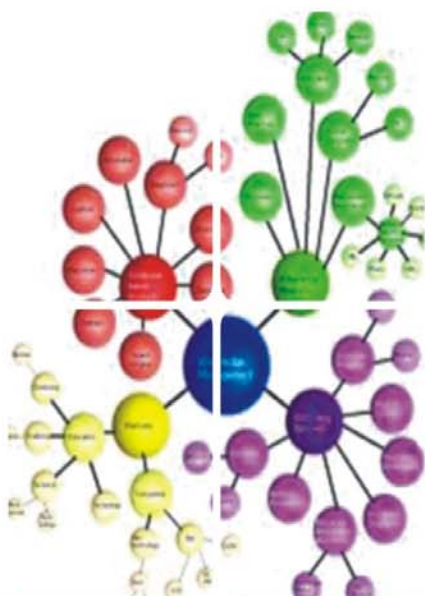


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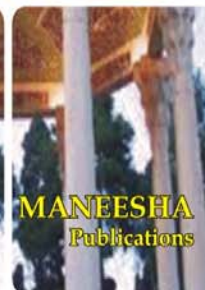
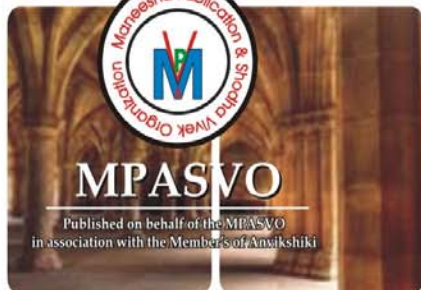
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

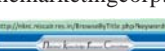
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WOMEN EMPOWERMENT AND ECONOMIC DEVELOPMENT

DR. VINOD KR. MISHRA*

Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Vinod Kr. Mishra* the author of the research paper entitled WOMEN EMPOWERMENT AND ECONOMIC DEVELOPMENT declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

Women are the backbone of our social economy. Because, women constitute almost half of our total population. The development of the economy is not possible without active participation of women. Swami Vivekanand said, "Men and women are two wings of the same bird: as the bird cannot fly with one wing so the society cannot be developed unless men and women are developed equally". Therefore, it is an urgent necessity to bring women into the main stream of the process of development and the task of bringing them into the main stream is possible through women empowerment.

Women empowerment refers to increasing the spiritual, Political, Social or economic strength of women. It means that development of confidence and capability among women is women empowerment. The Pillars of women's empowerment essentially consists of literacy, education, better health facilities and nutrition for the mother and child, Political representation and for self-employment option to become self-reliant.

The Positive correlation between women empowerment and economic development can be illustrated as follows:

- a. Despite Worldwide attempts made towards women empowerment women's economic condition is very weak. They constitute half of the work population, perform nearly two third of work hours, receive one tenth of world income and own less than one percent of world property. Self generated income is essential for empowerment. Any one whether man or women will be marginalized if he/she doesn't earn income. Economic independence is key to women empowerment. As soon as they start generating income they come in to main stream and start playing important role in decision making. Consequently, women with their empowerment contribute to economic development.
- b. Domestic works performed by women are counted as non economic activities because such works don't earn income. Thus it is needed to increase women's participation in economic activities. This is possible through the progress of women empowerment. If women's involvement productive activities or economic activities increases, national income of the country will increase and the pace of country's economic development will be accelerated.

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- c. Women as mothers are very important for country's economic development because they play vital role in making human resources more efficient and skilled Psychologists hold the view that value of life imparted to children during their childhood are very important in forming and shaping their personalities. Thus the empowered mothers would be helpful in empowering human being which in turn would pave the way for economic development.
- d. Economics focuses on the importance of optimum utilization of available resources so that the goal of maximum profit and maximum social advantage can be achieved. Therefore, the hidden potential of women should be utilized in the best possible way. This is possible through the process of women empowerment.
- e. Women can play important role towards the process of sustainable development. This process of development focuses on the need of rational use of resources so that the needs of present generation as well as future generation can be fulfilled and the process of development may continue generation after generation.

The story of the life of Indian women is more or less the story of tears, exploitation, oppression, pain and untold sufferings. They need our care guidance and unflinching support. Women constitute the half of our population. Keeping this fact in mind it becomes our bounden duty to have a matured and balanced outlook towards the women of our society. It is the collective responsibility of family, school, college, media, social organization, community and the government to generate self confident, self-reliant and politically conscious women in society.

Conclusion & Suggestions

If we want to make India a developed nation the male members will have to understand their role properly. Women are the potent source of social change and development. We should never forget that it needs both the rain and sunshine to create a rainbow in the sky. Like men women can also take the load in the field of agriculture, industry, medicine, science & technology, engineering, management, space, law, IT biotechnology etc to make India a developed nation.

Poverty is the mother of many evils. It cements the positions of backwardness in society. Education is one of the best weapons to fight poverty. Education can skyrocket the position of the women in society from rags to riches. But this connection it should be remembered that education and poverty eradication should be given paramount importance. For a hungry child bread is God. Keeping this fact in view women must be made economically self reliant. To achieve this goal:

1. The state governments should implement schemes, which give incentive for the education of the girl child.
2. Women should be supported to set up their own business with the support of self Help Groups.
3. They should be given the facilities of easy credit to take economic ventures.

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MARCEL PROUST AND “A LA RECHERCHE DU TEMPS PERDU”

DR.MARYAM KHALILI JAHANTIGH* AND DR.MOHAMMAD BARANI**

Declaration

The Declaration of the authors for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: We, *Maryam Khalili Jahantigh and Mohammad Barani* the authors of the research paper entitled MARCEL PROUST AND “A LA RECHERCHE DU TEMPS PERDU” declare that , We take the responsibility of the content and material of our paper as We ourself have written it and also have read the manuscript of our paper carefully. Also, We hereby give our consent to publish our paper in Anvikshiki journal , This research paper is our original work and no part of it or it's similar version is published or has been sent for publication anywhere else.We authorise the Editorial Board of the Journal to modify and edit the manuscript. We also give our consent to the Editor of Anvikshiki Journal to own the copyright of our research paper.

Abstract

Marcel Proust (1871- 1922) the great French writer is the author of the most famous novel “Remembrance of the things past”. This book has not only brought fame to the writer but the translator of this book, Charles Kenneth Scott.Moncrieff, has also achieved eternal fame. There is contradiction about the exact number of its volumes and different people have given different numbers. Some say it comprises of 15 volumes, others believe the number of volumes is 16 and some say there are 17 volumes but at last, it is published in seven volumes and contains 4000 pages. According to some literary critics it is one of the grand victories of the literary world.

Keywords: Marcel Proust, Remembrance of things Past, French, Scott.Moncrieff

Introduction

This book published during 14 years i.e. from 1913 to 1927 and five years after the death of the author, publication of the last volumes took place. Charles Kenneth Scott Moncrieff completed the English translation in 9 years from 1922 to 1931 with the title “Remembrance of things past”. According to some critics, Charles has so nicely translated the work of Marcel Proust that it has elevated Proust's work and the admirers of English Literature will always remember him.

In Marcel Proust's book “Remembrance of things past”, time is not indicated by present, past and future nor it indicates a fixed time- time which can be calculated by minutes and hours and indicates a particular time period is not preferable. Because the time indicated here is like the time in Henri Bergson's philosophy and Proust follows it. This time cannot be mentally determined but a human mind can ascertain its existence and height, and does not possess the mechanical norms and apparatus to measure it.

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The individual's condition, his emotions at that time and his reaction when the incident took place indicates the long and short span of time. It is because of this that Proust in the novel "Remembrance of things past" quits from extrospection to introspection. He like the Russian author Dastayuvski instead of writing his own views enters the souls of his novel's characters and he pictures their emotional reactions. However, the difference between Proust and Dastayuski is that Dastayuvski was inclined towards unusual and ailing souls and Proust was fond of normal humans and balanced temperament.

Proust in this book has registered his experiences and through them, he has inherited his life experiences. A small incident is also reminiscent and it takes him to his past. He in this novel talks about the impossibility of achieving the mortal life, absurd human struggles, dominance of sin, disappointment and lack of love from its actual means. He through this concludes that a human life possesses an important significance because life in spite of all difficulties and problems is full of inner beauties and pleasures for a human.

The author has a unique style in writing this book and he has followed other author's adopting classicism and symbolism style. Dennis Saurat 1946, Professor of French Literature in the University of London and the author of the book "Modern French Literature", giving his views regarding Proust in one of the chapters of his book has raised him equal in rank to William Shakespeare in French Literature. He has also praised Proust's expertise in writing a novel and has considered him as the grand novelist after Balzak(p.116)

Marcel Proust by having an inward view of a human, acts like an expert psychologist and is proficient in the psychoanalysis of a normal ,healthy human being and he with his deep insight notes down the thoughts and behaviors of the characters of his novel. He penetrates their unconscious domain and does not forget the inner characteristics of his novel's characters. He very efficiently delivers the human thoughts to his readers.

According to Brewster and Burrell the Professors of Columbia University and the author of "Modern World Fiction" Proust is in search of his salvation, he is in search of such values, that time and changeability can easily eliminate them (p.142)

This salvation can be mystical and leads to inner peace which forces a human towards eternity. Proust in this book has implicitly criticized on the social conditions of France in the end of the 19th century. His novel is a lament. It is an epic of human life where the author tries to explain through his psychological analysis and with the topics like art, life, society, former association and its memoirs, he wants to change all mortal things into immortal and brightens all that is dark and ambiguous.

The complete novel "Remembrance of the things past" is composed from seven books each consist a separate topic .These books are as follows:

1. Its French title "Ducote De Chez Swan" and English version "Swans Way". This is an autobiography of a lover named Swan and is related to the childhood of Marcel Proust. Vintage published the English translation and it consists 325 pages.
2. The French book named "Al Ombre Des Jeunes Fillesesenfleurs"and its English version is "Within Abudding Grove" which in 1918 got a literary prize. This book is related to Marcel Proust's teenage. The English version published by Vintage consists 386 pages.
3. The book is named "Le cote De Guermantes. It's English version "Guermantes Way"is related to nobles, named *The Guermantes* . This story is about Proust's failure in love with a beautiful and noble girl named *Douches Dogarmant*. Chatto and Windus-London published the English translation of this book in two volumes. It consists 824 pages.
4. The fourth book named "Sodome Et Gommore" and its English version is "Cities of the Plain". In this book Proust looks upon the French society of the late 19th century as two sinful sects of Torah named Sodome and Gommore, who benefit from their sins and rebellious actions and are captives of their own corruptions. Its English translation was published by Vintage and consists 378 pages.
5. This book is named "La prisonniere" in French and its English version is "The Captive". This is the story of the various incidents which took place during the author's teenage and Albertine's difficulties in Proust's apartment. Its English translation was published by Vintage and comprises 289 pages.
6. The French name of this book is "Albertine Disparue" and its English version is "The Sweet Cheat Gone". This book is about the death of Albertine-the author's lover and analysis of Proust's love for his beloved.

7. In French this book is named “Le temps retrouve” and its English version is “The Past recaptured”. It is related to the initial years of the First World War and the vast changes occurring in the lives of the characters of this novel. The author with deep thought and self analysis succeeds opening new vista for former associational thoughts and make his perished life immortal with an artistic approach. The English translation of this book was published by Vintage which consists 272 pages.

The author in most of the above prescribed books has tried to explain the failure and bewilderment of his novel’s characters, and in some books he has related past events of his teenage and youth. Proust is optimistic but at times he seems to be pessimistic and with despair. Sometimes he talks about the moral degradation and homosexuality in his own society, and sometimes he unveils the inner self of humans, their jealousies, suspicions and disappointments, and shows the decline of a human.

In his seventh book he has discussed the consequences of the war, the duties and betrayals and moreover the changes which results from it.

The everlasting book of Marcel Proust “Remembrance of things past” consists of some important features, discussed as under.

The language of this book is quite difficult. It seems that throughout the seven volumes, he has not looked upon his writing style nor he has tried to improve it by writing shorter sentences, which could be perceived easily. At times, his long and tiresome sentences cover the whole page without an end.

His mind does not have a specific direction, it seems he does not have a centralized thought therefore he could not concentrate in one direction or on one topic. Many literary critics are of the view that if Marcel Proust had been alive after the publication of his book he would have definitely omitted some portions of his book and this way he would have condensed the seven volumes in five volumes.

Denis Saurat(1946) in the book “Modern French Literature”(pp.95-97) says that prolixity in the writings of French novelists started from the mid of 18th century. Only ten percent of the subject matter is worth reading and the rest is just an idle talk. For example, the famous book of Victor Hugo named “Les Miserable”. If some text from this book is omitted it will not effect the book nor the authors art of writing. Proust is also an eminent author having his own style. His innovation in the style of French literature has attracted many French and world fame writers like Jacques De Lacretelle, Andre Gide, Virginia Woolf and Anthony Powel. Several issues have come in discussion in Proust’s book for example the story of Drifouse the accused officer who was exiled to an evil island due to the allegation of a spy. Proust considered this officer sinless, with the help of other nobles like Amil Zola and France who stood against the French Government, with the help of Drifouse’s defence attorney M.Labori wrote an affidavit and got it signed by Drifouse’s supporters who were mostly bourgeois. At last, the trial of the accused officer was revised and it led to his emancipation.

The second important topic in the seventh volume of his book is regarding the effects of the First World War and its pathetic results such as death, vagrancy and misery, hunger and poverty, captivity and torture, ill usage and expediency of human race.

Marcel Proust was born in a Jewish family but he was a Christian. Proust’s house was free of religious problems because his Jewish mother and Christian father had decided to avoid religious discussions in their home. Proust’s life shows that Christianity had much influence on his life, but it is very strange that the concept of God exist neither in his writings nor in his belief. However, we can say that the author has concern for beauty and therefore wherever there is beauty his God is present there.

Freud’s unconscious mind, Buddhist Nirvana inclination, and his way of thought regarding time was influenced by his philosophy teacher Henri Bergson .All this has enabled him to benefit his writings in a vigilant manner and while understanding a human he should concentrate on the human’s inner self and not his outer self.

Proust was a profound writer and an intellectual thinker who was influenced by different literary schools of thoughts and scholars. For example in satirical writing and humor he was impressed by two famous personalities of the 17th century namely Due de Louis de Rouvroy Saint –Simone(1675-1755) the famous scholar and

writer in the court of Louie 14th and Seigne Chantal (1626-1696). Both these scholars belonged to the school of New Classicism. Marquise Marie De Rabutines the French writer of the 17th century who was one of the pioneers of the school of Romanticism – Francois Rene De Chateaubriand (1768-1848) who wrote a book named *Memoires D outre-Tombe*. This book comprises of the writers autobiography from his childhood until the time he became a famous writer. Without doubt, this book has influenced Proust while writing his own book “Remembrance of things past”. Among the other writers who has impressed Proust is Gerard de Nerval (1808-1855) the followers of Symbolism and Surrealism in the 19th century. This writer has written a book in poetry named “Les filles de feu-Sylive” and Proust has adapted some part of his autobiography from a story of this book named Sylive.

Gostavflober, Sharil Augastin, Sunbo and Hepolitan the writers from the school of Realism and Onara dobalzak and Amil Zola the writers from the school of Naturalism have also influenced Proust. Through these two writers of the school of Naturalism Proust has come to know about the problems of Torah and the influence of society on the life of a human.

Feodor Dostoyevsky by writing two books “The Brothers Karamazov” and “Crime and Punishment” opted the trend of inner analysis and this style attracted Proust towards the complicated world of human mind, and he used Freud’s method of ‘Psychoanalysis’.

Proust’s familiarity with Amanoil Kent’s thoughts inspired him to benefit from the school of Symbolism. Amanoel Kent also inspired the two French poets Arthor Rambo and Sharil Bodler. Proust’s book reflects the influence of almost all the important literary schools of thought. But the philosopher who really changed Proust’s thinking was Henri Bergson with his book “Time and Free Will”. When this book was published Proust did not know its writer but he had read the book. He was so much inspired by this book that he got admission at the University of Sorbian in the department of Political Science, and there he became acquainted with the French philosopher and hence he decided to base his book on Bergson’s hypothesis which means the plan of passing time, continuous movement and transformation of an individuals personality, retrieval of the unconscious mind in the novel “Remembrance of the things past” which like all the famous books of the world helps in increasing the readers knowledge regarding the vast external world. Proust criticizes a social group and introduces it to us where there are arrogant people who are self satisfied. Also opportunists and conspirators and at the same time we are introduced to cultural people who step forward to gain perfection and at the same time they experience decline.

But all this provides awareness with the outer world and the main theme of “Remembrance of the things past” is to make us aware of the inner world. This book with various dimensions helps us to know ourselves. There are fewer readers who after reading this book thoroughly do not retrieve their past and do not explore their inner self.

At last Marcel Proust died on 18th November 1922 due to asthma. He was suffering from this disease since nine years and this had led him to isolation. At the time of his death he was 51 years old.

He was a very fortunate child who was born in a rich bourgeois family on 10th July 1871. His father was a famous medical doctor named Dr Adrien Proust and his mother Jeanne Weil was a rich Jewish lady. They lived a well of life. Proust had inherited curiosity in scientific problems from his father and love for beauty, sensitiveness and short temper from his mother. He was a bachelor through his life and never loved a woman whole heartedly. He due to asthma did not like unusual noise and therefore he had covered his house with cork sheets to avoid noise. He never opened the windows of his room so that his house may not get the smell of food. He arranged food from hotel and he used to feel depressed at night due to loneliness and hard work. He would only walk on the road when there was no hustle and bustle. He spent most of his time writing his book “Remembrance of the things past”. Like all other famous scholars the first volume of Marcel Proust’s book was not accepted by any publisher. The publishers did not consider his book for publication and believed that it would not get them a big

sale. Eventually Proust published it on his own expenditure. Due to the First World War (1914) there was ample time to edit this book and this editing continued till the end of his life. If he would have lived long it is supposed that he would have brought ample changes in his text and this would have decreased the number of volumes of his book.

It is said that Mallarmé, the poet, writer and pioneer of the school of Symbolism was in search of eternity, but could never reach it. Marcel Proust is of the opinion that if somebody would be in search of the remembrance of the things past he would always be in search of eternity. According to many critics Proust unlike Mallarmé has reached eternity. Apart from this he in his book by reaching the unconscious of all the people in France and in the world, has reached eternity and therefore his work is considered equally successful in the literary works of the world. (Encyclopedia Britannica 1974, p.131)

Conclusion

Marcel Proust, the prominent French writer, passed away in 1922, leaving France in a big shock. He had turned into a legendary writer before death for his book, *Remembrance of Things Past*. Proust mixed story writing with psychology and as a pioneer in this field found access to human's unconscious. Unlike Dostoyevski, the Russian writer, who brought up the psychological characteristics of abnormal people in his works, Proust's work is a unique report about thoughts and behaviors of normal humans. To create this masterpiece, Proust sacrificed everything even his health but proved his talent in writing and turned into a universal scholar whose memory and name will remain in the collective conscious of all supporters of human issues.

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TRAINING IS AN INDESPENSIBILITY FOR A SYSTEM'S UPWARD MARCH.

PROF A.D SHARMA *AND RITU GUPTA**

Declaration

The Declaration of the authors for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: We, *A.D Sharma and Ritu Gupta* the authors of the research paper entitled TRAINING IS AN INDESPENSIBILITY FOR A SYSTEM'S UPWARD MARCH. declare that , We take the responsibility of the content and material of our paper as We ourself have written it and also have read the manuscript of our paper carefully. Also, We hereby give our consent to publish our paper in Anvikshiki journal , This research paper is our original work and no part of it or it's similar version is published or has been sent for publication anywhere else.We authorise the Editorial Board of the Journal to modify and edit the manuscript. We also give our consent to the Editor of Anvikshiki Journal to own the copyright of our research paper.

Abstract

Training indeed is at the root of all success everywhere. Without training no skill and no knowledge can be achieved and without skill and knowledge no success can be attained. In fact no development of any kind is possible without appropriate and good training.

Training has to be very relevant, very adequate and very thorough. Without an adequate training no activity can be performed precisely and perfectly.

Training can be a genuine bearer of performance with speed and adequacy. Without a good training a good and rapid performance can certainly not be achieved and thus no development is possible.

Does Training Mean Success

Training is an important subsystem of HRM. Training is a specialized function and is one of the fundamental operative functions of known HRM.

“Training is an organized function by which one learns knowledge and skills for doing particular jobs”

Training is all Round Improvement

Training improves changes, moulds the employers knowledge, skill, behaviour, aptitude, and the requirement of the job and organization. Training refers to the teaching and learning activities carried on for the primary purpose of helping member of an organization, to acquire and apply the knowledge, skills, abilities and attitudes

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needed in a particular job and in an organization,

For development : Development is a long-term educational process utilizing a systematic and organized procedure by which managerial personal get conceptual and theoretical knowledge.

Management and development are systematic processes of training and growth by which individuals gain and apply knowledge, skills, insight and attitude to manage orientation effectively.

