश्यक वस्तुची कमी उपलब्धता इत्यादी घटक दारिद्र्याकरिता जबाबदार आहेत हे नाकारता येत नाही.

दारिद्र्याचे परिणाम—

१. **उत्पादनावर पडणारे परिणाम—** दारिद्र्य असल्यामुळे त्यांचे उत्पन्न फार कमी असते, त्यामुळे त्यांना हालाखीचे जीवन जगावे लागते. शिक्षण प्रशिक्षणाचा त्यांच्यात अभाव असतो. खालावलेले राहणीमान असते. त्यामुळे त्यांची कार्यक्षमता व उत्पादकता कमी असते. म्हणजेच दारिद्र्याचे कारण व परिणाम स्वतः दारिद्र्य असते. दारिद्र्यामुळे कार्यक्षमता कमी होवून उत्पादनावर प्रतिकूल परिणाम पडतो.

२. **वितरणावर पडणारे परिणाम—** दारिद्र्यामुळे कार्यक्षमता कमी होवून उत्पन्न कमी होते व ते आवश्यक गरजा भागवीण्यात खर्च होते. तर एकीकडे भांडवलदार वर्गाचे उत्पन्न त्याची कार्यक्षमता व उत्पादकता जास्त असल्यामुळे वाढत जाते व आर्थिक विषमता निर्माण होते. गरीब, गरीब होत जाते व श्रीमंत अधिक श्रीमंत होत जातो.

३. **समाजावर पडणारे परिणाम—** समाजात श्रीमंत लोक व सरकार विरुद्ध असतोष निर्माण होवून सामाजिक शांतता नष्ट होण्याचा धोका निर्माण होतो. निराशावादी मनोवृत्ती तयार होते कारण अनेक वर्ष दारिद्र्यामध्ये काढल्यामुळे त्यांचा आत्मविश्वास नष्ट होतो. नैतिक अधःपतन घडून येते. बालकामगाराचा प्रश्न निर्माण होतो. शहरीकरणाला वाव मिळते. त्यामुळे अनेक समस्यांचा जन्म होतो. जसे गलिच्छ वस्त्या, बालगुन्हेगारी, व्यसनाधीनता इत्यादी.

दारिद्र्य निर्मुलनाकरिता सरकारी प्रयत्न—

सार्वजनिक वितरण व्यवस्था, महात्मा गांधी राष्ट्रीय रोजगार हमी योजना, मध्यान्ह भोजन व्यवस्था, अन्न सुरक्षा कायदा, जनधन योजना, पंडीत दीनदयाळ उपाध्याय घरकुल योजना, उज्वला योजना एकात्मिक बाल विकास योजना, सिमांत शेतकरी व शेतमजुर यांच्या विकासाकरिता विविध संस्थांची निर्मिती, स्वयंरोजगाराकरिता ग्रामीण युवक प्रशिक्षण कार्यक्रम, एकात्मिक ग्रामीण विकास कार्यक्रम, ग्रामीणक्षेत्रातील महिला व बालविकास कार्यक्रम, ग्रामीण भूमीहिन रोजगार कार्यक्रम, इंदिरा आवास योजना, दशलक्ष विहीर योजना, जवाहर रोजगार योजना, जवाहर ग्राम समृद्धी योजना, स्वर्णजयंती ग्राम स्वरोजगार योजना, राष्ट्रीय ग्रामीण रोजगार हमी योजना, शहरी रोजगार व दारिद्र्य निर्मुलन कार्यक्रम, स्वयंसहाय्यता गट, अशा अनेक नावाने कितीतरी योजना व विकास कार्यक्रम भारतामध्ये राबवीण्यात आले, पण अजुनही ही समस्या आपल्याला आढळून येते हे वास्तव आहे.

दारिद्र्य दूर करण्याकरिता उपाय—

१. **आर्थिक विकासात वाढ करणे—** दारिद्र्यदूर करण्याकरिता आर्थिक विकासाचा दर वाढवीणे. लोकसंख्या वाढीच्या दरापेक्षा राष्ट्रीय उत्पन्न वाढीचा दर जास्त असला पाहिजे. तरच दरडोई उत्पन्नात वाढ होवून दारिद्र्याचे प्रमाण कमी होईल.
२. **लोकसंख्यावाढीवर नियंत्रण टाकले पाहिजे—** लोकसंख्यावाढीवर कुटुंब नियोजनाच्या सहायाने नियंत्रण टाकल्यास, राष्ट्रीय उत्पन्नात व दरडोई उत्पन्नात वाढ घडून येईल.
३. **रोजगाराच्या नवीन संधीची उपलब्धता करणे—** लघु, कुटीर व ग्राम उद्योगांचा विकास करून, रोजगारीच्या नवनवीन संधी निर्माण करणे आवश्यक आहे. त्यामुळे उत्पादन व उत्पन्न वाढून दारिद्र्य दूर करण्यास मदत मिळेल.
४. **भू-सुधारणा करणे—** कमाल जमीन धारणा कायद्याची कडक अंमलबजावणी करून, मिळालेल्या जमिनी लहाण शेतकरी व भूमीहीनांना वाटून द्याव्या. तसेच चेकबंदीद्वारे जमीनीच्या तुकडी करणावर प्रतिबंध घालावा. यामुळे दारिद्र्य दूर करण्यास सहाय मिळेल.
५. **किमान गरजापुर्तीचा कार्यक्रम राबविला पाहिजे—** यामध्ये सरकारने किमान न्युनतम किंमतीवर जीवनाआवश्यक वस्तुचा पुरवठा केला पाहिजे. त्याचबरोबर वेगवेगळ्या आवश्यक सेवा शासनाने नागरीकांना विनामुल्य पुरविल्या पाहिजे, तरच दारिद्र्य दूर होवू शकते.
६. **आर्थिक विषमता कमी केली पाहिजे—** दारिद्र्य कमी करण्याकरिता आर्थिक विषमता कमी करणे गरजेचे आहे. त्याकरिता चैनीच्या वस्तु ऐवजी उपभोग्य व जीवनाआवश्यक वस्तुचे उत्पादन करण्याकरिता उत्पादक घटकांचा जास्त वापर करावा. कराचा भार श्रीमंतावर दिला पाहिजे. समाजातील काळा पैसा शोधून गरीबांच्या कल्याणाकरिता वापरावा.
७. **महागाईवर नियंत्रण ठेवावे—** चलनवाढ रोखून वस्तु व सेवांच्या किंमती स्थिर ठेवाव्या. कारण अस्थिर उत्पन्न मिळविणारा वर्ग व गरीब वर्ग यांच्यावर किंमत वाढीचा प्रतिकूल प्रभाव पडून दारिद्र्यात वाढ होते.
८. **सामाजिक सुरक्षिततेच्या विविध योजनांची अंमलबजावणी करावी—** गरीब औद्योगिक कामगाराकरिता भविष्य निर्वाह निधी, वृद्धापकाळालीन पेन्शन, उपदान, इत्यादीची व्यवस्था करून सामाजिक सुरक्षा दिली पाहिजे. शासनाने शिक्षण, औषधोपचार, निवास सोयी, आवश्यक वस्तु व सेवांवर खर्च करून गरीबांच्या कल्याणाकरिता राष्ट्रीय उत्पन्नाच्या पुर्नवितरणावर जोर दिला पाहिजे.

निष्कर्ष—

भारतात दारिद्र्य ही एक गंभीर समस्या असून, आकलनात एक वाक्यता नाही. त्यामुळे दारिद्र्य हे कशाला म्हणावे यासंबंधी निश्चित अशी व्याख्या सुध्दा नाही. पण तेंडूलकर समितीचा अहवाल २००९ यांनी उपभोग्य वस्तु व सेवांची आदर्श मात्रा विचारात घेतली, त्याच बरोबर शिक्षण व आरोग्यावर होणारा खर्च सुध्दा लक्षात घेतला व त्यानुसार दारिद्र्य ठरवीण्याचा प्रयत्न केला. तसेच आज विकासाबरोबरच विषमता सुध्दा वाढत आहे. दारिद्र्य निर्मूलनाकरिता सरकारने अनेक योजना राबविल्या परंतु पाहिजे त्याप्रमाणत यश सरकारला आले नाही. कारण फक्त निशुल्क व कमी किंमतीला वस्तु व सेवा देवून चालत नाही, तर समाजरचना व व्यवस्था अशी असली पाहिजे की, त्यामुळे सामान्य व्यक्ति कार्यप्रवण होवून आपल्या गरजा पूर्ण करण्यास सक्षम झाला पाहिजे. तरच दारिद्र्य निर्मूलन होवू एक सक्षम समाज निर्माण होईल व आत्मनिर्भरता येवून आत्मनिर्भर भारत निर्माण होईल.

डॉ. उल्हास रामजी राठोड

संदर्भ सूची—

1. भांडारकर पु.ल. — सामाजिक शंशोधन पद्धती, दत्ता अन्ड संस, प्रकाशन नागपूर १९७६
2. सोमण माधव शंकर — सामाजिक शंशोधनाची तंत्रे पुणे विध्यार्थी गृह प्रकाशन, सदाशिव पेठ पुणे
3. दैनिक लोकसत्ता — निवडक लेख, लोकसत्ता वृत्तांत.
4. जाधव, डॉ. के. के. नवीन काळाचे शिक्षण — तत्त्वज्ञान व समाजशास्त्र.
5. शारदा डॉ. शेवतेकर, बडवे — शैक्षणिक तंत्रविज्ञान आणि व्यवस्थापन.
6. डॉ. वाघमारे जनार्दन — बदलते शिक्षण, स्वरूप आणि समस्या.
7. डॉ. विजय कविमंडन — कृशी अर्थशास्त्र
8. प्रा. बी. एल. जिभकाटे, डॉ. सुधाकर पास्त्री — भारतीय अर्थव्यवस्था
9. डॉ. सुधाकर पास्त्री, डॉ. नितीन कावडकर — भारतीय अर्थव्यवस्था
10. डॉ.जी. एन. झामरे — भारतीय अर्थशास्त्र
11. आर्थिक समिक्षा २०१५-१६
12. महाराष्ट्राची आर्थिक पाहणी २०१७-१८
13. वर्तमान पत्रे
14. इंटरनेटचा वापर



महाराष्ट्रातील कृषी पर्यटनामुळे ग्रामीण विकास आणि स्वयंरोजगाराच्या संधी

प्रा. वैशाली वसंत पवार

अजिंक्यतारा माध्यमिक व उच्च माध्यमिक विद्यामंदिर, शाहूनगर-शेंद्रे ता.जि. सातारा .महाराष्ट्र

Corresponding Author: प्रा. वैशाली वसंत पवार

Email: vaishali04aug@gmail.com

DOI- 10.5281/zenodo.13330832

सारांश:

कृषी पर्यटन केल्यामुळे शेतकऱ्यांच्या उत्पन्नात वाढ होते. ग्रामीण भागात रोजगार निर्मिती होऊन आपल्या संस्कृतीची जपणूक होते, तसेच स्थानिक शेतमालाला बाजारपेठ उपलब्ध होते. ग्रामीण भाग आणि शहरी भागातील दरी कमी होण्यास मदत होते.

प्रस्तावना :

कृषी व्यवसाय हा भारतीय संस्कृतीचा एक अविभाज्य घटक आहे. पण शेती व्यवसाय हा वर्षानुवर्ष अनिश्चिततेच्या भोवऱ्यात अडकला आहे. आजच्या आधुनिक काळात पावसाची कमतरता व अनियमितपणा प्रकर्षाने जाणवतो; आणि शेतमालाला योग्य किंमत न मिळण्याची भीतीही नेहमीच भेडसावत राहते. त्यामुळे शेतकऱ्यांनी फक्त शेतीवरच अवलंबून न राहता शेतीपूरक व्यवसाय जसे की शेळीपालन, पशुपालन, दुग्ध व्यवसाय, कृषी पर्यटनाची संकल्पना याकडे लक्ष केंद्रित करण्याची गरज आहे. महाराष्ट्रात कृषी पर्यटनाची सुरुवात 16 मे 2004 मध्ये बारामती पासून झाली आहे आणि श्री पांडुरंग तावरे यांना कृषी पर्यटनाचे जनक मानले जाते.

उद्दिष्टे :

1. कृषी पर्यटनाचे ग्रामीण विकासातील भूमिका अभ्यासणे.
2. कृषी पर्यटनाचे फायदे समजून घेणे.
3. कृषी पर्यटनातून स्वयंरोजगाराची संधी शोधणे.
4. ग्रामीण भागातील लोककला व परंपरा शहरी भागात पोहोचवणे.
5. कृषी पर्यटनातील अडचणी जाणून घेणे.
6. कृषी पर्यटन वाढीसाठी शिफारशी /उपाय सुचविणे.

अभ्यास पद्धती :

1. प्रस्तुत अभ्यासासाठी मिळालेली प्राथमिक माहिती मर्यादित नमुन्यातून संकलित केली आहे.
2. ही माहिती दुय्यम सामग्री म्हणजे वृत्तपत्रे, मासिके, इंटरनेट, प्रकाशित साहित्य, अशा माध्यमांचा आधार घेऊन मिळवली आहे.

कृषी पर्यटन म्हणजे :

"शेतावर येणे, राहणे, शेतातील पीक पाण्याची माहिती करून घेणे, ग्रामीण जीवन संस्कृतीची ओळख करून

देण्याबरोबरच खेड्यातील शेतकरी वर्गाला उत्पन्न रोजगार आर्थिक स्थैर्य मिळवून देण्याचा व्यापक दृष्टिकोन म्हणजे कृषी पर्यटन होय." थोडक्यात शेती आणि 'पर्यटन यांना जोडणारा दुवा म्हणजे कृषी पर्यटन होय.'

कृषी पर्यटनातील उपक्रम :

1. वन्यजीव अभ्यास, घोडागाडी, बैलगाडी चालविणे.
2. पारंपरिक शेती, भात लागवड, चुलीवर स्वयंपाक इ.
3. हुरडा पार्टी सारखे सोहळा
4. शेतातून मालाची थेट विक्री.
5. ग्रामीण हस्तव्यवसायातील वस्तू, शेतातील ताजी उत्पादने, भाज्या इत्यादीची खरेदी विक्री.
6. ग्रामीण तरुण व महिलांना गावातच रोजगाराच्या संधी उपलब्ध करून देणे.
7. ग्रामीण भागातील पडीक जमिनी उपयोगात आणणे.

कृषी पर्यटनाचे फायदे :

1. शेतमजूर कारागीर ग्रामीण उद्योजक व्यावसायिक यांना प्रत्यक्ष अप्रत्यक्षपणे रोजगाराचा संधी मिळू शकतात.
2. प्रत्येक ग्रामीण भागाचे वेगळेपण आणि वैशिष्ट्य असते, त्यांच्या प्रथा व संस्कृती असतात त्याचे वेगळेपण जपून पर्यटनाला चालना येऊ शकते. महाराष्ट्रातील ग्रामीण भागातील प्रथा, परंपरा, जीवनशैली, खाद्य संस्कृती, कला क्रीडांची जपणूक होऊन तिचे संवर्धन करता येते.
3. कृषी पर्यटनाच्या माध्यमातून बैलगाडी सफर, झोके, विहिरीत पोहणे, अशा ग्रामीण भागाचा अनुभव घेता येतो.
4. कमी जागेत, कमी भांडवल व कमी खर्चात कृषी पर्यटन व्यवसाय सुरू करता येतो.
5. ग्रामीण अर्थव्यवस्थेला चालना मिळते.

6. गावातून शहराकडचे स्थलांतर कमी होते.
7. स्थानिक अर्थव्यवस्थेला फायदा होतो कारण बाहेरून येणारा पर्यटक स्थानिक बाजारपेठेत वस्तू खरेदी करतो.
8. शहरी व ग्रामीण संस्कृतीची देवाण-घेवाण होईल आणि एकमेकांकडून खूप गोष्टी शिकता येतील.
9. शेतकऱ्याला शेतमालाचा भाव स्वतःचा ठरवून स्वतःलाच विकता येईल, गावात चांगली बाजारपेठ उपलब्ध होईल.
10. कृषी पर्यटनाद्वारे गावाचा विकास व प्रगती होईल, गावाचा इतिहास ऐतिहासिक वारसा, नैसर्गिक स्थळे यांची सगळीकडे प्रसिद्धी होईल.
11. कृषी पर्यटनाच्या माध्यमातून शहरातील पैसा ग्रामीण भागात विखुरला जाईल व ग्रामीण भाग स्वयंपूर्ण होईल त्यातून ग्रामीण भागातील राहणीमान उंचावू शकेल.
12. कृषी पर्यटनामुळे महिलांनी तसेच महिला बचत गटाने बनवलेल्या पदार्थांची गावात बाजारपेठ उपलब्ध होईल.
13. कृषी पर्यटनाच्या माध्यमातून शेती व शिवार स्वच्छ राहण्यास मदत होते.
14. कृषी पर्यटनामुळे कृषी संस्कृतीचे जतन व संवर्धन होते.
15. कृषी पर्यटन हा शेतकऱ्यांच्या व्यवसायाला उत्तम पूरक व्यवसाय असून कृषी पर्यटनाच्या माध्यमातून शेतकऱ्यांच्या उत्पन्नात निश्चितच भर पडते.

कृषी पर्यटनातील अडचणी :

- 1) कृषी पर्यटनाच्या शास्त्रीय माहितीचा अभाव.
- 2) योग्य धोरण नसल्याने बँकांकडून वित्तीय योजना नाहीत.
- 3) शेतकरी आणि पर्यटकांमध्ये कृषी पर्यटनाविषयी जागृती आलेली नाही.
- 4) कृषी पर्यटनातून मिळालेला रोजगार हंगामी असतो.
- 5) स्थानिक लोकांमध्ये पर्यटकांचे अनुकरण झाल्याने व्यसनाधीनता वाढीस लागण्याची शक्यता असते.
- 6) पारंपरिक संस्कृती व मूल्यांचा ऱ्हास होतो.
- 7) पर्यटकांनी नियमांचे उल्लंघन केल्यास स्थानिक लोकांना त्रास होतो.
- 8) पर्यटन स्थलांतर खूप कचरा साठतो यासाठी योग्य व्यवस्थापन नसेल तर त्याचा दुष्परिणाम होतो.
- 9) कार ,बस ,इतर गाड्यांच्या सततच्या आवाजाने परिसरामध्ये ध्वनी प्रदूषणात वाढ होते व गाड्यांच्या धुरामुळे हवा प्रदूषणही वाढते.
- 10) पर्यटकांमधून स्थानिक लोकांची फसवणूक केली जाते.
- 11) ग्रामीण भागात पायाभूत सुविधांचा अभाव दिसून येतो.
- 12) पर्यटन स्थळांची माहिती पर्यटकांसाठी उपलब्ध करून देण्यात अडचणी निर्माण होतात.
- 13) शेतकऱ्यांमध्ये अजूनही कृषी पर्यटनाविषयी जनजागृती निर्माण झाली नाही.

- 14) कृषी पर्यटनाच्या संदर्भात असणाऱ्या योजनांची संपूर्ण माहिती पर्यटक व्यावसायिकांना नाही-
- 15) कृषी पर्यटनासाठी आवश्यक सुविधा म्हणजे रस्ते, पाणी, वाहतूक, वीज, मनोरंजन, इत्यादी सोयी सुविधांचा अभाव असल्याचे दिसते .
- 16) अनेक कृषी पर्यटन केंद्र हे शहरापासून व पर्यटन स्थळापासून दूर आहेत, त्यामुळे बरेचसे पर्यटक शहरी भागातील हॉटेल वापरतात त्यामुळे कृषी पर्यटनास आर्थिक फटका बसतो.
- 17) युवा पिढीचा कल फास्ट फुड वर असतो त्यामुळे पारंपरिक खाद्यपदार्थांकडे दुर्लक्ष झाले आहे.
- 18) अनेक पर्यटन व्यावसायिकांकडे भांडवल व आधुनिक तंत्रज्ञानाचा स्वीकार करण्याची आर्थिक परिस्थिती नाही.

शिफारशी/ उपाययोजना :

1. पर्यटन व्यवसायिकांनी गुणवत्तेद्वारे सेवा देण्यावर विशेष भर दिला पाहिजे, पर्यटकांच्या पसंती वर लक्ष केंद्रित केले पाहिजे.
2. ग्रामीण भागातील उपलब्ध नैसर्गिक साधन संपत्ती जसे की डोंगर,टेकड्या, तलाव वनराई अशा साधनसामग्रीचा वापर करून पर्यटन व्यवसायाला चालना मिळू शकते.
3. पर्यटन केंद्रापर्यंत जाण्यासाठी वाहतूक सुविधा ,बुकिंग सुविधा पर्यटन केंद्राची माहिती असणाऱ्या चित्रफिती, व्हिडिओ इत्यादी समाज माध्यमातून प्रसिद्धी व प्रसार केला पाहिजे.
4. कृषी विभाग व ग्रामीण स्थानिक प्रशासनाने कृषी पर्यटन केंद्राच्या विकासासाठी आवश्यक ती माहिती व शासकीय धोरणे योजना कृषी पर्यटन व्यवसायिकांच्या मार्फत पोहोचवले पाहिजे.
5. ग्रामीण भागातील संस्कृतीचे जतन करावे.
6. एखाद्या घटकाबद्दल माहिती हवी असेल तर, त्याचे फोटो हवे असतील तर स्थानिक लोकांची परवानगी घ्यावी.
7. नापीक जमीन कशी उपयोगात आणता येईल यासाठी योग्य ते मार्गदर्शन करणे .
8. कमी जमीन असणाऱ्या लोकांनी एकत्र येऊन कृषी पर्यटनाचे खास नियोजन करणे आवश्यक आहे.
9. सुंदर आणि प्रभावी पर्यटन होण्यासाठी नियमित देखरेख सुधारणा व प्रतिबंधात्मक उपाय करणे गरजेचे आहे.
10. कृषी पर्यटन केंद्रावर जास्तीत जास्त नैसर्गिक वस्तूंचा वापर केला जावा जेणेकरून परिसर स्वच्छ ठेवण्यास मदत होईल. उदाहरण -मातीच्या भांड्याचा वापर.
11. नियमांचे उल्लंघन करणाऱ्या पर्यटकांवर तात्काळ कारवाई केली जावी जेणेकरून सर्वांचे नुकसान टळेल.
12. कृषी पर्यटन चालवणाऱ्या मालकांनी काही गैरप्रकार केल्यास त्यांचा परवाना रद्द करण्यात यावा.

13. स्थानिक संस्कृतीमध्ये शोभण्या योग्य पेहराव असावा.
14. स्थानिक लोकांबरोबर जबाबदारीचे वर्तन असावे.
15. वाहतूक सुविधा देणाऱ्या संस्था पर्यावरण पूरक असाव्यात.
16. कृषी पर्यटनातून प्राचीन संस्कृतीची, गावांची, धान्याची, सणाची, कलाकुसरीची पारंपरिक दागिन्यांची माहिती असणाऱ्या महिलांना त्या संदर्भात मार्गदर्शन करून रोजगार निर्मितीचे क्षेत्रे वाढवावीत .
17. 16 मे हा दिवस जागतिक कृषी पर्यटन दिन म्हणून महाराष्ट्र पर्यटन विभागाने साजरा केला पाहिजे.

कृषी पर्यटनातून निर्माण होणाऱ्या व्यवसाय संधी:

1. स्थानिक हस्तकला व शेती उत्पादनावरील प्रक्रिया
2. हरितगृह
3. दुग्ध व्यवसाय
4. रोपवाटिका
5. कुक्कुटपालन
6. कृषी पर्यटन
7. साहसी पर्यटन

समारोप:

शहरातील वाढते प्रदूषण, वर्दळ, मानसिक ताण – तणाव कमी करण्यासाठी अनेकांची पावले गावातील निसर्ग आणि शेतातील शांत ठिकाणी वळत आहेत.

लोकांना आपल्या जुन्या संस्कृतीची ओळख करून देणे याचबरोबर ग्रामीण भागातील शेतकरी वर्ग आणि महिलांना उत्पन्न, रोजगार आणि आर्थिक स्थैर्य मिळवून देणे हा दृष्टिकोन कृषी पर्यटन उपक्रमामागे दिसून येतो. कृषी पर्यटन चांगली संधी असून त्यातून चांगल्या व्यवसाय होतो फायदाही होतो.

ग्रामीण जीवनात आत्मसन्मान मिळवून देणारा नाते जोडणारा हा नवीन चेहरा म्हणजे कृषी पर्यटन होय.

संदर्भ :

1. शेतकरी मासिकाचे अंक
2. पर्यटन भूगोल -फडके प्रकाशन 2006
3. कृषी अर्थशास्त्र -विद्या बुक्स पब्लिशर्स
4. सकाळ वर्तमानपत्राचे अंक .
5. अँग्रोवन वर्तमानपत्र अंक
6. ग्रामीण उद्योजकता -प्रा. डॉ.एच. एल. पाटील
7. कृषी पर्यटन व कृषी ग्रामीण विकास संधी -डॉ.काशीदे यादव मधुकर



संयुक्त महाराष्ट्र चळवळ व शाहीर अमर शेख

महेश ज. साखरे¹ डॉ. संजय एस. गायकवाड²

¹संशोधक विद्यार्थी, पुण्यक्षोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ, सोलापूर

²संशोधक मार्गदर्शक, विभागप्रमुख, इतिहास, एम.एच.एम. कला व वाणिज्य महाविद्यालय, मोडनिंब, सोलापूर

Corresponding Author: महेश ज. साखरे

Email: 8404mahesh09@gmail.com

DOI- 10.5281/zenodo.13330904

सारांश :

शाहीर अमर शेख हे संयुक्त महाराष्ट्राच्या चळवळीतील एक प्रमुख व्यक्तित्व होय. संयुक्त महाराष्ट्र चळवळ ही रणसंग्राम म्हणूनच शाहीर अमर शेख यांनी आपल्या दमदार शाहिरीच्या रूपाने संयुक्त महाराष्ट्राच्या चळवळीत नवचैतन्य निर्माण केले. संयुक्त महाराष्ट्राच्या लढ्यातील ते एक प्रमुख नायकच होते.

आपल्या लोककलेच्या अर्थातच शाहिरीच्या माध्यमातून त्यांनी महाराष्ट्राचा स्वाभिमान, अभिमान जागृत केला. शाहीर अमर शेखांच्या शाहिरीने संयुक्त महाराष्ट्राच्या चळवळीत आणि तमाम मराठी जनमानसात एक नवचैतन्य निर्माण केले.

महत्त्वपूर्ण शब्दावली : संयुक्त महाराष्ट्र चळवळ, शाहीर अमर शेख, शाहिरी काव्य, कलापथक इ.

प्रस्तावना :

संयुक्त महाराष्ट्र राज्य स्थापन करण्यात यावे या स्वरूपाची मागणी विसाव्या शतकाच्या सुरुवातीपासूनची होती. ऐतिहासिक व भौगोलिक दृष्ट्या पश्चिम महाराष्ट्र, विदर्भ व मराठवाडा विभागातील मराठी भाषिक लोक तीन वेगवेगळ्या राज्यांमध्ये विभागले गेले होते. हे सर्व विभाग एकत्र आणून सोयीचे प्रशासन निर्माण व्हावे अशी या पाठीमागे भूमिका होती. उपरोक्त विषयाच्या संशोधन पेपरच्या द्वारे संयुक्त महाराष्ट्र चळवळ व या चळवळीतील शाहीर अमर शेख यांच्या कार्यावर प्रकाश टाकण्याचा प्रयत्न केला जाणार आहे. संयुक्त महाराष्ट्र चळवळीचे प्रामुख्याने दोन कालखंडात विभाजन केले जाते. पहिला कालखंड म्हणजे इसवी सन 1946 ते 1956 तर दुसरा कालखंड म्हणजे इसवी सन 1956 ते 1960. इसवी सन 1956 ते 1960 हा दुसरा कालखंड खऱ्या अर्थाने संयुक्त महाराष्ट्र चळवळीचा कालखंड आहे.

या कालखंडात अनेक नेत्यांचा उदय महाराष्ट्राच्या राजकारणात झाला. अनेक नेत्यांना राजकीय, सामाजिक समाजभिमुखता या चळवळीने दिली. महाराष्ट्राला राजकीय नेतृत्व देण्याचे कार्य या चळवळीने केले. वरील विषयाच्या संशोधन पेपरच्या द्वारे संयुक्त महाराष्ट्र चळवळ व या चळवळीतील शाहीर अमर शेख यांच्या कार्यावर प्रकाश टाकण्याचा प्रयत्न केला जाणार आहे.

संशोधनाचा मुख्य उद्देश :

1. संयुक्त महाराष्ट्राच्या चळवळीची ऐतिहासिक पार्श्वभूमी अभ्यासणे.
2. संयुक्त महाराष्ट्राच्या चळवळीतील शाहीर अमर शेख यांच्या कार्याचा अभ्यास करणे.
3. शाहीर अमर शेख यांच्या शाहिरीचा अभ्यास करणे.

संशोधनाची गृहीतके :

1. संयुक्त महाराष्ट्राच्या चळवळीची सुरुवात तत्कालीन मुंबई इलाख्यात झाली.
2. संयुक्त महाराष्ट्राच्या चळवळीत शाहीर अमर शेखांचे कार्य महत्त्वपूर्ण मानले जाते.
3. शाहीर अमर शेख यांनी आपल्या शाहिरीच्या द्वारे संपूर्ण महाराष्ट्रात संयुक्त महाराष्ट्राच्या चळवळीचा प्रचार प्रसार केला.

माहिती संकलनाची साधने :

1. संयुक्त महाराष्ट्राच्या चळवळी विषयक ग्रंथसंपदा.
2. शाहीर अमर शेख यांच्या संदर्भातील ग्रंथसंपदा.
3. शाहिरीचे शाहिरी विषयक काव्य ग्रंथ.

संयुक्त महाराष्ट्राच्या चळवळीची ऐतिहासिक पार्श्वभूमी :

भारतात ब्रिटिश राजवट असताना इसवी सन 1912 च्या राष्ट्रीय काँग्रेसच्या अधिवेशनात सिंध प्रांत मुंबई इलाख्यातून तसेच तेलुगु भाषिकांचे वेगळे भाषिक राज्य असावे असे सुचविले गेले. 1920 च्या काँग्रेसच्या

अधिवेशनात देशाच्या स्वातंत्र्यानंतर भाषावर प्रांत रचनेचे तत्व स्वीकारून त्यानुसार भाषा निहाय प्रांताची नव्याने रचना केली जावी हे तत्व मान्य केले गेले होते. परंतु यावरील तत्वाचे अंमल न झाल्याने मराठी भाषिकांवर अन्याय केला जात आहे असे दिसत होते. यामुळे मराठी भाषिकांसमोर स्वतंत्र भाषिक राज्याच्या निर्मितीसाठी लढा देण्याशिवाय दुसरा पर्याय उरलेला नव्हता. स्वातंत्र्यपूर्व काळात ब्रिटिशांनी प्रशासनाच्या सोयीसाठी अकरा प्रांतात या देशाची विभागणी केली होती. ही रचना करित असताना ब्रिटिश शासनाने संबंधित भौगोलिक परिस्थिती, भाषा आणि संस्कृती या घटकांचा विचार न करता आपले प्रशासन योग्य कसे चालेल याचाच विचार करून प्रांत हे एकमेकांशी जोडले गेले. त्याचा परिणाम म्हणून एकाच प्रांतात भिन्न-भिन्न भाषा बोलणारे लोक समाविष्ट झाले. तत्कालीन मुंबई प्रांतामध्ये मराठी गुजराती कन्नड सिंधी इत्यादी भाषा बोलणारे लोक समाविष्ट होते यामुळे साहजिकच मराठी भाषिकांची विभागणी ही बॉम्बे प्रेसिडेन्सी, सेंट्रल प्रोविसेस अँड बेरार व हैदराबाद निझाम संस्थान अशा विभागात झालेली होती.

15 ऑगस्ट 1947 नंतर देशात समान भाषा भौगोलिक संलग्नता विचारात घेऊन राज्यांची पुनर्रचना करणे हे अपेक्षित होते. परंतु तसे झाले नाही त्यामुळे भिन्न भाषिकांची एकाच राज्यात घुमसट होऊ लागली. मुंबई इलाख्याचा विचार करता यात मराठी, कानडी, गुजराती भाषिक इ.प्रदेश समाविष्ट होते. तर हैदराबाद राज्यात मराठी, तेलगु, कन्नड भाषिक प्रदेश तर मध्य प्रांतात हिंदी, मराठी, भाषिक जनतेचा समावेश केलेला होता. थोडक्यात, दक्षिण भारतात बहुतांश राज्ये ही बहुभाषिक होती. त्यामुळे प्रशासन, शिक्षणाचे माध्यम यात गोंधळ व अडचणी निर्माण झाल्याचे दिसून येते. या सर्वांचा परिणाम म्हणूनच सर्व भाषिकांमध्ये शासनाविरुद्ध असंतोष घुमसट होता. त्यामुळे संपूर्ण देशात भाषिक तत्वावर आधारित राज्यांची मागणी करणारी आंदोलने उभी राहू लागली. यातच मुंबई इलाख्यातील तत्कालीन राजकीय नेतृत्वांनी मराठी भाषिकांचा महाराष्ट्र निर्माण व्हावा यासाठी संघर्ष केलेला दिसून येतो.

संयुक्त महाराष्ट्राची चळवळ व शाहीर अमर शेख :

शाहीर अमर शेख यांचे प्रारंभिक जीवन :

अमर शेख यांचे मूळ नाव महबूब शेख. यांचा जन्म हा सोलापूर जिल्ह्यातील बार्शी येथे दिनांक 20 ऑक्टोबर 1916 रोजी एका सामान्य मुस्लिम कुटुंबात झाला. गरीब शेतमजूर परिवारात जन्म झाल्याने दारिद्र, दुःख यांचा वारसा त्यांना जन्मतःच मिळाला होता. त्यामुळे त्यांचे सुरुवातीचे जीवन हे संघर्षातच दारिद्र्याशी झगडण्यातच गेली. अमर शेख यांना कलेचा उत्तम वारसा व गाण्याचा वारसा त्यांची आई मुन्नेरबी यांच्याकडून मिळालेला होता. त्यांना शालेय जीवनापासून गाण्याचा छंद होता. त्यांच्या महेश ज. साखरे, डॉ. संजय एस. गायकवाड

गाण्याला जन्मतः भारदस्त आवाजाची देणगी लाभली होती. शाळेतील कविता ही खड्या आवाजात आवाजातच ते म्हणत असे त्यामुळे त्यांच्या गावातील नारायण भट या संगीत शिक्षकाने त्यांना आपल्या दत्त गायन समाज संस्थेमध्ये संगीताचे प्राथमिक धडे दिले.

परंतु प्रचंड दारिद्र्यामुळे अल्पावधीत ही संगीतरूपी साधना अमर शेखांना सोडून द्यावी लागली आणि पोट्यासाठी भाकरीचा शोध त्यांना सुरू करावा लागला. जगण्यासाठी काहीतरी काम मिळवण्यासाठी धडपड त्यांनी सुरू केली. त्यांनी बीड उस्मानाबाद दरम्यान वाहतूक करणाऱ्या एक गाडीचा क्लिनर म्हणून काम सुरू केले. याच दरम्यान संपूर्ण देशासह मुंबईत देखील भारतीय स्वातंत्र्य चळवळीचे वारे वाहू लागले होते. इ.स.1942 मध्ये गांधीजींनी आवाहन केलेल्या चलेजाव आंदोलनाचे वारे सोलापूर बार्शी भागातही जोरदारपणे वाहू लागले होते. शेकडो कार्यकर्ते या चळवळीत सहभागी झाले. खेडोपाडी "चले जाव"चे नारे दिले जाऊ लागले. त्यामुळे एकंदरीत देशातील संपूर्ण वातावरण स्वातंत्र्य चळवळीने भारावून गेले. त्यामुळे अमर शेख ही तारुण्यात या चळवळीकडे ओढले गेले.

दरम्यानच्या काळात त्यांनी भारतीय स्वातंत्र्याच्या राष्ट्रीय चळवळीत आणि सोलापुरातील कापड गिरणी कामगारांच्या चळवळीत सक्रिय सहभाग घेतल्याचे दिसते.

संयुक्त महाराष्ट्र चळवळीतील योगदान :

संयुक्त महाराष्ट्र चळवळ येथील शाहीर अमर शेख यांचे योगदान बहुमोल होते. संयुक्त महाराष्ट्राच्या चळवळीतील सर्व शाहीरी साहित्य हे अमर शेखांकडून महाराष्ट्राला देणगी रूपाने मिळाली आहे. अमर शेख हे कवी, शाहीर आणि संयुक्त महाराष्ट्राच्या चळवळीतील धगधगता निखारा म्हणून मुंबईसह संपूर्ण महाराष्ट्रात परिचित होते. त्यांची कवने, पोवाडे, गीते ही त्या काळातील चळवळीचा प्राण होता. अमर शेखांचा संयुक्त महाराष्ट्र समितीमध्ये ही सक्रिय सहभाग होता. ते त्या समितीचे एक शिलेदारच होते. आचार्य अत्रे, एस.एम.जोशी, प्रबोधनकार ठाकरे इ.च्या खांद्याला खांदा लावून संयुक्त महाराष्ट्रासाठी अमर शेख यांनी आपले संपूर्ण आयुष्य वेचले. अमर शेखांची शाहीरी हा महाराष्ट्रासाठी ऐतिहासिक साहित्यिक वारसा ठरला. त्यांच्या शाहीरीने व पहाडी आवाजाने उभा महाराष्ट्र त्यांनी जागृत केला.

आपल्या शाहीरीच्या पोवाड्यांच्या, गीतांच्याद्वारे, कला पथकांच्या माध्यमातून सर्वसामान्य मराठी जनतेत संयुक्त महाराष्ट्राच्या चळवळीविषयी जनजागृती करण्याचे, नवचैतन्य निर्माण करण्याचे कार्य शाहीर यांनी केले. शाहीर अमर शेखांचे शाहीरी काव्य म्हणजे एक प्रकारे बंदुकीची फैरीच होती. तोफेच्या तोंडातून बाहेर पडणाऱ्या

तोफगोळ्यासारखे त्यांचे शब्द एकामागून एक बाहेर पडत. आपल्या लढाऊ बाण्याचा त्यांना कधीही विसर पडला नाही. संयुक्त महाराष्ट्राची त्यांची शाहिरी समृद्ध तेजाने तळपत होती. त्यांची शाहिरी एक प्रकारे मराठी भाषिकांचा निर्धारच होता. अमर शेखांच्या 'गरजा संयुक्त महाराष्ट्र भारती' या गीताला तर हजारो लोकांनी साथ दिली. असे प्रकारचे अभूतपूर्व यश शाहीर अमर शेख यांच्या शाहिरीचे होते असे दिसते.

जुलै 1956 मधील दिल्ली येथील आंदोलन, 01 आक्टोंबर 1956 रोजीचे महाद्वीभाषिक परिषद, पंडित नेहरू यांच्या दौऱ्यादरम्यानचे आंदोलन (इ.स.1957) इ. या संयुक्त महाराष्ट्र चळवळीतील विविध घटनाक्रमांमध्ये शाहीर अमर शेख यांचा प्रत्यक्ष सहभाग होता हे आपणास दिसून येते.

शाहीर अमर शेख व त्यांची शाहिरी :

शाहीर म्हणजे पोवाडे गाऊन समाजाचे प्रबोधन करणारा आणि त्यातून समाजाला विचारांची नवी दिशा देणारा. जनसमुदायात ऐतिहासिक, सामाजिक, वैचारिक जाणीव-जागृती निर्माण करण्याचे कार्य शाहीर आपल्या शाहिरी काव्याद्वारे करित असतो. समकालीन ज्वलंत विषयावर समाज प्रबोधन व्हावे यासाठी सुद्धा शाहीर समाजाला संबोधित करतात. अशा या शाहिरीतूनच अमर शेखांचा संयुक्त महाराष्ट्राच्या क्षितिजावर उदय झालेला दिसून येतो. आपल्या शाहिरीच्याद्वारे मुंबईसह संयुक्त महाराष्ट्राच्या निर्मितीसाठी त्यांनी लोकमत जागृत केले. आपल्या कार्याद्वारे मराठी भाषेचे आणि जन्मभूमी महाराष्ट्राची थोरवी संपूर्ण देशासमोर, मराठी जनतेपुढे अत्यंत प्रभावीपणे त्यांनी मांडली. अमर शेखांच्या प्रभावी शाहिरीमुळेच "मुंबईसह संयुक्त महाराष्ट्र झालाच पाहिजे" हि घोषणा संपूर्ण मुंबई इलाख्यात जोरदारपणे घुमत होती. संयुक्त महाराष्ट्राच्या शत्रूंना छाती ठोकपणे महाराष्ट्राचे महत्त्व सांगताना अमर शेख लिहितात,

"जय महाराष्ट्र संयुक्त महाराष्ट्राच्या गाऊ गाना |
गाऊ उंचावणी माना | घेऊ तानावर तान ||
भाषेचा थाट मराठी | अहिराणी कोकणी घाटी
शब्दोच्चाराची खोटी | शत्रूला वाटते धास्ती ||"

महाराष्ट्रातील सर्व जाती धर्मातील लोकांना संयुक्त महाराष्ट्राच्या चळवळीत सामील होण्याचे आवाहन शाहीर अमर शेख यांनी केले आहे. शेतकरी, कामगार, कष्टकरी, मध्यमवर्ग यांच्यात मराठी आणि महाराष्ट्राचा स्वाभिमान जागविण्याचे कार्य अमर शेख हे आपल्या शाहिरीतून करित होते.

सारांश :

संयुक्त महाराष्ट्राची चळवळ लोकमानसात रुजविण्याचे महान कार्य शाहीर अमर शेख, अण्णाभाऊ साठे

महेश ज. साखरे, डॉ. संजय एस. गायकवाड

इत्यादींनी केले. मुंबई, मध्यप्रांत, मराठवाडा, सीमाभाग, वराड, कोकण, पश्चिम मुंबई इलाखा तसेच सीमा भागातील अनेक ठिकाणी बेळगाव, कारवार, निपाणी, संतपूर, बिदर येथे आपल्या शाहिरीने व कलापथकाने अनेक कार्यक्रम त्यांनी सादर केले. लाखो लोकांनी ते पाहिले व त्यापासून प्रेरित झाले. त्यांच्या शाहिरीने लोक भारावून जात व आंदोलनात सहभागी होत. हजारोंच्या जनसमुदायास आपल्या विचारांकडे खेचण्याचे व त्यांना लढण्यासाठी प्रेरित करण्याचे, सिद्ध करण्याचे कसब यावरील शाहिरींच्या शब्दात व वाणीत असल्याने संयुक्त महाराष्ट्राची चळवळ यशस्वी होऊ शकली.

संदर्भ ग्रंथ सूची:

1. पेंडसे लालजी, महाराष्ट्राचे महामंथन, लोकवाङ्मय गृह, मुंबई, 2010 पृ. क्र. 21,656
2. उपरोक्त, पेंडसे लालजी, पृ.क्र. 657
3. फडके य.दि., विसाव्या शतकातील महाराष्ट्र, (खंड सातवा) मौज प्रकाशन गृह, मुंबई, 2007, पृ. क्र. 160,165
4. शेख अमर, गर्जा महाराष्ट्र माझा, शाहीर अमर शेख अध्यासन केंद्र, मुंबई विद्यापीठ, मुंबई, 2009
5. जगताप विजय, (संपा.) संयुक्त महाराष्ट्र झालाच पाहिजे | संयुक्त महाराष्ट्र चळवळीतील गीते, पोवाडे, 2009 पृ. क्र. 36
6. शेख अमर, सुर एक वादळाचा, (संपा.शेख मल्लिका अमर)
7. फडके य.दी., विसाव्या शतकातील महाराष्ट्र, (खंड आठवा) मौज प्रकाशन गृह, मुंबई, 2007
8. साने रविकिरण, लढा संयुक्त महाराष्ट्राचा, डायमंड पब्लिकेशन, पुणे, 2009,
9. डॉ.नदाफ अजीज, शाहीर अमर शेख यांचे पोवाडे, लोकगीते व लोकवाङ्मयगृह प्रकाशन, आवृत्ती चौथी, पुणे, 2014
10. शेख मलिका अमर (संपा.), निवडक शाहीर अमर शेख, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, 2012
11. डॉ.कटारे दुष्यंत, क्रांतीगर्भाची शाहिरी अमर शेख, एम.के.इन्फोएजुटेक.प्राय. लिमि., ई-बुक आवृत्ती, पुणे, सप्टेंबर, 2021



विद्यालयी अभिक्षमता की उपयोगिता

आराधना राय

शोधार्थी, मनोविज्ञान विभाग वीर कुँवर सिंह विश्वविद्यालय, आरा (बिहार)

Corresponding Author: आराधना राय

DOI- 10.5281/zenodo.13330997

सारांश:

विद्यालयी अभिक्षमता के आधार पर छात्रों के शिक्षा संबंधी निर्णय लिए जा सकते हैं। साधारणतः ऐसा विश्वास है कि जिन छात्रों की बुद्धि-लब्धि 100 या प्रामाणिक अंक 50 से कम हैं, उन्हें कॉलेज की शिक्षा से विशेष लाभ की आशा नहीं रहती। पर, अध्ययन में सफलता छात्रों के परिश्रम पर भी निर्भर होती है। कुछ ऐसे प्रमाण भी मिलते हैं, जहाँ जैसे छात्र, जिनकी बुद्धि-लब्धि 95 या 90 रहती है, परिश्रम करके कॉलेज की शिक्षा में सफलता प्राप्त करते हैं। हार्मन ने प्रत्येक तीस में से एक पी-एच०डी० ऐसा पाया, जिसकी बुद्धि-लब्धि 100 से कम थी। कैंटोनी ने एक बालक को, जिसकी बुद्धि-लब्धि 93 थी, वकील बनते देखा। अतः विद्यालयी अभिक्षमता के आधार पर शिक्षा-संबंधी निर्णय: लेने में अत्यंत सावधानी की आवश्यकता है।

प्रस्तावना:

यद्यपि विद्यालयी अभिक्षमता अन्य मानसिक योग्यताओं से सह-संबंधित है, फिर भी व्यक्ति के अंतर्गत अन्य कई अभिक्षमताएँ रहती हैं, जैसे यांत्रिक अभिक्षमता, सहायकी अभिक्षमता, आंकिक अभिक्षमता, शाब्दिक अभिक्षमता, कलात्मक अभिक्षमता आदि। शैक्षिक निर्देशन के लिए इनके उचित परीक्षण की आवश्यकता है। इन अभिक्षमताओं के अतिरिक्त किसी छात्र की अभिरुचि का ज्ञान भी निर्देशन के लिए अनिवार्य है। किसी भी क्षेत्र में सफलता के लिए उचित अभिक्षमता तथा अभिरुचि आवश्यक समझी जाती है। अतः इनके प्राप्तांकों के आधार पर शैक्षिक निर्देशन दिए जाते हैं। प्रत्येक छात्र की अभिक्षमताओं को परिच्छेदिक द्वारा व्यक्त किया जाता है।

छात्रों की विद्यालयी अभिक्षमता के आधार पर उनका वर्गीकरण किया जाता है। यह वर्गीकरण विशेष रूप से मंद तथा कुशाग्र बुद्धि के छात्रों के अध्यापन के लिए उपयोगी सिद्ध हुआ है। कुशाग्र बुद्धि छात्रों की बुद्धि-लब्धि 110 से अधिक तथा मंद छात्रों की बुद्धि-लब्धि 50 से 70 तक रहती है (इससे निम्न बुद्धि-लब्धि के छात्र अधिकतर स्कूल नहीं पहुँचते)। ऐसे छात्रों का अध्यापन विद्यालयी क्षमता के आधार पर वर्गीकरण करके किया जाता है। पर ऐसे वर्गीकरण से छात्रों की वैयक्तिक विषमता दूर नहीं होती। सभी अभिक्षमताओं तथा योग्यताओं में किसी एक वर्ग के छात्र एक समान नहीं रहते। अतः कुशाग्र बुद्धि छात्रों का शिक्षण विशेष योग्यता के अनुरूप, वर्गीकरण के आधार पर अधिक उपयुक्त समझा जाता है।

कुछ व्यक्ति कुशाग्र बुद्धि छात्रों के अध्यापन के लिए, उन्हें कक्षोन्नत कर देते हैं। पर इससे छात्रों को सामाजिक अभियोजन में कठिनाई होती है।

अतः कुशाग्र बुद्धि के छात्रों के अध्यापन के लिए संबंधित पाठ्यचर्या की व्यवस्था को अधिक लाभप्रद पाया गया है। उन्हें वर्ग के अन्य छात्रों के साथ ही पढ़ाया जाता है, पर उनको संबंधित पाठ्यचर्या दी जाती है।

मंद बुद्धि के छात्रों के शिक्षण के लिए भी उनकी अभिरुचि तथा अभिक्षमता का ज्ञान आवश्यक होता है। उनमें भी कुछ विशिष्ट अभिक्षमता रहती है, जिनके आधार पर उनका शिक्षण हो सकता है। मंद बुद्धि के छात्रों को कुछ

समय के लिए अन्य छात्रों के साथ शिक्षा दी जा सकती है। जैसे, संगीत तथा व्यायाम की शिक्षा उन्हें अन्य छात्रों के साथ दी जा सकती है। ऐसे छात्रों में उचित मनोवृत्तियों के विकास की ओर ध्यान देना आवश्यक है। उन्हें परिवार तथा स्कूल के सामाजिक जीवन से संतोष मिलना चाहिए। उन्हें आत्मविश्वास, आत्मसम्मान, सहयोग, आत्मनिर्भरता, संतोष की शिक्षा मिलनी चाहिए, जिससे वे सफल तथा भले नागरिक के रूप में जीवन-यापन कर सकें।

उनके शिक्षण में हस्तकला तथा अन्य व्यावसायिक कार्यों की शिक्षा उपयोगी है। इससे उन्हें व्यवसाय में कठिनाई नहीं होगी।

छात्रों की विद्यालयी अभिक्षमता तथा शैक्षिक उपलब्धि में घनिष्ठ संबंध देखा गया है। पर कुछ छात्र अधिक विद्यालयी अभिक्षमता के होते हुए भी शैक्षिक उपलब्धि में पिछड़े हो सकते हैं। वे अपनी अभिक्षमता के अनुरूप शैक्षिक उपलब्धि नहीं प्राप्त करते। ऐसे छात्रों को उचित निदान तथा परामर्श की आवश्यकता है। कुछ छात्र व्यक्तित्व-संबंधी कठिनाइयों के कारण अनुपयुक्त अध्ययन-विधि तथा मंद पठन-गति के कारण अपनी विद्यालयी अभिक्षमता के अनुरूप शैक्षिक उपलब्धि नहीं प्राप्त करते। ऐसे छात्रों को शिक्षक उचित परामर्श दे सकते हैं।

विद्यालयी अभिक्षमता के आधार पर छात्रों का स्कूलों तथा कॉलेजों में प्रवेश निर्धारित किया जा सकता है। अच्छे स्कूलों तथा कॉलेजों में प्रवेश के लिए होड़ लगी रहती है। कॉलेज तथा स्कूल के प्रशासक विद्यालयी अभिक्षमता-परीक्षण के आधार पर छात्रों का प्रवेश निर्धारित कर सकते हैं। कॉलेज या स्कूल में प्रवेश के बाद छात्रों के अध्ययन के लिए कौन से विषय उपयुक्त होंगे, इसका निर्णय भी विद्यालयी अभिक्षमता-परीक्षण के आधार पर किया जा सकता है। यदि कोई छात्र विज्ञान का अध्ययन करना चाहता है, तो आंकिक तथा वैज्ञानिक अभिक्षमता-परीक्षण में प्राप्तांकों के आधार पर उसे उचित विषयों के अध्ययन की अनुमति दी जा सकती है।

साधारणतः विद्यालयी अभिक्षमता के आधार पर शैक्षिक उपलब्धि की भवि-प्रवाणी होती है। पर, कुछ आलोचकों ने इस पद्धति या प्रणाली की आलोचना की है। इन आलोचकों का विचार है कि विद्यालयी अभिक्षमता द्वारा अभियोग्यता की उचित जाँच नहीं होती। यदि छात्र की

विद्यालयी अभिक्षमता दुर्बल रहती है, तो शिक्षक उसकी ओर अधिक ध्यान नहीं देते, किंतु यदि किसी छात्र को विद्यालयी अभिक्षमता अधिक होती है, तो शिक्षक उसकी ओर अधिक ध्यान देते हैं। शैक्षिक दृष्टिकोण से ऐसे परीक्षण शिक्षकों में पक्षपात उत्पन्न कर सकते हैं।

कुछ आलोचक यह बतलाते हैं कि विद्यालयी अभिक्षमता-परीक्षण के अंतर्गत व्यक्ति पूर्वनिश्चित उत्तर के अनुरूप उत्तर देते हैं। इससे उसकी रचनात्मकता की जाँच नहीं हो पाती। अभिसरणित चिंतन के द्वारा व्यक्ति कुछ विदित तथ्यों के आधार पर किसी समस्या का हल तार्किक रूप से ढूँढता है। वह तथ्यों को कुछ अत्ययों, तर्कों तथा गणित के नियमों के आधार पर प्रस्तुत करता है। अधिकतर विद्यालयी अभिक्षमता की जाँचें इसी प्रकार के अभिसरणित चिंतन पर आधारित होती हैं। किंतु विषम चिंतन में व्यक्ति ऐसी परिस्थितियों में चिंतन करता है, जिनमें किसी समस्या के कई तर्कपूर्ण समाधान सही हो सकते हैं। ऐसे चिंतन में कल्पना तथा सत्-निष्ठा के समन्वय की आवश्यकता होती है। व्यक्ति एक-एक कर सभी समाधानों पर विचार करता है और तब किसी एक समाधान को अपनी अंतःप्रज्ञा तथा तर्क के आधार पर चुनता है। इस प्रकार के चिंतन की जाँच निम्नलिखित प्रकार के अंशों द्वारा हो सकती है-

1. एक वाक्य लिखें, जिनमें चार शब्दों का प्रयोग हो (पुलिस, रसोइया, पाया, घड़ी)।
2. किसी ऐसी स्याही की उपयोगिता बतलाएँ, जो प्रयोग के एक महीने बाद बिलकुल साफ हो जाती है।

विद्यालयी अभिक्षमता के अंतर्गत इस प्रकार के चिंतन की जाँच नहीं होती। जो छात्र अभिसरणित चिंतन में कुशल होते हैं, उन्हें शिक्षक अधिक पसंद करते हैं, किंतु छात्रों के विषम चिंतन की योग्यता की वे उपेक्षा करते हैं। उन्हें वे मंद बुद्धि का छात्र समझ सकते हैं, पर ऐसे छात्रों को प्रोत्साहन की आवश्यकता है। वे महत्त्वपूर्ण रचनात्मक कार्य करने की क्षमता रखते हैं।

विषम चिंतन पर बहुत कम प्रयोगात्मक अध्ययन उपलब्ध है, फिर भी उनसे यह विदित होता है कि जो छात्र विषम चिंतन में श्रेष्ठ होते हैं, वे शैक्षिक उपलब्धि-परीक्षण में कम अंक पाते हैं। ऐसे प्रमाणों से प्रतीत होता है कि विषम चिंतन में श्रेष्ठ छात्रों के लिए किसी अन्य अध्यापन प्रणाली की आवश्यकता है। एक ही अध्यापन-प्रणाली सभी छात्रों के लिए उपयुक्त नहीं हो सकती। जिस प्रणाली से साधारण छात्रों का अध्यापन होता है, उसी प्रणाली से अंधे छात्रों का अध्यापन नहीं होता। छात्रों के विविध चिंतन की योग्यता के आधार पर अध्यापन-प्रणाली में परिवर्तन उचित प्रतीत होता है। छात्रों की अभिक्षमता, योग्यता तथा अध्यापन-प्रणाली के संबंध को इस प्रकार समझा जा सकता है।

चिंतन के आधार पर छात्रों को हम दो दलों में विभाजित कर दें। एक दल में अभिसरणित चिंतन करनेवाले छात्र रखे जायें तथा दूसरे दल में विषम चिंतन करनेवाले। प्रत्येक दल के छात्रों के चिंतन की योग्यता में अंतर देखा जायगा। कुछ अधिक अभिसरणित चिंतन करेंगे तथा कुछ कम। वैसे ही कुछ छात्र अधिक विषम चिंतन करेंगे तथा कुछ कम। इन छात्रों को दो प्रणालियों द्वारा शिक्षा दी जाय। पहली प्रणाली के द्वारा अध्यापन से अभिसरणित चिंतन में अधिक स्तर के छात्रों की उपलब्धि श्रेष्ठ होगी। दूसरी प्रणाली का प्रभाव उतना श्रेष्ठ नहीं होगा। जो छात्र अभिसरणित चिंतन में निम्न हैं, उन पर दोनों प्रणालियों का प्रभाव लगभग एक समान होगा। दूसरे दल पर इन अध्यापन-प्रणालियों का प्रभाव भिन्न पाया जायगा। जो छात्र

आराधना राय

विषम चिंतन में उच्च स्तर के हैं, वे दूसरी प्रणाली के द्वारा अधिक लाभान्वित होंगे। इस दल के जो छात्र निम्न स्तर के हैं, वे पहली प्रणाली में अधिक लाभान्वित होंगे।

विद्यालयी अभिक्षमता स्थिर होती है या इसमें परिवर्तन होने हैं ? यदि यह जन्मजात है, तो इसमें अधिक परिवर्तन की आशा नहीं की जा सकती। पर यदि यह अनुभव तथा परीक्षण द्वारा निर्धारित होती है, तब इसमें परिवर्तन की आशा की जा सकती है। विद्यालयी अभिक्षमता पर आनुवंशिकता तथा वातावरण, दोनों का प्रभाव देखा गया है। आनुवंशिकता उसकी शक्यता को निर्धारित करती है, पर अच्छे वातावरण तथा प्रशिक्षण से इसमें कुछ उन्नति हो सकती है। इसे किसी ने इस प्रकार व्यक्त किया है कि आनुवंशिकता ताश के पत्तों को बाँटती है और वातावरण उनसे खेलता है। यद्यपि कुशाग्र बुद्धि माता-पिता के बच्चे अधिकतर कुशाग्र वृद्धि तथा मंद बुद्धि माता-पिता के बच्चे मंद बुद्धि होते हैं, फिर भी वातावरण तथा प्रशिक्षण का उन पर महत्त्वपूर्ण प्रभाव देखा गया है।

विद्यालयी अभिक्षमता में वातावरण के प्रभाव के कारण लगभग 10 अंकों का अंतर देखा गया है। अतः बच्चों को यदि अच्छे वातावरण में नहीं रखा जाता या उन्हें प्रशिक्षण से वंचित रखा जाता है, तो उनकी अभिक्षमता का उचित विकास नहीं होता। किंतु यह समझना भी ठीक नहीं है कि अच्छे वातावरण अथवा अच्छे प्रशिक्षण से किसी मंद बुद्धि के छात्र को कुशाग्र बुद्धि का बनाया जा सकता है। आनुवंशिक परिमितता को ध्यान में रखते हुए, उसमें केवल थोड़े से परिवर्तन की आशा की जा सकती है। पर ये परिवर्तन भी शैक्षिक विकास की दृष्टि से महत्त्वपूर्ण समझे जा सकते हैं।

विकास के फलस्वरूप भी विद्यालयी अभिक्षमता में परिवर्तन देखे गए हैं। ये परिवर्तन शीघ्र नहीं होते। इनमें समय लगता है। बच्चों की छह तथा आठ वर्ष की आयु में पुनः जाँच करने से यह विदित हुआ है कि लगभग दस प्रतिशत बच्चों की अभिक्षमता में प्रायः 16 अंकों अर्थात् एक मानक विचलन का परिवर्तन होता है। अधिक लंबे अर्से के बाद पुनः जाँच करने पर और भी अधिक परिवर्तन देखे जा सकते हैं। भिन्न आयु में पुनः बच्चों की जाँच करने पर उनके अभिक्षमता-अंकों में निम्नलिखित सह-संबंध देखे गए हैं-

कुछ दिनों के बाद	.91
एक वर्ष के बाद	.82
तीन वर्षों के बाद	.84
छह वर्षों के बाद	.80
बारह वर्षों के बाद	.79

अतः यह विदित होता है कि काल-व्यवधान के साथ अभिक्षमता में परिवर्तन होते हैं। इसे नीचे चित्र में दिखलाया गया है-

लड़कियों की बुद्धि-लब्धि तीन से बारह वर्ष की आयु तक 85 से 90 के बीच रहती है। बारह वर्ष के बाद यह अधिकतर 90 से ऊपर रहने लगती है। लड़कों की बुद्धि-लब्धि बढ़ती घटती रहती है। स्कूल में यह 97 तक रह सकती है, पर किशोरावस्था में इसकी वृद्धि 120 तक हो सकती है। अतः किसी छात्र के संबंध में कोई भी निर्णय, किसी एक आयु में उसके परीक्षण के आधार पर लेना उचित न होगा।

संदर्भ सूची :

1. डॉ. कृष्ण कुमार जमुआर : शिक्षा मनोविज्ञान, बिहार हिन्दी ग्रंथ अकादमी
2. डॉ. जे.एन. लाल : मनोविज्ञान और शिक्ष में सांख्यिकी (भारतीय विश्वविद्यालयों के लिए)
3. डॉ. टार. पी. पाठक : उच्च शिक्षा मनोविज्ञान— एक परिचय
4. डॉ. सत्य नारायण दूबे 'शरतेन्दु' : उच्च शैक्षिक मनोविज्ञान
5. डा. प्रीति वर्मा— डॉ. डी.डी.एन. श्रीवास्तव : आधुनिक सामान्य मनोविज्ञान
6. डॉ. जे.एन. लाल – मनोविज्ञान और शिक्ष में सांख्यिकी (भारतीय विश्वविद्यालयों के लिए)
7. डॉ. कृष्ण कुमार जमुआर : शिक्षा मनोविज्ञान, बिहार हिन्दी ग्रंथ अकादमी



सरदार पटेल और भारतीय मुसलमान

अम्बिका राम

शोधार्थी, इतिहास विभाग, भीमराव अम्बेडकर विश्वविद्यालय, मुजफ्फरपुर

Corresponding Author: अम्बिका राम

DOI- 10.5281/zenodo.13331074

सारांश:

