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'The Crop Diversification in India in the Essence of Enhancement of Economic Productivity of Crop- A Study

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Abstract

The Crop diversification is now to aim for transformation from subsistence crop economy to substantial crop economy. Profit making is the one of the goals of substantial cropping. Combination of food crop with non- food commercial crop is the essence of substantial cropping. In the early stage of development was confined with subsistence farming so that basic food necessity could be turned out. But with the increase of population the need for basic food as well as livelihood maintaining have become the prime objective. Farming being the largest occupation among the rural people, the need for commercial cropping is essential as well as mixing of crop pattern is necessary in order to minimize the risks associated with seasonal variation, market variation etc. The advent of Green revolution and Golden revolution in the Indian economy, diversification in crop has started flourishing two ways: horizontal and vertical. The horizontal diversification is aim for mixing crops instead of single crop which is confined for small farmers, whereas vertical farming is to industrialization along with multiple cropping so that big farmer invest their money not only food crop but also livestock, floriculture, fishery etc. In this particular study it is aimed to identify the level of enhancement of economic productivity of food crop depending on the secondary data available readily in the different web sources to earmark the crop diversification in India in this decades of available data.

Key Word: *Crop-Diversification, Subsistence economy, Substantial economy, Green Revolution, Golden Revolution, Horizontal farming, Vertical Farming.*

Introduction

Crop diversification is contrary to crop specialization. In the developing countries farmers try to adopt crop diversification in their farm land by producing several crops in a agricultural year. The crop diversification depends on the climatic and geographical condition, socioeconomic conditions and on technological reach in that particular area. Generally it is perceived that advanced or higher level of agricultural technology will induce lesser degree of diversification. Again rich farmers are found to prefer specialize farming while poor and marginalized farmers are preferring crop diversification.

The Reason behind Crop Diversification:

1. In general in subsistence farming the farmers grow several crops to meet family requirement that leads to high degree of crop diversification.
2. The uncertainty in weather, specifically in rainfall that finds usually uneven with the expectation and the inadequate source of irrigation, farmers are bound to grow different types of crops in a season to cope with the climatic and economic condition.
3. Scientifically crop diversification preserves soil fertility. Crop specialization or mono culture farming may lead to soil degradation/depletion but crop diversification induces sustainability of the land
4. The diversification leads to more employment generation throughout the year.
5. Again diversification helps in optimal use of available resources to different types of farming inputs that helps farmers economically.

So crop diversification helps farmers especially subsistence farmer a lot to validate its' economy.

Literature Review

According to Bhatia(1965) the index of crop diversification can be enumerated as :

Index of Crop Diversification = Percent of sown area under x crops / Number of x crops

In general, if index of crop diversification having 10% of gross cropped area, that signifies higher crop diversification in that region. The higher the degree of diversification leads higher the competition and vice versa.

There are several other measures of crop diversification. These are as follows in nutshell.

Beejata Das & Nitashree Mili(2012), pointed out that in order to agricultural sustainability crop diversity is must. In order to find valid inference to their study, they used tools like Gibb's –Martin Index of crop diversification.

$$\text{Gibb's-Martin Index} = \frac{\sum (x^2)}{(\sum x)^2}$$

Where, x= percentage of total cropped area occupied by each individual crop in hectares.

The value of indices has been classified into four groups ranging from High, Medium, Low and Very Low Diversified crops.

Jaspal Singh, Amrit Pal Kaur and Amarjeet Singh (2016), pointed out that risks related to yield and price risk have negative influences on farmer's decision on area (acreage) of production. They further pointed out that Minimum support price (MSP)s are also playing very crucial role during decision taken by farmer for crop diversification.

They have analyzed growth rate by using exponential model $Y=ab^t$, t- time period, Y = Area/ production/ productivity, a= constant, b= regression coefficient, They have chosen Modified Entropy Index(MEI) as diversification measure.

$$MEI = -\sum_{i=1}^n p_i \log_n(p_i)$$

R.L. Shiyani and H.R. Pandya (1998), interestingly found that relatively more crop diversification was there during earlier years than the later years. They have taken 1971- 1996 as study period. They have used Herfindal Index, Ogive Index, Entropy Index, Modified Entropy Index and Composite Entropy Index as crop diversification parameter. They concluded their inference on the basis of MEI, CEI,

Herfindahl Index (H.I.)

Herfindahl Index is the sum of squares of share area of each crop in the total cropped area:

$$H.I. = \sum_{i=1}^N P_i^2$$

where N is total number of crops and P_i represents acreage proportion of the i-th crop in total cropped area. As diversification increases, the Herfindahl Index decreases. The value lies between 0 and 1. Zero means maximum diversification. One means no diversification for this index.

Ogive Index (O.I.)

Tress (1938) used this index to measure diversity in the industry. It measures dispersion from benchmark of equal proportion of each crop. For example, if there are N crops, the norm used for measuring deviations is 1/N. The formula of computing

Ogive Index is as follows:

$$\sum_{i=1}^N \{P_i - (1/N)^2\}$$

$$O.I. = \frac{\sum_{i=1}^N \{P_i - (1/N)^2\}}{1/N}$$

Like H.I index it is also measure concentration. More of O.I indicates less of diversification.

Entropy Index (E.I.)

Entropy Index is regarded as an inverse measure of concentration having logarithmic character. This index has been widely used by many research workers to measure diversification (e.g., Hackbart and Anderson, 1975; Singh et al., 1985; Gupta and Tewari, 1985).