Training and Development

Training and development are technical words. Training is an attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or by increasing his or her skills and knowledge.

Training Needs

Training needs are identified on the basis of organizational analysis. Training needs are those aspects necessary to perform the job in an organization in which employees are lacking attitude, aptitude, knowledge and skills.

Training needs job and organizational requirements and employee specifications.

Training and development need= standard performance – actual performance.

The gap between actual and expected performance, behaviour and attitude leads to emergence of training needs, but the main purpose of training needs is to attain that level of performance behaviour and attitude in employees, which leads to fulfillment of the objective of any organization.

The training needs arise when there is a condition of requirement to move to a particular level of performance, behaviour and attitude. Training is necessary everywhere, for every activity.

Even-every moment every time, every minute dynamic change of position claims the presence of a relevant technique of doing things. The presence of skill would need requisite learning and the learning needs training. Training, adequate relevant and precise. In fact without an excellent training nothing can happen, nothing can be produced, no development can take place and in fact no business can actually be undertaken.

Training and development are very soundly related to each other and are inter dependent. Without a sound training no development can be possible.

Training is important not only from the point of view of the org but also for employees. Training is valuable to the employees because it will give them valuable skill and entitle them to greater job-security and an opportunity for advancement. The skill is acquired through training and becomes an asset for the org and for the employee.

Training is an organized activity for increasing knowledge and skill of people for a definite purpose. It involves systematic procedures for transforming technical know-how to employees so as to increase their knowledge skills for doing an specific job with proficiency.

Every organization needs to have well-trained and experienced people to perform the activities that have been assigned to them.

Earlier the importance of employee's training was minimal because beforehand jobs were simple and much specialized training was not required.

Conclusion

After profound study and detailed analysis we come to precisely conclude that for a worthwhile success good and appropriate training is absolute necessary. Without relevant and good training no necessary knowledge can be obtained

and hence no success would be achieved. Good and appropriate training is at the root of all success.

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HUMAN DEVELOPMENT SITUATION IN UTTAR PRADESH

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Declaration

The Declaration of the authors for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: We, *Faraz Ahmad and Nighat Ahmad* the authors of the research paper entitled HUMAN DEVELOPMENT SITUATION IN UTTAR PRADESH declare that , We take the responsibility of the content and material of our paper as We ourself have written it and also have read the manuscript of our paper carefully. Also, We hereby give our consent to publish our paper in Anvikshiki journal , This research paper is our original work and no part of it or it's similar version is published or has been sent for publication anywhere else. We authorise the Editorial Board of the Journal to modify and edit the manuscript. We also give our consent to the Editor of Anvikshiki Journal to own the copyright of our research paper.

Abstract

Despite steady improvements in the status of education and health of the population in Uttar Pradesh over the last several decades, the level of social development in the state and the persistent inequalities based on socioeconomic status continue to be a cause of significant concern. Improvements in health and education have important implications for the supply and demand of labour. Apart from the instrumental roles of education and good health in raising incomes and growth, good health and education are also intrinsically important in that they improve people's capabilities. Women's education and health for instance, impacts on improvements in gender equality and gender relations and women's empowerment. It also plays a significant role in reducing infant and child mortality and malnutrition among children. The spread of education among the poorer groups and women has a significant influence on participation in the domestic process and in influencing the priorities of development in accordance with the principle of sustainable development and local needs.

I. Introduction

The aim of all economic endeavours is human welfare, i.e. improving the quality of life of people. Towards this end all government efforts are directed. A couple of decades ago economists and policy makers alike were concerned with increasing the rate of growth of per capita GDP in developing countries for economic progress. It was assumed that growth would 'trickle down' to the poorer sections so as to increase the well-being of all in the country. Distributional aspect of income was not given much attention. Existence of poverty, illiteracy, hunger and disease in many developing countries even after several decades of planned development has forced economists and policy makers all over the world to redefine the concept of development. The term has now acquired a new meaning.

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The perception of development has changed from economic growth to socio-economic development. From 1980s there has been a further shift towards human development, meaning that people are viewed not only as a means of development but as ends. Human development is seen as a process of enlarging people's choices, opportunities and capabilities. The GDP per capita is a one-dimensional average, which fails to capture the cultural, political, social and other choices that people make. Thus there was a need to evolve a more comprehensive, multi-dimensional index which can combine many variables in a single number, for cross-sectional and intertemporal comparisons.

In 1991 UNDP evolved one such index- the Human Development Index (HDI) – that takes into account three basic dimensions of human development, namely the right to live a long and healthy life, to acquire knowledge, and to have a decent standard of living. Other human rights are not incorporated in this because these are difficult to measure and are subjective in nature. To capture gender inequalities, the UNDP in 1995 introduced two indices- Gender Development Index (GDI) and the Gender Empowerment Measure (GEM). While the GDI discounts the HDI for gender inequalities and focuses on the capabilities of women, the GEM is concerned with the use of these capabilities to take advantage of opportunities. In 1997 the UNDP introduced Human Poverty Index (HPI) to capture the extent of deprivation in human development. In addressing the problem of poverty, economic growth is necessary, but equally important is nature of growth.

However in the case of developing countries the dimensions of human development mentioned above looks inadequate as there is omission of a host of other important dimensions of development such as housing quality, general health conditions, adult life expectancy, access to safe drinking water, sanitation facilities etc. which are not captured in the concept of HDI. Out of the three main constituents of HDI some factors are more important than others. The HDI is flawed for this reason as the score of the three is averaged out. Longevity can also be distorted as the life expectancy of a person does not consider how healthy the life was led. e.g. a ninety year old suffering from a debilitating disease for three decades will have a higher HDI value than a healthy seventy year old. The quality of life is an important aspect of human welfare. Life expectancy value for a country is an average of the total population. There are many communities and many regions/areas in the country that do not have same access to good health care services and so there will be variation of life expectancy value.

II. Human Development Status

The status of human development in Uttar Pradesh is unsatisfactory even after more than five decades of development planning aimed at social and economic upliftment of the people. Uttar Pradesh ranked at 13th position in terms of Human Development Index (HDI) prepared by the Planning Commission (Table 1) in 2001. However there is a marginal improvement from the 14th position that U.P. occupied in 1991. Kerala, Punjab and Tamil Nadu are the top three ranking States in terms of HDI both in 1991 and 2001. Though Uttar Pradesh improved its rank from 14th position in 1991 to 13th position in 2001, it continues to languish at a low level of human development and is in the lowest cluster of States, along with Bihar, Madhya Pradesh, Rajasthan and Orissa.

Note: Table 1 is somewhere here.

As far as major indicators of social development are concerned Uttar Pradesh is lagging behind most of the States of the country. Literacy rate in U.P. (56.3 percent) is very low when compared with States like Kerala (90.9 percent), Goa (82.0 percent), Himachal Pradesh (76.5 percent) and Tamil Nadu (73.5 percent). The ranking of Uttar Pradesh in terms of literacy was 31 among a total of 35 States and UTs in 2001.

In the area of health the performance of Uttar Pradesh is somewhat satisfactory. Although Uttar Pradesh is lagging behind in health indicators like life expectancy, infant mortality rate, etc. nearly 71 per thousand of

children in U.P. die before reaching the age of one. Only Madhya Pradesh and Orissa have a higher infant mortality rate, Life expectancy in U.P. during the period 2001-05 was 60.1 years for males and 59.3 years for females, while the corresponding figures were 71.3 and 76.3 years respectively in Kerala, the best performing State in this respect.

According to the National Human Development Report (Planning Commission 2001), U.P. ranked at 13th position in terms of HDI (Table 1). Kerala, Punjab and Tamil Nadu are the three top ranking States in terms of HDI both in 1991 and 2001. Though Uttar Pradesh improved its rank to 13th position in 2001, it continues to languish at a low level of human development and is in the lowest cluster of States, along with Bihar, Madhya Pradesh, Rajasthan and Orissa. The redeeming feature is that the value of HDI has increased from 0.314 in 1991 to 0.388 in 2001. The corresponding figures for India were 0.381 and 0.472 respectively.

The absolute value of HDI in U.P. has been improving over time (Table 2). But, its relative performance leaves much to be desired. All the indices of human development (i.e. HDI, GDI and Deprivation Index) have shown an improvement over the years. The improvement during the period 1991-2001 has been at a higher rate. A sharper increase in literacy and a decline in IMR have contributed to these trends. In terms of UNDP's HDR criterion, U.P. can be said to have moved into the category of medium human development (HDI between 0.50 and 0.80) in 2001, from the category of low human development (HDI below 0.50). But the state has still a long way to go to achieve full human development. The GDI during 2001-2005 has also improved by 7.47 % and the Deprivation index has declined by 16.26 per cent in the year 1991-2001.

Note: Table 2 is somewhere here.

Per Capita Income: Income levels are an important determinant of the economic well being and social development. In terms of per capita income, U.P. is among the 'low income category' States along with Bihar, Madhya Pradesh and Orissa. Moreover, due to sluggish economic growth in U.P., the gap in per capita income of the State and that of the country has been increasing. Per capita income in U.P., which was almost equal to the national average in the beginning of the planning period, is now half of the national average as shown in table 3.

Note: Table 3 is somewhere here.

Human Development Scenario at District Level : As far as human development at district level is concerned, there is a considerable variation in HDI value (See Table 4). In 2005 the top ranked district is Gautam Buddha Nagar with a HDI value of 0.7017 while at the bottom lies district Shrawasti with a HDI value of 0.4132. In the top ten districts, seven districts belong to the Western Region, the exceptions being, Lucknow, Jhansi and Kanpur Nagar. For Kanpur Nagar and Lucknow, relatively high urbanisation seems to be a contributing factor for their higher ranks in HDI. To some extent, this is true for other top ranked districts also.

Note: Table 4 is somewhere here.

Among the bottom ten districts, 8 belong to the Eastern Region of state and two (Rampur and Budaun) belong to the Western region. The reason for Rampur and Budaun, the districts belonging to the relatively developed Western region is that these districts have low literacy rate and also high infant mortality rate. This again confirms that income alone cannot ensure human development. Even in the Western region there are districts other than Rampur and Budaun that have low ranks in terms of HDI. For example, districts like Moradabad, Bareilly, Shahjahanpur, and Hardoi have much lower ranks in HDI. On the other hand, from the Eastern region districts like Varanasi, Chandauli, Allahabad, Gorakhpur and Mau have relatively higher ranks in HDI. From the Bundelkhand region, Jhansi is in the top ten districts, while Mahoba, Hamirpur and Banda occupy middle ranks. From the Central region, Rae Bareilly, Sitapur, Barabanki, Pratapgarh have low HDI rank, though Kanpur Nagar and Lucknow are in the top bracket. We may conclude by saying that there is considerable intra-regional variation in HDI.

III. The Status Of Education

The status of education in Uttar Pradesh is unsatisfactory. About two fifth of the urban females were illiterate in 2004-05 as compared to one fifth of the urban males (Table 5). Around 36 per cent of rural males and 70 per cent of rural females are illiterate. Only 15 per cent of rural persons and 37 per cent of urban persons had received education up to secondary level or above. About 14 per cent of the urban people and only 2.8 per cent of the rural people had received education up to graduate level or above. These figures are indicative of the poor level of educational development in the state and the challenges that lie ahead in this direction.

Note: Table 5 is somewhere here.

The National University of Educational Planning and Administration, New Delhi has prepared an Education Development Index for primary and upper primary education for different states using 22 indicators related to access, infrastructure, teachers and outcome etc. This index helps in assessing the relative progress of primary education in the state. It is depressing to note that U.P. ranks 27 in case of EDI at primary level, at rank 30 in case of upper primary level and at rank 29 in terms of combined index out of 35 states. If we compare U.P.s position among the 17 major states only even then U.P. figures at rank 12. Only the states of West Bengal, Orissa, Chhattisgarh, Jharkhand and Bihar lag behind U.P. in this respect. It may be noted that all of these states have large Scheduled Tribe population.

IV. Health Situation

As far as the health scenario is concerned there has been progress in Uttar Pradesh, in last several years on numerous health development parameters such as the overall decline in childhood mortality, maternal mortality and incidence of preventable diseases. However, in comparison to other states and developing countries, progress in U.P. leaves considerable scope for improvement. For instance, over the last decade (1990- 2001), while Bangladesh and Nepal recorded a progress of 46% and 37% respectively in reduction in child mortality, India's progress was 24% and U.P. showed lower performance than the national average. Given the current trend, prospects of attaining the Millennium Development Goals (MDG) seem difficult.

Infant Mortality Rate: Infant Mortality Rate (IMR) is often regarded as the summary of the health circumstances in a region. It is common knowledge that IMR in India, in general, is very high. In industrialized countries, IMR is measured at around five (*State of World Children 2005*), whereas, with the exception of Kerala, there is no state in India where IMR was observed to be lower than 40 in 2000. Even Middle East and North Africa with an IMR of 44 compare favorably with India, which has an IMR level of 58. It needs to be noted that one of the biggest reasons for high IMR in India happens to be poor performance or high IMR levels in Uttar Pradesh. It is observed that nearly 25% of IMR incidence in the country is accounted for by Uttar Pradesh alone.

The infant mortality rate for the state was 182 per 1000 live births in 1971 and declined to 99 in 1990 and further to 73 in 2005-06 as per SRS, as compared to the all India average of 58. Past trends have demonstrated that while both the neo-natal and post neonatal components of infant mortality have declined, the decline in neo-natal mortality has not kept pace with the decline in post neonatal mortality. Deaths during the neo-natal period (within 28 days of life) contribute to almost 64% of the infant mortality in the State.

Maternal Mortality Rate: It is a sad commentary on the state of affairs that 38,000 women die every year in the state while delivering a child. Almost half the deaths occur at home and another 10% to 15% mothers die on way to the hospital. In 1997, there were an estimated 707 maternal deaths per 100,000 live births

(SRS 1998) in U.P. This was almost eight times higher than the MMR of Kerala and 70 per cent higher than the national average (436). Recent estimates however, suggest that maternal mortality in UP has now come down to 517. It also needs to be added that for every maternal death, twenty mothers start living a life compromised by morbidity caused by pregnancy related complications.

Safe Drinking Water and Sanitation : World Health Organization estimates suggest that about 80% of all sickness and diseases are linked to the poor drinking water and sanitation conditions. 1.5 million children in the age group of 5 years and less die every year due to lack of safe water and proper sanitation in India. Infant Mortality Rate can be brought down substantially if safe water and proper sanitation is provided to the population.

The coverage of safe drinking water source in U.P. up to some extent is quite satisfactory. According to a 2004 survey report of UP Jal Nigam, among the 2,60,110 habitation, 2,33,341 (89.4%) rural habitations have been covered with potable water supply (40 lpcd) by providing one safe source (hand pumps or piped water) for 150 persons which is serving 78% of the state population (13.0295 crore). Despite this good progress, four districts still have more than 25% habitations which are not fully covered, namely, Bulandshahr (35%), Lakhimpur Kheri (32.3%), Ambedkar Nagar (29.7%) and Mathura (25.9%). The coverage is satisfactory in the western, central and the Bundelkhand regions of the state. But the same is not the case with the eastern part of the state.

Sanitation, however, is a problem area in U.P. Out of the 70 districts of the states only 30 have more than 33% sanitation coverage. The problem in 40 districts is severe. Agra, Azamgarh, Bareilly, Chitrakoot, Dehra Dun, Faizabad, Kanpur, Gorakhpur and Lucknow divisions have majority of low coverage districts. In 1999 the policy moved from the Rural Sanitation Program (CRSP) to the Total Sanitation Campaign (TSC) that adopted a demand driven approach, the emphasis was on information, education and communication (IEC), capacity development, community leadership, acceleration of rural sanitation coverage, covering all rural school with sanitation facilities. The TSC program got going in 1999-2000 in four districts of the state. By 2003-04, all the 70 districts had been taken up but the progress has been slow. Till March 2006, only 33% coverage could be achieved.

Public Health Delivery System: The physical health infrastructure in the State is still much below the country average. For instance, the population covered by a Sub-centre in the State is 7080 and the average distance is 3.4 km., while the country average is 5109 and 1.3 km. Around 11% of people in Uttar Pradesh are not able to access medical care due to locational reasons. Further, even when accessed, there is no guarantee of sustained care. Several other deterrents such as bad roads, unreliability of presence of the health provider, costs of transport and wages foregone, etc. make it cheaper for a villager to get treatment from the local quacks.

V. Conclusion and Suggestions

Despite steady improvements in the status of education and health of the population in Uttar Pradesh over the last several decades, the level of social development in the state and the persistent inequalities based on socioeconomic status continue to be a cause of significant concern. Improvements in health and education have important implications for the supply and demand of labour. Indian evidence shows the offer price for labour improves with the health and educational attainments of the labour force. On the other hand, lack of education leads to a greater vulnerability in labour markets. Large differentials in human resource endowments between different income and social groups and gender have depressed the returns to labour of socially disadvantaged groups, women and children. It has been an important cause of high relative inequalities and endemic poverty among these groups. India, where educational access has traditionally been confined to upper caste males and to population in higher income brackets, the spread of education among socially and economically disadvantaged groups and women has extremely significant implications for the economic progress of these groups. Apart from the instrumental roles of education and good health in raising incomes and growth, good health and education are also

intrinsically important in that they improve people's capabilities. Women's education and health for instance, impacts on improvements in gender equality and gender relations and women's empowerment. It also plays a significant role in reducing infant and child mortality and malnutrition among children. The spread of education among the poorer groups and women has a significant influence on participation in the domestic process and in influencing the priorities of development in accordance with the principle of sustainable development and local needs.

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TABLE 1 Human Development Index for selected States, 1991 and 2001

States	1991	Rank	2001	Rank
Andhra Pradesh	0.377	9	0.416	10
Assam	0.348	10	0.386	14
Bihar	0.308	15	0.367	15
Gujarat	0.431	6	0.479	6
Haryana	0.443	5	0.509	5
Karnataka	0.412	7	0.478	7
Kerala	0.591	1	0.638	1
Madhya Pradesh	0.328	13	0.394	12
Maharashtra	0.452	4	0.523	4
Orissa	0.345	12	0.404	11
Punjab	0.475	2	0.537	2
Rajasthan	0.347	11	0.424	9
Tamil Nadu	0.466	3	0.531	3
Uttar Pradesh	0.314	14	0.388	13
West Bengal	0.404	8	0.472	8
All India			0.472	

Source: National Human Development Report, Planning Commission, 2001

TABLE 2 Progress of Human Development in U.P.

Index	Year			Improvement in %	
	1991	2001	2005	1991-2001	2001-2005
HDI	0.4249	0.5442	0.5709	28.08	4.90
GDID	..	0.4910	0.5227	..	7.47
eprivation Index	65.12	54.33	..	-16.26	..