सिविल नाफरमानी आंदोलन में भाग लेने के कारण सरदार पटेल को गांधीजी के साथ 4 जनवरी 1932 को गिरफ्तार करके यरवदा जेल में डाल दिया गया, जहां वे दोनों 16 महीने तक साथ-साथ रहे। रिहा होने के बाद पटेल को प्रांतीय असेंबलियों के चुनावों के उम्मीदवारों के चयन के लिए कांग्रेस संसदीय बोर्ड का अध्यक्ष बनाया गया। वे चुनाव भारत सरकार के 1935 के कानून के अंतर्गत हो रहे थे। चुनावी मशीनरी को ठीक करने के लिए पटेल ने दिन-रात एक कर दिया। यह उनकी कार्यकुशलता का ही फल था कि ग्यारह में से पांच प्रांतों में कांग्रेस मंत्रिमंडल बनाने में सफल हो सकी। तब तक जिन्ना मुस्लिम लीग का काम देखने लगे थे, पर बम्बई और यू.पी. के अलावा और कहीं उनके उम्मीदवार अच्छा प्रदर्शन नहीं कर पाये। कांग्रेस और लीग में साझा सरकारें बनाने की कुछ बातचीत तो हुई, पर उसका कुछ ठोस परिणाम नहीं निकला। हालांकि अध्यक्ष पटेल थे, पर कांग्रेस की ओर से लीगी नेताओं के साथ समझौता वार्ता नेहरू और आजाद ने की। वार्ता विफल हो गयी, क्योंकि नेहरू ने अयथार्थवादी रुख अपनाते हुए यह शर्त रख दी कि पहले लीग का कांग्रेस में विलय होना चाहिए। पटेल को इस वार्ता से दूर ही रखा गया था। बाद में उन्हें पता चला कि यदि लीग के मुख्य वार्ताकार खालिकुज्जमान से ढंग से पेश आया जाता तो शायद कुछ उचित समाधान निकल आता। शायद अपने व्यावहारिक रुख के कारण पटेल कोई समझौता कर लेते। अधिसंख्य इतिहासकारों के अनुसार, यह सफलता विभाजन को रोक सकती थी। गांधीजी के सचिव प्यारेलाल ने भी लिखा है कि यह "पहले दर्जे को नीतिगत गलती थी।" लंदन के 'दि टाइम्स' अखबार के नई दिल्ली स्थित संवाददाता लुई हारेन ने भी लिखा है कि स्वयं जिन्ना ने विभाजन के कुछ माह बाद उनसे कहा था, "विभाजन के लिए नेहरू जिम्मेदार थे। यदि 1937 में वे यू.पी. की कांग्रेस सरकार में लीग को सम्मिलित करना स्वीकार कर लेते तो पाकिस्तान बनता हो नहीं।" "अगर" और "लेकिन" ने इतिहास की धारा को हमेशा बदला है।

प्रस्तावना:

पटेल कांग्रेसी मंत्रियों के काम-काज की देख-रेख में जुट गये। उन्हें यह देख-देख कर पीड़ा होती थी कि लीग के आक्रामक रवैये के कारण दोनों समुदायों के बीच दीवारें खड़ी हो रही हैं। साम्प्रदायिक दंगों की बढ़ती संख्या से पटेल परेशान थे। कुर्सी के फायदों के बंटवारे के लिए होने वाली लंबी बहसों से उन्हें चिढ़ होने लगीय यहां तक कि गांधी-जिन्ना वार्ता में भी उनकी रुचि नहीं रही। उन्होंने महात्मा गांधी से स्पष्ट कहा कि इन वार्ताओं से लीग की, विशेषकर लीग के अध्यक्ष की मुसलमानों में इज्जत बढ़ती है। पर उनकी सलाह पर कोई ध्यान नहीं दिया गया, फलस्वरूप मुसलमानों के प्रति उनका रुख कड़ा होता गया, यहां तक कि मुसलमानों की उचित आशंकाओं के प्रति भी वे आंख मूंदने लगे। लेकिन, कांग्रेस और लीग में विभिन्न स्तरों पर चलने वाली समझौता वार्ताओं में उन्होंने कोई बाधा नहीं डाली और न ही समझौते की किसी कार्रवाई का उन्होंने सार्वजनिक रूप से कभी विरोध किया। वे तो इस बात से परेशान थे कि व्यावहारिकरुख क्यों नहीं अपनाया जाता। उन्हें यह भी रास नहीं आ रहा था कि जिन्ना के साथ सख्ती से पेश आने के बजाय नरमी का रुख अपनाया जा रहा है। जब लीग ने कांग्रेस मंत्रिमंडलों पर मुसलमानों पर अत्याचार करने का आरोप लगाया तो पटेल ने उनकी कड़ी भर्त्सना की। उन्होंने न केवल सख्ती से उन आरोपों का उत्तर दिया, बल्कि इन अत्याचारों की सूची वाली पीरपुर रिपोर्ट पर भी उन्होंने कोई ध्यान नहीं दिया। गांधीजी ने सुझाव दिया कि फेडरल कोर्ट ऑफ इंडिया के मुख्य न्यायाधीश सर मारिश ग्वेयर से कहकर इन

मामलों की जांच करायी जा सकती है, पर जिन्ना को यह मान्य नहीं था। बहरहाल, ब्रिटिश शासकों को भी इन आरोपों में कोई तथ्य नहीं लगा था, ये आरोप तथ्यपरक नहीं, राजनीति-प्रेरित थे। कांग्रेसी मंत्रिमंडलों पर सरदार पटेल की कड़ी नजर थी, उन्होंने साम्प्रदायिक एकता के गांधीवादी कार्यक्रम में किसी प्रकार का फेर-बदल करने की अनुमति उन मंत्रिमंडलों को नहीं दी। मुखिया के नाते उनको रुचि काम होने में थी।

सरदार पटेल इस बात से परेशान थे कि मुसलमान जानबूझकर धोखा खा रहे थे—एक ऐसे नेता का अंधानुकरण कर रहे थे जो न केवल उन्हें गलत रास्ते पर ले जा रहा था, बल्कि ऐसी भावनाओं को भी उभाड़ रहा था जो गांधीजी और अली बंधुओं द्वारा बड़ी मेहनत से बनायी हिंदू-मुस्लिम एकता की इमारत को नष्ट कर रही थीं। हिंदुओं के खिलाफ जिन्ना के आरोपों और उनकी अड़गैबाजी से पटेल क्षुब्ध थे और मुसलमानों में बढ़ती जिन्ना की लोकप्रियता उन्हें निराश कर रही थी। इस बात से मुसलमानों की समस्याओं के प्रति न केवल पटेल के रुख में परिवर्तन आया, बल्कि उनके प्रति पटेल का सारा सोच ही बदल गया। उन्हें निश्चित रूप से लगने लगा था कि साम्प्रदायिक एकता को कभी न ठीक होने वाला नुकसान हुआ है और अब यह समय की कसौटी पर खरी नहीं उतर सकती। विभाजन तक पहुंचाने वाली बाद की घटनाओं ने उनके इस विचार को पुरखा हो किया। राजनीति की ऊबड़-खाबड़ राह उन्हें रास आती थीय सांविधानिक बारीकियां उन्हें दबा देती थीय लम्बी चलने वाली वार्ताओं से उन्हें चिढ़ थी। जिन्ना कांग्रेस पर लगातार हमले कर रहे थे, उसे फासिस्ट हिंदू संगठन बता रहे थे,

जीवन के हर क्षेत्र में हिंदू-मुस्लिमों के दृष्टिकोण में अंतर को रेखांकित कर रहे थे—पटेल इस सबसे क्षुब्ध भी थे, और कुद्ध भी। यही नहीं, जिन्ना की बातों और मुसलमानों द्वारा उन्हें दी गयी स्वीकृति से पटेल स्तब्ध भी थे। वे यह बात नहीं समझ पा रहे थे कि इस्लाम को इतनी गहराई से समझने वाले आजाद एक ऐसे व्यक्ति के प्रभाव को क्यों समाप्त नहीं कर पा रहे थे जो मुसलमान धर्म का पालन तक नहीं करता था।

जिन्ना हिंदुओं-मुसलमानों के अंतर को उभारकर सामने रख रहे थे अपने भाषणों में जहर उगल रहे थे। पटेल भी इस बात से निराश थे कि मुसलमानों के सच्चे हितचिंतक महात्मा गांधी पर मुसलमान विश्वास नहीं करते। यरवदा जेल में गांधीजी के साथ रहते हुए एक दिन उन्होंने लगभग निराश होकर गांधीजी से पूछा था, “कोई ऐसे मुसलमान भी हैं जो आपकी बात सुनते हैं?” गांधीजी ने उत्तर दिया था, “इससे कोई फर्क नहीं पड़ता कि मेरी बात सुनने वाला एक भी मुसलमान नहीं है। हमें यह उम्मीद नहीं छोड़नी चाहिए कि एक दिन वे वास्तविकता को समझेंगे। सत्याग्रह का आधार ही यह है कि मानवीय स्वभाव में विश्वास रखा जाये।” महात्मा का विश्वास तो कभी नहीं डिगा, पर सरदार का विश्वास डगमगाने लगा था और सत्ता में हिस्सेदारी के लिए लीग-कांग्रेस के संघर्ष को देख-देखकर वे और अधिक निराश होने लगे थे। वे चाहते थे कि नेता यथार्थ को समझें और उसका मुकाबला करें, पर वे लोग बातें ज्यादा करते थे और काम कम। गुल्थी सुलझाने के लिए कोई भी पक्ष प्रयास नहीं कर रहा था मुस्लिम लोग द्वारा बहकाये जा रहे मुसलमानों को होश में लाने की कोई कोशिश नहीं हो रही थी। पटेल इस दुर्भाग्यपूर्ण निर्णय पर पहुंच गये कि लीग के इशारों पर चलकर मुसलमान अपनी कब्र खोद रहे हैं। अब उन्होंने मुसलमानों को उस राह पर न चलने देने की कोशिश करना भी छोड़ दिया। इसके विपरीत महात्मा गांधी का उनके प्रति रुख कहीं अधिक सहानुभूतिपूर्ण था। उन्होंने पटेल पर असहिष्णु होने का आरोप लगाया। यरवदा जेल में गांधी और पटेल के बीच हुई बातचीत में यह तथ्य स्पष्ट होकर सामने आया है। यह बातचीत 30 मार्च 1932 को हुई थी। गांधीजी के सचिव महादेव देसाई ने डायरी में लिखा है :

“आज सबेरे हम लोग एक मुसलमान नेता के बारे में बात कर रहे थे। वल्लभभाई ने कहा, ‘संकट की घड़ी में उन्होंने भी संकुचित साम्प्रदायिक रुख अपनाया था और मुसलमानों के लिए पृथक कोष और पृथक अपील की बात कही थी।’ इस पर बापू ने कहा, ‘इसमें उनकी कोई गलती नहीं है। मुसलमानों को हम कौन-सी सुविधाएं देते हैं? अक्सर उनके साथ अस्पृश्यों जैसा व्यवहार होता है। यदि मैं अम्नुस सलाम को देवलाली भोजना चाहूँ तो क्या मैं..... (डायरी में नाम नहीं है) को उसका नाम रखने के लिए कह सकता हूँ? सच तो यह है हिंदुओं को पहल करनी होगी। कड़वाहट तभी खत्म हो सकती है जब हिंदू जगें और उन बाधाओं को हटायें जो उन्होंने खुद खड़ी की हैं।’ वल्लभभाई ने कहा, ‘पर मुसलमानों के तौर-तरीके और रीति-रिवाज अलग हैं। वे मांस खाते हैं जबकि हम शाकाहारी हैं। हम उनके साथ एक जगह कैसे रह सकते हैं?’ बापू का उत्तर था, ‘नहीं, जनाब, गुजरात के अलावा और कहीं भी सारे हिंदू शाकाहारी नहीं हैं। पंजाब, यू.पी. और सिंध में लगभग हर हिंदू मांस खाता है।’

समय बीतता गया। अंग्रेज अपनी जिद पर अड़े रहे। वल्लभभाई को विश्वास हो गया कि जब तक अंग्रेजों का शासन रहेगा, कांग्रेस और लीग के बीच किसी प्रकार का समझौता नहीं हो सकता। जिन्ना को अंग्रेजों ने बनाया था। पहले जिन्ना उनकी धुन पर नाचते थे, अब वे जिन्ना की धुन पर नाच रहे थे। दूसरा विश्वयुद्ध छिड़ने के कारण गांधीजी और वायसराय की वार्ता टूट जाने पर प्रेस को दिये गये वक्तव्य में सरदार पटेल ने कहा था, कांग्रेस नाजियों की जीत अथवा मित्रराष्ट्रों की हार नहीं चाहतीय पर अंग्रेजों द्वारा बार-बार की जा रही इस घोषणा से कांग्रेस को दुख होता है कि भारत स्वशासन के काबिल नहीं है। सरदार ने कहा कि इस बात को पूर्वशर्त की तरह भारतीयों के समक्ष रखा जा रहा है कि पहले कांग्रेस को मुसलमानों के साथ अर्थात् लीग के साथ सुलह करनी होगी। यदि कांग्रेस लीग के साथ समझौता करने में सफल हो गयी तो सम्भवतः उसे राजाओं के साथ समझौता करने के लिए कहा जायेगा, यूरोपियनों के साथ, फिर किसी और के साथ। पटेल ने कहा, “इस तरह वे इस देश में मतभेद को बढ़ाये रखना चाहते हैं, उस बंदर की तरह, जिसके पास दो बिल्लियां अपना झगड़ा लेकर गयी थीं। यह सही है कि और किसी भी जगह की तुलना में हमारे देश में राजाओं की संख्या बहुत बड़ी है। हम यह भी मानते हैं कि हिंदुओं और मुसलमानों में मतभेद है। हां, हम यह भी स्वीकार कर सकते हैं कि इस देश में सम्पत्ति की कमी नहीं। पर यह सब कुछ हमारा है या आपका ? हमारे सबसे झगड़ों का कारण आप हैं।’

गांधीजी ने लंदन में हुई गोलमेज कान्फ्रेंस में इस बात पर सहमति व्यक्त की थी कि चूंकि विभिन्न दलों के नेता प्रतिनिधित्व का कोई स्वीकृत फार्मूला तय नहीं कर पाये हैं, अतः ब्रिटिश प्रधानमंत्री रैमसे मैकडोनल्ड इसका निर्णय करें। इसलिए पटेल ने अपने उपर्युक्त विचार गांधीजी को भी बता दिये थे। गांधीजी द्वारा व्यक्त सहमति पर पटेल की प्रतिक्रिया महादेव देसाई ने 1932 में अपनी डायरी में लिखी है। उस समय गांधीजी और सरदार पटेल दोनों यरवदा जेल में बंदी थे। महादेव देसाई ने लिखा है, “वल्लभभाई मैकडोनल्ड इन सारे विरोधों को पचा जायेगा और उसका निर्णय (सम्प्रदाय के आधार पर मतदान के बारे में) निश्चित रूप से हमारे विरुद्ध जायेगा। गांधी मुझे अब भी उम्मीद है कि मैकडोनल्ड टोरियों के खिलाफ खड़े होंगे। वल्लभभाई आप गलत सोच रहे हैं। वे सब एक ही थैली के चट्टे-बट्टे हैं। गांधी : फिर भी मैं समझता हूँ कि उनके अपने विचार हैं। वल्लभभाई : यदि ऐसा होता तो वे अपने आप को टोरियों के हाथ बेच क्यों देते? वे हमारा पीछा नहीं छोड़ने वाले।”⁵

कम्युनल एवार्ड के प्रकाशन के बाद, जिसमें मुसलमानों और सिखों को ही नहीं परिगणित जातियों को भी पृथक मताधिकार दिया गया था, पटेल ने गांधीजी को बताया कि ब्रिटिश प्रधानमंत्री के बारे में उनकी राय कितनी गलत थी। भले ही वह लेबर पार्टी का सदस्य था, पर वह टोरियों से भी गया-गुजरा था। पटेल का मानना था कि देश में अपनी पृथक राजनीतिक सम्बद्धताओं के बावजूद उनमें से कोई भी अपने साम्राज्य को स्वेच्छा से त्यागने को तैयार नहीं है, उन्हें ऐसा करने के लिए विवश ही करना होगा।

भारतीय राजनीति लगातार साम्प्रदायिक रुख अपनाती जा रही थी और सांविधानिक गुल्थी को सुलझाने के बारे में सरदार पटेल और महात्मा गांधी के बीच

विचार-वैभिन्न्य बना हुआ था। गांधीजी समझौता चाहते थे, इसके लिए उन्होंने अलग-अलग तरह से कोशिशें कीं, यहां तक कि जिन्ना को मनाने के लिए उन्हें फुसलाया भी। पटेल को लग रहा था कि लीग का मुकाबला किया जाना चाहिए, सद्भाव के प्रयासों का यदि समुचित उत्तर नहीं मिल रहा तो उन्हें छोड़ देना चाहिए। एक बार गांधीजी ने पटेल से कहा कि मुसलमानों के मन-मस्तिष्क को समझने के लिए उन्हें उर्दू सीखनी चाहिए। पटेल ने अपने ही ढंग से इस बात के जवाब में कहा था, "सड़सठ साल बीत चुके, अब यह मिट्टी का घड़ा टूटने ही वाला है। बहुत देर हो चुकी उर्दू सीखने में, फिर भी मैं कोशिश करूंगा। लेकिन, आपके उर्दू सीखने का भी कुछ लाभ नहीं हुआ। आप जितना उनके नजदीक जाने की कोशिश करते हैं, वे उतना ही दूर होते जाते हैं।"

जब सरदार पटेल नासिक जेल में बंदी थे तो एक बार फिर अहमदाबाद में भीषण हिंदू-मुस्लिम दंगा हो गया जो पटेल के लिए यह एक व्यक्तिगत आघात था। पता लगाने पर उन्हें बताया गया कि अंग्रेज अधिकारियों ने जानबूझकर यह दंगा करवाया था। उन्हें लग रहा था कि एकता के लिए जिस शहर में उन्होंने इतनी कोशिश की थी, कम से कम वह शहर तो अंग्रेजों की चालों का शिकार नहीं होना चाहिए था। 19 मई 1941 को उन्होंने निराशा और अवसाद में डूबकर महादेव देसाई को लिखा था, "मैं यह नहीं समझ पा रहा हूँ कि हमारे लोग इतने हताश कैसे हो गये..... एक ही कारण जो मेरी समझ में आ रहा है, वह यह है कि हमारे अपने कार्यकर्ताओं ने अपनी सुरक्षा का ही ध्यान रखा होगा, इसीलिए सामान्य आदमी हिम्मत खो बैठा। आपके पास घटनाओं का पूरा ब्यौरा आया होगा। जो हो चुका उसे अब हम बदल नहीं सकते और जो बीत गया उस पर पछताने का भी अब कोई लाभ नहीं। पर हमें भविष्य के बारे में सोचना ही होगा और कोई न कोई हल निकालना ही होगा। आगे हमें और भी मुश्किल समय से गुजरना है, और यह सोचना मूर्खता ही होगी कि जिस सरकार के खिलाफ हम लड़ रहे हैं, वह हमारी सहायता करेगी। मुझे विश्वास है कि आपने इस बारे में विचार किया होगा। अभी तक बम्बई में स्थिति सामान्य नहीं हुई है। उम्मीद है पटना में शांति हो गयी होगी। ऐसा लगता है जैसे साम्प्रदायिक दंगों की महामारी ही फैल गयी है। जिसका हमें डर था, वही हो गया। जो ईश्वर को मंजूर हो।"

रिहाई के बाद कांग्रेस हाउस, अहमदाबाद, में एकत्र हजारों कार्यकर्ताओं को सम्बोधित करते हुए उन्होंने कहा, "इस शहर में हुए दंगों का समाचार सुनकर मुझे जो चोट पहुंची, मेरे भीतर तक जो घाव लगे, वे अभी तक भरे नहीं हैं। मैं अभी तक स्थिति से समझौता नहीं कर पाया। आखिर आप पर ऐसा क्या हावी हो गया कि आप अचानक एक-दूसरे का गला काटने पर उतारू हो गये?" अकारण ही सैकड़ों लोग मारे गये। यदि दस आदमी भी हिम्मत करके बदमाशों के सामने खड़े हो जाते, तो जो हुआ है, वह नहीं होता। मैं आपको बताना चाहता हूँ कि गांधीजी को बहुत दुख पहुंचा है, क्योंकि अहमदाबाद ने दुनिया की नजरों में उन्हें मूर्ख साबित कर दिया है। फिर आपने सरकार के पास जाकर जांच की मांग की। भविष्य में कभी भागिएगा नहीं। मुकाबला कीजिए। सारी दुनिया यही कर रही है। यदि कर सकते हैं तो बड़ी ताकत से दुश्मन का मुकाबला कीजिए अर्थात् गांधीजी के अहिंसा के रास्ते से। आप हिंदू हों या मुसलमान, खड़े होकर दुश्मन का मुकाबला

अम्बिका राम

कीजिए, पर अहिंसा के नाम पर अपनी कायरता का बचाव मत कीजिए। इन दंगों के दौरान अहिंसा का कहीं नामो-निशान नहीं था। हमने अहिंसा को अपनी कायरता का बहाना बना लिया है।"

कांग्रेस और वायसराय के बीच समझौता वार्ता टूटने के बाद गांधीजी ने जिन्ना के साथ समझौता करने पर अपना ध्यान केंद्रित किया। पर जिन्ना को समझाना लगातार मुश्किल होता जा रहा था। 1940 में लाहौर में लीग से पाकिस्तान का प्रस्ताव पारित करवाकर तो जैसे उन्होंने वार्ता का दरवाजा ही बंद कर दिया था। पर भारत की एकता बचाये रखने के बारे में गांधीजी अभी भी आशावादी थे, उनकी दृष्टि में देश के टुकड़े करना पाप था, वे इसे किसी भी कीमत पर बचाना चाहते थे। बीच के रास्ते के रूप में राजाजी ने सुझाव दिया कि मुसलमान बहुमत वाले क्षेत्रों को स्व-निर्णय का अधिकार दे दिया जाये इससे तो कांग्रेस कार्यकारिणी का सारा गुस्सा जैसे उनके सिर पर टूट पड़ा। राजाजी के साथ लंबी और गहरी मैत्री के बावजूद सरदार कुद्ध थे। ऐसा हानिकारक प्रस्ताव रखने के लिए उन्होंने खुलेआम राजाजी को आलोचना की।

अंतरराष्ट्रीय दबाव के बावजूद चर्चिल के नेतृत्व में ब्रिटेन अपने इतिहास के उस नाजुक दौर में थोड़ी-सी भी स्वतंत्रता देने के लिए तैयार नहीं था। अंग्रेजों के इस दुराग्रह से गांधीजी और कांग्रेस दोनों हताश हो चुके थे। 1942 का भारत-छोड़ो आंदोलन इसी हताशा का चरम परिणाम था। स्वतंत्रता देने के बजाय अंग्रेजों ने आतंक का शासन स्थापित कर दिया, सभी महत्त्वपूर्ण कांग्रेसी नेताओं को बंदी बना लिया गया, दमन का चक्र चलने लगा। कांग्रेस कार्यसमिति के अन्य सदस्यों के साथ सरदार पटेल को नासिक जेल में बंदी बना दिया गया। जेल में कांग्रेस कार्य-समिति के प्रतिष्ठित सदस्य डॉ. सैयद महमूद के व्यवहार ने मुसलमानों के प्रति पटेल को काफी हद तक पूर्वाग्रही बना दिया। डॉ. महमूद को अचानक रिहा कर दिया गया था। पहले तो सरदार ने यह समझा कि उन्हें डाक्टरी सलाह पर छोड़ा गया है, क्योंकि डॉ. महमूद की तबीयत ठीक नहीं चल रही थी, पर बाद में पटेल को पता चला कि उन्होंने वायसराय को पत्र लिखकर स्वयं को भारत-छोड़ो आंदोलन से पृथक कर लिया था। अपने पुत्र डायामाई को लिखे पत्र में सरदार पटेल ने सैयद की कड़ी भर्त्सना की थी: "कल्पना करना मुश्किल है कि वे एक लम्बे अर्से तक उसी कमरे में (नेहरू के साथ) थे। उन्हें अपने साथियों पर विश्वास नहीं था! वे अपनी हर बात साथियों से छिपाते रहे। कितने शर्म की बात है-यदि इसके बदले भगवान ने उन्हें मौत दे दी होती, तो उनके जीवन के साथ मधुर गंध तो जुड़ी रहती।"

1946 के असेम्बली चुनावों के दौरान सरदार और आजाद के बीच मतभेद और तीव्र हो गये। इस आशा में कि वे लीग को एक शिथिल संघ राज्य की अवधारणा से सहमत कर लेंगे, लोग के प्रति आजाद का रुख कुछ नरम हो गया था। पर पटेल जिन्ना के इरादों को विफल बनाने के लिए मुसलमानों की लोग-विरोधी भावनाओं को उभारना चाहते थे। चुनाव के परिणामों ने दोनों के आकलनों को गलत सिद्ध कर दिया। मुसलमानों की भावनाओं के संदर्भ में पटेल का अनुमान भी गलत निकला और जिन्ना के रुख में किसी प्रकार की नरमी की आजाद की आशा भी गलत साबित हुई। चुनावों में मिली सफलता ने जिन्ना के अहं को और बढ़ावा ही दिया। उनका घमण्ड और बढ़ गया। पटेल इस बात पर जोर दे रहे थे कि

कांग्रेस को ताकत को स्थिति में बोलना चाहिए। आजाद ने माना कि उनका दृष्टिकोण गलत था, इसलिए पटेल को पत्र लिखकर अपने रुख तथा मतभेद वाले कुछ अन्य मुद्दों पर खेद व्यक्त किया। उन्होंने इच्छा व्यक्त की कि उन दोनों के बीच कोई गलतफहमी नहीं होनी चाहिए। उन्होंने पटेल को आश्वासन दिया, “पिछले 26 साल से हम मिल-जुल कर पूरे सामंजस्य के साथ काम करते रहे हैं। हमारे सार्वजनिक जीवन की हर सुबह और हर शाम दोस्ती और आपसी समझ-बूझ में गुजरी है।” पर दोनों के बीच मतभेद अक्सर उभरते रहे। विभाजन के बाद मतभेद और बढ़ गये। मरणोपरांत प्रकाशित अपनी पुस्तक ‘इण्डिया विन्स फ्रीडम’ में आजाद ने सरदार के खिलाफ कई असहृदय बातें लिखीं। आजाद के सहयोगी हुमायूँ कबीर ने ‘स्टेट्समैन’ को बताया था कि अपने आखिरी दिनों में आजाद इस निष्कर्ष पर पहुंचे थे कि पटेल के बारे में उनका सोच गलत था। उन्होंने हुमायूँ कबीर से कहा था कि 1946 में उन्हें कांग्रेस अध्यक्ष पद के लिए नेहरू के बजाय पटेल का नाम प्रस्तावित करना चाहिए था। सैद्धांतिक दृष्टि से आजाद नेहरू के अधिक निकट थे, पर वे पटेल को व्यावहारिक राजनीतिज्ञ मानते थे। उन्होंने हुमायूँ कबीर से कहा था “(पटेल) नेहरू से बेहतर प्रधानमंत्री सिद्ध होते।” इच्छित परिणाम प्राप्त करने में वे कहीं अधिक सफल होते।

वेवल के वायसराय नियुक्त होने पर कांग्रेस कार्यसमिति के अन्य सदस्यों के साथ सरदार पटेल को भी रिहा कर दिया गया था। इसके बाद कांग्रेस और लीग के बीच समझौते में वेवल के प्रयास की विफलता, 1945 में ब्रिटेन में चर्चिल और टोरियों की चुनाव में हार, एटली के नेतृत्व में लंदन में लेबर सरकार का गठन, लार्ड पैथिक लॉरेंस, सर स्टेफर्ड क्रिप्स और ए.वी. एलेक्जेंडर के तीन सदस्यीय कैबिनेट मिशन का भेजा जाना आदि महत्वपूर्ण घटनाएं हैं, पर इन सबका विवरण यहां जरूरी नहीं है। इस दौरान वेवल ने अधिकांश महत्वपूर्ण नेताओं के साथ व्यक्तिगत बातचीत करके या पत्र-व्यवहार द्वारा विचार-विमर्श किया था। वेवल की कोशिश थी कि वे उनकी एकजीक्यूटिव काउंसिल में सम्मिलित हो जायें, पर उनकी यह कोशिश सफल नहीं हुई। कांग्रेस और लीग दोनों की यह शर्त थी कि काउंसिल में सम्मिलित होने वालों को काम करने की पूरी स्वतंत्रता की गारंटी होनी चाहिए। सदस्यों के चयन में भी एक बाधा थी कांग्रेस इस बात पर अड़ी हुई थी कि वह अपने प्रतिनिधि के रूप में एक मुसलमान को भी मनोनीत करेगी, जबकि लोग यह मांग कर रही थी कि सभी मुसलमान सदस्यों के चयन का अधिकार सिर्फ उसे ही होना चाहिए। आजाद यह मांग स्वीकार करने को तैयार थे। उन्होंने सर स्टेफर्ड क्रिप्स को इस आशय का लिखित आश्वासन भी दे दिया था पर पटेल ने इसे नामंजूर कर दिया। उन्होंने कहा, यदि यह बात स्वीकार कर ली गयी तो भविष्य में किसी कांग्रेसी मुसलमान को कोई पद नहीं मिल पायेगा। भले ही लोग सिर्फ मुसलमानों की संस्था हो, पर कांग्रेस के दरवाजे किसी मुसलमान के लिए कभी बंद नहीं होंगे, और न ही उन्हें किसी अवसर या पद से वंचित किया जायेगा। पटेल ने इससे पहले पंजाब प्रांतीय कांग्रेस कमेटी का अध्यक्ष बनने वाले मियां इफतखारुद्दीन की भी यह कहने के लिए भर्त्सना की थी कि लीग मुसलमानों के लिए वैसी ही संस्था बन गयी है, जैसी हिंदुओं के लिए कांग्रेस है। मियां का झुकाव भारतीय कम्युनिस्टों की ओर था, जो लीग को

प्रगतिशील ताकत निरूपित किया करते थे। सरदार इस बात से पूर्णतया असहमत थे।

इन दो प्रमुख दलों में और भी मतभेद थे। वेवल शिमला में इन मतभेदों को दूर नहीं कर पाये। यद्यपि पटेल समझौता वार्ता करने वाले कांग्रेसी दल के महत्त्वपूर्ण सदस्य थे, पर वायसराय उनसे मिलने से कतराते थे। उन्हें यह लगता था कि लीग से समझौता करने में सरदार पटेल सबसे बड़ी बाधा हैं, इसलिए वे यह मानते थे कि समझौता प्रक्रिया में उन्हें सम्मिलित करने से शायद कोई लाभ न हो। उधर, सरदार को शक था कि जिन्ना के प्रति वायसराय का रुख नरम है, इसीलिए वे पटेल से मिलने से कतराते थे। वेवल ने तो अपनी डायरी में भी लिखा था कि पटेल हिंसक बल-परीक्षा तक के लिए तैयारी कर रहे थे। वायसराय को खुफिया सूत्रों ने बताया था कि पटेल “बहुत कठोर हैं और कांग्रेस की आक्रामक नीतियों के नियंता भी वही हैं।” 9 अगस्त 1945 को दिये गये पटेल के भाषण से वायसराय की यह धारणा और दृढ़ हो गयी। इस भाषण में पटेल ने कहा था, “अंग्रेज हिंदू-मुस्लिम झगड़ों की बात करते हैं, पर यह बोझ उनके कंधों पर लादा किसने है? यदि वे ईमानदारी से कुछ करना चाहते हैं तो उन्हें चाहिए कि वे कांग्रेस या लीग के हाथ में सत्ता सौंप दें या अंतरराष्ट्रीय मध्यस्थता स्वीकार कर लें।” उन्होंने अंग्रेजों से कहा कि वे उन्हें सिर्फ एक सप्ताह के लिए ब्रिटेन पर राज करने दें और वे अंग्रेजों, वेल्श और आयरिश लोगों के बीच ऐसे मतभेद पैदा कर देंगे कि वे हमेशा लड़ते ही रहेंगे। “फूट डालो और राज करो” का खेल साम्राज्यवादी हमेशा खेलते रहे हैं और पटेल का कहना था कि अंग्रेजों ने इस खेल में महारत हासिल कर ली है।

इन शब्दों में गुस्सा है, पर इसका मतलब यह नहीं है कि वे शांतिपूर्ण समझौते के विरुद्ध थे स्वतंत्रता और एकता के सवाल पर वे कोई समझौता नहीं कर सकते थे। जनवरी 1946 में जब वेवल पहली बार पटेल से मिले तो उन्होंने स्वयं इस बात को समझा था, “उनका व्यक्तित्व आकर्षक नहीं है, और वे झुकने वाले भी नहीं हैं, पर जिन भारतीय राजनेताओं से मैं मिला हूँ उनमें से अधिकांश से कहीं अधिक पुरुषोचित हैं वे..... पटेल ने शुरुआत ही आरोपों से की कि अंग्रेज जिन्ना और मुस्लिम लीग का समर्थन कर रहे हैं, कि जिन्ना को शिमला कान्फ्रेंस विफल बनाने दी गयी, कि आजाद के प्रति जिन्ना का व्यवहार असहनीय है, आदि-आदि..... उन्होंने कहा कि उन्हें नहीं समझ आ रहा कि अंग्रेजों को भारत छोड़ देना चाहिए तथा भारतीयों को अपनी समस्याएं स्वयं सुलझाने देनी चाहिए। मैंने कहा था कि यह आशा तो उन्हें नहीं करनी चाहिए कि हम भारत को अराजकता और गृह-युद्ध के हवाले कर देंगे, किसी तरह का कोई समझौता तो होना ही चाहिए। उनकी बातों से ऐसा नहीं लग रहा था कि वे इसे स्वीकार करेंगे, इसलिए मैंने पाकिस्तान की बात ही नहीं की। मैंने सिर्फ इतना ही कहा कि जब तक कोई नई सरकार नहीं बन जाती, यह मेरा काम है कि मैं कानून-व्यवस्था बनाये रखूँ। वे इस बात से सहमत थे।”

मुसलमानों में लीग की बढ़ती लोकप्रियता और 1946 के चुनावों में उसे मिली सफलता के बावजूद सरदार पटेल भारत को एक रखने के अपने संकल्प से डिगे नहीं। उन्हें लग रहा था कि मुस्लिम लीग के असंवेदनशील नेताओं से बातचीत करने के बजाय कांग्रेस को सामान्य मुसलमानों से बात करनी चाहिए। पश्चिमोत्तर सीमाप्रांत में कांग्रेस को मिली सफलता और एक सीमा तक पंजाब में

यूनियनिस्टों को मिले प्रतिसाद से वे उत्साहित थे। कुछ अन्य प्रांतों में कांग्रेस टिकट पर मुसलमान उम्मीदवारों की विजय से भी उन्हें उत्साह मिला था। सिंध में भी स्थिति लोग के लिए असुविधाजनक हो रही थी, और एक सीमा तक इसका श्रेय भी पटेल को ही जाता था। फिर भी पटेल ने दुख प्रकट करते हुए कहा था, “कांग्रेसियों ने ग्रामीण क्षेत्रों में काम नहीं किया और शहरी इलाकों में भी उन्होंने गैर-मुसलमानों में ही काम किया। परिणामों ने बता दिया है..... कि यदि कांग्रेसियों ने ईमानदारी से साम्प्रदायिक एकता के लिए काम किया तो सारे भारत में हिंदू- मुस्लिम एकता का पुराना माहौल लौटाया जा सकता है। पटेल की विचारप्रधान जीवनी में इस बारे में टिप्पणी करते हुए राजमोहन गांधी ने लिखा है, “फिर भी मुसलमानों में सरदार का काम बहुत कम हो रहा। कुछ मुसलमानों से वे अच्छे तरह परिचित थे- बकरोल में एक नौकर, करमसाद में एक किरायेदार, साबरमती आश्रम का कुरेशी और अब्बास तैयबजी, डॉ. अंसारी, गपफार खान और मौलाना आजाद समेत कांग्रेसी सहयोगी। फिर भी न मुसलमान जगत में उनकी पैठ थी और न ही मुसलमान उनकी दुनिया में आए। जहां गांधी हिंदुओं और मुसलमानों दोनों का प्रतिनिधित्व करना चाहते थे और कहते थे, ‘मैं मात्र हिंदू की तरह नहीं बोल सकता मैं सिर्फ भारतीय की तरह बोल सकता हूँ,’ वल्लभभाई ने कभी भी मुसलमानों के प्रतिनिधित्व का दावा नहीं किया। हिंदू की तरह बोलना उन्हें स्वाभाविक लगता था।”

पटेल की इस्लाम की समझ भी सीमित थी; मैं नहीं समझता इस्लाम के सिद्धांतों को समझने के लिए उन्होंने कभी कोई पुस्तक पढ़ी होगी। इस्लाम के बारे में उन्होंने जो कुछ जाना, वह अपने मुसलमान सम्पर्कों की बदौलत। इनमें से बहुत से ऐसे थे जिन्हें सच्चा प्रतिनिधि अथवा मुसलमान-सिद्धांतों का अनुगामी भी नहीं कहा जा सकता। मौलाना मोहम्मद अली, डॉ. एस.ए. अंसारी और मौलाना आजाद से उनके सम्पर्क उन्हें इस्लाम की सही तस्वीर दे सकते थे। ये तीनों मुसलमान धर्म के विद्वान थे। पर ऐसा कोई प्रमाण कहीं नहीं मिलता कि पटेल ने इन लोगों से कभी इस्लाम के बारे में विचार-विमर्श किया हो। मुसलमानों और उनके धार्मिक दर्शन एवं इतिहास के बारे में पटेल ने रोजमर्रा की घटनाओं से और इधर-उधर सुनकर जाना। न तो उन्होंने अधिक जानने की कोशिश की और न ही उनके मुसलमान सहयोगियों ने उन्हें इस बारे में बताया। लेकिन, इसका यह अर्थ नहीं है कि उनकी इस्लाम में कोई रुचि नहीं थी। हिंदू धर्म के बारे में भी उनका ज्ञान बहुत गहरा नहीं था। उन्होंने गीता, रामायण और महाभारत अवश्य पढ़ा था और उन्हें अपने धर्म की समृद्ध विरासत पर हमेशा गर्व रहा, पर सामान्य रुचि से आगे वे कभी नहीं बढ़े। वास्तव में, महादेव देसाई के अनुसार, सरदार ने एक दिन उनसे पूछा था, स्वामी विवेकानंद कौन थे। आश्चर्यचकित गांधीजी के सचिव ने उन्हें इस अज्ञान के लिए उलाहना भी दिया और रोम्यां रोला द्वारा लिखित स्वामी विवेकानंद की जीवनी भेंट की। मृत्यु से एक-दो वर्ष पहले ही सरदार पटेल ने ऐलोरा-अजंता की गुफाएं देखी थीं और अभिभूत हुए थे। ये गुफाएं हिंदू, बौद्ध और जैन भक्तों ने विश्व सभ्यता के इतिहास में भारत की शान और सम्मान को बढ़ाने के लिए बनायी थीं।

जिन्ना के साथ समझौता करने के गांधीजी समेत कांग्रेसी नेताओं के प्रयासों से सरदार परेशान रहते थे, क्योंकि ऐसे हर अवसर का उपयोग जिन्ना ने कांग्रेसी

नेताओं को नीचा दिखाने के लिए किया। घमण्ड तो जैसे जिन्ना की पहचान बन गया था, और वे सफलतापूर्वक इसका फायदा उठाते रहे। पटेल इस बात से बहुत नाराज थे। उनका मानना था कि यदि कांग्रेस के लोग “राजनीति में रुचि रखने वाले और प्रभावशाली मुसलमानों” से निकट सम्बन्ध रखें तो शायद वे जिन्ना के तानाशाही नेतृत्व को कुछ कमजोर कर सकें। उन्हें आशा थी कि इस दिशा में किये गये ठोस प्रयासों का अच्छा परिणाम निकल सकता है। उन्होंने कहा कि जिन्ना के करिश्मे के बावजूद, सिंध, पंजाब और बंगाल जैसे मुसलमान-बहुल क्षेत्रों में लोग बहुत ज्यादा ताकतवर नहीं थी। खान अब्दुल गफ्फार खान ने पठानों के बीच पैर जमाने के जिन्ना के प्रयासों को विफल कर दिया था, सीमांत प्रदेश अजेय बना रहा। फिर भी मनोवैज्ञानिक वातावरण कुछ ऐसा था कि पटेल के सब साथी लीग के साथ समझौता करने के पक्ष में थे। गांधीजी हमेशा ही आशावादी रहेय आजाद और गपफार खान हिंदुओं-मुसलमानों के बीच किसी तरह की पारस्परिक समझ चाहते थे, जो, उन्हें लगता था, लीग के बिना सम्भव नहीं है। राजाजी पूरी तरह इस बात के पक्ष में थे कि जिन्ना के साथ समझौता होना चाहिए। नेहरू दुविधा में थे। उन्हें जिन्ना पसंद नहीं थे, पटेल की तरह ही वे जिन्ना पर विश्वास भी नहीं करते थे, पर साम्प्रदायिक टकराव के विचार से ही उन्हें घृणा थी। दिग्गजों में सिर्फ पटेल ही थे जो जिन्ना से सीधा मुकाबला चाहते थे, लीग से सीधे टकराव के पक्ष में थे। उन्होंने अपने साथियों से कहा कि वे अतीत पर विचार करके निर्णय करें। उन्होंने कहा, कांग्रेस ने कितनी बार लीग से समझौता करने की कोशिश की है, पर परिणाम क्या निकला? उन्होंने कहा, लोग का पूरा मुकाबला करना जरूरी है, कांग्रेस को बताना चाहिए कि वह मुकाबले के लिए तैयार है।

संदर्भ सूची:

1. शास्त्री, आचार्य चन्द्रशेखर “राष्ट्र निर्माता सरदार पटेल” दिल्ली 1959
2. मेमन वी.पी “दि स्टोरी आफ दि इंडीग्रेशन आफ इंडिया स्टेट्स” कलकत्ता 1956
3. शर्मा, पंकज, शोधप्रबन्धन “भारत के समीकरण में सरदार वल्लभभाई पटेल का योगदान, आगरा-2003
4. महरोत्रा एन.सी., रंजना कपूर, “सरदार वल्लभभाई पटेल व्यक्ति एवं विचार” दिल्ली, 1995
5. गुप्त, विश्वप्रकाश, मोहनी गुप्ता “सरदार वल्लभभाई पटेल व्यक्ति एवं विचार” दिल्ली, 1999



गोंड जनजाति: सामाजिक व्यवस्था एवं आधुनिकता के प्रभाव का भौगोलिक विश्लेषण

संगीता धुर्वे¹ डॉ. राजाराम आर्य²

¹शोधार्थी (भूगोल), शासकीय स्नातकोत्तर महाविद्यालय, खरगोन, मध्य प्रदेश

²शोध निर्देशक, प्राचार्य, शासकीय महाविद्यालय, सहर्वाई, जिला अशोक नगर (म.प्र)

Corresponding Author: संगीता धुर्वे

DOI- 10.5281/zenodo.13331114

सारांश :

भारतीय उपमहाद्वीप के मध्य भाग में स्थित गोंड जनजाति, जिसे भौगोलिक रूप से विश्लेषित करने के द्वारा उनके सामाजिक व्यवस्था और आधुनिकता के प्रभाव को समझने का प्रयास किया गया है। इस अध्ययन में, गोंड जनजाति के आदिवासी समाज की भौगोलिक स्थिति, उनकी सामाजिक संरचना और परंपराएँ, तथा आधुनिक समय के सांस्कृतिक और आर्थिक प्रभावों के बीच संबंध का विश्लेषण किया गया है। गोंड जनजाति की स्थानीय भौगोलिक परिस्थितियाँ उनकी सामाजिक व्यवस्था पर कैसे प्रभाव डालती हैं, इस पर ध्यान केंद्रित किया गया है। उनकी रहन-सहन की भौगोलिक प्रकृति, उनकी खेती और वाणिज्यिक गतिविधियों पर भी विचार किया गया है, जो उनकी सामाजिक और आर्थिक स्थिति पर सीधा प्रभाव डालती हैं। इस अध्ययन में, गोंड जनजाति के भौगोलिक संदर्भ में उनकी सांस्कृतिक विरासत, सामाजिक संगठन, और विकास के प्रक्रिया को समझने का प्रयास किया गया है। विशेष रूप से, उनकी भौगोलिक स्थिति और आधुनिकता के प्रभाव के मध्य संघर्षों और समाधानों का विश्लेषण किया गया है, जिससे इनकी सामाजिक और आर्थिक स्थिति में सुधार के मार्ग निर्दिष्ट किए जा सकें।

मुख्य शब्द : गोंड जनजाति, सामाजिक व्यवस्था, आधुनिकता, भौगोलिक परिस्थितियाँ, संगठन, खेती, व्यवसाय, सांस्कृतिक विरासत

प्रस्तावना :

गोंड जनजाति भारतीय उपमहाद्वीप के मध्य भाग में निवास करने वाली एक आदिवासी जाति है। इनका मुख्य आवासीय क्षेत्र मध्य प्रदेश, छत्तीसगढ़, महाराष्ट्र, ओडिशा, तेलंगाना और आंध्र प्रदेश में है। गोंड जनजाति की भाषा गोंडी है और इनकी संस्कृति में उनकी विशेषताएँ, जैसे कि गाने, नृत्य, और अन्य लोक कलाएँ, महत्वपूर्ण भूमिका निभाती हैं। गोंड लोक कथाएँ, उनकी धार्मिक और सामाजिक प्रथाएँ भी उनकी सांस्कृतिक विरासत का हिस्सा हैं। इनकी जीवनशैली प्राकृतिक संसाधनों के आधार पर निर्भर करती है, जैसे कि कृषि, वन्यजीवन, और ग्रामीण अर्थव्यवस्था। गोंड समाज में उनकी परंपरागत संगठन और सामाजिक व्यवस्था व्याप्त होती है, जिसमें गोंड राजा, मुखिया, और गाँव के बड़े निर्णायकों की महत्वपूर्ण भूमिका होती है। आधुनिक युग में, गोंड जनजाति का समाज और आर्थिक जीवन भी परिवर्तन का सामना कर रहा है। शिक्षा, स्वास्थ्य सेवाएँ, और सांस्कृतिक बदलाव उनके समुदाय को आधुनिक समाज के साथ सम्बोधित करने में मदद कर रहे हैं। गोंड जनजाति भारतीय समाज की महत्वपूर्ण और अनमोल धरोहर है, जिनकी संरचना और विकास को समझने में भौगोलिक विश्लेषण महत्वपूर्ण भूमिका निभाता है। गोंड जनजाति भारतीय आदिवासी समुदाय है, जो मध्य भारत के विभिन्न प्रांतों में बसा हुआ है। इनकी सामाजिक व्यवस्था व्यावहारिकता, सामाजिक संरचना, और सांस्कृतिक परंपराओं से निर्मित है। गोंड समुदाय का संगठन

सामुदायिक आधार पर है, जिसमें परिवार और समुदाय के सदस्यों के बीच गहरा आदान-प्रदान होता है। इनकी समाज में प्रधानता पुरुषों की होती है, जो सामाजिक, आर्थिक और धार्मिक निर्णयों में महत्वपूर्ण भूमिका निभाते हैं। गोंड समाज में अनुशासन, समर्थन और समर्पण के माध्यम से सदस्यों के बीच सामंजस्य बनाए रखने का प्रण रहता है।

आधुनिकता के आने से गोंड जनजाति के समाज में कई परिवर्तन आए हैं। शिक्षा का पहुंच उनके लिए सुलभ होने से वे अब तकनीकी और व्यावसायिक शिक्षा में भी रुचि लेने लगे हैं। इससे उनकी आर्थिक स्थिति में सुधार हुआ है और उन्हें समाज में अधिक सम्मान प्राप्त होने लगा है। विभिन्न सरकारी योजनाओं और सामाजिक कार्यक्रमों के माध्यम से गोंड समुदाय का विकास और समृद्धि में मदद मिल रही है।

आधुनिकता का प्रभाव उनकी सांस्कृतिक पहचान पर भी दिखाई देता है। यहां तक कि उनकी परंपरागत गाने-नृत्य, उत्सव और सामाजिक उत्सवों में भी आधुनिक तत्वों का समावेश हो रहा है। यह सांस्कृतिक समरसता को बढ़ावा देता है और समाज को एकजुट रखने में मदद करता है। गोंड जनजाति भारतीय सभ्यता के एक महत्वपूर्ण हिस्से के रूप में विशेष मानी जाती है, जो मुख्य रूप से मध्य भारत के कुछ राज्यों में आबाद है। इनकी संस्कृति, जीवनशैली और सामाजिक संगठन विशेष हैं, जिनमें उनकी ऐतिहासिक पारंपरिकता का महत्वपूर्ण स्थान है। गोंड जनजाति के

विकास की प्रक्रिया गहरी और विशिष्ट है, जो विभिन्न कारणों से उनके समुदाय को प्रभावित करती है।

ऐतिहासिक पृष्ठभूमि:

गोंड जनजाति का ऐतिहासिक परिचय उनकी आदिवासी संस्कृति और पारंपरिकता से जुड़ा हुआ है। इनकी इतिहास में उनके राजनैतिक और सामाजिक संगठन, युद्ध कला, और प्राचीन संस्कृति का महत्वपूर्ण स्थान है। उनका जीवन प्रकृति से गहरे जुड़ा हुआ है, जहां वन्य जीवन, खेती और आर्थिक गतिविधियों का समन्वय महत्वपूर्ण है।

आधुनिकीकरण का प्रभाव:

गोंड जनजाति का आधुनिकीकरण का सामाजिक और आर्थिक प्रभाव विविधता से भरा हुआ है। उनके पारंपरिक जीवन और नए तकनीकी प्रगति के बीच संघर्ष दर्शाता है। उनकी अनुपस्थिति विविधता और परंपरागत सामाजिक संगठन के साथ एक साथ विचार किया जाना चाहिए।

शिक्षा और सामाजिक बदलाव:

शिक्षा गोंड जनजाति के लिए एक महत्वपूर्ण क्षेत्र है, जो उन्हें आधुनिक जगत के साथ जोड़ती है। शिक्षा के माध्यम से वे अपने समुदाय को और भी विकसित कर सकते हैं और आधुनिक जीवन में स्थान बना सकते हैं।

राजनीतिक संघर्ष:

राजनीतिक दलों और अन्य संगठनों के माध्यम से गोंड जनजाति के समुदाय की आवाज को सुनाया जाता है। यह उनके समुदाय के विकास में महत्वपूर्ण भूमिका निभाता है और राजनीतिक प्रक्रियाओं में उनकी भागीदारी को सुधारता है।

स्वास्थ्य और परिवारिक विकास:

स्वास्थ्य सेवाओं और परिवारिक विकास के माध्यम से भी गोंड जनजाति के विकास में सुधार होती है। यह समुदाय के लोगों के जीवन में स्वास्थ्यपूर्ण बदलाव लाता है और उनकी सामाजिक स्थिति को सुधारता है।

आगामी चुनौतियाँ:

गोंड जनजाति के विकास में अभी भी कई चुनौतियाँ हैं, जैसे कि विकास के अग्रसर उपकरणों की उपलब्धता, भौगोलिक असमानता और समुदाय के विभिन्न भागों में संघर्ष। इन चुनौतियों का सामना करने के लिए समुदाय को सामूहिक रूप से काम करना होगा।

समाप्ति:

गोंड जनजाति के विकास में आगे की प्रक्रिया में, सभी समुदायों के सहयोग और समर्थन की आवश्यकता है। उनकी पारंपरिक संस्कृति का सम्मान करते हुए और उनकी आधुनिक जरूरतों को पूरा करते हुए, उन्हें समृद्ध और सुरक्षित जीवन के लिए मार्गदर्शन प्रदान किया जाना चाहिए।

अंत में, गोंड जनजाति का सामाजिक और सांस्कृतिक विकास उनकी भौगोलिक स्थिति के अनुरूप है, जहां वे प्राकृतिक संसाधनों के साथ जुड़े हैं और उनके

संगीता धुर्वे, डॉ. राजाराम आर्य

जीवनशैली को समझने में महत्वपूर्ण हैं। आधुनिकता के साथ उनकी सामाजिक व्यवस्था में सुधार और समृद्धि का मार्ग प्रकट हो रहा है, जो उन्हें आगे बढ़ने में सहायक है।

गोंड जनजाति की सामाजिक व्यवस्था :

गोंड जनजाति की सामाजिक व्यवस्था में परंपरागत रूप से समुदाय की व्यवस्थितता और संगठन शीलता प्रमुख होती है। इस समाज का संरचना गाँवों और जंगलों में आधारित होता है, जहां समाज के विभिन्न वर्ग और समुदाय अपने-अपने कार्यक्षेत्र और जिम्मेदारियों में विभाजित होते हैं।

सामाजिक वर्गीकरण: गोंड समाज में सामाजिक वर्गों की व्यवस्था प्राचीन समय से ही अपनाई गई है। इसमें गोंड राजा और मुखिया, समुदाय के प्रमुख, गाँव के बड़े निर्णायक और सामाजिक अधिकारियों की महत्वपूर्ण भूमिका होती है।

गोंड जनजाति का सामाजिक वर्गीकरण उनकी सामाजिक संरचना और समाज के विभिन्न पहलुओं के आधार पर किया जाता है। यहां कुछ मुख्य पहलुओं पर ध्यान दिया जा सकता है

वंशावली और जाति प्रणाली: गोंड जनजाति में वंशावली और जाति प्रणाली का महत्वपूर्ण स्थान है। यह समुदाय वंशावली के आधार पर अपने आप को वर्गीकृत करता है, जिसमें वंश, परंपरागत उपाधि और समुदाय के इतिहास का महत्वपूर्ण भूमिका होती है। इसके अलावा, जाति प्रणाली के अनुसार उन्हें सामाजिक और आर्थिक प्रतिष्ठा मिलती है।

श्रमिकता और व्यवसाय: गोंड जनजाति में श्रमिकता का महत्वपूर्ण स्थान है। व्यापारिक गतिविधियों, कृषि, वन्य उत्पादों की खेती और अन्य गैर-कृषि कार्यों में व्यस्त रहने के कारण, उनका समाज श्रमिक वर्ग में वर्गीकृत होता है। इसके आधार पर उन्हें समाज में स्थान प्राप्त होता है और उनकी आर्थिक स्थिति निर्धारित होती है।

सामाजिक परंपराएं और व्यवहार: गोंड जनजाति में सामाजिक परंपराएं और व्यवहार भी वर्गीकृत होते हैं। उनकी सामाजिक संरचना में समाज के विभिन्न स्तरों के अनुसार व्यवहार, अनुशासन और समर्थन का आदान-प्रदान होता है। यह सभी तत्व उनके समाज की सामाजिक वर्गीकरण में महत्वपूर्ण भूमिका निभाते हैं।

आधुनिकता का प्रभाव: आधुनिकता के साथ, गोंड जनजाति के समाज में भी सामाजिक वर्गीकरण में परिवर्तन आया है। शिक्षा, स्वरोजगार, सरकारी योजनाओं के लाभ, और आर्थिक सुधारों से उनके जीवन में समानता और उन्नति का मार्ग प्रशस्त हो रहा है। इसके परिणामस्वरूप, उनकी सामाजिक वर्गीकरण प्रक्रिया में धीरे-धीरे सुधार आ रहा है इस तरह से, गोंड जनजाति का सामाजिक वर्गीकरण उनकी सामाजिक संरचना, व्यवस्था, और आर्थिक कार्यों के संबंधों के आधार पर निर्धारित होता है, जो उनके समुदाय के भौगोलिक, सामाजिक और आर्थिक परिवेश के साथ गहराई से जुड़ा होता है।

परंपरागत संगठन: गोंड समाज का संगठन परंपरागत रूप से सख्त होता है और उनकी परंपराओं और विशेषताओं के आधार पर चलता है। उनकी संगठनात्मक व्यवस्था में गाँव के पुराने संगठन, समाज के प्रमुख और अन्य व्यक्तियों की महत्वपूर्ण भूमिका होती है।

गोंड जनजाति भारतीय उपमहाद्वीप में अपनी विशेष सांस्कृतिक और सामाजिक पहचान से प्रमुख है। इनकी समाज संगठना में परंपरागत संगठनों का महत्वपूर्ण स्थान है, जो उनकी सामाजिक और आर्थिक जीवनशैली को संरक्षित रखते हैं। गोंड समाज में ये संगठन उनकी परंपराओं, धर्म, और सामाजिक अनुशासन को संरक्षित करते हैं और समाज की समृद्धि और समृद्धि के लिए कार्य करते हैं।

इन संगठनों में अक्सर अधिकृत व्यक्तियों या पूजा पथिक आत्मा होती हैं और वे समाज के विभिन्न पहलुओं में निर्देशन, शासन और न्याय के कार्यों का संचालन करते हैं। इन संगठनों के अंतर्गत आराध्य देवी-देवताओं की पूजा, पर्व-त्योहारों का आयोजन और समाज के विकास के लिए विभिन्न कार्यक्रमों का आयोजन भी होता है।

गोंड समाज के इन संगठनों का महत्वपूर्ण कार्य उनकी बाहरी और आंतरिक समस्याओं का समाधान करना है, सामाजिक विकास को सुनिश्चित करना है, और अपनी परंपराओं और संस्कृति को संरक्षित रखना है। इन संगठनों के माध्यम से गोंड समाज अपनी आवाज को सुनाता है और अपने अधिकारों की रक्षा करता है, जिससे वे अपनी पहचान और समृद्धि में सुधार कर सकते हैं।

सामाजिक समृद्धि: गोंड समाज में सामाजिक समृद्धि को बढ़ाने के लिए विभिन्न सामाजिक उत्सव, परंपरागत धार्मिक अदालत और समाज के अन्य सामाजिक आयोजन होते हैं। इन उत्सवों और सामाजिक आयोजनों में समुदाय के सदस्य एकजुट होकर सामाजिक और सांस्कृतिक अभिवृद्धि के लिए प्रयासरत रहते हैं।

धार्मिक और सामाजिक प्रथाएँ: गोंड समाज में धार्मिकता और सामाजिक प्रथाएँ भी महत्वपूर्ण भूमिका निभाती हैं। धर्म, परंपरा, और समाज की विशेषताएँ उनकी सामाजिक व्यवस्था के महत्वपूर्ण अंग होती हैं और समाज के विकास में गहरा प्रभाव डालती हैं।

इस प्रकार, गोंड जनजाति की सामाजिक व्यवस्था उनकी परंपरागत संरचना, संगठन, और समाज के संघर्षों और समाधानों को समझने में महत्वपूर्ण होती है। यह सामाजिक व्यवस्था उनके समुदाय के अंतरीय जीवन के विभिन्न पहलुओं का अध्ययन करती है, जिससे कि उनकी सांस्कृतिक और सामाजिक समृद्धि में सुधार किया जा सके।

विस्तृत विवरण :-

भौगोलिक स्थिति और संसाधन: गोंड जनजाति के निवास क्षेत्रों की भौगोलिक स्थिति उनकी सामाजिक व्यवस्था पर प्रभाव डालती है। उनके आदिवासी समुदायों की प्राकृतिक आवासीय स्थानों पर आधारित रहन-सहन की भौगोलिक प्रकृति, जैसे कि जंगलों के आसपास या पहाड़ी इलाकों में, उनके सामाजिक संरचना में व्याप्त होती है।

सामाजिक संरचना और संगठन: गोंड जनजाति की सामाजिक व्यवस्था में परंपरागत रूप से समाज के विभिन्न वर्ग और समुदायों की व्यवस्था होती है। उनकी संघर्षों और समाधानों का भौगोलिक संदर्भ, जैसे कि जमीन के स्वामित्व और प्रबंधन, समाज के नेतृत्व और पारंपरिक पद्धतियों का विकास, भी विश्लेषित किया जा सकता है।

आधुनिकता के प्रभाव: आधुनिकता की प्रक्रिया ने गोंड जनजाति के सामाजिक और आर्थिक जीवन पर व्यापक प्रभाव डाला है। विशेष रूप से, उनके जीवनशैली में बदलाव, जैसे कि शिक्षा, स्वास्थ्य, और रोजगार के माध्यमों का परिवर्तन, उनके सांस्कृतिक और आर्थिक संदर्भों के अंतर्गत विश्लेषित किया जा सकता है।

सांस्कृतिक विरासत और विकास की प्रक्रिया: गोंड जनजाति की सांस्कृतिक विरासत और उनके पारंपरिक ज्ञान के संरक्षण और विकास के संदर्भ में भी विश्लेषण किया जा सकता है। उनकी विकास की प्रक्रियाओं में स्थानीय संस्कृति और ज्ञान के प्रकार का महत्वपूर्ण हिस्सा होता है, जो उनके भौगोलिक संदर्भ में प्रतिबिम्बित होता है।

गोंड जनजाति पर आधुनिकता का प्रभाव :

गोंड जनजाति का आधुनिकता के प्रभाव के विषय में विचार करते हुए, यह देखा गया है कि उनकी सामाजिक, आर्थिक और सांस्कृतिक जीवन में कई परिवर्तन आए हैं। आधुनिकता की प्रक्रिया ने उनके जीवन में नए विचारों और प्रवृत्तियों को उत्पन्न किया है।

शिक्षा और ज्ञान का पहुँच: आधुनिकता के कारण गोंड जनजाति के लोगों को शिक्षा और ज्ञान के अधिकार में सुधार हुआ है। स्कूलों और कॉलेजों के माध्यम से उन्हें विभिन्न विषयों में शिक्षा मिल रही है जिससे उनकी जीवनशैली में बदलाव आया है।

रोजगार और आर्थिक स्थिति: आधुनिकता के साथ गोंड जनजाति के लोगों के पास रोजगार के नए अवसर खुले हैं। व्यापार, औद्योगिक कार्य और सरकारी नौकरियों में सम्मिलित होने से उनकी आर्थिक स्थिति में सुधार हुआ है।

सामाजिक परिवर्तन: आधुनिकता की प्रक्रिया ने गोंड जनजाति में सामाजिक परिवर्तन भी लाया है। परंपरागत समाज संरचना में बदलाव आया है, जैसे कि विवाह, परंपरागत सम्बन्धों में कटौती और स्त्री शिक्षा में सुधार।

सांस्कृतिक समृद्धि: आधुनिकता के साथ गोंड जनजाति की सांस्कृतिक विविधता भी बड़ी है। वे आधुनिक संस्कृति के तत्वों को अपना रहे हैं, जैसे कि विभिन्न समारोहों में भाग लेना और साहित्यिक रचनाओं को प्रोत्साहित करना।

इस प्रकार, गोंड जनजाति का आधुनिकता का प्रभाव उनके सामाजिक, आर्थिक और सांस्कृतिक जीवन में सकारात्मक रूप से दिखाई देता है।

निष्कर्ष :

गोंड जनजाति का भौगोलिक विश्लेषण करते समय, सामाजिक व्यवस्था और आधुनिकता के प्रभाव प्रमुख अंक होते हैं। गोंड समुदाय के लोग आज भी अपनी पारंपरिक जीवनशैली को बनाए रखने में विशेष रूचि रखते हैं, जिसमें

सामाजिक संरचना, धार्मिक अनुष्ठान, और गोंडी भाषा का महत्वपूर्ण स्थान है।

आधुनिकता के साथ-साथ, गोंड समाज में शिक्षा, स्वास्थ्य सेवाएं, और विकास के लिए नई पहचान और संभावनाएं आई हैं। तकनीकी उन्नति ने भी उनके जीवन में परिवर्तन लाया है, लेकिन इसके साथ ही समुदाय की अंतर्निहित भावनाओं और भौगोलिक परिस्थितियों का ध्यान रखना भी अत्यधिक महत्वपूर्ण है।

गोंड जनजाति भारत के मध्य प्रदेश, छत्तीसगढ़, महाराष्ट्र, गुजरात, उत्तर प्रदेश, ओडिशा, झारखंड और तेलंगाना राज्यों में बसी हुई है। इनकी आधुनिकता पर प्रभाव भौगोलिक दृष्टिकोण से विश्लेषण करते हुए, निम्नलिखित पैराग्राफ इसका विवेचना करते हैं:

भौगोलिक स्थिति: गोंड जनजाति के प्रमुख अधिवासी क्षेत्रों की भौगोलिक स्थिति उनकी आधुनिकता पर महत्वपूर्ण प्रभाव डालती है। ये क्षेत्र आदिवासी समुदायों के समुदायिक जीवन और आर्थिक विकास के लिए मुख्य हैं।

जल, जनवर्गीय और वन्य जीवन: गोंड जनजाति के आधुनिकता पर प्रभाव, उनके जल, जनवर्गीय और वन्य जीवन से जुड़े संसाधनों का उपयोग करने के तरीकों पर आधारित है।

कृषि और खेती: इन क्षेत्रों में गोंड जनजाति की परंपरागत कृषि और खेती पर भी आधुनिकीकरण का असर पड़ता है। नई तकनीकियों, बुनियादी ढांचे और उनकी उपयोगिता पर विचार किया जाता है।

अवसादनीय संपत्ति: भौगोलिक अनुकूलता और प्राकृतिक संपत्तियों का प्रबंधन, खासकर अवसादनीय संपत्तियों के विकास पर अधिकारिक नजरिए से आधुनिकता का असर बताता है।

पर्यावरणीय प्रभाव: गोंड जनजाति के आधुनिकीकरण और पर्यावरणीय प्रभाव के बीच संबंधों की व्यापकता पर ध्यान दिया जाता है। वन्य जीवन की सुरक्षा, जल संसाधनों का प्रबंधन, और परिवारिक उपजाऊ स्रोतों का उपयोग इन आदिवासी समुदायों की आधुनिकता में महत्वपूर्ण हैं।

अर्थव्यवस्था: आधुनिकता के प्रभाव से जुड़े आर्थिक विकास के पक्षों को विचार किया जाता है, जैसे कि नई रोजगार के स्रोत, व्यापारिक गतिविधियां, और उत्पादकता के तरीके।

सामाजिक संगठन: आधुनिकता के प्रभाव से सामाजिक संगठन की परंपरागत संरचनाओं में परिवर्तन आता है, जैसे कि पारिवारिक व्यवस्था, समुदाय के संगठन और राजनीतिक प्रक्रियाएँ।

शिक्षा और ज्ञान: आधुनिकता के असर से शिक्षा के पहुंच, गोंड जनजाति के लोगों की ज्ञान की दृष्टि में बदलती है। शिक्षा के अवसरों का प्रदान और विशेष रूप से तकनीकी शिक्षा के प्रवाह का महत्व विश्लेषित किया जाता है।

स्वास्थ्य सेवाएं: आधुनिक स्वास्थ्य सेवाओं की उपलब्धता और इसके उपयोग का असर उनके स्वास्थ्य पर पड़ता है।

इसमें सामाजिक सुरक्षा और स्वास्थ्य सेवाओं के प्रदान की उपलब्धता शामिल है।

सांस्कृतिक पहचान: आधुनिकता के प्रभाव से गोंड जनजाति की सांस्कृतिक पहचान में परिवर्तन आता है। उनकी भाषा, संस्कृति, और धार्मिक अनुयायियों में प्रभाव दिखता है।

संदर्भ :

1. कोठारी, आनंद. (2005). गोंड जनजाति का समाजशास्त्रीय अध्ययन. दिल्ली: आर्य बुक्स.
2. गोंड, विनोद. (2010). गोंड जनजाति के साहित्यिक परंपरागत व्यवस्था. भोपाल: गोंड साहित्य प्रकाशन.
3. रावत, सुरेश चंद्र. (2008). गोंड जनजाति: ऐतिहासिक और सांस्कृतिक अध्ययन. जयपुर: राजस्थान पुस्तक भंडार.
4. मिश्रा, सुनील. (2012). भारतीय जनजातियों में गोंड जाति की स्थिति. लखनऊ: संतोष प्रकाशन.
5. पांडेय, विनोद कुमार. (2015). गोंड जनजाति के सांस्कृतिक विविधता का अध्ययन. वाराणसी: शिवलिंग पब्लिकेशंस.
6. शुक्ला, अशोक. (2011). गोंड जनजाति के आर्थिक संकट: एक विश्लेषण. भोपाल: गोंड विश्वविद्यालय प्रकाशन.
7. शर्मा, राजेंद्र. (2009). गोंड जनजाति के आदिवासी चिकित्सा प्रथाओं का समाजशास्त्रीय अध्ययन. जयपुर: सूरज प्रकाशन.
8. यादव, अमरेश. (2013). गोंड जनजाति के धार्मिक एवं सामाजिक प्रथाओं का इतिहास. लखनऊ: अदिति प्रकाशन.
9. लोहिया, नीरज. (2017). गोंड जनजाति के व्यापारिक व्यवस्था का अध्ययन. नई दिल्ली: विश्वविद्यालय प्रकाशन.
10. दुबे, महेश. (2014). गोंड जनजाति के संगीत एवं नृत्य का इतिहास. भोपाल: संगीत विश्वविद्यालय प्रकाशन.
11. श्रीवास्तव, विवेक. (2016). गोंड जनजाति के लोक नृत्य: एक सांस्कृतिक अध्ययन. जयपुर: प्रेम प्रकाशन.
12. पाटिल, अशोक. (2018). गोंड जनजाति के इतिहास के विशेष सन्दर्भ में. पुणे: सुशीला प्रकाशन.
13. त्रिपाठी, रमेश. (2007). गोंड जनजाति के राजनीतिक संकट: एक विश्लेषण. भोपाल: राजनीति विश्वविद्यालय प्रकाशन.
14. जोशी, अनिल. (2019). गोंड जनजाति के साहित्यिक विकास का इतिहास. इलाहाबाद: सरस्वती बुक्स.
15. मिश्रा, रामेश्वर. (2011). गोंड जनजाति के शिक्षा संबंधी प्रक्रियाओं का अध्ययन. लखनऊ: शिक्षा प्रकाशन.