Entropy Index is specified as:

$$E.I. = - \sum_{i=1}^N P_i \log P_i$$

$$\text{Or } E.I. = \sum_{i=1}^N P_i \log (1/P_i)$$

The value of index increases the diversification also increases. The upper bound value of this index equal to logN .where N= No. of crop , which is normally greater than one. However upper limit of this index is chosen on the basis of base of logarithm i.e no. of crop.

Modified Entropy Index (MEI): As discussed earlier

Composite Entropy Index (C.E.I): It is measured as follows:

$$C.E.I = M.E.I \times \{1 - (1/N)\}$$

The C.E.I. has two components, viz., distribution and number of crops, or diversity. The value of Composite Entropy Index increases with the decrease in concentration and rises with the number of crops/activities. Both the components of index are bounded by zero and one and thus the value of C.E.I. ranges between zero and one

Climate Technology Centre & Network CTCN (2011), stated that before taking crop diversification strategy for farmers, cautious market studies should be needed so that new variants would enable greater income generation than present varieties. It was also suggested while taking decision of crop diversifications strategy that would be fully suitable to the available land, labour and capital resources already with the farmers.

Walia, M (2020), stated that crop diversification enable improved productivity in small firm size, income, resilience with climate change, employment, soil quality etc. At the same time it warned about market demand, uncertainty in price and supply inputs, fear of increased complexity etc which could be jeopardized the whole process.

Objectives of the Study

The crop diversification is one of the basic subsistence farming technology which is require to add on facilities using present area of farming with varietal, economic and profitable farm producing ability. By this scenario, this particular study aims at

- To identify level of Crop Diversification in India in Major Food Crops
- To find out the the Relationship between Food Crop Production with Crop Diversification in India

3. Hypothesis of the Study

H0: There is a positive significant relationship of crop diversification on crop production

H1: There is no positive significant relationship of crop diversification on crop production

4. Data base and Methods of the Study

The Data taken for this study has been secondary in nature. It has taken from the **Directorate of Economics and Statistics, DAC&FW**. The study has been conducted on the availability of the data. The study period is 2010-2017. This study is conducted in view to search the effect of crop diversity on the production of the crop. Among the crop only food grains are taken into consideration for referential purpose. In order to identify the crop diversification level, we have consulted four measures, namely, Herfindal Index (HI), Transform Herfindal Index (THI), Entropy Index (EI) and Gibb's Martin Index (GMI). As Herfindal Index (HI) has measure level of concentration, so we use Transform Herfindal Index (THI) as its representative, although HI calculated to show the similarity with Gibb's Martin Index of diversification in this study. Another Entropy Index has been calculated to have better idea of diversification with multiple techniques. In order to use diversification index in statistical analysis an average of THI and EI has been used as yardstick measure for diversification over the period. The Entropy Index (EI) shows smaller means higher the diversification.

In order to identify the testable hypotheses, a simple linear regression model has been fitted

$$i.e Y_t = a + bX_t$$

Y= Output/ Production of crop/rice, X= Crop diversification Index, a= intercept and b= coefficient of the regression, t= time.

An ANOVA single factor statistics has been used in tabular form to see the level of relationship in term b coefficient and significance level of F value.

Discussion and Analyses:

In table 1 it is tried to see the level of crop production scenario in India during the study period 2010 to 2017. As rice being the principal staple food for majority Indian the production of rice occupied major share among all major food crop following by Wheat, Cereal and Pulses. This trend has been observed over the whole study period. There are high level fluctuation in production of food crop in India as S.D is very higher in rice and total food grain.

TABLE 1: CROP PRODUCTION SCENARIO OF WEST BENGAL DURING 2010-11 TO 2016-17

NAME OF THE CROP	TOTAL RICE	WHEAT	CEREALS	TOTAL PULSES	TOTAL FOOD GRAINS
2010-11	13389.61	874.415	370.454	176.522	14811.001
2011-12	14605.766	872.895	377.131	153.979	16009.771
2012-13	14946.735	895.927	477.522	201.648	16521.832
2013-14	15376.869	927.837	636.366	215.227	17156.299
2014-15	15927.196	939.254	710.9	230.886	17763.219
2015-16	15948.254	788.503	678.774	256.202	17671.733
2016-17	16070	930	723.594	311.734	18035.32
Mean	15180.63	889.83	567.82	220.89	16852.74

S.D.	963.4	52.2	155.6	52.4	1153.2
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Source: Directorate of Economics and Statistics, DAC&FW

Mean & S.D calculated by author

In Table 2 the area covered by major food crops in India has been depicted for the study period in million hectares. As usual rice covers major share followed by wheat, cereals and pulses. The mean share of rice during the study period was 43.41 million hectares followed by 30.27 m.h for wheat, 25.58 m.h for cereals and 25.32 m.h for pulses with standard deviations of 0.59, 0.74, 1.38 and 2.11 respectively. Thus it is found that area under major food crops there are huge deviation in cereals and pulses within the study period.

Table1: Area Under Major Crops in million hectares during 2010-11 to 2016-17

	Rice	Wheat	Cereals	Pulses	Total Food Grain
2010-11	42.86	29.07	28.34	26.40	126.67
2011-12	44.01	29.86	26.42	24.46	124.75
2012-13	42.75	30.00	24.76	23.26	120.78
2013-14	44.14	30.47	25.22	25.21	125.04
2014-15	44.11	31.47	25.17	23.55	124.30
2015-16	43.50	30.42	24.39	24.91	123.22
2016-17	43.19	30.60	24.77	29.46	128.03
Mean	43.51	30.27	25.58	25.32	124.68
S.D.	0.59	0.74	1.38	2.11	2.34

Source: Directorate of Economics and Statistics, DAC&FW

Mean & S.D calculated by author

In Table 3 the percentage crop area for principal food crops/ grains have been calculated for the study period. The rice has substantial portion of 34.90% followed by 24.29% for wheat, 20.52% for cereals and 20.29% for pulses on an average for the study period with a S.D. of 0.77, 0.77, 1.00 and 1.36 respectively. Here also we found evidence of fluctuation in case of cereals and pulses.