Source: *U.P. Human Development Report, 2006***T A B L E 3** Trends in Total and Per Capita Income of India and Uttar Pradesh at constant 1999-2000 Prices: 1999-2000 to 2005-06

Year	Net Income in Rs. Crore		U.P. as % of India	Per capita income in Rs.		U.P. as % of India
	India	U.P		India	U.P	
1999-00	1585501	151283	9.5	15839	9405	59.38
2000-01	1643998	155564	9.5	16133	9451	58.58
2001-02	1739876	159613	9.2	16762	9475	56.53
2002-03	1801430	165647	9.2	17075	9657	56.56
2003-04	1959599	174833	8.9	18263	9993	54.72
2004-05	2103350	182409	8.7	19297	10224	52.98
2005-06	2295243	193457	8.4	20734	10637	51.30

Source: *Annual Plan of Uttar Pradesh, 2007-08, Vol. I***T A B L E 4** Districts Arranged according to the value of HDI, 2005

High (Above 0.60)			Medium (0.55 to 0.99)			Low (0.50 to 0.54)			Very Low (Below 0.50)		
Rank	District	HDI	Rank	District	HDI	Rank	District	HDI	Rank	District	HDI
1	Gautam Buddha Nagar	0.7017	18	Muzaffarnagar	0.5937	41	Banda	0.5456	61	Basti	0.4921
2	Ghaziabad	0.6566	19	Mau	0.5910	42	Kheri	0.5426	62	Rampur	0.4915
3	Kanpur Nagar	0.6506	20	Chitrakoot	0.5907	43	Deoria	0.5418	63	Maharajganj	0.4906
4	Lucknow	0.6477	21	Mainpuri	0.5891	44	Azamgarh	0.5414	64	Sant K Nagar	0.4800
5	Baghpat	0.6392	22	Chandauli	0.5876	45	Unnao	0.5397	65	Gonda	0.4780
6	Meerut	0.6300	23	Ferozabad	0.5876	46	Sultanpur	0.5388	66	Sidharth Nagar	0.4690
7	Agra	0.6215	24	Bijnor	0.5866	47	Pilibhit	0.5372	67	Budaun	0.4605
8	Jhansi	0.6214	25	Kannauj	0.5861	48	Etah	0.5361	68	Balrampur	0.4476
9	Saharanpur	0.6173	26	Ballia	0.5814	49	Lalitpur	0.5345	69	Bahraich	0.4404
10	Mathura	0.6163	27	Farrukhabad	0.5773	50	Fatehpur	0.5334	70	Shrawasti	0.4312
11	Hathras	0.6159	28	Gorakhpur	0.5759	51	Bareilly	0.5332			
12	Etawah	0.6090	29	Allahabad	0.5739	52	Barabanki	0.5297			
13	Kanpur Dehat	0.6077	30	Aligarh	0.5738	53	Pratapgarh	0.5284			
14	Auraiya	0.6074	31	Jyotiba Nagar	0.5722	54	Moradabad	0.5266			
15	Varanasi	0.6068	32	Sant R Nagar	0.5706	55	Rae Bareilly	0.5230			
16	Jalaun	0.6059	33	Ghazipur	0.5702	56	Kaushambi	0.5212			
17	Bulandshahar	0.6017	34	Mahoba	0.5690	57	Sitapur	0.5143			
			35	Hamirpur	0.5678	58	Shahjahanpur	0.5133			
			36	Sonbhadra	0.5619	59	Hardoi	0.5103			
			37	Ambedkar Ngr	0.5580	60	Kushinagar	0.5409			
			38	Jaunpur	0.5546						
			39	Faizabad	0.5544						
			40	Mirzapur	0.5534						

Source: *U.P. Human Development Report, 2006***T A B L E 5** Educational Profile of Rural and Urban Population in U.P., 2004-05

	Rural			Urban		
	Males	Females	Persons	Males	Females	Persons
Not literate	36.2	69.8	52.9	20.5	39.4	29.3
Literate upto	21.7	13.3	17.4	21.3	16.9	19.2
Primary						
Middle	19.8	8.8	14.3	16.4	12.7	14.7
Secondary	10.4	4.1	7.2	12.7	10.1	11.5
Higher Secondary	6.9	3.1	5.0	11.3	8.9	10.2

AHMAD AND AHMAD						
Diploma/ Certificate	0.3	0.1	0.2	1.6	0.3	1.0
Graduate and above	4.5	1.1	2.8	16.1	11.7	14.0
All	100	100	100	100	100	100

Source: *NSS 61st Round, Report*

DECISION MAKING AND BUSINESS MANAGEMENT

DR.ARUP DUTTA SHARMA* AND SHAILENDRA KUMAR TEWARI**

Declaration

The Declaration of the authors for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: We, *Arup Dutta Sharma and Shailendra Kumar Tewari* the authors of the research paper entitled DECISION MAKING AND BUSINESS MANAGEMENT declare that , We take the responsibility of the content and material of our paper as We ourself have written it and also have read the manuscript of our paper carefully. Also, We hereby give our consent to publish our paper in Anvikshiki journal , This research paper is our original work and no part of it or it's similar version is published or has been sent for publication anywhere else.We authorise the Editorial Board of the Journal to modify and edit the manuscript. We also give our consent to the Editor of Anvikshiki Journal to own the copyright of our research paper.

Introduction

At the time of Independence India was facing problems like inequality in income, poor employment, regional imbalances in economic development and shortages of trained and skilled manpower. At the time of independence country was a primarily agrarian economy with low industrial development, poor savings, inadequate investment and poor infrastructure facilities. To overcome the above a roadmap was drawn for the development of the country by the government through public sector undertakings.

Two industrial policies resolution 1948 and 1956 were made for economic growth. Resolution 1948 laid emphasis On the production growth, both Agricultural and Industrial; and emphasis was for satisfying the basic need of the people by producing capital and goods. This has resulted export of items and reduction in the imports in order to increase earning of foreign exchange.

In early period of independence capital was scarce and base of entrepreneurship was not strong. Hence the 1956 Industrial policy resolution gave primacy to the role of the states which were made directly responsible for the Industrial development. Government of India undertook an initiative of time bound planning by way of 5 years plans taking in to account key focus areas like increase in export, reduction of import and develop trained and skilled manpower and create employment. The new strategies for the public sector were later outlined in the policy statements in the year 1973, 1977, 1980; the main contribution of the public sector was to provide required thrust to economy, development and employment generation, which is one of the key factors for success of public as well as private enterprise. In the global scenario, the public sector is facing new challenges. At Present public sector is no more working in seller's market and had to face stiff competition both from domestic as well as foreign competitors.

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In year 1991 liberalization of Indian Economy, took place. Due to liberalization the protection of Public sector industries was stopped and they were asked to compete with foreign as well as indigenous sellers to get orders. Price preference given to public sector was withdrawn. This has forced Public as well as private sector to produce good quality of product at an economical price. This has brought the Public sector undertakings under heavy losses. The loss in firms can be attributed Lack of competitiveness in the dynamic market, rigidity in the adoption of technologies, product modification and more crucially in decision making suiting to changed environment of business after liberalization.

The public sector enterprises have been classified based upon the power vested in the Board of Directors of the company as Navratna, Mini Navratna (category 1 and category 2) and others including profit making loss making etc. On 30-5-2008 number of CPSEs is stated in table 1

TABLE 1

Category	NOs of CPSE,s
Navratna	16
Mini Navratna category 1	41
Mini Navratna category 1i	13
Profit Making	156
Loss making	59
Non listed companies	202
Section 25 and under construction	32

As evident from the table 1 the number of loss making PSEs is large, these firms are blocking a huge amount of fund of banks and financial institution.

It is not easy to define sickness and no standard definition of sickness is available. A sickness is a symptom of ailment and not ailment most common symptoms based on which financial Institution assess any Industry to call it sick are :

- (i) Industry is not able to pay the dues related with financial institutions, suppliers and employees.
- (ii) Continuous failure in repaying the installments which has fallen due.
- (iii) Cash losses at the continuous basis

None of the yardsticks are foolproof to define the company as sick. A firm may be making losses continuously still paying all its dues in time as the promoters are resourceful and able to pump finance from the other sources of their business According to the companies (second Amendment) Act 2002 a sick company is defined

- (a) Which has accumulated losses in any financial year equal to 50% or more of its average Net worth during four years immediately preceding the financial year in the question, or
- (b) Which has failed to repay its debts with in any three consecutive quarters on demand for repayment by its creditors.

Signal and symptoms of sickness in a firm

There are certain signals which should be correctly identified and analyzed before the unit is declared as sick. These are the warning signs in different departments of the firm which may be corrected to make it viable. Financial distress such as short term liquidity problem, revenue losses, operating losses and unjustified over credit from the financial institutions to the extent that firm is not able to generate sufficient revenue from the operation of the business to meet its normal obligations and repayment to the financial creditors. Other than financial indicators there are other factors which attribute to sickness are like poor plant performance, low capacity utilization sinking share, poor order book condition and labour unrest. If such signals are not given due attention, It becomes a ground for calling a firm as prone to sickness.

In brief following could be factors which are responsible for the sickness of industries :

- (a) Poor policy and strategy of management.
- (b) Unclear corporate objectives and vision
- (c) Manpower of firm lack in commitment and poor sense of belongingness
- (d) Inability to adapt to changing market demand
- (e) Poor staffing and organizational set up
- (f) Failure to upgrade machinery, process and technology to improve Product quality
- (g) Plant and machinery are old and not able to produce good quality of product at competitive prices.
- (h) Financial loss of market share due to excessive delay in project.

Industrial sickness may give rise to the following consequences and adversely affect the Industry.

- (1) The product cost is increased due to using old manufacturing process and old plant and machinery.
- (2) Dead Investment done becomes a burden. This burden is passed on to the consumer, while fixing up the prices. Thus for survival of firm consumer has to pay the price of dead investment which are not giving any return to the firm
- (3) Money locked up in sick industries give no return which affects pumping of funds to other viable units.
- (4) Manpower attrition becomes high as firm resulting in talent starvation.
- (5) There may be lot of law suits against the company for the payment of funds.
- (6) Suppliers are not willing to supply the raw material, bought out and semi finished products.
- (7) Low order book position as buyers are afraid that firm will not be able to supply in time.

If proper attention is not paid signal of sickness is converted in to symptoms of sickness. Several market driven as well as firm specific factors as mentioned above are responsible for industrial sickness. While discussing the firm specific factors which are more controllable than the market driven ones. Management plays a crucial role to make product competitive or to increase manpower productivity. Various managerial functions like Planning coordinating involve decision making at each stage. This makes effective decision making imperative for due success of any organization. Managers must be trained to make better decision in a supportive environment. A manager should not be unfairly criticized for making wrong decisions where the factors which caused decision were not in his control. A decision maker must get the due support from his colleagues and superiors. A climate of criticism and blame reduces the capacity of taking calculated risk, which is very important for running business. To run a business it is said there is a lot of risk in not taking calculated risk. If managers start playing very safe, creativity and effectiveness of the business is lost. In these circumstances Managers try to devote more time on how to pass on the blame to others rather than to take advantage of new opportunity which involves certain degree of risk.

A good decision making plays a very important role to continue the business with growth as it reduces the risk and uncertainty part although it is not possible to eliminate uncertainty completely. Decision making is the process of sufficiently reducing uncertainty and doubts about alternative to allow a reasonable choice to be made among them. The above definition states following :

1. Decision making is selection of one alternative which is most appropriate with goals, desire, life style and implementations.
2. A good decision making only reduces the uncertainty in connection with chosen alternative and increases the success rate of alternative.
3. As it is impossible to gather complete information about an alternative hence uncertainty is reduced but not possible to eliminate completely. Hence maximum information about an alternative is essential to reduce the uncertainty.

Types of decision in an Industry

1. *Programmed Decision in an Industry.* These decisions are routine and repetitive and for which organizational policies or rules are already framed in advance. For example promotion policy for the employees is made

in advance and Manager has to see whether an employee is fulfilling the criteria or not. They are done in the static and well structured environment.

2. *Nonprogrammed Decision.* These are unique unusual, unstructured and not in routine. It is not possible to establish alternatives, policies or rules in advance such as selection of projects for implementation among many projects. Such decisions readymade solutions are not available. These decisions are of high importance hence they are done at higher level in the organization.
3. *Strategic Decisions* These decisions are primarily connected with allocation of resources and achievement of organizational objectives. Strategic decisions affect whole or major part of the organization. All other decisions also contribute towards objective but they are derived from strategic decisions. The strategic decisions may totally different than the programmed or non programmed decisions, for example change in product mix, expansion of business in new areas, change in personnel policies. It has three phases ,first action phase which specifies the activities to be done to achieve the results, second element is the result which is achieved through the implementation of decision and the third is the commitment element which directs the human resource of the organization for attaining specific objective, motivate them and allocate the resources. The strategic decisions are always taken under some part of ambiguity and hence reduction to uncertainty is the major aim of strategic decision.
4. *Tactical Decision* Tactical decisions are derived out of strategic decision. It relates to day to day working of the organization. Such decisions are made according to set policies and procedures of organization. It is repetitive in nature, for example, purchase of raw materials, assigning duties of employees. The outcome of tactical decisions is short term and authority is delegated to lower level management. Higher level managers devote more time on strategic decisions.

Operational Decisions

These decisions are taken at lower levels. These decisions are taken when the operation is taking place like how to load the job on machine by manually, by a crane or by fork lift. These decisions helps to increase the efficiency of the operation, however it has nothing to increase the effectiveness. These are the decisions which are taken by each employee in his working area.

Levels of decision making.

<i>Strategic Decisions</i>	
i Modifying product mix	Board of Directors
ii Expansion of business	
iii Change in personnel policies	
iv Bonus disbursement	
<i>Tactical Decisions</i>	
i Purchase of raw material	Manager
ii Assigning duties to employees	
iii Bonus calculation	
iv Market development	
<i>Operational decisions</i>	
I. Loading of jobs to different machines	Most employees
ii. Making the jobs once material is procured	

Decision Making Procedure

- (i) *Decision should match the goal to be achieved* : Always scope of decision to be clearly defined for example Is the new job to be undertaken is for long time or short time? Is the new product to be launched in a test market or into all market?
- (ii) *Collection of Information and facts* : Information and facts are important element for decision making. Yet collecting information and facts is due to constraints like paucity of time, lack of resources, limited ability to analyze and utilize. A manager should always try to get maximum fact with in the limits. Lack of information should not hamper or paralyze the decision making. Many decisions are urgently needed and they should be taken with partial informations. Implementation and delegation takes the front seat while information is collected. While collection of facts the feelings, hunches and intuitive urges should also be listed. There are many decisions which are ultimately influenced by intuition because of uncertainty involved in the situation. While collection of facts those should also be consulted, who will be affected by the decision. This action do not help to take the decision but it is a step to produce the acceptance among the implementers as it brings a feeling that they are part of the decision and their co-operation is seen at the time of implementation.
- (iii) *Develop alternative* : Multiple alternative help a decision maker to take effective decisions. The more good options is considered the more comprehensive the final decision be. The alternative can be developed by individual as well as team. One should not identify the available ideas but try to create new alternatives, so it should also be consciously included in decision making process.
- (iv) *Rating each alternative by fixing the criteria* : Each alternative to be evaluated considering the objectives to be fulfilled and feasibility of each alternative. Many times availability of resources like finance, manpower as well as certain specific capabilities may pose as hurdles and become base for elimination of a good alternative.

Indirect factor should also be considered while selecting alternative. For example while purchasing a new machine, it should be same machine as it was installed earlier as maintenance and production staff is well trained and maintaining maintenance inventory for similar machine will be very less which will result a lot of saving or a new type of machine which is more efficient to be procured and additional inventory for repair to be maintained and extra expenditure to be made on the training of engineers, supervisors and workers. These indirect factors are so important that they should be always given proper attention

After elimination of certain alternatives based on the specified criteria, the plus point of remaining each alternative to be evaluated based on money saved, time saved, added creativity, happiness to the employee, acceptance of employee etc.

Rate risk of each alternative

In getting the solution of the problem we always look that the alternative should work, however there is always some uncertainty in selecting any choice. There are various risks that a decision may face such as –success, acceptance, viability. Certain risks are specific to different markets. If we are going for a new projector to market some product in some other country, where certain competitors already exist, then what will be the risk of rating? Risk can be rated as percentage, ratios, rankings or grades or in any other form that allows them to be compared. One should always remember that without taking risk no organization can grow and always it is to be remembered that it is always risky not to take calculated risk for the growth of business

Make Decision

While making decision a manager may consider the preferences of others in addition to his own. One should not only tell the positive point of the decision to person who are implementing the decision and those who will be affected by the decisions but also make them understand the risks and drawbacks. It should be made clear to the implementers that positive point of decision overweight the negative points. When implementer is treated in a fair way and they feel that importance of their role has been recognized properly by explaining all good and bad points, they are more willing and motivated to support the decision. In addition to this few decisions are irrevocable, but one should not cancel a decision prematurely because there are certain plans which give result after certain period of time. In case of a decision causing harm may be taken back and another decision to be implemented.

Conclusion

Mostly Public sector undertaking have gone in losses due to poor decision making in the areas of proper utilization of funds, marketing strategy and selection of proper market, modification and diversification of product and making change in the policies according to the change in the business environment .Hence proper decision making is most important in the above areas for the survival and growth of the organization.

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TRAINING IS AN INDESPENSABILITY FOR A SYSTEM'S UPWARD MARCH.

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Declaration

The Declaration of the authors for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: We, A.D Sharma and Ritu Gupta the authors of the research paper entitled TRAINING IS AN INDESPENSABILITY FOR A SYSTEM'S UPWARD MARCH. declare that , We take the responsibility of the content and material of our paper as We ourself have written it and also have read the manuscript of our paper carefully. Also, We hereby give our consent to publish our paper in Anvikshiki journal , This research paper is our original work and no part of it or it's similar version is published or has been sent for publication anywhere else.We authorise the Editorial Board of the Journal to modify and edit the manuscript. We also give our consent to the Editor of Anvikshiki Journal to own the copyright of our research paper.

Abstract

Training is almost indispensable for successfully working in any system .Since without proper skill nothing can be achieved and obtained .In fact good and appropriate training gives proper skill and ultimately correct results are achieved.

Training is dependable source for reducing time for production and for reducing supervision costs.It can increase activity ,it improves quality of products and satisfies customer – needs.Training actually also helps in competition.It promotes better opportunity for growth &promotion and provides safety for the firm as well as for the workers .

Training really makes the base of the system and provides possibility of successful functioning of the system.Of course adequate and precise training has to be imparted to everyone concerned that everybody does his or her duty perfectly satisfactorily.Training is therefore is a must for everyone concerned .

Introduction

The place of Training in a System

The place of training in production is vital. Training is essential for production. Without training nothing can be produced. Training is essential not only for business but it is imp for production, for employers and for all development, economic, social or any other.

The following can be the prime considerations in the present context, in context of the importance of training:

1. Training helps in reducing time for production.
2. Training reduces the supervision costs.

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3. Training can increase productivity.
4. Training improves the quality of product.
5. Training satisfies customer needs.
6. Training helps in competition.
7. Training promotes better opportunities for growth and promotion.
8. Training provides safety.
9. Training reduces accidents.
10. Training helps in reducing over-all costs of production.

We can explain point wise briefly:

1. *Training helps in reducing time for production* : Training helps in reducing time taken to produce. Because a trained person knows very well how to produce taking much less time than in case when the worker was not well- trained. Training gives great skill and knowledge for doing a job. Therefore a well- trained person takes much less time for completing a task. He works much more swiftly and does a better job in much less time.
2. *Training reduces the supervision costs* : Generally a trained person knows a job very appropriately. He can do a job very satisfactorily without help from any quarters because he is very skillfull in the work he has to perform .He therefore does not need any guidance or instructions from any where. He does not need any supervision too because he can very rightly perform the job he is required to do.

We can thus say that no supervision is necessary when the workers are appropriately trained. That means ultimately the costs of supervision are reduced or infact there are almost no supervision costs.

3. *Training can increase productivity* : Since Training means the knowledge for a job correctly and in a satisfactory manner. One who is a well trained person will be able to perform the job very well compared to a person who is not properly trained.

We thus can “see for sure” that a trained person would work faster taking less time and much better. Productivity therefore would increase and a better job would be accomplished in much lesser time. It would amount to much greater and better production.

4. *Training improves the quality of product*: A good training essentially is acquiring a good knowledge for doing a job. It means without any doubt that a well trained person knows very satisfactorily that he can do a job without any faults and without any deficiencies. Quality would be real out come of the work which is done by a well trained person.

We can therefore say that good training improves quality of production and quality of output.

5. *Training satisfies customer needs* : Training implies knowledge of doing a job very satisfactorily and very well. Training is exactly done to make the worker capable of doing a job very satisfactorily and producing a quality output. Since a trained person would produce a quality output therefore he will satisfy customers well. A customer exactly wants a quality job done therefore if job is well- done the customer would be amply satisfied.

The customer gets what he desires and therefore he will be satisfied when he is getting quality work.

6. *Training helps in competitions* : Training makes a good job done and a good output produced thus satisfaction is reaped by the customer. Such a possibility attract more and more customers and therefore competition assertively is one by a firm which has better trained workers in it competition is always won by better performance and better output which training makes possible. Therefore we can assertively hold that the competition would be in favour of trained people and the firm which employs such trained people.

7. *Training promotes better opportunities for growth and promotion* : Obviously training improves and aids the quality of production. A trained person would produce a very satisfactory output of a very admirable quality. A trained person would be able to utilize resorces available to the best advantage and will not leave anything to be wasted. This will make the best use of resources a country and there will be grater and better production. This can be a base for a growth and promotion of a country. Infact every country should have skill and knowledge in every worker and then only the resources of the country can be made the best use of.

For growth and promotion only the best and most skillfull workers can be an asset and they can be a real treasure for growth and deployment.

We should remember that without skill and knowledge nothing of the sort of developments can be achieved. We can confidently say that it is a good training to workers and whole people which can attain laudable growth and promotion.

8. *Training provides safely and eliminates chances of accidents* : Training is a source of skill and good action devoid of faults and mistakes. A trained person will not be a victim of accidents and miscalculation. A trained person always has a clear and faultless performance.

We can safely say that training certainly provides a safe action and commendable securities and chances of accidents are eliminated. Better training lesser chances of accidents and much better security.

Conclusion

It can not be difficult, we can be sure, to find out cases of organizations and also business firms where because of a lack of good training things have failed and the desired objectives have not been achieved. Infact without good training one can not actually understand as to how to do the job and how to obtain the good result. It's good training which makes a person understand the process of doing a good works and doing it well.

As we have discussed there are many good qualities and outcomes of good training. We can very ascertainably say that good training is a must and is indispensable for any good result to obtain. Training is thus the most essential means for a genuine development and success, any time and any where.

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A MANAGER: GOOD OR BAD AN ANALYTICAL STUDY OF EXPECTATIONS AND CHARACTERISTICS

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Declaration

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Introduction

A manager has to be essentially good for ensuring the success of any organization especially if he/she is working at the top managerial position. It is observed that very often employees do not leave organizations for better salary but mostly they leave the job to get rid of a bad manager. Employees who are well managed can ignore many of organization's shortcomings and work happily. When employees are badly managed there can be unhappiness, reduced efficiency, less motivation towards job, poor health of the employee and high staff turnover.