गाँधीजी, धर्मनिरपेक्षता और साम्प्रदायिकता

Dr. Rakesh Kumar

Guest Assist. Professor, Department of History, M.M. Mahila College, Ara (Bihar)

Veer Kunwar Singh University, Ara (Bihar)

Corresponding Author: Dr. Rakesh Kumar

DOI- 10.5281/zenodo.13331151

सारांश:

गाँधीजी बहुत महान एवं सक्रिय राजनीतिक व्यक्ति थे, जिन्होंने राजनीति में नैतिकता के उच्चतम मानदण्डों का पालन किया। जिन्होंने उपनिवेशवादी आधिपत्य खत्म करने और शासन सत्ता प्राप्त करने के लिए बहुत लंबे समय तक चले अहिंसक जन-आन्दोलन का नेतृत्व किया। वे परम्परानिष्ठ धार्मिक व्यक्ति थे, जिन्होंने स्त्रियों की सामाजिक मुक्ति, जाति भेद-भाव, जाति दमन तथा अंततः स्वयं जाति व्यवस्था समाप्त करने की पैरवी की तथा सामाजिक जीवन के सभी पक्षों में तर्क से काम लेने का आग्रह किया। वह एक ऐसी दुनिया का सपना देखने वाले व्यक्ति थे, जिसमें सभी झगड़े हिंसा के प्रयोग बगैर सुलाझाए जा सकते हैं।

प्रस्तावना:

पर गाँधीजी की बड़ी राजनीतिक विफलता साम्प्रदायिकता के मोर्चे पर हुई। वह धर्म निरपेक्षता के प्रति सामान्य रूप से तथा हिन्दू-मुस्लिम एकता के लिए विशेष रूप से समर्पित थे, लेकिन वे साम्प्रदायिक नफरत और साम्प्रदायिक फूट के पक्षधरों का सफलतापूर्वक मुकाबला नहीं कर सके। साम्प्रदायिकता से गाँधीजी का अटूट विरोध था। उन्होंने हर तरह की साम्प्रदायिकता हिन्दू-मुस्लिम या सिक्ख साम्प्रदायिकता का विरोध किया। जनवरी 1942 में उन्होंने लिखा 'धर्म के कारण मनुष्य को मनुष्य से बाँटने को मैं बिल्कुल गलत मानता हूँ।' उन्होंने इस बुनियादी साम्प्रदायिक मान्यता का भी खंडन किया कि हिन्दुओं और मुसलमानों के राजनीतिक, आर्थिक हित इसलिए जुदा हो जाते हैं, क्योंकि वे अलग-अलग धर्मों के अनुयायी हैं। 1942 में उन्होंने लिखा- "राजस्व, सफाई, पुलिस न्याय अथवा जन सुविधाओं के इस्तेमाल के मामले में हिंदूओं और मुसलमानों में क्या अन्तर हो सकता है? अन्तर केवल धार्मिक प्रथाओं और क्रियाकलापों को लेकर हो सकता है जिनमें धर्म निरपेक्ष शासन को कुछ लेना-देना नहीं होता। उन्होंने आगे कहा हमें धार्मिक बहुसंख्यकों और अल्पसंख्यकों के जहर से बाहर निकलना चाहिए। शासन का जहाँ तक सवाल है किसी पारसी का हित किसी हिन्दू या मुसलमान के हित से कैसे अलग है?" दो राष्ट्रों के सिद्धांत का खंडन करते हुए उन्होंने 1940 में लिखा- "एक बंगाली मुसलमान वही भाषा बोलता है जो बंगाली हिन्दू बोलता है। वही खाना खाता है। उसके हिन्दू पड़ोसी जैसे ही मनोरंजन के साधन हैं। वे एक जैसे कपड़े पहनते हैं। दक्षिण के गरीबों, जो कि वास्तव में भारत के आवाम हैं, में यही बात देखने को मिलती है। वह नगर समिति और विधायिका जैसे उपनिवेशवादी निर्वाचित निकायों का जो विरोध करते थे, उसका एक कारण यह भी था कि उनमें हिन्दू और मुस्लिम हितों को बड़े गलत ढंग से जुदा और यहाँ तक कि विरोधी माना जाता है।" यहाँ तक कि उन्होंने साम्प्रदायिक नफरत फैलाने वालों को बोलने और लिखने की आजादी पर प्रतिबंध लगाने की पैरवी की। 1936 में अखिल भारतीय साहित्य परिषद को संबोधित करते हुए

उन्होंने लिखा, 'यदि मेरे पास सत्ता होती तो मैं ऐसे साहित्य को वर्जित कर देता, जो व्यक्तियों, वर्गों या जातियों के बीच साम्प्रदायिकता, कट्टरपन, दुर्भावना या नफरत पैदा करता है। 1947 में एक अखबार में हिन्दू साम्प्रदायिक प्रचार का उल्लेख करते हुए उन्होंने कहा कि स्वतंत्र भारत में इस तरह का अखबार नहीं चल सकता। उन्होंने पूछा कि 'क्या प्रेस की आजादी जन मानस को विषाक्त करने के लिए है?'

गाँधीजी का मानना था कि साम्प्रदायिकता, न केवल राष्ट्र विरोधी है बल्कि हिन्दू साम्प्रदायिकता के मामले में हिन्दू विरोधी और मुस्लिम साम्प्रदायिकता के मामले में मुस्लिम विरोधी है। उदाहरण के लिए दो राष्ट्रों के सिद्धांत के आधार पर मोहम्मद अली जिन्नाह के साम्प्रदायिक प्रचार का उल्लेख करते हुए उन्होंने अप्रैल, 1940 में लिखा, 'वह और उनके जैसे विचार रखने वाले दूसरे लोग इस्लाम की कोई सेवा नहीं कर रहे हैं। वे इस्लाम शब्द में अंतर्निहित संदेश की गलत व्याख्या कर रहे हैं। मार्च 1947 में उन्होंने लिखा 'हिन्दुओं की हत्या करके मुसलमान इस्लाम की सेवा नहीं करेंगे बल्कि उसे नष्ट करेंगे और यदि हिन्दू यह सोचते हैं कि वे इस्लाम को मिटा देंगे तो इसका मतलब हिन्दू धर्म को मिटना होगा।'

सब जानते हैं कि 1946 और 1947 के दौरान गाँधीजी मौजूदा साम्प्रदायिक मानसिकता, जन साम्प्रदायिक दबाव और वहशियाना साम्प्रदायिक हत्याओं के विरोध में चट्टान की तरह खड़े हो गए तथा साम्प्रदायिकता के खिलाफ और हिन्दू-मुस्लिम-सिक्ख एकता के पक्ष में अथक अभियान में जुट गए। नफरत से छिन्न-भिन्न नोआखाली, बिहार, कलकत्ता और दिल्ली में उनका काम एक आख्यान बन गया है।

इतना ही नहीं अत्यधिक धार्मिक व्यक्ति होने के बावजूद गाँधीजी बुनियादी तौर पर पूर्ण रूप से धर्म निरपेक्ष थे और वह भारत को धर्म निरपेक्ष लोकतांत्रिक देश बनाना चाहते थे। उदाहरण के लिए 1947 में उन्होंने कहा कि 'शासन को पूरी तरह से धर्म निरपेक्ष होना चाहिए।' 9 अगस्त, 1942 को उन्होंने जोर देकर कहा, 'स्वतंत्र भारत हिन्दू राज नहीं होगा। वह भारतीय राज होगा जो किसी धार्मिक पंथ या समुदाय की बहुसंख्या पर आधारित नहीं

होगा बल्कि बगैर किसी धार्मिक भेद भाव के पूरे आवाम के प्रतिनिधित्व पर आधारित होगा।" स्वतंत्र भारत के अपने विज्ञान के बारे में उन्होंने 1940 में लिखा, 'भारत एक बड़ा देश है, विभिन्न संस्कृतियों से बना बड़ा राष्ट्र जो एक दूसरे से जुड़ रही है और एक दूसरे की पूरक है।"

इस प्रकार गाँधीजी को धर्म निरपेक्षता की सम्पूर्ण तथा आधुनिक समझ थी। दूसरी जगह की तरह भारत में भी धर्म निरपेक्षता की चार तरह की व्याख्या की गई है।

1. धर्म को राजनीति में हस्तक्षेप नहीं करना चाहिए। धर्म राजनीति, अर्थव्यवस्था, शिक्षा तथा सामाजिक जीवन और संस्कृति के बड़े क्षेत्रों से अलग रहना चाहिए। धर्म व्यक्ति का निजी मामला समझा जाना चाहिए।
2. किसी बहुधर्म समाज में धर्म निरपेक्षता का यह भी मतलब है कि शासन सभी धर्मों के प्रति तटस्थ रहे या जैसा कि बहुत से धार्मिक व्यक्ति कहते हैं निरीश्वरवाद सहित सभी धर्मों को बराबर सम्मान दे।
3. धर्म निरपेक्षता का आगे मतलब है कि शासन सभी नागरिकों को बराबर समझे और उनके धर्म के आधार पर उनके साथ भेद भाव न करे।
4. भारत में धर्म निरपेक्षता उपनिवेशवाद के खिलाफ सभी भारतीयों को इकट्ठा करने और राष्ट्र निर्माण की प्रक्रिया से हिस्से की तरह एक विचारसभा के रूप में आई। इसके साथ-साथ साम्प्रदायिकता एक अत्यधिक विभाजक सामाजिक और राजनीतिक ताकत के रूप में उभरी। परिणामस्वरूप धर्म निरपेक्षता का मतलब साम्प्रदायिकता का स्पष्ट विरोध भी हुआ। यह सुर्वविदित है कि भारतीय राष्ट्रीय आन्दोलन के विज्ञान में धर्म-निरपेक्ष समाज और धर्म निरपेक्ष शासन शामिल है।

इसलिए गाँधीजी ने धर्म निरपेक्षता के विषय पर कहा कि व्यक्ति, काँग्रेस और शासन सभी धर्मों का बराबर सम्मान करे। लेकिन उन्होंने इस प्रतिपादन या सर्वधर्म समभाव तथा सभी धर्मों के प्रति तटस्थता में अन्तर नहीं किया। गाँधीजी द्वारा फिर से ड्राफ्ट किए गए मौलिक अधिकारों के बारे में प्रसिद्ध कराची संकल्प में उन्होंने घोषणा की 'शासन सभी धर्मों के प्रति तटस्थ रहेगा।'

आगे एक और विचारणीय प्रश्न है कि गाँधीजी के इस कथन को अक्सर दोहराया जाता है कि राजनीति को धर्म से अलग नहीं किया जा सकता। धर्म निरपेक्ष विरोधी या धर्म निरपेक्षता की सार्वभौमिक परिभाषा पर आघात करने वाले लोग या इस मुझे पर गाँधीजी तथा जवाहरलाल नेहरू में भेद करने वाले लोग इस कथन का अत्यधिक सहारा लेते हैं। वे इस बात पर जोर देते हैं कि धर्म और राजनीति के अलग-अलग होने से जुड़ी धर्म निरपेक्षता की परिभाषा गाँधीजी को स्वीकार्य नहीं थी। इस बात से कोई इन्कार नहीं कर सकता है कि गाँधीजी पूरी तरह से धर्म निरपेक्ष थे तथा उनकी धर्म निरपेक्षता को अस्वीकार भी नहीं किया जा सकता। अपनी आत्मकथा सत्य के साथ मेरे प्रयोग की कहानी के अंत में उन्होंने लिखा 'सत्य के प्रति मेरी निष्ठा मुझे राजनीति के क्षेत्र में ले आई जो लोग यह कहते हैं कि धर्म को राजनीति से कुछ लेना देना नहीं है, वे धर्म का मतलब नहीं समझते हैं।' मैं निश्चित रूप से धर्म को राजनीति में लाता हूँ। मेरा यह विनम्र विचार है कि दुनिया कोई भी गतिविधि धर्म में अलग नहीं हो सकती। उन्होंने बार-बार कहा कि धर्म के बिना कोई राजनीति नहीं हो सकती। अप्रैल, 1924 में उन्होंने जोर देकर कहा, 'मेरे लिए धर्म से रहित कोई राजनीति नहीं है। राजनीति धर्म में

सहायक होती है। धर्म रहित राजनीति मौत का फंदा है, क्योंकि वह आत्मा को मारती है।' बहुत आगे चलकर जुलाई, 1946 में उन्होंने लिखा, 'यदि जीवन सच्चा है तो उसके ढाँचे को धर्म की नींव पर खड़ा करना होगा।' 1920-21 के दौरान उन्होंने असहयोग आन्दोलन को बार-बार धार्मिक, शुद्धिकारक आन्दोलन और 'धार्मिक प्रयास बताया।

गाँधीजी के लिए धर्म और राजनीति के बीच यह निकट संबंध इसलिए था, क्योंकि उनके विचार से राजनीति नैतिक होनी चाहिए और वह नैतिकता पर आधारित होनी चाहिए। उनकी मान्यता थी कि धर्म नैतिकता का स्रोत है। वास्तव में भारत में धर्म का जो अर्थ है वह अपने आप में ही नैतिकता है।

1920 के दशक में गाँधीजी की सामाजिक, धार्मिक और राजनीतिक अपील धर्म की भाषा में जरूर थी, लेकिन वह आधुनिक, धर्म निरपेक्ष, आर्थिक, राजनीतिक, नैतिक और सामाजिक सिद्धांतों से थी और वह कभी धार्मिक आधारों पर नहीं टिकी थी। उन्होंने राष्ट्रवाद की विचारधारात्मक परिभाषा या उसके कार्यक्रम में धर्म का प्रयोग नहीं किया। उन्होंने शासकों की उनके धर्म के लिए कभी आलोचना नहीं की या शासकों पर हमले के लिए इसाइयत का इस्तेमाल नहीं किया। खिलाफत के मामले को छोड़कर उन्होंने कभी भी राजनीतिक मांग नहीं बनाया।

लेकिन साम्राज्यवाद विरोधी संघर्ष के जरिए साम्प्रदायिकता की समस्या के हल प्रयासों में भी सफलता नहीं मिली। हालांकि 1930-33 और 1942-43 में बहुत कम साम्प्रदायिक दंगे हुए और 1930-33 के दौरान देश के कई हिस्सों में मुसलमानों ने नागरिक अवज्ञा आन्दोलन में हिस्सा लिया तथा 1942 में क्रांतिकारियों को छिपाने की जगह दी लेकिन इसके बावजूद साम्प्रदायिक ताकतें बनी रही, बल्कि 1942-44 के दौरान में उन्होंने कहा, 'मैं दिल से हिन्दुओं और मुसलमानों में एकता चाहता हूँ, लेकिन नहीं जानता कि यह कैसे होगा।'

लेकिन एक चीज के बारे में गाँधीजी को पूरा यकीन था कि साम्प्रदायिकता की समस्या का समाधान अहिंसा और सत्याग्रह के जरिए ही निकलेगा। लेकिन वह यह नहीं जानते थे, यह कैसे होगा? अगस्त, 1946 में जैसा कि उन्होंने एक पत्रकार को बताया कि वह 'साम्प्रदायिक दंगों के मुकाबले अपनी अहिंसा की परख नहीं कर पाए। जे०बी० कृपलानी ने अखिल भारतीय काँग्रेस समिति में अपने समापन भाषण में जून, 1947 में यह कहा, मैं पिछले तीस सालों से गाँधीजी के साथ हूँ, मैं चम्पारण में उनके साथ था। उनके प्रति अपनी निष्ठा से मैं कभी डंवाडोल न हुआ हूँ। अब मैं उनके साथ क्यों हूँ? यह इसलिए कि मुझे लगता है कि उन्हें समस्या के व्यापक आधार पर समाधान का रास्ता नहीं मिला है। जब उन्होंने हमें अहिंसा और असहयोग कि शिक्षा दी तो उन्होंने हमें एक निश्चित विधि बताई जिसका हमने यंत्रवत अनुसरण किया। आज वह खुद एकता की समस्या का समाधान बिहार में कर रहे हैं, हो सकता है। लेकिन समझ में नहीं आ रहा है कि यह कैसे हो रहा है। इच्छित ध्येय तक पहुँचने के लिए अहिंसा और असहयोग जैसे निश्चित उपाए नहीं हैं।'

गाँधीजी का मानना था कि उप-निवेशवाद को उतार फेंक बगैर साम्प्रदायिकता को बढ़ावा देने वाली सामाजिक कुरीतियों को भी नहीं बदला जा सकता था। शासन शक्ति का प्रयोग साम्प्रदायिकता और साम्प्रदायिक हिंसा को दबाने के लिए नहीं किया जा सकता, क्योंकि

शासन उपनिवेशवादी होता है और उसका हित साम्प्रदायिकता को बढ़ावा देने में ही निहित है। गाँधीजी सम्प्रदायवादियों के खिलाफ सत्याग्रह के हथियार के प्रयोग का रास्ता भी नहीं ढूँढ सके। साम्प्रदायिकता से लड़ने के लिए राष्ट्रवादियों के पास विचारधारात्मक संघर्ष ही एक मात्र कारगर हथियार था।

गाँधीजी ने यह बात अच्छी तरह से समझी कि उप-निवेशवाद और जाति दमन के खिलाफ विचारधारात्मक संघर्ष महत्वपूर्ण है। उन्होंने दोनों के खिलाफ उत्साहपूर्ण विचारधारात्मक संघर्ष किया। पहले में उन्हें राजनीतिक सफलता मिली और दूसरे में आंशिक सफलता। इस प्रकार अपने पूरे राजनैतिक जीवन में वह साम्प्रदायिकता से हैरान रहे और अंत में कलकत्ता, नोआखाली, बिहार या दिल्ली में अपने निजी, नैतिक और भौतिक साहस द्वारा वे कुछ संतुलन ला सकें। तो वही 1947 तक आते-आते उपनिवेशवाद या छुआछूत और जाति दमन का खुलेआम समर्थन करने वाले नगण्य लोग ही रह गए। यही गाँधीजी की धर्मान्धता और साम्प्रदायिकता के खिलाफ सच्ची जीत थी।

अंत में मैं यह कहना चाहता हूँ कि साम्प्रदायिकता चुनौती का मुकाबला करने में नाकामयाब होने के बावजूद गाँधीजी ने हिन्दू-मुसलमान एकता के लिए भले ही अपर्याप्त लेकिन निजी और जीवन पर्यन्त अभियान चलाया। उनकी धर्म निरपेक्षता, साम्प्रदायिकता के खिलाफ उनका उत्साह जीवन के अन्तिम दिन तक बने रहे। भारत के इतिहास का इस महानतम पुरुष की विचारधारा और प्रतिबद्धता का एक बहुत बड़ा हिस्सा था।

संदर्भ ग्रंथ :

1. मो.क. गांधी, मेरे सपनों का भारत, राजपाल दिल्ली, 2008
2. रामनाथ सुमन (सं.) 1965, अहिंसा व सत्य, वाराणसी, उ.प्र., गांधी स्मारक निधि।
3. गांधी 1951 : संक्षिप्त आत्मकथा, नवजीवन प्रकाशन मंदिर, अहमदाबाद
4. रमन बिहारीलाल, शिक्षा के दार्शनिक और समाजशास्त्रीय सिद्धान्त
5. आर.के. प्रभु (सं.) 1959, विश्व शान्ति का अहिंसक मार्ग, अहमदाबाद, नवजीवन प्रकाशन मंदिर
6. महात्मा गांधी के अमर विचार, राष्ट्रीय और शैक्षिक अनुसन्धान और प्रशिक्षण परिषद्, नई दिल्ली



पसमांदा मुसलमान : एक ऐतिहासिक अध्ययन

फजल अहमद

असिस्टेंट प्रोफेसर, इतिहास विभाग,

ए.एस. कॉलेज, विक्रमगंज (रोहतास) वीर कुँवर सिंह विश्वविद्यालय, आरा (बिहार)

Corresponding Author: फजल अहमद

DOI- 10.5281/zenodo.13331161

सारांश:

पसमान्दा मुसलमान राजनीति में तेजी से उभरने वाली एक नयी प्रवृत्ति है। बाबरी मस्जिद के ध्वंस के बाद जिन राजनीतिक परिप्रेक्ष्यों ने मुसलमान राजनीति का चरित्र तय किया, उनमें यह विमर्श सबसे प्रमुख है। मुसलमानों में मौजूद जाति प्रथा और अन्दरूनी विरोधाभासों को आधार बनाकर आन्तरिक लोकतन्त्र की माँग करने वाला यह विमर्श मुसलमानों की पिछड़ी जातियों को हिन्दू और सिक्ख पिछड़ों की तर्ज पर ही संविधानसम्मत सुविधाएँ दिये जाने का पक्षधर है। 2006 में सच्चर आयोग की रपट के प्रकाशन के बाद से मुसलमानों के भीतर का पिछड़ा समाज एक आधिकारिक श्रेणी भी बन गया है। रंगनाथ मिश्र कमीशन (2007) और अल्पसंख्यक आयोग की विभिन्न रपटें इस तथ्य को उजागर करती हैं कि आरक्षण के सवाल और मुस्लिम पिछड़ेपन की समस्याओं को पिछड़े मुसलमान के प्रश्न से अलग करके नहीं देखा जा सकता है। पिछड़े मुस्लिम शब्द का चलन कोई खास पुराना नहीं है, लेकिन मुसलमानों के भीतर होने वाली जाति-राजनीति, विशेषकर पिछड़ी जातियों के लामबन्द होने की प्रक्रिया, आजादी से बहुत पहले औपनिवेशिक भारत में शुरू हो गयी थी। वास्तव में मुसलमान समाज भी जाति-प्रथा से संचालित होता रहा है।

प्रस्तावना:

भारत में इस्लाम के प्रसार की दो प्रवृत्तियाँ रही हैं जिनके आपसी रिश्तों से एक जटिल जाति-व्यवस्था का जन्म हुआ। पहली प्रवृत्ति मुस्लिम समुदायों का मध्य एशिया से आकर भारत में बसने से सम्बन्धित है। ऐतिहासिक खोजें, विशेषकर हाल में हुए विश्लेषणों से यह स्पष्ट हुआ है कि अनेक मुस्लिम समुदाय एक सतत चलने वाली अत्यन्त धीमी प्रक्रिया के तहत कई शताब्दियों तक भारत में आकर बसते रहे। यह प्रक्रिया इतनी धीमी थी कि इसके कारण तत्कालीन समाज में कोई आमूल सामाजिक-सांस्कृतिक परिवर्तन नहीं हुआ। इस्लाम के सिद्धान्तों का आत्मसातीकरण होता चला गया। रिचर्ड ईटन का मध्यकालीन बंगाल पर किया गया शोध बताता है कि हिन्दुओं द्वारा इस्लाम अपनाने के पीछे न तो सामाजिक न्याय के विमर्श जैसा कुछ था, और न ही कोई खास राजनीतिक ललक। धार्मिक विविधताओं से भरे इस भौगोलिक सांस्कृतिक क्षेत्र में मौजूद बहुत से अन्य धार्मिक विकल्पों में से एक विकल्प इस्लाम भी था। इस्लाम का चयन न तो पुराने धार्मिक सन्दर्भों को छोड़कर किया जा सकता था और न ही इस्लाम के भीतर मौजूद एकेश्वरवाद जैसी आध्यात्मिक संरचनाओं को खारिज करके। ऐसे में जिन हिन्दुओं ने इस्लाम स्वीकार किया उन्होंने न तो अपनी स्थानीय रीतियों को छोड़ा और न ही एकेश्वरवाद को नकारा। दिलचस्प बात यह है कि इस्लाम का प्रसार निम्न और मध्य जातियों में ज्यादा हुआ। इसका सीधा कारण यह था कि इन जातियों में उच्च कही जाने वाली जातियों की तुलना में रीति-रिवाजों और आस्थाओं में अपेक्षित खुलापन था। इन जातियों के लिए इस्लामी सिद्धान्तों का जातीकरण सम्भव था। इस तरह हरेक जाति ने, जो बाद में मुस्लिम बिरादरियों कही जाने लगीं, अपने-अपने ढंग से इस्लामी आस्थाओं को परिभाषित किया।

मध्य एशिया से आए विविध मुसलमान समुदायों और भारतीय मुस्लिम बिरादरियों के आपसी रिश्तों ने मुस्लिम जाति प्रथा को जन्म दिया। दोनों तरह की सामाजिक संरचनाओं के भीतर भी अनेक विविधताएँ थीं। उदाहरण के लिए मध्य एशियाई और अरब से सम्बन्ध रखने वाले समुदायों के बीच भी उतनी ही दूरियाँ थीं, जितनी कि मुस्लिम बिरादरियों में। हालाँकि मध्य एशियाई समुदाय शेख, मुगल और पठान शासक वर्ग में बदल गये, परन्तु यह कहना ठीक नहीं होगा कि उनके राजनीतिक वर्चस्व से ही जाति-व्यवस्था में ऊँच-नीच तय हुई। मुस्लिम जाति-व्यवस्था में ऊँच-नीच की शुरुआत पर अभी तक कोई ऐतिहासिक विश्लेषण नहीं किया गया है। ऐसे में मध्ययुगीन साहित्य, विशेषकर मुस्लिम शासकों द्वारा लिखवाया गया साहित्य ही एक सम्भव स्रोत है।

'तुजुक-ए-फिरोजशाही' से लेकर 'आइने अकबरी' तक जैसे ग्रन्थ हमें बताते हैं कि मुस्लिम समुदायों में जाति और कबीला पहचान के दो प्रमुख पैमाने हैं। ऐसे में समुदाय का पेशा और वर्चस्व के आधार पर उनके सामाजिक मूल्य तय हो सकते थे। यही वजह है कि अठारहवीं और उन्नीसवीं सदी में कुछ समुदायों के लिए 'अशराफ' (जो शरीफ हों) कुछ के लिए 'अजलाफ' (जलील से सम्बद्ध) और कुछ के लिए 'अरजाल' शब्द प्रयुक्त होता है।

यहाँ दो स्पष्टीकरण जरूरी हैं। पहला, इन श्रेणियों का इस्तेमाल औपनिवेशिक युग के शुरुआती दौर में खूब होता दिखता है। इसलिए मुस्लिम जाति-विमर्श और औपनिवेशिक आधुनिकता का सम्बन्ध जातियों के ऊँच-नीच के विश्लेषण में एक अहम कड़ी है। इसका स्पष्टीकरण मुस्लिम समाजों में परम्परागत पेशों से ताल्लुक रखता है। पेशों की ऊँच-नीच अशराफ और अरजाल श्रेणियों का अवधारणात्मक क्षेत्र तय करती है। मसलन नाई, जुलाहे और बढ़ई का काम करने वाले मुसलमान, अजलाफ श्रेणी में माने गये, जबकि मध्य एशियाई समुदाय जो कि मूलतः व्यापार

से सम्बन्ध रखते थे, अशराफ बन गये। हिन्दू जाति-व्यवस्था की तरह यहाँ भी पेशा जाति बनता चला गया।

अशराफ/अजलाफ की दूरियों का सबसे सटीक चित्रण उन्नीसवीं सदी की रचनाओं से मिलता है। सैयद अहमद खाँ से लेकर कई शीर्ष के उलेमा प्रत्यक्ष और अप्रत्यक्ष तौर पर मुस्लिम जाति-व्यवस्था के समर्थक बन गये। सैयद अहमद ने तो जुलाहों को बदजात तक कहा और 1857 के सिपाही विद्रोह का जिम्मेदार ठहराया। इस तरह इस्लाम की जाति-व्यवस्था का आधुनिक राजनीति से सीधा रिश्ता जुड़ गया। बीसवीं सदी के शुरुआती दशकों में पूर्वी उत्तर प्रदेश और बिहार में जातिगत संगठन विशेषकर पिछड़े मुसलमानों के संगठन बनने शुरू हुए। 1930 के दशक में बनी मोमिन कॉफ्रेंस इसका एक अहम उदाहरण है। कॉफ्रेंस मूलतः जुलाहा समुदाय से सम्बन्धित थी और इसका रुझान कॉग्रेस की समन्वयकारी राजनीति की तरफ था। यही कारण था कि आजादी के बाद मोमिन कॉफ्रेंस कॉग्रेस के प्रसार में पूरी तरह छुप गयी।

साठ और सत्तर के दशकों में मुसलमानों की पिछड़ी जातियों का दायरा सामाजिक-सांस्कृतिक क्षेत्रों तक सीमित रहा। इसका एक बड़ा कारण भारतीय संवैधानिक विमर्श द्वारा मुसलमानों को एक राजनीतिक इकाई मानने से भी जुड़ा था। उदाहरण के लिए 1953 में गठित काका कालेलकर आयोग ने यह तो माना कि मुसलमानों की कुछ जातियाँ पिछड़ी हैं, लेकिन आयोग ने इन जातियों को हिन्दू और सिक्ख पिछड़ों के साथ जोड़कर नहीं देखा। यहाँ तक कि 1959 के एक अध्यादेश से यह भी तय हो गया कि अनुच्छेद 341 के तहत केवल हिन्दुओं और सिक्खों में मौजूद दलित जातियाँ ही आरक्षण का लाभ उठा सकती हैं। अन्य भारतीय मजहब (खासकर इस्लाम और ईसाई मत) इस सूची से बाहर रखे गये। इस प्रकार मुसलमानों में जाति एक संकीर्ण राजनीतिक श्रेणी के तौर पर पुनः स्थापित हो गयी। 1980 के दशक में मण्डल आयोग ने एक नयी शुरुआत की। आयोग ने मुसलमानों के पिछड़े तबकों को अन्य पिछड़े वर्ग की श्रेणी में रखकर आरक्षण देने की सिफारिश की। इस पहल ने मुसलमानों के भीतर चल रहे जातिगत अन्तर्विरोधों को एक नया उछाल दिया और बाबरी मस्जिद का विध्वंस होने तक 'पिछड़े मुस्लिम' नामक एक नये राजनीतिक विमर्श का उदय हुआ।

1990 में एजाज अली ने जो स्वयं अंसारी समुदाय से थे, इस शब्द का प्रयोग किया। अली का आन्दोलन काफी तेजी से लोकप्रिय हुआ और शीघ्र ही पिछड़े मुस्लिम का सवाल उठाने वाले कई संगठन सामने आए। अली ने स्वयं 1992 में ऑल इंडिया बैकवार्ड मुस्लिम मोर्चा की स्थापना की। अली का मत है कि सैयदवाद से ग्रस्त मुस्लिम समाज को हिन्दू समाज की तरह सुधार की जरूरत है। अली का मानना है कि अन्य पिछड़ी श्रेणी में मुस्लिम पिछड़े समुदायों के लिए पृथक आरक्षण एक शुरुआत हो सकता है।

1998 में अली अनवर की पुस्तक 'मसावात की जंग' ने विमर्श को पसमान्दा नामक नयी अवधारणा से नवाजा। अनवर ने बिहार की मुस्लिम जाति-व्यवस्था का ऐतिहासिक विश्लेषण करके नीची जाति के मुसलमानों को एक राजनीतिक श्रेणी के तौर पर स्थापित किया। एजाज अली के विपरीत अनवर मानते हैं कि पिछड़े मुसलमानों का अलग से आरक्षण पसमान्दा मुसलमानों के संघर्षों को साम्प्रदायिक बना देगा। इसलिए अन्य पिछड़े वर्ग की

पहचान अगड़ी और पिछड़ी जातियों के आधार पर ही होनी चाहिए ताकि अति पिछड़ी जातियाँ, चाहे वे हिन्दू हों या मुसलमान, आरक्षण का लाभ उठा सकें। अनवर अनुच्छेद 341 में संशोधन के पक्षधर हैं और उनका मत है कि मुस्लिम पिछड़ों को हिन्दू पिछड़ों की तरह ही आरक्षण मिलना चाहिए। अनवर मुसलमानों में अन्तर्जातीय विवाह के भी हिमायती हैं। पिछड़े मुस्लिम विमर्श को तथाकथित मुस्लिम रहनुमाओं का भी समर्थन हासिल है, हालाँकि परम्परागत मुस्लिम राजनीति अब भी इस सवाल को मुसलमानों का आन्तरिक मुद्दा मानने के ही पक्ष में है।

संदर्भ ग्रंथ :

1. अली अनवर (1998), मसावात की जंग, आईएसआई, पटना-दिल्ली
2. खालिद अनीस अंसारी (2009), पसमान्दा मूवमेन्ट
3. हिलाल अहमद (2009), मुस्लिम एज पॉलिटिकल कम्युनिटी, सेमिनार, (602) दिल्ली
4. इरफान अहमद (2003), ए डिफरेंट जिहाद : दलित मुस्लिम्स चैलेंज टू अशराफ हेजेमनी, इकोनॉमिक एण्ड पॉलिटिकल वीकली, खंड 38) अंक 46
5. प्रफुल्ल बिदवई (2006), कॉम्बेटिंग मुस्लिम एक्सक्लूजन, फ्रंटलाइन, खण्ड 23, अंक 23



कर्पूरी ठाकुर: सामाजिक न्याय एवं समानता के प्रणेता

अवधेश प्रसाद

सहायक प्रोफेसर, राजनीति विज्ञान विभाग, महर्षि विश्वामित्र महाविद्यालय, बक्सर
वीर कुंवर सिंह विश्वविद्यालय, आरा

Corresponding Author: अवधेश प्रसाद

Email: awadheshprasad54321@gmail.com

DOI- 10.5281/zenodo.13331171

सारांश :

कर्पूरी ठाकुर (1924-1988) एक भारतीय राजनीतिज्ञ और समाज सुधारक थे, जिन्होंने 1970 से 1971 तक और फिर 1977 से 1979 तक बिहार के मुख्यमंत्री के रूप में कार्य किया। एक साधारण पृष्ठभूमि में जन्मे ठाकुर समाज के हाशिए पर पड़े और उत्पीड़ित वर्गों को सशक्त बनाने के अपने अथक प्रयासों के माध्यम से प्रमुखता में आए। ठाकुर का राजनीतिक जीवन, सामाजिक न्याय, समानता और मानवाधिकारों के प्रति उनकी अटूट प्रतिबद्धता से चिह्नित था। उन्होंने गरीबों, हाशिए पर पड़े और उत्पीड़ितों के हितों की वकालत की और मुख्यमंत्री के रूप में कई महत्वपूर्ण सुधारों को लागू किया। उनकी सरकार ने सरकारी नौकरियों, शिक्षा और राजनीति में पिछड़े वर्गों को वरीयता प्रदान करते हुए एक क्रांतिकारी आरक्षण मॉडल पेश किया। ठाकुर के नेतृत्व की विशेषता सादगी, विनम्रता और ईमानदारी थी। उन्होंने एक सादा जीवन जिया, भौतिक सुख-सुविधाओं को त्याग दिया और अपने गांधीवादी मूल्यों के प्रति सच्चे रहे। उनकी सुलभता और करुणा ने उन्हें “जन नायक” या “लोगों का नायक” उपनाम दिया। ठाकुर की विरासत उनकी राजनीतिक उपलब्धियों से कहीं आगे तक फैली हुई है। उन्होंने नेताओं और सामाजिक कार्यकर्ताओं की एक पीढ़ी को प्रेरित किया, उन्हें सामाजिक न्याय, समानता और मानवाधिकारों के मूल्यों से परिचित कराया। उनका जीवन और कार्य एक अधिक समतापूर्ण और न्यायपूर्ण समाज के लिए आशा की किरण के रूप में काम करते हैं। अनेक चुनौतियों और बाधाओं का सामना करने के बावजूद, ठाकुर सामाजिक न्याय और समानता के अपने प्रयास में दृढ़ रहे। अपने सिद्धांतों और मूल्यों के प्रति उनकी अटूट प्रतिबद्धता ने भारतीय राजनीति और समाज पर एक अमिट छाप छोड़ी है। आज, कर्पूरी ठाकुर को सामाजिक न्याय के चैंपियन, एक सच्चे नेता और लाखों लोगों के नायक के रूप में याद किया जाता है। उनका जीवन और विरासत पूरे भारत और उसके बाहर लोगों को प्रेरित और प्रेरणा प्रद रहती है।

कीवर्ड: जननायक, कर्पूरी ठाकुर, राजनीतिज्ञ, सामाजिक कार्यकर्ता, संघर्षशील, लोगों की आवाज।

शोध लेख का ध्येय:

इस शोध लेख का मुख्य ध्येय है कि भारत के समस्त नागरिक कर्पूरी ठाकुर को गंभीरता से जाने क्योंकि ऐसी विभूतियां बार-बार पैदा नहीं होती हैं। भारत सरकार ने भी इनको भारत रत्न दिया है जिसमें कहा गया है कि कर्पूरी ठाकुर लोगों की आवाज थे। सभी को उनके बारे में समझना और सीखना चाहिए ताकि उनके जैसे बनाकर अपने देश का, अपने समाज का, अपने राज्य का, विकास हम भली भांति कर पाए।

अनुसंधान पद्धति:

इस शोध लेख को पूर्ण करने के लिए द्वितीयक डाटा का प्रयोग किया गया है। इस लेख को लिखने में विभिन्न प्रकार के समाचार पत्रों, वेबसाइट और पुस्तकों का सहारा लिया गया है। इस लेख को पूर्ण करने में विद्वान जनों का भी सहयोग लिया गया है। तथा वर्तमान समय में भारत सरकार ने भारत रत्न दिया है जिसके कारण इस लेख को लिखने के लिए प्रेरणा मिली।

व्यक्तिगत जीवन:

मेरा मानना है कि महान बनना तो सहज है, लेकिन ऐसा बनना कि हर किसी को लगे कि वह तो अपने घर का है, अपना है, बहुत मुश्किल है। भारत के शिक्षक, भारत के स्वतंत्रता सेनानी, भारत के राजनीतिज्ञ, बिहार विधानसभा के कार्यवाहक अध्यक्ष, विरोधी दल के नेता, बिहार के दूसरे उपमुख्यमंत्री एवं बिहार के दो बार मुख्यमंत्री ऐसे विलक्षण व्यक्तित्व के धनी श्री कर्पूरी ठाकुर का जन्म समस्तीपुर जिले के पितौंझिया (जिसे वर्तमान में कर्पूरीग्राम कहा जाता है) नामक गाँव में 24 जनवरी 1924 को नाई (ठाकुर) जाति में हुआ था। उनकी माता का नाम श्रीमती रामदुलारी देवी और पिता का नाम गोकुल ठाकुर तथा पत्नी का नाम फुलेसरी देवी था। इनके पिता गांव के सामंत किसान थे तथा अपने पारंपरिक पेशा बाल काटने का भी कार्य किया करते थे।

कर्पूरी ठाकुर जी का बाल्यकाल अत्यंत गरीब परिवार के बच्चों के तरह खेल-कूद तथा गाय और अन्य पशुओं के चराने में बीता। कर्पूरी जी को दौड़ने और तैरने का शौक था।

जब छह वर्ष के हुए तभी उन्हें गाँव की पाठशाला में दाखिल कराया गया। वे पाठशाला भी जाते थे और पशुओं को चराते भी थे। चरवाही में ग्रामीण गीतों का गायन बिहार की आंचलिक संस्कृति की एक विशिष्ट परंपरा है। कर्पूरी ठाकुर को इस सभी कार्यों में मन लगता था तथा रुचि थी। श्री राजेन्द्र शर्मा लिखते हैं "इन्हें गीत गाने का और गाँव की मंडली में डफ बजाने का भी शौक था। होली और चैत गाने में गाँव की मंडली में बराबर अगुआगिरी करते रहे। मंडली में बैठकर डफ बजाने का काम तो वे विधायक बन जाने पर भी करते रहे।" सन् 1940 ई. में उन्होंने मैट्रिक की परीक्षा द्वितीय श्रेणी में उत्तीर्ण की। दरभंगा के चंद्रधारी मिथिला कॉलेज में उन्होंने आई. ए. में नाम लिखवाया। लेकिन कॉलेज आना-जाना एक कठिन काम था। आर्थिक अवस्था इतनी अच्छी नहीं थी कि वे किसी छात्रावास में रहकर पढ़ते। फलतः वे घर से ही घुटने तक घोती पहने, कंधे पर गमछा रखे, बिना जूता-चप्पल पहने, पाँव-पैदल चलकर मुक्तापुर रेलवे स्टेशन पहुँचते थे। वहीं से रेलगाड़ी पकड़कर दरभंगा पहुँचते और कॉलेज में दिनभर पढ़कर संध्या समय लौटते। इस तरह नित्य 50-60 किलोमीटर की यात्रा करते हुए उन्होंने कठिन शारीरिक श्रम के साथ दो वर्ष तक पढाई जारी रखी। इतना कठोर जीवन बिताते हुए उन्होंने 1942 ई. में आई. ए. की परीक्षा द्वितीय श्रेणी में पास की। स्नातक कला के प्रथम वर्ष में उसी कॉलेज में उन्होंने नामांकन कराया, लेकिन वे 1942 ई. के अगस्त क्रांति में कूदने से अपने को रोक न सके।

स्वतंत्रता सेनानी:

1942 में महात्मा गांधी के नेतृत्व में भारत छोड़ो आंदोलन शुरू हुआ। इस आंदोलन में कर्पूरी ठाकुर भी कूद पड़े तथा छात्रों को एवं आम लोगों को इस आंदोलन से जोड़ते रहे। अन्य नेताओं की भांति इन्हें गिरफ्तार करके दरभंगा जेल में रखा गया जहाँ उन्होंने कुव्यवस्था के खिलाफ आवाज उठाई तथा कैदियों को संगठित किया। इसके बाद इनका स्थानांतरण भागलपुर जेल में कर दिया गया। भागलपुर जेल में कैदियों की सुविधाओं के लिए 25 दिन के उपवास पर रहे जिसके कारण सरकार को उनकी बातें माननी पड़ी। जेल यात्रा के बाद इन्हें 1945 में रिहा किया गया।

राजनीतिक जीवन:

श्री कर्पूरी ठाकुर जी की चुनावी यात्रा 1950 के दशक से प्रारंभ होती है और वह यहीं से राज्य के सदन में एक ताकतवर नेता के रूप में उभरते हैं। वे श्रमिक वर्ग, मजदूर, छोटे किसान और युवाओं के संघर्ष के सशक्त आवाज बने शिक्षा एक ऐसा विषय था जो कर्पूरी जी के हृदय के सबसे करीब था पूरी राजनीतिक जीवन में उन्होंने गरीबों को शिक्षा मुहैया करवाने में कोई कोर कसर नहीं छोड़ी थी। वे स्थानीय भाषा में शिक्षा देने के हिमायती थे। कर्पूरी ठाकुर 1948 में आचार्य नरेंद्र देव एवं जय प्रकाश नारायण के समाजवादी दल में प्रादेशिक मंत्री बने थे। रामानंद मिश्रा, डॉ राम मनोहर लोहिया और जय प्रकाश नारायण जैसे दिग्गज उनके राजनीतिक गुरु रहे हैं। वहीं वर्तमान में

अवधेश प्रसाद

स्वर्गीय रामविलास पासवान श्री नीतीश कुमार, स्वर्गीय सुशील कुमार मोदी, लालू प्रसाद यादव आदि के राजनीति गुरु रहे हैं। 1952 के विधानसभा चुनाव में समस्तीपुर के ताजपुर विधानसभा से चुनाव जीते थे। 1967 में बिहार विधानसभा का चुनाव हुआ जिसमें संयुक्त समाजवादी दल बड़ी ताकत के रूप में उभरी इस चुनाव के बाद महामाया प्रसाद सिंह मुख्यमंत्री बने और उनके कार्यकाल में कर्पूरी ठाकुर बिहार के दूसरे उपमुख्यमंत्री बने साथ ही शिक्षा मंत्री भी बने इनका कार्यकाल 5 मार्च 1967 से 31 जनवरी 1968 तक था। मुख्यमंत्री महामाया प्रसाद सिंह के बाद सतीश प्रसाद सिंह, विदेश्वरी प्रसाद मंडल, भोला पासवान शास्त्री, हरिहर सिंह, भोला पासवान शास्त्री, दरोगा प्रसाद राय बिहार के मुख्यमंत्री रहे इसके बाद कर्पूरी ठाकुर बिहार के 11 वें मुख्यमंत्री के रूप में 22 दिसंबर 1970 से 2 जून 1971 तक यानी 162 दिनों तक बिहार के मुख्यमंत्री रहे। इस समय यह समस्तीपुर के विधायक थे तथा सोशलिस्ट पार्टी से जीते हुए थे। दूसरे कार्यकाल में इन्होंने जनता पार्टी से फुलपरास विधानसभा से जीत दर्ज की थी तथा 24 जून 1977 से 21 अप्रैल 1979 तक बिहार के मुख्यमंत्री रहे इनका दूसरा कार्यकाल 1 वर्ष 301 दिनों का रहा था। 1977 में समस्तीपुर संसदीय निर्वाचन क्षेत्र से सांसद भी बने थे। 1977 में सत्ता पाने के लिए बिहार में पिछड़े वर्गों के लोगों को सरकारी नौकरी में आरक्षण की व्यवस्था की गई इस साल इन्होंने पिछड़े का धुवीकरण किया, हिंदी का प्रचार प्रसार किया, समाजवादी विचारधारा को फैलाया और कृषि का सही लाभ किसानों को पहुंचाने का कार्य किया।

सामाजिक न्याय एवं समानता के प्रणेता:

कर्पूरी ठाकुर हिंदी पट्टी के सशक्त समाजवादी राजनेता थे। इन्होंने सदैव दलित शोषित और वंचित वर्ग के उत्थान के लिए अपना पूरा जीवन समर्पित कर दिया था। इनका जीवन भले ही कष्ट में बिता हो लेकिन उनका सदा जीवन, सरल स्वभाव, स्पष्ट विचार, विराट इच्छा शक्ति, सभी को प्रभावित करती थी। उन्होंने अपने अल्प कार्यकाल में बिहार को बहुत कुछ दिया। वह एक दूरदर्शी नेता के साथ-साथ तेजस्वी प्रवक्ता भी थे। उन्होंने आजादी के समय पटना के कृष्ण हॉल में छात्रों की सभा को संबोधित करते हुए कहा कि "हमारे देश की आबादी इतनी अधिक है कि केवल थूक फेंक देने से अंग्रेजी राज बह जाएगा।" इस भाषण के कारण उन्हें अंग्रेजों द्वारा दंडित किया गया और उन्होंने सहजता से उसे स्वीकार किया। वह हमेशा अपने देशवासियों को अधिकार पाने के लिए जागरूक करते रहते थे। उनकी कुछ नारे थे जिसमें दो नारे प्रमुख थे।

1. 100 में 90 शोषित है शोषितों ने ललकारा है, धन, धरती और राज पाठ में 90 भाग हमारा है।

2. अधिकार चाहो तो लड़ना सीखो पग-पग पर अडना सीखो जीवन है तो मरना सीखो।

कर्पूरी ठाकुर अपने जीवन पर्यंत बिहार के लोगों की सेवा की उनके सुख-दुख में साथ रहे और बड़े-बड़े पदों पर

रहे लेकिन इनकी ईमानदारी की दाद सभी लोग देते हैं। हम सुनते हैं कि आए दिन करोड़ रुपए के घोटाले होते हैं लेकिन उनकी ईमानदारी ने अपने लिए कुछ नहीं किया तथा लोगों की भलाई के लिए कार्य किया यहां तक कि वह अपने लिए तथा अपने रिश्तेदारों के लिए कोई पैरवी नहीं करते थे। वह अपने पुत्र रामनाथ को खत लिखना नहीं भूलते थे और वह कहा रहते थे कि तुम पद से प्रभावित मत होना लालच और लेना-देना मत करना नहीं तो इससे मेरी बदनामी होगी। उनकी ईमानदारी के किस्से और भी प्रचलित हैं जैसे उत्तर प्रदेश के नेता हेमंत नंदन बहुगुणा ने अपने स्मरण में लिखा है कि कर्पूरी ठाकुर की आर्थिक तंगी को देखते हुए देवीलाल ने पटना में अपने एक हरियाणा के मित्र से कहा कि वह जब भी कर्पूरी ठाकुर 5000- 10000 रुपए की मांग करें उन्हें आप दे देना लेकिन कर्पूरी ठाकुर कभी पैसा नहीं मांगते थे। एक बार की घटना है वह मुख्यमंत्री हुआ करते थे और सामंती जमींदार उनके पिता को बुलाएं और उनके साथ मारपीट करने का आदेश दे दिया जिसके बाद जिला प्रशासन को पूरी सूचना मिल गई और लठैतों को बंदी बना लिया गया लेकिन उन्होंने उनसे बदला नहीं लिया बल्कि कहा कि इन्हें छोड़ दिया जाए और कहा कि इस प्रकार के पता नहीं कितने असहाय और लाचार सूचित लोग प्रतिदिन लाठियां खाकर दम तोड़ते हैं मुख्यमंत्री किस-किस को बचाएगा इसलिए कानून व्यवस्था पर जोर दिया जाए। इस प्रकार उन्होंने किसी तरह से कभी भी पक्षपात नहीं किया है। आजकल के मुखिया भी सत्ता में रहते हैं तो बड़ी-बड़ी महंगी गाड़ियों से चलते हैं लेकिन उन्होंने अपने लिए घर तक नहीं बनवाया था। उन्होंने अपने बेटों की भी शादी बहुत सादे तौर तरीके से की थी वह चाहते तो बहुत ही शानदार तरीके से हो सकती थी लेकिन उन्होंने ऐसा नहीं किया। कर्पूरी ठाकुर की जीवन बहुत ही सरल और वाणी पर कठोर नियंत्रण हुआ करता था। वह भाषा के कुशल कारीगर थे और उनके एक आवाज पर जनता मंत्र मुग्ध हो जाती थी।

कर्पूरी ठाकुर ने अपने अल्पकाल में बहुत सारे ऐसे कार्य किया जिससे बिहार और बिहार की जनता को फायदा हुआ जैसे हिंदी को उन्होंने राजभाषा बनाया और हिंदी में कार्य सरकारी कार्य को बढ़ावा दिया जिससे हिंदी बिहार में राजभाषा बनी। उन्होंने गरीबों और वृद्ध जनों के लिए वृद्धा पेंशन की शुरुआत की उन्होंने उर्दू भाषा को दूसरी राजभाषा का दर्जा दिया। वर्ष 1977 में उनके मुख्यमंत्री काल में मुंगेरिलाल आयोग ने पिछड़े को दो भागों में विभाजित किया जिसमें एक पिछड़ा वर्ग तथा एक अत्यंत पिछड़ा वर्ग था। इसी आयोग की सिफारिश पर 1978 में उन्होंने एक भूतपूर्व आरक्षण मॉडल पेश किया जिसमें ओबीसी, इबीसी, महिलाओं और उच्च जातियों के बीच आर्थिक रूप से पिछड़े वर्गों के लिए विशिष्ट कोटा के साथ 26% आरक्षण आवंटित किया। इसी आयोग के वर्गीकरण के आधार पर मंडल आयोग ने अन्य पिछड़ा वर्ग के लिए 27% आरक्षण का समर्थन किया था। कर्पूरी ठाकुर ने सचिवालय में लिफ्ट में 'ओन्ली फॉर ऑफीसर्स' लिखा होता था जिसमें सिर्फ ऑफिसर ही आया जाया करते थे। तृतीय एवं चतुर्थ वर्ग के कर्मचारी उसमें नहीं

आया जाया करते थे इससे उन्हें काफी दुख हुआ तथा लिफ्ट सबके लिए सुलभ करवाया। 1957 में एक गांव के दौरा करने गए थे और वहां एक हैजा के मरीज को उन्होंने 5 किलोमीटर दूर कंधे पर लाद कर अस्पताल पहुंचाने का कार्य किए थे। बिहार में पहले मैट्रिक पास करने के लिए अंग्रेजी विषय अनिवार्य होता था लेकिन इन्होंने देखा कि गरीब आदमी अंग्रेजी नहीं जान पता है तथा पास करने में उन्हें परेशानी होती थी और फेल हो जाते थे। मैट्रिक पास नहीं कर पाते थे जिसके कारण उन्होंने अंग्रेजी की अनिवार्यता हटा दी जो अभी तक जारी है। कर्पूरी ठाकुर ने भूमि सुधार अधिनियम का कार्यान्वयन किया जिसका उद्देश्य धनी लोगों से भूमिहीन को भूमि का पुनर्वितरण करना था जिससे कि गरीबों का उत्थान हो सके। उन्होंने अपने कार्यकाल में बिहार पंचायती राज अधिनियम की शुरुआत की जिसने सत्ता का विकेंद्रीकरण किया और ग्राम पंचायत को अधिक स्वायत्तता दी। उन्होंने लोगों को सामाजिक न्याय, समानता और मानवाधिकारों के मूल्य से परिचित करवाया इन्हीं उपलब्धियों को देखते हुए 1991 में ₹1 के डाक टिकट भारत सरकार ने जारी किया। कर्पूरी ठाकुर ने गरीबी और निरक्षरता के कुचक्र को तोड़ने के लिए दसवीं तक की पढ़ाई को निःशुल्क कर दिया था। उन्होंने सार्वजनिक वितरण प्रणाली के माध्यम से मुक्त खद्यान प्रदान करने के लिए पहली बार अंत्योदय योजना लागू की थी। उनके जन्म शताब्दी वर्ष 2024 में बिहार के लाल को भारत रत्न देकर मोदी सरकार ने कर्पूरी ठाकुर को जो श्रद्धांजलि दी है वह बिहार कभी नहीं भूलेगा। श्री कर्पूरी ठाकुर का 17 फरवरी 1988 को निधन हो गया।

भारत रत्न: कर्पूरी ठाकुर:

कर्पूरी ठाकुर की उपलब्धियों को देखते हुए केंद्र सरकार ने उनके जन्म शताब्दी पर 23 जनवरी 2024 भारत रत्न देने की घोषणा की गई। राष्ट्रपति भवन की ओर से जारी बयान में कहा गया कि भारत सरकार को बताते हुए बहुत गर्व हो रहा है कि देश का सर्वोच्च नागरिक सम्मान दिवंगत कर्पूरी ठाकुर को दिया जा रहा है। वह भारतीय राजनीति में सामाजिक न्याय के पुरोधा एवं प्रेरणादायक शख्सियत थे। उन्होंने समाज के वंचित वर्गों के लिए कार्य किया है इसलिए उन्हें भारत रत्न दिया जा रहा है। भारत रत्न प्रशस्ति पत्र में कहा गया है कि कर्पूरी ठाकुर सामंतवादी प्रणाली के विशेष अधिकार एवं सुविधा प्राप्त लोगों के विरोध का सामना करना पड़ा किंतु वह समाजिक न्याय के पथ पर डटे रहे उनका जीवन ऐसे समाज को विकास पथ पर आगे बढ़ाने की संघर्ष गाथा है। जहां सभी को अपने सपना साकार करने और राष्ट्र निर्माण में योगदान देने का अवसर मिलता है।