Table3: The Percentage Crop Area of Principal Food Grains in India during 2010-11 to 2016-17

	Rice	Wheat	Cereals	Pulses
2010-11	33.84	22.95	22.37	20.84
2011-12	35.28	23.94	21.18	19.61
2012-13	35.39	24.84	20.50	19.26
2013-14	35.30	24.37	20.17	20.16
2014-15	35.49	25.32	20.25	18.95
2015-16	35.30	24.69	19.79	20.22
2016-17	33.73	23.90	19.35	23.01
Mean	34.90	24.29	20.52	20.29

S.D	0.77	0.77	1.00	1.36
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Source

: Directorate of Economics and Statistics, DAC&FW

Mean & S.D calculated by author

Table 4: Crop Diversification Indices in Major Food Crops in India During 2010-11 to 2016-17

	HI	THI	EI	GMI
2606.47	0.26	0.74	0.11	0.26
2650.47	0.27	0.73	0.11	0.27
2660.88	0.27	0.73	0.11	0.27
2653.25	0.27	0.73	0.11	0.27
2669.29	0.27	0.73	0.11	0.27
2656.24	0.27	0.73	0.11	0.27
2613.02	0.26	0.74	0.11	0.26
Mean	0.26	0.74	0.11	0.26
S.D	0.00	0.00	0.00	0.00

Source: Calculated by Author

In Table 4 some indices for crop diversification as per methodology have been calculated to see the level of crop diversification by Herfindahl Index(HI), Transform Herfindahl Index(THI), Entropy Index(EI) and Gibb's Martin Index (GMI) . We know that GMI and Herfindahl have identical connotations. We mainly tried to concentrate of THI and EI. Which have almost similar indications. The mean THI for the study period is 0.74 with 0 S.D. indicated there are uniform crop diversification over the years in India in case of principal food grain crops. The EI also indicated similar result. Lesser amount of EI indicated higher level of diversification in crops with 0 S.D. means no fluctuations diversification levels in major food crops in India.

Implication on Crop diversification of Production of Crop in India during Study Period

Anova: Single Factor

SUMMARY

Groups	Count	Sum	Average	Variance
Column 1	7	5.13	0.732857	2.38E-05
Column 2	7	0.77	0.11	0

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1.357829	1	1.357829	114057.6	3.06E-25	4.747225
Within Groups	0.000143	12	1.19E-05			
Total	1.357971	13				

Calculated by Author

In order to find out the implication of crop diversification of productivity of crop it has single factor ANNOVA been done where it has shown that there is positive relationship between crop diversification with production of food crop in India. Thus we find that Null hypothesis has been accepted and the alternative hypothesis has been rejected.

Conclusions

India has agriculture based economy where principal food crops occupied major role. In this particular study it has been tried to identify whether crop diversification has been persisted or not. It is established by this study that there is sufficient level of crop diversification persist among principal food crops in India. Secondly it has been tried to identify the relationship between crop diversification and productivity of the principal food crops. It is found that there is positive significant relationship between crop diversification with production level of principal food crops in India. As rice and wheat being the major food crops and occupied major production area within the country, crop diversification surely helps us economically to cope with such diversification.

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Spatio-Temporal Growth and Development of Tourism in Himachal Pradesh: An Analysis
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Abstract

Tourism has emerged as a vital and essential tool for the development of any society. Almost each and every part of the world is witnessing the direct and indirect positive impacts of tourism in the world. It has become an inseparable tool of the development for the economy of any region. Some countries are totally dependent on the tourism sector for the development of their economy. India has also witnessed very significant growth and development of tourism. Present paper examines the trend and pattern of tourism development in the state of Himachal Pradesh. Present paper addresses the issue of tourism development on the basis of 7 indicators of tourism development at the district level. The study has been conducted with reference to three reference years e.g., 2000, 2009 and 2018. The study is entirely based on secondary sources of data collected from Department of Tourism and Civil Aviation, Himachal Pradesh. In order to examine the development trends in tourism development in the study area Z-score and composite standard score techniques have been used. Co-efficient of variation (C.V.) has also been compiled to find out the trend. The study reveals that the tourism sector in the state has witnessed a significant development during the study period. However, the development of tourism remains primarily concentrated in few districts i.e., Shimla, Kullu and Kangra.

Keywords: Development, Z-score, composite standard score, co-efficient of variation, economy.