It has been observed that the workers and supervisors who worked even in hazardous conditions, when asked what is the most disliked aspect of their job, they have pointed at "Their Manager."

Expectations from a good manager

1. *Care, interest and concern* : A good employee who gives his best to the organization expects that the manager will take care in problems and will take interest in his career. An employee always does well when he knows that what is exactly expected out of him and how his work will be measured that he has performed. Manager has to inform the above to the worker so that he himself can measure the gap between the desired and the achieved results and continuously try to bridge the gap. Moreover an employee works happily and without any fatigue when it suits to his abilities. The manager must consider this factor while assigning job to a particular employee. In case it becomes utmost essential to assign a job to an employee who is not fully

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conversant with the job, in that case manager must take care to help him and try to make him capable to perform by training, motivation and encouragement. So a good manager must ask himself whether he demonstrates care, concern and takes interest in building the career of employees working under him.

2. *Good communication* : This is one of the main and prerequisite skill to become good manager as he always works with the group of people and without being able to communicate properly he can not get the work done. A manager must have the good communication skill so that the employees can know what the goals, needs, expectations and feed back of the work performed are. Manager must learn from his past experience that if the things were communicated in this fashion, worker might not have committed mistake. In addition to this manager has to communicate different agencies and other managers of the organization to accomplish his job. He should have the quality to negotiate effectively and use persuasion when necessary to ensure the success of the team. Through effective communication, project manager support individual and transmit to the higher management for the career advancement of team members. Employees do not like to work under a manager who can not communicate well.
3. *Self Motivation* : The manager should be capable of doing work with least supervision and committed to put every thing in the process of achieving targets. For this he should understand the objectives and basic goals of the organization and be capable of developing strategies to achieve the organizational goals.
4. *Integrity* : A manager must understand that his team watches his actions and not the words. Good leadership always demands commitment and demonstration of ethical practices. Creating the ethical standards for one self and living these standards and always promoting those who exemplify these practices are the responsibilities of the manager leading the team. Leadership motivated by self-interest never fulfills the interest of the team. A manager who acts in way he has talked always earns the trust and confidence of the team.
5. *Team Building* : It is the responsibility of manager to build the team which puts all its effort in one direction to achieve the target. Competition inside the team is not good for well being of its members. A manager should be able to notice the unnecessary competition within the team and capable of healing the situation by listening and discussing with the members. Atmosphere of trust and mutual respect must be fostered among the members of the team. On the other hand competition between the teams can be very healthy and stimulating.
6. *Leadership* : A good manager should not be only good listener of co-workers problem only, but also be capable of solving their problems and prove that he is committed to the goals of the team. It is also his responsibility to decide the goal with the team collectively rather than to thrust his goals on the team. When the goals are defined collectively each member of the team is motivated to achieve the same. He has to assign the responsibility to each member in a clear manner.
7. *Good organization*: A manager should be able to schedule, organize and follow his own plan. It also involves understanding the rules, process and people in the company. Manager should be capable of predicting what will happen and when.
8. *Dealing with changes* : At present requirement of customers and business scenario change very frequently. Hence a good manager should be flexible and adoptable to meet the challenges arising out of changes. He should react quickly when facing obstacles due to change in business conditions. Stress of work should not prevent him from taking right decision.
9. *Domain Knowledge* : A good manager must know what he is managing. How team members are performing the assigned work. He should be capable of answering the queries of customers, clients and team members. Although Company can give training to the managers .But an ideal manager is that person who has already advanced or specialized experience in the same type of industry. A continuous thirst for knowledge and ability to learn the new requirement of business is a plus point.

10. *A team player* : A manager can not work alone, he is a person who has to work with a team for the improvement in the business. A manager should not be in the business for selfish reason of “getting ahead” instead he should be interested in growing the business because it is going to be his benefit, benefit for the team and ultimately benefit to the company in which he is working. Manager is a middle man who has to work with the upper level bosses and employees below him. So a manager should be a real team player.
11. *Conflict resolution abilities* : A manager makes liaison between the upper level manager and lower level employees. He has to work as a mediator for settling disputes among his team members. He should be able to handle conflicts and difference of opinion in the workplace. He should be able to spot the problem in the initial stage and nip it in the bud as well as can deal with bigger conflicts when they do arise.
12. *Dependability* : A manager should be the one on whom one can count on. A dependable manager is some one who complete the work in time, doesn't slack off on the job and is capable of counted on to stay late or can tour at short notice in connection with job, when there are times at the office that require to do extra effort. When manager does what is demanded or needed and is able to choose the best possible course of action in the entire odd and difficult situation, the manager is dependable.
13. *Ability to remain calm* : The manager has tough job. He has to deal with subordinates, higher management, customers, statutory authorities and so many other agencies. There is a lot of stress involved in his daily work. A number of problems arise daily and manager has to solve these problems to achieve the desired goal. Hence it is very essential that a manager must remain calm more often than not. A calm manager will keep the entire environment calm which will lead to increase productivity and efficiency of team members. This ultimately helps to achieve the target.
14. *Optimistic and enthusiastic attitude* : No body likes manager who are negative in attitude as they bring the team down. A manager with enthusiasm is needed and he should have optimistic view towards achieving the goals. There should be a can do attitude in the manager in place of giving hundred of reasons why some thing can not be done. Enthusiastic managers are committed to their goals and express this commitment through optimism. The optimistic attitude of manager keeps the morale of employees high which results in satisfied team members, low turnover rates, higher productivity and achieved targets.

Characteristics of bad managers

Following are the habits of a bad manager.

1. *Favour favourite employees* : Some managers are in habit of favouring the employees on the basis of their pleurability and personal likings rather than on their performance, competence and knowledge. This leads to a tense atmosphere in the organization and the employees start losing the motivation to work to the utmost degree of their potential. Many employees start feeling that their work is not going to be recognized and appreciated by the manager as they are not in the favourite list of manager. This leads to detachment from the work and finally results in poor performance of the team and unwillingness to work under that manager.
2. *Failure to decide*: Bad managers lack the knowledge of the work and situation and can not make clear and thoughtful decision. They are not in position to lead the team to achieve purposeful goal. No one likes to work under such a manager who can not make decisions or decides worst or decide one thing one day and reverses it another day. This confuses the employees and they hesitate to work on the decisions of manager whole heartedly with a fear that it may be changed next day and their whole effort will prove futile.
3. *Poor prioritizing*: Bad managers fail to prioritize their own work and they ask team to work in wrong sequence which leads to wastage of money and time. Poor prioritizing takes place when manager lacks thorough understanding of their work and is unable to identify the part of the work needed to be performed first.

4. *Delay in decisions:* Bad manager often delays the decision due to lack of confidence in his own decisions. He waits till last that some body else should take decisions so that responsibility of failure should not come on his head. This leads to delay in action. These managers feel that taking fewer decisions means fewer mistakes but nothing risked means nothing gained. Delayed decisions make considerable losses like losing an order, procurement at higher price etc. Such managers are not suitable to be promoted to higher managerial posts.
5. *Likes people just like him:* Many managers like to recruit or keep a team of people who are just like him. It may be based on the same gender or choosing person who has personality or style same as the manager. In many cases certain tasks require diversified type of people to accomplish them. If there are persons having similar type of personality it hurts the problem solving. People with different backgrounds looks at issues and problems from different angles and these differences produce different types of solution to the problem. This gives manager an opportunity to select the best course of action.
6. *Hiding the information from the subordinate:* Many times company sends the managers for training to learn some specific job. This is the responsibility of the manager to share the information and knowledge which he has learned during training. But a bad manager keeps the subordinate ignorant of these information, so that subordinate may not be able to do certain work without his help and finally he can prove that he is indispensable and work can not progress if he leaves the organization. It is the bad habit of technically incompetent managers who feel insecure and have reached the limit where they can not learn new things. They strongly feel that their survival is possible by concealing information from subordinates.
7. *Focus on small task :* A small task should not get the unnatural or unwanted attention by the manager. If he is involved in these unimportant tasks, he will not get time for those works which are of very important nature where cost of slippages are very high.
8. *Preference for weak candidates :* Some managers always prefer less qualified, less competent employees in his team. He has no courage to have confident, knowledgeable and smart employee. Even if some competent employee exists he does not want that his work should be projected in front of top management. This way he tries to satisfy his ego that how so ever a competent employee may be, but he can not get importance without pleasing him. Such manager also tries to prove that he is the only competent person in the team and he has the first share in promotion or any other benefits and never want to have his alternative in the team. He does a great harm to the organization by demoralising competent people. Many times when such manager has been changed, these suppressed competent employees start to do great job for the organization.
9. *Use disciplinary measures inappropriately :* A bad manager ignores the actions and behaviour of employees until there arise some problem. If a manager has communicated to the employee properly at proper time, it may be possible that he need not take actions. Even if he has to take action, he takes inappropriate action.
10. *Position for the credit to self and blame for others :* Many managers take idea from their team members. In case of success they take entire credit to themselves but in case of failure they put the blame on the person who has given the idea. The result is that subordinates refrain to give ideas and initiative taken by the employees is reduced.
11. *No work was done when manager was on leave :* Before going to leave such managers report to the top management that so many work has been completed, but actually these work are still incomplete. Many times top management believes on his words and do not verify the fact. Subordinates do the work whole heartedly in his absence but on his return from leave he tries to establish to the top manager that work is at same place where he had left, when he was going on leave. This creates dissatisfaction among employees under him and a few employees also convey the top management that manager does not report the truth when so ever he goes on leave.

How to make one self a good manager

We have discussed earlier about the expectations from a good manager and characteristics of a bad manager. Since managers are required in every walk of life and are precious for an organization so it is necessary that the person holding the post of manager have the managerial qualities. That's why a need for cultivating managerial abilities comes into the question. There are various varieties of people regarding the origin of their managerial abilities. There are few people who have got innate managerial skills and abilities, and then there are people who master this fine art of management through their work experience and exposure to the situations which call for managerial skills. Those who have the inborn aptitude for management can be accounted for their having a privileged genetic qualities and a family environment which have been conducive in developing their minds with such a bent.

Leaving aside the above mentioned privileged category of managers, we would discuss the factors which should be taken into consideration to be inculcated in the personality of those who aspire to become a good manager. "Since attitude decides altitude", one can make an effort to alter one's attitude through which one can transform one's career as well as life. Here are certain factors which require to be taken into consideration for such goal.

1. *Learn to accept your ignorance and deal with it* : A manager should be open to the ideas as no body in the world is supposed to know everything but it never implies that one is free to make decisions without consulting the sources of knowing those things and getting to know them. One should try to examine all the aspect of the problem/issues before making momentous decisions. Good managers never hesitate to take information and opinions from the experts of their respective areas.
2. *Delegate as you can not do every thing*: With big position in an organization, higher responsibility also comes on the shoulder of manager. With an increase in the responsibility it becomes necessary for him to learn to delegate his tasks to those who are competent and promising for the performance of the same. Trying to do everything on one's own as a manager is not only an impracticable idea but also a misconception on the part of a manager. It is not possible for any manager to perform all the work himself without compromising on the quality of work. Manager's responsibility is not to do the work only but he has to get the work done through people and with people. The ability of manager lies in judging the abilities of the person under him to whom the task is to be delegated.
3. *Accept responsibilities*: Management is both an art and science "Creativity lies in committing mistakes and art is to know which ones to keep". It is very important on the part of the manager to be able to muster the courage to accept the responsibility for the failure of any plan or idea conceived by him or his team instead of shifting the blame on any of the team members. Those managers who refuse to accept responsibility of any mistake or failure also don't deserve appreciation on the success of team. Such practices lead to the bad image of the manager among the member of his team. It does not prove good in the long run.
4. *Be thoughtful while choosing the field*: When ever a person gets an opportunity to choose a particular direction or field of work, one must do so with utmost care and thoughtfulness. One should try to asses whether the particular field, one is choosing will prove his cup of tea or not. One must make decision on the basis of one's abilities interest and inclination." One would fight for one's right but strive for one's interest."
5. *Spend time knowing the people who work under* : It is very essential for the managers to know the people who work under them. Manager must try to know their expertise, educational and technical back ground. By understanding the abilities of the team members a manager easily asses the capability of his team and plan the future venture with more confidence and better strategy. If a manager understand his team thoroughly he can utilize their, skills and expertise to the utmost degree.

6. *Avoid showing oneself off as a manager:* Making an effort to show the team members that I am boss or I am superior to other yields nothing but ridicule on the behalf of the team members. After all respect and power is not something to be demanded, these are commanded. Such practices mar the team spirit among the members. “An example is better than percept.” Therefore a manager should be an inspiration and example for the team members by his commitment towards his goal and organizational upliftment. If he can inspire such sense of commitment and responsibility among the employees he would seldom require to use his power of authority.
7. *Allow space for human interaction and encourage it emotional well being of the team:* For the efficient accomplishment of organizational goals it is very vital for the employees to be emotionally cool and sound. Good managers allow some space at the work place for human interaction among employees by providing an opportunity to them to show their concern for the feeling of others and they themselves indulge in mild discussion with people working under him in order to keep them in the good spirit. So that work should not become a monotonous place. The work place should have its own recreation and entertaining aspect to revive the spirit of employees to boost their performance.
8. *Keep the door open:* A manager should always ensure his people that his doors are open if there is any problem either official or personal. One should never show that employees are bothering him. In case of busy schedule at a particular day give them time when they can meet you if the problem is not of urgent nature. Never see their visit as a crisis or problem rather use this as an opportunity to show your employees that how much you are concerned with the organization and with them. One should not dismiss or minimize their concern and always ensure that they are satisfied with the answer of manager.
9. *Set goals with the consultation of the team:* Set the goals for the team after consultation with team members. This makes the commitment not only of manager but of the team also. This makes the team members highly motivated to achieve the same.
10. *Bone up your knowledge and update it whenever possible:* A manager should be always ready to learn new developments in the area of his work. A manager not ready to learn will become outdated soon as the things are changing very fast in the world.
11. *Take advantage of change as no body can stop the change:* There are always changes in the every sphere of business hence manager should always be ready to change himself and his team to meet the challenges arising due to change. Not only he has to adjust himself with the change rather he should look for new opportunities of business due to the change.
12. *Be in balance and allow team members also be in balance :* The humans are made of seven vital areas health, family, financial, intellectual, social, professional and spiritual. It is not necessary that daily one should spend time in all the areas. some time we are busy in professional area so much that other areas are ignored but in long run one should spend sufficient quality and quantity of time in each area to keep the life balanced and happy. The manager should not only balance his life only but the life of other members also. This increases efficiency of team in long run.

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PHILOSOPHICAL THOUGHTS IN YEATS,S POETRY

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Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Deepty Pandey* the author of the research paper entitled PHILOSOPHICAL THOUGHTS IN YEATS,S POETRY declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

A man can be a writer, poet, artist, philosopher, teacher and business man. Each man has a device to depict the picture of life. A writer has pen to depict the life of a man. A painter has paint to draw the image of life and a philosopher has philosophy to led the deep and grave meaning of life. A philosopher may be a poet and a poet may be a philosopher.

W .B .Yeats was a great poet and a philosopher. He has deep and grave mind to evaluate the meaning of life. His philosophy of life is based on different views as concept of the self, doctrine of rebirth and transmigration of the self etc. Yeats's views on doctrine of rebirth is mainly based on Hindu holy book as Upanishads.

According to the Upanishads, there are two kinds of yonies {i.e lives in gross bodies}:the karma yony, that is life in the humane form of perfect trinity through which free mental and physical action is possible. It is only in the human form of perfect trinity that the self cultivates samskaras. If a child is born mad, mentally weak, physically handicapped, the human form of its self is not of perfect trinity.

The second kind of yonies is phogya yony, that is, life in a gross body of passive suffering. Such bodies are lower forms, let us say animal and bird forms and also defective human forms.

The human form of perfect trinity is, as it were the number one of the yonies.it can on the one hand, lead a man to moksha-liberation from the round of births and deaths. If a man abstains from sensual pleasure works selflessly,, he can turn a yogi. Then in yogic Samadhi he can destroy his samskara and purva pragya by means of spiritual light. Being freed from the bondage of the body- mind combination, the self attains to moksha . But if, on the other hand, the self in the human form of perfect trinity indulges in sensual and sensuous pleasures , they will makea host of samskaras. And at death, they will turn into karma which shall send the self in to a full series of bhogya yonies. When the force of karma gets spent up in them the reserve force of karma, again brings the self back into a human form of perfect trinity and the self begins its course over again, chooses the path of moksha of that of bhogya yonies and so on.

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Thus the human form of perfect trinity stands midway between two extremities moksha on the one side and bhogya yonies on the other. The one may be called- “day” ,the other “night”. A fire of sensual life destroys the intelligence which can lead a man to choose the path of moksha. Such is the teaching of “the kathopanishad ii,”². Yeats represents the upanishadic thoughts in one of his poem ,“between extremities/Man runs his course/ A brand or flaming breath/ Comes to destroys/ Of day and night”¹.

The human form of perfect trinity is a ladder that can enable the self to attain the moksha liberation from the rounds of births and deaths. But if a man’s self chooses the path of pleasures, the ladder is gone. And the man,s self shall have to dwell, again and again in the womb which is as it were, a workshop of bhogya yoni gross bodies

About the work of w. B. Yeats David Daiches reports that “Yeats went first to romantic literature, and then to mysticism of one kind and another, to folklore, theosophy, spiritualism , neo-platonism and finally elaborated a symbolic system of his own, based on a variety of sources, and in terms of this he was able to give pattern and coherence to the expression of his thought”²

Thus, we find various philosophical elements in Yeats’s poetry. His great poetry is not simple. His poetic thoughts stands behind a complex system of private symbolism which has a built in obscurity. The upanishadic philosophy impressed him most.

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A MICROSCOPIC OBSERVATION OF THE TEXTS OF THE POSTCOLONIAL COUNTRIES AND THE DECOLONIZATION OF THE STAGE

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Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Dhananjoy Garai* the author of the research paper entitled A MICROSCOPIC OBSERVATION OF THE TEXTS OF THE POSTCOLONIAL COUNTRIES AND THE DECOLONIZATION OF THE STAGE declare that, I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal, This research paper is my original work and no part of it or its similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

The charming title 'Decolonization of the stage' refers to the deconstruction of the old convention, assumption and subversion of the old power-structure. In the political world, England (Europe) colonized most of the countries and made herself superior to other. But during the Second World War the colonized countries revolted against the colonizer and decolonized themselves. According to Edward said, the postcolonial critic:

The European intellectual used the literary text to hold the power structure/ as literary text belongs to the ideological super structural realm.

And this literary discourse was used by Europeans. Michel Foucault has brought out the relations among Power, Knowledge, Discourse and Truth. He is the main figure of decolonized ideas. Louise Althusser thinks that ideological state apparatus i.e., hegemony was the key-tool to make Eurocentrism a superior idea. In each field like science, literature, culture, economical, political, the newly independent countries uphold themselves. In literature, the term commonwealth or new literature of these countries becomes famous one. We have got the literary masters such as V.S. Naipaul in Trinidad, Salman Rushdie, Amitav Ghosh, Arundhati Roy, Kiran Desai, Anita Desai, Aurobinda, Tagore, Raja Rao, R.K. Narayan, Mulk Raj Anand, Nayantara Sehgal, Agha Sahid Ali, A.K. Ramanujan, Nissim Ezekiel, Kamala Das, Jhumpa Lahiri, Bikram Seth, Bharati Mukherjee, Satyajit Roy, Bijoy Tenla, Girish Conrad, Mahesh, Rohinton Mistry, Sorjini Naidu – are all literary grand figure in Indian scenario. Gayatri Spivak, Homi Bhabha, Swati Bhatyacharya, Minakshi Mukherjee are the stars of Indian literary theory with international fame. Edward said, Franz Fanon are from Algeria. Wole Soyinka, Chinua Achebe are from Nigeria. Nadine Gordimer is from South Africa Milan Kundera is from Sri Lanka. All have contributed in literature and enriched literature in their respective countries. In painting, Jamini

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Roy, Ramkrinkar Bej, Tegore are famous names. All these literary figures have decolonized literature from the hand of the European authors, mainly from English author. Hence stage of literature is decolonized by the writers of commonwealth writers still some of them are writing well and getting international prizes. What was the monopoly of Britishers mainly is decentered and marginal has snatched away it & has decolonized it. In field of science, we see India is rising gradually with nuclear facility, moon expedition, tourism. Today she has become the hub of education and knowledge. Not only India, Nigeria, South Africa all are developing themselves. Hence the stage of science is also decolonized by the colonized countries.

In the context of social sciences, the new independently countries have decolonized the stage of art and culture. Gradually for the free trade and mass communication, they are going to be the market of information technology, commodity culture. China, Japan, India are the supermarket of commodity. Multi-cultural India has thought of the matter of legacy of homosex.