निष्कर्ष:

आज कर्पूरी ठाकुर को सामाजिक न्याय के योद्धा, एक सच्चे नेता और लाखों लोगों के नायक के रूप में याद किया जाता है। उनका जीवन और विरासत पूरे भारत में और उससे आगे के लोगों को प्रेरित और प्रोत्साहित करता है। इनका जीवन और विरासत साहस दृढ़ विश्वास करुणा शक्ति

का प्रमाण है। सामाजिक न्याय, समानता, मानवाधिकार, बंधुता, पिछड़े वर्गों की आवाज, गांधीवादी विचारधारा के प्रति उनकी अटूट प्रतिबद्धता पूरे देश में भारतीयों को प्रेरित करती है। हम इस महान नेता को अनुकरण करते हैं। हमें उनके मूल्यों को बचाए रखना है, तथा उनके तरह बनकर दिखाना है।

संदर्भ ग्रंथ सूची:-

1. बीबीसी हिंदी सेवा
2. IAS Drishti
3. विभिन्न समाचार पत्र एवं वेबसाइट
4. विकिपीडिया
5. <https://www.narendramodi.in/hi/a-tribute-to-jan-nayak-karpoori-thakur-ji-578509>
6. कर्पूरी ठाकुर का समाजवादी आंदोलन में भूमिका- IJCRT- ISSN 2320-2882
7. डॉक्टर हरि मोहन कुमार, शोध मंथन, जनता पार्टी का गठन और चुनाव एवं कर्पूरी ठाकुर।
8. समाजवाद के जननायक भारत रत्न कर्पूरी ठाकुर, ममता मेहरोत्रा, प्रभात प्रकाशन
9. जननायक कर्पूरी ठाकुर एक समाजशास्त्रीय अध्ययन की प्रस्तावना, पंकज कुमार, सम्यक प्रकाशन
10. महान कर्मयोगी जननायक कर्पूरी ठाकुर, डॉ भीम सिंह, प्रभात प्रकाशन



बिहार में उच्च शिक्षा का विकास

नागेन्द्र कुमार

शोधार्थी, इतिहास विभाग, वीर कुँवर सिंह विश्वविद्यालय, आरा (बिहार)

Corresponding Author: नागेन्द्र कुमार

DOI- 10.5281/zenodo.13331213

सारांश:

उच्च शिक्षा का शाब्दिक अर्थ है— ऊँचा, श्रेष्ठ। अतः उच्च शिक्षा का सामान्य अर्थ हुआ—ऊँची शिक्षा, श्रेष्ठ शिक्षा, ऐसी शिक्षा जो सामान्य शिक्षा से ऊँचे स्तर की हो। किसी भी राष्ट्र के सर्वांगीण विकास के लिए उच्च शिक्षा की परम आवश्यकता होती है। उच्च शिक्षा, मानव की दृष्टि को व्यापक बनाती है और चिन्तन की शक्ति को बढ़ाती है। उच्च शिक्षा लोकतंत्र को उचित ढंग से नागरिक देकर सुदृढ़ ही नहीं बनाती बल्कि उसे नेतृत्व भी प्रदान करती है।

प्रस्तावना:

ऐसा नहीं है कि बिहार में उच्च शिक्षा नई है। प्राचीन काल में गुरुकुल तथा आश्रमों में कुछ छात्र गुरुओं के पास रहकर विशेष विषयों में उच्च शिक्षा प्राप्त करते थे। उस समय उच्च शिक्षा के पाठ्यक्रमों में वेदों एवं वेदान्तों की शिक्षा का बाहुल्य था। प्राचीन काल में नालन्दा एवं विक्रमशिला जैसे विश्वविद्यालय विश्व प्रसिद्ध थे जिनमें विश्व के देशों से छात्र पढ़ने आया करते थे। इसमें चीन, कोरिया, जावा, सुमात्रा आदि जगहों से छात्र पढ़ने आया करते थे। प्राचीन काल में बिहार में नालन्दा 12वीं शताब्दी तक एक शिक्षा केन्द्र के रूप में वर्तमान था।

नालन्दा विश्वविद्यालय पटना से लगभग 50 मील दूर दक्षिण में था। यह लगभग एक मील लम्बा और आधा मील चौड़ा था एवं चहारदीवारी से घिरा हुआ था। इसमें 8 बड़े सभा भवन और 3,000 अध्ययन कक्ष थे।

विक्रमशिला विश्वविद्यालय उत्तरी मगध में गंगा नदी के तट पर एक अत्यंत सुन्दर पहाड़ी पर स्थित था। नालन्दा एवं विक्रमशिला विश्वविद्यालय दोनों ही संस्थानों को 1203 में बख्तियार खिलजी ने प्राचीन भारत की सभ्यता के प्रतीक इस विश्वविद्यालय को धराशायी कर दिया।

इन विश्वविद्यालयों के समापन पश्चात् इस तरह के शिक्षा केन्द्र पुनः स्थापित नहीं हो सके। तत्कालीन समय में बुद्धिजीवि, संभ्रांत प्रकृति के लोगों ने अपने स्तर से शिक्षा के लिए कोशिश शुरू की। डॉ० टामल ने लिखा है कि “बिहार में शिक्षा के प्रति लोगों का आगाध प्रेम है। दुनिया का कोई देश इसका सामना नहीं कर सकता। “वैदिक युग से लेकर आज तक शिक्षक—शिष्य की गौरवपूर्ण परम्परा रही है” क्योंकि शिक्षा ही मनुष्य बनाती है। शिक्षा केवल पुस्तकीय ज्ञान तक सीमित नहीं है बल्कि इसका उद्देश्य मनुष्य के अन्तर्दृष्टि को विकसित करना भी है।

बिहार अपनी सभ्यता एवं संस्कृति के लिए जाना जाता है और किसी भी सभ्य समाज के लिए उसका शैक्षणिक संस्कार आवश्यक है। शिक्षा से तर्क करने की क्षमता बढ़ती है, साथ ही एक शिक्षित मनुष्य जागरूक जिम्मेदार और कर्मशील बनता है परन्तु यह हमारे देश की विडम्बना है कि विदेशी समृद्धियों के आकर्षण में हम अपना स्व खोते जा रहे हैं। वर्षों की गुलामी ने हमारी उच्च शिक्षा व्यवस्था को अपमानित ही तो किया है।

मध्य काल में बिहार में उच्च शिक्षा मदरसों में दी जाती थी। मध्य युग में शिक्षा में कला, संगीत, न्याय, भूमि व्यवस्था, शिल्पकारी, कृषि, चिकित्सा, आदि विभिन्न क्षेत्रों में विशेष प्रगति हुई। ब्रिटिश काल में अन्त तक हमारी प्राचीन शिक्षण पद्धति का पूर्णतः हास हो चुका था।

अंग्रेजी शासन के 200 वर्ष की लम्बी अवधि में भारतीय शिक्षा के सम्बन्ध में कभी भी एक सुसंगठित दीर्घ—कालीन योजना न प्रस्तुत की गई। इसका फल यह हुआ कि भारत के प्रशासनिक, अपनी वैयक्तिक रुचियों के अनुसार, शिक्षा का निर्देश करते रहे। बहुधा किसी अच्छे प्रशासक के शिक्षा—सम्बन्धी सुधार, उसके उत्तराधिकारी के द्वारा, स्थगित या बन्द कर दिए गए। शासकों के कार्यकाल की अवधि, जो सामान्यतः 5 से 10 वर्ष की हुआ करती थी, शिक्षा की नई नीति की अवधि भी थी। किसी शासक के भारमुक्त होते ही वह नीति या तो त्याग दी जाती थी या स्थगित हो जाती थी और नई नीति व्यवहृत होती थी। ऐसे सतत परिवर्तनशील नीति में, एक सुदीर्घ योजना न प्रस्फुटित हो सकती थी, न कार्यान्वित, जिसका परिणाम भारतीय शिक्षा की प्रगति के लिए अत्यन्त घातक हुआ। इस अवधि में बिहार में एकमात्र विश्वविद्यालय की स्थापना सन् 1917 में पटना में हुई थी और किसी विश्वविद्यालय की स्थापना इस काल में नहीं हुई।

15 अगस्त 1947 भारतीय इतिहास में स्वर्णाक्षरों में अंकित रहेगा। उसी दिन लगभग 200 वर्षों की पराधीनता के पश्चात् भारत को स्वतन्त्रता प्राप्त हुई, और भारतीय इतिहास के समुज्ज्वल युग का समारम्भ हुआ। स्वतन्त्रता की प्राप्ति ने राज्य—सत्ता के नए उद्देश्य प्रतिष्ठापित किए और सरकार पर नए उत्तरदायित्व आरोपित किए। 26 जनवरी 1950 को स्वतन्त्र भारत का संविधान प्रचालित हुआ, जिसके अनुसार भारत में एक ‘सम्पूर्ण प्रभुत्व सम्पन्न लोकतन्त्रात्मक गणराज्य’ स्थापित हुआ। गणतन्त्र के प्रतिष्ठापन ने राज्य के ऊपर शिक्षा—सम्बन्धी उत्तरदायित्वों को गहन बना दिया।

अनेक कठिनाइयों के कारण सन् 1947—56 की अवधि में बिहार में उच्च शिक्षा की उतनी प्रगति न हो सकी, जितनी अपेक्षित थी। फिर भी इस अवधि में उच्च शिक्षा के सभी क्षेत्रों में पहले से अधिक उन्नति हुई। इस अवधि में बिहार में सन् 1952 में भीमराव अम्बेडकर विश्वविद्यालय की स्थापना मुजफ्फरपुर में की गई। यह

उत्तर बिहार का पहला विश्वविद्यालय था। इस विश्वविद्यालय में सभी विषयों की पढ़ाई होती थी। सन् 1951 में पटना विश्वविद्यालय तथा बिहार विश्वविद्यालय कानून पास हुए। इन कानूनों के अनुसार पटना विश्वविद्यालय के क्षेत्र तथा कार्य विभाजित कर दिए गए। पटना विश्वविद्यालय का क्षेत्र केवल पटना निगम तक रहा, बिहार राज्य का शेष भाग बिहार विश्वविद्यालय के अन्तर्गत किया गया। पटना विश्वविद्यालय, जो कि पहले प्रधानतः सम्बद्धीय था, अब पूर्णतः शैक्षणिक विश्वविद्यालय हो गया। कॉलेजों के साथ इसका सम्बन्ध संघीय जैसा है। बिहार विश्वविद्यालय प्रधानतः सम्बद्धीय है, किन्तु कई कॉलेजों में इसके द्वारा शिक्षण की व्यवस्था भी है। अतः इसके कार्य शैक्षणिक तथा सम्बद्धीय दोनों हैं।

पटना विश्वविद्यालय के अन्तर्गत आई.एस.सी. तथा बी.एस.सी. की शिक्षा के विस्तार के लिए 8.7 लाख रुपए दिए गए हैं। ये रुपए मगध महिला कॉलेज पटना वीमेन्स कॉलेज तथा बी.एन. कॉलेज में जगहें बढ़ाने के लिए खर्च होंगे। पुस्तकालय तथा कॉमन रूम के विकास के लिए पटना विश्वविद्यालय तथा इसके अंगीभूत कॉलेजों को 7.50 लाख रुपए दिए गए हैं। छात्रावास तथा शिक्षकों के क्वार्टर के लिए 10 लाख रुपए दिए गए हैं। एम.एस-सी. कक्षाओं में जगहें बढ़ाने की व्यवस्था की गई है। पटना विश्वविद्यालय को एक लाख रुपए आवर्तक अनुदान विकास योजनाओं को चलाने के लिए दिए गए हैं। 9 लाख रुपए का आवर्तक अनुदान भी विश्वविद्यालय को अन्य कार्यों के लिए जैसे, दरभंगा भवन खरीदने के लिए दिया गया है। बिहार विश्वविद्यालय को विज्ञान की शिक्षा के प्रसार के लिए 6.10 लाख आवर्तक तथा 13.90 लाख अनावर्तक अनुदान दिए गए हैं। 13.56 लाख का आवर्तक अनुदान तथा 3.645 लाख अनावर्तक अनुदान मुजफ्फरपुर, भागलपुर तथा राँची में स्नातकोत्तर शिक्षा के विकास के लिए दिए गए हैं, जिससे इन स्थानों में अन्ततः विश्वविद्यालय विकसित हो सकें। 4 लाख रुपए का आवर्तक तथा 6 लाख रुपए का अनावर्तक अनुदान महिला कॉलेजों के विकास के लिए दिए गए हैं। विश्वविद्यालय के कॉलेजों में छात्रावासों तथा शिक्षकों के आवास के लिए 15 लाख रुपए का कर्ज दिया गया है। पिछड़े क्षेत्र में कॉलेजों के विकास के लिए 15 लाख रुपए का अनावर्तक अनुदान भी विश्वविद्यालय को दिया गया है। 3.24 लाख रुपयों की व्यवस्था अन्य कार्यों के लिए की गई है।

विश्वविद्यालय शिक्षा आयोग की सिफारिशों के अनुसार राज्य सरकार ने 1955-56 में, तुर्की में, एक ग्रामीण विश्वविद्यालय की स्थापना की। द्वितीय योजना के अधीन इस संस्था को 2.25 लाख रुपए आवर्तक तथा 10 लाख अनावर्तक रूप में दिए जाएँगे। लड़कियों के लिए उच्च शिक्षा की सुविधाओं को विस्तृत करने के उद्देश्य से 1 लाख रुपए निर्दिष्ट कर दिए गए हैं। ये रुपए गैर-सरकारी शिक्षण-कक्षाओं के प्रबन्धकों को दिए जाएँगे। राष्ट्रभाषा परिषद् (पटना) के विकास के लिए सरकार ने द्वितीय योजना में 5 लाख रुपए मकान बनाने के लिए तथा 5000 रुपए सामान खरीदने के लिए स्वीकृत किए हैं। इसके मन्त्री का पद बिहार शिक्षा सेवा की श्रेणी में उन्नत कर दिया जाएगा। इसके कार्यकर्ताओं के वेतनों में भी वृद्धि होगी। मिथिला इन्स्टीच्यूट, नालंदा महाविहार, के.पी. जायसवाल रिसर्च इन्स्टीच्यूट, प्राकृत तथा जैन रिसर्च इन्स्टीच्यूट के विकास के कार्यक्रम विचाराधीन हैं। अरबी, तथा फारसी

नागेन्द्र कुमार

इन्स्टीच्यूट, जिनकी स्थापना, 1955-56 में ही पटने में हो चुकी थी, 5,000 रुपए प्रतिवर्ष, द्वितीय योजना के अधीन दिए जाएँगे।

इस अवधि में बिहार में उच्च शिक्षा के विभिन्न क्षेत्रों में अनुसंधान कार्य की उल्लेखनीय प्रगति हुई। बिहार सरकार ने दरभंगा में संस्कृत के स्नातकोत्तर अध्ययन तथा अनुसंधान के लिए 'मिथिला इन्स्टीच्यूट' की स्थापना की। नालंदा में इसने पाली तथा बौद्ध साहित्य के उच्च अध्ययन तथा शोध के लिए 'मगध इन्स्टीच्यूट' स्थापित किया। प्राचीन इतिहास तथा पुरातत्त्व के सम्बन्ध में के.पी. 'जायसवाल इन्स्टीच्यूट पटना' क्रियाशील रहा। बिहार-राष्ट्रभाषा-परिषद् ने सुप्रसिद्ध विद्वानों के भाषण, हिन्दी में, आयोजित किए तथा कई विषयों से सम्बन्धित मौलिक ग्रन्थों का प्रकाशन, हिन्दी में, कराया। अप्राप्य रचनाओं की खोज में भी यह संलग्न रही। इस अवधि में स्त्री शिक्षा में बिहार में तीव्र प्रगति हुई। सन् 1948 में राज्य में केवल तीन महिला कॉलेज थीं। लेकिन 1952 में इनकी संख्या बढ़कर 6 हो गई। सन् 1957-72 के बीच में बिहार में उच्च शिक्षा में और उल्लेखनीय प्रगति हुई। सन् 1960 ई. में पूर्वी बिहार में उच्च शिक्षा को बढ़ावा देने के लिए भागलपुर में तिलका मांझी विश्वविद्यालय की स्थापना की गई। यह विश्वविद्यालय पूर्वी बिहार में शिक्षा के प्रसार में मील का पत्थर साबित हुआ। संस्कृत भाषा के प्रसार के लिए सन् 1961 ई. में कामेश्वर सिंह संस्कृत विश्वविद्यालय दरभंगा में खोला गया। शाहाबाद और मगध के क्षेत्र में शिक्षा के प्रसार और बढ़ावा हेतु मगध विश्वविद्यालय की स्थापना गया में हुई। गया में इसकी स्थापना के परिणामस्वरूप मध्य बिहार में उच्च शिक्षा का प्रसार बहुत तेजी से हुआ। सन् 1972 ई. में ललित नारायण मिथिला विश्वविद्यालय की स्थापना दरभंगा में हुई। इस विश्वविद्यालय में सभी विषयों की पढ़ाई होती है। बिहार में दूरस्थ शिक्षा को बढ़ावा देने के लिए 1987 में नालंदा खुला विश्वविद्यालय की स्थापना हुई। इसकी स्थापना के फलस्वरूप लोग नौकरी करते हुए भी पढ़ाई करने लगे। सन् 1990 में बिहार के उच्च शिक्षा में एक क्रांतिकारी परिवर्तन आया जब जयप्रकाश नारायण विश्वविद्यालय की स्थापना छपरा में की गयी। उत्तरी बिहार में उच्च शिक्षा को बढ़ावा देने के लिए भूपेन्द्र नारायण मण्डल विश्वविद्यालय की स्थापना मधेपुरा में की गयी। इसके अतिरिक्त आरा में वीर कुंवर सिंह विश्वविद्यालय की भी स्थापना की गई।

अरबी और फारसी की पढ़ाई को बढ़ावा देने के लिए 2004 में मौलाना मजहरुल हक अरबी और फारसी विश्वविद्यालय की स्थापना पटना में की गई। सन् 2006 में कानून की पढ़ाई के लिए चाणक्या नेशनल लॉ यूनिवर्सिटी की स्थापना की गयी। यह विश्वविद्यालय में बिहार में कानून की पढ़ाई के लिए एक वरदान साबित हुआ। बिहार में कृषि की पढ़ाई के लिए 2009 में भागलपुर में बिहार कृषि विश्वविद्यालय पूसा की स्थापना की गयी। सन् 2010 में बिहार आर्यभट्ट ज्ञान विश्वविद्यालय की स्थापना की गई। सन् 2018 में तीन विश्वविद्यालय पाटलिपुत्रा विश्वविद्यालय, पूर्णिया विश्वविद्यालय और मुंगेर विश्वविद्यालय की स्थापना की गई। सन् 2021 में बिहार में इंजीनियरिंग की पढ़ाई के लिए पटना में बिहार इंजीनियरिंग विश्वविद्यालय की स्थापना की गई। सन् 2022 में पटना में बिहार यूनिवर्सिटी ऑफ हेल्थ एण्ड साइन्स की स्थापना की गई।

बिहार में हाल के वर्षों में उच्च शिक्षा के क्षेत्र में विश्वविद्यालयों, विश्वविद्यालय स्तरीय संस्थानों और

महाविद्यालयों की संख्या के लिहाज से काफी विस्तार देखा है। मानव की क्षमता के विकास में योगदान में उच्च शिक्षा का महत्त्व बिहार जैसे प्रतिकूलता-ग्रस्त राज्यों में और भी बढ़ जाता है। किसी राज्य में उच्च शिक्षा की प्रगति का मूल्यांकन उसके संस्थानों की क्षमता के लिहाज से किया जाता है। शैक्षिक संस्थानों की क्षमता को शैक्षिक-संस्थानों-विश्वविद्यालयों और महाविद्यालयों की संख्या, अध्यापकों की संख्या और उच्च शिक्षा पाने वाले विद्यार्थियों की संख्या के जरिए मापा जाता है। राज्य में उच्च शिक्षा के शीर्ष संस्थान विश्वविद्यालय है। अभी राज्य में 24 विश्वविद्यालय काम कर रहे हैं जिनमें से 22 पारंपरिक विश्वविद्यालय हैं जबकि एक मुक्त विश्वविद्यालय और एक प्राइवेट राजकीय विश्वविद्यालय है। राज्य में 15 शोध संस्थान भी हैं। वर्ष 2022 में राज्य में कुल 277 राजकीय महाविद्यालय और 496 स्थानीय निकाय महाविद्यालय थे। संभावित स्कूल शिक्षकों को पेशेवर प्रशिक्षण उपलब्ध कराना भी उच्च शिक्षा प्रणाली का एक अन्य घटक है। वर्ष 2022 में राज्य में 60 शिक्षक प्रशिक्षण संस्थान थे जबकि वर्ष 2019 में इनकी संख्या 43 ही थी। वर्ष 2022 में राज्य में 28 अभियंत्रण महाविद्यालय थे जबकि 2019 में इनकी संख्या 24 थी। अभी राज्य में 87 महाविद्यालयों और 7 विश्वविद्यालयों को राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद (एनएएसी) की मान्यता प्राप्त है।

इस प्रकार हम कह सकते हैं कि आजादी के बाद बिहार में उच्च शिक्षा में निरंतर प्रगति होती चली गई है। इसके साथ ही उच्च शिक्षा में शोध की संख्या में भी इजाफा हुआ है। लेकिन अभी भी उच्च शिक्षा में बहुत-सी चुनौतियां हैं जिसमें सरकार को सुधार के लिए पर्याप्त प्रयास करने पड़ेंगे।

संदर्भ ग्रंथ :

1. डॉ. चन्द्रभूषण पाठक, शिक्षा का अधिकार, अनुभव पब्लिशिंग हाउस, इलाहाबाद
2. राकेश त्रिवेदी, भारतीय शिक्षा का इतिहास (स्वतन्त्रता पश्चात), ओमेगा पब्लिकेशन्स, नई दिल्ली, 2013
3. सुरेश प्रसाद, शिक्षा और समाज (1765-1947), जानकी प्रकाशन, पटना, 2014
4. डॉ. श्रीमती आनन्द तनुजा, शिक्षा और समाज, जानकी प्रकाशन, पटना 2017
5. सुरेन्द्र पाल, उच्च शिक्षा, अर्जुन पब्लिशिंग हाउस, नई दिल्ली 2015
6. अमरजीत झा, बिहार : एक खोज, बिहार हिन्दी ग्रन्थ अकादमी, पटना, 2021



राजनीतिक कार्यपालिका : संघीय स्तर पर

Dr. Raju Mochi

Professor Incharge, D.K. College, Dumraon, V.K.S.U. Ara (Bihar)

Corresponding Author: Dr. Raju Mochi

DOI- 10.5281/zenodo.13331231

सारांश:

संघीय या केन्द्र स्तर पर राजनीतिक कार्यपालिका के अन्तर्गत निम्नलिखित पदों या समितियों का समावेश होता है—

- राष्ट्रपति (President)
- प्रधानमंत्री (Prime Minister)
- मन्त्रि-परिषद् (Council of Ministers)
- मन्त्रिमण्डल समितियाँ (Cabinet Committees)

राजनीतिक कार्यपालिका के अन्तर्गत सर्वोच्च पद राष्ट्रपति का होता है। वह भारतीय गणतन्त्र का प्रतीक है। देश में पद एवं प्रतिष्ठा की दृष्टि से यह पद सबसे ऊँचा है। संविधान के अनुच्छेद 53 के अनुसार राष्ट्रपति संघ का शासन चलाने वाला प्रधान व्यक्ति है। संघ की कार्यकारी शक्तियाँ राष्ट्रपति में निहित हैं एवं वही इस शक्ति का स्रोत है। भारतीय संविधान के अनुच्छेद 74 से 75 में यह व्यवस्था है कि राष्ट्रपति व्यवहार में सांविधानिक अध्यक्ष है एवं वास्तविक शक्ति मन्त्रि-परिषद् में निहित है। जहाँ अनुच्छेद 74 यह स्पष्ट करता है कि राष्ट्रपति अपनी कार्यपालिका शक्ति का प्रयोग मन्त्रि-परिषद् की सहायता एवं मंत्रणा से करेगा वहाँ अनुच्छेद 75 यह व्यवस्था करता है कि मन्त्रि-परिषद् लोकसभा के प्रति सामूहिक रूप से उत्तरदायी होगा। पं. जवाहर लाल नेहरू ने संविधान सभा में कहा था— “हमने राष्ट्रपति को कोई वास्तविक शक्ति नहीं दी है, लेकिन उसकी स्थिति और सत्ता मर्यादापूर्ण अवश्य बनाई है।” राष्ट्रपति देश का निर्वाचित सांविधानिक अध्यक्ष है। उसका निर्वाचन एक ऐसे निर्वाचक मण्डल द्वारा किया जाता है जिसमें,

- संसद के दोनों सदनों के निर्वाचित सदस्य होते हैं।
- राज्यों की विधान सभाओं के निर्वाचित सदस्य होते हैं।

राष्ट्रपति का निर्वाचन इस निर्वाचक मण्डल द्वारा परोक्ष रीति से सफल ‘संक्रमणीय’ मत पद्धति द्वारा आनुपातिक प्रतिनिधित्व के आधार पर किया जाता है। संविधान के अनुच्छेद 56(1) में उल्लेख है कि राष्ट्रपति अपने पद-ग्रहण की तारीख से पाँच वर्ष की अवधि तक पद धारण करेगा, लेकिन

- राष्ट्रपति, उप-राष्ट्रपति को सम्बन्धित अपने हस्ताक्षर सहित लेख द्वारा अपना पद-त्याग सकेगा।
- संविधान का अतिक्रमण करने पर राष्ट्रपति अनुच्छेद 61 में प्रतिपादित रीति से महाभियोग द्वारा पद से हटाया जा सकेगा।
- राष्ट्रपति अपने पद की अवधि समाप्त हो जाने पर अपने उत्तराधिकारी के पद-ग्रहण तक पद धारण किए रहेगा।

संविधान के अनुच्छेद 56(2) के अनुसार राष्ट्रपति अपने त्याग-पत्र की सूचना अविलम्ब लोकसभा के अध्यक्ष को देगा। संविधान में इस बात की कोई कानूनी सीमा नहीं

है कि कोई व्यक्ति लगातार या कितनी बार राष्ट्रपति चुना जा सकता है लेकिन स्वतन्त्र भारत के इतिहास में तीसरी बार कोई व्यक्ति राष्ट्रपति नहीं बना है। अतः यह आशा की जानी चाहिए कि यह बात एक स्वस्थ परम्परा का रूप ले लेगी। राष्ट्रपति को अनेक विशेषाधिकार एवं शक्तियाँ प्राप्त हैं। फलतः यह अत्यन्त लुभावक पद बन गया है। पद-ग्रहण करने से पूर्व वह शपथ लेता है कि वह अपनी पूरी योग्यता से संविधान एवं विधि का संरक्षण करेगा एवं भारत की जनता की सेवा एवं कल्याण में निहित रहेगा। राष्ट्रपति को संविधान की ओर से जो शक्तियाँ प्राप्त हैं उन्हें चार शीर्षकों में विभाजित किया जा सकता है। ये शक्तियाँ निम्नलिखित हैं—

- कार्यपालिका शक्तियाँ (Executive Powers)
- विधायी शक्तियाँ (Legislative Powers)
- वित्तीय शक्तियाँ (Financial Powers)
- संकटकालीन शक्तियाँ (Emergency Powers)

राष्ट्रपति की शक्तियों में कार्यपालिका शक्तियाँ भी प्रमुख होती हैं। संविधान के अनुच्छेद 53 के अनुसार संघ की कार्यपालिका शक्ति राष्ट्रपति में निहित है, जिसका प्रयोग वह संविधान के अनुसार स्वयं या अपने अधीनस्थ पदाधिकारियों द्वारा करता है। यद्यपि व्यावहारिक रूप में शासन की वास्तविक कार्यकारी शक्तियाँ मन्त्रिमण्डल में निहित हैं जो सामूहिक रूप से लोकसभा के प्रति उत्तरदायी है। राष्ट्रपति की शक्तियों के सन्दर्भ में हमें इस व्यावहारिक पहलू को हमेशा ध्यान में रखना होगा। संघीय कार्यपालिका का अध्यक्ष होने के नाते राष्ट्रपति राज्यों में राज्यपालों की नियुक्ति करता है। राष्ट्रपति की कार्यपालिका शक्तियों के अन्तर्गत प्रशासकीय, राजनीतिक, सैनिक, न्यायिक एवं अर्द्धन्यायिक सभी शक्तियाँ शामिल हैं। वह प्रशासन का औपचारिक अध्यक्ष होता है एवं सभी संघीय अधिकारी उसके अधीन होते हैं। उसे संघीय लोकसेवा के सैनिक एवं असैनिक अधिकारियों को नियुक्त करने का व्यापक अधिकार प्राप्त है। जिन अधिकारियों की नियुक्तियाँ राष्ट्रपति द्वारा होती हैं उनमें से निम्नलिखित मुख्य हैं—

- प्रधानमंत्री एवं अन्य संघीय मन्त्री।
- महाधिवक्ता।
- नियन्त्रक एवं महालेखा परीक्षक।
- उच्चतम एवं उच्च न्यायालयों के न्यायाधीश।

- (e) राज्यों के राज्यपाल, राजदूत एवं अन्य राजनयिक अधिकारी।
 (f) संघीय लोक सेवा आयोग के अध्यक्ष एवं अन्य सदस्य।
 (g) अनुसूचित वर्गों के लिए विशेष अधिकारी।

राष्ट्रपति विभिन्न आयोगों की भी नियुक्ति करता है। इन आयोगों में वित्त आयोग, योजना आयोग, निर्वाचन आयोग, भाषा आयोग एवं अल्पसंख्यक आयोग आदि प्रमुख हैं। राष्ट्रपति को अपने मंत्रियों, राज्यपालों, महाधिवक्ता, उच्च सैनिक अधिकारियों आदि को पदच्युत करने का अधिकार है। वह प्रतिरक्षा सेनाओं का सर्वोच्च सेनापति है। राष्ट्र का अध्यक्ष होने के नाते उसे सभी प्रकार के राजनयिक विशेषाधिकार एवं शक्तियों का उपभोग करने का अधिकार प्राप्त है। विदेशों में देश के राजनयिक प्रतिनिधियों की नियुक्ति उसी के द्वारा की जाती है एवं विदेशी राष्ट्रों के राजदूत अपने पद के प्रमाण-पत्र उसी के समक्ष प्रस्तुत करते हैं। सभी अन्तर्राष्ट्रीय संधियां या समझौते उसी के नाम से सम्पादित किए जाते हैं। वही न्याय एवं सम्मान का स्रोत होता है। उसे अपराधियों को क्षमा करने, दिए गए दण्ड को कम करने, दण्ड में छूट देने एवं दण्ड रोकने आदि के अधिकार हैं। राष्ट्रपति ही विशिष्ट नागरिकों को भारत रत्न, पद्मविभूषण, पद्मभूषण एवं पद्मश्री उपाधियों द्वारा सम्मानित करता है एवं वीर सैनिकों को राष्ट्रपति पदक, परमवीर चक्र, महावीर चक्र एवं वीर चक्र प्रदान करता है। वह तीनों सेनाओं का सर्वोच्च सेनापति होता है। राष्ट्रपति मन चाहे व्यक्ति को प्रधानमंत्री नियुक्त नहीं कर सकता क्योंकि संविधान के अनुसार लोकसभा में बहुमत दल के नेता को प्रधानमंत्री नियुक्त किया जाएगा। इस तरह प्रधानमंत्री को नियुक्त करने की राष्ट्रपति की शक्ति सांविधानिक औपचारिकता मात्र है। लेकिन यह औपचारिक शक्ति तब बहुत कुछ व्यावहारिक बन जाती है, जब लोकसभा में किसी दल को स्पष्ट बहुमत प्राप्त न हो। ऐसे समय में राष्ट्रपति को अपने विवेक को प्रयोग में लाने का पर्याप्त अवसर प्राप्त होता है। ऐसा अवसर राष्ट्रपति के समक्ष कई बार आ चुका है जब उन्हें अपने स्वविवेक से कार्य करना पड़ा है।

राष्ट्रपति की शक्तियों में विधायी शक्तियाँ भी प्रमुख हैं। संविधान के अनुच्छेद 79 के अनुसार राष्ट्रपति संसद का एक अभिन्न अंग है। इस अनुच्छेद के अन्तर्गत संघ की विधायी शक्तियों को राष्ट्रपति एवं संसद के दोनों सदनों में निहित माना गया है। उनकी स्वीकृति के बिना कोई विधेयक कानून नहीं बना सकता। राष्ट्रपति को संसद का अधिवेशन बुलाने, उसे स्थगित करने, मनोनीत भाषण देने एवं उसे सन्देश भेजने का अधिकार है। वह राज्यसभा में 12 ऐसे सदस्यों को मनोनीत करता है जिन्हें साहित्य, विज्ञान, कला और समाज सेवा में से किन्हीं का विशिष्ट एवं व्यावहारिक ज्ञान हो। राष्ट्रपति को लोकसभा के भी कुछ सदस्यों को मनोनीत करने का अधिकार है। अगर उसे विश्वास हो जाए कि लोकसभा में एंग्लो-इण्डियन समुदाय का प्रतिनिधित्व नहीं है तो वह दो सदस्यों को इस समुदाय से मनोनीत कर सकते हैं। लेकिन वह ऐसा प्रधानमंत्री एवं मन्त्रि-परिषद् की सलाह पर ही करता है। संसद द्वारा पारित प्रत्येक विधेयक राष्ट्रपति की स्वीकृति के लिए उसके समक्ष प्रस्तुत किया जाता है। उसके हस्ताक्षर करने के बाद ही विधेयक अधिनियम का रूप लेता है। वह संविधान संशोधन विधेयक के अलावा किसी भी विधेयक पर स्वीकृति देने से इन्कार कर सकता है। वह किसी भी विधेयक को अपने सन्देश या संशोधन सहित पुनर्विचार के लिए लौटा

सकता है। यदि ऐसा विधेयक संसद द्वारा पुनः पारित होकर स्वीकृति के लिए राष्ट्रपति के सम्मुख प्रस्तुत हो जाए तो राष्ट्रपति को उस पर स्वीकृति देनी पड़ती है। इस तरह राष्ट्रपति को निलम्बन निषेधाधिकार ही प्राप्त है, पूर्ण निषेधाधिकार नहीं। कुछ विशेष प्रकार के विधेयक राष्ट्रपति की पूर्वाज्ञा के बिना संसद में प्रस्तावित ही नहीं किए जा सकते, जैसे-वित्त विधेयक, व्यापार पर प्रतिबन्ध लगाने से सम्बन्धित विधेयक एवं किसी राज्य की सीमा या नाम परिवर्तन सम्बन्धी विधेयक। संविधान के अनुच्छेद 123 के अन्तर्गत संसद के विश्रान्तिकाल में राष्ट्रपति को अध्यादेश जारी करने का अधिकार है। इन अध्यादेशों की वही शक्ति होती है जो संसद के अधिनियम का होता है, लेकिन ऐसे प्रत्येक अध्यादेश को संसद के सभा के प्रारम्भ होने से 6 सप्ताह के भीतर ही संसद के दोनों सदनों के समक्ष प्रस्तुत करना पड़ता है एवं ऐसा न करने पर या संसद द्वारा इसे 6 सप्ताह की अवधि के भीतर ही स्वीकार न करने पर अध्यादेश अवैध हो जाता है। राष्ट्रपति अपनी इच्छानुसार अध्यादेश को कभी भी वापस ले सकता है।

राष्ट्रपति की विभिन्न शक्तियों में वित्तीय शक्तियाँ (थपदंदबपंस चूमते) भी प्रमुख हैं। संविधान के अन्तर्गत राष्ट्रपति को वित्त सम्बन्धी महत्वपूर्ण शक्तियाँ प्राप्त हैं। उसकी अनुमति के बाद ही वित्त विधेयक संसद के समक्ष प्रस्तुत किए जाते हैं। उसे आकस्मिक निधि पर भी नियन्त्रण प्राप्त है, क्योंकि वह किसी भी ऐसे व्यय के लिए इस निधि से धनराशि निकालने का अधिकार दे सकता है जिसके सम्बन्ध में संसद की पूर्व-स्वीकृति प्राप्त न हुई हो, हालाँकि इस पर बाद में संसद की स्वीकृति ली जानी आवश्यक है। राष्ट्रपति समय-समय पर वित्त आयोग नियुक्त करता है। जिसकी सिफारिशों के आधार पर आय कर का राज्यों में विभाजन किया जाता है। राष्ट्रपति ही यह निश्चित करता है कि पटसन की निर्यात-कर की आय में से कुछ राज्यों को बदले में क्या धनराशि मिलनी चाहिए।

राष्ट्रपति की विभिन्न शक्तियों में संकटकालीन शक्तियाँ (मुमततहमदबल चूमते) भी प्रमुख हैं। भारतीय संविधान ने संकटकाल में राष्ट्रपति को अतिरिक्त अधिकार प्रदान किए हैं। इसे राष्ट्रपति की आपातकालीन या संकटकालीन शक्तियाँ कहा जाता है। संविधान के अनुसार राष्ट्रपति निम्नलिखित तीन प्रकार की आपात घोषणाएँ कर सकता है—

- (a) युद्ध या बाह्य आक्रमण या सशस्त्र विद्रोह से उत्पन्न आपात (अनुच्छेद 352)।
- (b) राज्यों में सांविधानिक तन्त्र के विफल होने से उत्पन्न आपात (अनुच्छेद 356)।
- (c) वित्तीय आपात (अनुच्छेद 360)।

संविधान के 44वें संशोधन के पश्चात् वर्तमान स्थिति यह है कि यदि राष्ट्रपति को इस बात का आभास हो जाए कि देश में गम्भीर संकट या आपात की स्थिति विद्यमान है जिससे युद्ध, बाह्य आक्रमण या सशस्त्र विद्रोह से भारत या उसके किसी भाग की सुरक्षा संकट में है या ऐसा संकट सन्निकट है, तो वह सम्पूर्ण भारत के सम्बन्ध में या उसके किसी भाग के सम्बन्ध में संकटकाल की घोषणा कर सकता है। राष्ट्रपति संकटकाल की घोषणा तभी करता है जब उसमें मन्त्रि-मण्डल की सहमति हो। अनुच्छेद 352 के अन्तर्गत आपात उद्घोषणा के निम्नलिखित प्रभाव या परिणाम होते हैं—

- a) संघ की कार्यपालिका शक्ति राज्यों को इस बात का निर्देश देने तक विस्तृत हो जाती है कि वे अपनी

कार्यपालिका शक्ति का प्रयोग किस रीति से करें अर्थात् राज्यों की कार्यपालिका शक्ति केन्द्रीय कार्यपालिका शक्ति के अधीन कार्य करती है।

- b) राष्ट्रपति यदि उचित समझे तो, अपने आदेश द्वारा अनुच्छेद 268 से 279 तक में उपबन्धित केन्द्र एवं राज्यों के वित्तीय सम्बन्धों में परिवर्तन कर सकता है। ऐसे प्रत्येक आदेश को यथासम्भव शीघ्र संसद के प्रत्येक सदन के समक्ष प्रस्तुत किया जाएगा।
- c) संसद को राज्य-सूची के किसी भी विषय पर कानून बनाने की शक्ति प्राप्त हो जाती है। वह किसी ऐसे विषय पर भी कानून बना सकता है। जो संब या उसके पदाधिकारियों को कर्तव्य सौंपती हो, भले ही यह विषय संघ-सूची में वर्णित न हो। आपातकाल में राज्य विधानमण्डल की कानून बनाने की शक्ति समाप्त नहीं हो जाती, केवल निलम्बित हो जाती है। राज्य विधानमण्डल राज्य-सूची के विषयों पर कानून बना सकते हैं, किन्तु वे संसद द्वारा पारित विधियों के अधीन होते हैं।
- d) संसद विधि द्वारा लोकसभा के कार्यकाल को एक वर्ष के लिए बढ़ा सकती है। यह अवधि एक बार में एक वर्ष से अधिक बढ़ाई जा सकती है एवं आपात उद्घोषणा के समाप्त होने के पश्चात् 6 माह बाद स्वयं ही समाप्त हो जाएगी।
- e) 44वें संशोधन अधिनियम, 1978 की व्यवस्था के अनुसार राष्ट्रपति प्राण एवं दैहिक स्वतन्त्रता के अधिकार को निलम्बित नहीं कर सकता है। यह अधिनियम स्पष्ट करता है कि आपातकाल के दौरान उन्हीं विधियों को न्यायालयों में चुनौती दिए जाने से संरक्षण प्राप्त होगा जो आपात उद्घोषणा से सम्बन्धित हैं। अन्य विधियों की विधि-मान्यता को भी आपातकाल के दौरान चुनौती दी जा सकती है। 44वें संशोधन से पूर्व अन्य विधियों की विधि मान्यता को न्यायालय में चुनौती नहीं दी जा सकती है।

उपर्युक्त विवरणों से यह पता चलता है कि अनुच्छेद 352 राष्ट्रपति को व्यापक शक्ति प्रदान करता है। संविधान सभा में राष्ट्रपति की शक्तियों के बारे में हुई बहस में भाग लेते हुए कुछ सदस्यों द्वारा यह आशंका व्यक्त की गई थी कि राष्ट्रपति इस को निर्मूल्य बताते हुए कहा था कि संविधान में निम्नलिखित उपबन्ध राष्ट्रपति की इस शक्ति पर पर्याप्त अंकुश रखते हैं—

राष्ट्रपति इस शक्ति का प्रयोग मन्त्रिमण्डल की सहायता एवं परामर्श से करता है जो जनता के निर्वाचित प्रतिनिधि होते हैं। लोकसभा कैबिनेट के बाद भी मन्त्रि-परिषद् राष्ट्रपति को परामर्श देने के लिए बनी रहती है।

आपात उद्घोषणा को शीघ्रातिशीघ्र संसद के समक्ष प्रस्तुत करना पड़ता है एवं संसद के अनुमोदन के बिना यह दो महीने से अधिक समय के लिए (44वें संशोधन द्वारा यह अवधि एक माह कर दी गई है) प्रवर्तन में नहीं रह सकती है।

अनुच्छेद 352 के अन्तर्गत की गई संकटकालीन उद्घोषणा संसद के प्रत्येक सदन के समक्ष रखी जाएगी एवं एक माह (44वें संशोधन से पूर्व दो मास) की समाप्ति पर प्रवर्तन में नहीं रहेगी, यदि उस कालावधि की समाप्ति के पहले संसद के दोनों सदनों के संकल्प द्वारा अनुमोदित न कर दी गई हो। 44वें संशोधन सन् 1978 ई. के द्वारा अब संसद के अनुमोदन आपात उद्घोषणा 6 माह के लिए

प्रवर्तन में रहेगी इस अवधि को बढ़ाने के लिए संसद का अनुमोदन आवश्यक होगा। इस संशोधन से पूर्व संसद के अनुमोदन के पश्चात् यह अनिश्चित काल के लिए प्रवर्तन में रह सकती थी। ये सभी अवधि राष्ट्रपति की असीमित शक्तियों को रोकने एवं नागरिक स्वतन्त्रताओं को कायम रखने के लिए रक्षा कवच का कार्य करते हैं।

राष्ट्रपति राज्य में सांविधानिक तन्त्र की विफलता से उत्पन्न आपात में भी अपनी शक्तियों का प्रयोग करता है। यदि राष्ट्रपति को प्राप्त सूचनाओं के आधार पर या अन्य किसी प्रकार से अथवा राज्यपाल द्वारा भेज गए प्रतिवेदन के आधार पर यह विश्वास हो जाए कि किसी राज्य का शासन संविधान की व्यवस्थाओं के अनुसार नहीं चलाया जा सकता, तो वह एक उद्घोषणा के द्वारा राज्य के विधान मण्डल को छोड़कर राज्यपाल या किसी निकाय या राज्य के किसी भी प्राधिकारी के अधिकारों सहित उस राज्य की सरकार के सभी या किसी कार्य को अपने हाथ में लेते हुए यह घोषणा करता है कि राज्य के विधान मण्डलों के अधिकारों का संचालन संसद द्वारा या संसद के अधिकार के अधीन होगा। साथ ही वह राज्य की किसी निकाय या प्राधिकारी से सम्बन्धित संविधान के किसी भाग को लागू कर सकता है। इस सम्बन्ध में एकमात्र अपवाद यह है कि वह उच्च न्यायालय में लिखित या उसके द्वारा प्रयुक्त होने वाले किसी भी अधिकार को अपने हाथ में नहीं ले सकता है एवं न वह उच्च न्यायालयों से सम्बन्धित संविधान की किसी व्यवस्था को स्थगित कर सकता है। जहाँ तक विधायी अधिकारों का सम्बन्ध है, संसद किसी भी विधानमण्डल के अधिकार राष्ट्रपति को हस्तान्तरित कर सकती है या राष्ट्रपति को यह अधिकार दे सकती है कि वह अपने द्वारा नियत किए गए किसी अधिकारी को राज्य के विधानमण्डल के अधिकार सौंप दे। यदि उस समय लोकसभा का अधिवेशन न हो रहा हो तो संसद से स्वीकृति मिलने तक राष्ट्रपति राज्य की समेकित निधि में से व्यय करने की स्वीकृति दे सकता है। 44वें संविधान संशोधन अधिनियम, सन् 1978 ई. में यह स्पष्ट कर दिया गया है कि संसद एक बार में इस अवधि को 6 माह के लिए बढ़ा सकती है। वह एक वर्ष से अधिक अवधि के लिए आपात को तभी जारी रख सकता है जब चुनाव आयोग इस बात का प्रमाण दे दे कि सम्बन्धित विधानसभा के लिए आम-चुनाव कराने में कठिनाईयों के कारण आपात स्थिति जारी रहना आवश्यक है। संविधान का 48वाँ संशोधन सन् 1984 ई. में किया गया जो पंजाब राज्य की विशेष स्थिति के सन्दर्भ में था। इसके बाद संविधान का 59वाँ संशोधन सन् 1988 में किया गया। इस संशोधन का सम्बन्ध भी पंजाब से था।

राष्ट्रपति की संकटकालीन शक्तियों में वित्तीय आपात भी प्रमुख शक्ति है। अनुच्छेद 360 यह उपबन्ध करता है कि यदि राष्ट्रपति को यह विश्वास हो जाए कि भारत या उसके किसी विभाग की वित्तीय स्थिरता या साख संकट में है, तो वह वित्तीय संकट की घोषणा कर सकता है। ऐसी स्थिति में वह किसी भी राज्य को आवश्यक निर्देश दे सकता है। वह राज्य के सेवारत कर्मचारियों के वेतन एवं भत्तों में कमी करने एवं सभी घन विधेयक एवं अन्य वित्तीय विधेयक स्वीकृति के लिए अपने पास भेजने का निर्देश दे सकता है। वह सर्वोच्च न्यायालय एवं उच्च न्यायालय के न्यायाधीश सहित केन्द्रीय सरकार के सेवारत कर्मचारियों के वेतन एवं भत्तों में कमी करने का आदेश दे सकता है। अनुच्छेद 360 में जारी की गई उद्घोषणा की कालावधि 2

महीने की होगी। यदि उक्त कालावधि दो महीने की समाप्ति के पहले संसद् द्वारा पारित संकल्प से अनुमोदित नहीं कर दी जाती तो 2 महीने की समाप्ति पर प्रवर्तन में नहीं रहेगी।

हालाँकि राष्ट्रपति को आपातकालीन प्रावधानों के अन्तर्गत व्यापक अधिकार दिए गए हैं, लेकिन इसका अर्थ यह नहीं है कि वह इनका उपयोग मनमाने ढंग से करता है। वह केवल पद के कारण गणराज्य प्रधान है। कार्यपालिका का वास्तविक प्रमुख प्रधानमंत्री है एवं मन्त्रिमण्डल वास्तविक कार्यपालिका है। संविधान में आपातकालीन शक्तियों पर नियन्त्रण की व्यवस्था है। लेकिन 25 जून, 1975 को देश पर लादी गई, आपातकाल के दौरान जिस तरह से अधिकारों का दुरुपयोग किया गया, उसकी तस्वीर बहुत ही भयानक हैं। आलोचकों का मानना है कि आपातकाल का सहारा लेकर देश में संघात्मक शासन को समाप्त करके पूर्ण एकात्मक शासन स्थापित किया जा सकता है। अतः राष्ट्रपति की आपातकालीन शक्तियाँ आपत्तिजनक हैं। राष्ट्रपति की शक्ति का प्रयोग व्यवहार में केन्द्रीय मन्त्रि-परिषद् द्वारा किया जाता है राष्ट्रपति सामान्य परिस्थितियों में कभी भी मन्त्रि-परिषद् की सहायता के बिना शासन नहीं चला सकता। यदि वह आपातकालीन घोषणा करके अपनी मनमानी करने का प्रयास भी करे तो भी यह सर्वथा असम्भव है कि संसद की इच्छा के विरुद्ध वह शासन कार्य चला सके। अतः यह कहा जा सकता है कि देश में संसद का वर्चस्व ही प्रभावशाली रूप से विद्यमान है। 44वें संविधान संशोधन द्वारा आपातकाल के विरुद्ध ठोस व्यवस्थाएँ की गई हैं। अब यह सुनिश्चित कर दिया गया है कि मन्त्रिमण्डल द्वारा राष्ट्रपति को दी गई लिखित रूप में सलाह के आधार पर ही आपातकाल की घोषणा की जा सकेगी। इससे यह सुनिश्चित किया जा सकेगा कि वह घोषणा उपर्युक्त एवं पर्याप्त विचार-विमर्श के बाद की गई है। 44वें संशोधन द्वारा यह सुरक्षात्मक व्यवस्था भी कर दी गई है कि आपात-उद्घोषणा को दोनों सदनों द्वारा उसी बहुमत से स्वीकार किया जाना होगा जितना बहुमत संविधान में संशोधन के लिए आवश्यक होता है। यह भी निर्धारित किया गया है कि इसकी स्वीकृति संसद द्वारा एक महीने की अवधि के भीतर की जानी होगी। इन व्यवस्थाओं के बाद राष्ट्रपति की आपात शक्तियों के मूल में छिपा भय अब उतना नहीं रहा जितना पहले था। यह विचार उपर्युक्त नहीं है कि आपातकालीन शक्तियों की व्यवस्था ही समाप्त कर दी जाए। केन्द्र का शक्ति सम्पन्न बने रहना इसलिए भी आवश्यक है कि राज्य एवं संघ की इकाईयाँ बाह्य आक्रमण का सफलतापूर्वक सामना करने की शक्ति नहीं रखते एवं आन्तरिक विप्लव को सुलझाने के सम्बन्ध में भी उन पर विश्वास नहीं किया जा सकता है। देश में आतंकवादी एवं पृथक्तावादी चुनौतियाँ भी बहुत अधिक हैं। इसलिए भी यह आवश्यक है कि केन्द्र पूर्णरूपेण शक्तिशाली हो। राष्ट्रपति एक निर्वाचित अध्यक्ष होता है। उसे संसद् एवं राज्यों की विधान सभाएँ चुनती हैं एवं यह आशा की जाती है कि ऐसे व्यक्ति का ही निर्वाचन किया जाएगा जो अपने को जनता के प्रति उत्तरदायी समझे एवं वैधानिक तथा उत्तरदायी शासन में विश्वास रखे। यदि कोई राष्ट्रपति जनता को धोखा देता है तो आगामी निर्वाचन में वह पुनः इस पद को प्राप्त करने की आशा नहीं कर सकता है। महाभियोग के द्वारा भी एक राष्ट्रपति को उसके पद से हटाया जा सकता

है। भारत में अभी तक किसी भी राष्ट्रपति पर महाभियोग नहीं लगाया गया है।

राष्ट्रपति की शक्तियों का सिद्धान्त एवं व्यवहार में जो विवेचन किया गया है उससे यह स्पष्ट है कि हालाँकि कुछ अवसरों पर राष्ट्रपति को स्वविवेक का प्रयोग करना पड़ता है। इसके बावजूद भी मूलतः वह एक सांविधानिक राज्याध्यक्ष है जो अपनी शक्तियों का प्रयोग मन्त्रि-परिषद् की सलाह से करता है, अर्थात् वास्तविक कार्यपालिका शक्ति राष्ट्रपति में नहीं बल्कि मन्त्रि-परिषद् के आपसी सम्बन्धों के निर्धारण के लिए संविधान के विभिन्न अनुच्छेदों में प्रावधान किया गया है। ये अनुच्छेद 74.75 एवं 76 हैं। इनके अनुसार यह निर्धारण किया गया है कि—

- राष्ट्रपति को अपने कृत्यों का सम्पादन करने में सहायता एवं मन्त्रणा देने के लिए एक मन्त्रि-परिषद् होगी जिसका मुखिया प्रधानमंत्री होगा।
- राष्ट्रपति अपने कृत्यों के निर्वहन में मन्त्रि-परिषद् की मन्त्रणा के अनुसार कार्य करेगा।
- राष्ट्रपति मन्त्रि-परिषद् से उसकी मन्त्रणा पर पुनर्विचार की माँग कर सकता है। ऐसे पुनर्विचार के बाद जो भी मन्त्रणा राष्ट्रपति के पास भेजी जाती है उसे वह उसी के अनुसार स्वीकार करेंगे।
- क्या मन्त्रियों ने राष्ट्रपति को कोई मन्त्रणा दी है एवं यदि दी है तो क्या दी है? इस प्रश्न पर न्यायालय में जाँच नहीं की जाएगी।
- राष्ट्रपति की इच्छा पर्यन्त मन्त्री अपने-अपने पद धारण करेंगे।
- प्रधानमंत्री की नियुक्ति राष्ट्रपति स्वयं करेगा एवं अन्य मन्त्रियों की नियुक्ति राष्ट्रपति प्रधानमंत्री की मन्त्रणा से करेगा।
- मन्त्रि-परिषद् लोकसभा के प्रति सामूहिक रूप से उत्तरदायी होगा।
- प्रधानमंत्री का कर्तव्य होगा कि वह—
 - मन्त्रि-परिषद् के द्वारा संघ कार्यों के प्रशासन सम्बन्धी समस्त विनिश्चयों एवं प्रस्तावित विधान सम्बन्धी सभी सूचनाएँ राष्ट्रपति को दे।
 - संघ कार्य के प्रशासन सम्बन्धी एवं विधान-विषयक प्रस्थापनाओं सम्बन्धी जिन जानकारियों को राष्ट्रपति मँगाए, वह प्रदान करे।
 - किसी ऐसे विषय को जिसे मन्त्री ने विनिश्चित किया हो, किन्तु जिस पर मन्त्रि-परिषद् ने विचार न किया हो, राष्ट्रपति की इच्छा पर मन्त्रि-परिषद् के सम्मुख विचारार्थ प्रस्तुत करे।

सांविधानिक प्रधान होने का यह अर्थ नहीं है कि राष्ट्रपति के पद का कोई महत्त्व नहीं है। वह राष्ट्रीय एकता का प्रतीक है। वह सरकार द्वारा शासन-संचालन में एक महत्त्वपूर्ण भूमिका का निर्वाह करता है। वह दलगत राजनीति से ऊपर रहकर एवं निष्पक्ष होने के नाते मन्त्रि-परिषद् के निर्णयों पर काफ़ी प्रस्ताव डाल सकता है एवं समय-समय पर प्रधानमंत्री को उचित सलाह दे सकता है। ये सभी बातें बहुत हद तक उसके व्यक्तित्व पर आधारित हैं। हालाँकि राष्ट्रपति के विशेषाधिकार का क्षेत्र अत्यन्त सीमित हो गया है तथापि ऐसी परिस्थितियाँ हैं जहाँ राष्ट्रपति की शक्ति पर विभिन्न संशोधनों का कोई प्रभाव नहीं पड़ा है एवं वह इन मामलों में मन्त्रिमण्डल के परामर्श से कार्य करने के लिए वैधानिक रूप से बाध्य नहीं है, वे निम्नलिखित हैं—

(a) प्रधानमन्त्री की नियुक्ति एवं (b) लोकसभा का विघटन। समय-समय पर भारत के सभी राष्ट्रपतियों ने देश के संवैधानिक विकास में सार्थक भूमिका का निर्वाह किया है।

संदर्भ ग्रंथ :

1. कश्यप, सुभाष, भारत का सांविधानिक विकास और स्वाधीनता संघर्ष, 1972
2. डॉ. कमलेश कुमार सिंह, भारतीय प्रशासन, राधा पब्लिकेशन्स, नई दिल्ली, 2008
3. डॉ. कोठारी, रजनी, भारतीय सरकार एवं राजनीति
4. नारायण, इकबाल, भारतीय सरकार एवं राजनीति, 1974
5. डॉ. भाम्भरी, चन्द्रप्रकाश, लोक प्रशासन, सिद्धान्त एवं व्यवहार



राही मासूम रजा की सांस्कृतिक जीवन-दृष्टि

डॉ. राधे श्याम राय

पूर्व शोधार्थी, हिन्दी विभाग, वीर कुँवर सिंह विश्वविद्यालय, आरा (बिहार)

Corresponding Author: डॉ. राधे श्याम राय

DOI- 10.5281/zenodo.13331320

सारांश:

राही मासूम रजा के लिए भारतीय संस्कृति इकहरी नहीं है। वह अनेक छोटी-बड़ी नदियों का संगम है। उनके मत में भारतीयता का अर्थ विराट् मानवता है संकीर्णता नहीं। भारतीय संस्कृति से उनका आशय लम्बे समय तक चले आ रहे साझा व्यवहार से था जिसमें सभी धर्म, जाति एवं समाज के लोगों का पारस्परिक सम्बन्ध एक बृहत्तर अवधारणा निर्मित करता है, हालाँकि देश का विभाजन क्षेत्रों का बँटवारा था, लेकिन उसके तर्क बेहद खतरनाक थे। यह विश्व के इतिहास में पहली बार हुआ था कि धर्म के नाम पर संस्कृति के बँटवारे की कोशिश की गयी थी। राही इस बँटवारे से बहुत व्यथित थे। उन्होंने बँटवारे के परिणामों का सूक्ष्मता से अवलोकन किया है—“देश का बँटवारा क्या हुआ, मनुष्य के इतिहास में संस्कृति शायद पहल बार धर्म का आधार पर बाँटी गयी। चिनाब का पानी कहीं हिन्दू है, कहीं मुसलमान। अंग्रेजों के जमाने में चाय तो हिन्दू-मुसलमान हुआ करती थी, परन्तु दरयाओं का पानी अंग्रेजों के जाने के बाद मुसलमान हुआ, यह बात बहुत परेशान करनेवाली थी।...एक हिन्दुस्तानी के नाते मैं यह नहीं भूल सकता कि पाकिस्तान वास्तव में हमारे इतिहास का एक हिस्सा है। यह बात हमारे इतिहास में लिखी जायेगी कि 14 अगस्त, 1947 को पाकिस्तान बना।” राही इस बात से और भी व्यथित थे कि पाकिस्तान का बँटवारा होने के बाद बाँग्लादेश का अभ्युदय हुआ।

प्रस्तावना:

राही चाहते थे कि धर्म और मजहब के आधार पर हुए बँटवारे को यह घटना बेमानी बना दे। स्वतन्त्र राष्ट्र के निर्माण पर उन्होंने अपनी जो असहमति एवं विरोध दर्ज कराया उससे उनकी भारतीयता की पहचान मुकम्मिल होती है। वे लिखते हैं— “एक बात मेरी समझ में नहीं आती और मैं एक हद तक दुःखी हूँ। मुजीबुर्रहमान दो कौमों का नजरिया नहीं मानते तो, पूरबी बंगाल नहीं कहते। दो कौमी नजरियों को झुठलाने के बाद आज भी हमारा पूरबी बंगाल हमसे अलग क्यों है?” उनकी यह चिन्ता शुद्ध रूप से भारतीय परिवार के एक सयाने सदस्य की चिन्ता है। “राही का हिन्दुस्तान, हिन्दुस्तान की राही की शिनाख्त, धर्म-मजहबवाली भी कोई भोंडी शिनाख्त नहीं है, मिट्टी की तासीर, रंग और खुशबू से उपजी शिनाख्त है। उनका देश-प्रेम की इसी शिनाख्त से उपजा देशप्रेम है...राही हिन्दुस्तान के लोगों के रंग-रेशे को जानने-समझनेवाले, यहाँ की मिट्टी की एक-एक जर्ई से परिचित, यहाँ के पशु-पक्षी, पेड़-पौधे, वनस्पति, खेत-खलिहान और उनमें उपजने-तैयार होनेवाले अन्नों की एक-एक नस्ल और किस्म से वाकिफ आदमी हैं। सच्चे देश-प्रेमी हैं।” राही मासूम रजा के लिए देश-प्रेम कोरी बकवास नहीं है, बल्कि जीवन-शैली है। “मेरा देश-प्रेम हिन्दू-मुसलमान दंगे करवाने के लिए नहीं है।... मेरा देशप्रेम मेरे जीवन जीने का ढंग है, मेरे जीने का आधार है।” वे तथाकथित देशप्रेम का दम्भ भरनेवाले राजनेताओं, धर्मगुरुओं, को बेनकाब करते हैं। “उनका प्रहार उन लोगों पर है, जो उन्हें भ्रष्ट और गुमराह करते हैं, अपना मोहरा बनाते हैं और ऐसे लोग राही की निगाह में न हिन्दू हैं, न मुसलमान, वे शैतान या हैवान के प्रतिनिधि हैं।”

राही मासूम रजा के लिए देश-प्रेम व्यापक अर्थों में अभिव्यक्त होता है। उनका सांस्कृतिक चिन्तन इसी से