Introduction

Tourism has emerged as a major tool for socio-economic development. Tourism sector is a more effective in providing employment and income than other industries (Malik and Nusrath 2014). It has been included into the main economic activity. However, the initial activities related to tourism were started since the ancient times but the concept of modern tourism came into light much later (Attri and Kaushal, 2019). The modern concept of tourism started developing with the growth and innovation and development in the field of tourism and overall development in all other areas. Modern day tourism is vast and covers numerous activities in it. Primarily the development and growth in the field of transport, accommodation and allied amenities has given the rise to the modern tourism at every sphere (Sahani, 2018). For the development of tourism there was a need for the innovation which was sincerely replied by the innovators or scientists. Tourism has positively impacted in foreign exchange earnings, providing employment opportunities and has great potential to support Indian economy (Venkatesh and Raj 2016). The development of tourism has directly or indirectly contributed in various sectors. It has contributed to the socio-economic development of economies of various countries. After the second half of twentieth century it has contributed as a major sector or arena to the social and economic aspects of almost every country. The tourism development posed many serious

positive impacts on the various aspects of development of countries either they are social or economic. Socio-economic development remained the buzzword of modern era. Earlier the concept of development was only limited to the economic variables but sooner with the passage of time the social indices or variables have also got attention in the later twentieth century. The tourism development has contributed to both social and economic aspects of development (Subhash, 2015). It has become an inseparable content of social and economic development of any country or region. Some countries like Switzerland, Hongkong, Singapore etc have cashed the opportunities from the tourism by analyzing the potential of tourism and tourism has become their main source of economy. This development of tourism was first and foremost visible in those areas of world where potential of tourism was already present. Almost every country of the world has grabbed the opportunities of tourism and India is also not an exception to it.

As Tourism started developing in India the government of India started putting some serious focus on the development and promotion of tourism in India (Khan et.al, 2014). Since the introduction of five-year plans by the Planning Commission of India, tourism sector was always considered as an important sector (Khan et.al, 2014). Just leaving the first five-year plan (1951-1956) tourism had been always a priority in all other plans. Separate funds were allocated for the state and center plans. After 1980s tourism activity gained momentum as an employment generator, source of income, foreign exchange earnings and as a leisure industry (K.C and Leelavathi, 2016). Major reforms in Indian economy led to the development of Indian Tourism Industry (Ghatage and Kumbhar 2015). Funds were increased as the government realized the potential of tourism in India. Increase in number of foreign tourists and foreign exchange earning was seen as the tourism started developing in India. These five-year plans consist of various schemes and special provisions were made for specific areas for the development and growth tourism in India. Tourism related organizations and agencies were created along with the development of infrastructure and promotion of tourist destinations. ITDC (Indian Tourism Development Corporation) and Ministry of Tourism kept a special focus on the development and promotion of tourism at national level. These steps helped in changing the socio-economic development by providing employment at all levels. Efforts like these by the government of India have contributed significantly in the development and growth of tourism. Business opportunities like travel agencies, travel agents, and tourist guides etc and numerous direct and indirect jobs have also supported by the same industry. Tourism is the largest service industry in India contributing majorly to its GDP and total employment (Kaur and Sharma 2012). Opportunities in tourism related jobs from the lowest level up to the managerial jobs at the highest level have been emerged through the tourism industry. According to Ministry of Tourism (2018), India received 10.56 million foreign tourists with annual growth rate of 5.2% and estimated foreign exchange earnings of 1,94,892 Crore from the same. The similar trend in the growth rate (11.9%) has also been witnessed in the domestic tourist. These developments helped India to become a major tourism destination. The special focus has also been given to tourism development in the state of Himachal Pradesh also through the HPTDC (Himachal Pradesh Tourism Development Corporation) and the State Tourism Department. Tourism development is very important to the

hilly state like Himachal Pradesh whose economy is mainly dependent on agriculture and it has very limited and few revenue generating resources i.e., industries.

The state of Himachal Pradesh has emerged as a prime tourist destination in the country. This hill state mainly got its introduction in the field of tourism development and promotion after the statehood. After getting the statehood the state government realized that after agriculture this small hilly state can contribute wisely in the field of tourism which will not only enhance the infrastructure but will also lead to the socio-economic development of the state. Simultaneously HPTDC (Himachal Pradesh Tourism Development Corporation) and Department of Tourism were set up in 1972 with the aim of developing tourism related infrastructure so that the tourism can develop up to its potential in the state. These bodies specially focused on the development and promotion of the tourism in the state. The tourism industry in the state of Himachal Pradesh is growing with a very rapid growth and providing employment by direct and indirect means and contributing in the socio-economic development of the state (Gupta, 2015).

Tourism in Himachal Pradesh is growing rapidly with due course of time. It attracts large number of tourists due to its natural and historical attractions and religious significance. The state of Himachal Pradesh remained the home of one of the oldest surviving royal dynasties in the world. It has got a prestigious place among the all states of India in tourism attractions and development. The study area is known for its mesmerizing tourist destinations with variations. Therefore, the state of Himachal Pradesh has been selected for the present study to analyze the growth and development of tourism sector.

Objectives:

The study mainly aims to achieve the following objectives:

- i. To study the indicator wise tourism development in the state of Himachal Pradesh.
- ii. To examine the overall trend and pattern of tourism development in Himachal Pradesh from 2000 to 2018.
- iii. To classify the districts into different categories based on their level of tourism development.

Study Area:

The State of Himachal Pradesh has a geographical area of 55,673 sq.km, which constitutes 1.69% of the geographical area of the country. It lies between 30°22'N to 33°12'N latitude and 75°45' E to 79°04' E longitude. It shares 1170 km the boundary with adjoining area by Jammu & Kashmir in the North, Punjab in the West, and Haryana in the South and Uttarakhand in the Southwest. Kangra and Mandi districts covers the larger inter districts boundary and Chamba and Sirmour witnessed the less share of its boundary with other districts in the study area. Chamba district is situated in north and Sirmour district lies in south of the study area. Similarly, Kinnaur in the east and Kangra district has in the west direction of the study area (Fig.1). The State has international border with China in the East.

Almost 90 percent of the state population live in rural area. Population concentration highest in Kangra district and area wise Lahaul and Spiti covers the larger portion of the state. The geographically condition and topography of Himachal Pradesh presents considerable challenges

to development of transport infrastructure. The state is connected with the world through highway and airway.