These commonwealth countries are top today in the hierarchy of road construction, communication, banking, food system, education, medical, election. Each of these countries is democratic in nature. Hence they have decolonized the earlier stage of these things.

In postcolonial theory the British unified culture is replaced by hybrid culture with cosmopolitan vision. With the hybridity, in-betweeness, the third space, Bhabha has decolonized the stage of united culture of UK i.e. Europe.

As gnominically Bhava writes, "the migrant culture of the in betweeness, the minority position dramatizes the activity of cultures untranslatability and in so doing it moves the questions of cultures appropriation beyond the assimilation's dream ... towards an encounter with the ambivalent". (Process of splitting and difference (224)).

In Marxism, the capitalist commodity culture is decolonized by the proletariat culture. The power of aristocratic class in a democratic society decolonized to the hands of workers or weaker section of society. Gayatri Spivak has told about subaltern group. Today gay-lesbian bisexual group and minority class are given important by the govt. And the earlier stage is decolonized. In ecocriticism, natural world is given emphasized today. In Reader response theory, reader has decolonized or decentred the author. Roland Barth's 'The Death of the Author' gives birth of reader.

Each aspect of colonizers is deconstructed by the thinkers such as Derrida, Edward Said, Spivak, Mimi Bhabha & Franz Fanon. Herlaim Renaissana, Black Art Movement, Negritude by Aime Cesaire are important terms in respect of decolonizing the stage of Eurocentrism & celebrating the stage of the Afrocentrism.

Now the post-colonial texts of commonwealth countries are to be under discussion as well as the decolonizing process. In case of India, a lot of texts were written to resist British imperialism in India. Sri Aurobindo has written 'Savitri', 'Life-Divine' and has presented the Eastern Oriental yogic culture of spiritualism and meditation. He rejected the technology driven materialistic culture of Europe. He refused materialistic outlook of life and looked for peace & liberty of mind. Gandhiji, the eastern saint has proposed his concept of non-violence through his text. He edited newspaper. His concept of 'Swaraj' resisted the commodity machine culture of foreign & emphasized the Indian artifact made by charka i.e. wheel spinner. He became a figure of peace and love. He was able to resist British ideology of their superiority of race. He revolted against casteism, racism and brought in tree for the marginal's Dalits & Harijans. On the other hand Tagore celebrated the oriental Baul culture through his magnum opus 'The Gitanjali'. He showed us that Britishers had wanted to break Hindustan into two parts to satisfy their goal to rule this country. He launched the 'Rakhi Purnima' festival and resisted British oppression. Bankim Ch. Chatterjee has written 'Ananda Math' and brought revolutionary idea of patriotism. This text depicts the love for motherland of youngsters.

These figures were able to resist British colonial rule over India. But the author & writers, they took up their pen to give feedback to the colonies after achieving freedom of their country. In case of Salman Rushdie, he has brought the concept of multicultural India. His 'Midnight's children' depicts the multicultural life of Saleem

Sinai who is a product of Hinduism, Muslimism & Christianity. He is in the 'third space' and 'in-between'. In the text, Indian life style is depicted with the celebration of Lotus myth i.e. Raddha. Tom Wolfe has said ; fantasy is a part of reality, and to Rushdie, it helps to rise above reality .

The mixer of languages in India is termed as chutrication. Rushdie has used Indian myth, Indian words, Indian scenario etc. Hence he has truly presented India to the west as a original lively country with her own mix hybrid multicultural. Girish Kanrad has used both traditional story telling method and epic theatre in 'The Naga-Mandala'. He has searched for Indian myth. Indian theme, women are highlighted by him. Bijoy Tendulkar has given a kind of social voice to the subaltern women. Benare in 'silence the court is in session'. Raja Rao has brought the conflict between two culture India & French in 'The Serpent & the Rope' through the main protagonist Ramaswami. Here he has celebrated Indian culture of meditation with the help of a Guru. Mulk Raj Anand has used Indian words scenario in his *The Coolie* and *Untouchable*. Kiran Desai has focused on the alienation of the self, rootlessness of the self. Her inheritance of loss is famous novel. Sorijini Naidu celebrated Indianess throughout his poetry. Agha Sahid Ali looks for past bondage of Hindu & Muslim. Nissim Exekiel tries to bridge the culture of India & Turkey. Only Jayanta Mahapatra is concerned about the neocolonization . he has brough the oppression and in humanity of the govt. of freer & the corrupt politician and it has become a the me of his poetry. He has seen us how we are oppressed by our own countrymen. He has a vision of just society. Psychologically he searches for the root of his self. Rootlessness has become a theme of postcolonial diasporic writing. Cultural diasporic sensibility can be found in the poetry of A.K. Ramanujan. The mixer of American culture & Indian Tamil culture crisis in Ramanujan's poetry. These new poets – Ezeliel, Mahapatra, Ramanujan have used innovative form & new ideas in their poetry. They did not follow the past Britishers but explored their talent. The three stage of post colonialism Adopt, adapt and adept are meaningful to Indian literature from 1800 onwards. The Indian writers have given a kind of Indianess to their writing. When we read any writing of any writer, the whole image of Indian comes in our mind. These kind of mental unity is the fruit of Indian writing. The Guide of R.K. Narayan is post colonial in the sense that it has celebrated Indian ethos & culture. The reference of railway construction, live-together, Rosie's interest in classical dance. Marco's interest in Indian painting have made this text as a postcolonial.

In case of South Africa, we get the name of Nidme Gordimer. Her *Burgher's Daughter* celebrates afro centric vision of life. She has used African past culture with the help of words, stories, themes etc. In case of Nizeria, Chenua Achibe's *Things Fall Apart* is a classic text about the decolonizing process. Ononkwo's fall is the fall of African culture & tradition, unity. But it resisted the Britisher's superiority over them. Achebe has used African story telling method, the African local language, African myth, African native primitive story to resist Eurocentricism. Achebe has told:

There is that great proverb, that until the lions have their historians, the history of the hunt will always glorify the hunter that did not come to me until much later. Ones I realized that, I had to be a writer. I had to be that historian. Its not one person's job. But it is something we had to do, so that the story of the hunt will also reflect the agohy, the trail, the bravery, even, of the lions. (issue 133)

And okonko in thing full apart is the lion who story also reflect 'the agony, travel, the bravery, even of the lions tamed by the colonial administration. The road of yole soyink has celebrated the term 'nagritude of Aimecesairc. It celebrates the yuba culture, blackness, black culture, above all. It has used the myth of the salvation. It has also brought out how Nizeria has become the victim of neocolonization. It brings us the road for salvation. It is about also African story of A House for Mr. Biswas of V.S. Noipal is a postcolonial diasporic text. Here the term hybridity of Homi Bhaba come. Mr. Biswas has become the victim of rootlessness. He has no particular home. But atlast he has got it. He has got the responsibility of a and father. He has become a ful man. Here longing for the past i.e. for India is there. Yet it resisted Euro centrism though western culture has come in the novel. It depicts Trinided's words, name of the towns of this country & its culture which is

hybrid in nature. Cultural mixer is seen in commonwealth countries. Only the orientalism depicts that colonized countries do not change themselves. But it is a fully wrong concept created by Europeans. The colonized countries are becoming superior with the invention of modern technology, communication. Today the global market depends on the market of the third world countries. Culture of consumption space, communication has changed the lifestyle of the commonwealth countries today. They are not inferior in any aspect rather superior in many fields. Hybrid culture, multicultural, democratic administration, civil society, equality, freedom of speech, equal opportunity for jobs – all are relevant terms in the post colonial countries today. And these terms have created one global village market & its cosmopolitan international culture.

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MARKANDAYA - A WRITER OF URBAN AREA

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Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Deepty Pandey* the author of the research paper entitled MARKANDAYA - A WRITER OF URBAN AREA declare that, I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal, This research paper is my original work and no part of it or its similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

“A man’s destination is his own village,/His own fire, and his wife’s cooking/To sit in front of his own door at sunset/And see his grandson, and his neighbour’s grandson/Playing in the dust together/A man’s destination is not his destiny,/Every country is home to one man/And exit to another”

The above lines can refer to the Indian or African.

The four major novelists as K.S.Venkataramani, Mulk Raj Anand, Raja Rao and Kamala Markandaya are mainly concerned with a study of urban area in relation to its typical characters: peasants, landlords, priests, moneylenders and also in what manner they influence its economy, its value system and the caste and class structure. In Indo Anglian fiction the suffering of the peasants has been depicted at length. In the novels included for study, the village life with its saga of poverty, misery, illiteracy, tyranny, and exploitation has been dealt with. In the post independence periods, the situation of the peasants changed little. The need for industrialization has given rise to new problems for peasants and farmers who saw that their cultivable lands are shrinking day by day and as a result they were turned into landless labourers.

Among the Indo - Anglian novelists Raja Rao, Mulk Raj Anand, R.K.Narayan, Bhabani Bhattacharya and Kamala Markandaya have dealt their theme with a particular area. R.K.Narayan has chosen the south Malgudi, but it is an imagined area. Hardy, a Victorian novelist has chosen ‘Wessex’ and became a great novelist. Kamala Markandaya has selected the South. Sometimes she mentions the name of the area or somewhere she refuses to tell the area.

India is the land of villages and the real picture of India lies in the village. It is a fundamental social unit. It has been a basic and important unit in the organization of Indian social structure. Infact, the large modern cities like Calcutta, Bombay and Madras do not represent true country. True India can be seen in the village of this country. The real India is agricultural to the core; the three - fourth of its population still live in the villages. Therefore, it is not surprising that the Indian writers wrote about the village life.

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Generally 'Urban' means relating to the town or cities. These urban areas are well depicted in the novels of Kamala Markandaya. The villagers are coming advanced and the villages are being urbanized. In "Nectar In A Sieve", the novelist presents the reality how the construction of a tannery changed the rural village into a small town. Ravi in "A Handful Of Rice" migrated to the city to escape from poverty but here he was trapped in hunger and poverty. In "Two Virgins" Saroja and Lalitha, the two sisters, dazzled by the glamorous life of the city and the rural villagers are changed in mind, attracted towards the modernization and advanced life of the city.

In the Post - Independence period, among the women novelists, Kamala Markandaya's "Novels seem to be uniquely reflective of the national consciousness in its multiple forms with the characteristic sensibility of the modern, educated Indian woman".¹

Kamala Markandaya has chosen S.T.Coleridge lines for the epigraph in her novel.

"Work without hope draws Nectar In A Sieve,/And hope without an object cannot live."

Indeed this epigraph is very apt and appropriate if judged against the background of the story of this novel. 'Nectar in a Sieve' is a story about village life in which the key figure is Rukmani who suffers immensely throughout the novel. The story of Rukmani's hard peasant life illustrates the truth of Coleridge's line "Work without hope draws Nectar In A Sieve". "Nectar In A Sieve" is definitely a novel of Rural India and it is the well representation of the transforming rural area into urban area. In this novel, Kamala Markandaya depicts rural and urban area with its problems. She also depicts the rural poverty, hunger and has devised a mode of documentation and seems to cry that rural India still despairs even after the achievement of independence. Mulk Raj Anand, Nayantara Sahgal also present the rural and urban society. Mulk Raj Anand gives a vivid description of rustic society but he has not yet completely solved the certain basic problems of the farmers through numerous welcome changes by Independence.

'*Nectar In A Sieve*' is a very good study in rural and urban problems, The Indo - Anglian novelist of the post - independence era has laid great stress on the problems of the city. Markandaya has given the true picture of a peasant woman who uses her skill to improve the economic condition. A peasant woman works hard and pays her contribution to improve the conditions as Rukmani does.

"I planted beans and sweet potatoes, brinjals and chillies and they all grew well under my hand, so that we ate even better than we had done before".²

Kamala Markandaya is an expatriate writer, living in London. Born and educated in India, her personality has developed within the Indian cultural ethos. Markandaya at the same time has an enviable mastery over English.

The inhabitants of this village[India] are entirely dependent on agriculture. Nathan is a tenant farmer who wakes with the morning sun and is always busy during the time of sowing and harvesting. Nathan is a tradition bound tenant farmer who wishes his sons to work on the fields but that does not interest them. His two sons Arjun and Thambi plan to go to the tea plantation areas in Ceylon as labourers and when Rukmani tells them that money was not everything. Arjun replies, "It is an important part of living ... There is nothing for us here for we have neither the means to buy land nor to rent it. Would you have us wasting our youth, chafing against things we cannot change".³

Rukmani and Nathan symbolize in themselves the ignorance, endurance and the unflinching devotion to their age-old customs tradition to which they are tied with inextricable bondage and they live for it and die for it.

Kamala Markandaya's other novel "The Coffer Dams" deals with East-West theme but it implies the urban and rural influences too. It is the latest novel, written in 1969, "Where the action; though set in India, is seen through the eyes and experiences of an English woman.

Every artist has its own area to paint the picture of life. Novelists like Mulk Raj Anand portrayed the village life of Punjab area. Kamala Markandaya has portrayed the picture of the village in south India. Although the depiction of the conflict between the traditional and the scientific spirit is the main problem of the novel, however, there are other issues pertaining to a village life which have been focused in the novel. There are: the depiction of the villagers way of life and the problems related with it; the impact of the outside factors such as the status of a woman and their different roles and the role of religion in the life of a simple, orthodox villager.

A person wherever lives, influenced by its customs, tradition, value, trend and behaviour. An urbanized person believes in its marriage ceremony; cremation way of life, and somewhat traditional. Rukmani, Ira Kunthi, Nathan all characters belonged to the village and influenced from its values. Rukmani believes in traditional marriage and its social customs. Markandaya has portrayed the life of the simple village folk with all the details usually associated with their way of life.

Kamala Markandaya is the most outstanding woman novelist, who depicts the rural, urban, city and foreign dwellers in her novels. Except Markandaya, the other three Indo-Anglian novelist, viz - K.S. Venkataramani, Mulk Raj Anand, and Raja Rao have their roots in the villages. Kamala Markandaya, unlike K.S. Venkataramani, Raja Rao and Mulk Raj Anand, is an expatriate who has been living in England for a number of years. She comes from an educated and urbanized background. It is significant that she wrote her first novel, "Nectar In A Sieve" capturing the stark realities of hunger, poverty, death and deprivation with which an Indian village is perpetually plagued. Although her perspective is different from those of K.S. Venkataramani, Raja Rao and Mulk Raj Anand yet there is point of similarity - they all depict the economic inequality in the countryside and their main theme is the theme of the poverty, hunger and exploitation during the period when India was under British occupation.

Poverty is the keynote of Indian village life. Most of the people in Indian villages are poor as the villages do not offer any opportunity to the people to earn a better livelihood. In the villages, "They had all lived between bouts of genteel and acute poverty- the kind in which the weakest went to the wall, the old ones and the babies dying of tuberculosis, dysentery, the 'falling fever', 'recurrent fever'".⁴

Markandaya has touched the problems of town or cities. Human being becomes puppets in the hand of various influences of cities.

Markandaya lived in an urban area of South so she is successfully catch the thought, manner, tradition and values of that areas. Both her novels "Nectar In A Sieve" and "A Handful Of Rice" represent the rural and urban influences. Both Rukmani and Ravi are literate. Both belong to the peasant family. Both suffer but Rukmani presents herself as an ideal woman while Ravi is engaged in petty crime. Both novels show the Indian tradition of the male child. Both novels present the financial condition of a family that is very critical and ultimately even a handful of rice is a rarity to them. In "Nectar In A Sieve", the village converts into a small town and in "A Handful Of Rice" Ravi escapes from the rural village and comes into the city.

Any novelist, whenever he writes of any particular area, cannot escape from its roots. Urban areas are the backbone of India so Markandaya as Indo-Anglian novelist also writes of these influences in her novels. The novel "Some Inner Fury" describes both modernity and urban influences. The description of a village of India is shown as Mira says, "I must go to the village". "I'm not a peasant".⁵

An Indian village is not a colourful picture of a fascinating exotic object to be viewed and exhibited at will; it is a concrete manifestation of centuries of Indian culture, traditions, myths, religions, crystallized wisdom and philosophical ideas, preserved and enriched by each succeeding generation, but now being

constantly invaded by sweeping Western influences and expanding urban monstrosities. It has within a magnetic power that draws its natives as if with affectionate silken cords. The concept of village can be fully comprehended neither by the westerners nor by the city dwellers but only by its simple-hearted natives.

Markandaya's "Nectar In A Sieve" is a genuine novel of rural India. Hari Mohan Prasad calls it "an epic of Indian life at the grassroots, a full view of the village world where peasants grow and live, suffer and endure and emerge more dignified, more human in their elements with their tattered rags, their dying moans and their obstinate clinging to the soil like the stump withered all over but its roots delved in the earth".⁶

The portrayal of village life is not only a popular and recurring theme in India but also in the modern world fiction of the early decades of the twentieth century. Most of the novels depicting the life of the peasants have received the Nobel Prize for literature. In 1924 the Nobel Prize award went to the Polish Novelist Raymont as the writer of "The Peasants" and in 1938, Pearl S. Buck won the Nobel Prize for "The Good Earth".

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THE DECENTRED CONDITION OF THE THEATRICAL STAGE OF GIRISH KARNAD

DHANANJOY GARAI*

Declaration

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This research paper is about the decentred condition of the theatrical stage of Girish Karnad Here the stage refers to the political stage which is decolonized by the non-western people and the theatrical stage which is also decolonized by the non-western dramatists. In the political world scenario, we can see how the past colonizer colonized relationship has been changed today. In the consequence of globalization, colonizer country and the colonized country are both mutually inter dependent one another due to transport, commodity exchange, economic factor. But it was not the same before, During colonialism, the Eastern people were tortured or oppressed by the western one. The Western's colonialism had a purpose i.e. enlightenment vision. The west people thought that it had been their duty to enlighten the other non western countries. But the hidden aim of the western people was to exploit the other countries. Such kind of exploitation continued still the mid of twentieth century. But during the second world war, most of the country which was subjugated by the western took the 'revolutionary militant theory' of Franz Fenon and freed themselves from the shackles or chain of the European colonizers. Today the post colonial critics bring out the technique of the European which helped them to rule over the African and Asian countries for a long time. But the literary men took a vital role to decolonize their countries. The foreign rulers wanted to destroy the native cultures also. But the writers of the native land had celebrated their own past heritage and culture in their writings and such kind of celebration of the native art and culture brought a kind of consciousness in the mind of the colonized one. They became aware of their own values, tradition, culture. They began to highlight themselves. This is the decolonization of the oriental people in psychologically.

In the 'decolonization process' in Indian context, a lot of literary writers were seen in the freedom movement scenario. Sri Aurobindo, Tagore, Gandiji, Neheru are famous who were writer & freedom freighter both. On

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the other hand, Raja Rao, Mulk Raj-Anand, R.K. Narayan were other group who celebrated their past heritage, values, sensibility, culture of their native land.

Girish Karnad is a famous south Indian dramatic who has decolonized the theatrical stage. He has broken the European tradition of play writing. He has experimented the theatre, stage. He has brought new ideas, new technique in his plays. Though he is much influenced by foreign playwrights, he never forgets his Indian sensibilities. He has brought Indian culture, Indian history, Indian myth as the theme of his plays. Each play has new thought. He has celebrated Indian the Indian myth of chastity, ideal kingship, love for pleasure etc. In this way he is able to bring Indian ethos through his dramas. He rejects the Eurocentric style and adopts the Afrocentric as well as oriental style of story writings. He does not use any grand narrative but mini or micro narrative which is used by him as a post modern writer. Now I shall discuss some plays of Girish Karnad one by one and will show the theme and technique which make him a post colonial writer as well as playwright. And we all know the features of post colonial writings such as celebration of native past heritage & culture, resistance of foreign culture, mixer of various culture, hybrid or multicultural, in-betweeness, third space, subaltern group etc.

Yayati is the first play which is much influenced by Kannada literary theme & technique. Here Karnad has gone to the old past story of Yayati of Mahabharata. Hence past myth of Indian epic is highlighted in this play. Instead of any foreign theme, the playwright has dealt with Indian theme which makes him a post colonial playwright.

Tradition of writing historical play is used by Karnad. And this style is purely Indian. He has used the historical events during the rule of Mahammad-Bin-Tughlaq in his second play Tughlaq. Tughlaq is a visionary and idealist who desires to form his ruling area as he desires as a king. His ruling area as he desires as a king. His search for identity is the key element which has made this play a post colonial one.

Karnad's last play Hayaradava is experimental in thematic level & technical aspects. In this play, Karnad has used the folk theme from Indian context. The playwright has used the plot which is taken from Katha Saritsagara an ancient collection of stories in Sanskrit. In this play, the dramatist has inserted folk tales, masks, curtains, dolls, story within story to create a bizarre world where reality & illusion is mixed. For discussing the Indian theme, the dramatist is of course a post colonial playwright.

Conclusion

To conclude, we can say that Girish Karnad has used new form, new technique, new style. He has experimented with the stage. Hence his plays are to be considered as 'new dramas'. He never puts any foreign's theme but Indian one. He has given the priority to the marginal class. He has brought the problem of females. Marginal are given a social voice in his play. Judging from these points, we can say that Girish Karnad is a post colonial playwright.