परिपूर्ण होता है। उनके ही शब्दों में कहें तो— “मेरे लिये देश केवल एक शब्द नहीं (क्षमा कीजिये, एक शब्द की जगह दो शब्द पढ़िये)। मेरे सारे उपन्यास देश-प्रेम की परिभाषाएँ हैं।” राही साफ-साफ कहते हैं कि “वह तमाम लोग इस देश के दुश्मन हैं, जो इस देश को धर्म, भाषा, क्षेत्र और जाति की छुरियों से काटने की कोशिश कर रहे हैं।”

राही के लिए संस्कृति, जैसा कि कहा गया है, इकहरी नहीं है। इसमें हिन्दी के जातीय कवियों और लेखकों के साथ अरबी-फारसी-उर्दू के रचनाकर भी शामिल हैं। इसमें धर्म प्रचारकों एवं मानवता का सन्देश बाँटनेवाले सभी महापुरुष शामिल हैं, चाहे वे हिन्दू हों या मुसलमान। वे भारतीय संस्कृति के अनिवार्य अंग हैं। वे हिन्दी-उर्दू लिपिकीय झगड़े या सामप्रदायिक अनबन की स्थिति में अपनी समृद्ध विरासत से कटकर नहीं रह सकते। उनकी मान्यता व्यापक में है— “मेरे पुरखों गालिब और मीर के साथ सूर, तुलसी और कबीर के नाम भी आते हैं। लिपि के झगड़े में, मैं अपनी विरासत और अपनी आत्मा कैसे भूल जाऊँ? न मैं एक लिपि की तलवार से अपने पुरखों का गला काटने को तैयार हूँ और न मैं, किसी को यह हक देता हूँ कि वह दूसरी लिपि की तलवार से मीर, गालिब और अनीस की गर्दन काटे। आप खुद ही देख सकते हैं कि दोनों तलवारों की नीचे गले हैं मेरे ही बुजुर्गों के।” हिन्दू-मुसलमानों की साझी संस्कृति ने एक साझी भाषायी संस्कृति को जन्म दिया है। अपने सुप्रसिद्ध उपन्यास ‘आधा गाँव’ में उन्होंने इसी भाषायी संस्कृति का रोचक विवरण दिया है। वे गादिपुरी से गाजीपुर के परिवर्तन को सिर्फ नाम का बदलाव नहीं मानते, अपितु संस्कृति के महत्त्वपूर्ण बदलाव के रूप में रेखांकित करते हैं। दो भिन्न भाषाओं का अंश जुड़ता है और एक सम्पूर्ण नाम अस्तित्व में आ जाता है— “अरबी का ‘फतह’ हिन्दी में ‘गढ़’ में घुलकर एक इकाई बन जाता है। इसीलिए तो पाकिस्तान बन जाने के

बाद भी पाकिस्तान की हकीकत मेरी समझ में नहीं आती। अगर 'अली' को 'गढ़' से, 'गाजी' को 'पुर' से और 'दिलदार' को 'नगर' से अलग कर दिया जायेगा तो बस्तियाँ वीरान और बेनाम हो जायेंगी और अगर 'इमाम' को 'बाड़े' से निकाल दिया गया तो मोहर्रम कैसे होगा।"

राही मासूम रजा के सांस्कृतिक चिन्तन में देश के बुद्धिजीवियों के रवैये के प्रति चिन्ता झलकती है। उनके मत में बुद्धिजीवी अपने कार्यप्रणाली में ईमानदार नहीं हैं। किसी भी देश का बुद्धिजीवी प्रकाशस्तम्भ होता है। शायक वर्ग की गलत नीतियों का विरोध करना एवं वस्तुस्थिति को स्पष्ट करना बुद्धिजीवी की कर्तव्य है, लेकिन भारत के बुद्धिजीवी अपने मूल उद्देश्य से भटके हुए प्रतीत होते हैं। वे स्वार्थ सिद्धि में न सिर्फ लिप्त हैं, अपितु अनावश्यक चर्चा करते हैं और जनता को दिग्भ्रमित करते रहते हैं। वे बुद्धिजीवियों की उस भूमिका से बहुत नाराज हैं— "जो इन आँधियों का चढ़ाव देख रहा है और चुप है।" इन बुद्धिजीवियों में वे इतिहासकार, साहित्यकार, कलाकार भी शामिल हैं, जो अनर्गल प्रलाप करते रहते हैं। राही लिखते हैं— "यह जो सारा देश विभाजन के रास्ते पर चल पड़ा है, उसके लिए दोषी हैं वे इतिहासकार, जो क्षेत्रीय भावनाओं को ध्यान में रखते हुए इतिहास लिखते हैं; दोषी हैं वे गुरु, जो शिष्यों को यह सिखलाते हैं कि तुम भारत माँ के बेटे नहीं हो, तेलुगु माँ के बेटे हो, भारतीय नहीं हो, मराठी हो, पंजाबी नहीं हो, सिख हो। दोषी हैं वे साहित्यकार, जो अपने साहित्य में अपने क्षेत्र के समूचे यथार्थ को समोने का प्रयत्न नहीं करते। यदि पंजाबी साहित्य यह बताता कि पंजाब में 48 प्रतिशत हिन्दू रहते हैं, तो सन्त भिण्डरावाले के कहे में 52 प्रतिशत सिख न आते। यदि मराठी साहित्य यह बताये कि मराठी जीवन का एक हिस्सा मुसलमान बादशाह भी डटकर लड़े थे, तो आज शिवाजी पार्क में किसी नेता की तकरीर सुनकर मराठी भीड़ ताली न बजाती थी कि मुसलमान विदेशी हैं।" बुद्धिजीवियों के तमाशाई स्वरूप से राही नाराज हैं। वे नाराज हैं कि बुद्धिजीवी भी अलगाववाद, जातिवाद और साम्प्रदायिकता के चोर हमारे बुद्धिजीवियों के दिलों में घुस रहे हैं। क्योंकि यदि ऐसा न होता तो बिहार में जिन्दा जलाये जानेवाले हरिजनों के बारे में लगभग चुप रहनेवाले बुद्धिजीवी पंजाब में मारे जानेवाले ऊँची जाति के हिन्दुओं पर इतने आँसू क्यों बहा रहे हैं, ओर जो उन्होंने रोना सीख लिया है, तो वे दिल्ली में मारे जानेवाले सिखों पर भी तो रोयें।" आशय यह है कि राही मासूम रजा की रचनात्मक दृष्टि में उस दृष्टिकोण के प्रति जबरदस्त आग्रह दिखता है जिसमें भारतीयता को सम्पूर्णता में देखने की वकालत की जाती है। इसलिए अपने चिन्तन में वे ऐतिहासिक उदाहरण देकर सांस्कृतिक एकता के स्वरूप पर समग्रता से विचार करते हैं। उनके मत में राष्ट्रीयता को हिन्दू-मुसलमान के दृष्टिकोण से न देखकर भारतीयता के दृष्टिकोण से देखना चाहिए। वे इस तरह के अलगाववादी विमर्श के खिलाफ हैं कि लोगों को उनके धर्म, क्षेत्र, जाति के आधार पर जाना जाय।

स्वतन्त्रता-प्राप्ति के बाद देश के विभाजन से यह स्थिति उठ खड़ी हुई कि धर्म के आधार पर हुए बँटवारे ने लोगों की समुदाय के प्रति संकीर्णता एवं रूढ़िवादी विचारों को आगे बढ़ाया। 'मुसलमानों के लिए अलग राष्ट्र' की माँग ने भारत में रह गये मुसलमानों के लिए ही नहीं बल्कि पाकिस्तान चले जानेवाले लोगों के लिए भी भयावह स्थितियाँ खड़ी कर दीं। वे भारत सन्देह हुए, विदेशी कहे जाने लगे तो 'अपने मुल्क' की तलाश में पाकिस्तान

जानेवाले मुसलमान 'मुजाहिर' बन गये। इन मुजाहिरों के लिए स्थितियाँ और भी भयावह थीं। एक तो उन्हें अजनबी लोगों के बीच रहना था। दूसरे अपनी जमीन, परिवार, समाज से कटकर वे सदैव तनहाई के बियाबान में भटकने के लिए मजबूर हो गये, क्योंकि 'विदेश' बन गये 'अपने मुल्क' में अपने गाँव, घर-परिवार की याद उन्हें सताती रही। राही मासूम रजा ने अपने समस्त उपन्यासों में इन स्थितियों का बारीकी से चित्रण किया है।

राही मासूम रजा मानते हैं कि देश-विभाजन के बावजूद पाकिस्तान हमारे इतिहास का हिस्सा है। उनके मत में "पाकिस्तान का आधार नफरत है। मैं पाकिस्तान से मुहब्बत नहीं कर सकता। मुझे बहुत बुरा लगता है। जब मुझे केवल हिन्दुस्तानी न कहकर हिन्दुस्तानी मुसलमान कहा जाता है। कोई हिन्दुस्तानी हिन्दू नहीं कहा जाता, कोई हिन्दुस्तानी सिख, या हिन्दुस्तानी ईसाई नहीं कहा जाता, लेकिन मैं हिन्दुस्तानी मुसलमान कहा जाता हूँ। जैसे की मैं हिन्दुस्तानी संस्कृति के सिलसिले की कड़ी नहीं हूँ। जैसे कि बार-बार मुझे यह याद दिलाने की कोशिश की जाती है कि पाकिस्तान बनाने की पूरी जिम्मेदारी मुझ पर है।"

इसके साथ ही इस दुष्प्रचार कि मुसलमान विदेशी हैं और भारतीय संस्कृति में उनकी कोई सकारात्मक भूमिका नहीं है, पर राही आक्षेप करते हैं। भारतीय संस्कृति के मिले-जुले स्वरूप को हाशिये पर रखने का हर तरफ से प्रयास हो रहा है। जो दरगाहें हिन्दू-मुस्लिम जनता के मिलन-स्थल रहे हैं, उनके बारे में मिथ्या प्रचार अभियान जारी है। रहीम और रसखान अब हमारे पाठ्यक्रमों में कम ही दिखायी दे रहे हैं। राही इस प्रवृत्ति पर दुःखी हैं और ये सवाल पूछते हैं— क्या रसखान का नाम काटकर कृष्णभक्ति का इतिहास लिखा जा सकता है? क्या तुलसी की रामायण में आपको कहीं मुगलदरबार की झलकियाँ दिखायी नहीं देती? क्या आपने अनीस के मरसिये देखे? देखे होंगे तो आपको यह भी मालूम होगा कि इन मरसियों के पात्रों के नाम भले ही अरबी हों, परन्तु वह हैं अवधनगरी के राजपूत।"

भक्तिकाल और तुलसीदास की कविता पर विचार करते हुए राही मासूम रजा ने संस्कृति के कुछ ऐतिहासिक पहलुओं पर अपनी बात रखी है। उनके मत में भक्तिकाल में जब भक्ति का संगीत उभरा तो "इस्लाम और मुसलमान बादशाह—हमारे जीवन में ये दो नयी चीजें शामिल हो गयीं। मुसलमान हमलावर, मुसलमान बादशाह दो चीजें हैं और इन्हें गड्डमड्ड नहीं करना चाहिए। और इस्लाम, एक बिलकुल तीसरी चीज है और हमलावरों एवं बादशाहों से बिलकुल अलग है। इन मुसलमान बादशाहों ने हिन्दू बादशाहों की तरह पगड़ी के ताज पहने! और उन्हीं दिनों यह आवाज सुनी गयी कि राम कहो कि रहीम कहो...यानी भक्तिकाल हिन्दुस्तानी नयी आत्मा की तलाश है।" वे इस आत्मा की तलाश को देश के आत्मा की तलाश कहते हैं। देश की आत्मा इस नयी आत्मा के मिलन को वे गंगा-जमुना का मिलन कहते हैं। "बाहर से आनेवाली आत्मा देश की आत्मा में घुल गयी। जैसे गंगा से जमुना घुल गयी है।"

राही कतिपय लोगों के मुसलमानों के विदेशी होने के दुष्प्रचार एवं देश से निकाल देने के तर्क पर अपना तर्क रखते हैं और इस क्रम में उनका मत है, "यदि श्री बाल ठाकरे मुसलमानों को विदेशी समझते हैं, तो वह 60 प्रतिशत अरबी फारसी के शब्द भी निकालने पड़ेंगे, जो इन विदेशी

मुसलमानों के दिये हैं और जिन्होंने मराठी को एक बड़ी खूबसूरत भाषा बनाने में बड़ा काम किया है। हमें यह भी याद रखना चाहिए कि मराठी के विकास में मुगल राजनीति का बड़ा हाथ है।" उनके मत में इस तरह के अलगाववादी दुष्प्रचार से किसी का भी भला नहीं होनेवाला है। देश को दुश्मनों से बचाना है तो, "बचाव की यह यात्रा इस चेतना से शुरू होगी कि बम्बई जितनी सर्वश्री बाल ठाकरे की है, उतनी ही मेरी भी है।...यह देश जितना महाराणा प्रताप का है, उतना ही अली आदिलशाह का भी है।" राही मासूम रजा ने अपने सांस्कृतिक चिन्तन में भारतीय समाज के रस्मों—रिवाज, त्योहार, पहनावा, रहन—सहन आदि पर भी विचार किया है। अपने एक आलेख 'मुहर्रम एक ठेठ भारतीय त्योहार' में राही मासूम रजा ने इस्लामिक त्योहारोंके भारतीयता पर बेबाक बातें की हैं। उनके मत में "होली, दीवाली और दशहरा की तरह मुहर्रम भी एक ठेठ हिन्दुस्तानी त्योहार है।" वे मानते हैं कि चूँकि त्योहार समाज की आत्मा से सम्बद्ध होता है इसलिए उसका सामाजिक आधार होना जरूरी है। भारत में मुहर्रम जिस धूम—धाम से मनाया जाता है, वह द्रष्टव्य है। राही मासूम रजा मानते हैं कि— "मुहर्रम केवल हुसैन की यादगार मनाने का नाम नहीं है। मुहर्रम नाम है मन्दिरों की तरह खूबसूरत ताजिये बनाने का।...मजे की बात तो यह है कि इन ताजियों पर फूल चढ़ाना एक हिन्दू परम्परा है। बस, फूल चढ़ते ही बेजान ताजियों में जान पड़ जाती है, और ये देवता बन जाते हैं और लोग हिन्दू और हिन्दू आत्मावाले हिन्दुस्तानी मुसलमान इन ताजियों से सवाल करने लगते हैं।" वे मुहर्रम के हिन्दुस्तानी स्वरूप पर विचार करते हुए दमदार तर्क रखते हैं कि मुसलमानों का यह त्योहार भारतीयता के रंग में रँगकर संगीत—गीत से ही न सिर्फ परिपूर्ण हुआ है अपितु मूल रूप से 7 दिनों का यह आयोजन भारत में आकर दस दिनों का हो गया है। यह भारतीयता का ही प्रभाव है कि यह मान्यता प्रचलित हो गयी कि— "इन दस दिनों के लिए इमाम हुसैन कर्बला से भारत आ जाते हैं।" यह अनायास नहीं है कि राही मासूम रजा के महत्त्वपूर्ण उपन्यासों में मुहर्रम प्रधान रूप से मौजूद है। 'आधा गाँव' का तो पूरा रचाव—बनाव मुहर्रम के दस दिन उत्सव के इर्द—गिर्द घूमता है। हिन्दुओं की ताजिये के प्रति श्रद्धा किसी पौराणिक देवता से किसी माने में कम नहीं है।

यह ध्यान देने योग्य बात है कि राही मासूम रजा हिन्दू को सांस्कृतिक स्तर पर परिभाषित करते हैं। उनके लिए 'हिन्दू' कोई धर्म या सम्प्रदाय या मजहब नहीं, बल्कि मिली—जुली संस्कृति है। इस मिली—जुली संस्कृति के तर्क से वे भारत के सभी नागरिकों को हिन्दू कहते हैं। उनके अनुसार— "न मालूम क्यों, हिन्दू एक मजहब का नाम पड़ गया है। मेरे खयाल में यह नाम गलत है। हिन्दू एक कल्चर का नाम है और उस कल्चर की गोद में परवान चढ़ते और जीने—मरनेवाले एक कौम का नाम है। इस नाम का किसी मजहब से कोई वास्ता नहीं है। मैं सनातन धर्म, वैष्णव धर्म, इस्लाम, सिख मत, बुद्ध मत और जैन मत का कायल हूँ, लेकिन कल्चर के लिहाज से ये सब हिन्दू हैं, उस माने में हमें हिन्दू को इस्तेमाल करना चाहिए।" यहाँ यह भी बताते चलें कि राही सभ्यता को धर्म से बड़ी चीज मानते थे। उनके मत में— "धर्म सभ्यता का एक छोटा—सा अंग होता है। सभ्यता धर्म से बड़ी होती है। हिन्दुस्तानी मुसलमानों के सुपरस्टीशन उन्हें उस हिन्दुस्तान से जोड़े हुए है, जिस हिन्दुस्तान में इस्लाम का कोई मजहब नहीं

था।" उनके अनुसार, इस्लाम भारत में आकर भारतीय सभ्यता—संस्कृति का अभिन्न अंग ही नहीं बना, अपितु उसने अपने—आपको भारतीय संस्कृति के हिसाब से ढाल लिया। यह सच भी है कि रहन—सहन, वेश—भूषा, खान—पाना एवं परस्पर व्यवहार में क्षेत्रीय स्तर पर हिन्दू—मुसलमान जितने एकात्म प्रतीत होते हैं, धर्म के आधार पर नहीं। यह बात पहले उल्लिखित है कि पंजाबी मुसलमान पंजाबी हिन्दू से कहीं ज्यादा नजदीक हैं, अपेक्षाकृत बंगाली मुसलमान के। यह अनायास नहीं है कि राही ने अपने उपन्यासों में विभाजन के दौरान देश छोड़कर गये लोगों के माध्यम से इस सच का अनेकशः अंकन किया है।

संदर्भ ग्रंथ :

1. जवाहर सिंह : हिन्दी के आंचलिक उपन्यासों की शिल्प विधि, नेशनल पब्लिशिंग हाउस, दिल्ली, 1986
2. ज्ञान अस्थाना : हिन्दी के आंचलिक उपन्यास, जवाहर पुस्तकालय, मथुरा, 1998
3. ज्ञान चंद गुप्त : स्वातंत्र्योत्तर हिन्दी उपन्यास और ग्राम चेतना, अभिनव प्रकाशन, दिल्ली, 1974
4. दामोदर सिंहल : आधुनिक भारतीय समाज और संस्कृति, मीनाक्षी प्रकाशन, पटना, 1988 ए.एस.ए.एस. शर्मा : समाज मनोविज्ञान, रस्तोगी एण्ड कम्पनी, मेरठ, 1963 डॉ. एस. गम्भीर : साठोत्तरी हिन्दी काव्य में राजनीतिक चेतना, विद्या विहार, कानपुर, 1992
5. गणपतिचन्द्र गुप्त : हिन्दी साहित्य का वैज्ञानिक इतिहास, भारतेन्दु भवन, चण्डीगढ़, 1965
6. एस.पी. कमल : भारतीय संस्कृति के आधार, दिल्ली पांचाल प्रेस पब्लिकेशन, 1958



राजपूतों की उत्पत्ति का सिद्धान्त

वीर बहादुर सिंह

शोध छात्र, इतिहास विभाग, वीर कुँवर सिंह विश्वविद्यालय, आरा

Corresponding Author: वीर बहादुर सिंह

DOI- 10.5281/zenodo.13331359

सारांश:

राजपूतों की उत्पत्ति के सम्बन्ध में अनेकानेक मत प्रचलित हैं। विशेषकर कतिपय विदेशी इतिहासकारों ने तो इसे अत्यधिक जटिल बना दिया है। कर्नल टॉड, विलियम क्रुक तथा डॉ. वी.ए. स्मिथ आदि विदेशी इतिहासकारों ने राजपूतों को विदेशी जातियों की संतान ही मान लिया है। कर्नल टॉड का मत है कि पाँचवीं और छठी शताब्दी में यहाँ शक, शीथियन, हूण, कुषाण, गूजर और यहूदी जातियाँ आयी थीं। अत्यधिक समय यहाँ रहने के कारण वे हिन्दू धर्म में शामिल होकर हिन्दू ही बन गयी थीं। इनमें जो कबीले शक्तिशाली व प्रभावशाली थे वे राजपूत बन गये। इस प्रकार वर्तमान राजपूत उन्हीं की संतान हैं। इसका प्रमाण देते हुए कर्नल टॉड कहते हैं कि सती प्रथा, अश्वमेध यज्ञ, सूर्य पूजा, शस्त्रों तथा घोड़ों की पूजा और मद्यपान आदि प्रथाएँ राजपूतों ने ज्यों-की-त्यों शकों और हूणों से ली हैं। उनका मत है कि पाँचवीं और छठी शताब्दी से पहले राजपूत शब्द का कहीं भी उल्लेख नहीं मिलता। वे चन्देल, राठौड़ और गहर वार आदि वंशों को विदेशियों से उत्पन्न हुआ मानते हैं।

प्रस्तावना:

विलियम क्रुक ने भी उपरोक्त मत का ही समर्थन किया है। डॉ. वी.ए. स्मिथ ने राजपूतों को मिश्रित जाति माना है। उनका मत है कि राजपूतों के कुछ वंश तो प्राचीन आर्यों तथा कुछ विदेशी जातियों की संतान हैं।

डॉ. भण्डारकर ने भी राजपूतों को विदेशियों की ही संतान माना है। उनका मत है कि उत्तर पश्चिमी भारत 'गुजरात' में बसी गूजर जाति जिनका हूणों के साथ निकट का सम्बन्ध है, स्वयं को राजपूत ही मानते हैं। कन्नौज के प्रसिद्ध राजा मिहिर भोज जो गुर्जर प्रतिहार वंश के थे, को वे गूजर मानते हैं। अपने मत की पुष्टि में वे राजोरगढ़ (अलवर) के अभिलेखों की चर्चा करते हैं जिनमें प्रतिहारों को गूजर तथा राजा मिहिर भोज को गुजरेश्वर कहा गया है। डॉ. भण्डारकर अपने मत में स्थिर नहीं हैं। एक ओर तो वे चौहानों को गूजरवंशी तथा दूसरी ओर उन्हें ब्राह्मणवंशी मानते हैं। बीजोलिया (मेवाड़) के शिलालेख से वे सिद्ध करने का प्रयत्न करते हैं कि बसुदेव का उत्तराधिकारी सामन्त वत्स गोत्रीय ब्राह्मण था। इसी प्रकार वे गहलोटों की उत्पत्ति नागर वंशीय ब्राह्मणों से मानते हैं।

उपर्युक्त ये सारे-के-सारे मत केवल कल्पना की दौड़ है, क्योंकि राजपूतों की जिन प्रथाओं को कर्नल टॉड शकों और हूणों से ली गई बताते हैं, वे प्रथाएँ तो यहाँ वैदिक युग में भी विद्यमान थीं। वैदिक युग में जब अपने पति जलंधर की मृत्यु का समाचार पतिव्रता वृन्दा सुनती है तो वह तुरन्त चिता बनाकर सती हो जाती है। वीर काल में रावण के बलात्कार करने पर कुशध्वज ऋषि की पुत्री वेदवती अपने अपमान की पीड़ा न सहन करके तुरन्त सती हो गयी थी। रावण की पुत्र-वधू सुलोचना तथा महाभारत काल में पांडु की पत्नी माद्री का सती होना भी इतिहास प्रसिद्ध है। इसी तरह श्रीकृष्ण के साथ उनकी आठों पटरानियाँ तथा बलराम के साथ रेवती सती हुई श्री विष्णु पुराण 5-38-25। अतः सती प्रथा शकों और हूणों की नहीं, बल्कि यह तो प्राचीन आर्यों की गौरवपूर्ण प्रथा थी। ओझा तथा डॉ. सी.वी. वैद्य आदि सभी इतिहासकार इसी मत को मानते हैं। अश्वमेध यज्ञ और राजसूय यज्ञ भी प्राचीन आर्यों

की प्रथाएँ हैं। रामायण काल में राजा जनक ने सीता स्वयंवर यज्ञ, भगवान राम से अश्वमेध यज्ञ तथा महाभारत काल में राजा द्रुपद ने द्रौपदी स्वयंदर यज्ञ तथा युधिष्ठिर ने राजसूय यज्ञ किये थे। इसी प्रकार सूर्य की पूजा शास्त्रों तथा अश्वमेध यज्ञ जिसे कर्नल टॉड घोड़ों की पूजा कहते प्राचीन समय में भी विद्यमान थी। मद्यपान प्राचीन समय में केवल असुर ही किया करते थे, किन्तु यह प्रथा धीरे-धीरे समाज में फैल गयी।

इतिहासकारों ने राजपूतों को विदेशियों की संतान बताने का सबसे बड़ा कारण यह माना है कि छठी शताब्दी से पहले किसी भी प्राचीन ग्रंथ या शिलालेख में राजपूत शब्द की चर्चा नहीं मिलती, बल्कि उनमें राजपुत्र की ही चर्चा मिलती है। वे राजपूत और राजपुत्र का अपभ्रंश राजपूत में राज्य विभाजन नहीं होता था। अतः राजा का ज्येष्ठ पुत्र सम्पूर्ण राज्य का अधिकारी होता था और वह राजा कहलाता था। उसके शेष पुत्र राजा के पुत्र होने के कारण राजपुत्र कहलाते थे। कालान्तर में राजपुत्र शब्द समूह वाचक या जाति वाचक शब्द बन गया और धीरे-धीरे सारी क्षत्रिय जाति को ही राजपूत कहा जाने लगा। दूसरा कारण प्रजा की रक्षा राज्य करता है। राज्य का स्वामी राजा होता है। इसी प्रकार राजा की संतान राजपूत कहलाने लगे। जैसे राजपूतों की एक उपाधि ठाकुर होने के कारण इस जाति को कहीं-कहीं पर ठाकुर जाति भी कहा जाता है।

राजपूत हिन्दी का शब्द है। यह संस्कृत शब्द राजपुत्र का अपभ्रंश है। यह भाषा विज्ञान से प्रमाणित होता है कि पुत्र शब्द का ही अपभ्रंश पूत है। प्राचीन ग्रंथों में राजपूतों के लिए राजपुत्र, राजन्य, बाहुज आदि शब्द मिलते हैं। यजुर्वेद जो स्वयं ईश्वरकृत है, में भी राजपूतों की खूब चर्चा हुई है।

ब्रह्मतां राजपुत्राश्च ! बाहू राजन्य कृतः।

ब्रह्मतां राजपुत्राणां क्रन्दता मिततेरम्।।

— यजुर्वेद, अध्याय-3

महाराजा विक्रमादित्य के कवि अमरसिंह अपनी रचना अमर-कोष में राजपूत या राजन्य के निम्नलिखित पर्यायवाची शब्द बताते हैं।

**भूधारभिषिक्त राजन्यो बाहुजः क्षत्रियों विरोट्।
राजा राट पार्थिवः क्षमाभृन्नुय भूप महिक्षितः।।**

अर्थात् भूधाभिषिक्त, राजन्य, बाहुजा, क्षत्रिय विरोट् राजा, राट, पार्थिव, क्षमाभृन्नुय, नृप भूप, महीक्षिता ये सभी क्षत्रियों के पर्यायवाची शब्द हैं।

इसके बाद पुराणों में सूर्य और चन्द्रवंश जो राजपूतों के वंश हैं, की उत्पत्ति भी क्षत्रिय से मानी गयी है।
चन्द्रादित्य मनुनांच प्रवराः क्षत्रियाः स्मृतः

— ब्रह्म वैवर्त पुराण, 10-15

इसके अतिरिक्त कालिदास के मालविकाग्निमित्र, कौटिल्य के अर्थशास्त्र, अश्वघोष कृत सौन्दरानन्द तथा वाण के हर्षचरित्र में भी राजपुत्र शब्द का प्रयोग हुआ है। बाण लिखता है—

अभिजात राजपुत्र प्रेष्यमाण कुप्यमुक्ता कुल कुलीन कुलपुत्र वाहने

— सप्तम् उच्छवास, पृष्ठ 364

अर्थात् सेना के साथ अभिजात राजपूतों द्वारा भेजे गये पीतल के पत्रों से मढ़े वाहनों में कुलीन राजपुत्रों की स्त्रियाँ जा रही हैं।

ऋग्वेद के पुरुष '10-90-12' का वक्तव्य है कि ब्राह्मण, क्षत्रिय, वैश्य तथा शूद्र ब्रह्मा के क्रमशः मुख, बाहू, उरु तथा पाद से निकले हैं।

**ब्राह्मणोस्य मुखमासीद बाहू राजन्य कृतः।
उरु तदस्य मद्भस्य पदम्यां शूद्रोऽजायत्।**

—यजुर्वेद वाजसनेयि संहिता 10-90-12-31-11

आदि ईसा की तीसरी शताब्दी पूर्व के राजा खारवेल के लेखों से कुसंब जाति का तथा नासिक के पास की पांडव गुफा के दूसरी शताब्दी के शिलालेख से उत्तम भ्राद्र राजपूतों का होना सिद्ध होता है। इसी प्रकार जग्गय मेट और नागार्जुनी कोड के लेखों से तीसरी शताब्दी में इक्ष्वाकु वंशीय राजाओं के होने के प्रमाण मिले हैं। गिरिनार के 150 ई. के शिलालेख से यौद्धेय राजपूतों का होना सिद्ध होता है। इस वंश के शासकों की राजधानी रोहतक (हरियाणा) थी। रोहतक के पास खोखराकोट के थैह की खुदाई से अनेक ऐसे सिक्के मिले हैं जिन पर "योद्धेयानां गणराज्य" उत्कीर्ण है। यहाँ पहले योद्धेयों तथा बाद में गुर्जर प्रतिहारी की टकसाल थी। यहाँ शुंग वंश के राज्य होने के भी प्रमाण मिले हैं। चन्द्रगुप्त मौर्य के वंशज मौर्य वंशीय राजपूत अभी तक भी मथुरा, आगरा, उज्जैन तथा मध्य प्रदेश के कई जिलों में मिलते हैं। इनके रिवाज आज तक भी प्राचीन मार्यों जैसे ही हैं। ये अपने शुभ कार्यों में अभी तक भी मोर पंख प्रयोग में लाते हैं।

चौहानों, चालुक्यों और गुर्जर प्रतिहारों को गूजर कहना भी तर्कसंगत नहीं है। चौहान महर्षि वत्स, चालुक्य महाराजा उदयन तथा प्रतिहार भगवान राम के लघुभ्राता लक्ष्मण की सन्तान है।

राजपूतों को ब्राह्मण वंशी भी कहना ठीक नहीं है। ये प्राचीन ऋषियों की सन्तान हैं। उस समय वर्णव्यवस्था नहीं थी। वैवस्वत मनु के वर्णव्यवस्था बनाने पर भी ब्राह्मणों, क्षत्रियों तथा वैश्यों में परस्पर विवाह सम्बन्ध काफी देर तक होते रहे। उन विवाहों को अनुलोम और प्रतिलोम विवाह कहा जाता था।

राजपूतों के जिन वंशों को डॉ. भण्डारकर ने ब्राह्मणों से उत्पन्न होना माना है, ठीक नहीं है। क्योंकि न केवल वसुदेव का उत्तराधिकारी सामन्त ही वत्समोत्रीय था, बल्कि सारे चौहानों का ही गोत्र वत्स है, क्योंकि ये वत्स ऋषि की सन्तान है। सामन्त क्षत्रिय था, न कि ब्राह्मण। इसी प्रकार गहलोतों के पूर्वज गुहिल और वाप्पा रावल का पालन-पोषण नागरवंशीय ब्राह्मणों के संरक्षण में होने से वे ब्राह्मण नहीं बन सकते। राठौर और कछवाहे भगवान राम के पुत्र कुश की संतान है। जादानवंश, भाटी, जाड़ेचा और हैहय ये सभी यदुवंशी कहलाते हैं, क्योंकि ये महाराजा यदु की सन्तान है। इनका महाभारत में स्थान-स्थान पर वर्णन मिलता है। परिहार वंश गुर्जर देश पर राज्य करने से गुर्जर प्रतिहार कहलावा न कि गूजर जाति से सम्बन्धित होने से।

अतः स्पष्ट है कि राजपूत विदेशियों की सन्तान न होकर प्राचीन आर्य क्षत्रियों की सन्तान हैं। यदि प्राचीन इतिहास के पन्ने पलटे जाएं तो स्थान-स्थान पर यह वर्णन मिलेगा कि राजपूतों ने शकों, हूणों से अनेक वार युद्ध किये और उनसे देश, धर्म तथा संस्कृति की रक्षा की, किन्तु आधुनिक इतिहासकारों ने अपनी कल्पना और अनुमान के आधार पर उन्हें उन्हीं की सन्तान बना दिया।

राजपूत मिश्रित जाति भी नहीं है, क्योंकि हिन्दू धर्म विशेषकर राजपूतों के नियम और उपनियम इतने कठोर थे कि इसमें किसी दूसरे धर्मानुयायी को प्रविष्ट न होने दिया जाता था। यहाँ की वर्णव्यवस्था और राजपूतों के नियम ई. शताब्दी के बाद तो इतने कठोर हो गये कि किसी भी क्षत्रिय की जरा सी गलती कर देने पर उसे जाति से निकाल दिया जाता था और फिर उसके साथ रोटी और बेटी का व्यवहार नहीं किया जाता था। जो उसके साथ इस प्रकार का व्यवहार करता था उसे भी उसी वर्ग में मिला दिया जाता था। इस प्रकार राजपूतों के सभी वंशों में ऐसे अनेक परिवार थे जिनकी एक अलग ही कौम सी बन गयी थी और वे अपने विवाह-शादियां आपस में ही करते थे। चाहे इसके लिए उन्हें कितनी कठिनाई का सामना करना पड़ा हो, किन्तु जब राजपूतों ने अपने ही भाइयों को क्षमा नहीं किया तो वे अधर्मियों को अपनी जाति में मिला लेते तो सुनकर विस्मय होता है। यदि इनके नियम इतने सरल होते तो प्राचीन आदि जातियाँ द्रविड़ और भील आदि भी आज तक राजपूतों में ही मिल जाती। यदि उपरोक्त मत सही हैं तो विदेशी जातियों के लोग राजपूतों के अतिरिक्त किसी अन्य काम में क्यों न मिले।

स्वामी दयानन्द, ओझा जी, डॉ. दशरथ शर्मा, डॉ. गोपीनाथ शर्मा, श्री जगदीश सिंह गहलौत, डॉ. चिन्तामणि विनायक वैद्य तथा ठाकुर देवसिंह जी निर्वाण और यूरोपियन इतिहासकार नेसफील्ड, इबटसन व मि. टेलवीय हवीलर राजपूतों को विशुद्ध आर्यों की सन्तान मानते हैं।

स्वामी दयानन्द ने उणादि कोश के सूत्र :

"गृध पचिर्वाचय मिस दिक्ष दिम्य स्त्र" की व्याख्या इस प्रकार की है।

"क्षक्षसोत्रो धातुः क्षति रक्षनीति क्षत्रम्, वर्ण भदों वा क्षतात्रातत इत्यादि"

इसका भावार्थ है कि क्षत्र शब्द का अर्थ रक्षा वाचक है तथा वह एक वर्णा का भेद है।

अष्टाध्यायी का सूत्र 'क्षत्राद् छः' 41-138 के अनुसार क्षत्र शब्द से छ प्रत्यय का विधान करने पर क्षत्रिय रूप सिद्ध होता है।

डॉ. ओझा जी का मत है कि राजपूतों के लिए विप्र, द्विज और ब्रह्मक्षत्र शब्दों का प्रयोग अवश्य हुआ है,

किन्तु वह इसलिए नहीं कि राजपूत बाह्यणों की सन्तान हैं, बल्कि इसलिए कि राजपूत बाह्यणों का आदर करते थे। सोलह संस्कारों को धारण करना राजपूतों के लिए अनिवार्य था। राजपूत अपने गुणों, वीरता, साहस, त्याग, अतिथि सेवा तथा शरणागत वत्सलता के साथ बाह्यणों के गुणों में समावेश किए हुए थे।

डॉ. वैद्य जी के अनुसार जातीय परम्पराओं और सभी संभावनाओं से यही निष्कर्ष निकलता है कि राजपूत शुद्ध आर्य हैं और वे विदेशियों की सन्तान नहीं हैं।

यूरोपियन विद्वान जैसे नेसफील्ड, इबटसन राजपूतों को प्राचीन आर्यों की संतान मानते हुए कहते हैं, "राजपूत लोग आर्य हैं और वे उन क्षत्रियों की सन्तान हैं, जो वैदिक काल से भारत में शासन कर रहे हैं।" मि. टेलवीय हवीलर, 'भारत के इतिहास' में लिखते हैं "राजपूत जाति भारत वर्ष में सबसे कुलीन आर्य स्वाभिमानी है?" श्री जगदीश सिंह गहलोत तथा अन्य कई इतिहासकार तो यह सिद्ध करते हैं कि राजपूतों की शारीरिक बनावट, गुण और स्वभाव प्राचीन क्षत्रियों के समान हैं। डॉ. दशरथ शर्मा राजपूतों को विशुद्ध आर्यों की सन्तान मानते हैं। वे कालिदास के मत से सहमत हैं। कालिदास रघुवंश में लिखते हैं :

**क्षत्रिकिल त्रायत इत्युद्रम क्षत्रस्य शब्दो भुवनेषु रुढः।
राज्मेन किं कद्विपरीत वृतेः प्राणैरुप कोशमलीन सर्वाः।।**

2-53

अर्थात् विश्व को आन्तरिक और बाह्य अत्याचारों लेंगे शोषण, भूख, अज्ञान, अनैतिकता, अनाचार तथा शत्रु द्वारा पहुँचायी गयी जन-धन की हानि से बचाने वाला क्षत्रिय है। इसके विपरीत कार्य करने वाला न तो क्षत्रिय कहलाने का अधिकारी है और न ही वह शासन करने का अधिकारी हो सकता है।

अग्नि वंश का रहस्य - पँवार, 'परमार', 'चौहान' 'चाहमान, चालुक्य तथा प्रतिहार (गुर्जर प्रतिहार) इन 4 वंशों को कई इतिहासकार अग्निवंशी मानते हैं। इस मत का उल्लेख प्रथम बार चन्द बरदाई ने अपने ग्रंथ पृथ्वीराज रासो में किया है। चन्दबरदाई का मत है कि जब परशुराम ने पृथ्वी को इक्कीस वार क्षत्रियों से शून्य कर दिया तो राक्षसों ने ऋषियों को सताना आरम्भ कर दिया। राक्षस ऋषियों द्वारा रचाये गये यज्ञ में हाड़-मांस आदि डालकर अपवित्र कर विध्वंस कर दिया करते थे। ऐसी स्थिति में वशिष्ठ आदि कई ऋषियों ने आबू पर्वत पर एक यज्ञ रचाया और प्रभु से प्रार्थना की कि हमारी रक्षा के लिए एक शक्तिशाली जाति उत्पन्न की जाये। कहते हैं उस यज्ञ में चार शक्तिशाली पुरुष उत्पन्न हुए जिन्होंने अपने-अपने नाम पर उपरोक्त चार वंशों को चलाया "मुहणौत नैणसी ने अपनी ख्यात में, सूर्यमल्ल मिश्रण ने 'वंश भास्कर में, कवि धनपाल ने तिलक मंजरी में, अबुल फजल ने आइने-ए-अकबरी में, कवि जोधराज ने हम्मीर रासो में तथा पद्मगुप्त ने नव साहसांक चरित्र में" इस मत की पुष्टि की है। इस मत का प्रतिपादन करने वाले कहते हैं कि जहाँ यज्ञ हुआ था वहाँ 'क्षत्रियत्व अभिमंत्रित' चरु था। इसीलिए उसमें से उत्पन्न पुरुष अग्निवंशी क्षत्रिय कहलाये। अपने मत की पुष्टि मैंने इस प्रकार करके कई उदाहरण दिए हैं। जैसे महाभारत में वर्णित द्रौपदी, धृष्टद्युम्न तथा अंगीरा ऋषि की उत्पत्ति भी अग्नि कुण्ड से हुई थी।

धार्मिक भावनाओं में भरकर हम चाहे इन उपरोक्त मत और उदाहरण को सही मान लें, किन्तु कोई भी समझदार व्यक्ति यह मानने के लिए तैयार नहीं है कि आग

वीर बहादुर सिंह

में से मनुष्य उत्पन्न हो सकते हैं। आओ हम गम्भीरता से इस मत का विश्लेषण करें। सबसे पहले परशुराम की स्थिति पर ही विचार करते हैं। यह विष्णु का छठा अवतार माना जाता है। इस प्रकार इसने रामावतार से हजारों वर्ष पहले अवतार धारण किया था। इसने क्रुद्ध होकर सहस्रार्जुन 'कार्तवीर्य' की भुजाओं को काट डाला था, क्योंकि सहस्रार्जुन ने इसके पिता जमदग्नि की गउएँ छीन ली थीं। कहते हैं फिर इसने पृथ्वी को इक्कीस बार क्षत्रियों से शून्य कर दिया। यह रामायण काल में भी आता है और सीता स्वयंवर के अवसर पर राम-लक्ष्मण के साथ लड़ने जाता है, किन्तु यह जानकर कि राम तो स्वयं विष्णु के अवतार हैं, अपनी गलती की क्षमा माँगकर चल पड़ता है। यह द्वापर युग के अन्तिम चरण में भीष्म के साथ लड़ता है और बुरी तरह हार खाता है। इस तरह यह अनन्त अवधि तक इस पृथ्वी पर रहता है।

सर्वप्रथम तो भारतीय संस्कृति में यह निश्चित है कि एक समय में एक ही अवतार या युग पुरुष होता है। युग पुरुष के मार्ग में जो बाधा डालता है, वह खलनायक कहलाता है। दूसरे अपना कार्य पूर्ण करके अवतार संसार से विदा लेता है। राम, कृष्ण और अन्य सभी अवतारों पर यह मत पूरी तरह लागू होता है, किन्तु परशुराम पर नहीं। एक अवतार का इतने दिनों जीवित रह सकना कठिन ही नहीं असम्भव है। इस मत के समर्थक एक और तर्क देते हैं कि परशुराम, व्यास, हनुमान, बलिराजा, कृपाचार्य, अश्वत्थामा, विभीषण आदि ये सात महापुरुष चिरंजीवी हैं। उनके मत के अनुसार ये अभी तक भी संसार में विद्यमान हैं। क्योंकि उनको इन सात महापुरुषों के मरने के समय का पता नहीं है। यह अलंकारिक भाषा है ? भारतीय संस्कृति में इस भाषा का प्रचुर मात्रा में प्रयोग हुआ है। जैसे 'चूड़ियाँ फूट जाने' पर कहते हैं 'चूड़ियाँ बढ़ गयी', क्योंकि चूड़ियाँ फूटने का रूढ़िगत अर्थ 'विधवा होना' होता है। इसी प्रकार दीपक बुझाने को दीपक बढ़ाना कहते हैं। इसी प्रकार सात महापुरुषों को भी चिरंजीवी कहा गया है, क्योंकि इनकी मृत्यु का समय तथा स्थान अज्ञात है।

यदि परशुराम के अवतार धारण करने का समय निर्धारित किया जाये तो उसने राम से बहुत समय पहले अवतार धारण किया था और उस समय कार्तवीर्य के अत्याचारों से प्रजा तंग आ चुकी थी। कार्तवीर्य उस समय अंग आदि इक्कीस बस्तियों का स्वामी था परशुराम ने अवतार धारण करके कार्तवीर्य को मार दिया और इस संघ को जीतकर कश्यप ऋषि को दान में दे दिया। यह अवतारी कार्य पूरा करने के तुरन्त बाद ही वे देवलोक सिधार गये।

परशुराम के देवलोक चले जाने के बाद उसके अनुयायियों ने एक परम्परा 'पीठ' स्थापित कर लो जिसके अध्यक्ष को परशुराम ही कहा जाने लगा। यह पीठ रामायण काल से और महाभारत काल तक चलती रही। इसलिए मूल परशुराम नहीं, बल्कि परशुराम पीठ का अध्यक्ष ही सीता स्वयंवर के अवसर पर आया था। नहीं तो विष्णु के दो अवतार इकट्ठे कैसे होते? क्योंकि उस परशुराम को यह पता नहीं था कि राम का अवतार हो गया है, या नहीं, किन्तु जब राम की छाती पर भृगु चिन्ह देखा तो उसे सन्देह हुआ और अपने सन्देह के निवारण के लिए अपना धनुष-बाण जिसका चिल्ला केवल विष्णु ही चढ़ा सकते थे, राम को दिया।

**राम रमापति कर धनु लेहू।
खैचत चाप मिटहू सन्देहू।**

— रामचरित मानस, 'अयोध्या काण्ड'

राम ने जब सफलतापूर्वक धनुष का चिल्ला चढ़ा दिया तो परशुराम को भी अपनी स्थिति का पता लगा और वह अपनी गलती की क्षमा मांगकर महेन्द्र पर्वत पर तपस्या के लिए चला गया। इसी प्रकार परशुराम पीठ का अध्यक्ष ही भीष्म के साथ लड़ा था और उसे भी हार का मुँह देखना पड़ा था। इसी तरह की नारद पीठ। नारद जी के भी दर्शन सतयुग, त्रेता और द्वापर युग तक होते हैं। आजकल भी शंकराचार्य ने जो चार पीठ 'मठ' स्थापित किये थे, उनके सभी के अध्यक्षों को शंकराचार्य ही कहा जाता है।

विचारणीय प्रश्न यह है कि यदि परशुराम इक्कीस बार पृथ्वी को क्षत्रियों से खाली कर देता तो आज इतने क्षत्रिय कहाँ से आते, आज भी यदि क्षत्रियों की गणना की जाये तो वे अन्य सभी जातियों से अधिक मिलेंगे। दूसरा प्रश्न यह है कि परशुराम ने रामायण काल में अयोध्या और जनकपुरी को क्यों समाप्त नहीं किया। महाभारत काल में त्रियों के अनेक राज्य थे। कांशल नरेश का सूर्यवंश, मगध का ब्रह्मदर्य वंश, हस्तिनापुर का चन्द्रवंश। चन्द्रवंशीय क्षत्रियों का राज्य उस समय लगभग समस्त विश्व में था। वहाँ के सभी राजा महाभारत के युद्ध में और फिर युधिष्ठिर के राजसूय यज्ञ में सम्मिलित हुए थे। वे सभी परशुराम से कैसे बचे रहे और महाभारत का युद्ध करने के लिए अटारह अक्षोहिणी सेना कहाँ से आई।

इस मत के समर्थक एक वार फिर तर्क देते हैं कि परशुराम ने तो केवल मदांध और अत्याचारी कार्तवीर्य के 100 पुत्र थे, जिनमें से 95 तो परशुराम के साथ लड़ते-लड़ते मारे गये और शेष पाँच बचे थे जिनमें से जयध्वज बड़े थे, जिसने राज्य की बागडोर सम्भाली थी। तालजंघ और ताग्रजंघ इसी वंश में हुए। मोरध्वज जिन्होंने अपने पुत्र को आरे से चीर कर श्रीकृष्ण के शेर को अर्पित किया था, हैहय वंश में ही उत्पन्न हुए थे। यह वंश आज भी विद्यमान है। (देखें हैहय वंश)

रामायण काल में अयोध्या और जनकपुरी आदि क्षत्रियों के प्रसिद्ध राज्य थे। असुरों का राजा महात्याचारी रावण जिसने सब ऋषि-मुनियों के नाक में दम कर रखा था, को परशुराम ने क्यों न मारा। महाभारत में अनेक अत्याचारी राजा थे। जैसे कंस, शिशुपाल, जरासंध कौरव आदि ये सब परशुराम ने क्यों न मारे। यदि सभी अत्याचारियों को परशुराम ही मार डालता तो श्रीकृष्ण को अवतार धारण करके महाभारत का युद्ध करवाने की आवश्यकता ही नहीं पड़ती।

इस सम्बन्ध में मैं एक और बात स्पष्ट कर देना चाहता हूँ। जब देश में बौद्ध और जैन धर्म प्रचारकों ने अहिंसा का प्रचार करना शुरू किया तो इसका लाभ विदेशियों ने उठाया। हर्षवर्धन के बाद देश जब छोटी रियासतों में बँट गया तो विदेशियों ने इन रियासतों पर आक्रमण करना शुरू कर दिया। उनके आक्रमण इतने जोरदार होते थे कि इनमें वे तबाही मचाकर रख देते थे। ऐसे अवसर पर वशिष्ठ पीठ के किसी ऋषि ने क्षत्रियों का एक संघ बनाया और उसने इन विदेशियों को यहाँ से खदेड़ कर पुनः शांति स्थापित की। उपरोक्त चार वंश जिन्हें भ्रांति से अग्निवंश माना जाता है, इस संघ में सम्मिलित हुए थे।

भविष्यपुराण 3-6 में भी वर्णन आता है कि जिस समय बौद्ध तथा जैन धर्मों का पूर्णतः विकास हुआ तो

वीर बहादुर सिंह

वैदिक धर्म का सर्वनाश होता देखकर कान्य-कुब्ज ब्राह्मण ने वेद विधि से अग्नि कुण्ड तैयार कर वैदिक मंत्रों से हवन कुण्ड में ब्रह्म होम नामक यज्ञ किया था और उपरोक्त चारों वंश उसमें दीक्षित हुए थे।

उपर्युक्त मत के संदर्भ में उस समय मंडोवर 'जोधपुर' भीनमाल तथा उसके निकटवर्ती गुजरात के क्षेत्र पर परिहार, गुजरात के ही कुछ दूसरे क्षेत्र पर सोलंकी 'चालुक्य' अजमेर तथा शाकम्भरी पर चौहान तथा मालवा जो राजस्थान, गुजरात और मध्यप्रदेश के अन्तर्गत आता है, पर परमार क्षत्रियों का शासन था। यह सारा क्षेत्र ही भारत का सीमांत क्षेत्र था और यहीं पर हूण आदि विदेशी जातियाँ मिलकर आक्रमण किया करती थीं। अतः इन सबने मिल कर एक संघ बनाया और मिल-जुलकर देश की शत्रु से रक्षा की। यह संघ ठीक उसी प्रकार का था जैसा कि गुरु गोविंदसिंह जी का खालसा पंथ था। जिस प्रकार गुरु गोविंदसिंह जी ने समाज के सभी कट्टर देशभक्तों तथा वीरों को एकत्रित करके उन्हें शत्रु के विरुद्ध तैयार किया, उसी प्रकार इन चार वंशों ने भी अग्नि को साक्षी मानकर देश, धर्म की रक्षा का व्रत लिया था। इस प्रकार साधारण लोगों ने इन्हें अग्नि वंशी कहना शुरू कर दिया।

आबू पर्वत पर बना आश्रम और यज्ञ कुण्ड की शैली उस युग में बनने की गवाही दे रहे हैं। इस प्रकार चौहान, परिहार तथा परमार ये तीनों ही वंश सूर्यवंशी तथा सोलंकी 'चालुक्य' चन्द्रवंशीय क्षत्रिय हैं।

कर्नल टॉड तथा विलियम क्रूक आदि इतिहासकारों का मत है कि उपर्युक्त चार वंश विदेशी थे और वशिष्ठ ऋषि ने यज्ञ द्वारा उन्हें शुद्ध करके हिन्दू क्षत्रिय बना लिया था, स्वतः समाप्त हो जाता है इसी प्रकार डॉ. वी.ए. स्मिथ का मत है कि राजपूत मिश्रित जाति है, भी खंडित हो जाता है। अतः हम निर्विवाद रूप से कह सकते हैं कि न तो परशुराम ने क्षत्रियों से पृथ्वी को इक्कीस बार खाली ही किया और न ही राजपूतों में कोई अग्निवंश या विदेशियों से उत्पन्न ही कोई वंश है और सम्पूर्ण राजपूत जाति शुद्ध प्राचीन आर्य क्षत्रियों की सन्तान हैं।

संदर्भ ग्रंथ :

1. राजपूत वंशावली, ठा. ईश्वरसिंह मडाढ, राजस्थानी ग्रन्थागार, जोधपुर, 2022
2. गौरीशंकर हीराचन्द ओझा, राजपूताने का प्राचीन इतिहास, राजस्थानी ग्रन्थागार, जोधपुर, 2022
3. प्रशान्त गौरव, पूर्व मध्यकालीन भारत, राजकमल प्रकाशन, इलाहाबाद, 2009
4. म.म. रायबहादुर, राजपूताने का प्राचीन इतिहास, राजस्थानी ग्रन्थागार, जोधपुर, 2022
5. डॉ. रत्ना, पूर्व मध्यकालीन समाज, लोकभारती प्रकाशन, इलाहाबाद, प्रथम संस्करण, 2017



भारत में गठबंधन सरकार : एक विश्लेषण

डॉ. विनोद कुमार साहू

सहायक प्राध्यापक (राजनीति विज्ञान)

शासकीय मिनीमाता कन्या महाविद्यालय कोरबा (छ.ग.)

Corresponding Author: डॉ. विनोद कुमार साहू

Email: vinodkumarsahu1422@gmail.com

DOI- 10.5281/zenodo.13331418

शोध सारांशः

लोकतंत्र को शासन का श्रेष्ठ प्रणाली कहा जाता है। लोकतंत्र में स्वतंत्र, निष्पक्ष और नियमित चुनाव परम आवश्यक है। चुनाव जनता का विश्वास प्राप्त करने का साधन है। लोकतंत्र में जनता से प्राप्त समर्थन और जनादेश से बहुमत प्राप्त दल सरकार बनाता है, किन्तु चुनाव में किसी भी दल को स्पष्ट बहुमत प्राप्त नहीं होने पर समान विचारधारा वाले दलों के द्वारा आपस में मिल जुलकर बहुमत को प्राप्त कर सरकार का गठन किया जाता है, जिसे "गठबंधन सरकार" कहते हैं। यह गठबंधन चुनाव से पूर्व या पश्चात् बनते हैं, किन्तु ज्यादा प्रभावी चुनाव पूर्व का गठबंधन है। भारतीय राजनीतिक व्यवस्था में संविधान द्वारा केंद्रीय एवं राज्य स्तर पर संसदीय व्यवस्था को अपनाया गया है। भारत में गठबंधन सरकार का अलग-अलग दौर और अस्तित्व रहें हैं। वर्तमान में केंद्रीय स्तर पर भारतीय जनता पार्टी नेतृत्व वाली राष्ट्रीय जनतांत्रिक गठबंधन (NDA) है। जिन्होंने विगत तीन आम चुनावों (16 वीं, 17वीं और वर्तमान 18वीं लोकसभा चुनाव) गठबंधन सरकार बनाये है, वही भारतीय राष्ट्रीय कांग्रेस के नेतृत्व में पूर्व में संयुक्त प्रगतिशील गठबंधन (UPA) बना, जिसके स्थान पर वर्तमान 18वीं लोकसभा चुनाव में इंडिया (INDIA) गठबंधन अस्तित्व में आया। 18वीं लोकसभा चुनाव परिणाम के पश्चात् एनडीए ने पूर्ण बहुमत प्राप्त कर श्री नरेन्द्र मोदी तीसरी बार प्रधानमंत्री बने हैं। वही देश के विभिन्न राज्यों में भी गठबंधन की सरकारें हैं। देश की राजनीतिक व्यवस्था में बहुदलीय प्रणाली के भीतर दो ध्रुव का उदय हुआ है। भारतीय जनता पार्टी एवं भारतीय राष्ट्रीय कांग्रेस तथा देश में गठबंधन सरकार के केन्द्र बिंदु में यही दो दल हैं।

निःसंदेह विगत 8 दशक में हमारा लोकतंत्र सुदृढ़ और परिपक्व हुआ है और लोकतंत्र की जड़े मजबूत हुई हैं। प्रस्तुत लेख के द्वारा विश्व के सबसे बड़े लोकतंत्र भारत में गठबंधन सरकार को स्थिर और स्थायित्व बनाने हेतु संभावनाओं का विश्लेषण करना है।

प्रस्तावना:

भारत विविधताओं से परिपूर्ण विशाल देश है, हमारी सांस्कृतिक, भौगोलिक विशेषता और विविधता को दृष्टिगत रखकर संविधान निर्माताओं ने संविधान द्वारा संसदीय लोकतंत्र और बहुदलीय प्रणाली को अपनाया गया है। स्वतंत्र भारत में प्रथम आम चुनाव 1951-52 से लेकर वर्तमान 2024 तक देश में 18 आम चुनाव संपन्न हुए हैं। अब तक इन आम चुनाव और परिणामों में तीन प्रवृत्तियाँ देखी गई है। प्रथम- कांग्रेस एकदलीय प्रभुत्व, द्वितीय- गैर कांग्रेस गठबंधन सरकारों का गठन तृतीय - भारतीय जनता पार्टी की स्थिति सुदृढ़ होना, फिर भी गठबंधन सरकार का अस्तित्व बना रहना है। वही विपक्षी दलों द्वारा गैर भाजपा गठबंधन का निर्माण करना वर्तमान में भारतीय जनता पार्टी एवं सहयोगी दलों का गठबंधन NDA है जिनकी वर्तमान 18 वीं लोकसभा में सरकार है। वहीं विपक्ष ने इंडिया गठबंधन (इंडियन नेशनल डेवलपमेंट इंकलूसिव अलाइंस) विभिन्न दलों का साझा गठबंधन है जो 18वीं लोकसभा में सदन में विपक्ष की भूमिका में है।

भारत में गठबंधन सरकार का इतिहास:

भारत की बहुदलीय व्यवस्था में स्वतंत्रता के बाद कुछ दशकों तक भारतीय राष्ट्रीय कांग्रेस की एकदलीय प्रभुत्व की प्रधानता रही। कांग्रेस को न केवल केन्द्र में वरन अधिकांश राज्यों के स्तर पर प्रधानता की स्थिति प्राप्त थी। देश में केंद्रीय स्तर पर 1968 तक लोकसभा में एक

राजनीतिक दल को पूर्ण बहुमत प्राप्त रहा। केन्द्रीय स्तर पर गठबंधन सरकार की संक्षिप्त विवेचना निम्नांकित है :-

1. 1969 में कांग्रेस के विभाजन के फलस्वरूप श्रीमती इंदिरा गांधी की सरकार अल्पमत में आ गई, तब भारतीय साम्यवादी दल द्रमुक एवं अन्य दलों के समर्थन से लगभग यह सरकार डेढ़ वर्षों तक चली।
2. 1977 में केन्द्र में जनता पार्टी की सरकार एक गठबंधन सरकार ही थी। जनता पार्टी का गठन एक चुनाव चिन्ह में भारतीय राजनीति के पांच घटकों (संगठन कांग्रेस, जनसंघ, भारतीय लोक दल, संयुक्त समाजवादी दल और चंद्रशेखर के नेतृत्व में विद्रोही कांग्रेस) से मिलकर बना था। चूंकि दल और सरकार घटकवाद पर आधारित थी, अतः यह मोरारजी देसाई की गठबंधन सरकार अपने अंतर्विरोध से उबर नहीं सकी और अंत में 27 महिनो में इस सरकार का पतन हो गया। बाद में चौधरी चरणसिंह की सरकार चार महिने से अधिक नहीं चल सकी।
3. भारतीय राजनीति में 1988 तक केन्द्र में एकदलीय सरकार की सामान्य स्थिति बनी रही किन्तु नब्बे के दशक में गठबंधन राजनीति को उदय हुआ। दिसंबर 1989-90 में श्री वी.पी. सिंह के नेतृत्व में राष्ट्रीय मोर्चा गठबंधन सरकार का गठन हुआ। इसका गठन गैर कांग्रेसवाद के आधार पर हुआ था, जिसे मार्क्सवादी दल एवं भारतीय जनता पार्टी का बाहरी समर्थन प्राप्त था। किन्तु यह सरकार मात्र 11 महिने ही चल सकी।

- बाद में कांग्रेस के बाहरी समर्थन से चंद्रशेखर सरकार का गठन हुआ जो मात्र 7 महिने ही चल सकी।
4. 1996 से 1998 में विभिन्न गठबंधन सरकारों का गठन हुआ। 11वीं लोकसभा में किसी भी राजनीतिक दल को स्पष्ट बहुमत प्राप्त नहीं हुआ तथा त्रिशंकु लोकसभा का जन्म हुआ। भारतीय जनता पार्टी को सबसे बड़े दल की स्थिति प्राप्त थी किन्तु अपने सहयोगी दलों के साथ मिलकर भी स्पष्ट बहुमत प्राप्त नहीं था। सबसे बड़े दल होने के नाते राष्ट्रपति द्वारा सरकार बनाने के लिए श्री अटल बिहारी वाजपेयी को सरकार बनाने के लिए आमंत्रित किया गया। किन्तु बहुमत सिद्ध नहीं हो पाने के कारण यह सरकार मात्र 13 दिन तक रही। जून 1996 से 1997 के बीच श्री एच.डी. देवगौड़ा एवं श्री इंद्रकुमार गुजराल की सरकारें रही।
 5. 12वीं लोकसभा में किसी भी दल को बहुमत प्राप्त नहीं हुआ किन्तु भारतीय जनता पार्टी सबसे बड़ा दल बना अतः सहयोगी दलों के साथ गठबंधन सरकार का गठन कर श्री अटल बिहारी वाजपेयी के नेतृत्व में सरकार बना, किन्तु लोकसभा में विश्वास मत में मात्र एक मत से पराजित होने के कारण यह सरकार गिर गयी।
 6. 13वीं लोकसभा 1999 से 2004 तक का यह काल भारतीय राजनीति में गठबंधन सरकार के दृष्टिकोण से अत्यंत महत्वपूर्ण काल रहा है। श्री अटल बिहारी वाजपेयी के कुशल नेतृत्व और उनकी सर्वमान्यता ने 24 दलों के राष्ट्रीय जनतांत्रिक गठबंधन सरकार ने न केवल अपना कार्यकाल पूर्ण किया बल्कि देश में राजनीतिक स्थिरता और गठबंधन का नया प्रतिमान भी स्थापित हुआ है।
 7. 14-15वीं लोकसभा में कांग्रेस के नेतृत्व में संयुक्त प्रगतिशील गठबंधन का गठन किया गया एवं श्री मनमोहन सिंह के नेतृत्व में गठबंधन सरकार ने 2004-09 एवं 2009-14 तक दो कार्यकाल पूर्ण किये।
 8. 16-17वीं लोकसभा चुनावों में श्री नरेन्द्र मोदी के नेतृत्व में भारतीय जनता पार्टी ने अकेले पूर्ण बहुमत का आंकड़ा प्राप्त किये किन्तु NDA के गठबंधन सरकार का अस्तित्व बनी रही। 18वीं लोकसभा में