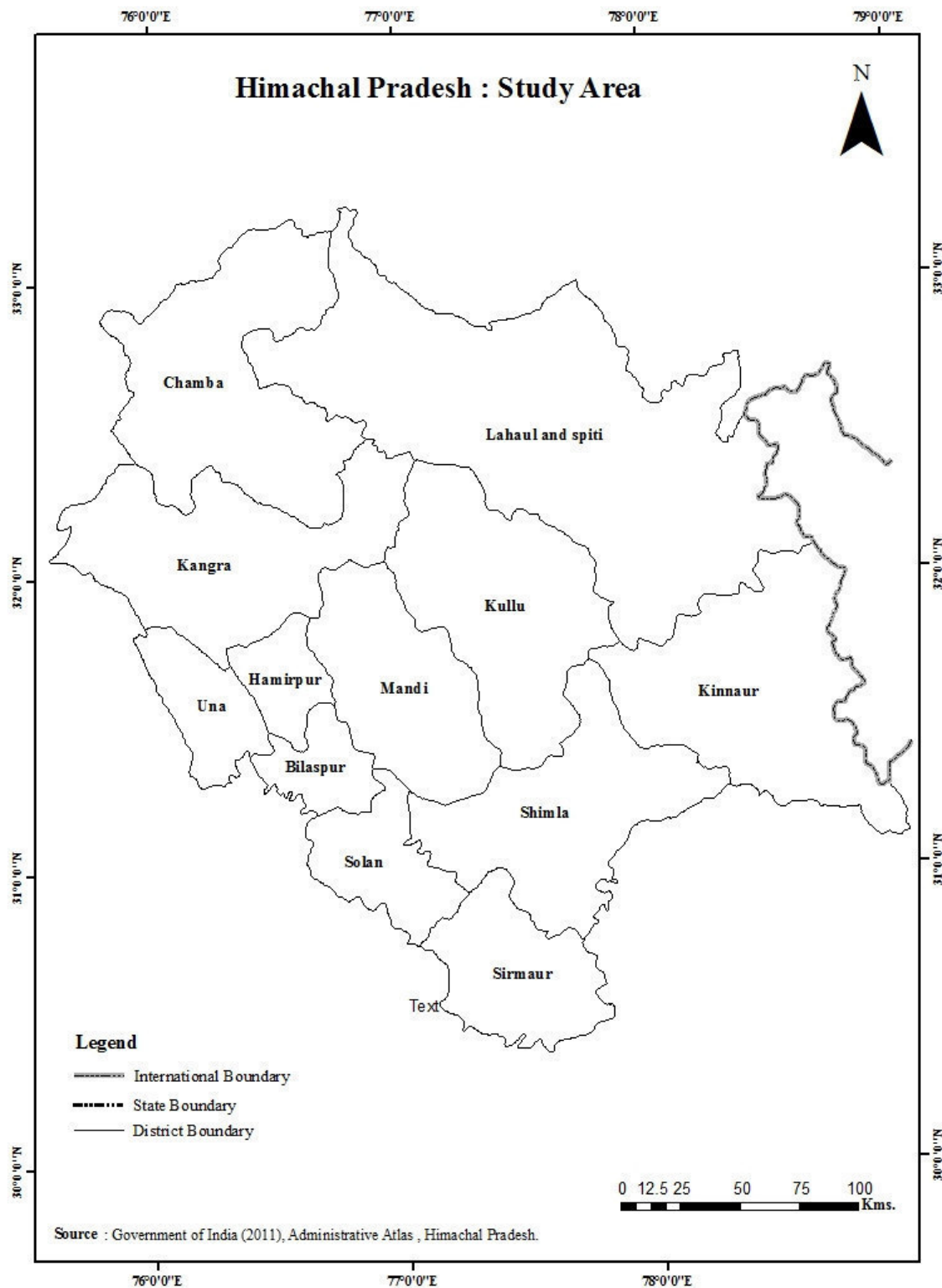


Fig.1 Study Area: Himachal Pradesh

Methodology

The level and pattern of tourism development in the study area have been examined with respect to 7 major indicators enumerated as under:

- i. Number of Hotels (X1)
- ii. Number of Restaurants (X2)
- iii. Tourist Guides (X3)
- iv. Travel Agents (X4)
- v. Photographers (X5)
- vi. Domestic Tourists (X6)
- vii. Foreign Tourists (X7)

In order to examine the disparity in tourism development at the district level, Z-score has been calculated. The following formula has been used in computing the Z-score:

$$Z = \left(\frac{x_i - \bar{x}}{\sigma} \right)$$

Where: **Z** represents the original value of *i*th observation.

x_i represents the original value of the *i*th observation.

\bar{x} denotes the Mean value of variables

σ represents the standard deviation from the mean value

Further composite standard score has been computed based on all 7 important variables using the under-mentioned formula:

$$CSS = \frac{\sum z_{ij}}{n}$$

Where: **CSS** means the composite standard score

z_{ij} denotes the z-score of all indicators *j* of district *i*

n means total number of indicators

In order to examine the trend of tourism development in the state of Himachal Pradesh the composite score has been classified into following three Categories;

Category	Composite Score
High Development	More Than 1
Moderate Development	1 to -2.50
Low Development	Less Than -2.50

The terms like high, medium and low have been used for the analysis of different datasets in the present study. But these terms have been used in a relative sense based on the frequency and range of data and don't signify the actual meaning of these terms as understood statistically.