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LEGISLATION

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Abstract

"Years do not age Him, nor months nor days wear out it's infinite variety."(Rig Veda V124.7)

Law is first and upmost priority of a human being. To be in law it requires a 'law making body' - The 'legislation'. Since Ancient times we people are gifted by an unimaginable law book series in our country ie the 'Vedas'. This series of books contain all the laws on which our living is based. It is a sort of life legislation for self co-ordination of the society. Legislation could be in either form, a written or an unwritten. It helps a body (human mind) to learn how to establish a dignified relational value amongst it's social fazes. Today the environmental legislation is impowered into the practical form of law bodies which each country has for it's law regulation. The book which contains these written logics is known as 'Constitution'. It keeps the people connected to there social awareness and it keeps a check on legal terms of the country. These laws are need to be renewed after regular intervals of time. The legislative body of our country need to bring a stability in it's views. The legislation lack on some points today in their every move towards our country, today only the leaders are demonstating their mind where as the mass (the people) of our country do not get a chance to express their views over the country welfare matters and according to the need of justice and the demands of the society.

In words of Buddha the 'Yang' the masculine or the hard and broad mountains which displays it's resistance out in the open, high up in sky. Where as the 'Yin' the soft flowing and expressive water which show the female nature, art of being peaceful and down to earth, which leads way to the balance of the mind. The coordination of a peaceful mind with it's action of peace is also a part of legislation of a social being connecting itself to mental strength. "Forget not, Singer! This word of thine which after-ages will resound." (R.III33.8)¹, "The Earth is sweet to the man who lives by law."Ritayate (R.I 105.15)⁴

A million year ago when the humans (pre mature) exsisted, they made some especific tendency to do a task and made it a habit of doing it similarly. Following a single pattern for years. In later (years) time these were

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termed as customs and tradition. These trends were made oral by the old people and are even followed today. These trends could be termed as law and it's owners and the maker's as the Legislature. This was the starting of Legislation in our human race. Since Ancient times our country is also following a same strategy working according to law these law. These laws are divided into the social Legislation and the political Legislation. The social Legislation is the legislation on which we exist is the 'Vedas'. It is well known that the Vedas are based on the living of the common masses. It speaks about the living condition of poor, rich old and young. It also gives the wisdom of insight and the approach to attain enlightenment of the soul. When a person works according to law and it's regulation then he is on it's own balanced into it's nature with the proper life. To work on some rules and regulation laws are to be made to work on or to follow. The way by which the law came into existence. Each individual want to live better and further best, this is also an unknown law, after which we are running. To get the best people made laws and then the laws were followed which brought many changes in the lives of people. Laws are also important to believe in any ideology. A person belonging to any religion or status needs law, works for law and under law to prove itself worthy of it. Thus, the social legislation helps in upbringing a person according to its ability and dignity of individuals ideology. Every individual as a creature of Earth also has to follow the rules and regulation to live on in. If a person does not do so the coincidences are it's punishment. Similarly, the environmental legislation is empowered into the practical form of law bodies which each country contains in the form of written logics known as constitution. Each democratic country in the world has a constitution, constitution is the written book which gives you the authority to be a part of your country. It provide you with the powers of nothing as being a citizen of the country. The legislature, in India is known as it's parliament, It is responsible for making laws in our country. It comprises of Lok Sabha and Rajya Sabha. These are the two Houses of parliament where members meet. They are also known as upper house and lower house of the parliament because there are two such houses, this system is called a bicameral legislation. The President of the country holds a very important link between the two houses. Under the political legislature lies the another stream of legislature known as the state legislature. The states also have a legislative Assembly of their own for this divided into smaller constituencies. The number depends on the population are composed of elected and nominated members of legislative Assembly. It is obvious that the areas of the state Assembly and Parliamentary constituencies overlap. However, a parliamentary constituency will be bigger than a state Assembly constituency.

In words of Buddha the world is full crime, hate and distress to escape from this terrible world each one need to be strong and clear about the views of life. From mental level one has to be like the 'Yang' the masculine or hard and broad, like mountains which are resisted out in the open up high in sky which keep you fight these distress of the environment. It makes you strong and fight the evils of today the evil which does not let you be in law which keeps you away from the legislation of your own self. Where as it also lets you to be 'Yin' the soft flowing and expressive water which, shows the female nature is the balancing nature and the tolerant nature which help in growing of mental strength that one can resist against the crime and act in favour of the law and help in making it as 'legislature'. The co-ordination of a peaceful mind with it's action of peace is social being connecting it self to the surrounding energies and the making of legal laws. "Rulers whose laws stand fast : They have obtained their sway" (R.VIII.25.8)

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A STUDY ON JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN RAIBARELI DISTRICT IN RELATION TO THEIR SEX AND NATURE OF POSTING

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Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Brajesh Kumar* the author of the research paper entitled A STUDY ON JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN RAIBARELI DISTRICT IN RELATION TO THEIR SEX AND NATURE OF POSTING declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

Abstract

The Education Commission (1964-66) said that "the destiny of India lies in its class room". This implies that the teacher who is the organizer and controller of the class room is mostly responsible for the future of India. He builds the future citizens of the country. As he moulds the children so the country will be moulded. From this point of view, a lot of responsibilities lie with the teacher to execute in his day to day activities. If a teacher is mentally ill due to dissatisfaction with his job it will be difficult for him to give his best in the class room. Hence, teacher's job satisfaction is most important for school organization and academic improvement. . Job satisfaction is presumed to wield considerable influence on job performance. An individual's functioning in an organization is affected by the totality of his/her situation. Job satisfaction is therefore "zest" displayed by an employee contingent on his adjustment in personal, social, and work life. It is necessary for good academic environment that teacher who are imparting education must enjoy at least a reasonable amount of job satisfaction. . Teachers have always been held in esteem as "Nation builders". Moreover, the teacher in schools send up young students as finished products in the shape of degree holders in different categories of subjects. This product needs to be prepared by good and satisfied teachers because only such teachers can produce good citizens who will contribute in the field of education. The low job satisfied teachers may lead to worse educational standards.

Introduction

Now-a-days our country is passing through a very critical phase; it faces so many problems of rapidly changing society. Social change affects all the aspects of education. But education is not merely a servant of social

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change. Education contributes to social change by altering and restricting values and attitude of the people towards newness. Education prepares an individual with healthy and creative mind (Panda and Tewari, 2009). The Education Commission (1964-66) said that “the destiny of India lies in its class room”. This implies that the teacher who is the organizer and controller of the class room is mostly responsible for the future of India. He builds the future citizens of the country. As he moulds the children so the country will be moulded. From this point of view, a lot of responsibilities lie with the teacher to execute in his day to day activities. Teacher has an indispensable role in education and social service. The progress of the country depends upon the quality of its teacher that is why teacher called nation builder. To maintain the honorable position of teacher in the society it is urgent to improve the quality of teacher (Dash, 2004). If a teacher is mentally ill due to dissatisfaction with his job it will be difficult for him to give his best in the class room. Hence, teacher’s job satisfaction is most important for school organization and academic improvement.

The concept of job satisfaction has received much attention in the past 65 years. The term “job satisfaction” refers to the perceived feelings of an employee towards his job. It is a psychological feeling and has both rational and emotional elements. It is the whole matrix of job factors that make a person “like” his work situation and be willing to head for it without distaste at the beginning of his workday. The job satisfaction being global aspects is affected by a large array of variables such as salary, promotion, age, sex, experience, primary and secondary needs, opportunities for advancement, congenial working conditions, competent and fair supervision, and degree of participation in goal setting and perception of the employees. Job satisfaction is therefore “zest” displayed by an employee contingent on his adjustment in personal, social, and work life. It is necessary for good academic environment that teacher who are imparting education must enjoy at least a reasonable amount of job satisfaction. Teachers have always been held in esteem as “Nation builders”. Moreover, the teacher in schools send up young students as finished products in the shape of degree holders in different categories of subjects. This product needs to be prepared by good and satisfied teachers because only such teachers can produce good citizens who will contribute in the field of the nation. The low job satisfied teachers may lead to worse educational standards.

Abdullah, Uli and Parasuraman (2009) found that there is a significant relationship between job satisfaction and gender; where by the male teachers were generally more satisfied than the female teachers. The graduate teachers were more satisfied than the ordinary teachers, while the older teachers were more satisfied than their young counterparts. However, there was no significant relationship between places of origin of teachers with job satisfaction. Panda, Pradhan and Senapaty (2009), had conducted a study and the major findings were- (i) mental health has significant effect on secondary school teachers’ job satisfaction; (ii) age and sex has no significant effect on secondary school teachers’ job satisfaction; (iii) mental health and age has significant interactive effect on secondary school teachers’ job satisfaction; (iv) management of school has no significant effect on secondary school teachers’ job satisfaction and (v) sex and management of school has no significant interactive effect on secondary school teachers’ job satisfaction. The study conducted by Basak (2010) shows that urban teachers were more satisfied with their job than the rural teachers and female teachers were more satisfied with their job than the male teachers.

Teacher is the topmost academic and professional person in the educational pyramid. He is the pivot around which all the educational programmes rotate in so far as their implement is concerned. He can bring constructive, productive and quality education in the society because under whose charge the destiny of our children is being placed by the parents. Thus the more active, influential, resourceful and competent the teacher, the more effective and useful is the education. But in the present day society we are not adequately equipping our teacher to the level where he can discharge his enormous responsibilities in the society rather we have made him dull and monotonous (Panda and Tewari, 2009). The greatness of a country does not depend on lofty buildings, gigantic projects and large armies. Therefore, sufficient supply of the right kind of person to the

teaching profession, providing them with the best possible facilities and ensuring to them a status which will strengthen the educational system and in turn in shaping the future quality of a nation. Unless and until a teacher cannot satisfy with his job, he can not give his best in the class room. Till today no one has so far made any serious efforts to know the problems, difficulties and barriers confront the teacher in their working. It is very important to know the problems and causes which affect the job satisfaction of the teachers. So the researcher interested to study job satisfaction of teachers working at secondary levels.

Objectives of the Study

1. To study the job satisfaction of Secondary school teachers.
2. To study the effect of sex on job satisfaction of Secondary school teachers.
3. To study the effect of Permanent teachers and Contract teachers of the Secondary schools on job satisfaction.

Hypotheses of the Study

H_1 - There is a significant effect of sex on job satisfaction of Secondary school teachers.

H_2 - There is a significant effect of permanent teachers and Contract teachers of Secondary schools on job satisfaction.

In order to examine the above hypotheses, the following null hypotheses are formulated.

H_{0_1} -There is no significant effect of sex on job satisfaction of Secondary school teachers.

H_{0_2} -There is no significant effect of permanent teachers and Contract teachers of Secondary schools on job satisfaction.

Methodology

For the present study Normative Survey method has been adopted. A total sample of 120 teachers working in secondary schools in the district Rai Bareli were selected on the basis of random sampling method.

Tool Used : The researcher used the teachers job satisfaction scale following TJSS (English Version) developed by Y. Mudgil, I.S . Muhar and P. Bhatia.

Analysis and Interpretation of data

The present study was undertaken to find out the effect of sex, permanent and contract teachers on job satisfaction. The teachers were administered with teachers' job satisfaction scale of 5 rating scale developed by the researcher and data were collected and scores were taken. They were exposed to statistical analysis and same is reflected in Table no. 1.

Effect of sex and nature of posting on job satisfaction

Table no. 1 shows that the mean of job satisfaction scores of female secondary school teachers (257.23) was greater than the mean of job satisfaction scores of male secondary school teachers (248.43). It indicates that the female teachers were more satisfied with their jobs than the male teachers. But it is seen from the same table that SD of job satisfaction scores of male secondary school teachers (19.22) was higher than the SD of job satisfaction scores of female secondary school teachers (17.47). So, the male teachers were more heterogeneous.

TABLE No. 1 *Mean and SD of Job satisfaction scores of Male and Female, Permanent and Contractual teachers of Secondary schools*

Variable	Group	Mean	SD
Sex	Male	248.43	19.22
	Female	257.23	17.47
Nature of posting	Permanent	255.78	16.47
	Contract	233.25	14.44

Table no.1 also shows that the mean and SD of job satisfaction scores of permanent teachers of secondary school (255.78, 16.47) were higher than the mean and SD of job satisfaction scores of contract teachers of secondary schools (233.25, 14.44). It clearly indicates that the permanent teachers were more job satisfied than the contract teachers belonging to secondary schools.

To know the exact significant effect among different groups the researcher had calculated the t-value which is given in the table no.2

TABLE No. 2 *Test of significance (t-test) for job satisfaction of the Urban and Rural, Male and Female, Permanent and Contractual secondary school teachers*

Groups	t- values	P
Male Vs Female	3.15	0.01
Permanent Vs Contract	2.78	0.01

From table no. 1 it is found that the female secondary school teachers were more satisfied than their counter part. Again table no. 2 shows that t-value of male and female secondary school teachers was 3.15, which is significant at .01 level. So, the alternate hypothesis i.e. there is significant effect of sex on job satisfaction of secondary school teachers is accepted and the null hypothesis i.e. there is no significant effect of sex on job satisfaction of secondary school teachers is rejected.

Table no.2 also shows that the permanent teachers of secondary schools were more job satisfied than the contract teachers of secondary schools. Again from table no 3 it is found that the t-value of permanent and contract secondary schools teachers was 2.78 which is significant at 0.01 level. So, the alternate hypothesis i.e. there is a significant effect of permanent teachers and contract teachers of secondary schools on job satisfaction is accepted and the null hypothesis i.e. there is no significant effect of permanent teachers and contract teachers of secondary schools on the job satisfaction is rejected. The figure-1 shows the same result.

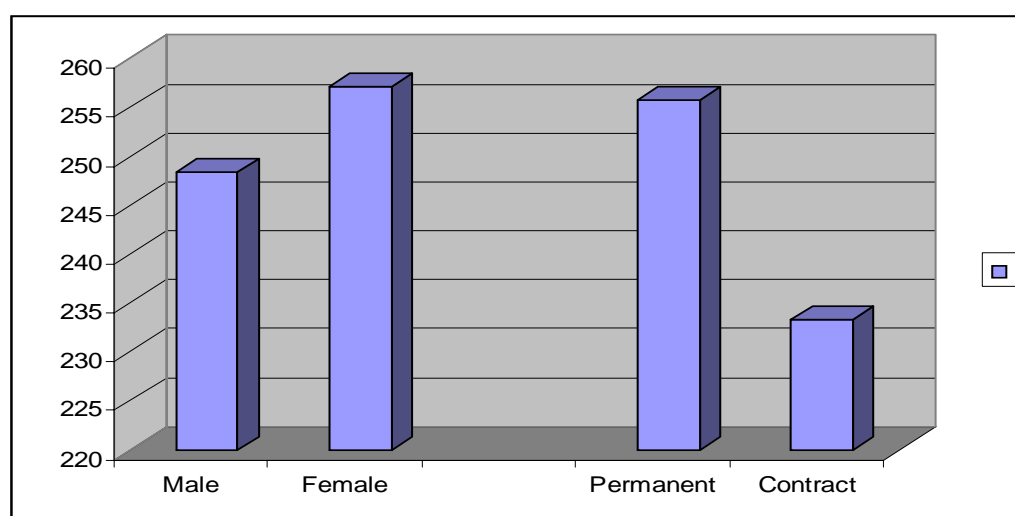


Fig.1: *Mean of Job satisfaction scores of Male and Female, Permanent and Contractual teachers*

It is concluded that the female secondary school teachers had higher degree of job satisfaction in comparison to male secondary school teachers irrespective of their location of school and their nature of posting. The findings were supported by Kulsum, 1985. The Permanent secondary school teachers were more job satisfied in comparison to contract teachers irrespective of the location of school and sex. This finding was supported by the study conducted by Kulsum, 1985.

“Effect of Male and Female, Permanent and Contract teachers on Job satisfaction belonging to secondary schools”:

Table no. 4 shows that mean and SD of job satisfaction scores of male permanent teachers (264.65, 13.63) was greater than the male contract teachers (245.8, 5.85) belonging to urban secondary schools. Again the same table shows that the mean and SD of job satisfaction scores of female permanent teachers (258.65, 10.57) was greater than the female contract teachers (250.34, 8.58) belonging to urban secondary schools. So, it clearly indicates that permanent teachers were more satisfied with their job than the contract teachers both in case of male and female teachers belonging to secondary schools.

T A B L E No. 3 *Mean and SD of Job satisfaction scores of Male and Female Permanent teachers and Contract teachers belonging to secondary schools*

	Male		Female	
	Permanent	Contract	Permanent	Contract
Mean	264.65	245.38	258.65	250.34
SD	13.63	5.85	10.57	8.58

To know the exact significant effect among different groups the researchers had calculated the t-value which is given in the table no.5.

Table no. 4 shows that the t- value of male permanent and contract teachers belonging to secondary schools was 3.68 which is significant at 0.01 level. Again the same table shows that t- value of female permanent and contract teachers belonging to secondary schools was 4.63 ($P > 0.01$)

T A B L E No. 4 *Test of significance (t- test) for job satisfaction of Male and Female Permanent and Contract teachers belonging to secondary schools*

Groups	t- value	P
MP Vs MC	3.68	0.01
FP Vs FC	4.63	0.01

(MP- Male Permanent teacher, FP- Female Permanent teacher,
MC-Male Contract teacher, FC-Female Contract teacher)

Fig. 2: *Mean of Job satisfaction scores of Male and Female Permanent and Contractual teachers belonging to secondary schools.*

It is concluded that the male permanent teachers were more job satisfied in comparison to male contract teachers belonging to secondary schools and the same result was found for female teachers. The finding of the study also supports the study conducted by Kulsum (1985). The figure no. 2 also supports the same result.

Findings of the Study

- ◆ There was significant difference in male and female secondary school teachers in their job satisfaction i.e. female secondary school teachers were more job satisfied than the male secondary school teachers irrespective of their nature of posting.
- ◆ There was significant difference in permanent and contract secondary school teachers in their job satisfaction i.e. permanent teachers of secondary schools were more job satisfied than the contract teachers of secondary schools irrespective of their sex.

Educational Implications

When a teacher is mentally ill due to dissatisfaction in his job, it will be difficult for him to give his best in the class room. So, it is true that when a teacher is satisfied with his work, the pupil profits by greater output. A teacher satisfied with his job is likely to profit by having high morale in his life. When a teacher is satisfied with his job, his mental health will be developed and this will help greatly in his teaching. Hence, for a developing country like India must ensure maximum job satisfaction of its teachers.

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ATTITUDE OF SECONDARY SCHOOL TEACHERS OF AMBALA TOWARDS USE OF PEDAGOGICAL INSTRUCTIONS IN TEACHING ENGLISH LANGUAGE IN THE MODERN AGE

DEEPAK SHARMA*

Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Deepak Sharma* the author of the research paper entitled ATTITUDE OF SECONDARY SCHOOL TEACHERS OF AMBALA TOWARDS USE OF PEDAGOGICAL INSTRUCTIONS IN TEACHING ENGLISH LANGUAGE IN THE MODERN AGE declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

Abstract

Pedagogy is the study of being a teacher or the process of teaching. The term generally refers to strategies of instruction, or a style of instruction. Pedagogy is also occasionally referred to as the correct use of instructive strategies. Paulo Freire referred to his method of teaching adult humans as "critical pedagogy". The instructor's own philosophical beliefs of instruction are governed by student's previous knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher. The pedagogy is used for child-instruction. It is used in modern age in English language which refers to the whole context of instruction, learning, and the actual operation involved therein. In English language, the term pedagogy is used to refer to instructive theory; trainee teachers learn their subject and also the pedagogy appropriate for teaching that subject. The process of communication involves the professional growth of the teacher. It is ability to articulate to others. The reason is why or what you do. This rational for learning objectives, also known as behavioral objectives, performance objectives, or instructional objectives provides an explanation for why such specific objectives can be an improvement over other ways of communicating instructional intent. It is main base of the students which help them to make their communication skill effective. This paper makes focus on the need of effective use of skills in teaching learning process through pedagogy which is directly related with teachers who do not use it through behavioural objectives. The researcher has tried his best to investigate to know about the real situation of different school teachers through this study.

The holiest temple is not the building used for the worship of God but a school. The holiest man is not the priest but a teacher.

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Introduction

Pedagogy is the study of being a teacher or the process of teaching. The term generally refers to strategies of instruction, or a style of instruction. Pedagogy is also occasionally referred to as the correct use of instructive strategies. Paulo Freire referred to his method of teaching adult humans as “critical pedagogy”. The instructor’s own philosophical beliefs of instruction are governed by student’s previous knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher. The pedagogy is used for child-instruction. It is used in modern age in English language which refers to the whole context of instruction, learning, and the actual operation involved therein. In English language, the term pedagogy is used to refer to instructive theory; trainee teachers learn their subject and also the pedagogy appropriate for teaching that subject. The introduction of information technology into schools has necessitated changes in pedagogy. The teachers are adopting new methods of teaching facilitated by the new technology.