18वीं लोकसभा चुनाव परिणाम

राष्ट्रीय जनतांत्रिक गठबंधन

दल	जीती गई सीटें	
भारतीय जनता पार्टी	—	240
तेलंगु देशम पार्टी	—	16
जनता दल (युनाईटेड)	—	12
शिवसेना	—	07
लोक जन शक्ति पार्टी (राम विलास पासवान)	—	05
राष्ट्रवादी कांग्रेस पार्टी	—	01
जनता दल (सेक्यूलर)	—	02
अपना दल (सोनेवाल)	—	01
असम गण परिषद्	—	01
जन सेना पार्टी	—	02
राष्ट्रीय लोक दल	—	02
अखिल झारखण्ड छात्रसंघ	—	01
हिन्दुस्तानी आवाम मोर्चा	—	01
सिक्किम क्रांतिकारी मोर्चा	—	01
युनाईटेड लिबरल पिपुल्स पार्टी	—	01
कुल		293

डॉ. विनोद कुमार साहू

NDA गठबंधन को पूर्ण बहुमत प्राप्त हुआ है और श्री नरेन्द्र मोदी तीसरी बार देश के प्रधानमंत्री बने।

भारत में राज्यों में गठबंधन सरकारें:

भारत में केन्द्रीय स्तर पर ही नहीं राज्यों के स्तर पर गठबंधन सरकारें बनीं। देश में राज्य स्तर पर गठबंधन सरकारों का काल चतुर्थ आम चुनाव के बाद प्रारंभ हुआ। 1967 से 1970 के काल में केरल, उत्तर प्रदेश, बिहार, हरियाणा, मध्य प्रदेश, उड़ीसा, पंजाब और पश्चिम बंगाल में संविद सरकारों (संयुक्त विधायक दल) का गठन हुआ। 1977 में केन्द्र में सत्ता परिवर्तन एवं जनता पार्टी की सरकार बनने का असर राज्यों की राजनीति पर भी पड़ा तथा लगभग आधे राज्यों में जनता पार्टी की सरकारें बनीं।

पश्चिम बंगाल में 1977-2000 तक वाम मोर्चा की सरकार कार्य करती रही। केरल में निरंतर कभी कांग्रेस के संयुक्त लोकतांत्रिक मोर्चा या वामपंथी मोर्चा के गठबंधन सरकारें कार्य करती रही। महाराष्ट्र में 1995 में शिवसेना भारतीय जनता पार्टी की सरकार बनी। सन् 1999 में एवं 2004 में कांग्रेस राष्ट्रवादी कांग्रेस एवं अन्य दलों के सहयोग से गठबंधन सरकार बनी। 2009-2014 में भाजपा शिवसेना गठबंधन की सरकार बनी। किन्तु 2019 के विधानसभा चुनाव के पश्चात भाजपा शिवसेना गठबंधन में मतभेद सामने आई और शिवसेना कांग्रेस और राष्ट्रवादी कांग्रेस पार्टी ने महाराष्ट्र विकास अघाड़ी गठबंधन सरकार बना। जिसमें श्री उद्धव ठाकरे मुख्यमंत्री बने किन्तु बाद में शिवसेना का विभाजन और एक गुट ने एकनाथ शिंदे के नेतृत्व में भाजपा एवं राष्ट्रवादी कांग्रेस के विभाजन से अजीत पवार के गुट के समर्थन से वर्तमान में शिंदे के गठबंधन सरकार कार्य कर रही है। इसी प्रकार 1995 में उत्तर प्रदेश में बसपा, समाजवादी पार्टी की सरकार, 1997-2002 में बसपा भारतीय जनता पार्टी की गठबंधन सरकार रही एवं 2003 में श्री मुलायम सिंह यादव ने गठबंधन सरकार का नेतृत्व किया।

देश के अन्य राज्यों जिसमें हरियाणा, पंजाब में गठबंधन की सरकारें रहीं। वर्तमान में बिहार में NDA गठबंधन सरकार में नीतिश कुमार मुख्यमंत्री है। झारखण्ड, जम्मू काश्मीर एवं पूर्वोत्तर के राज्यों में भी गठबंधन की सरकारें रही।

इंडिया गठबंधन

दल	जीती गई सीटें
भारतीय राष्ट्रीय कांग्रेस	— 99
समाजवादी पार्टी	— 37
अखिल भारतीय तृणमूल कांग्रेस	— 29
द्रविण मुनेत्र कडगम	— 22
भारतीय कम्युनिस्ट पार्टी (मार्क्सवादी)	— 04
राष्ट्रीय जनता दल	— 04
शिवसेना (यू.बी.टी.)	— 09
आम आदमी पार्टी	— 03
राष्ट्रवादी कांग्रेस पार्टी (शरद पवार)	— 08
भारतीय कम्युनिस्ट पार्टी	— 02
झारखण्ड मुक्ति मोर्चा	— 03
भारतीय कम्युनिस्ट पार्टी (मार्क्सवादी लेनिनवादी लिबरेशन)	— 02
इंडियन यूनियन मुस्लिम लीग	— 03
जम्मू काश्मीर नेशनल कांग्रेस	— 02
विदुथलाई चिरुथैगल काची	— 02
भारत आदिवासी पार्टी	— 01
केरल कांग्रेस	— 01
मरुमलार्ची द्रविण मुनेत्र कडगम	— 01
राष्ट्रीय लोकतांत्रिक पार्टी	— 01
क्रांतिकारी समाजवादी पार्टी	— 01
कुल	234

गठबंधन सरकारों के गुण :

1. गठबंधन सरकार भारत के बहुल समाज के विभिन्न वर्गों एवं समूहों के हितों की पूर्ति में अधिक सहायक हो सकती हैं।
2. गठबंधन सरकार देश की बहुल संस्कृति और विशेषताओं के अनुरूप सभी वर्गों की अपेक्षा और आकांक्षाओं को प्रभावी और सफल बना सकते हैं।
3. गठबंधन सरकार में दलों के द्वारा विचार-विमर्श से मिलकर लिए गये निर्णय से दोषपूर्ण निर्णय की संभावना कम होना।
4. एकदलीय सरकार में शासन का नेतृत्व निरंकुश हो सकता है। जबकि गठबंधन सरकार सर्वसम्मति पर आधारित होने के कारण लोकतंत्र के भावना के अनुरूप है।

गठबंधन सरकारों के दोष :

1. सरकार में सर्वसम्मति के अभाव के कारण कई कानूनों को पारित और लागू करने में कठिनाईयों का सामना करना पड़ता है।
2. क्षेत्रीय दलों द्वारा क्षेत्रीय मुद्दों को सामने लाने से आपसी टकराव/संघर्ष की स्थिति बनना। जिससे गठबंधन सरकार इच्छानुसार कार्य नहीं कर पाती।
3. वैचारिक मतभेद होने के कारण गठबंधन सरकार में अस्थिरता और असंतुलन की स्थिति बनना।
4. गठबंधन सरकार से असंतुष्ट होने पर दलबदल को बढ़ावा मिलता है, विशेषतः राज्यों में यह स्थिति अधिक देखी जा रही है।
5. सरकार में सत्ता की लालसा से टकराव और अस्थिरता की संभावना बढ़ जाती है।

गठबंधन सरकारें : सुझाव

संविधान द्वारा देश में संसदीय शासन प्रणाली को अपनाया गया है। बहुदलीय प्रणाली में सदैव एक दल को पूर्ण बहुमत प्राप्त हो यह संभव नहीं है। अतः गठबंधन

सरकारें हमारी लोकतांत्रिक प्रणाली का अभिन्न हिस्सा है। देश के आम चुनावों एवं राज्यों में विधान सभाओं के चुनावों में परिणामों को दृष्टिगत रखते हुए। गठबंधन सरकार को विकल्प के रूप में स्वीकार करना होगा। गठबंधन सरकार की परिप्रेक्ष्य में भारतीय लोकतंत्र को मजबूत और प्रभावी बनाने हेतु निम्नांकित सुझाव कारगर हो सकते हैं :-

1. देश एवं विभिन्न राज्यों में गठबंधन सरकारें दो रूपों में हो सकती हैं - प्रथम- राजनीतिक दलों द्वारा चुनाव पूर्व गठबंधन। द्वितीय - चुनाव के पश्चात् गठबंधन। समान विचारधारा वाले दलों का चुनाव पूर्व गठबंधन प्रभावी और वैध माना जा सकता है।
2. गठबंधन सरकार की सफलता के लिए आवश्यक है, दलों में राजनीतिक समझ एवं समायोजन का भाव प्रभावशाली नेतृत्व से एवं उसकी सर्वमान्यता से गठबंधन सरकार और अधिक सफल हो सकती है।
3. गठबंधन सरकारें सफल और टिकाऊ रहे तथा पूरा कार्यकाल पूर्ण करें इसके लिए आवश्यक है कि एक संचालन समीति कार्य करें जो सभी दलों में समन्वय और तालमेल कर सके।
4. गठबंधन सरकार बेहतर ढंग से कार्य करें इस हेतु सभी राजनीतिक दलों को गंभीर चिंतन की आवश्यकता है। देश में राजनीतिक अस्थायित्व एवं अस्थिरता को कैसे समाप्त करें। यदि गठबंधन सरकार सुचारु रूप से कार्य नहीं करती है और भंग हो जाती है, तो इससे देश व प्रदेश को पुनः चुनावों की ओर ले जाना ठीक नहीं है। अतः देश की राजनीतिक परिस्थितियों के अनुरूप व्यापक दृष्टिकोण से इनका उचित समाधान और मार्ग खोजने हेतु सभी दलों को कार्य करना होगा।
5. गठबंधन सरकारें तभी सफल हो सकती हैं, जब वे सभी दल जिन्होंने गठबंधन बनाया है वे उस सरकार का हिस्सा बनें बाहरी समर्थन के स्थान पर दलों द्वारा

- पूर्ण समर्थन करें और सरकार में शामिल हो। देश में पूर्व में विभिन्न समय में बाहरी समर्थन कर सरकारें बनायी गयी जो अन्ततः असफल साबित हुआ।
6. यदि विपक्ष गठबंधन सरकार को बहुमत से गिरा देती है तो उन्हें सरकार बनाने का विकल्प भी प्रस्तुत करना होगा।

निष्कर्ष :

देश के संसदीय इतिहास में स्वतंत्रता के पश्चात् 18 आम चुनाव एवं नियमित और संवैधानिक व्यवस्था के अनुरूप राज्यों में चुनाव संपन्न हो रहे हैं। देश की बहुलतावादी संस्कृति और विविधता ही हमारी पहचान और विशेषता है। इन्ही विशेषताओं के अनुरूप हमारी लोकतांत्रिक व्यवस्था सुचारू रूप से संचालित है। संसदीय एवं बहुदलीय प्रणाली में निरंतर किसी एक दल का पूर्ण बहुमत की सरकार ही बने यह संभव नहीं। अतः देश में गठबंधन सरकार का उदय हुआ है। गठबंधन सरकार को भारतीय लोकतंत्र की एक विशेषता के रूप में स्वीकार करना होगा। भारतीय राजनीति में गठबंधन सरकार देश एवं प्रदेशों में अलग-अलग चरणों को पार करते हुए निरंतर परिमार्जित स्वरूप को प्राप्त कर रहा है। भारतीय लोकतंत्र में 21वीं शताब्दी में गठबंधन सरकारों का परिपक्वता के साथ विस्तार हुआ है। वर्तमान में दो प्रमुख राजनीतिक दल और उसके गठबंधन है, एक ओर भारतीय जनता पार्टी और उसके सहयोगी दलों का गठबंधन NDA है जिन्होंने लगातार तीसरी बार (16वीं, 17वीं और 18वीं लोकसभा) सरकार बनायी है। वही कांग्रेस व उनके सहयोगी दलों का गठबंधन जो पूर्व में UPA था उसके स्थान पर INDIA गठबंधन वर्तमान 18वीं लोकसभा में विपक्ष की भूमिक निभा रहा है।

यह कहना सही नहीं है कि देश की समस्याओं का बेहतर समाधान केवल एकदलीय सरकार में ही संभव है। विगत गठबंधन सरकारों द्वारा देशहित में अनेक महान युगान्तकारी निर्णय लिए गये तथा जटिल समस्याओं का समाधान किये गये हैं। भारत विश्व का सबसे बड़ा लोकतंत्र है। धर्म, जाति, क्षेत्र एवं संस्कृति आदि विविधताओं से परिपूर्ण बहुलतावादी समाज में राष्ट्रीय आकांक्षाओं के साथ-साथ अपनी क्षेत्रीय आकांक्षाएं भी निहित होती है। इसमें कोई संदेह नहीं है कि सभी आकांक्षाओं की पूर्ति गठबंधन सरकारों में और अधिक संभव हो सकती है। राष्ट्रीय एवं क्षेत्रीय दलों को सरकार में भूमिका का अवसर प्राप्त हो रहा है। अतः आवश्यक है कि सभी दलों को देश एवं प्रदेशहित में संकीर्ण स्वार्थ और व्यक्तिगत हितों से ऊपर उठ कर राष्ट्रीयता के उच्च भावना से कार्य करना होगा। जहां राष्ट्रीय दलों को गठबंधन को ध्यान में रखकर उदार एवं सामंजस्यपूर्ण दृष्टिकोण अपनाना होगा वही क्षेत्रीय दलों को सदैव दबावपूर्ण नीति अपनाकर ही कार्य करें यह आवश्यक नहीं। सकारात्मक दृष्टिकोण अपनाकर ही गठबंधन सरकार को टिकाऊ बनाया जा सकता है।

संदर्भ ग्रंथसूची :

1. फड़िया, बी.एल. वं जैन पुखराज, भारतीय शासन एवं राजनीति, साहित्य भवन प्रकाशन आगरा।
2. कश्यप सुभाष, हमारा संविधान एक परिचय, विकास प्रकाशन हाउस प्राईवेट लिमिटेड।
3. शर्मा ब्रज किशोर, भारत का संविधान एक परिचय, पी. एच.आई. लर्निंग प्राईवेट लिमिटेड नई दिल्ली।

4. मासिक पत्रिका

1. योजना

डॉ. विनोद कुमार साहू

2. कुरुक्षेत्र
5. समाचार पत्र
1. दैनिक भास्कर
2. हरि भूमि
3. नवभारत
4. नई दुनिया
5. पत्रिका



विकसित भारत में पंचायती राज का योगदान

इंज़माम उल अहमद अंसारी¹ डॉ मोहम्मद शहाब उद्दीन²

¹शोधार्थी, डिपार्टमेंट ऑफ पोलिटिकल साइंस वीर कुंवर सिंह विश्व विद्यालय आरा बिहार

²शोधनिर्देशक, हेड एंड असोसिएट प्रोफेसर HOD, डिपार्टमेंट ऑफ पोलिटिकल साइंस जगजीवन कॉलेज आरा

Corresponding Author: इंज़माम उल अहमद अंसारी

Email: Inzamam.htw@gmail.com

DOI- 10.5281/zenodo.13331425

सारांश:

पंचायती राज भारतीय समाज के लिए आत्मा का संज्ञा दिया जाता है कि सामाजिक कार्य करके विकास की उन्मूलन किया जाता है। भारतीय परंपराओं को जागृत करने में सक्षम है। गाँव के उन लोगों तक विकास को पहुंचाना हमारा प्राथमिकता है। जो की विकास से विमुख धारा में चले गये है। अतः उनके लिए पंचायती राज व्यवस्था को लाकर उन तक मुख्य धारा से जोड़ना परम सिद्ध है। अपने आप में भगवान के प्रसाद जैसा है। जिससे की मालूम होता है। जब तक गाँव के शोषित गरीब जाति धर्म एवं आर्थिक से जूझ रहे हैं उनको समाज में जोड़ने की अपेक्षा की जाती है। वैसे परिवार सामाजिक उत्पीड़न की शिकार हुआ है। उनके भी समाज के बराबरी की लाभ मिले। ताकि पंचायत ग्रामीण क्षेत्र के विकास से ही भारत के लिए वरदान साबित हो सके। तब ही विकसित भारत की और अग्रसर हो पायेगा। आज के दौर में भारत उन श्रेणियों में खाड़ा है। जहा P+5 की विचार धारा है। इसी से पांच देशो को शक्तिशाली समूहों में जाने की चाहत को बरकरार रखा है। भारत को आर्थिक महाशक्ति में तीसरे स्थान को प्राप्त करने हमारे कही उन क्षेत्रो से है। जो पंचायती राज व्यवस्था को निरूपित करती है। और घर – घर में कारीगरी के लिए उत्साहीत के एक संभावनाओं को हवा डे दिया है। की जीवन यापन के लिए कच्चे माल उपलब्ध करवाकर बेरोजगारी की समस्याओं से निपटने वाली कारगर हथियार अपनाया है और पूरी दुनिया को चौका दिया की बड़ी जनसंख्या के भार सहन करना बड़ी समस्या का कारण था। आज भारत इसी दहलीज पर पहुंच गया है की विश्व गुरु का बनने की खवहिस करता है। ये विकसित भारत होने का माध्यम पंचायती राज व्यवस्था से ही भला हो सका है। सरकार की योजनाओं का धरातल पर उतारकर समाज के भलाई के साथ साथ उन्मुख विकास के तरफ अग्रसर है।

की बर्ड:- विकसित , भारत , पंचायती राज , योगदान

भूमिका:

पंचायती राज भारतीय संस्कृति और समाज का एक अभिन्न अंग मन गया है। प्राचीन काल से ही गाव क्षेत्र में न्याय अनुशासन शिक्षा स्वास्थ्य और निर्माण कार्यों की व्यवस्था पंचायतो के हाथों में ही दे दी गई है। ग्रामीण समुदाय के इन छोटे गणतंत्र की व्याख्या कौटिल्य के अर्थशास्त्र में मिलता है। अतः रामायण , महाभारत , वैशाली , बौद्ध एवं एनी प्राचीन ग्रंथों में भी पंचायतो का उल्लेख मिलता है। वैशाली में गयंत्रात्मक शासन न कवल इस देश में वरना दुनिया में भी प्रचलित थी। बिना नियम कानून के इन पंचायतो में जो शक्ति प्राप्त थी की जानती के बीच दर का माहौल से वह लाभान्वित थी। ब्रिटिश शासन 1882 से शासन काल प्रारंभ हुए। उन अंग्रेजी हुकमरानों ने पंचायती राज को पुनः लागु कर दिया क्योंकि पहले अंगरेजी हुकुमतो ने पंचायती राज व्यवस्था को अनदेखा करके समाप्ति के दौर कायम कर दिया। तब उन्होंने शासन में प्रभाव कम होना उनके लिए चिंता के सवाल बान गया। और उन्होंने पंचायती राज के बारे जानकारी नहीं थी। जब उनके सत्ता , प्रशासन अप्रभावाभाली होने लगा। तो फिर उनके उन्होंने स्वस्तः नियम कानून को स्थापित किया। जब

ग्रामीण एवं छोटे – छोटे कस्बे को चुना यह स्थानीय स्वशासन के बिना यह संभव नहीं था।

आजादी मिलने के बाद देश के ग्रामीण का विकास करने के लिए अनेक प्रयास किया गया है। इसी तरह विकास से संबंध रखने वाला कादरिय सरकार ने तीव्रगती मिल गया जैसे इसके बिना संभव करना हमारे लिए बड़ी चुनोती थी। अब विविध योजनाओं पर बहुत बड़ी भरी भरकम राशी खर्च किया गया। इतना सब कुछ करने के पश्चात गाव इलाको कोई खाख विकास नहीं हो सका। विकास शब्द का प्रयोग में लाया गया। क्योंकि ग्रामीण इलाको वाले क्षेत्रो को वहन करना अधिकारियों के हाथों में था और उनके वहन करने का तरीका कठिन थी। सरकारों के द्वारा बार-बार प्रयास करने के बाद बदलाव तो किया गया। लेकिन इसमें कोई कार्य नहीं आया। राज्यों सरकारों ने ग्रामीण स्तरों को ही नीव मानकर प्रशासनिक तंत्र प्रस्थापित कर दिया। पंचायती राज के लिए आवश्यक है की स्थानीय ग्रामीण क्षेत्रो के चुने हुए प्रतिनिधियों को अनेको तरह के अधिकार दिया जाये की वे अपने अंतर दवित्वा का सही प्रकार से सफल बनाने की प्रयास किया। ग्रामीण क्षेत्रो में ये सभी विषय ग्राम पंचायतो द्वारा भारतीय संविधान ग्यावारही अनुसूची समिलित करके

सामाजिक न्याय एवं आर्थिक विकास को 29 विषय ग्राम पंचायतो को दिए गये हैं। ये सभी विषय ग्राम पंचायत के तरह किये जा रहे विकास कार्यों से जुड़े हुए थे।

पंचायती राज व्यवस्था के बिना विकास कर लेना एक सार्थक प्रयास को लोक तंत्र को स्थापित करना कलंकित करता है। लोक तंत्र के कच्चे फल स्थानीय सरकार शासन के माध्यम ही जन के लिए अभिशाप है। पंचायती केन्द्रीय सरकार हो या राज्य सरकार के अधिनियम के जरीय पुनर्व्यस्थितशास्त्रिक इकाई होती जिसमें जिला, नगर या गाव जैसे एक क्षेत्रों की जन कल्याण के द्वारा क्षेत्र अधिकार की समस्याओं की सीमाओं के भीतर मिले अधिकारों का प्रयोग में लाया गया है।

हैरोल्ड जे. लास्की का मानना है की "हम लोकतंत्रीय शासन से पूरा लाभ उस समय तक नहीं उठा सकते जब तक की हम यह न मन ले की सभी समस्याएँ केन्द्रिए नहीं और उन परिभानियों को उन्ही स्थानों पर उन्ही जनता के द्वारा हल किया जाना चाहिए जो उन समस्याओं से सबसे अधिक प्रभावित होता है।"

डी. रक्लिने ने भी स्वशासन के बारे में लिखा है। "स्वतंत्र शासन की स्थापना कर सकता है। किन्तु स्थानीय संस्थाओं के बिना आजादी की भावना नहीं रह सकती है।"

राष्ट्रपति महंता गाँधी के अनुसार आत्मनिर्भर गाँव को सच्चे लोकतंत्र की प्रति संभव है। उनके शब्दों में "स्वतंत्रता स्थानीय स्तर से शुरू होनी चाहिए।" इसी तरह प्रति गाँव एक गणराज्य अथवा पंचायती राज भूमिगत होगा। प्रत्येक के पास पूर्व सत्ता एवं शक्ति होगी। इसका तात्पर्य यह माना गया है की गाँवों को आत्मनिर्भर होना अति आवश्यक है। "पंचायती राज की महंता के बारे में गाँधी जी के सपनों को संजोया गया है।

पंडित जवाहर लाल नेहरू ने "पंचायत सरकारी ईमारत की नीव है। यह लोकतंत्र का पहला कदम है। यदि नीव मजबूत नहीं होगी तो उस पर खड़ी हुई ईमारत कमजोर होता है। और किसी भी आपदा को झेल नहीं सकेगी।

प्राचीन भारत में पंचायती राज :

पंचायती राज व्यवस्था की नीति प्राचीन दृश्य में रही है। यदि उनका स्वरूप के तरह तरह है। चुकी शासन व्यवस्था में भी काल खंड में अंतर रहा है। अतः भारत में ग्रामीण पंचायती राज शासन की संस्थाओं के जैसे संस्थाएँ भी समय समय पर बदलाव करना सुनिश्चित किया। पंचायती राज संस्था जैसे व्यवस्थाओं को भारत में एक तरह की समानता लाने की अभिप्रायः किया गया। यदि उनमें क्षेत्रीय तथा शहरी ऐतिहासिक विभेद आवश्यक है। ग्राम की रक्षा एवं मालगुजारी वसूलना भी ग्रामीण एवं पंचायत का कार्य जिमेवारी से करना सुनिश्चित किया था।

ग्राम पंचायती राज व्यवस्था की परंपरा प्राचीन मानी जाती है। इनका विवरण वेद, पुराण, रामायण एवं महाभारत बहुत ही किताबों में मिलता है। स्थानीय का विवरण जिक्र मनु स्मृति व ग्रन्थ में पाया गया। मनु स्मृति के जानकारी ग्रामीण शासन के लिए उत्तर दाई होता था। इस पदाधिकारी का मुख्य कार्य ग्रामवासियों से करों को एकत्रित इज़माम उल अहमद अंसारी, डॉ मोहम्मद शहाब उद्दीन

करना था। उसका स्थानीय स्वशासन की व्यवस्था शांति एवं व्यवस्था बनाए रखना पंचायती राज की उत्तरदायी बनाए जाते थे। भारत की एक अपनी पृष्ठभूमि कायम करके पुरे विश्व में पंचायती राज की डंके बजा कर सन्देश दे दिया है। मौर्यकाल के समय की पंचायतो को कोटिल्य का अर्थशास्त्र काव्य में पुरे ढंग से विवरण को दिया। कोटिल्य के अनुसार हर ग्राम का शासन प्रमुख कहलाता था। उनके अनुसार 10 ग्राम के मध्य संग्रह्य 200 ग्रामों के बीच स्थानीय नामक स्थानों की स्थापना किया था।

भारत के इतिहास प्राचीन काल से ही सभी गावों को दुरुस्त करने के लिए पंचायत का होना एक रामबाण माना गया है। लेकिन राजाओं को अपना शासन को व्यवस्थित करने के खातिर बहुत ही चालाखी से प्रत्येक गावों के वरिष्ठ लोग को जिम्मेदारी सौंपा जाता था और अपने प्रशासनिक व्यवस्था को कायम करना, स्थापित रखा गया था। राजाओं के द्वारा छोटे छोटे टुकड़ों में बाँट कर अपने राजसत्ता बनाए रखना था और पीड़ी दर पीड़ी राज्यों में हर वैवधानों को रोका जा सके। ठीक यह ऐसा ही देखने को मिलता था।

अंग्रेजी शासनों ने भी अपना ईस्ट इंडिया कंपनी के सत्ता बरकरार रखने के लिए एक एक भारत के राजाओं एवं जमींदारों को मिला कर वसूली शासन व्यवस्था विरोधी विद्रोही के लिए पंचायत को दिया। जबकि पंचायत के मुखिया, सरपंच को गावों से कर वसूली करके अंग्रेजों को पहुँचने के लिए बाध्य किया था। क्योंकि अपने अपने जागेदारी को बचाना उनके लिए चुनौती थी। नियम कानून अपने स्वार्थ भाव से अपने फैदे के लिए थोप देते थे। उससे पंचायत प्रतिनिधियों को ही नेतृत्व करने पर बाध्य करते थे। तो इन्होंने गाव पर पंचायत बुलाकर न्याय व्यवस्था को प्रति स्थापना कर दिया करते थे। भारत राजनीति व्यवस्था को पुनर्निर्माण गावों से प्राप्त हुआ है। तब ही आज यहाँ तक आने में 75 वर्ष तक लग जाना अति दुखदायक रहा है। जो हम शिक्षा, रोजगार, जाति, आर्थिक, सामाजिक एवं जनसँख्या को नियंत्रण कर पाना दुखदायक रहा है। एक आतम मंथन कर पंचायतो को गावों के साथ समेटना समाज की उन कुर्तियों को निष्क्रिय किया जा सकता था लेकिन पहले से आ रही परम्परा को छोड़ना एक ऐसा समाज के हाथों में है। जो अपने भलाई के बारे में जानता है। न की समाज की भलाई करना आवश्यक मानता है। अब गावों से महिलाओं को निकलकर शिक्षा के लिए आगे आ रही है। हमारे गाव समाज यह बोल चाल की भाषा प्रयोग करते हैं। की केतनो पढ़बू लिखबू तहरा त बर्तन ही ससुरा में जाके माजे के बा यह भोजपुरी में महिलाओं के मनोबल को तोड़ना है और ठीक ऐसा ही महिलाओं ने इस ताने बाने को सुनकर सपना विचार को समाज के हिसाब से जीने लगती थी।

विकसित भारत में आर्थिक:

आजादी मिलने के पश्चात् लगातार भारत देश को मुख्य धारा में लाने के लिए अलग 2 प्रयास किया है। जिससे की संभालना एक तपस्या था। क्योंकि अनपढ़ की तादाद अधिक रही थी। तब महात्मा गाँधी की संकल्प था की

पंचायत के होना हमारे लिए अति महत्वपूर्ण होगा। और सभी नेतागण लोगो को अपने संकल्प के बारे में जानकारी कराए पंचायत का होना जरूरी माना। की गावो की जनसंख्या अधिक है। उससे तरह तरह से जोड़ना सुनिश्चित की। तब से यह माना की सबसे पहले आत्मनिर्भर होना आवश्यक है। परन्तु समय-समय पर बदलाव करके भारत को मजबूत बनाने की संचालन होने लगा। भारत के तत्कालीन व वर्तमान समय के प्रधानमंत्री का योगदान पंडित जवाहर लाल नेहरू, सरदार पटेल, बी.आर.आंबेडकर, एल.बी.शास्त्री, मौलाना कलाम आजाद, चौधरी चरण सिंह, इंदिरा गाँधी, वी.पि. नरसिम्हा रेड्डी, राजीव गाँधी, अटल बिहारी वाजपयी, अब्दुल कालाम (राष्ट्रपति) मनमोहन सिंह ने विश्व में आर्थिक मंदी के समय में अपना लोहा मनवा लिया। भारत की आर्थिक रूप से मजबूत प्रदान किया और को टाप 5 में जगह दिया और आर्थिक रूप से विश्व में 5वा स्थान मिला दुनिया में भुखमरी के कगार पर कड़ी अर्थ व्यवस्था को भारत पर कोई असर नहीं देखने को मिला था। वर्ष 2008 में दुनिया भर में अपना सखिसयत से पहचान दिया। भारत सरकार ने ऐसी योजनाओ को क्रिया बद्ध कर साहसिक कदम साबित कर दिया। उस समय में भारत के खजाना खाली था। डॉ मनमोहन सिंह ने भारत के सोना को ब्रिटेन के हाथो गिरवी रख कर पैसा लिया। उसी पैसे से भारत को आर्थिक मंदी के चपेट से बाहर निकलकर कोई असर नहीं होने दिया। यह एक पर एक योजनाओ का क्रियान्वयन करते गये। जो निम्नलिखित है।

1. अटल पेंसन योजना
2. आयुषमन भारत योजना
3. दीनदयाल अन्तोदेय योजना
4. हर घर जल
5. जन धन योजना
6. जीवन ज्योति बिमा योजना
7. किसान क्रेडिट कार्ड
8. प्रधानमंत्री किसान योजना
9. नैनो फटीलाईज़र योजना
10. प्रधानमंत्री आवास योजना
11. प्रधानमंत्री पोषण अभियान
12. प्रधानमंत्री प्रणाम योजना
13. सुरक्षा बिमा योजना
14. PM विश्वक्रमा योजना
15. PM गरीब कल्याण अन्न योजना
16. PM उज्ज्वला योजना
17. स्वभित्वा योजना
18. फारेस्ट राईट टाइटल्स योजना
19. इक्लाव्य मडल रेसिदेंटीयल स्कूल योजना
20. स्कालरशीप योजना
21. सिकल सील एमिनिया एलिमिनेशन मिशन
22. वन धन विकास केन्द्रीय योजना
23. सुकन्य योजना
24. युवा कौशल योजना
25. डिजिटल भारत

26. इंटेलिजेंस आर्टिफीसियल
27. बेटी बचाओ बेटी पढाओ
28. सोयल हेल्थ कार्ड
29. मैक इन इंडिया
30. इन्दर्धनुष योजना
31. स्वच्छ भारत, स्वास्थ्य
32. खेलो इंडिया
33. स्मार्ट सिटी
34. स्टार्ट अप इण्डिया
35. स्टैंड अप इंडिया
36. वन प्रोडक्शन वन स्टेशन

आचार्य चाणक्य ने अपने कृत अर्थशास्त्र के एक श्लोक नात्म प्रिय हितं राज्ञः प्रजानां तू प्रिय हितम् से व्याख्यान की शुरुआत की जिसका मतलब यह है की राजा का अपना प्रिय (हित) कुछ नहीं है, प्रजा प्रिया का ही उसका प्रिया है। एक श्रेष्ठ राजा वही होता है, जो अपनी प्रजा के अंतिम व्यक्ति को खुशिया देना हर संभव प्रयास करता है। प्राचीन भारत की संस्कृति, सामाजिक एवं आर्थिक उन्नति के शिखर पर पहुचने का मूलाधार है। अमृतकाल में विकसित राष्ट्र को उन्मूलन करके दुनिया में एक नयी पहचान दिलाने का गौरव प्राप्त किया है। भारत एक ऐसा राष्ट्र है जो की महाशक्ति राष्ट्र के रूप में देखा जाने लगा है। और ये अलग अलग पहचान सर्वश्रेष्ठ पुरस्कारों से पुरस्कृत करने लगे है। सभी देशो ने भारत जैसे राष्ट्र से उपेक्षा करने पर मजबूर हो गए है। वह एक मुख्या भूमिका में राजनितिक, संस्कृति एवं आर्थिक रूप से उभर रहा है। भारत सरकार ने विश्व में पहल करके अभी तक प्रधानमंत्री ने बहुत बड़ी कामयाबी हासिल कर ली है।

ये दुनिया ने भी देखा है की भारत तीव्र गति से महाशक्ति के रूप में उभर रहा है और आर्थिक रूप से मजबूत स्थिति में है। अभी भी तीसरे स्थान पर काबिज है। दुनिया में कोरोना महामारी को मात देने वाला सर्वप्रथम रहा है। भारत जिस क्रम में फल फुल रहा है। उसका अतिसिन्ना ही परिणाम स्वर्ण अक्षर में अन्कित् हो रहा है। प्रधानमंत्री ने भारत का साख को दुनिया में एहसास हो गया है। अमेरिका जैसे देश ने भारत के मुरीद हो गया है। जिससे सभी देशो एक मंच पर भारत के साथ आने लगे है वे अपने राष्ट्र के भलाई के उत्सुक है। भारत ने अमेरिका, जापान, फ्रांस, रूस, जर्मनी, इटली, सर्बिया, ब्रिटेन, साउथ अफ्रीका, हालैंड, इन्नाइल, सऊदी अरब, क्रतर, दुबई, स्पेन, न्यू जीलैण्ड एवं अन्य देशो के साथ आर्टिफीसियल इंटेलिजेंस के लिए समझौता कर रहा है। भारत को विकसित होने से कोई नहीं रोक सकता है। यह प्रोजेक्ट किया गया है की २०४७ तक विकसित भारत होना आज्ञादी के स्वर्ण वर्ष मनाया जाएगा जो हमारी पंचायत राज पर पूरा भरोसा है की हम पंचायती राज के बिना हम कामयाब नहीं हो सकते। इसलिए पंचायत जिंदगी का असल हिस्सा है पंचायत राज पहला और आखरी विकसित भारत का आत्मा होगा।

पंचायत में उपरोक्त योजनाओ को मुख्या प्रिश्भूमि में रखा है की विकसित भारत बनाना है तो स्थानीय सरकार

को ही सौपना पड़ेगा और ठीक ऐसा ही देखने को मिलता है | अगर अन्चायातिप राज में योजनाओं को क्रम वध तरीके से शुभारम्भ किया जाये तो पंचायत बिना इतना बड़ी सफलता नहीं मिलेगी | सरकार ने तात्कालिक अवस्था में पंचायतों को ही चुना है | जैसे की एक उत्पाद एक स्टेशन को स्थान पंचायत राज संस्थाओं को श्रेय मिलता है | आज गावों को 2020 में कोरोना वेव जैसे महामारी के दौरान लोग शहरों से पलायन करके गावों को ही चुना था | और उस समय जीवन यापन करने के लिए खेतों में मजदूरी, छोटे छोटे कार्य, रेडी, ठेला से परिवार को पोषण पालन किया | अपने बच्चों को कभी भूखा नहीं सोने दिया |

गावों में रोजगार देने वाला कार्य को छोटे छोटे सामग्री बनाकर भारत की आर्थिक, मदद मिल रहा था | जैसे विभिन्न व्यंजन आचार, कपड़ों की कडाही, मुरबा, पास्ता, चौमिन, बर्गर, चिप्स, पत्तल, गिलास, कर्तन, पेन कॉपी, फल-फूल, कृषि एवं धंधा को व्ययसाय बनाकर भारत के इकॉनमी पर असर नहीं होने दिया | जिससे की कयियों के मेहनत से आज भोगौलिक पहचान दिला कर ब्रांड बनाया है, और ये विदेशों में मांग बढ़ने लगे है | भारत की स्थिति को विशेष श्रेणी में खड़ा कर दिया है | वही गावों के ही लोगों ने अपने कड़ी मेहनत से वैश्विक यूनिवर्सिटी में दाखिला लेकर और अपने कौशल से भारत को हिमालय पर चड़ा दिया है यह पंचायती राज के राज |

निष्कर्ष:

ये पंचायतों का स्थापित होना | भारत की आर्थिक के लिये मिल का पत्थर साबित हुआ | सरकार की विभिन्न योजनाओं को क्रियान्वयन करके पंचायत राज व्यवस्था को समर्पित करके स्वर्णिम काल बना दिया है | विकसित भारत के मकसद में कामयाबी हो रहा है | तो वह पंचायतों को पूरा का पूरा मेहनत है | और कोई भी योजनाओं के मोनिटरिंग कर आसानी से वंचित लोगों तक पहुंचाया जा सकता है जब तक गावों की सरकार भलाई नहीं करती है तब तक राष्ट्र का कुछ नहीं हो सकता है | इस लिए सरकार के नेतृत्व करने वाला अधिकारी जनता का नेतृत्व प्रतिनिधि के बीच खायी और असमंजस है | गावों में अभी भी बहुत लोगों में जागरूकता की कमी है |

इसलिए आम सभा में बुलाकर जागरूक करना सुनिश्चित करते है | फर्श से अर्श तक पंचायती राज का विकसित भारत में बहुमूल्य योगदान है | ग्रामीण क्षेत्रों में शिक्षा के बदहाली को धीरे धीरे सुधार की गुंजाइश की स्थिति में है | वैसे लोग समाज के समरूप नहीं थे | उनके लिए सरकार ने विशेष योजना को लाकर मुलभुत सुविधा प्रदान कर रही है | इससे पंचायतों के माध्यम से आसानी वंचित वर्ग विशेष को चिन्हित करके शिघ्र ही उनको दे रही है | वैसे लोग विकास के पहिये है | जिनके बिना यह महसूस होगा | जैसे हम जीवनके हिस्सा पहिये पर चल रहे है इन्हें समानजनक स्थिति में लाना हमारे पंचायती राज का विज्ञान विकसित भारत है !

सन्दर्भ सूची:

1. बिहार में ग्राम पंचायत एवं सुशासन- सीताराम सिंह, बिहार हिंदी ग्रन्थ अकादमी मार्च २०१२ पृष्ठ 07
2. भारत में पंचायती राज- पी. के. अग्रवाल, ज्ञान गंगा दिल्ली
3. भारत का संविधान, सिद्धांत और व्यवहार महेश वर्णवाल, एन.सी.इ.आर.टी.
4. कदम विकसित भारत की ओर एक परिदृश्य- एन.सी.इ.आर.टी.पृष्ठ 5
5. आधुनिक भारत का इतिहास -राजीव अहीर, स्पेक्ट्रम बुक पृष्ठ 1
6. पंचायती राज व्यवस्था एवं ग्राम विकास – प्रो.चन्द्रिका उकनी रावत प्रकाशन नयी दिल्ली पृष्ठ-64
7. वही पृष्ठ 65
8. वही पृष्ठ 66
9. भारतीय स्थानीय स्वशासन – चेतकर झा एवं डॉ परमेश्वर झा नावेल्टी एंड कंपनी पृष्ठ 132
10. ग्रामीण विकास और पंचायती राज -प्रो. पुष्प बडेल, रावत प्रकाशन नयी दिल्ली पृष्ठ-55
11. राजस्थान पत्रिका- अजीत रानाडे 10 जुलाई २०२४



महिला सशक्तिकरण और पंचायतीराज : एक अध्ययन

डॉ. सुषमा निगम¹ मंजुला द्विवेदी²

¹प्राध्यापक/विभागाध्यक्ष राजनीति विज्ञान विभाग, शासकीय महारानी लक्ष्मीबाई कन्या, स्नातकोत्तर स्वशासी महाविद्यालय भोपाल मध्य प्रदेश

²शोधार्थी, राजनीति विज्ञान विभाग, शासकीय महारानी लक्ष्मीबाई कन्या, स्नातकोत्तर स्वशासी महाविद्यालय भोपाल मध्य प्रदेश

Corresponding Author: डॉ. सुषमा निगम

DOI-10.5281/zenodo.13331440

शोध सारांश:

लोकतांत्रिक व्यवस्था को ध्यान में रखते हुए महिलाओं हेतु अनेकों कानून, विकास की नीतियाँ, योजनाओं एवं कार्यक्रम से संबंधित अधिनियम बनाए गए जिससे महिलाओं के हितों की रक्षा हो सके एवं उनका उन्नयन संभव हो सन् 1993 में भारत के संविधान में परिवर्तन कर महिलाओं के लिये पंचायतों एवं नगर पालिकाओं के स्थानीय निकायों में सीटों का आरक्षण किया गया, जिसके निर्णय लेने में उनकी भागीदारी सुनिश्चित हो सके।

पंचायतों में दिए गए आरक्षण ने सार्वजनिक क्षेत्र में महिलाओं की सक्रिय भागीदारी देश के विकास के संतुलित एवं समावेशी विकास को बढ़ावा देगी, पंचायती राज व्यवस्था के माध्यम से महिलाएँ अपने अधिकारों के प्रति जागरूक हुई हैं।

पंचायतें भारतीय ग्रामीण सामाजिक व्यवस्था का प्राचीन काल से ही एक महत्वपूर्ण हिस्सा रही हैं। पंचायती राज व्यवस्था में महिलाओं की राजनीतिक भागीदारी अहम होनी चाहिए क्योंकि पंचायत में महिलाओं को 50% आरक्षण प्रदान किया गया है। जिसका महिलाओं को भरपूर लाभ नहीं मिल रहा है। पंचायत में महिलाएँ आ तो गईं लेकिन वे अपने कार्यों का नियंत्रण स्वयं नहीं कर पा रही हैं क्योंकि इनमें जागरूकता की कमी है। वर्तमान में केन्द्रीय समाज कल्याण बोर्ड, महिला और बाल विकास विभाग, स्वास्थ्य एवं परिवार कल्याण मंत्रालय, आदि के द्वारा महिलाओं हेतु अनेकानेक उपयोगी कार्यक्रम और योजनाएँ परिचालित हैं। महिला सशक्तिकरण समाज के विकास के लिए महत्वपूर्ण है।

73वें संविधान संशोधन में पंचायती राज संस्था के प्रत्येक स्तर में एक-तिहाई स्थानों पर महिलाओं के लिए 1/3 भाग स्थान आधरित है। महिलाओं में राजनीतिक और आर्थिक जागरूकता पंचायती राज व्यवस्था की देन है।

शब्द कुंजी: 73वें संशोधन, पंचायती राज, महिला सशक्तिकरण, राजनीतिक चेतना।

प्रस्तावना:

भारत में प्राचीन काल से ही पंचायती राज व्यवस्था अस्तित्व में रही है महिला सशक्तिकरण में पंचायती राज व्यवस्था की महत्वपूर्ण भूमिका है। पंचायती राज व्यवस्था के माध्यम से महिला सशक्तिकरण को बढ़ावा मिला है। क्योंकि इसके माध्यम से सामाजिक एवं संस्थागत स्तर में बदलाव आया है। महिला सशक्तिकरण का अर्थ, महिलाओं को मजबूत बनाना अर्थात् महिलाओं को इस पुरुष प्रधान समाज में अधिक अधिकार एवं विकास के अवसर देना है।

स्वतंत्रता प्राप्ति के पश्चात् 2 अक्टूबर, 1952 को सामुदायिक विकास कार्यक्रम को प्रारम्भ करने की घोषणा की गई। पंचायती राज व्यवस्था को मजबूती प्रदान करने के लिए वर्ष 1956 में बलवंत राय मेहता की अध्यक्षता में एक समिति का गठन किया गया। इस समिति ने अपनी रिपोर्ट वर्ष 1957 में प्रस्तुत की थी। इस समिति की सिफारिशों को 1 अप्रैल, 1958 को लागू किया गया। इन्हीं सिफारिशों के आधार पर सर्वप्रथम राजस्थान विधानसभा द्वारा 2 सितम्बर, 1959 को पंचायती राज अधिनियम पास किया गया तथा

फिर इस नए अधिनियम के आधार पर 2 अक्टूबर, 1959 को नागौर जिले में देश के प्रथम प्रधानमंत्री जवाहरलाल नेहरू द्वारा पंचायती राज का उद्घाटन किया गया।

पहली बार 1959 में जब पंचायतों के विकास के लिये बलवंत राय मेहता समिति का गठन किया गया तो इस समिति ने ग्राम स्तर पर निर्णय लेने में महिलाओं की भागीदारी की बात की, उसके बाद समय-समय पर महिलाओं की सशक्तिकरण के लिए सरकार ने अनेक कदम उठाए हैं। पंचायती राज अधिनियम 1992 ग्रामीण भारत की महिलाओं के सशक्तिकरण में मील का पत्थर साबित हुआ है।

पंचायती राज: पंचायती राज एक दर्शन और विचारधारा है। यह केवल शासन, स्वशासन तक सीमित विचार नहीं है। इसका व्यापक अर्थ है। यह प्रत्यक्ष लोकतंत्र का गांधी जी और विनोबा भावे के सर्वोदयी शासन का पर्याय है। यह शासन को आम लोगों तक पहुँचाने का साधन है। अर्थात् यह सहभागी लोकतंत्र का पर्याय है।

भारत गोंवों का देश है। गोंवों की उन्नति और प्रगति पर ही भारत की उन्नति एवं प्रगति निर्भर करती है। महात्मा

गांधी के अनुसार, "यदि गाँव नष्ट होते हैं तो भारत नष्ट हो जाएगा क्योंकि उनके अनुसार भारत की आत्मा गाँव में बसती है।"

पंचायती राज, एक दर्शन और विचारधारा है। यह केवल शासन, स्वशासन तक सीमित विचार नहीं है। इसका व्यापक अर्थ है। यह प्रत्यक्ष लोकतंत्र का पर्याय है। यह गाँधी जी और विनोबा भावे के सर्वोदयी शासन का पर्याय है। यह शासन सत्ता को आम लोगों तक पहुँचाने का साधन है। अर्थात् यह 'सहभागी लोकतंत्र' का पर्याय है।

पंचायती राज में महिलाओं की भूमिका: महिला सशक्तिकरण में पंचायती राज की विशेष भूमिका है क्योंकि इसके माध्यम से सामाजिक एवं संस्थागत स्तर पर बदलाव आया है तथा राजनीतिक सशक्तिकरण के माध्यम से सामाजिक सशक्तिकरण लाने का प्रयास किया जा रहा है।

महिलाएँ अपने क्षेत्र में पंचायतों की सदस्य और संबंधित पंचायतों की अध्यक्ष बनकर पंचायती राज व्यवस्था में महत्वपूर्ण भूमिका निभाती हैं। राष्ट्रीय प्रशासन और विकास में महिलाओं को शामिल करने का प्राथमिक चिंता और कारण था।

1992 के 73वें संविधान संशोधन अधिनियम (या बस पंचायती राज अधिनियम) ने त्रिस्तरीय पंचायती राज व्यवस्था की शुरुआत की, जिसने व्यवस्था में महिलाओं के लिए भी रास्ता तैयार किया। यह ग्रामीण पुनर्निर्माण में महिलाओं और आम जनता की भागीदारी सुनिश्चित करना चाहता था। पंचायती राज अधिनियम 24 अप्रैल, 1993 को लागू हुआ। अधिनियम महिलाओं के लिए चयनित पदों के आरक्षण की मांग करता है।

जबकि पंचायती राज अधिनियम में कुछ चयनित पंचायती राज पदों पर महिलाओं के लिए सीटों का आरक्षण अपेक्षित है, इसमें पंचायतों में नई शामिल होने वाली महिला उम्मीदवार के लिए ग्रामीण विकास मंत्रालय की सहायता से प्रशिक्षण संस्थानों के माध्यम से कुछ कौशल और प्रशिक्षण प्राप्त करना भी अपेक्षित है, जो इसके लिए वित्तीय सहायता भी प्रदान करता है।

73वाँ संविधान संशोधन:

केन्द्र सरकार द्वारा 'बलवन्त राय मेहता कमेटी' की सिफारिशों में संविधान हेतु प्रसिद्ध अर्धशास्त्री अशोक मेहता की अध्यक्षता में एक कमेटी गठित की गई थी। 1977 ई. में 'अशोक मेहता कमेटी' ने पंचायती राज व्यवस्था में मूलभूत परिवर्तन हेतु अनेक सुझाव दिए। इसने पंचायतों का कार्यान्वित करने वाले अभिकरण से एक राजनीतिक संस्था के रूप में रूपान्तरण करने का सबसे महत्वपूर्ण सुझाव दिया। इस सुझाव को कार्यान्वित करने हेतु संविधान संशोधन की आवश्यकता महसूस की गई। इस दिशा में किए जाने वाले प्रयासों को एक दशक का समय लगा फिर भी इससे संबंधित 64वाँ संविधान संशोधन अधिनियम राज्यसभा में पारित नहीं हो पाया। इसी वर्ष (1992 ई.) में 73वाँ संविधान संशोधन अधिनियम पार्लियामेंट द्वारा पारित कर दिया गया।

डॉ. सुषमा निगम, मंजुला द्विवेदी

पंचायतों में महिलाओं का आरक्षण: ग्रामीण क्षेत्रों के लिए पंचायती राज अधिनियम 1992 महिलाओं के लिए एक वरदान के रूप में उभरी है इसमें कोई संदेह नहीं है कि भारत में इस कानून को लागू होने से महिलाओं की स्थिति में काफी सुधार हुआ है।

पंचायत के कामों में महिलाओं की बढ़ती भागीदारी न केवल महिलाओं के खुद के स्वाभिमान के लिए सकारात्मक संकेत है, बल्कि इससे भारत के गाँवों में फैली सामाजिक असमानता भी दूर हो रही है। महिलाओं के प्रति समाज का नजरिया बदला है।

पंचायतों में दिए गए आरक्षण ने सार्वजनिक क्षेत्र में महिलाओं की भागीदारी में काफी सुधार किया है। पंचायती राज संस्थाओं में महिलाओं की सक्रिय भागीदारी देश के विकास के संतुलित एवं समावेशी विकास को बढ़ावा देगी पंचायती राज व्यवस्था के माध्यम से महिलाएँ अपने अधिकारों के प्रति जागरूक हुई हैं। उनमें अत्याचार, शोषण, एवं भेदभाव के खिलाफ आवाज उठाने की हिम्मत बढ़ी है।

पूरे देश में महिलाओं की सहभागिता अनिवार्य हो गई है इसके बावजूद भी कभी-कभी महिलाएँ अपनी क्षमता का परिचय नहीं दे पाती हैं। इसका प्रमुख कारण पितृसत्तात्मक व्यवस्था है, भारतीय समाज का ढाँचा इस प्रकार का है कि महिलाओं को हमेशा दबाकर रखा गया है। बहुत सी पंचायतों में पुरुष ही महिला के नाम पर चुनाव लड़ते हैं और किसी महिला उम्मीदवार को प्रतिनिधि के रूप में चुनाव जीतने के बाद सारा काम खुद करते हैं, इसलिए महिलाओं के संपूर्ण एवं वास्तविक सशक्तिकरण के लिए आवश्यक है कि पंचायतों का सशक्तिकरण बेहतर ढंग से हो क्योंकि कमजोर पंचायतें मजबूत महिलाओं को भी कमजोर बना देती हैं, जब तक महिलाएँ आर्थिक रूप से आत्मनिर्भर नहीं बनेंगी, पुरुष मानसिकता नहीं बदलेगी तब तक महिलाएँ पूर्ण रूप से सशक्त नहीं होंगी।

निष्कर्ष:

बलबन्त राय मेहता समिति की पंचायती राज व्यवस्था की कमियों को दूर करने के लिए केन्द्रीय सरकार द्वारा वर्ष 1997 में अशोक मेहता की अध्यक्षता में एक समिति गठित की गई जिसने केन्द्र सरकार को अपनी सिफारिश वर्ष 1978 में प्रस्तुत कर दी। इस रिपोर्ट में 132 सिफारिशें थीं।

पंचायती राज व्यवस्था का प्रयत्न सही दिशा में महिलाओं में सामाजिक और आर्थिक परिवर्तन लाने तथा उन्हें नया जीवन दान देने में सफल हुयी है। पंचायती राज व्यवस्था के माध्यम से महिलाओं का जीवन बहुत प्रभावित हुआ है सही मायने में पंचायती राज में महिलाओं को समाज का विशेष सदस्य बना दिया।

सरकार द्वारा महिला सशक्तिकरण के लिए बहुत सारे प्रयास एवं सकारात्मक कानून बनाने से महिलाओं का सामाजिक, आर्थिक और राजनीतिक सशक्तिकरण नहीं हो सकता इसलिए आवश्यकता है लचीली एवं प्रभावी रणनीतियों को अपनाने की, इसके लिए हमें यह बात

आत्मसात करनी होगी कि महिलाओं के सशक्तिकरण की दिशा में किए गये सभी प्रयास पुरुष विरोधी नहीं हैं। पंचायती राज संस्थाओं में महिलाओं की सक्रिय भागीदारी देश के विकास के संतुलित एवं समावेशी विकास को बढ़ावा देगी जिससे अंततः भारतीय लोकतंत्र को मजबूती मिलेगी। पंचायती राज व्यवस्था के माध्यम से महिलायें अपने अधिकारों के प्रति जागरूक हुई हैं। उनमें अन्याय और शोषण के विरुद्ध आवाज उठाने की हिम्मत बढ़ी है। इनके व्यक्तित्व में परिवर्तन आया है, उनका आत्मविश्वास बढ़ा है तथा रचनात्मक कार्यक्रमों में इनकी भागीदारी बढ़ी है इसलिए महिला सशक्तिकरण के लिए पंचायतों का सशक्तिकरण आवश्यक है।

संदर्भ ग्रंथ सूची:

1. राजेश मिश्रा—राजनीति विज्ञान एक समग्र अध्ययन, प्रकाशक—ओरियंट ब्लैकस्वॉन प्राइवेट लिमिटेड 3-6-752 हिमायनगर, हैदराबाद 500029. तेलंगाना, भारत (पृष्ठ क्र. 644)
2. राजनीति विज्ञान प्राध्यापक परीक्षा पिंकसिटी पब्लिशर्स, जयपुर 2008 राम भवन, चौड़ा रास्ता, जयपुर—302003
3. प्रतियोगिता संदर्भ 36—एच, विज्ञान नगर, इन्दौर—12(म.प्र.) पृष्ठ क्र.115
4. सामान्य ज्ञान—New Bypass Road, Ashochak Patna-800030¼Bihar½ i`B dz- 191
5. nssresearchjournal@gmailcom..