Results and Discussion

i). Areas of High Level of Tourism Development (More than 1)

The districts having composite score more than 1.00 have been included in the category of high development. Only three districts namely Kangra, Kullu and Shimla districts of Himachal Pradesh have recorded the high level of development (Fig.1). This category of high development of tourism development has accounted for one fourth of the total districts of Himachal Pradesh. District Kangra has performed exceptionally well in (X1-Number of Hotels and X7-Foreign Tourists with 2.50 and 1.42 Z score respectively) due to that the district Kangra was included in the category of high development. These three districts namely Kullu, Shimla and Kangra have recorded 9.46, 6.43 and 5.03 Z-score values in 2000. Few main reasons for the high level of tourism development in these particular districts was their already popular tourist destinations such as Dharamshala and Mcleodganj in Kangra district, Kullu and Manali in Kullu district and Shimla and Kufri in Shimla district. These few places were very popular among tourists from long period of time. Secondly the basic infrastructure development in such as good accessibility in the form of roads, railways and airways in these districts. Kangra and Shimla district is well connected through roadways, railways and airways whereas Kullu district is connected through Roadways and airways. These were the few main reasons for these districts to fall in the high level of tourism development.

Fig. 2 shows that the same districts have witnessed the high development in 2009 and 2018 also. However, the Kullu and Shimla district have witnessed higher Z-score values i.e. 13.41 and 10.95 in 2009 but the Kangra district decline in composite Z-score values mainly (X3-Tourist Guides, X4-Travel Agents and X5-Photographers). Study reveals that these three districts have registered the high development in 2018 also with increase in Z-score values in Kangra and Kullu districts. But surprisingly Shimla district has witnessed decline in composite Z-score values.

ii). Areas of Moderate level of Tourism Development (1 to -2.50)

This category of tourism development includes the districts observing the composite Z-score values between 1.00 to -2.50. Chamba, Mandi, Solan and Bilaspur districts of the study area witnessed the moderate level of tourism development in 2000 (Fig 2). The number of the districts in this category has 3 in 2009 from 5 in 1971. Only Chamba, Mandi and Solan districts have witnessed the moderate level of tourism development in 2009. However due to the improvement in Z score values in (Number of Restaurants) X2, (Tourist Guides)X3, (Number of Hotels) X1, the Sirmaur district of the study area again joined the category of moderate tourism development in 2018 (Fig 3). Bilaspur and Sirmaur districts have slipped down to the category of low level of tourism development in 2009. Sirmaur district has witnessed less Z-Score values in (Hotels) X1, and (Tourist Guides) X3, and Bilaspur district has registered less Z-score values in (Tourist Guides) X3, (Travel Agents) X4, and (Domestic Tourists) X6 in 2009 than to 2001, hence disappeared from the category of moderate level of development in 2009 (Fig 2).

iii). Areas of Low level of Tourism Development (Less than -2.50)

The low level of tourism development category includes the districts recording the Z-score values less than -2.50. Fig 1 shows that a contiguous patch in western having Una and Hamirpur along with eastern patch with Lahul and Spiti and Kinnaur districts have witnessed the low level of tourism development in 2000. Lack of transportation, harsh physical conditions and

unavailability of services could be some of the reasons for the low tourism development in Lahul and Spiti and Kinnaur in 2000. In 2009, Sirmaur and Bilapur also joined this category due to less Z-score values in (Number of Hotels) X1, (Tourist Guides) X3, (Travel Agents) X4, and (Number of Domestic Tourists) X6 respectively. The number and share of the districts registering low level of tourism development has been decreased to five and 41.66% in 2018 than six and 50.00 percent in 2009. Due to the improvement in all indicators except (Travel agents) X4 and (Domestic Tourists) X6 in 2018 than 2009, the district Sirmaur had upgraded and joined the category of moderate level of tourism development in 2018 than 2009.