The process of communication involves the professional growth of the teacher. It is ability to articulate to others. The reason is why or what you do. This rationale for learning objectives, also known as behavioral objectives, performance objectives, or instructional objectives provides an explanation for why such specific objectives can be an improvement over other ways of communicating instructional intent. It is somewhat heavy reading, but you might find something here that can be useful to you. Well composed objectives help diminish fuzzy thinking about the ends of instruction.

A Little Background for Starters

Objectives of the pedagogy in teaching- learning Process

Learning objectives serve several instructional purposes, including the basis for lesson planning, the bane of many of those learning to be teachers. First and foremost, they clarify the intent of instruction for the teacher. By stating his objectives in behavioral terms, the teacher exercises a type of professional discipline that will aid him in focusing his attention upon that which is really the purpose of all instruction — learning. Because learning cannot be seen directly, objectives provide a basis for making the best possible inferences about whether learning has occurred. By formulating clear objectives of instruction, the teacher stands a better chance of devising instructional strategies that will effectively lead his students to learn what he intends to have them learn.

But, the usefulness of learning objectives learning objectives does not stop there. They also serve to clarify the purposes and intent of instruction for all who have an interest in the outcomes of instruction. Students, parents of students, principals, supervisors, school boards, college deans, and members of society at large all have some interest in instructional outcomes. Such constituents often complain that educators speak in a curious dialect known as pedagogies in response to inquiries for information, and may even claim that this is intended to deceive them.

Judging from the test that the teacher gave, it turned out that what was wanted of the student was for him to list the names of the continents given in his social studies textbook. But at the beginning of his instruction he didn’t know that, his parents didn’t know it and maybe his teacher didn’t even know it. The most dehumanizing occurrence, however, was that the student didn’t know what was expected until he took the test. He knew then what was expected but it was too late. He had already failed and he was never given another chance. It is hard to imagine a set of circumstances that would do more to convince a student that he shouldn’t try to learn. A major reason for using learning objectives is to communicate. Any teacher should be able to communicate to his colleagues, his students, his supervisors, and the public, the intent and purpose of his instructional programs. In short, the teacher should be able to tell all who are interested what he expects his students to learn from

instruction. He should be able to tell them in a way that will communicate to them in a consistent, orderly, and efficient manner.

Justification of the Study

Education is perceived to be a universal phenomenon. A teacher plays an important role in social reconstruction. No doubt, an effective teacher is the heart and core of educational process. The teaching job enjoyed a considerably high level of prestige and only dedicated and selected individually join this profession. In the age of Globalization, our youth needs their professional growth. The great nation of ours was founded only on the basis of education. In any country the youth necessarily becomes a watchman to guard the dimensions of the nation. Perhaps India is the only country, which witnesses the contents of 21st century and 16th century at the same time. On one hand, we are the verges of all modern advancements. On the other hand, we are the only nation with the worlds' poor residing in our country. We have the world class I.I.Ts and on the darker side, we have the uneducated portion of youth. The researcher has selected the topic to know about the real situation of today's generation because English is a n language which is need of every success. It can be properly developed if the will use proper way of teaching methodology (pedagogy) for effective communication skills so that worth of behavioural objectives can achieved.

Statement of the Topic: "Attitude of Secondary School teachers of Ambala towards use of pedagogical instructions in teaching English language in the modern age"

Objectives of the Study

There are various objectives of this study:

- ◆ To compare the instructional Pedagogical skills of male and female teachers of Public Schools of Ambala regarding use of pedagogical instructions in teaching English language in the modern age .
- ◆ To compare the instructional Pedagogical skills of male and female teachers of Government aided Schools of Ambala regarding use of pedagogical instructions in teaching English language in the modern age
- ◆ To compare the instructional Pedagogical skills of male and female teachers of Government Schools of Ambala regarding use of pedagogical instructions in teaching English language in the modern age.

Sample: For the purpose of research, simple random method of sampling was used. A sample of 300 teachers of different types of schools has been taken for knowing the instructional Pedagogical skills in teaching English language in the modern age.

Design of the Study: The design of the study is prepared as under:

N=300			
Public Schools		Government Aided Schools	
Males	Females	Males	Females
50	50	50	50
Government schools			
	Males	Females	
	50	50	

Hypothesis

The following hypotheses were formulated for the present investigation:

1. There exists no significant difference between mean scores of Males and female's teachers of Public schools of Ambala regarding the instructional Pedagogical skills in teaching English language in the modern age.
2. There exists no significant difference between mean scores of Males and female's teachers of Government Schools of Ambala regarding the instructional Pedagogical skills in teaching English language in the modern age
3. There exists no significant difference between mean scores of Males and female's teachers of Government aided Schools of Ambala regarding the instructional Pedagogical skills in teaching English language in the modern age.

Methodology

The data was collected by following the normative survey method of investigation for study by attitude scale to measure the attitude of Males and females teachers of different schools of Ambala regarding the instructional Pedagogical skills in teaching English language in the modern age.

Findings of the Study

S.No.	Variable	Description	N	Mean	S.D.	S.E.	t-value	Significance level
1	Public schools	Males	50	64.8	2.40	0.47	2.34	Significant
		Females	50	65.9	2.46			
2	Govt. Aided Schools	Males	50	40.3	2.49	0.48	0.208	NotSignificant
		Females	50	40.4	2.49			
3	Govt. schools	Males	50	34.4	2.24	0.47	3.19	Significant
		Females	50	35.9	2.46			

From the values of the above table the following findings can be attained at :

1. The calculated t-value 2.34 reveals that there is significant difference between the two means Public schools teachers of Ambala males Mean 64.8, and females 85.06) with S.D.2.40 & 2.46 respective Schools teachers of Ambala regarding the instructional Pedagogical skills in teaching English language in the modern age.
2. The calculated t-value 0.208 reveals that there is no significant difference between the two means Govt. Aided Schools teachers of Ambala Males, Mean 40.3, Female-40.4 with S.D- 2.49 & 2.49 respectively regarding the instructional Pedagogical skills in teaching English language in the modern age.
3. The calculated t-value 3.19 reveals that there is significant difference between the two means Govt. Schools teachers of Ambala Males, Mean 34.4, Female-35.9 with S.D- 2.24 & 2.46 respectively regarding the instructional Pedagogical skills in teaching English language in the modern age

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IMPACT OF EDUCATION ON THE EMPOWERMENT OF WOMEN ESPECIALLY LIVING IN URBAN SLUMS OR RURAL AREAS

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Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Chitra Singh tomar* the author of the research paper entitled IMPACT OF EDUCATION ON THE EMPOWERMENT OF WOMEN ESPECIALLY LIVING IN URBAN SLUMS OR RURAL AREAS declare that, I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal, This research paper is my original work and no part of it or its similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

Empowering Women of Urban Slums and Rural Areas Through Education

Woman is the builder and moulder of the nation. Though delicate and soft as lily. She has a heart, far stronger and bolder than a man.....”

Ravindranath Tagore

Woman constitutes near a half of the world population. Growth, development and progress in any society are intimately linked with the development and empowerment of women. No nation can afford to neglect such a precious segment of human resource. In India, there is no denying the fact that we have made considerable progress, yet social evils like gender discrimination, female foeticide, dowry system and domestic violence still exists. Female literacy rate has gone upto 8.9% still a huge gap of 20% between female and male literacy rates. Approximately 87 percent of rural women workforce is employed as labourers and cultivators. While in urban areas about 80% of women are employed in informal and unorganized sectors at low grade, unskilled or labour – intensive works.

Primary production, activities like manufacturing and construction, trade, business and services continue to remain largely the domain of men. Women continue to lag behind in terms of level and quality of entrepreneurship and employment due to lack of skill/ capacity – building, education and training opportunities and technological and financial support. So far as education is concerned, it is the instrument of social change. It enhances knowledge, wisdom and skill. It refines sensitivities and perceptions that contribute to cohesion, scientific temper and independence of mind and spirit. Education holds the key to the all-round development of one's personality.

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In India, women account for about 48% of total population. They have played a critical role in our freedom struggle and in laying the foundation of our society. Women are the integral part of our planning and implementation process. Even constitution of India envisages a social order that is just equitable, where all citizens have equal opportunities and there is no discrimination on the basis of sex. Gender equality is the underlying principle of our fundamental rights, fundamental duties and directive principles of state policy.

In consonance, with the spirit of our constitution, the goal of our national policy for the empowerment of the women are the advancement, development and empowerment of women in social political as well as economic spheres. Over the years, our planning strategy has also involved from 'welfare' to 'development' and to 'empowerment', our constitution proceeds 33% reservation for women in local bodies for women of all SES.

With the rapid change in society, women have also tried to elevate their status. There are evidences to remind us that considerable advancements were made by women in some societies through education and technology. But in spite of so much of accomplishment, the most burning and sensitive issue in today's world is the status of women.

Education is an important aspect of developed nations and it is proved that a country cannot develop without the education as it can exploit all the human resources – one of the major assets of the nation. Women make almost half of the population of our country or rather any country. Thus, their involvement in the development cannot be ignored. Without educated women, a nation cannot see a distant dream as women are the mothers who write the future of a generation. The education that a girl receives is the strongest predictor of the age she will marry and would be a critical factor in reducing the prevalence of child marriage.

Women Education in developing countries like India is increasingly being recognized as a fundamental right by international and national bodies. The benefits of educating women are manifold ranging from increasing productivity, economic development and increased female autonomy. Poor, over worked and illiterate – This is the profile of most women in the majority of developing countries. Education is important for everyone but it is especially significant for girls and women. Education is a must because it is the entry point of all opportunities as well as the educational development and achievement of women and girls can have ripple effects within the family and across generations. Investing in girl's education is one of the most effective ways to reduce poverty.

Causes of illiteracy / backwardness of women

1. India is the world largest democracy where billions of people live and almost half of these are women. So, the question is – How does women effect India's development? If girls are not educated, family suffers too.
2. Child mortality rate is much higher where mothers lack education than in families where mothers are educated.
3. We all know about Gender – disparity / Gender inequality. Gender disparity is of two types – natality and post natality.
 - i) A huge number of women are always deprived of prenatal care during pregnancy and more than half of births are attended by unskilled health staff.
 - ii) Due to the disproportionate gender division of labour in the household and their increased responsibilities for domestic and productive work, a woman tends to be more time poor. Gender inequality leads toward economic backwardness and poverty which is in itself the biggest hurdle in the way of Educating women.
4. The low literacy rate is also responsible for keeping the women away from education but this is a multi-dimensional phenomenon as it includes social, cultural, economic, educational, demographic, political and administrative factors which could be attributed for the present poor state of affairs of women specially related to slum or rural areas in India as :

A) Educational Factors:

- Lower Enrollment: Statistics says that 2 out of every 10 girls are not enrolled in school under the age group of 6-11.

- The Drop-out rate among the girls especially in rural. Urban slums and tribals are quite high. Statistics indicates that wastage & stagnation among girls is almost twice in comparison of boys in India.
- Poor school environment is also a major cause for the deterioration of education of women especially living in rural or urban slum areas. School environment is not very much encouraging and interesting as: Improper building with lack of latrine and toilets, poor water facilities, inadequate number of teachers' especially female teachers.

B) Sociological Factors:

- In India, the girl child is considered to the second mother especially in rural/ urban slums where she has to look after siblings, cooking, cleaning and shouldering the responsibilities of household work. This type of attitude discourages the girl child to go to school.
- Caste system plays a role of barrier for the education of girls as low caste families are forced to learn skill and work of household domestic servants as child labourers.
- Dowry system prevails as a monster especially for the down – trodden and under-privileged families and communities. It can be said one of the main cause in rural areas and urban slum about the negligence and deprivation of the right of education of women.
- Early marriages is also a major cause for female illiteracy or we can say that these obnoxious practice discourages the girl child to continue her education as they enter in marriage life so early which is absolutely unadvisable for health & social development.

C) Some economic factors are also responsible for the lower education rate of women living in rural areas or urban slums. Some of them are as follows

- According to UN sources – in India 50 million child labourers indulged in different unwanted and irrelevant practices as – beedi making, boodi making, match and fireworks preparing, carpet making etc. and it is considered that girl children are more devoted and productive in this context which hinder their education directly for earning money matters.
- Poverty stricken families especially in slums think that girl child are the economic assets and therefore they have to be indulged in malpractices which make them away from education due to economic crises.

Some other strong causes are also responsible for the deprivation of education of girl child as high population growth. Rapid urbanization, exodus from village to urban areas (slums) enhances the poor literacy rate of women. Although Indian constitution assures free and compulsory education for children but government system has failed to implement them successfully. There neither government officials nor the policy makers and politician have will and conviction for the empowering women with education.

Steps should be taken to remove hurdles in the way of empowering women with the help of Education should be like this:

Education can be proved the strongest power for eradicating all the educational, sociological, economical & demographical barriers in the pathway of educating girl so that they can be empowered in every field. If we minutely observe we can say that in the urban slums or in rural areas poverty is the whole sole root cause to access of education at all ways and direction. For the abolition of poverty or for minimizing the effect of poverty. School fee should be abolished as well as schools near the slums or rural areas should be of flexible timings, so that the girls after finishing households can be able to attend the school comfortably.

Steps to be taken as :

- i) Remedial measures
- ii) For empowering women through different Measures.

Woman empowerment can be possible if education for women is taken as a serious issue therefore this is must to bring awareness about education among every women both urban slums and rural area.

i) *Remedial Measures:* Indian government should make efforts for promoting girl child education for fulfilling this measure; they have to launch some special schemes and mission to bring down female literacy.

- ◆ Since the problem of less enrolment is prevailing in girls' education the parents, civil society and government should fluently do some universal efforts as enrolment can be made compulsory for girl child.
- ◆ Efforts must be made by government to improve the source of income of poverty – stricken families only then they can send their girl child to school.

- ♦ Strict administrative measures should be taken to abolish child labour and bonded labour as well as efforts should be made to bring the girl children of slums and rural areas to main stream of education and development at every level.
- ♦ Appropriate measures are also required for the girl children as a dignified human being with empowerment in physical, mental, economical and social dimensions of life.
- ♦ The Girl children should be given extra attention from basic to higher education to lift up the literacy level among girl children.
- ♦ Social evils, deprivation of education should be eradicated from the dais of mental state of underprivileged families and communities. For this purpose, well-designed social welfare packages and mass-awareness programme must be constructed.
- ♦ Parents of these underprivileged and poverty-stricken Girl children should be facilitated with adult education programmed for the making the foundation of the children strong.
- ♦ Schools should be approachable from slums or rural areas as well as female teachers play an important role in imparting education to these deprived classes of urban slums and rural areas as families are more comfortable with female teachers.

In terms of national and international efforts in this regard insist on the empowerment and development of women by positive self-image and self confidence, ability to think critically, economic equality, equal participation in the process of bringing social changes. 'UNESCO' and 'UNICEF' believe that investing in the education of girls is not only the right thing to do; but it is the smart thing to do.

Consequently, we can say women education is no doubt is vital for the growth and development of the family and the society as a whole. It is rightly believed that education of a man means education of one individual but education of women means education of an entire family. In order to promote social, economic and educational upliftment. Education of women at these lower strata should be taken as serious and unavoidable issue only then problems of slum dwellers girls and rural women like poverty, begging child labour, child marriage and mortality will be eradicated as well as the dream of empowering women with the help of education can be established to some extent.

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ESCAPE FROM ENVIRONMENTAL POLLUTION

NARENDRA KUMAR CHAURASIA*

Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Narendra Kumar Chaurasia* the author of the research paper entitled ESCAPE FROM ENVIRONMENTAL POLLUTION declare that, I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal, This research paper is my original work and no part of it or its similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

Modern era is facing many challenges. A few are man created problems such as rapid growing population, terrorism, global crisis and pollution, the rest are related to natural threats to human life and vegetation. As a matter of fact, a deep contemplation on the issue reveals that some human errors lie at the very root of impending danger to the existence of entire creation. The disbalance of ecology, change of climate or the increasing global temperature are not self created, rather behind these problem, there is involvement of human activities. The basis of all these alarming threats of nature is pollution. Pollution of different sorts may it be air pollution, water pollution, sound pollution or like wise.

Comparative study of modern and ancient lives reveals that in ancient good days when human life was in accordance with the nature, there was no conflict between nature and human life. As soon as man became more rational by procuring knowledge based on reason, he started to violate the law of nature. As such a strife took place between man and nature. This knowledge based on reason is undoubtedly "Science & which incited human being's to swim against the currents. Pollution is no doubt, a curse at large of science. For making human life more and more comfortable, the scientists have been modifying the natural things and throwing the waste after use in nature which causes pollution.

The term pollution has been defined in many ways. The National Academy of science U.S.A. defined pollution as "an undesirable change in the physical, chemical and biological characteristics of air, water and soil that may or will harmfully effect human life, animals, plants and also materials. This definition obviously points out the undesirable change in natural phenomenon by man. This "undesirable change" is brought by expelling any chemical, geochemical substance, biological organism or heat in to the environment, which causes mollified effect on animal life as well as on vegetation. It is rather amazing that man's activities are controversial, it is man who brings about undesirable change by creating pollutants and it is man who advocates for preservation of nature.

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Modern life in India is becoming more and more competitive. People hold status symbols albeit these are vanity show and have nothing to do with the development of social mode of life. Excessive use of automobiles gives rise to the air pollution. Clean and pure air is very essential for the health and survival of living being. In the context, it is notable that European countries are more conscious about the control of air pollution. In London, most of the people walk on foot or use cycle in urban area. Moreover government does not permit anybody to establish industry in the city, whereas in India many cities are known as industrial city. Recently Minister of state for environmental and forest has recommended a moratorium on new units at 43 highly polluted industrial areas in the country.

In order to control the situation, the minister has released a comprehensive environmental assessment of industrial cluster. The assessment, brought out by the central pollution board has identified 88 industrial production hot spots. Out of these 10 are rated as most critically or alarmingly polluted clusters i.e. Ankleshwar, Vapi, Ghaziabad, Chandrapur, Korba Bhiwadi, Angul talcher, Vellore, Singrauli and Ludhiana, 33 are critically polluted cluster, 32 as seriously polluted, the remaining are in the warning zone. It has also been pointed out that there is need to look at industrial pollution from the public health perspective. Pollution affects water supply and interferes in the chain as well, thereby adversely impacting public health.

However, human activities with the pretext of material gain or industrial development are more or less detrimental to environment and put human life in predicament. The modern man in the name of development is busy in exploiting natural and environmental resources by his calous uncontrolled, irrational, unforesighted and noxious motive. On account of animal activities there are many sorts of gases, present in atmosphere in proper ratio and there is a relation among gases, animal kingdom and atmosphere, which goes on in cycle. When the ratio is disturbed, it results pollution a havoc to human life, since the quality of air is adversely affected by large amount of emission of toxic gases like carbon mono oxide nitrogen dioxide, sulphur dioxide etc. As a matter of fact these toxic gases are emitted by the industries which rely on fossil fuels. The major green house gases emitted by the industries like cement, steel, textile, fertilizer industries etc. are carbon dioxide (CO₂), methane (CH₄) hydro fluorocarbons (HFC) etc. Which affect the environment and the animal kingdom on the earth adversely.

Currently the smog has become the issue of dissension and contemplation among the scientist and statesmen. Mostly all the big cities are seen covered with smog during winter, the smog is mixture of smoke and fog i.e. smoke + fog = smog, which is inflicting to the eyes, throat and chest, It produces inflammation to the eye and under its impact the person feels throat and chest pain. A part from fog the smog mainly consists of carbon monoxide, hydrocarbon and oxides of nitrogen and sulphur, out of these some pollutants form a new materials by mutual reaction which can be further more detrimental to human life. Such chemical reaction needs energy which is made available by the sunlight, the out come of this reaction is mixture photochemical i.e. smog which may be fatal.

In order to eschew the environmental pollution the union government of India has chalked out several plans, Mashiken committee and Bhurey lal committee have submitted, their reports in 2002 and 2004 respectively. These committees have recommended new measures for auto vehicles in most polluted cities i.e. Lucknow, Kanpur; Chennai, Haidarabad, Ahmadabad, Bangalore, and Sholapur, on the basis of the said reports Supreme Court of India has directed to states that new measures of, emission should be enforced.

The report released by the ministry for environment and forest has come up with a comprehensive. Environment pollution index (CEPI) that would be the bench mark for grading industrial pollution. This index is a rational number to characterise the environmental quality at a given location and increasing value of CEPI indicates several adverse effects on environment. It appears that our government is very active and cautious to bring about clean environment by taking effective measures, but as a matter of fact it remains a topic of debate in parliament, admittedly, that there would be vehement discussion and opposition, it has become just a political issue.