समाजवादी आन्दोलन का वर्तमान स्वरूप

डॉ. राज बहादुर कुमार

पूर्व शोधार्थी, इतिहास विभाग, बिक्रमगंज, रोहतास, बिहार

Corresponding Author: डॉ. राज बहादुर कुमार

DOI- 10.5281/zenodo.13331459

सारांश:

जुलाई 1979 में जनता पार्टी के विघटन के उपरान्त जनता पार्टी में समाजवादी और कुछ कांग्रेसी बने रहे तथा लुंज पुंज स्थिति में जनता पार्टी बनी रही क्योंकि अधिकांश समाजवादी कार्यकर्ता लोकदल में शामिल गये थे। सन् 1989 तक यही टूटने और मिलने का क्रम समाजवादियों का जारी रहा, जिससे जनता पर कोई दीर्घकालिक प्रभाव नहीं पड़ा, किन्तु इसी वर्ष एक अवसर पुनः आया जब समाजवादी आन्दोलन को जिन्दा किया जा सकता था किन्तु ऐसा सम्भव नहीं हुआ। सन् 1989 में ही जनता के वोट और विश्वास से केन्द्र में जनता दल की सरकार बनी, किन्तु छिटपुट उपलब्धि के सिवाय कोई खास उपलब्धि हासिल नहीं कर सकी, हालाँकि प्रधानमंत्री वी.पी. सिंह ने डॉ. लोहिया के आदर्शों पर चलने और नया भारत बनाने का वादा किया था, किन्तु महंगाई, तात्कालिक मुद्दे ज्यों के त्यों ही रहे।

प्रस्तावना:

केन्द्र में मंदिर मुद्दे को लेकर भारतीय जनता पार्टी के समर्थन वापस ले लेने से जनता दल सरकार पराजित हुई और चन्द्रशेखर जी ने समाजवादी जनता पार्टी का गठन करके केन्द्र में सरकार बनाई, तब एक बार फिर लगा कि समाजवादी जनता पार्टी असली समाजवादी कार्यक्रमों को लागू करके आचार्य नरेन्द्रदेव के सपनों को साकार करेगी। किन्तु कांग्रेस की बैसाखी पर टिकी यह सरकार बार-बार उसके दबाव में आ जाती और समाजवादी कार्यक्रमों को इस विवशता से उसे तिलांजली देनी पड़ी। सिर्फ चार माह में ही, कांग्रेस के समर्थन वापस लेने पर, यह सरकार गिर गयी। समाजवादी जनता पार्टी की नैराश्यपूर्ण स्थिति देखकर मुलायम सिंह यादव ने इससे अलग हो 1992 में समाजवादी पार्टी की स्थापना की। उन्होंने लोहिया जी के नक्शे कदम पर चलने का वादा करते हुए समाजवादी पार्टी स्थापना का उद्देश्य समाजिक अर्थव्यवस्था, राजनीति एवं संस्कृति में व्यापक परिवर्तन लाने एवं सच्चे अर्थों में एक समाजवादी व्यवस्था का निर्माण करना बतलाया। परन्तु मुलायम सिंह पर भी एक हद तक जातिवादी एवं अल्पसंख्यक वोटवादी राजनीति करने का ही आरोप लगा।

समाजवादी आन्दोलन के तीन शीर्ष नेता थे जिनसे देश के दलित, शोषित, पिछड़े समाज को बड़ी आशा थी, परन्तु राजनारायण पहले ही चल बसे। मधु लिमये ने जनता पार्टी के गठन के समय से सरकार में न जाने का फैसला कर लिया था तथा उनका स्वास्थ्य भी साथ नहीं दे रहा था। जार्ज फर्नांडीज ने समता पार्टी का गठन करके अलग से कुछ नया करने का प्रयास शुरू किया। लेकिन उन्हें भी आशातीत सफलता नहीं मिली।

मण्डल, मन्दिर के विवाद का फायदा उठाकर सन् 1991 में केन्द्र में कांग्रेस की सरकार एक बार पुनः प्रतिष्ठित हो गयी। नरसिंहराव ने अपनी अल्पमत सरकार को बहुमत लाने के लिए घोर भ्रष्ट तरीका अपनाया, जिससे लोकतंत्र तो कलुषित हुआ ही, लोकतांत्रिक प्रक्रिया पर भी सवालिया निशान लग गया। उन्होंने उदारीकरण के नाम

पर देश का दरवाजा बहुराष्ट्रीय कम्पनियों के लिए अबाध तरीके के खोल दिया जिससे देशी उद्योग, कुटीर धन्धों को गहरा आघात लगा तथा बेरोजगारों की संख्या में और वृद्धि हुई। विकसित देश अपने आर्थिक औद्योगिक बल का प्रयोग विकासशील देशों के आर्थिक शोषण के लिए ही नहीं, अपितु उन पर राजनीतिक पकड़ जमाने के लिए भी कर रहे हैं। विश्व बैंक, अन्तर्राष्ट्रीय मुद्रा कोष विश्व वाणिज्य संगठन यहाँ तक कि संयुक्त राष्ट्र संघ में भी धनी देश गरीब देशों की राजनीति पर दबाव डालते दिखाई देते हैं। नव-उपनिवेशवाद आज के युग की वास्तविकता है।

देश के ग्यारहवें लोकसभा चुनाव सन् 1996 के पूर्व एवं उसके बाद राजनीतिक ताकतों का नये सिरे से धुँवीकरण हुआ और तीन ताकतें स्पष्ट रूप से उभरीं। पहली ताकत थी भाजपा और उसके सहयोगी दल समता पार्टी, शिवसेना और अकाली दल। दूसरी ताकत थी कांग्रेस, मुस्लिम लीग और गोरखा नेशनल लिबरेशन फ्रंट। तीसरी ताकत जनता दल, वामपंथी दल, समाजवादी पार्टी, तेलगुदेशम, असम गण परिषद, नेशनल कान्फ्रेन्स और अन्य छोटे दल मिलाकर चौदह पार्टियों का संयुक्त मोर्चे की थी। अटल बिहारी वाजपेयी की 13 दिन पुरानी सरकार को बहुमत सिद्ध न कर पाने की स्थिति में जाना पड़ा और एच. डी. देवगौड़ा एवं इन्द्र कुमार गुजराल ने संयुक्त मोर्चे की तरफ से किसी तरह से कांग्रेस के भय के कारण घिसट कर दो वर्ष सरकार चलाई। तदुपरान्त अगले चुनावों में अटल बिहारी वाजपेयी के नेतृत्व में भारतीय जनता पार्टी की सरकार अनेक दलों के सहयोग से चली। जिसमें अधिकांश क्षेत्रीय दल थे। सबसे रोचक बात है कि अब तक यह सरकार भी पूर्व कांग्रेसी सरकारों की कार्बन कापी सिद्ध हुई है। कांग्रेस और भाजपा दोनों दल एकसी राजनैतिक शैली विकसित कर चुके हैं। दोनों दलों का मूल आधार नगरीय मध्यवर्ग, व्यापारी वर्ग सत्ता की सीढ़ी पर चढ़ने की लालसा वाले महत्वाकांक्षी बहुराष्ट्रीय कम्पनियों के पैरवीकार है। बीमा के क्षेत्र में विदेशी निवेश, विश्व बैंक और अन्तर्राष्ट्रीय मुद्राकोष की नीतियों तथा बहुराष्ट्रीय कम्पनियों के दोनों दल पोषक हैं।

तीसरी ताकत के प्रादुर्भाव में समाजवादियों की बड़ी भूमिका रही है, लेकिन डॉ. लोहिया के निधन के बाद इस आन्दोलन में आत्मविश्वास इच्छा शक्ति और सद्भावना के साथ काम करने की इतनी कमी रही है कि सत्तर के दशक से केवल वैसाखी खोजने की राजनीति करते रहे। सत्ता सुख एवं गैर कांग्रेसवाद के नाम पर वे अपने मूल कार्यक्रम को ही भूल गये। इस दौर में सामाजिक और आर्थिक मुद्दों पर जन आन्दोलन बड़ी संख्या में चले किन्तु राजनैतिक आन्दोलन एक तरफ और सामाजिक आन्दोलन दूसरी तरफ चले गये। जहाँ तक सत्ता प्राप्त करने का प्रश्न है सत्ता कभी भी व्यवस्था और समाज परिवर्तन का माध्यम नहीं बन सकती। व्यवस्था परिवर्तन तभी सम्भव है जब हम अपनी संस्कृति व परम्परा से जुड़े रहकर आर्थिक सम्बन्धों में परिवर्तन की कोशिश करें। तीसरी ताकत में प्रभावी भूमिका के कारण जनता उनसे स्पष्ट विचारधारा, कार्यक्रम, नीति, सिद्धान्त, व्यवहार में एकरूपता, जीवनशैली में जन आकांक्षा की अभिव्यक्ति, गरीबी उन्मूलन, शिक्षा, स्वास्थ्य, रोजगार के तीव्र कार्यक्रमों द्वारा समाजपरिवर्तन और समानता की गति को प्रतीकात्मक रूप में नहीं, अपितु वास्तविक रूप में लागू करने की अपेक्षा करती है।

स्मरणीय है कि केन्द्र में जनता पार्टी सरकार की स्थापना हो जाने के बाद भी जयप्रकाश नारायण की क्रान्ति सम्बन्धी अपनी अवधारणा नहीं बदली। यद्यपि केन्द्र के सत्ता-परिवर्तन में उनकी महत्वपूर्ण भूमिका थी। जयप्रकाश नारायण ने सरकार गठित हो जाने के बाद पूरी पार्टी को सम्बोधित करते हुए अपने उद्बोधन भाषण में कहा "समाज में जड़मूल का ऐसा परिवर्तन सरकार के मार्फत कभी नहीं हो सकता और न सत्ता के पदों पर बैठे नेताओं के भाषणों का आह्वानों से ही यह काम हो सकता है। लोगों का अपना अभिक्रम जागे बिना दूसरी किसी रीति से समाज का ऐसा नवनिर्माण सम्भव ही नहीं है। क्रान्ति सरकारी शक्ति से नहीं होगी वह तो लोगों की अपनी शक्ति से ही हो सकेगी। मैं आज मानता हूँ कि सत्ता पर अंकुश रखने के और उसे नैतिक आदर्शों की ओर ले जाने के लिए यह आवश्यक है कि थोड़े प्रभावशाली लोग सत्ता से दूर रहकर जनता के बीच काम करते रहें। संगठित जनता ही शासकीय सत्ता पर अंकुश रख सकेगी और सत्ता से अलग रहकर काम करने वाले लोग ही जनता को सच्चा नेतृत्व दे सकेंगे।"

जयप्रकाश नारायण के इन विचारों से सहमति प्रकट करते हुए प्रमुख समाजवादी चिन्तक किशन पटनायक जी का मानना है कि जे.पी. का इशारा हमारी विचारधारा के समाजवादियों की तरफ था जो सरकार में सम्मिलित नहीं हुए थे तथा तात्कालिक समय में जनता पार्टी सरकार की जरूरत कुछ हद तक जनतंत्र को बचाने के लिए एवं पुष्ट करने के लिए की गयी क्योंकि श्रीमती गान्धी जनतंत्र का गला घोट देना चाहती थी।

डॉ. लोहिया की मृत्यु के बाद सोशलिस्ट पार्टी नेतृत्व विहीन हो गयी थी और पार्टी का नेतृत्व दूसरी पंक्ति के नेताओं पर आ गया, जिनमें तमाम तरह के विवाद थे। समाजवादी विचारधारा से गहराई से जुड़े एवं लोहिया के प्रति अत्यधिक प्रतिबद्ध नेताओं के एक वर्ग को लगा कि पार्टी का यह नेतृत्व समाजवादी आन्दोलन को बहुत आगे नहीं ले जा सकता। इसलिए इन लोगों ने पार्टी छोड़ दलगत राजनीति को तिलांजलि देकर 'लोहिया विचार मंच' की स्थापना की। जिसमें सोशलिस्ट पार्टी के पूर्व संसद किशन पटनायक एवं समाजवादी पत्रिका 'जन' के सम्पादक ओमप्रकाश दीपक की प्रमुख भूमिका थी। इस मंच से पढ़े

लिखे एवं छात्रों का एक ईमानदार वर्ग जुड़ा। जिसने आपातकाल के दौरान जयप्रकाश जी के आन्दोलन में, उनकी निर्दलीय धारा से जुड़े ही नहीं, अपितु मुख्य भूमिका निभाई। परन्तु जनता पार्टी में अधिकांश समाजवादियों के विलीन हो जाने और पार्टी के पतन के बाद समाजवादी आन्दोलन की शून्यता की स्थिति में लोहिया विचार मंच के लोगों ने समाजवादी आन्दोलन को नये सिरे से प्रारम्भ करने के लिए सन् 1980 में 'समता संगठन' नामक एक गैरदलीय समाजवादी संगठन स्थापित किया जिसमें किशन पटनायक जी का मुख्य हाथ रहा।

इस संगठन से ज्यादातर नवजवान ही जुड़े जो समाजवादी आन्दोलन की उपज थे या जे.पी. आन्दोलन के साथी थे। इन लोगों ने समाजवाद को जातिवाद, सामंतवाद, सम्प्रदायिकता और उपनिवेश के अन्य दोषों के खिलाफ संघर्ष करने का एक साधन बनाने के इरादे को लेकर कार्य किया। सन् 1995 में संगठन को और व्यापक बनाने के लिए "समाजवादी जन परिषद" की स्थापना की गयी। तत्पश्चात् इस संगठन से काफी संख्या में नवयुवक जुड़े, जिन्होंने अपने पहले के पीढ़ी की समाजवादी परम्परा को अपनाया तथा केवल आर्थिक कार्यक्रमों को ही केन्द्र में न रखकर सामाजिक विषमता, नर-मारी विषमता, केन्द्रित हिंसा, राष्ट्रों के बीच विषमता, धर्म को लेकर अल्पसंख्यक-बहुसंख्यक विषमता जैसी समस्याओं को भी समाजवादी आन्दोलन का अंग बनाया। साथ ही इन्होंने जल, जमीन, जंगल जैसे प्राकृतिक संसाधनों की रक्षा करने के संकल्पों 34 के साथ एक दीर्घकालीन लक्ष्य निर्धारित किया जिसमें "देश में स्थापित राजनैतिक ढाँचे में सत्ता का केवल न्यायपूर्ण बँटवारा करना नहीं था अपितु केन्द्रीकरण और समरूपीकरण पर आधारित आधुनिक राजनैतिक ढाँचे को बढ़ाकर एक विकेन्द्रित और विविधतासम्पन्न लोकतांत्रिक ढाँचे का निर्माण करना था। 135 इस तरह ये एक ऐसे दर्शन और कार्यक्रम के प्रति प्रतिबद्ध थे जो सत्ता प्राप्ति तक सीमित न रहकर उससे सर्वथा आगे जाकर उनका उद्देश्य आजाद भारत में नये समाजवादी समाज का एक स्पष्ट चित्र अंकित करना था, किन्तु किशन पटनायक के मृत्युपरान्त यह संगठन लुप्त प्राय हो गया।

देश को आजादी मिलने के बाद राजनैतिक क्रान्ति तो सम्पन्न हो गयी परन्तु सामाजिक क्रान्ति होना बाकी थी। सामाजिक क्रान्ति की इस लड़ाई को लड़ने का संकल्प समाजवादियों ने लिया। जिसमें, आचार्य नरेन्द्रदेव, राममनोहर लोहिया एवं जयप्रकाश नारायण जैसे समाजवाद के स्तम्भ पुरुषों का विशेष योगदान रहा। आचार्य नरेन्द्रदेव जी ने देश में समाजवाद को प्रतिष्ठित करने के लिए 'लोकतांत्रिक समाजवाद' की अवधारणा दी तथा समाजवाद को अपनी परम्पराओं से जोड़ इसे एक सांस्कृतिक आन्दोलन बना दिया क्योंकि भारतीय चिन्तन परम्परा में बुद्ध की करुणा से लेकर गान्धी की नैतिक राजनीति तक का प्रभाव शामिल था। इसलिए भारत में समाजवाद और लोकतंत्र का विकास मात्र पश्चिमी विचारों का आयात नहीं, बल्कि भारतीय संस्कृति पर खड़ा एक मौलिक वैचारिक विकास रहा।

अतएव भारतीय समाजवादी आन्दोलन को डॉ. राममनोहर लोहिया ने गान्धी के सत्य, अहिंसा, सत्याग्रह, सिविलनाफरमानी के साथ जोड़कर जाति तोड़ो, अंग्रेजी हटाओ, दाम बांधो, हिमाचल बचाओ-जैसे सामाजिक आर्थिक कार्यक्रमों से समाज को एक नयी दिशा दी। तदुपरान्त जयप्रकाश नारायण की सम्पूर्ण क्रान्ति ने तीन

दशकों से जमी जमाई भ्रष्ट कांग्रेसी सत्ता को उखाड़ फेंका। जे.पी. के देहवासान के बाद, समाजवादी आन्दोलन कमजोर तो अवश्य पड़ गया परन्तु समाजवादियों के सहयोग से स्थापित तीसरी शक्ति ने समाज के दलित, शोषित, पिछड़े वर्ग को उनके अधिकारों के प्रति जागरूक बनाने, सामाजिक न्याय दिलाने एवं साम्प्रदायिक ताकतों से लड़ने का भरपूर प्रयास किया। इस प्रकार आजादी के बाद समाजवादी आन्दोलन ने अपनी विशिष्ट भूमिका का निर्वहन करते हुए लोगों के सामाजिक आर्थिक अधिकार दिलाने एवं समतामूलक समाज स्थापित करने की दिशा में अविस्मरणीय कार्य किया।

सन्दर्भ-ग्रन्थ:

1. भारतीय समाजवादी आन्दोलन, डॉ. संजय कुमार सिंह, कला प्रकाशन, वाराणसी, 2011
2. समाजवादी आन्दोलन के दस्तावेज, विनोद प्रसाद सिंह एवं सुनीलम, प्रतिपक्ष प्रकाशन, दिल्ली, 1985
3. आशा गुप्ता, समाजवादी चिन्तन, हरियाणा साहित्य अकादमी, चंडीगढ़, 1997
4. व्रजेन्द्र कुमार गौतम, समाजवादी चिन्तन का इतिहास, हिन्दी संस्थान, लखनऊ, 1978
5. शंकर घोष, सोशलिज्म एण्ड कम्युनिज्म इन इंडिया, एलाइड पब्लिशर प्रा.लि., बाम्बे, 1971
6. ताराचन्द, भारतीय स्वतन्त्रता आन्दोलन का इतिहास, तीसरा खंड, सूचना एवं प्रसारण मंत्रालय, भारत सरकार, नई दिल्ली, 1997



अगस्त क्रान्ति और रोहतास

पंकज कुमार

शोधार्थी, इतिहास विभाग, वीर कुंवर सिंह विश्वविद्यालय, आरा

Corresponding Author: पंकज कुमार

DOI- 10.5281/zenodo.13334886

सारांश:

सन् 1942 के भारत छोड़ो आन्दोलन ने भारत के हरेक क्षेत्र को प्रभावित किया। इस आन्दोलन से बिहार प्रान्त भी अछूता नहीं रहा। बिहार के विभिन्न जिलों में यह आन्दोलन तीव्र गति से फैला। सबसे पहले 09 अगस्त को यह आन्दोलन राजेन्द्र प्रसाद की गिरफ्तारी के बाद पटना में फैल गया। धीरे-धीरे यह खबर पूरे बिहार में फैल गयी कि राजेन्द्र बाबू गिरफ्तार कर लिये गये। 09 अगस्त को जैसे ही राजेन्द्र बाबू की गिरफ्तारी की खबर मिली पूरा बिहार उबल पड़ा।

प्रस्तावना:

10 अगस्त को सदाकत आश्रम जब्त हुआ और कदमकुआं स्थित नेशनल हॉल भी। और बिहार विद्यापीठ के सभी मकानों पर सरकार ने दखल-कब्जा जमाया। शहर के छात्रों के बीच बड़ी चहल-पहल थी। वे अपनी-अपनी संस्थाओं पर धरना देने लगे, जिससे कम ही अध्यापक, छात्र घुस पायें। फलस्वरूप स्कूल और कॉलेज खाली से नजर आने लगे और इनकी इमारतों पर राष्ट्रीय झण्डा फहराने लगा। छात्रावास भी अपने सर से झंडा उड़ा रहा था।

पटना जिला की तरह बिहार के अन्य क्षेत्रों में भी आन्दोलन जोर पकड़ रहा था। बिहार का रोहतास जिला भी इस आन्दोलन से अछूता नहीं था। यहाँ पर भी राजेन्द्र प्रसाद की गिरफ्तारी के बाद आन्दोलन ने उग्र रूप धारण कर लिया। रोहतास जिला के विभिन्न स्थानों पर लोग साहस के साथ आन्दोलन चलाने लगे। जुलूसों, प्रदर्शन, इशतहार बाँटना, सड़क, पुल, रेलवे लाइन, तार काटना, थाना, डाकखाना, नहर कार्यालय और आबकारी दूकानों पर आक्रमण करना; चौकीदारों की वर्दी जलाना आदि सैनिकों और पुलिस के कठोर दमन के बावजूद चलते रहे। सासाराम सबडिविजन में रेलवे पर तोड़-फोड़ वालों की खास नजर रही। प्रदर्शनकारियों ने रेलवे स्टेशन को बहुत नुकसान पहुंचाया। दो-तीन रोज तक स्टेशन पर हमलें होते रहे। उसके टिकट जलाये गये, किवाड़े तथा खिड़कियां निकाल ली गयीं और सामान बरबाद कर दिये गये। मालगोदाम की बहुत-सी चीजें लूट ली गयीं। कांग्रेस के कार्यकर्ताओं ने लूट को रोका, व्यापारियों की बहुत-सी चीजें वापस दिला दी। बाजार में उनके प्रयत्नों से ही शांति रही। हां, पंद्रह दिनों तक लाइन उखाड़ने और तार काटने का काम होता रहा।

डालमियानगर में रोहतास उद्योग के मजदूरों ने 6 अगस्त को एक जुलूस निकाली तथा संध्या में एक सभा की। सभा में नेताओं की गिरफ्तारी की आलोचना की गई। 10 अगस्त को कम्पनी के श्रम अधीक्षक, श्री परमहंस ने कर्मकारों को कारखाना बंद कर देने और पुकार होने पर आंदोलन में सम्मिलित होने की अपील की।

ग्राम विकास विभाग के वरीय संगठन कार्यकर्ता (सीनियर ऑर्गेनाइजर) पंडित गिरीश तिवारी ने 9 अगस्त को त्याग-पत्र दे दिया। प्रान्तीय कांग्रेस की ओर से उसको

गैर-कानूनी संस्था घोषित किये जाने के पहले बेटिया रोज के मैनेजर, श्री बिपिन बिहारी वर्मा को अपने पद से तुरंत त्याग-पत्र देने का आदेश भेज दिया गया।

14 अगस्त को एक बड़ी भीड़ सासाराम स्टेशन पर इकट्ठी हुई, उसने स्टेशन जला दिया। फिर वह झंडे फहराती हुई कचहरी पहुंची और क्रांतिकारी नारों के बीच उसने कचहरी पर झण्डा फहरा दिया। कचहरी के शीशे वगैरह तोड़ डाले। बाद को वह लौट पड़ी ट्रैड ट्रक रोड से जिस पर मशीनगन लगा कर गोरे डट रहे थे। जब भीड़ एसडीओ के आदमियों के तितर-बितर करना चाहा पर भीड़ हटी नहीं। एसडीओ की ओर ढेले फेंकने लगी। बस गोरे गोली चलाने लगे। कौप के रहने वाले जयराम सिंह यादव ने एक गोरे पर लट्ट चलायी, गोरा घायल हो गिर गया। फिर वह दूसरे पर आक्रमण करना ही चाहता था कि उसे गोली लगी और वह तत्काल शहीद हो गया। बचरी ग्राम निवासी जगदीश प्रसाद हाई स्कूल के एक छात्र थे। वे अपने बोर्डिंग हाउस के बरामदे पर खड़े-खड़े सब कुछ देख रहे थे। मार्टीन साहब की पिस्तौल की गोली के वे शिकार हो गये। अस्पताल में 20 सितंबर को स्वर्ग सिधारे। तत्काल शहीद होने वाले में और हैं महंगू पासी, आलमगंज और जगन्नाथ राय पनेरी, सासाराम।

15 अगस्त को थाना कांग्रेस कमेटी के मंत्री के नेतृत्व में आंदोलनकारियों का एक जत्था सबडिविजनल नहर ऑफिस पहुंचा। एसडीओ गायब थे। हेड किरानी ने आंदोलनकारियों को ऑफिस की कुंजी दे दी। ऑफिस के कागजात निकाल लिये गये जिनमें आग लगा दी गयी। कागज के ढेर के जलने से जो लपटें निकलीं उनसे मकान में आ लग गयी। सारा मकान जलकर खाक हो गया। वहां से भीड़ डाकघर पहुंची जहां के पोस्टमास्टर ने जो कुछ कागजात थे सुपुर्द कर दिया, जो जला डाला गया। डाकघर पर राष्ट्रीय झंडा फहराया गया। ऑफिस में ताला लगा दिया गया। सड़क को बरबाद कर देने की भी कोशिश हुई। नहरवाली सड़क काट दी गयी और विक्रमगंज से नासरीगंज आने वाली सड़क पर भी जगह-जगह बड़े-बड़े गड्ढे खोद दिये गये। आबकारी महाल की दुकानों को भी बरबाद कर दिया गया। कछवा में ऐसी एक दुकान बंद कर दी गयी और डाकघर पर कब्जा किया गया।

डिहरी रेलवे स्टेशन की बहुत-सी चीजों में आंदोलनकारियों ने आग लगा दी। फर्नीचर को तोड़-फोड़ दिया, तार को काट दिया, मालगोदाम को लूट लिया। पुलिस और रेलवे कर्मचारियों ने लूट में खूब हाथ बंटाय। डाकघर पर भी लोगों का धावा हुआ। कागजात जला दिये गये। टेलीफोन कनेक्शन काट दिया गया। डाकघर के खजाने के कुछ रूपये भी लूट गये। नहर ऑफिस का मकान जला दिया गया। थाने के अंदर 60-70 जगहों पर तार और टेलीफोन का संबंध छिन्न-भिन्न कर दिया गया। बांक और कदबंदिया के पुल नष्ट कर दिये गये। पलेजा और पास की रेलवे लाइन लगभग एक हजार आदमियों द्वारा उखाड़ दी गयी। वहां बाबू कैलाश सिंह ने भीड़ पर गोली भी चलायी। अकोढी, आयर कोठा और गोले, शराब की दुकानें बंद कर दी गयीं।

नोखा कार्यकर्ताओं ने एक हरिजन शिक्षक बाबू रामजन्म राय के नेतृत्व में आरा सासाराम डिस्ट्रिक्ट बोर्ड के मोकर तथा जखनी के पुल को तोड़-फोड़ कर गिरा डाला। फिर जनता ने रेलवे लाइन के तार तथा खंभों का खात्मा किया और रेलवे पर कब्जा जमाया। खाराडीह और सासाराम स्टेशनों को बरबाद किया। उसी दिन विंध्येश्वरी लालजी के छात्रों का दूसरा दल किसनापुर नहर बंगला और तहसील ऑफिस के कागजों को जला दिया। मकान पर कांग्रेस का झंडा भी फहराने लगा। सासाराम थाने के मड़नपुर नहर के साइफन पुल को बरबाद कर दिया गया।

दिनारा में जमरोड़ नहर ऑफिस के कागजात जलाये गये और नहर के डाकबंगला का कुछ सामान तोड़-फोड़ डाला गया।

16 अगस्त को जयराम सिंह के नेतृत्व में हजारों आदमी तोड़-फोड़ का प्रोग्राम पूरा करने के लिए निकले। इस जन समूह में ऐसे लोगों की कमी न थी जो इस लूट-पाट को अच्छा समझ रहे थे। सबसे पहले रजिस्ट्री ऑफिस में स्वराजी ताला लगाया गया। उसके सामान जलाये गये और वहां की तिजोरी को बाहर फेंक दिया गया। वहां से भीड़ रेलवे क्वार्टरों की ओर बढ़ी। जितने अर्द्धगोरे थे भय से भाग गये और मैगजीन में जाकर छिपे रहे। उनके घर को सूना पा चोर-उचक्के की मनोवृत्ति वाले उनमें जा घुसे और उन घरों से तिनका-तिनका उठा ले गये। बर्तन-बासन, कपड़े-लते, अन्न-पानी, पलंग-कुर्सी कुछ भी नहीं छोड़ा। उधर तो इस तरह की चोरी-छिपारी चल रही थी, इधर भीड़ रेलवे 'शेड' के सामान तोड़-फोड़ रही थी, हजारों की भीड़ इकट्ठी हो गयी थी। 'शेड' घर के ताले तोड़ इंजन मरम्मत करने का सारा सामान उठा लिया गया और उन्हीं औजारों से रेल की लाइन उखाड़ दी गयी। नयी बनी हुई मोगल चैनल लाइन भी उखाड़ दी गयी और उसी में इंजन चला दी गयी, एक नहीं चार-चार। एक बाद दूसरी सिटी देती हुई आगे बढ़ी और धड़ाम-धड़ाम गिरती गयी। वहां से भीड़ मालगोदाम गयी। पुलिस वहां मौजूद और काफी तादाद में। पर वह चुपचाप सब कुछ देखती रही। मालगोदाम से लोग चावल, मकई, चना आदि उठाने लगे। चार डिब्बों में आग लगा दी गयी जिसमें सारे कागजात और रजिस्टर वगैरह स्वाहा होने लगे। अब पुलिस घबड़ायी, उनसे अपनी बंदूकें संभालीं। लोग भागने लगे, पुलिस का साहस बढ़ा। वह निशाला लेने लगी कि जयराम सिंह ने भीड़ को ललकारा, सबों को डटे रहने का आदेश दिया। हां, लुटेरापन की निंदा की। लोग जम गये और पुलिस का साहस टूट गया। फिर लोगों ने सासाराम और डेहरी के बीच के पुल और लाइन को बरबाद

पंकज कुमार

कर दिया। दोपहर हो रही थी। लोग भूखे हो रहे थे इसलिए सबके सब घर को विदा हुए। कुछ तो बाजार होकर चलने लगे कुछ नीचे रेलवे लाइन होकर और कुछ प्लेटफार्म होकर। प्लेटफार्म पर चलने वाले लोग जब पानी की टंकी के पास पहुंचे तब पीछे से एकाएक उन पर गोली छोड़ी जाने लगी। जयराम सिंह रुक गये और घूम कर देखने लगे कि किधर से गोली आ रही है। उनसे हाथ उठाकर भागते हुए लोगों को कहा - कोई न भागे हरेक आदमी डट जाये। उसी समय उन्हें गोली लगी, वे इन्कलाब जिंदाबाद का नारा बुलंद करने लगे। फिर एक-एक करके दो गोलियां और लगीं जिससे वे तत्काल शहीद हो गये। साथ-साथ जा रहे थे।

नासरीगंज थाना पर 15 अगस्त को चढ़ाई हुई। चौकीदार, दफादार और थाने के अधिकारी थाने में मौजूद थे। भाले, बर्छे और दो नाली बंदूक लेकर सभी चारों तरफ से थाने की हिफाजत कर रहे थे। लेकिन जनता की बेशुमार, पर शांत भीड़ के आगे उन्हें झुकना पड़ा। थानेदार और जमादार भीड़ के अगुआ श्री रामाशीष सिंह से मिले और सारी बातें जान-बूझकर उनसे आत्म समर्पण किया, लेकिन कुछ कागजात देने से इनकार किया। आंदोलनकारियों ने थाने पर झंडा फहराया जिसका अभिवादन गांधी टोपी पहन कर दारोगा ने किया। वह अपना टोप फेंक चुका था और गांधी जी, तथा आजाद भारत की जयजयकार मना रहा था। भीड़ ने थाने के कुछ कागजात जलाये और थाना ऑफिस में कांग्रेस का ताला बंद कर विदा हुई।

चेनारी के कार्यकर्ताओं ने बड़े साज-बाज से एक जुलूस निकाला, जिसको लेकर वे थाने आये। वहां उनसे विधिपूर्वक कांग्रेस का झंडा फहराया और उनके साथ-साथ थानेवालों ने भी झंडे का अभिवादन किया। फिर इनसे कांग्रेस की ओर से थाना पर दखल जमाया। थानावाले कुदरा चले गये। एक हफ्ता वह थाना कांग्रेस के कब्जे में रहा। थाना पर कब्जा करके कार्यकर्ता गांवों में घूमने लगे। पंचायत की स्थापना करना और डाकुओं से रक्षा करने के लिए सेवा दल का संगठन करना उनका काम रहा।

नोखा थाना को कब्जे में लाने के लिए उस पर बार-बार हमले हुए। पहली बार आंदोलनकारी कुछ कागजों को जला पाये। दूसरी बार उनको कितने हथियाबंदों से मुकाबला हुआ कि डट न सके, तितर-बितर हो गये। तीसरी बार के हमले में छात्रों ने खूब हाथ बंटाय। इनका दल गया और थाने के कागजात जला कर उस पर अपना झंडा फहरा दिया।

डेहरी थाना के लोगों ने चारों तरफ से घेर लिया। पर थानेवाले भी कमजोर न थे। बंदूक और पिस्तौल और तरह-तरह के हथियार लेकर वे सामने आये। आंदोलनकारियों ने उन्हें अगस्त-कांति का संदेश दिया और उनसे देश का साथ देने की अपील की। दारोगा साहब मान गये, उनसे झंडा फहराया और आंदोलनकारियों को थाने पर झंडा फहराने दिया। फिर गांधीजी की जय-जयकार के बीच लोग थाने से विदा हुए।

दिनारा थाना के कार्यकर्ताओं ने जनता की एक सभा बुलायी और उनसे पूछकर तय किया कि थाने पर हम लोगों को कब्जा कर लेना चाहिए। जुलूस बांध कर वे थाने पर गये। वहां झंडा फहरा दिया और थाने को कब्जे में कर लिया।

22 अगस्त को कांग्रेस के कार्यकर्ता एक बड़ा जुलूस लेकर थाना आये। स्वयंसेवकों को थाना घेरकर बैठ

जाने का आदेश दे श्रीधर शर्मा जी थानेदार की ओर बढ़े। परिस्थिति समझ थानेदार ने थाने का चार्ज उन्हें दे दिया। फिर उनसे स्वयंसेवकों को बुलाया और विधिपूर्वक थाने में झंडा फहराने का आदेश दिया। दारोगा को माला पहनायी गयी और दारोगा ने भी शर्मा जी और अन्यान्य प्रमुखों को मालायें पहनायीं। इधर 'झंडा ऊंचा रहे हमारा' से थाने का वातावरण गुंज रहा था, उधर दारोगाजी का भेजा हुआ जमादार सुरेश झा मिलिटरी से भरी दो लॉरियां हरहराता हुआ थाने पर ले आ रहा था। मिलिटरी की लॉरियां ठीक उसी समय लेकर पहुंचा जिस समय कांग्रेस के कार्यकर्ता थाने से हंसी-खुशी विदा हो रहे थे। मिलिटरी को देख लोग डरे, पर नेताओं ने उन्हें ढाढ़स बंधाया। सब जहां के तहां खड़े हो गये। कलक्टर, एसपी को लेकर थाने के बरामदे में आ गये और भीड़ को देख बोले - यह गैर-कानूनी मजमा है, इसलिए सब भाग जाओ। एक तरफ से उनसे जनता को भाग जाने का हुक्म दिया और दूसरी तरफ से मिलिटरी को गोली छोड़ने की इजाजत दी। श्रीधर शर्मा जी सबके आगे थे। गोरों को सुनाने के लिए वे चिल्ला उठे यानी हमलोग आपके मारने-पीटनेवाले नहीं हैं। तो भी अगर आपने हमें गोली से भून देने का निश्चय कर लिया है तो पहले मुझको गोली मारिये। मैं अपराधी हूँ सभी नहीं। उनकी आवाज को गोलियों की आवाज ने दबा दिया। लोग घायल हो गिरने लगे पर गोलियों के बीच से सीना खोले श्रीधर शर्मा आगे बढ़ने लगे। एसपी ने देखा, बोला पकड़ लो यह लीडर है। शर्मा जी पकड़ लिये गये। पर जमीन पर लेट गये। फिर टांग कर लॉरी पर लाद दिये गये।

घायलों की सेवा में स्वयंसेवक जुट गये। दो-तीन गिरफ्तार भी हुए, किंतु घायलों को उठा-उठाकर अस्पताल ले जाना उनसे बंद नहीं किया। लोग जमे रहे। मालूम हुआ वे और जोश में आ रहे हैं। फिर कलक्टर ने थानेदार और रजिस्टार को साथ लिया और फौज सहित चलते बने। इनके जाते ही क्षुब्ध जनता थाने पर टूट पड़ी और थाने की चीजों को बरबाद कर दिया।

घायलों में श्री अनुराग सिंह, श्री जोधा सिंह, श्री शिवगुलाम भगत तथा श्री सत्यनारायण चौबे की हालत खराब थी। परंतु और लोग बच गये, केवल श्री अनुराग सिंह और श्री जोधा सिंह दूसरे ही दिन सदर अस्पताल में शहीद हो गये।

15 सितम्बर को लगभग 40 हजार व्यक्तियों का एक विशाल समुद्र सासाराम थाने पर उमड़ पड़ा। पुलिस ने जनता को थाना में घुसने से मना किया और दारोगा ने जोरदार शब्दों में कहा कि जान रहते थाने में सरकार के खिलाफ कोई काम न होने दूंगा। पर जब बेशुमार लोग थाने में घुस गये और झंडा फहराने लगे तब दारोगा साहब चुपचाप कुर्सी पर बैठ गये। लोगों ने झंडा फहराकर थाने में ताला लगा दिया और दारोगा से कहा कि आप अपनी वरदी बदल दीजिए और अपनी बंदूक हमारे हवाले कीजिए। दारोगा साहब तैश में आ गये। कुर्सी छोड़ी और टेबुल पर फांद रिवालवर चलाने लगे। जनता कुछ दूर हटी फिर डट गयी और रोड़ चलाने लगी। डट जाने का कारण एक वृद्धा बनी जिसकी उम्र थी करीब 75 साल। वह झंडा लेकर जुलूस के आगे-आगे आयी थी। और, उस वक्त भी आगे खड़ी थी। जो हटने के लिए कहता जवाब देती कि मेरा एकलौता इस जुलूस में है। मैं यहां से हट नहीं सकती। लोगों को उसे समझाने का समय नहीं था। क्योंकि दारोगा और उसके साथी गोलियों की वर्षा कर रहे थे। धीरे-धीरे

पंकज कुमार

गोलियों की वर्षा बंद हो गयी। तब लोग भूखे बाघ की तरह थानेवालों पर टूट पड़े और जिसे पाया बेरहमी से पीटने लगे। दारोगा जब मरा-सा होकर जमीन पर गिर पड़ा तब एक स्वयंसेवक ने उसे खींचकर एक ओर रख दिया और साथियों से उसकी हिफाजत करने को कहा। घायल जमादार को भी उसने छिपाकर बचा लिया। छह-सात बुरी तरह घायल हुए पर एक कांस्टेबल मारा गया। जनता फिर थाने पर टूटी। फर्नीचर कागजात जला दिया और उसकी धधकती आग में नोटों का जो बंडल मिला उसे फेंक दिया। चार बंदूकें मिलीं जिन्हें ले लिया और बाकी सामान मकान साहित फूंक डाला।

थाने को जलाकर जनता ने छोड़ा नहीं। उसके स्वयंसेवक 44 दिनों तक थाने के हाते में परेड करते रहे और झंडा नेमटेम से फहराते और उतारते रहे।

अगस्त क्रांति में रोहतास जिले में बलात्कार की असंख्य घटनाएं हुईं। भिखारिणी से लेकर राजकुमारी तक बलात्कार की शिकार बनी हैं। पर प्रायः सभी चुप हैं। नहीं समझते कि चुप्पी बलात्कार को बुलाती रहती है। उनके अपने भी इस संबंध में जबान तक नहीं हिलाते। वे क्या नहीं जानते कि उनकी नीति ने उनकी बहू-बेटी की इज्जत को कामुकों के हाथ में सौंप रखा है?

सब कहेंगे कि समाज हमें मौन रहने की लिए बाध्य करता है। सो ठीक है। उसने सतीत्व को स्त्री शरीर का धर्म मान लिया है। शरीर चोट खाये तो उसकी सेवा होगी। सुमार्ग पर चलते हुए उसे गोली खानी पड़े तो उसकी पूजा होगी। पर स्त्री पर किसी कामुक ने जबरदस्ती की तो लोग मान लेंगे, वह सतीत्व सदा के लिए खो बैठी। सभी उस पर अंगुली उठाएंगे। उनके मां-बाप को गालियां देंगे। इसी से कामुकों को प्रोत्साहन मिलता है, ऐसा कि उन्हें डर, भय नहीं रह गया है। वे केवल सुयोग की ताक में रहते हैं। बस।

पर यदि समाज समझ लें कि सतीत्व मन का धर्म है और जबरदस्ती उसका अपहरण नहीं हो सकता, तब वातावरण ही बदल जाये। कामुक, स्त्री को घूर नहीं सके, उसकी ओर बढ़ नहीं सके। बढ़ा कि भंडाफोड़ हुआ। कभी किसी कामुक ने आक्रमण कर भी दिया तो स्त्री आहत समझी गयी, हमारी सेवा और सहनुभूति की अधिकारिणी बनी, जिस तरह और आहत बनते हैं, और कामुक पकड़ा गया, दंड पाया। बलात्कार का अंत इसी तरह हो सकता है। रोहतास जिला के नोखा थाना में गोरे, बलूचियों को लेकर पुलिस आयी। वहां एक स्त्री पर बलात्कार किया। डिहरी थाना में गोरे और पुलिस ने बमलकर कई जगह बलात्कार किये। सासाराम में श्री रामबहादुर बार-एट-लॉ की पत्नी ने कुछ अन्य महिलाओं के साथ स्थानीय थाना के सामने एक छटांक नमक बनाया और गिरफ्तारी दी। संझौली झरी कोइरी और गुरुज धोबी की भी अंग्रेजों ने गोली मारकर हत्या कर दी। इसके अतिरिक्त अंग्रेजों ने रोहतास जिला में और भी बहुत से अत्याचार किये। लोगों के घरों को जलाया गया, बहुत से लोगों को जेल में बंद किया गया।

इसके अतिरिक्त अगस्त 1942 की क्रांति में रोहतास जिले से भाग लेने वाले कुछ प्रमुख क्रांतिकारी निम्नलिखित थे-

पं० गिरीश नारायण मिश्रा - इनका जन्म रोहतास जिले के कोचस प्रखंड के एक छोटे से गांव सोहसा में 1922 में हुआ था। इनके पिता भूपति मिश्र और माता शान्ति देवी थीं। पंडित मिश्र तत्कालीन समाजवादी नेता बच्चन

सिंह, सच्चिदानंद सिंह तथा परशुराम सिंह जैसे लोगों के सम्पर्क में आकर 1942 के भारत छोड़ो आन्दोलन में कूद पड़े। यहीं से उनके राजनीतिक जीवन की शुरुआत हुई और डॉ० राममनोहर लोहिया, जय प्रकाश नारायण, आचार्य नरेन्द्र देव, रामानंद तिवारी, प्रभुनाथ सिंह, राजनारायण सिंह तथा अशोक मेहता जैसे राष्ट्रीय स्तर के समाजवादियों के सान्निध्य में आये।

सुमित्रा देवी – इनका जन्म 25 सितंबर 1922 को सासाराम में हुआ था। गांधीजी से प्रभावित होकर ये भी भारत छोड़ो आन्दोलन में कूद पड़ी। सुमित्रा जी सासाराम में गुठली सिंह, खराड़ी, सासाराम अनुमण्डल के कार्यालय से ब्रिटिश झंडा के बदले राष्ट्रीय तिरंगा झंडा सुमित्रा जी के नेतृत्व में फहराया गया, लाठियां चली, इधर से पत्थरबाजी गुठली सिंह, खरारी, राजाराम कसेरा, महंगू राम, जगरनाथ प्रसाद, जानी बाजार, रामधारी सिंह, कोनार सासाराम के क्रांतिकारियों की टोली का नेतृत्व कर रही थी। इन टोलियों के साथ कुम्हळू स्टेशन पश्चिम रेल पटरियों को क्षतिग्रस्त किया गया। जिससे घंटों रेल परिचालन बंद रहा। इन क्रांतिकारियों ने प्रभातफेरी के बहाने सासाराम के जनता में राष्ट्रीयता का संचार कर रहे थे। अनेक सरकारी दफ्तरों को हानि पहुंचाने एवं ब्रिटिश विरोधी गतिविधियों के कारण इन लोगों को सासाराम कैम्प जेल एवं पटना जेल में डाल दिया गया। लगभग छः माह तक कारावास की सजा भुगतने के बाद इन सेनानियों को छोड़ा गया। आजाद भारत के स्वप्न की ललक सुमित्रा जी में काफी परिलक्षित होती थी। पटना, आरा में अक्सर जगजीवन बाबू वगैरह के स्मृति में आंदोलन सक्रिय रहा। आरा से अंग्रेज फौजियों को लेकर एक रेलगाड़ी बिहिया स्टेशन आई वहां भी जगजीवन बाबू के नेतृत्व में सुमित्रा जी ने सासाराम के क्रांति वीरों का आह्वान कर बुला रखा था। जिसमें सासाराम से क्यूम अंसारी, गुठली सिंह, राजाराम कसेरा, रामधारी सिंह, जगदीश सिंह अक्सर आये दिन सेनानियों की टोली जिला एवं जिले के बाहर अपने मिशन में लगी रहती थी। जब फौजियों से लदी गाड़ी आरा से बिहिया स्टेशन आई तो इन क्रांतिवीरों ने अच्छी-खासी जनता को एकत्रित कर रखा था। जनता द्वारा राष्ट्रीयता के नारे एवं भीड़ को देखकर फौजियों ने शख्यते में आ गई। ‘वापस जाओ, वापस जाओ, अंग्रेज वापस जाओ, हाजी बेगम अमर रहे, भारत आजाद होके रहेगा, होके रहेगा’, जगजीवन बाबू जिन्दाबाद, सुमित्रा जी जिन्दाबाद के नारे से माहौल गरम हो उठा। इस आन्दोलन को दबाने के लिए अंग्रेज फौजियों ने गोली ताल ली, जन समूह ने ढेले, गिट्टी बरसाना शुरू किया और फौजियों ने गोली चलाना। जिससे बिहिया के शिवपूजन, केवरिया के रामदेव एवं अन्य चार किसानों ने अपना प्राण त्याग दिया। बहुत से घायल हुए, पुलिस ने हंटर से बहुत लोगों को पीटा। ऐसी कई घटनाएं हैं जिससे सुमित्रा जी में राष्ट्रीय प्रेम, स्वतंत्रता के प्रति त्याग-बलिदान परिलक्षित होते हैं। उन्होंने प्राणों की चिन्ता किये बिना, कई बार सिविल जेल की यातनाएं झेली।

जगन्नाथ प्रसाद सिंह – उनका जन्म 14 जुलाई, 1914 को रोहतास जिलांतर्गत बड़डी थाना के दरिगांव में हुआ था। उनके पिता एक जमींदार थे। उनका नाम रणबहादुर सिंह था। उन्होंने सन् 1942 की क्रांति में भी खुलकर हिस्सा लिया एवं भूमिगत रहकर गांव-गांव में स्वतंत्रता अलख जगाया इस दौरान पुनः उन्हें गिरफ्तार कर हजारीबाग जेल में रखा गया। कुछ ही दिनों बाद वे हजारीबाग जेल से भागने में सफल रहे और भूमिगत होकर

सम्पूर्ण जिला का पदयात्रा कर कम्पनी हुकूमत के खिलाफ लोगों को जागरूक व गोलबंद किया। पुनः तीसरी बार वे शेरशाह सूरी मकबरा के मैदान के पास खुलेआम ब्रिटिश विरोधी आम सभा करके गिरफ्तार कर लिये गये। वह सभा ऐतिहासिक थी और उस सभा में विशाल जनसैलाब था। गिरफ्तारी के दौरान महिलाओं ने एवं फूलेना ठाकुर सहित उनकी पत्नी ने आरती उतारकर उन्हें जेल-यात्रा के लिए रवाना किया। जेल यात्रा के समय उनके पीछे-पीछे विशाल जन समूह का तांता लगा हुआ था। जेल से रिहाई के उपरांत पुनः उन्हें 1944 ई. में बीमारी की हालत में अनुमण्डलाधिकारी के नेतृत्व में गिरफ्तार कर जेल भेज दिया गया। इस तरह जगन्नाथ प्रसाद सिंह का अधिकांश जीवन आंदोलन, गिरफ्तारी, संघर्ष एवं जेल में गुजरा। अक्टूबर 1942 के आते-आते आतंक बिहारव्यापी हो गया। फौज, मजिस्ट्र, पुलिस और खास अदालतें जो उस मौके पर कायम की गयीं, आतंक की व्यापकता के कारण बनी। सरकार ने बिहार के गांव-गांव में हैडमैन चुने, भेदिये बहाल किये जो कांग्रेस के हमदर्दों को भी पकड़ने और परेशान करने लगे। चौकीदार और दफादार तक दारोगा बन बैठे। जनता दब गयी, क्रांति के मैदान से हट गयी। पर कार्यकर्ता डटे रहे। हां, उनके डटने का तौर-तरीका बदल गया। पहले उनका काम खुलेआम होता था, अब गुप्त रूप से होने लगा।

लगभग 25 हजार कार्यकर्ता संगी-साथी सहित जेल की हवा खा रहे थे। हाजतियों की तादाद अलग। फिर जो जेल के बाहर रहे गये थे उनकी संख्या कम न थी। दमन ने उनको दो गिरोहों में बांट रखा था। एक गिरोह था फरारों का, दूसरा गुप्त आंदोलनकारियों का। फरारों में अधिकांश आतंक पीड़ित थे। दमन चक्र उन्हें खदेड़ता फिरता था और उनके क्षेत्रों की आतंक पीड़ित जनता भी उन्हें आश्रय देने को तैयार न होती थी। इसलिए जहां उन्हें आश्रय मिला वे भागे। कोई अपना जिला या प्रांत में ही जहां-तिहां छिपा रहा, कोई पच्छिम की राह गया, कोई पूरब की राह बढ़ा और कितने नेपाल के शरणार्थी हुए। उद्देश्य था ‘कानून’ से बचना। दमन के एजेंटों ने अफवाह उड़ायी थी कि अमुक-अमुक के नाम से शूटिंग वारंट है। अमुक-अमुक को भागना पड़ा क्योंकि गोली खाने से बचना तो चाहिए ही था। फिर जितने भागे सभी बतलाने लगे कि उनके पीछे भी शूटिंग वारंट घूम रही है। इस शूटिंग वारंट के हौआ ने सबों को बड़ा हैरान किया।

संदर्भ ग्रंथ :

1. ब्रज कुमार पाण्डेय; अनन्त कुमार : शाहाबाद मुगलों से अंग्रेजों तक (1526 से 15 अगस्त 1947 तक) जानकी प्रकाशन, नई दिल्ली
2. प्रो. बलदेव नारायण, अगस्त-क्रान्ति, बिहार राज्य पाठ्य पुस्तक निगम, पटना, 2007
3. प्रो. बलदेव नारायण, अगस्त-क्रान्ति, बिहार राज्य पाठ्य पुस्तक निगम, पटना, 2007
4. डॉ. कालीकिंकर दत्त : 1942 की क्रांति में बिहार का योगदान, बिहार समाचार, 16 नवम्बर, 1956
5. डॉ. अजीत कुमार : बिहार में अंग्रेजी राज और स्वतंत्रता आन्दोलन, उषा प्रकाशन, दिसम्बर, 2002
6. कुमार अमरेन्द्र, स्वाधीनता संग्राम में बिहार की महिलाएं, जानकी प्रकाशन, पटना
7. प्रो. डॉ. विमल किशोर मिश्र : शाहाबाद के गौरव राष्ट्र के रत्न, बिहार हिन्दी ग्रंथ अकादमी, पटना, 2020



वर्तमान शैक्षिक प्रक्रिया में संगीत की भूमिका का अध्ययन

मनोरमा सिंह¹ डॉ. नीतू सिंह²

^{1,2}(शिक्षा-संकाय), दयालबाग एजुकेशनल इन्स्टीट्यूट, (डीम्ड विश्वविद्यालय), दयालबाग आगरा उ.प्र.

Corresponding Author: मनोरमा सिंह

DOI-10.5281/zenodo.13334900

शोध-सार:

वर्तमान परिस्थितियों व सामाजिक महत्व को ध्यान में रखते हुए शैक्षिक प्रक्रिया को और अधिक सुनियोजित रूप देने की आवश्यकता है। संगीत एक सार्वभौमिक उपहार है और लोगों को जोड़ने की, इसकी शक्ति बिना किसी सन्देह के प्रतीत होती है। यह एक ऐसी कला है जिसके केंद्र में मानवीय अंतःक्रिया होती है। स्कूलों में विद्यार्थियों के लिए संगीत के लिए व्यापक कार्यक्रम पूरी लगन और उत्साह से आयोजित किया जाए तो ज्यादा बेहतर होगा। शिक्षा संचार का एक रूप है जो समाज में ज्ञान अनुभव, कौशल और विचारों को एक समूह से दूसरे समूह तक पहुंचाती है। यह बुद्धि को विकसित करने सामाजिक कौशल के विकास, महत्वपूर्ण विश्लेषणात्मक क्षमताओं, किसी की अपनी संस्कृति के बारे में ज्ञान और स्वयं के ज्ञान को संदर्भित करती है। अंत में यहां संगीत सीखने के साथ बच्चों के समक्ष गुरु का संगीत कार्यक्रम सीधे आयोजित करने की नियमित व्यवस्था की जाए तो बहुत उपयोगी सिद्ध होगी। संगीत के महान साधक 'गुरु' की संगत में बिताया समय विद्यार्थी के जीवन में परिवर्तन लाने का बड़ा कार्य कर सकता है क्योंकि विद्यार्थी संभवतः इन क्षणों की स्मृति जीवन भर संजोए रखेगा। इसलिए ऐसे अवसर जुटाना हमारा दायित्व बनता है। रविंद्रनाथ टैगोर के अनुसार सर्वोत्तम शिक्षा वही है जो संपूर्ण सृष्टि से हमारे जीवन का सामंजस्य स्थापित करती है। रविंद्रनाथ टैगोर के अनुसार भी छात्रों में संगीत की योग्यताओं का विकास किया जाना चाहिए। संगीत शिक्षा से मिलने वाले फायदे शैक्षिक योग्यता प्राप्त कर लेने से कहीं ज्यादा है और इसमें भाषा की कोई बाधा भी नहीं होती है। आज के समय में तेजी से बढ़ रहे विश्व में संगीत शिक्षा के व्यावहारिक लाभ वास्तव में प्रेरणादायक और मुक्त बनाने वाले हैं। इसलिए संगीत शिक्षा न केवल स्कूल कॉलेजों में फिर से लाई जाए बल्कि से वैकल्पिक विषय हीन रखकर अनिवार्य विषय बनाया जाना चाहिए।

मुख्य बिन्दु : शैक्षिक प्रक्रिया और संगीत।

प्रस्तावना:

वर्तमान की शैक्षिक प्रक्रिया की बात की जाए तो हमें देखने को मिलता है कि आज का दौर परिवर्तन और आधुनिकता का दौर है। वर्तमान परिस्थितियों व सामाजिक महत्व को ध्यान में रखते हुए शैक्षिक प्रक्रिया को और अधिक सुनियोजित रूप देने की आवश्यकता है। रविंद्रनाथ टैगोर के अनुसार सर्वोत्तम शिक्षा वही है जो संपूर्ण सृष्टि से हमारे जीवन का सामंजस्य स्थापित करती है। रविंद्रनाथ टैगोर के अनुसार भी छात्रों में संगीत की योग्यताओं का विकास किया जाना चाहिए। हम जैसे-जैसे विकासशील देश से विकसित देश बनने की दिशा में प्रगति कर रहे हैं, वैसे ही हमें बुनियादी जरूरतों को परिवर्तित करना होगा। हमारे जीवन में संगीत की अहम भूमिका है और इस प्रक्रिया में शिक्षक एक ऐसे मार्गदर्शक होते हैं। विद्यार्थियों में शिक्षण प्रक्रिया के द्वारा मनोशारीरिक एवं समाज के उपयोगी मूल्यों को धारण करने में सहयोग देते हैं। शिक्षक ही विनम्रता और सामाजिकता में अधिक समन्वय विकसित करते हैं। संगीत एक कला है जिसका माध्यम ध्वनि और मौन है जो समय के साथ-साथ घटित होता है। संगीत सामाजिक एकता पैदा करता है। जब शब्द विफल हो जाते हैं तब सभी से बात करता है और हम दुनिया में कहीं भी जाते हैं इसे समझा जाता है। संगीत एक सार्वभौमिक उपहार है और लोगों को जोड़ने की, इसकी शक्ति बिना किसी सन्देह के प्रतीत होती है। यह एक ऐसी कला है जिसके केंद्र में मानवीय अंतःक्रिया होती है। शिक्षा के हर स्तर पर संगीत की विशेष भूमिका होती है स्कूली शिक्षा के दौरान तो इसका महत्व और भी अधिक होता है परंतु फिर भी देश के

अधिकांश विद्यालयों में संगीत को बहुत कम बढ़ावा दिया जा रहा है। अक्सर संगीत को पाठ्यक्रम में न रखकर पाठ्येत्तर गतिविधियां ही माना जाता है। स्कूलों में विद्यार्थियों के लिए संगीत के लिए व्यापक कार्यक्रम पूरी लगन और उत्साह से आयोजित किया जाए तो ज्यादा बेहतर होगा।

शोध पत्र के उद्देश्य:

- वाद्य यंत्रों की कार्यप्रणाली के बारे में जानना।
- स्वर की संरचना को बारीकी से समझना।
- विद्यार्थियों में संगीत के प्रति रुचि एवं जिज्ञासा जागृत करना।
- प्राचीन परंपराओं के बारे में ऐतिहासिक दृष्टिकोण विकसित करना।
- संगीत की विभिन्न परिभाषाओं और युक्तियों को जानना।

शोध विधि:

यह शोध पत्र द्वितीयक स्रोतों के माध्यम से लिखा गया है। इस हेतु विभिन्न रिपोर्ट, समाचार-पत्रों योजनाओ, नई शिक्षा नीति प्रपत्र एवं पुस्तकों से तथ्यों का संकलन किया गया है।

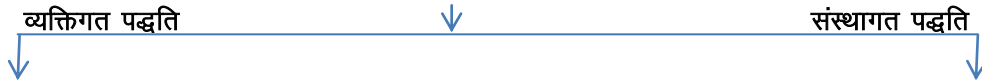
शैक्षिक प्रक्रिया:

शिक्षा एक ऐसी प्रक्रिया है जो मानवता को अपने समाज और दुनिया के साथ बेहतर संबंध विकसित करने के लिए ज्ञान, अनुभव और नैतिक मूल्यों का अध्ययन करने एवं उन्हें सीखने की अनुमति प्रदान करती है। शिक्षा संचार का एक रूप है जो समाज में ज्ञान अनुभव, कौशल और विचारों को एक समूह से दूसरे समूह तक पहुंचाती है। यह बुद्धि

को विकसित करने सामाजिक कौशल के विकास, महत्वपूर्ण विश्लेषणात्मक क्षमताओं, किसी की अपनी संस्कृति के बारे

में ज्ञान और स्वयं के ज्ञान को संदर्भित करती है।

संगीत की दो शिक्षण पद्धति



19 वीं सदी के अंत तक संगीत की शिक्षा गुरु-शिष्य परंपरा द्वारा दी जाती थी। व्यक्तिगत पद्धति गुरुकुल पद्धति कहलाती थी। भारत के दो महान संगीतकार रहे हैं पंडित विष्णु दिगंबर पलुस्कर तथा पंडित विष्णु नारायण भारत खंडे जी है। इनके ही प्रयास से दिव्या संगीत जन-जन तक पहुंचने लगा। 25 से 30 वर्षों में ही पूरे उत्तर भारत में संगीत की विभिन्न शिक्षण संस्थानों की स्थापना हुई। अनेक विद्यार्थी संगीत कला का ज्ञान प्राप्त करने में रुचि लेने लगे। भारतीय शास्त्रीय संगीत का स्वरूप गीत वाद्य तथा नृत्य का सम्मिलित रूप है। प्राचीन काल से लेकिन वर्तमान काल तक शास्त्रीय-संगीत, संगीत का केंद्र बिंदु है। जो इसे दूसरी परंपराओं से पृथक करता है।

संगीत की परिभाषा:

“संगीत एक साथ अनेक विषयों के बीच समन्वय स्थापित करता है। संगीत शिक्षा से विद्यार्थियों में संगीत के प्रति रुचि तो विकसित होती ही है साथ ही गणित से जुड़ी प्रतिभा का भी विकास होता है। और विषयों की बारीकियाँ समझने तथा इतिहास का ज्ञान अर्जित करने की बौद्धिक क्षमता भी उसमें विकसित होने लगती है।”

संगीत का महत्व:

संगीत से विभिन्न विषयों के बीच समन्वय रखने में मदद मिलती है। संगीत एक साथ अनेक विषयों के बीच संबंध स्थापित करने में सहायक है। संगीत-शिक्षा से विद्यार्थियों में संगीत के प्रति रुचि व जिज्ञासा प्रवृत्ति बढ़ती है। संगीत से विद्यार्थियों में गणित से जुड़ी प्रतिभा का विकास, विषयों की बारीकियाँ को समझना, इतिहास का ज्ञान अर्जित करने की बौद्धिक क्षमता का विकास तथा बौद्धिक कौशल के साथ-साथ बेहतर प्रदर्शन करने में भी सहायक है। संगीत से विद्यार्थियों में तनाव का स्तर भी घटता है और भावनात्मक विकास के साथ-साथ आनंद की अनुभूति भी होती है।

संगीत का महत्व इस प्रकार है:

- संगीत से विद्यार्थियों में अनुशासन और अध्ययन में लगन बढ़ती है।
- संगीत से मस्तिष्क विकसित तथा बुद्धि कुशाग्र होती है।
- भारतीय शास्त्रीय संगीत और कलाओं का अनुभव प्रदान करता है।
- संगीत, सामाजिक भेदभाव और मनोवृत्तियों से बचाने में सहायक है।

संगीत से विद्यार्थियों में अनुशासन अध्ययन में लगन बढ़ती है:

संगीत सीखने और संगीत का अभ्यास करने से विद्यार्थियों में समय का महत्व और समय प्रबंधन करने की क्षमता बढ़ती है। जीवन के प्रारंभिक समय में ही मूल्य का विकास होने से विद्यार्थियों में जीवन जीने की कौशलतात्मक वृद्धि होती है। विद्यार्थियों में पढ़ाई-लिखाई के बोझ की प्रवृत्ति को सरल और सहज तरीके से बेहतर बनाने में भी सहायक है।

संगीत से मस्तिष्क विकसित तथा बुद्धि कुशाग्र होती है:

कई शोधों से पता चलता है की पढ़ाई लिखाई के साथ-साथ संगीत का अभ्यास करने से विद्यार्थियों में बौद्धिक क्षमता भी बढ़ती है

भारतीय शास्त्रीय संगीत और कलाओं का अनुभव प्रदान करता है:

भारत की सांस्कृतिक परंपरा समृद्ध तथा देश के सभी भागों में कल की विभिन्न विधाएं प्रचलित है। हमारे देश के प्रत्येक बच्चे को संगीत की विभिन्न विधाओं का ज्ञान अर्जित करने का अधिकार है।

संगीत सामाजिक भेद-भाव और मनोवृत्तियों से बचाने में सहायक है:

संगीत मनोरंजन करने के साथ ही विद्यार्थियों के व्यक्तिगत निर्माण और बौद्धिक विकास का बहुत सशक्त माध्यम है। संगीत के लाभ तो बहुत व्यापक है और दूरगामी है। यह विद्यार्थियों में नस्लभेद जाति-भेद या सामाजिक-भेदभाव जैसे- तुच्छ प्रवृत्तियों से बचाए रखता है।

संगीत की शिक्षा प्रदान करने वाले उच्च स्तरीय शिक्षण संस्थान

- संगीत एवं मंच कला संकायकाशी हिंदू विश्वविद्यालय वाराणसी।
- इंदिरा कला संगीत विश्वविद्यालय खैरागढ़।
- रविंद्र भारती विश्वविद्यालय कोलकाता।
- सेंटर फॉर परफॉर्मिंग आर्ट्स पुणे विश्वविद्यालय।
- विश्व भारती शांति निकेतन।
- संगीत एवं ललित कला संकाय दिल्ली विश्वविद्यालय।
- राजा मानसिंह तोमर संगीत एवं कला विश्वविद्यालय ग्वालियर।
- म्यूजिक कॉलेज डांस एवं ड्रैमेटिक्स बड़ौदा महाराजा सयाजीराव यूनिवर्सिटी।

हमें यह नहीं भूलना चाहिए कि 19वीं शताब्दी के अंतिम दौर और 20वीं शताब्दी के महानतम आर्थिक विज्ञानी अल्बर्ट आइंस्टीन अत्यंत निपुण संगीत शास्त्री थे। अपनी सफलतम खोज और आविष्कारों के लिए आइंस्टीन ने संगीत को ही मुख्य साधन बनाया था।

भारत के पूर्व राष्ट्रपति डॉ. एपीजे अब्दुल कलाम ने 1985-1995 के दौरान वीणा बजाना सीखा था। उसे समय वे रक्षा अनुसंधान और विकास संगठन डीआरडीओ में कार्यरत थे। उन्हें जब भी अपने व्यस्त कार्यक्रम से कुछ अवकाश मिल पाता था। और विश्राम की आवश्यकता महसूस होती थी तो वह वीणा वादन करके आनंद प्राप्त करते थे।

महान वायलिन शिक्षक शिनिची की सुजुकी ने एक बार कहा था “संगीत शिक्षा का उद्देश्य युवाओं को प्रशिक्षित करना तो है विद्यार्थियों को प्रशिक्षित करना तो है पर इसका एकमात्र लक्ष्य उन्हें पेशेवर संगीत बना देना नहीं है बल्कि उन्हें संगीतज्ञ बनाना है ताकि वह जिस क्षेत्र में भी जाएं अपनी उच्च योग्यता का प्रदर्शन करें।” अभिभावकों के साथ ही स्कूल कॉलेजों को भी विद्यार्थियों में कलाओं की

जानकारी समझ और कौशल विकसित करने का दायित्व संभालना चाहिए ताकि वे आगे चलकर संयमित संवेदनशील सज्जनशील प्रगतिशील और उत्साही बनकर समाज में अपनी भूमिका का बखूबी निर्वहन करें

निष्कर्ष:

अंत में यहां संगीत सीखने के साथ बच्चों के समक्ष गुरु का संगीत कार्यक्रम सीधे आयोजित करने की नियमित व्यवस्था की जाए तो बहुत उपयोगी सिद्ध होगी। संगीत के महान साधक 'गुरु' की संगत में बिताया समय विद्यार्थी के जीवन में परिवर्तन लाने का बड़ा कार्य कर सकता है क्योंकि विद्यार्थी संभवतः इन क्षणों की स्मृति जीवन भर संजोए रखेगा। इसलिए ऐसे अवसर जुटाना हमारा दायित्व बनता है।

संगीत शिक्षा से मिलने वाले फायदे शैक्षिक योग्यता प्राप्त कर लेने से कहीं ज्यादा है और इसमें भाषा की कोई बाधा भी नहीं होती है। आज के समय में तेजी से बढ़ रहे विश्व में संगीत शिक्षा के व्यावहारिक लाभ वास्तव में प्रेरणादायक और मुक्त बनाने वाले हैं। इसलिए संगीत शिक्षा न केवल स्कूल कॉलेजों में फिर से लायी जाए बल्कि से वैकल्पिक विषय हीन रखकर अनिवार्य विषय बनाया जाना चाहिए।

संदर्भ सूची:

1. राष्ट्रीय शिक्षा नीति 2020, मानव संसाधन विकास मंत्रालय, भारत सरकार रिपोर्ट ।
2. सिंह, क. (2017), के द्वारा शोध पत्र "संस्थागत संगीत शिक्षण प्रणाली— वर्तमान चुनौतियां एवं सुझाव" इलाहाबाद, विश्वविद्यालय इलाहाबाद ।
3. वीरेंद्र सिंह (2022), के द्वारा शोध पत्र "उच्च शिक्षा के विशेष संदर्भ में राष्ट्रीय शिक्षा नीति 2020 की एक महत्वपूर्ण अंतर्दृष्टि" पब्लिकेशन आईजेआरएआर के जनवरी 2022 वॉल्यूम 9, यीशु-1 ।
4. प्रतियोगिता दर्पण हिंदी मासिक सितंबर 2020 पेज नंबर 56-57 ।
5. मासिक योजना फरवरी 2022 राष्ट्रीय शिक्षा नीति 2020 पेज नंबर 39-42 ।
6. दीपा मेहता, (2019), "शैक्षिक प्रबंधन" पी. एच. आइ. लर्निंग, पब्लिकेशन, प्राइवेट लिमिटेड दिल्ली ।



भारतातील असंघटीत क्षेत्रातील बालकामगार समस्या आणि त्यावरील उपाय

प्रा. अलकाबाई शिवाजी नागरे

संशोधक विद्यार्थी, पदव्युत्तर अर्थशास्त्र संशोधन केंद्र,

एस.एम.बी.एस.टी. कॉलेज संगमनेर

Corresponding Author: प्रा. अलकाबाई शिवाजी नागरे

DOI- 10.5281/zenodo.13334913

गोषवारा :

भारतात अनेक समस्यापैकी बालकामगार ही सुद्धा मोठी समस्या आहे. ही समस्या जशी आपल्या देशात आहे तशी इतर देशात सुद्धा आहे. पण आपल्या भारतात याचे स्वरूप जास्त भीषण आहे. अनेक कुटुंबाची आर्थिक स्थिती बिकट असते आणि यामुळे मग बालकामगार समस्या निर्माण होते. आणि यात मुले आणि मुली या दोन्ही घटकांचा समावेश होतो.

आपण जर याचा अर्थ विचारात घेतला तर “ ज्या मुलां-मुलींचे वय १४ वर्षांच्या आत आहे आणि ते आर्थिक प्राप्तीसाठी एखादे काम करतात त्यांना बालकामगार म्हणता येते.” या संशोधन पेपरचा उद्देश आपल्या भारतातील बालकामगार समस्येचा अभ्यास करून अशी समस्या दूर करण्यासाठी आपणास काय उपाय करता येतील ते शासनास सुचविणे हा आहे.

शब्दसंकेत: बालकामगार , भारतीय कायदे , शिक्षण , कामगारांचे शोषण , बेरोजगारी. उपाययोजना.

प्रस्तावना:

“बालकामगार म्हणजे ज्या कामगारांचे वय १४ वर्षांपेक्षा कमी असते” भारताच्या संविधानात या समस्येवर नियंत्रण यावे म्हणून भाग ३ मध्ये तरतूद आहे. आणि कलम २४ प्रमाणे १४ वर्षांपेक्षा कमी वय असणाऱ्या बालकास कामावर ठेवू नये अशी तरतूद आहे. आणि कलम २३ प्रमाणे बालकामगाराची पिळवणूक होऊ नये याची तरतूद आहे.

म्हणजे आपल्या संविधानात तरतूद आहे फक्त गरज आहे ती आपल्याला त्यावर अंमलबाजवणी करण्याची आणि ते आपल्या धोरण राबवणाऱ्या लोकांचे काम आहे. १८६० मध्ये इंग्लंड मध्ये औद्योगिक क्रांतीनंतर जगातील समाजव्यवस्था यात बदल झाला आणि जगात भांडवलशाही व्यवस्था निर्माण झाली. आणि जगात आणि भारतात उद्योग व्यसाय वाढले.

यामुळे लोकांना जास्त प्रमाणावर रोजगार मिळू लागले. अनेक ग्रामीण भागातील लोक शहराकडे जाऊ

लागले. आणि त्यामुळे शहरात गरजा जास्त असतात आणि मग उत्पन्न कमी पडू लागले तसे मग शहरात या बालकामगारांचा उदय झाला. आणि आज देशात मोठ्या प्रमाणावर शहरात ही समस्या आहे.

संशोधन लेखाची उद्दिष्ट्ये:

०१ : भारतातील बालकामगार प्रथेचा आणि परिणामांचा अभ्यास करणे.

०२ : भारतातील बालकामगार समस्येवर उपाय सुचविणे .

गृहीतके:

०१ : बालकामगार प्रथेचा बालकांच्या आरोग्यावर वाईट परिणाम होतो.

०२ : समाजाच्या आर्थिक आणि सामाजिक विकासावर परिणाम होतो.

०३ : बालकांचे शिक्षण यावर वाईट परिणाम होतो.

०४ : कुशल कामगार तयार होत नाहीत.

भारतातील बालकामगार (राज्य निहाय वर्गीकरण १९७१ ते २०११)

अ.क्र.	राज्य	१९७१	१९८१	१९९१	२००१	२०११
१	आंध्र प्रदेश	१६२७४९२	१९५१३१२	१६६१९४०	१३६३३३९	४०४८५१
२	आसाम	२३९३४९	***	३२७५९८	३५१४१६	९९५१२
३	बिहार	१०५९३५९	११०१७६४	९४२२४५	१११७५००	४५१५९०
४	गुजरात	५१८०६१	६१६९१३	५२३५८५	४८५५३०	२५०३१८
५	हरियाणा	१३७८२६	१९४१८९	१०९६९१	२५३४९१	५३४९२
६	हिमाचल	७१३८४	९९६२४	५६४३८	१०७७७४	१५००१
७	जम्मू काश्मीर	७०४८९	११३१५३०	***	१७५६३०	२५५२८
८	कर्नाटक	८०८७१९	११३१५३०	९७६२४७	८२२६१५	२४९४३२
९	केरळ	१११८०१	९२८५४	३४८००	२६२५६	२१७५७
१०	मध्यप्रदेश	१११२३१९	१६९८५९७	१३५२५६३	१०६५२५९	२८६३१०
११	महाराष्ट्र	९८८३५७	१५५७७५६	१०६८४२७	७६४०७५	४९६९१६
१२	छत्तीसगढ	***	***	***	३६४५७२	६३८८४
१३	माणिपूर	१६३८०	२१२१७	१६४९३	२८८३६	११८०५
१४	मेघालय	३०४४०	४४९१६	३४६३३	५३९४०	१८८३९
१५	झारखंड	***	***	***	४०७२००	९०९९६
१६	उत्तराखंड	***	***	***	७०१८३	२८०९८
१७	नागालँड	१३७२६	१६२३५	१६४६७	४५८७४	११०६२
१८	ओरिसा	४९२४७७	७०२२९३	४५२३९४	३७७५९४	९२०८७
१९	पंजाब	२३२७७४	२१६९३९	१४२८६८	१७७२६८	९०३५३
२०	राजस्थान	५८७३८९	८१९६०५	७७४१९९	१२६२५७०	२५२३३८
२१	सिक्किम	१५६६१	५८६१	५५९८	१६४५७	२७०४
२२	तामिळनाडू	७१३३०५	९७५०५५	७७४१९९	४१८८०१	१५१४३७
२३	त्रिपुरा	१७४९०	२४२०४	१६४७८	२१७५६	४९९८
२४	उत्तरप्रदेश	१३२६७२६	१४३४६७५	१४१००८६	१९२७९९७	८९६३०१

स्रोत :- भारतीय जनगणना १९७१ ते २०११ (* आकडे उपलब्ध नाहीत)

यावरून २००१ ते २०११ याकाळात बालकामगार यांची संख्या कमी झाली आहे. भारतात दरवर्षी २.२ टक्क्यांनी बालकामगारांची संख्या कमी होत आहे. सतत ३ वर्ष आंध्र प्रदेश या राज्यात इतर राज्यांच्या तुलनेत जास्त आहे असे दिसते.

बालकामगार प्रथेचे परिणाम:

शिक्षणावरील परिणाम : आपल्या भारतीय संविधानानुसार आपल्या देशातील प्रत्येक १४ वर्षांच्या खाली वय असणाऱ्या बालकास मोफत आणि सक्तीचे शिक्षण मिळावे अशी तरतूद आहे. परंतु जे बालकामगार आहेत त्यांना शिक्षणाच्या वयात काम करावे लागते आणि यामुळे त्यांचा बौद्धिक विकास होत नाही. याचा परिणाम आपल्या देशाच्या आर्थिक विकासावर होत आहे. कारण एखादे बालक देशाच्या आर्थिक विकासात मोठ्या प्रमाणावर भर घालू शकते म्हणजे एखादा वैज्ञानिक सुद्धा होऊ शकतो, एखादे बालक मोठ्या अधिकार पदावर सुद्धा जाऊन आपल्या देशाची प्रामाणिक सेवा करेल पण त्याचा बौद्धिक विकास न झाल्यामुळे त्याला बालकामगार म्हणून आपले जीवन जगावे लागते.

आरोग्यावर परिणाम : भारतात अनेक बालकामगार हे आरोग्याला घातक अशा उद्योग व्यवसायात काम करतात आणि मग याचा परिणाम त्यांच्या आरोग्यावर होतो. त्याचे वय कमी असल्यामुळे जर एखादा मोठा गंभीर आजार झाला

तर त्याचे संपूर्ण आयुष्य बरबाद होते. तसेच त्यांना आहार सुद्धा पौष्टिक नसतो आणि लहान वयात जास्त काम दिल्यामुळे त्यांच्या शारीरिक वाढीवर सुद्धा याचा गंभीर परिणाम होतो. त्यांना भयंकर असे पोटाचे, फुफ्फुसाचे आजार होतात.

वैयक्तिक जीवनावर परिणाम : कोणताही बालकामगार हा त्याचे खाजगी आयुष्य हे जगत नाही. कारण त्याचे हे वय शिक्षण घेणे, मित्रा बरोबर विविध खेळ खेळणे आणि त्याचा सामाजिक आणि मानसिक विकास होण्याचे असते पण त्याला नाइलाजाने एखाद्या ठिकाणी काम करावे लागते. आणि जीवनभर त्याला फक्त मालकाच्या आज्ञा पाळणे एवढेच काम असते. थोडक्यात त्याला एखाद्या जनावरा प्रमाणे जीवन जगावे लागते. हे मानवी अधिकाराच्या सुद्धा विरोधी आहे.

आत्मविश्वास आणि आत्मभान राहत नाही: बालकामगार हे थोड्या पैशासाठी त्यांच्या जीवनाचा अमूल्य वेळ देतात. आणि त्यामुळे तो बालक जीवनात आपण या जाळ्यातून बाहेर पडू असा आत्मविश्वास गमावून बसतो. आणि याचा परिणाम आज आपण पाहिले तर मोठ्या शहरात अशी मुले अनेक गुन्हेगारीकडे जात आहेत तसेच अनेक वॉईट व्यसने त्यांना लागली आहेत. यात आपल्या देशाचे भविष्य अंधकारमय आहे हे मात्र सत्य आहे. वेळीच आपल्या सरकार

आणि समाजाने जागृत होणे गरजेचे आहे. आणि अशा समस्येवर योग्य उपाययोजना करणे आवश्यक आहे.

समस्येवरील उपाययोजना:

कुटुंबाचा आकार लहान असावा: भारतात अनेक गरीब कुटुंबात जास्त मुले असतात आणि अशा कुटुंब प्रमुखाला असे वाटते कि, जर आपल्याला जास्त मुले झाली तर आपले उत्पन्न जास्त होईल. यामुळे असा कुटुंब प्रमुख मुलांना शाळा शिकविणे सोडून कामाला लावतो आणि अशी मुले मग बालकामगार होतात. पण जर आपण कुटुंब लहान ठेवले म्हणजे सदस्य संख्या कमी असेल तर त्यांचा खर्च सुद्धा कमी होईल. आणि मग आपण अशा कुटुंबातील मुले चांगल्या प्रकारचे शिक्षण घेत असलेले पाहतो. आणि शासनाने कुटुंब नियोजन हा जो कार्यक्रम आखला होता त्याचा उद्देश हाच होता. आणि आता समाजात मोठ्या प्रमाणात जागृती होत आहे. पण आणखी गरीब, आदिवासी कुटुंबापर्यंत शिक्षण पोहोचलेले नाही. शासनाला ते काम करावे लागेल आणि समाजाने सुद्धा यात आपला सहभाग नोंदवला पाहिजे.

रोजगार संधी वाढल्या पाहिजेत: भारतात जे कुटुंब आर्थिक मागास आहेत त्यांना जास्त रोजगार संधी उपलब्ध करून दिल्या पाहिजेत आणि जी मुले शिक्षण घेत आहेत त्यांना कमवा शिका सारख्या योजना राबवल्या पाहिजेत. आणि इतर सुद्धा अर्धवेळ नौकऱ्या उपलब्ध करून दिल्या तर अशी मुले शिक्षण घेत असतांना काम करतील आणि पुढे त्यांना शिक्षण झाल्यामुळे चांगला रोजगार मिळेल. आणि अशी मुले एक जबाबदार नागरिक म्हणून पुढे आपल्या देशाच्या आर्थिक आणि सामाजिक विकासात चांगले योगदान देतील.

समाज प्रबोधन : प्रसार माध्यमे आणि आणि कला यांच्या सहाय्याने समाजात जागृती निर्माण केली पाहिजे. आणि अनेक सामाजिक संस्था आज समाजात अनेक समस्यांवर प्रबोधन करीत आहेत. अशा सामाजिक कार्य करणाऱ्या संस्थाना सरकारने सुद्धा आर्थिक मदत केली पाहिजे. तसेच आज आपण पाहतो कि, चित्रपट हे एक प्रभावी माध्यम आहे कि, ज्याद्वारे समाजात अनेक प्रश्न घेऊन जागृती करता येते. तसेच नाटके, पथनाटय, भाषणे, किर्तने अशा कला सुद्धा समाजात प्रभावीपणे कार्य करू शकतात. आणि पालकाना सुद्धा आपण अशा माध्यमातून पटवून दिले पाहिजे कि, आज मुलांना कामापेक्षा शिक्षण द्या म्हणजे हीच मुले पुढे आपल्या समाजाचा आधारस्तंभ होतील.

बेकारीचे निर्मुलन : आपण जर बालकामगारांच्या समस्येच्या मुळाशी गेलो तर असे लक्षात येते कि, प्रौढ लोकांना काम नाही त्यामुळे ते बालकामगारांना कामाला पाठवतात. त्यामुळे शासनाने या प्रौढ लोकांना रोजगार दिला तर ते या लहान बालकांना कामावर पाठवणार नाहीत. कारण उत्पन्न कमी असल्यामुळे या बालकांना कुटुंबाला आर्थिक आधार मिळावा यासाठी बालकामगार तयार होत आहेत. आपल्या देशात साधन संपदा एवढी मोठी आहे. त्याचा शानताने योग्य वापर केला तर नविन रोजगार वाढेल आणि हि समस्या कमी होईल.

संदर्भ सूची:

1. भारतीय जनगणना १९७१ ते २०११
2. रोडे विजयकुमार (२०१३) : “ आर्थिक विकास : एक चिंतन.”, चिन्मय प्रकाशन, औरंगाबाद.
3. Varandani G. (1994): “Child Labour and Women Worker ,Ashish Publishing House , New Delhi.
4. डॉ. विजयकुमार वावळे- प्रत्यक्ष मार्गदर्शन.



चित्तौड़गढ़ दुर्ग का प्राचीनतम इतिहास

डॉ. सुधीर कुमार शर्मा

प्राचार्य, महात्मा गोपालराम महाविद्यालय, अन्ता

विषय- इतिहास

Corresponding Author: डॉ. सुधीर कुमार शर्मा

Email: sssharma54186@gmail.com

DOI- 10.5281/zenodo.13334931

सारांश:

राजपुताने का गौरव, शौर्य और बलिदान की स्थली- चित्तौड़। चारणों द्वारा गाई गई शौर्य गाथाओं में आज भी यहाँ की कहानियाँ सुनने को मिलती हैं। चित्तौड़गढ़ का किला, 180 मीटर ऊँची पहाड़ी पर बना और 700 एकड़ में फैला सर्वोत्तम तथा सबसे बड़ा किला है। इस किले को तीन बार शक्तिशाली दुश्मनों का हमला सहना पड़ा। राजपूती वीरता, गौरव और जुनून को, यहाँ एक “साउण्ड एण्ड लाइट” शो द्वारा, रोजाना प्रतिध्वनित किया जाता है। पर्यटक इस शो को देखने और सुनने के लिए एकाग्रचित्त होकर बैठते हैं और चित्तौड़ की भावभीनी कहानी सुनकर दंग रह जाते हैं। सन् 1303 में दिल्ली के सुल्तान अलाउद्दीन खिलजी एवं उसके बाद 1533 में गुजरात के सुल्तान बहादुर शाह ने इस किले पर हमला कर, तबाही मचाई। फिर चार दशक बाद 1568 में मुगल सम्राट अकबर ने इस पर हमला किया और कब्जा कर लिया। सन् 1616 ई. में मुगल सम्राट जहाँगीर के शासनकाल में यह किला राजपूतों को वापस सौंप दिया गया।

कूट शब्द: संस्कृति, उत्कृष्ट, पार्श्व, कृत्रिम, मगरी।

प्रस्तावना:

चित्तौड़गढ़ दुर्ग भारत का सबसे विशाल दुर्ग है। यह राजस्थान के चित्तौड़गढ़ में स्थित है चित्तौड़ गढ़ के किले को मौर्य राजवंश के सम्राट चित्रांगद मौर्य (चित्राग) ने बनवाया था। यह एक विश्व विरासत स्थल है। चित्तौड़ मेवाड़ की राजधानी थी। यह इतिहास की सबसे

प्रमुख आकर्षण:

विजय स्तम्भ

फ़तेह प्रकाश महल (राजकीय संग्रहालय)

कालिका माता मंदिर

गौमुख जलाशय

राणा कुम्भा महल

मीरां बाई मंदिर

भैंसरोडगढ़ फोर्ट।

कीर्ति स्तम्भ

जैन मन्दिर

तुलजा भवानी मंदिर

खूनी लड़ाईयों का गवाह है। इसने तीन महान आख्यान और पराक्रम के कुछ सर्वाधिक वीरोचित कार्य देखे हैं जो अभी भी स्थानीय गायकों द्वारा गाए जाते हैं। चित्तौड़ के दुर्ग को 21 जून, 2013 में युनेस्को विश्व विरासत स्थल घोषित किया गया। चित्तौड़ दुर्ग को राजस्थान का गौरव एवं राजस्थान के सभी दुर्गों का सिरमौर भी कहते हैं।

रतन सिंह पैलेस

कुम्भ श्याम मंदिर

नगरी

ऐतिहासिकता तथा निर्माण:

इतिहासकारों के अनुसार इस किले का निर्माण मौर्यवंशीय राजा चित्रांगद मौर्या ने सातवीं शताब्दी में करवाया था और इसे अपने नाम पर चित्रकूट के रूप में बसाया। मेवाड़ के प्राचीन सिक्कों पर एक तरफ चित्रकूट नाम अंकित मिलता है। बाद में यह चित्तौड़ कहा जाने लगा। यह मेसा के पठार पर स्थित है | सन् ७३८ राजा बप्पा रावल ने राजपुताने पर राज्य करने वाले मौर्यवंश के अंतिम शासक

मानमोरी को हराकर यह किला अपने अधिकार में कर लिया। फिर मालवा के परमार राजा मुंज ने इसे गुहिलवंशियों से छीनकर अपने राज्य में मिला लिया। इस प्रकार ९ वीं -१० वीं शताब्दी में इस पर परमारों का आधिपत्य रहा। सन् ११३३ में गुजरात के सोलंकी राजा जयसिंह (सिद्धराज) ने यशोवर्मन को हराकर परमारों से मालवा छीन लिया, जिसके कारण चित्तौड़गढ़ का दुर्ग भी सोलंकीयों के अधिकार में आ गया।

तदनंतर जयसिंह के उत्तराधिकारी कुमारपाल के भतीजे अजयपाल से वैवाहिक सम्बन्ध बना कर चित्तौड़गढ़ के राजा सामंत सिंह ने सन् ११७४ के आसपास पुनः गुहिलवंशियों का आधिपत्य स्थापित कर दिया। इन्हीं राजा सामंत सिंह का पृथ्वीराज चौहान की बहन पृथ्वीबाई से हुआ। तराइन के द्वितीय युद्ध में सामंत सिंह की मृत्यु हो गयी। सन् १२१३ से १२५२ तक नागदा को इल्तुतमिश के द्वारा तहस- नहस कर देने पर के बाद यहाँ राजा जैत्र सिंह ने अपनी राजधानी चित्तौड़ से शासन चलाया। सन् १३०३ में यहाँ के रावल रत्नसिंह की अलाउद्दीन खिलजी से लड़ाई हुई। लड़ाई चित्तौड़ का प्रथम शाका के नाम से प्रसिद्ध हुआ। इस लड़ाई में अलाउद्दीन खिलजी की विजय हुई और उसने अपने पुत्र खिज़्र खाँ को यह राज्य सौंप दिया खिज़्र खाँ ने वापसी पर चित्तौड़ का राजकाज कान्हादेव के भाई मालदेव को सौंप दिया।

काल के बारे में निश्चित तौर पर कुछ कहना थोड़ा मुश्किल है। एक किंवदन्त के अनुसार पाण्डवों के दूसरे नायक भाई भीम ने इसे करीब ५००० वर्ष पूर्व बनवाया था। इस संबंध में प्रचलित कहानी यह है कि एक बार भीम जब संपत्ति की खोज में निकला तो उसे रास्ते में एक योगी निर्भयनाथ व एक यति कुकड़ेश्वर से भेंट होती है। भीम ने योगी से पारस पत्थर मांगा, जिसे योगी इस शर्त पर देने को राजी हुआ कि वह इस पहाड़ी स्थान पर रातों-रात एक दुर्ग का निर्माण करवा दे। भीम ने अपने शौर्य और देवरूप भाइयों की सहायता से यह कार्य करीब-करीब समाप्त कर ही दिया था, सिर्फ दक्षिणी हिस्से का थोड़ा-सा कार्य शेष था। योगी के ऋदय में कपट ने स्थान ले लिया और उसने यति से मुर्गे की आवाज में बांग देने को कहा, जिससे भीम सवेरा समझकर निर्माण कार्य बंद कर दे और उसे पारस पत्थर नहीं देना पड़े। मुर्गे की बांग सुनते ही भीम को क्रोध आया और उसने क्रोध से अपनी एक लात जमीन पर दे मारी, जिससे वहाँ एक बड़ा

डॉ. सुधीर कुमार शर्मा

सा गड्ढा बन गया, जिसे लोग भी-लत तालाब के नाम से जानते हैं। वह स्थान जहाँ भीम के घुटने ने विश्राम किया, भीम-घोड़ी कहलाता है। जिस तालाब पर यति ने मुर्गे की बांग की थी, वह कुकड़ेश्वर कहलाता है।

बप्पा रावल के वंशज जो सिसोदिया राजवंश (जो कि गुहिल वंश की ही एक शाखा है) के संस्थापक राणा हम्मीर ने पुनः मालदेव से यह किला हस्तगत किया। हमीर बड़ा पराक्रमी और दूरदर्शी था। उसने यहाँ ५० वर्षों तक बड़ी योग्यता से शासन करते हुए अपने राज्य का विस्तार किया। उसी के प्रयत्नों से चित्तौड़ का गौरव पुनः स्थापित हो सका। और रोड राज्य द्वारा स्थापित किया सन् १५३८ में चित्तौड़ पर गुजरात के बहादुरशाह ने आक्रमण कर दिया। इस युद्ध को मेवाड़ का दूसरा शाका के रूप में जाना जाता है। सन् १५६७ में मेवाड़ का तीसरा शाका हुआ, जिसमें अकबर ने चित्तौड़ पर चढ़ाई कर दी थी। ये सब मुस्लिम आक्रमण चित्तौड़गढ़ की सांस्कृतिक विनाश का मुख्य कारणों में से एक है। तीसरे शाके के बाद ही सन् १५५९ में महाराणा उदयसिंह ने मेवाड़ की राजधानी चित्तौड़ से हटाकर अरावली के मध्य पिछोला झील के पास स्थापित कर दी, जो आज उदयपुर के नाम से जाना जाता है।

चित्तौड़ के जौहर:

पहला जौहर रावल रतनसिंह के शासनकाल अलाउद्दीन खिलजी के आक्रमण के समय 1303 में रानी पिद्मिनी रघुवंशी के नेतृत्व जौहर किया गया। दूसरा जौहर राणा विक्रमादित्य के शासनकाल में सन् 1534 ई. में गुजरात के शासक बहादुर शाह के आक्रमण के समय में रानी कर्णवती के नेतृत्व में 8मार्च, 1534 ई. हुआ। तीसरा जौहर राणा उदयसिंह के शासनकाल में अकबर के आक्रमण के समय 25 फरवरी, 1568 में पत्ता सिसौदिया की पत्नी फूल कँवर के नेतृत्व में जौहर किया गया।।।।।

रणनीति के दृष्टिकोण से चित्तौड़गढ़ का राजधानी के रूप में महत्व:

चित्तौड़गढ़ का किला राजपूताने में हमेशा एक विशेष महत्व रखता है। इसे मेवाड़ के गुहिलवंशियों की पहली राजधानी के रूप में सम्मान प्राप्त है, जिसे उन्होंने मौर्यवंश के अंतिम शासक मानमोनी को हराकर अपने अधिकार में कर लिया था। यह दुर्ग अरावली की पहाड़ी पर उत्तर से दक्षिण की ओर लंबाई में बना है, जिसमें बीच में समतल भूमि आ जाने के कारण एक कुंड, तालाब, मंदिर,

महल आदि सभी एक निश्चित निर्माण-योजना के तहत समय-समय पर बनते रहे हैं। कुछ जलाशय तो ऐसे हैं जो निरन्तर जलापूर्ति के साधन के रूप में काम आते रहे हैं। इस गढ़ के सम्बन्ध में प्रचलित एक कहावत है जो इस दुर्ग के महत्व को बताता है।

गढ़ तो चित्तौड़गढ़ और सब गढ़ैया:

वास्तव में इस दुर्ग का निर्माण अभी भी हमें विस्मय व रोमांच से भर देता है। लेकिन रणनीतिक दृष्टिकोण से देखने पर पता चलता है कि अपने भौगोलिक कारणों से यह दुर्ग युद्ध के लिए रणथंभौर और कुभलगढ़ जैसे दुर्गों की तरह उपयुक्त नहीं था। निःसंदेह किला सुदृढ़ था। पहाड़ी के किनारे-किनारे उदग्र खड़े चट्टानों की पंक्ति थी जिसके ऊपर एक ऊँचा और सुदृढ़ प्रकार बना हुआ था। साथ ही साथ दुर्ग में प्रवेश करने के लिए लगातार सात दरवाजे कुछ अन्तराल पर बनाए गये थे। इन सब कारणों से किले में प्रवेश कर पाना तो शत्रुओं के लिए बहुत ही मुश्किल था। परन्तु यह विस्तृत मैदान के बीच एक लम्बी पहाड़ी पर बना है जो अन्य पर्वत श्रेणियों से पृथक हो गया है। अतएव शत्रुओं द्वारा उसका घेरा डालकर किले में इस्तेमाल होने वाला रसद पहुँचाना सुगमता से रोक दिया जाता था।

इस दुर्ग का जब-जब घेरा डाला गया तब-तब गढ़ में भोजन-सामग्री विद्यमान रहने तक ही गढ़ सुरक्षित रहा। भोजनादि सामग्री खत्म होते ही राजपूतों को विवश होकर युद्ध के लिए किले का द्वार खोल देना पड़ता था। लेकिन प्रायः शत्रुओं की बड़ी सेना होने की स्थिति में उन्हें हार का सामना करना पड़ता था। इस प्रकार हम देखते हैं कि चित्तौड़गढ़ का राजधानी के रूप में चयन रणनीति की दृष्टि से उचित नहीं था और यही कारण था कि महाराणा उदय सिंह ने उदयपुर को अपनी राजधानी बनाई, जो चारों तरफ पर्वतों से घिरे होने के कारण ज्यादा सुरक्षित था।

वर्तमान में चित्तौड़गढ़ जंक्शन से किले के ऊपर तक पक्की सड़क बनी हुई है। करीब सवा मील जाने पर गम्भीरी नदी आती है, जिसपर अलाउद्दीन खिलजी के शाहजादे खिज़्र खाँ का सन् १३०३ (वि. सं. १३६०) में बनवाया हुआ पत्थर का एक सुदृढ़ पुल है। कुछ लोगों का मानना है कि यह पुल राणा हम्मीर सिंह जो राणा लक्ष्मण सिंह के पुत्र अरिसिंह ने, जो अलाउद्दीन के साथ लड़ाई में मारा गया था, ने बनवाया था, लेकिन ज्यादातर विद्वान इससे सहमत नहीं हैं, क्योंकि इस पुल के निर्माण में कई

डॉ. सुधीर कुमार शर्मा

हिन्दु और जैन मंदिरों को गिराकर उसके पत्थरों का इस्तेमाल किया गया है। साथ ही इसकी निर्माण शैली भी मुसलमान (सारसेनिक) है। नदी के जल प्रवाह के लिए दस मेहरावें बनी हैं, जिसमें नौ के ऊपर के सिरे नुकीले हैं। नदी के पश्चिमी तट से छठे का अग्रभाग अर्धवृत्ताकार है।

पुल से थोड़ी दूर जाने पर कोट से घिरा हुआ चित्तौड़ का कस्बा आता है जिसको तलहटी (तलहट्टिका) कहते हैं। कस्बे में जिले की कचहरी है, जिस के पास से किले की चढ़ाई प्रारम्भ हो जाती है। दुर्ग के अंतिम प्रवेश तक कुल सात दरवाजे बनाये गये हैं। इसमें प्रवेश के रास्ते से लेकर अन्दर के परिसर तक कई एक इमारतें हैं, जिनका संक्षिप्त उल्लेख इस प्रकार है- विजय स्तम्भ-- महाराणा कुम्भा द्वारा मालवा के सुल्तान पर विजय की स्मृति में बनवाया गया था। यह भवन स्थापत्य का अद्भुत नमूना है। 122 फीट ऊँचे स्तम्भ में नौ मंजिलें है तथा इसमें हिन्दू देवताओं की मूर्तियों को प्रतिष्ठित किया गया है।

प्रवेश द्वार:

पाडन पोल:

यह दुर्ग का प्रथम प्रवेश द्वार है। पाडन पोल मूल रूप से पाटन पोल कही जाती थी, गुजरात के सोलंकी शासक सिद्धराज और कुमारपाल के राज में इस पोल का निर्माण हुआ था और इस पोल की दिशा सोलंकीयों की राजधानी पाटन की तरफ थी और इस पोल से पाटन की ओर सीधा रास्ता जाता था। इसी कारण इस द्वार को पाडन/पाटन पोल कहा जाता है। जब चित्रकूट पराधीन हो गया तब यहाँ के वीरयोधदा गाडीलोहरो ने प्रतिज्ञा ली थी जब तक चित्रकूट स्वतंत्र न हो जाये तब तक वे:-

१. इस दुर्ग पर नहीं चढ़ेगे
२. घर बना कर नहीं रहेंगे
३. पिने के लिए पानी का रस्सा नहीं रखेंगे,

मिट्टी के बर्तन में ही खायेंगे ... जैसी प्रतिज्ञाए ली थी

जन्म भूमि के प्रति देशभक्ति एवं स्वामी भक्ति की मिसाल कायम की और तब से अब ये स्वतंत्रता प्रेमी बेलगाडी में ही घर बना कर देश के कोने कोने में तब से अब तक गुमनाम भटक रहे है कि गथा का प्राचीन सुरक्षित स्मारक पाडन पोल के समीप ही इन गाडीलोहारो की देश के प्रति देशभक्ति और बलिदान की गोरव गाथा को बताता है। ..

रावत बाघसिंह का स्मारक:

दुर्ग के प्रथम द्वार पाडन पोल के बाहर के चबूतरे पर ही रावत बाघसिंह का स्मारक बना हुआ है। महाराणा विक्रमादित्य के राज्यकाल में, सन् १५३५ (वि. सं. १५९१) में यहाँ की अव्यवस्था से प्रेरित हो गुजरात के सुल्तान बहादुरशाह ने चित्तौड़ पर आक्रमण कर दिया। उस समय बालक होने के कारण हाड़ी रानी कर्मवती ने विक्रमादित्य व उदयसिंह को बूंदी भेजकर मेवाड़ के सरदारों को किले की रक्षा का कार्यभार सौंप दिया। प्रतापगढ़ के रावत बाघसिंह ने मेवाड़ का राज्य चिन्ह धारण कर महाराणा विक्रमादित्य का प्रतिनिधित्व किया तथा लड़ता हुआ इसी दरवाजे के पास वीरगति को प्राप्त हुआ। उसी वीर की स्मृति में यह स्मारक बनाया गया है।

भैरव पोल (भैरों पोल):

पाडन पोल से थोड़ा उत्तर की तरफ चलने पर दूसरा दरवाजा आता है, जिसे भैरव पोल के रूप में जाना जाता है। इसका नाम टोड़ा से निकले राजमहल-दूनी के भैरवदास नाथावत सोलंकी के नाम पर रखा गया है, जो सन् १५३५ में गुजरात के सुल्तान बहादुर शाह से युद्ध में अदम्य साहस दिखाते हुए वीरगति को प्राप्त हुए थे। राणा उदय सिंह ने चित्तौड़गढ़ गुजरात सल्तनत से पूर्णविजय करने के बाद भैरव पोल का एवं भैरोंदास के थान का निर्माण करवाया। मूल द्वार टूट जाने के कारण महाराणा फतहसिंह जी ने इसका पुनर्निर्माण कराया था।

भैरवदास जी के पिता नाथा सिंह जी थे जो राजमहल जागीर के शासक थे। भैरवदास जी को दूनी और चान्दली की जागीर दी गयी।

इन्हीं भैरवदास जी के 13 पुत्र हुए, जिसमें से एक जलाल ने हाड़ौती क्षेत्र में 'पगारा' गांव बसाया और भैरवदास जी के सम्मान में निम्न दोहा प्रचलित हैं-

"राजमहल गढ रावता, नाथावत सोलंकी सीर मोडा।

भैरुदास साको कियो, धधकी जौहर जोत ॥

मुंड कटी धड रण लडयो, भैरव चढयों कमैत ।

छत्तीस सुरा पाडिया, गढ चित्तोड, रण खैत ॥"

जयमल व कल्ला की छतरियाँ:

भैरव पोल के पास ही दाहिनी ओर दो छतरियाँ बनी हुई है। प्रथम चार स्तम्भों वाली छत्री प्रसिद्ध राठौड़ जैमल (जयमल बदनोर के राजा) के कुटुंबी कल्ला की है तथा दूसरी, छः स्तम्भों वाली छत्री स्वयं जैमल की है, जिसके

डॉ. सुधीर कुमार शर्मा

पास ही दोनों राठौड़ मारे गये थे। सन् १५६७ (वि. सं. १६२४) में जब बादशाह अकबर ने चित्तौड़गढ़ पर चढ़ाई की, उस समय सीसोदिया पता तथा मेड़तिया राठौर जैमल, दोनों महाराणा, उदयसिंह सिसोदिया की अनुपस्थिति में दुर्ग के रक्षक नियुक्त हुए थे। इसी तीसरे शाके की लड़ाई के दिनों में एक रात्रि जब जैमल एक टूटी दीवार की मरम्मत करा रहे थे, उस समय अकबर की गोली से उनकी एक टांग बेकार हो गयी। लंगड़े जैमल को कल्ला ने अपने कंधों पर बिठाकर दूसरे दिन के युद्ध में उतारा था। उन दोनों ने मिलकर शत्रु सेना पर कहर ढा दिया। अन्त में दोनों भिन्न-भिन्न स्थानों पर वीरगति को प्राप्त हो गये। ये छतरियाँ उन्हीं की गौरवगाथाओं की याद दिलाती हैं।

हनुमान पोल:

दुर्ग के तृतीय प्रवेश द्वार को हनुमान पोल कहा जाता है। क्योंकि पास ही हनुमान जी का मंदिर है। हनुमान जी की प्रतिमा चमत्कारिक एवं दर्शनीय हैं।

गणेश पोल:

हनुमान पोल से कुछ आगे बढ़कर दक्षिण की ओर मुड़ने पर गणेश पोल आता है, जो दुर्ग का चौथा द्वार है। इसके पास ही गणपति जी का मंदिर है।

जोड़ला पोल:

यह दुर्ग का पाँचवां द्वार है और छठे द्वार के बिल्कुल पास होने के कारण इसे जोड़ला पोल कहा जाता है।

लक्ष्मण पोल:

दुर्ग के इस छठे द्वार के पास ही एक छोटा सा लक्ष्मण जी का मंदिर है जिसके कारण इसका नाम लक्ष्मण पोल है।

राम पोल:

लक्ष्मण पोल से आगे बढ़ने पर एक पश्चिमाभिमुख प्रवेश द्वार मिलता है, जिससे होकर किले के अन्दर प्रवेश कर सकते हैं। यह दरवाजा किला का सातवां तथा अन्तिम प्रवेश द्वार है। इस दरवाजे के बाद चढ़ाई समाप्त हो जाती है। इसके निकट ही महाराणाओं के पूर्वज माने जाने वाले सूर्यवंशी भगवान श्री रामचन्द्र जी का मंदिर है। यह मंदिर भारतीय स्थापत्य कला एवं हिन्दू संस्कृति का उत्कृष्ट प्रतीक है। दरवाजे से प्रवेश करने के बाद उत्तर वाले मार्ग की ओर बस्ती है तथा दक्षिण की ओर जाने वाले मार्ग से किले के कई दर्शनीय स्थल दिखते हैं।

पत्ता का स्मारक:

रामपोल में प्रवेश करते ही सामने की तरफ लगभग ५० कदम की दूरी पर स्थित चबूतरे पर सीसोदिया पत्ता के स्मारक का पत्थर है। आमेर के रावतों के पूर्वज पत्ता सन् १५६८ में अकबर की सेना से लड़ते हुए इसी स्थान पर वीरगति को प्राप्त हुए थे।

कुकड़ेश्वर का कुण्ड तथा कुकड़ेश्वर का मंदिर:

रामपोल से प्रवेश करने के बाद सड़क उत्तर की ओर मुड़ती है। उससे थोड़ी ही दूरी पर दाहिनी ओर कुकड़ेश्वर का कुण्ड स्थित है, जिसके ऊपर के भाग में कुकड़ेश्वर का मंदिर बना हुआ है। किंवदन्तियों के अनुसार ये दोनों रचनाएं महाभारत कालीन है तथा पाण्डव पुत्र भीम से जुड़ी हैं।

हिंगलू आहाड़ा के महल तथा रत्नेश्वर तालाब:

कुकड़ेश्वर मंदिर से आगे बढ़ने पर दाहिनी तरफ सड़क से कुछ दूर हिंगलू आहाड़ा के महल हैं। आहाड़ में रहने के कारण मेवाड़ के राजाओं का उपनाम आहाड़ा हुआ।

डूंगरपुर तथा बांसवाड़े के राजा भी आहाड़ा कहलाते रहे। हिंगलू, डूंगरपुर का आहाड़ा सरदार था और इन महलों में रहता था, जिससे ये महल हिंगलू आहाड़ा के महल कहलाये। बूंदीवालों का हाड़ा के रूप में नाम प्रसिद्ध हो जाने से लोग इन महलों को हिंगलू हाड़ा के महल कहने लगे।

इन महलों में महाराणा रत्नेश्वर रहते थे। इसके पास बना तालाब महाराणा ने खुद बनवाया था, जो रत्नेश्वर का कुंड (रत्नेश्वर तालाब) के नाम से जानी जाती है। तालाब के पश्चिमी किनारे पर रत्नेश्वर महादेव का एक प्राचीन मंदिर है।

लाखोटा की बारी:

रत्नेश्वर कुंड से थोड़ी दूर पर पहाड़ी के पूर्वी किनारे के समीप लाखोटा की बारी है। यह एक छोटा सा दरवाजा है, जिससे दुर्ग के नीचे जा सकते हैं। कहा जाता है कि इसी द्वार के पास मुगल की गोली से जयमल जी का पैर घायल हो गया था।

**कीर्ति स्तम्भ****जैन कीर्ति स्तम्भ**

लाखोटा की बारी से राज टीले तक सड़क सीधी दक्षिण में मुड़ जाती है, उसी स्थान पर बायीं ओर ७५ फीट ऊँचा, सात मंजिलों वाला एक स्तम्भ बना है, जिसका निर्माण चौदहवीं शताब्दी में दिगम्बर जैन सम्प्रदाय के बघेरवाल महाजन सा नाय के पुत्र जीजा ने करवाया था। यह स्तम्भ नीचे से ३० फुट तथा ऊपरी हिस्से पर १५ फुट

चौड़ा है तथा ऊपर की ओर जाने के लिए तंग नाल बनी हुई हैं।

जैन कीर्ति स्तम्भ वास्तव में आदिनाथ का स्मारक है, जिसके चारों पार्श्व पर आदिनाथ की ५ फुट ऊँची दिगम्बर (नग्न) जैन मूर्ति खड़ी है तथा बाकी के भाग पर छोटी-छोटी जैन मूर्तियाँ खुदी हुई हैं। इस स्तम्भ के ऊपर की छत्री बिजली गिरने से टूट गई थी तथा इससे इमारत को बड़ी हानि पहुँची

थी। महाराणा फतह सिंह जी ने इस स्तम्भ की मरम्मत करवाई।

महावीर स्वामी का मंदिर:

जैन कीर्ति स्तम्भ के निकट ही महावीर स्वामी का मन्दिर है। इस मंदिर का जीर्णोद्धार महाराणा कुम्भा के राज्यकाल में ओसवाल महाजन गुणराज ने करवाया था। हाल ही में जीर्ण-शीर्ण अवस्था प्राप्त इस मंदिर का जीर्णोद्धार पुरातत्व विभाग ने किया है। इस मंदिर में कोई प्रतिमा नहीं है।

नीलकंठ महादेव का मंदिर:

महावीर स्वामी के मंदिर से थोड़ा आगे बढ़ने पर नीकण्ठ महादेव का मंदिर आता है। कहा जाता है कि पांडवों ने अज्ञातवास के समय इस मंदिर की स्थापना की।

सूरजपोल तथा चूडावत साँई दास का स्मारक:

नीलकंठ महादेव के मंदिर के बाद किले के पूरब की तरफ एक दरवाजा है, जो सूरज पोल के नाम से जाना जाता है। यहाँ से दुर्ग के नीचे मैदान में जाने के लिए एक रास्ता बना हुआ है। इस दरवाजे के पास ही एक चबूतरा बना है, जो संलूबर के चंडावत सरदार रावत साँईदास जी का स्मारक है। वे सन् १५६८ में अकबर की सेना के विरुद्ध लड़ते हुए वीरगति को प्राप्त हुए थे।

अद्भुतजी का मंदिर:

रावत साँईदास के स्मारक से दक्षिण की तरफ जाने पर दाहिनी ओर अद्भुत (अद्भुतजी) का मंदिर है, जिसे महाराणा रायमल ने सन् १३९४ में बनवाया था। जीर्ण-शीर्ण अवस्था प्राप्त इस मंदिर की स्थापत्य कला दर्शनीय है। मंदिर में शिवलिंग है तथा उसके पीछे दीवार पर महादेव की विशाल त्रिमूर्ति है, जो देखने में समीधेश्वर मंदिर की प्रतिमा से मिलती है। अद्भुत प्रतिमा के कारण ही इस मंदिर को अद्भुत जी का मंदिर कहा जाता है।

राजटीला तथा चत्रंग तालाब:

अद्भुतजी के मंदिर से थोड़ी ही दूरी पर राजटीला नामक एक ऊँचा स्थान है। कहा जाता है कि यहीं पहले मौर्यवंशी शासक मान के महल थे। कुछ लोगों का मानना है कि प्राचीन काल में राजाओं का राज्याभिषेक इसी स्थान पर हुआ करता था। इस स्थान के पास से सड़क पश्चिम की ओर मुड़ जाती है। सड़क के पश्चिमी सिरे के पास चित्रांगद मौर्य का निर्माण कराया हुआ तालाब है, जिसको चत्रंग कहते हैं। यहाँ से अनुमानतः पौने मील दक्षिण में चित्तौड़ की पहाड़ी

डॉ. सुधीर कुमार शर्मा

समाप्त हो जाती है और उसके नीचे कुछ ही दूरी पर चित्तौड़ी नाम की एक छोटी पहाड़ी है।

चित्तौड़ी बूर्ज व मोहर मगरी:

दुर्ग का अंतिम दक्षिणी बूर्ज चित्तौड़ी बूर्ज कहलाता है और इस बूर्ज के १५० फीट नीचे एक छोटी-सी पहाड़ी (मिट्टी का टीला) दिखाई पड़ती है। यह टीला कृत्रिम है और कहा जाता है कि सन् १५६७ ई. में अकबर ने जब चित्तौड़ पर आक्रमण किया था, तब अधिक उपयुक्त मोर्चा इसी स्थान को माना और उस मगरी पर मिट्टी डलवा कर उसे ऊँचा उठवाया, ताकि किले पर आक्रमण कर सके। प्रत्येक मजदूर को प्रत्येक मिट्टी की टोकरी हेतु एक-एक मोहर दी गई थी। अतः इसे मोहर मगरी कहा जाता है।

सन्दर्भ:

1. "राजस्थान का गौरव है चित्तौड़गढ़ का दुर्ग". दैनिक जागरण. मूल से 6 फरवरी 2017 को पुरालेखित. अभिगमन तिथि 5 फरवरी 2017.
2. सक्सेना, हरि मोहन (2014). राजस्थान अध्ययन. जयपुर: राजस्थान राज्य पाठ्यपुस्तक मंडल जयपुर. पृ० 42.



किन्नर समुदाय की पीड़ा तथा संघर्ष : मैं पायल

कु. अंजली सिद्राम जाधव

(शोध छात्रा), पुण्यश्लोक अहिल्यादेवी होलकर, सोलापुर विद्यापीठ सोलापुर

Corresponding Author: कु. अंजली सिद्राम जाधव

Email: anjali.jadhav221@gmail.com

DOI- 10.5281/zenodo.13335014

प्रास्ताविक:

साहित्य मानव जीवन से जुड़े कई सारे तत्व पाकर निर्माण होता है। मानवी जीवन की तरह साहित्य में भी बदलाव दिखाई देते हैं। अगर आज के साहित्य की बात की जाए तो वर्तमान साहित्य का दायरा विस्तृत हो रहा है ऐसा दिखाई देता है। वर्तमान हिंदी साहित्य में विविध विमर्श जैसे दलित विमर्श, अल्पसंख्यक विमर्श, किसान विमर्श, आदिवासी विमर्श, बाल विमर्श, स्त्री विमर्श तथा किन्नर विमर्श आदि पर विचार विनिमय होने लगा है। इस विमर्श में किन्नर विमर्श बहुचर्चित विमर्श है।

विमर्श का अर्थ नालंदा विशाल शब्दसागर में इस प्रकार दिया गया है – “किसी बात का विचार या विवेचन, आलोचना, समीक्षा, परीक्षा, परखने का काम, परामर्श, सलाह, अंधीरता, असंतोष”। मतलब विमर्श में किसी एक विषय को लेकर बहुत बारीकी से सोच विचार किया जाता है। किन्नर विमर्श वर्तमान साहित्य में बहुत ही बहुचर्चित है क्योंकि हमारे समाज में दो जातियां पुरुष और स्त्री की है पर यह जो किन्नर समाज है उस जाति को सदियों से दुर्लक्षित किया गया है। इस किन्नर जाति के बारे में कभी कोई साहित्य नहीं लिखा गया जिससे यह समाज साहित्य से भी दूर रहा।

महत्व:

शुरू से साहित्य की माध्यम से समाज में सकारात्मक बदलाव लाने की कोशिश की गई है। किन्नर विमर्श पर साहित्य की निर्मिती होने से उनकी पीड़ा, संघर्ष, समस्याएं, दुख दर्द समाज के सामने आएंगे। जिससे लोगों के मन में किन्नर व्यक्ति के प्रति जो घृणा की भावना है वह नष्ट हो जाएगी। साहित्य के माध्यम से किन्नर लोगों की व्यथा का एहसास समाज को हो जाएगा। समाज का हिस्सा होकर भी एक कटे हुए हिस्से की अलग रहकर किन्नर समुदाय की जो हालत बन चुकी है वह समाज के सामने आएगी। जिससे किन्नर समुदाय को जिस तरह घृणा की भावना से देखा जाता है वह एक मदद की भावना में बदल जाएगी। किन्नर समाज को वह दर्द नहीं झेलना पड़ेगा जिसे वह सदियों से सहते आ रहे हैं।

उद्दिष्ट:

किन्नर विमर्श ऊपर साहित्य की निर्मिती होने से किन्नर जीवन के बारे में जो सच है वह समाज के सामने आएगा। किन्नर समाज की परिवारिक समस्या, आर्थिक समस्या, शैक्षणिक समस्या, लैंगिक समस्या, मानसिक

समस्या के अध्ययन से समाज का किन्नर समाज के जीवन का स्पष्ट रूप से पता चल जाएगा। किन्नर समाज का दुख दर्द का अध्ययन होने से समाज को उनकी पीड़ा तथा संघर्ष का एहसास होगा। किन्नर समाज के प्रति जो हमारे समाज की सोच है वह बदल जाएगी जिससे किन्नर समुदाय की समस्याएं कम हो जाएगी और किन्नर समाज भी एक आम आदमी की तरह अपना जीवन खुशी से जी पाएगा।

किन्नर विमर्श:

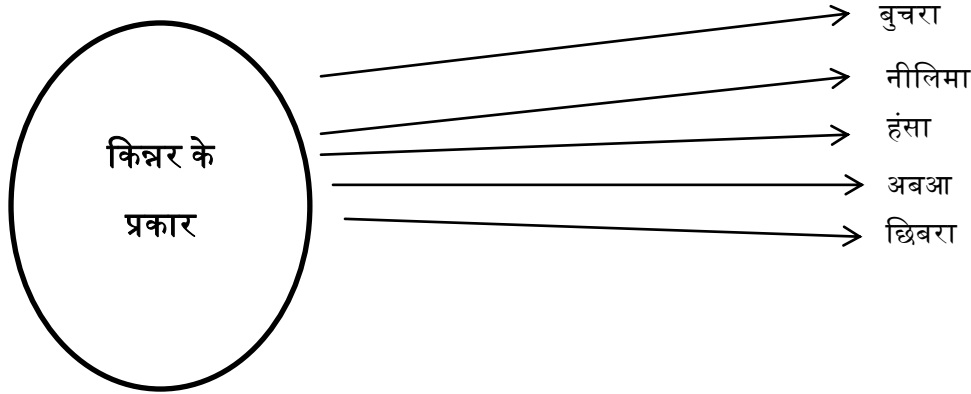
किसी बात पर गहन विचार विनिमय करना मतलब “विमर्श” है। विमर्श में सोच, विचार, चिंतन, विनिमय होना अपेक्षित होता है। विमर्श किसी भी विषय को लेकर हो सकता है। व्यक्ति, वर्ग, समाज, जाति आदि विमर्श के विषय हो सकते हैं।

वर्तमान हिंदी साहित्य में विविध विमर्श पर चर्चा होने लगी है। जैसे कि बाल विमर्श, दलित विमर्श, आदिवासी विमर्श, अल्पसंख्यक विमर्श, स्त्री विमर्श तथा किन्नर विमर्श। इन में किन्नर विमर्श चर्चा का विषय बन गया है। किन्नर समाज पर साहित्यिक रचनाएं होने लगी है।

किन्नर यह शब्द हिंदी भाषा के “कि” और “नर” से मिलाकर बना है | जिसका आशय हिमालय की किन्नर जनजाति से नहीं है | बल्कि उस जाति से है जो पूर्ण रूप से न स्त्री है और न पुरुष | वस्तुतः इन्हें समाज में हिजड़ा कहा जाता है | किन्नर को हिजड़ा, नपुंसक, कलीव, थर्ड जेंडर या ट्रांसजेंडर, खुसरा, मौसी तृतीयलिंगी आदि नामों से जाना जाता है |

किन्नरों के प्रकार:

किन्नर यानी हिजड़ों के पांच प्रकार होते हैं -



बुचरा- बुचरा जन्मजात होते हैं | जब शिशु पैदा होता है तो वह लैंगिक दृष्टि से विशेष होता है अंतः ऐसे जन्मजात हिजड़ों को बुचरा कहा जाता है |

नीलिमा - यह मानसिक तौर पर अपने आपको हिजड़ों के निकटवर्ती महसूस करता है | इनका समोपदेशन करने पर वास्तविक लिंग के समुदाय में यह जा सकते हैं |

हंसा - यह यौनता एवं सेक्स की दृष्टि से अपने आप को असक्षम महसूस करते हैं और हिजड़ों के साथ जुड़ जाते हैं | डॉक्टरी इलाज करने से वह सामान्य स्त्री या पुरुष के वर्ग में जा सकते हैं |

अबुआ - धन की लालसा के कारण यह किन्नर बनते हैं सामान्य रूप से पुरुष जाति के होते हैं यह नकली किन्नर होते हैं

छिबरा - अन्य परिवार के छोटे बच्चों के उठा ले जाकर उनका जबरदस्ती लिंग हटाकर किन्नर बनाया जाता है | डॉक्टरी इलाज से इन्हें वापस अपने लिंग में लाया जा सकता है |

स्पष्टीकरण:

में पायल उपन्यास किन्नर गुरु पायल सिंह की जीवन गाथा है | यह एक आत्मकथात्मक उपन्यास है | पायल सिंह राम बहादुर सिंह की पांचवी संतान है | पायल

किन्नर विमर्श वर्तमान समय में चर्चा का विषय बन गया है क्योंकि “किन्नर” इस विषय पर इससे पहले किसी प्रकार का साहित्य नहीं लिखा गया | किन्नर व्यक्ति हमारे समाज का हिस्सा होकर भी अपनी अलग दुनिया में दर्दभरी जिंदगी जी रहा है | एक कटे हुए हिस्से की तरह अपना जीवन स्थापन करने वाला यह समाज घृणा का पात्र है | वर्तमान समय में साहित्य के माध्यम से किन्नर समाज की व्यथा को लाया जा रहा है

किन्नर है इसलिए सब उसे घृणा की नजर से देखते हैं | पायल के पिता एक ड्राइवर हैं इनका संयुक्त परिवार है | पायल के पिता महीने में चार पांच दिन की घर पर आते हैं | वह शराब पीकर आते हैं आते और पायल की मां को गालियां देते | मां पायल की हमेशा फिक्र करती है | पायल को नहलाते समय वह परेशान रहती थी | पिता अक्सर दारू पीकर गालियां देते और कहते “यह जुगनी हम क्षत्रिय वंश में कलंक पैदा हुई है साली हिजड़ा है”

सब लोग पायल को जुगुनी कह कर पुकारते थे | बचपन में पायल का पता नहीं चल पाता कि उसे हिजरा क्यों कहते हैं | कक्षा 3 में पढ़ते समय पायल फ्रॉक की जगह पेंट और हाफ शर्ट पहन कर स्कूल जाने लगा | सारे बच्चे उसके इस बदलते रूप को देखते, हसी मजाक करते | पिता भी उसे हमेशा डांटते रहते हैं एक बार वह पायल की मां से कहते हैं जुगनी को लड़के की आदत सिखाओ उसे लड़का बन कर रखा..... वहां हिजड़ा है | लड़की के रूप में बड़ी होने पर समाज के लोग उसकी शादी रिश्ते की बातें करेंगे और लड़के के रूप में कोई कुछ नहीं कहेगा |

पिता की हिदायत के बावजूद दीदी पायल को फ्रॉक पहना करो स्कूल में जाती थी | वह जैसे-जैसे बड़ा होने

लगा लड़कियों की तरह शरीर में बदलाव हो गया | लड़कों के कपड़े पहनना उसे अच्छा नहीं लगता उसे लड़की जैसा रहना पसंद है | जुगनी के भाई के दोस्त जुगनी के नाम लेकर उसकी हंसी उड़ाते हैं इसलिए भाई भी उससे नफरत करने लगा | एक पिता ने उसे लड़कियों के कपड़े में देख लिया उसे इतना मारा कि वह बेसुध होकर पड़ा रहा | उसे पिताजी एक कमरे में बंद कर देते हैं | जब उसे होश आता है तो सारे शरीर पर घाव होते हैं, इतना उसे पिताजी ने पीटा था |

होश आने पर वह अपनी मां और बहनों को ढूँढता है पर वह नहीं दिखते, तब वह सोचने लगता है क्षत्रिय के खानदान में हिजड़ा पैदा होने का आप जैसे सारा श्रेया मेरा ही हो... मैं हिजरा हूँ... ठीक है पर इसमें मेरा कसूर? हिजरा होने में मेरी अम्मा बल्कि पिताजी का ही भी कोई दोष नहीं फिर मेरे साथ ऐसा दुर्व्यवहार क्यों? लोग अपने विकलांग बच्चों को पाल देते हैं पर एक हिजड़े बच्चों को नहीं क्योंकि हिजरा बच्चे होने से अपनी आन बान और खिलाफ समझते हैं | क्षत्रियों में सिंह पैदा होते हैं हिजड़े नहीं |

मां और बहन जुगनी की अवस्था देखकर बहुत रोते हैं | सवेरे जुगनी भागकर अपनी जान देने का विचार करता है | पिता पलंग पर सो रहे थे | उसकी मां रो-रो कर बहन को नहला रही है | इस दर्दभरी जिंदगी से तंग आकर जुगनी ट्रेन के नीचे आकर जान देना चाहती है | पर ट्रेन प्लेटफार्म पर पहले ही आ जाने से वह ट्रेन के अंतिम डिब्बे में चढ़ जाती है | ट्रेन में अकेली यात्रा करते समय एक बूढ़ा आदमी जुगनी से दुर्व्यवहार करने की कोशिश करता है | वह एक प्लेटफार्म पर उतरती है, तो वहां भी एक सिपाही रात के समय उसे एक सुनसान जगह ले लेकर जाता है और छेड़छाड़ करता है | इस तरह की परेशानी की वजह से जुगनी एक लड़के के कपड़े चुराती है और उसे पहन कर घूमने लगती है | वह एक भिकारी दल के साथ जुड़ कर जीने लगती है | उसने दातुन बेचते तथा भीख मांग कर जीवन बिताया | फिर उसकी मुलाकात अनवर से हो जाती है वह अनवर की झोपड़ी में जाती रहती है | एक दिन चोरी करके भागते वक्त अनवर रेल गाड़ी के नीचे गिरता है और उसकी मौत हो जाती है |

फिर एक पंडित जी की दुकान पर वह काम करके अपने लिए स्वेटर-मफलर खरीद लेता है | हा अप्सरा टॉकीज का ठेकेदार संतोष सिंह आता है और जुगनू से कहता है मेरे कैंटीन में काम करोगे 100 का महीना दूंगा खाना-पीना तो

अलग से रहेगा ही साथ में टॉकीज में हर हफ्ते लगने वाली नई नई फिल्मों में मुफ्त में देख सकोगे |

फिल्म की मोट से जुगनी वहां जाती है पर वहां का चौकीदार प्रमोद हमेशा उसे परेशान करता है | तो वह वहां से निकलकर पंडित जी की चाय की दुकान पर जाती है, और वहां पंडित जी के गुजर जाने से उनकी पत्नी दुकान संभाल रही होती है | वहां से निकल दिया जाता है इस तरह जीवनयापन के लिए जुगनी यहां से वहां भटकती है एक बार वह त्यौहार में नाच रही थी | उसका नाच तीन हिजड़ों देखकर उसे उनके डेरे में ले जाते हैं गुरु भाई उसे समझाते हुए कहती है हम हिजड़ों को यही नियति है... दूसरों के सुख में, खुशी में सम्मिलित हो, बधाई गाना-बजाना और उनसे इनाम बक्शीश पाना |

(संदर्भ - महेंद्र भीष्मा, में पायल अमन प्रकाशन कानपुर, २०१६ पृ ९५)

ये सब समझाने पर वह तैयार नहीं तो उसे एक कमरे में बंद कर दिया जाता है | भुखा-प्यासा रखने पर वह उनकी बात मानती है पर दो-तीन बार भाग जाने पर पकड़ी भी जाती है | उसका नाम पायल रखा जाता है | एक बार तबस्सुम नामक हिजड़े का प्रेमी पायल को साथ बदतमीजी करता है | तो पायल उसे थप्पड़ मारती है तो | वह पप्पू पायल को बहुत मारता है | गुरु भाई कहती है, “धीरे-धीरे लाइन पर आ रही थी, तुम नासपिटीयो ने सब गुड गोबर कर... कितना अच्छा नाचती है, रुपया बरसेंगे इस पर”

(संदर्भ - महेंद्र भीष्मा, में पायल पृ १०५)

फिर वहां से पायल कानपुर आ जाती है | एक प्रशंसक अशोक से पायल प्यार करने लगती है | दोनों पप्पू की पिटाई करते हैं बाद में अशोक पायल से अलग हो जाता है | वह पायल को हिजड़ा छद्म कहके गाली देता है | यह शब्द है उसे पीड़ा देते हैं | बाद में वह सोना के साथ अपना गुप बनाती है | पायल गुरु बन जाती है | पायल सिंह बताती है कि “अपने दायरे से बाहर आकर काम रोजगार करने की मेहनत न कर पाने का अंदेशा उनमें बना रहता है | रोजगार गारंटी व शिक्षा का अभाव, नैतिक चारित्र्य का पतन कई ऐसे मूलभूत कारण है, जो हमारे किन्नर समाज की उन्नति में रुकावट बन सामने आ खड़े होते हैं | फिर भी आशा की नई-नई किरणों किरने खुल रही हैं |

(संदर्भा - महेंद्र भीष्म, में पायल पृ ११७-१८)

इस तरह पायल का जीवन पीड़ा तथा संघर्ष में उलझा रहता है।

संदर्भ:

1. श्री. नवल जी, नालंदा विशाल शब्दसागर पृ १२७६)
2. महेंद्र भीष्मा, में पायल, अमन प्रकाशन कानपुर पृ २४
3. वही, पृ ३०
4. वही, पृ ३७
5. वही, पृ ७०
6. वही, पृ ९५
7. वही, पृ १०५
8. वही, पृ ११७-१८

Chief Editor
P. R. Talekar
Secretary,
Young Researcher Association, Kolhapur(M.S), India

Editorial & Advisory Board

Dr. S. D. Shinde

Dr. M. B. Potdar

Dr. P. K. Pandey

Dr. L. R. Rathod

Mr. V. P. Dhulap

Dr. A. G. Koppad

Dr. S. B. Abhang

Dr. S. P. Mali

Dr. G. B. Kalyanshetti

Dr. M. H. Lohgaonkar

Dr. R. D. Bodare

Dr. D. T. Bornare