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THE ROLE OF EDUCATION IN NATION BUILDING

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Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Uma Tripathi* the author of the research paper entitled THE ROLE OF EDUCATION IN NATION BUILDING declare that, I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal, This research paper is my original work and no part of it or its similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

“Education is that process of development which consists the passage of human being from infancy to maturity, the process whereby he adapts himself gradually in various ways to his physical and spiritual environment”

T. Raymont.

Education is the process of teaching or learning and nation building is the formation as well as preservation of a large group of people sharing the same culture, language or history as well as inhabiting a particular state or area. Education is strongly correlated with nation building. In its narrow meaning it is the communication of information by the teacher to the student but in its wider sense it is the total development of the personality, a process by which an individual freely develops his self according to his nature in a free and uncontrolled environment.

Report of the Commission on the Reorganization of Secondary School, USA said that the purpose of education is to develop in each individual the knowledge, interests, ideals, habits and power, whereby he will find his place and use that place to shape both himself and society towards noble ends. A society full of noble aims and aspirations indeed makes valuable contribution to the nation building process. Education is derived from the Latin word ‘educatum’ which means to draw out, to foster growth and to develop, and nation building too is nothing but all about growth and development. So the interrelationship between education, development and nation building is strong and visible.

A nation can only be build strong by national integration and according to Mr. N.L. Gupta: “National integration is not something that can be imposed on the people. It unfolds itself spontaneously from the depth of their hearts submerging differences of race, caste, creed and religion for a higher summative cause that is national. The earlier it is sowed in the fertile young minds and nurtured properly with care and skill, the firmer, the faster and more deep rooted it will appear spontaneously”. Hence schools have a bigger role to play in

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fostering national integration. But first we have to see that education is such that reaches the masses, like rays of the sun it is omnipresent and omnipotent thereafter dispelling ignorance, fear and want from human beings, empowering them with a new vigour and vision so that they face all the vicissitudes and pleasures of life with an innate resolution and understanding. This can be done only by the vehicle of education which teaches the lesson of tolerance first. In a multicultural society like India, nation building should include strong shared common national values of some form which prepares students for a globalized world. With the advent of globalization, modernization, mobility and industrialization society is indeed breaking down and the solution has to be found in education. But first let's strive to provide it to all living in the society. Going back into the past of India's history, we are reminded bitterly of the biggest bane of our society, i.e. the caste system. Our ancient law givers made the caste system taking the excuse of economic considerations but they simultaneously failed to take the responsibility for the education of the masses. The right to knowledge was the privilege of Brahmins and was denied to the Shudras and further the ignominy that any attempt to acquire it by them was punishable as an offence. Mahatma Phuley had remarked: "For want of education intellect deteriorated; for want of intellect morality decayed; for want of progress wealth vanished; for want of wealth Shudras perished and all these sorrows sprang from illiteracy". We cannot forget that a country can never be strong or a nation cannot be build unless the most marginalized of its constituents are not uplifted and education is the vehicle to uplift them. It was a lack of education that deteriorated the social and economic conditions of the dalits of our country. They are the most marginalized and lowest in our social hierarchy and if they are not uplifted i.e. the lowest rung of the society if remains weak, the whole structure would eventually crumble down like a house of cards.

If a nation has to be strong the most marginalized have to be provided with amenities which will make their life dignified and education is the foremost in the list. Providing reservation to the downtrodden in education is a laud worthy effort of our Indian Government. How can India be strong if such a large multitude of our brethrens lives a life of ignorance and drudgery? Reservation in education is nothing but a constitutional arrangement for equalizing the unequals in the society. Take the example of a mother who has children one of whom is disabled, she will provide the same food, clothing and other amenities to them without discrimination but for the disabled child she will do the extra effort and help him overcome his disability first. This is exactly why reservation is needed by the backwards and downtrodden. Here unequals are not being treated unequally but differentially to achieve specific socio-economic aims for the betterment of the nation and if the weaker classes will not be given a preferential treatment in the form of positive discrimination it would indeed be unjust to them and it would be as unlikes are treated as likes or unequal as equals. Disparity breeds discontent and a nation full of discontent people can only undermine it. The lack of education of the dalits and their oppression by the upper caste gave an insight to the Britishers, to strive to rule our country, a country full of divides and oppression, which was vulnerable that anybody would take for a ride. In primitive India, high caste boys received education whereas the lower caste ones learnt there family trades. Ancient Universities of India were famous, Nalanda being the highest leaning center of entire South Asia. But as India progressed from ancient to medieval period, its education system deteriorated. The present educational system of India is an implantation of British rulers. With the introduction of the Woods Dispatch known as Magna Carta of Indian education whole scenario changed and government aided schools came on the education front.

At present the education system is divided into pre-primary, primary, middle, secondary, higher secondary, under graduate and post graduate levels. There are many education governing bodies like the State Boards, CBSE Board, CISCE, National Open School and the International Schools. Constitution of India says that elementary education is the fundamental right of children in the age group 6 to 14, but at least half of all students drop out before completing school. Plans such as Sarva Siksha Abhiyan, (SSA), Operation Blackboard, and Midday Meal have been successful to some extent. SSA covers the whole country emphasizing on girls education and education of SC, ST children. They are opened in those areas which do not have any schools.

Education system of India is making fast progress. Its education policy constitutes of a common educational structure (10+2+3) for whole of India, education for women because educated women contribute greatly to a nation to become strong by helping in reducing infant mortality and enhancing education for children, educated mothers give healthy children who are the major human infrastructure of a strong nation, equalization of the SC population with other in matters of education by giving reservation, opening of primary schools in tribal areas for promotion of education in ST people, emphasis on education of minorities and adult education, that secondary education curriculum should expose the students to differentiated roles of science, humanities and social science, redesigning the courses of higher education to meet the increasing demands of professionalism, providing enhanced support to research work in Universities, setting up of Open Universities and distance learning centres, providing teachers a better deal as teachers are backbone of education system and to see that the purpose of examination is to bring about qualitative improvement in education and discouraging memorization. Indeed there are disparities between objectives and their implementation yet India's education system has come a long way and will continue to improve in future.

Education builds the man and so it builds the nation but it is the education that is provided when man is a child that is relevant. India does need the likes of Henry Fords, Bill gates, Thomas Alva Edison, Mr. Swaminathan, Dhirubhai Ambani, Dr. Kurien, A.P.J. Abdul Kalam and Anna Hazare but for this we will have to focus on the educational requirements and development of our women and children especially belonging to the downtrodden sections. The Universal Declaration Article 26 says that everyone has a right to education and elementary education shall be free and compulsory. Article 28 and 29 of Convention on the Rights of Child elaborate on the educational rights of the child especially to make primary education free and compulsory Article 45 of our Indian constitution provides that state shall provide compulsory education to children upto 14 years.

The right to education has been raised to the level of fundamental rights by the decision of Supreme Court in *Unni Krishnan V State of Andhra Pradesh*. Thereafter the constitution (86th) Amendment Act 2002 inserted a new Article 21A in the constitution to make right to education a fundamental right for all children between 6 and 14 years of age. Likewise Art 46 of our constitution requires the state to promote with special care the educational and economic interests of the weaker sections of the people especially of scheduled castes and tribes. Article 29(2) says that no citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on the grounds only of religion, race, caste and language. Art 30(1) says that all minorities whether based on religion or language shall have rights to establish and administer educational institutions of their choice. Article 30(2) says that the state shall not in granting aid to education institutions discriminate against any education institution on the ground that it is under the management of a minority whether based on religion or language. Rights of children to free and compulsory education was implemented from 1st April 2010 and a new chapter was thereby added to the book of Indian education system. The best thing about it is that 25% seats have been reserved in schools for poor children and there are provisions for disabled children too. The constitutional provisions should not remain on paper only, their practical incorporation into the society can only make the nation strong, and visions have to be converted into realities via honest motives, perseverance and hard work. So many children can be seen picking up rags on the streets of Indian cities. Early morning when the school beckons children, how many children reach it and how many are left behind to anticipate their future in rags? How can a nation be strong when the potentialities of its most important members i.e. the children are nipped in the bud due to socio-economic reasons? Human Resource Ministry has decided with the help of Unique Identity Number Project to carry out educational reforms that aim to bring over 80 lakhs (out of school) children into the education system. It has decided to include both schools and college in this pilot project with the honest aim that children whether living on the streets or living on the margins need to be brought to school. Once this is done a child tracking system in cooperation with state governments will be developed. Now this is a gem of a plan on the behest of the Indian Government and should

be carried out without wasting further time. It is true that under the Sarva Siksha Abhiyan volunteers go from door to door surveying the area and identifying the sections vulnerable to child labour and facing the possibility of expulsion from school. The people who are recruited in these Government initiated plans should be regularly counseled and motivated so that they do their important task of educating the nation with a new vigour and understanding. There is yet another valuable recommendation from the quarters of the Human Resource Development ministry and that is to destroy the monopoly of school management by constituting mandatory school management Committee for all government schools both aided and unaided. This committee shall comprise representatives from parents, guardians and child right activists and will also provide a platform to file complaints if any against the schools. Education should be inspiring and so should our teachers too, only then can each and every student identify his potential and know his true worth. We need revolution in the education system if we need a strong nation. Youngsters are forced to become engineers, MBA's, Doctors etc. and they do not have a vision beyond that. Research in science and technologies should be encouraged, and if we wish that our country progresses on the industrial level we need world class education system comprising of world class universities, schools, libraries, laboratories and classrooms. At village level education should be provided with all resources and facilities. Each and every university should have whatever it needs for better education. When we speak of nation building we are reminded of two more areas where reforms are needed direly and that is firstly the education of the girl child and secondly the education of the rural adult woman. As we know female literacy and education has direct impact upon the overall development of nation and its population growth so if women are educated they are more aware of the differentiation between right and wrong hence all the social problems like female infanticide, dowry, female suicides, malnutrition of women, child marriages etc. would be erased out completely from the social strata. Educated women would no doubt bring reduction in inequalities in the society and make the nation strong. Coming back to the Indian context, it is true that the educational position of the girls of the SC and ST is dismal. They do not get enrolled in schools in spite of all efforts and all incentives.

More efforts are required in this area to tackle the problem of non-induction and dropouts with the help of organizing workshops in villages and far flung areas educating the people about the advantages of educating the girl child and the rural women. We should concentrate on the fulfillment of basic education for all transcending barriers like sex class, race and language because a country with high levels of basic education can do better economically and if a country is strong economically, it is strong in the real sense. As regards the importance of human element in the fulfillment of the aims of education we know very well that parents and teachers have an essential role to play here helping the child overcome all his educational shortcomings. The first reform required in our educational system is to discourage the practice of cramming by the students and instead encourage them to focus on problem solving then only can we come across such education that encourages innovations, creativity and entrepreneurship. We need to make our nation strong by making greater investment into education public as well as private, into IITs, universities as well as schools and colleges of cities and villages. A wholesome and comprehensive effort in this direction no doubt would prove the fact true that education is one of the highest profit making industries but an industry which requires the cooperation of all members of the society even the marginalized ones. Education is an effective one which empowers the marginalized and there are a few instances which prove this fact. The inmates and under trials in many jails of India are spending their time preparing for exams and under going vocational training. IGNOU conducts exams for them twice a year in the jails. Here education is fulfilling its highest aim that is of rehabilitation. Also rehabilitation of prisoners will not only serve as deterrence to others but will contribute to the security of our society too. As most of the prisoners have one day to return to the society it would be best for social interest that they return not further brutalized, embittered and depraved. Once these prodigal sons are assimilated into the social mainstream they would contribute to the strength and welfare of the nation and no doubt a strong nation should have differences but

yes they should be at a minimum. The vocational training given in Indian jails like Tihar and Naini are helping inmates land plum jobs in famous Indian companies and the Time of India Allahabad edition on July 29, 2011 at page 10 proudly proclaimed about how fifty two under trial prisoners in Tihar jail have been offered jobs by 5 corporate companies which came there for head hunting. Now this is what I call 'education at its magical best'. In yet another news which relates education with empowerment, from the same source we came to know about how under the guidance of the policemen 16 youths of over 20 naxal affected villages in Allahabad cleared the Staff Selection Commission while another 8 had qualified Railway Group B exams. Police along with the help of college authorities have been arranging coaching classes for village youths so that they may brighten their futures as well as the future of their nation. Taking inspiration from the successful candidates other youths of these villages are working hard to crack the various exams. Education flavored with motivation can do maximum good in maximum numbers (we are reminded here of Bentham's Theory of Utility) and the utility of education is maximum when it does the maximum good to the maximum number of people in the society. The happiness of people is the strength of the society and the strength of the society is the strength of the nation. There is an effective correlation between education, happiness and the society.

In a multicultural society the curriculum should reflect a sympathetic understanding of different cultures and races that make up our society and this can only be realized by the aid of value education which should find an important place in school curriculum. In a country like India this would be very vital in realizing the goals of a united and secular India, a humane society and a modern nation of productive people. We have to put a stop to erosion of moral values which constitute a protective guild on the nations conscience protecting it from immorality and selfishness. Mr. N.L. Gupta has rightfully said, "In theory education is supposed to be a powerful instrument of change and progressive improvement of human behaviour, but in actual practice, it is doing very little to cultivate moral and spiritual values in our youths and to promote national consciousness in the country. The gulf between the content and purposes of education continues to be as wide as before despite several attempts in the past to reform the system and strengthen our new democracy". Moral science classes should be a part of school life helping in inculcating in students the spirit of religion, goodness, compassion, tolerance and national integration. Students should be compulsorily taught to respect their constitution and should be made aware of their duties towards their nation. In *Aruna Roy V Union of India* the Supreme Court held that the study of religions in school education is not against the secular philosophy of the constitution. In the name of secularism one should not keep oneself aloof from such treasures of knowledge which have been left behind by sages, saints and seers. A cultured nation is a strong nation and now can we develop cultured human beings of moral characteristics without teaching them from childhood the fundamental and spiritual values?

What is the importance of education? is a million dollar question which perplexes many but the answer can be found out by a careful scrutiny of our surroundings and of the effects of education on it. Without being educated how can one know of the contribution of his ancient philosophers, law givers and administrators, about the various cultures of the world, great and noble men, about the teachings of Christ, Krishna, Buddha and Mohammad Saheb, about the valuable exhortations of the Upanishads, the Vedas, the Puranas, Quran, Bible and the Mahabharata. By being educated we learn to agree on certain basic values in a multicultural society one of which is to have respect and tolerance for one another's cultural differences. We learn to live together and not to become alike. A plural society is therefore a strong one compared to a multicultural one via the vehicle of education.

In a large group of people not all may be sharing the same culture, language history or area, there may be a majority nation and a minority one too within a common shared geographical area and here it is education alone which cultivates the feeling of awareness, sensitivity, tolerance and benevolence so that minority nation thrives and flourishes side by side with the majority one with their respective dreams and aspirations. Politically speaking education is the backbone of democracy too and only a democratic country is a strong one which

draws its life blood from the opinion and wishes of the people who constitute it and if the latter are well educated they enrich the democratic ideals and goals by electing able representatives whose primary aim would be the building of his nation and building it strong. Education fosters a 'spirit of nationalism' which prevents the nation from reeling under multiple forces, it also helps in knowing the true meaning of 'nationalism' that is not only a reverence for our country but also towards our mother earth, ancestors, culture, identity and environment. Winds of change blow by the endeavors of the youth of the nation. National building is the passion of youth and education one of its main instruments.

For a strong nation we need a system of healthy politics, economic betterment, encouragement to woman, a sense of service towards our nation, recognizing our democratic ideals including our rights and our duties, a sense of patriotism which cajoles us to follow the noble ideals which inspired our national struggle for freedom and last but not the least the resolution to protect the sovereignty, unity and integrity of our country. How are we going to fulfill these requirements if we are not aware of these and further how can we be aware without being educated? Education and its modes print, audio and visual make us aware of the treasures of our unique world. Education makes the world a global village where there are no strangers. Education infuses in a person a spirit of dynamic citizenship cajoling him to promote never ending service to his nation, understanding the well being of humanity, promoting social and refined patterns of behaviors, develops social qualities of brotherhood, tolerance and cooperation. Education provides the necessary expertise to build a nation, a guild to protect it from moral corrosion and an entity so strong which no other counterpart can take for a ride. Education is the ever running fresh water river and the channels of education are its tributaries. This river transcends boundaries of countries enriching in volume and value, overcoming the barriers as it moves on, making barren landscapes lush and fertile and the inhabitants happy, content and empowered.

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TOBACCO A SLOW POISON

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Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Narendra Kumar Chaurasia* the author of the research paper entitled TOBACCO A SLOW POISON declare that, I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal, This research paper is my original work and no part of it or its similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

Globalization can change many factor's. These factors change human life style without any analysis external and internal way at living is changing today. Globalization has many merits and demerits smoking is one of them. Tobacco and cigarette smoke become a status symbol. In this article contents of tobacco and cigarette are discussed.

Tobacco and cigarette is the combination of inorganic and organic substances. Inorganic substance's such as cadmium (Cd) chromium (Cr) and nickel (Ni) are present in tobacco and cigarette's which are highly toxic. Organic substance's such as vinyl chloride Xylene toluene, hydrocarbon and formaldehyde present in tobacco and cigarette are also toxic.

Presence of Cadmium (Cd): Tobacco leaves naturally accumulate and concentrate relatively high level of cadmium and therefore smoking of tobacco is an important source of air. Cadmium exposure for smoker's. It has been reported that one cigarette contains about 0.52mg of cadmium and about 10% of cadmium is inhaled when the cigarette is smoked. Smokers generally have higher cadmium body burdens than non smoker's. Smoking affects indoor ambient air concentration of cadmium.

Effect's : Cadmium is released into the environment when coal and tobacco is burned. These particles in air can cause toxicity in inhalation. When cadmium is absorbed into the body more than 100 milligram, over a long time, can be fatal. Cadmium causes damage to cardiac tissue, bones, kidney through to be carcinogenic. Symptoms of cadmium exposure are increased loss of small proteins in urine, choking salivation vomiting, metallic taste, loss of sense of smell, joint pains etc.

Presence of Chromium (Cr.) Cigarettes contain traces of chromium values of 1.4 per cigarette some of this will be inhaled and absorbed. It is extremely difficult to give the precise exposure for smoker's. Small fraction of the chromium is inhaled and only one half will be deposited in the lung. Smoking 20 cigarette per day would exceed a few microgram per day.

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Effect: The carcinogenicity of chromium especially with regard to lung tumors has also been investigated in a number of inhalation studies.

Chromium is absorbed through respiratory tracts. Tivalent chromium is essential for human being and have no any toxic effect, but hexavalent chromium which excretes by tobacco and cigarette are highly toxic. It is conclude of that there is sufficient evidence of respiratory carcinogenicity In human exposed hexavalent chromium (Cr. VI) IARC (International Agency for Research on Cancer) has classified to human that (Cr III) Chromium trivalent is not carcinogenic while hexavalent chromium (Cr VI) is carcinogenic.

Presence of Nickel: Inhalation of air borne nickel may result In a total pulmonary exposure of 0.6 Mg/day. The pulmonary exposure of person smoking 20 cigarette may be 4 mg/day.

Effect: IARC (international Agency for Research on Cancer) has recently reevaluated that epidemiological data on respiratory exposure are found sufficient human data are available to conclude that nickel (specially nickel sulphate) is carcinogenic to human. Nikel is also a common skin allergen. The prevalence of nikel sensitivity is about 8-14% in human being.

Presence of Vinyl Chloride: Vinyl Chloride has been found in the smoke of cigarettes (1.3-16 mg per cigarettes) and smell cigars (14-27mg)

Effect: Vinyl chloride is narcotic agent and loss of consciousness can occur at 25 gm/m³. There are sufficient evidence of the carcinogenicity of vinyl chloride in human according to I.A.R.C.

Presence of Toulene: Presence of cigarette smoke the indoor and outdoor concentration of toluene range is 17 to 1000 mg/m³.

Effect: All the available data relate to exposure to toluene by inhalation, the predominant effect. Where impairment of central nervous system and irritation of mucous membrane. Toluene is not classified as to be carcinogenicity in human by IARC.

Presence of Xylene: In the presence of cigarette smoke indoor air concentrations range from lower (5.2 to 29 mg/m³) and higher is 200 mg/m³.

Effect: In acute inhalation studies irritation of eye and throat was observed at concentration of 480 mg/m³ and above, Xylene should not be regard as carcinogenic by IARC.

Presence of Polynuclear aromatic hydro Carbon: Concentration in indoor air likely to vary considerably depending on indoor sources such as woods tones and tobacco smoke.

Effect: The environmental protection agency in the U.S.A. has determined that the hydrocarbon are not classified as human carcinogenic.

Presence of Formaldehyde: Smoker's are exposed to high level of formaldehyde.

Effect: There are some evidence that formaldehyde is carcinogenic in human exposed by inhalations by I.A.R.C.

In the above article contents of Tobacco an cigarette smoke are discussed in brief, specifically explaining danger to use tobacco and cigarette smoke in human body by I.A.R.C. (International Agency for Research on Cancer). So when you use tobacco and cigarette remember this "Better safe than sorry".

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