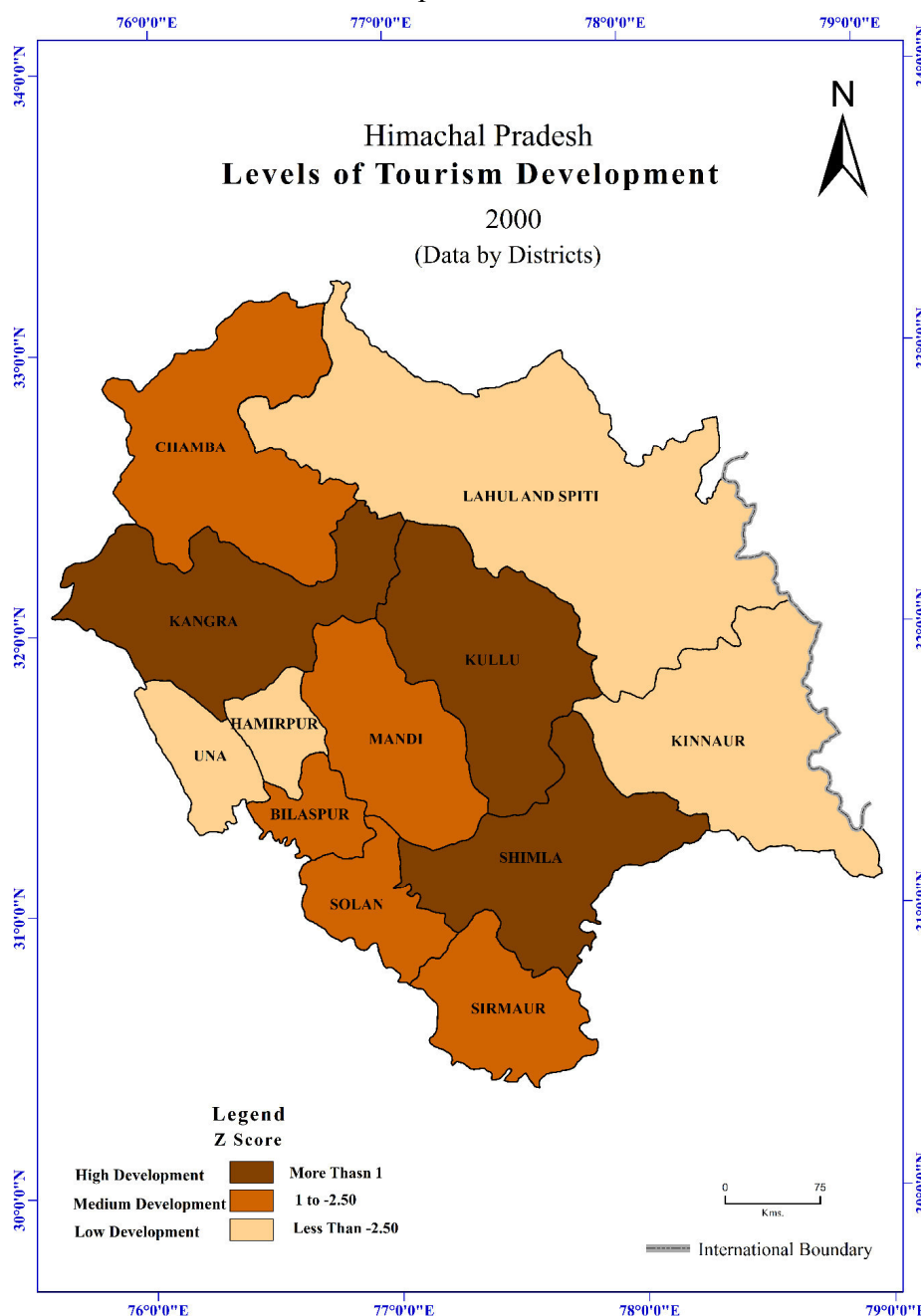


Fig.1

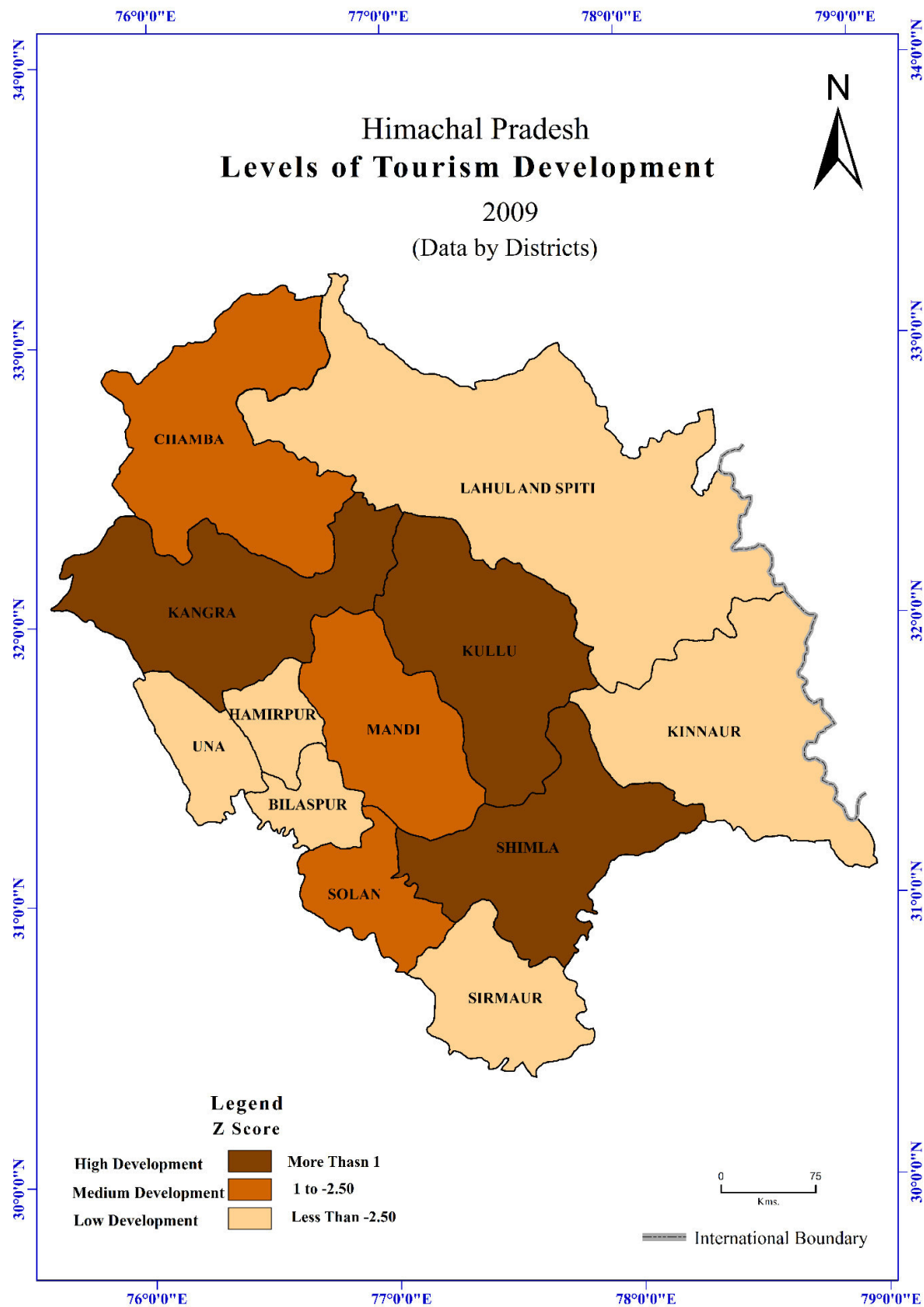


Fig.2

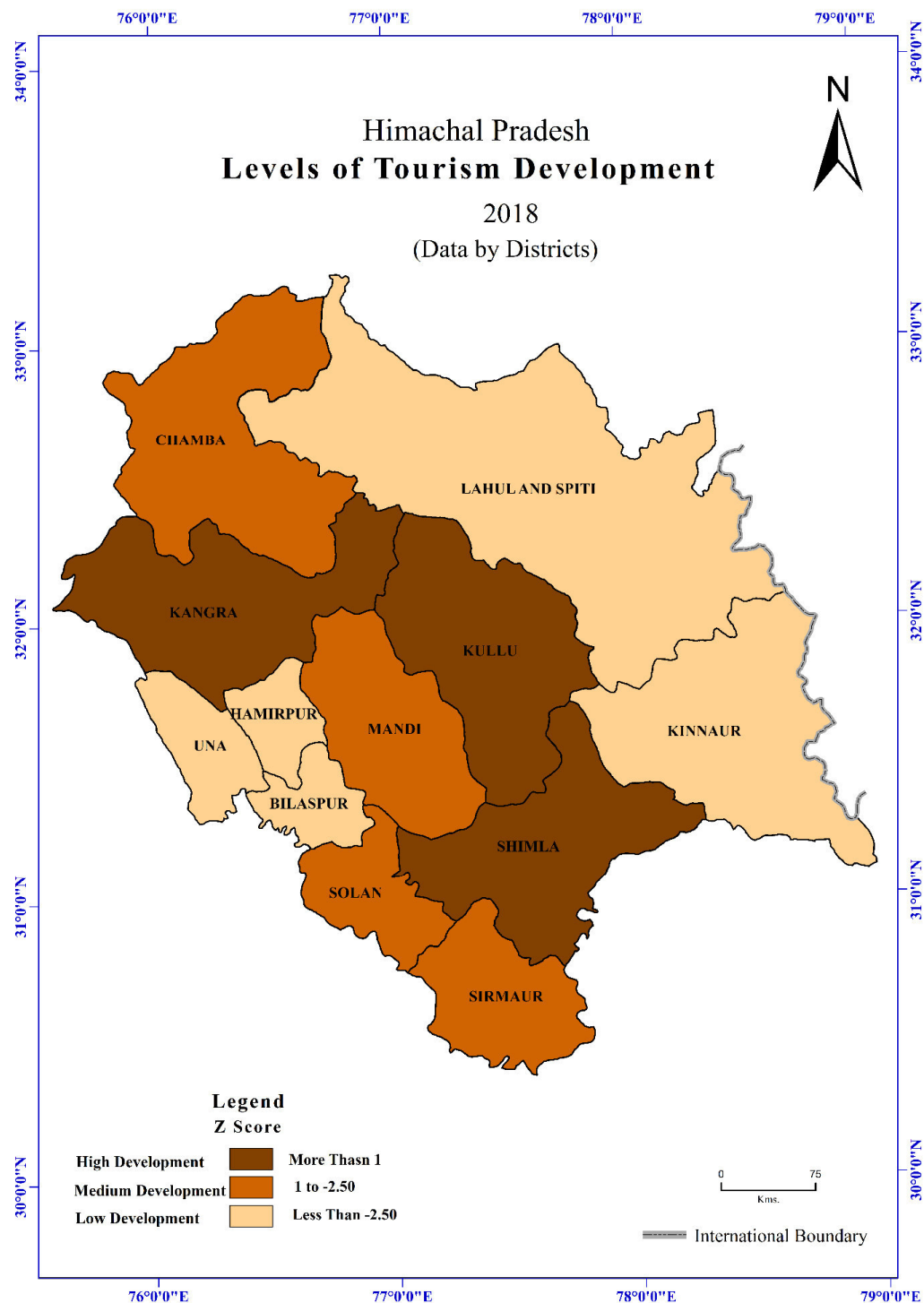


Fig.3

Table 1
Himachal Pradesh: Indicator wise Z-Score among Districts (2000)

Composite Standard Score								
District Name	X1	X2	X3	X4	X5	X6	X7	CSS
Chamba	-0.03	-0.27	0.41	-0.29	0.19	-0.06	-0.62	-0.67
Kangra	0.54	2.50	-0.21	0.02	-0.16	0.91	1.42	5.03
Hamirpur	-0.72	-0.74	0.43	-0.50	-0.50	-1.04	-0.77	-3.83
Una	-0.67	-0.56	0.43	-0.50	-0.50	-0.05	-0.76	-2.60
Bilaspur	-0.63	-0.68	0.43	-0.43	-0.48	0.25	-0.70	-2.25
Mandi	-0.38	-0.33	0.43	-0.24	-0.50	-0.57	-0.23	-1.84
Kullu	2.51	0.01	-0.64	2.93	1.14	1.51	2.00	9.46
Lahul & Spiti	-0.68	-0.74	0.43	-0.45	-0.50	-1.06	0.31	-2.68
Shimla	1.32	1.28	-2.99	0.86	2.77	1.93	1.25	6.43
Solan	-0.06	0.65	0.43	-0.43	-0.50	-0.51	-0.48	-0.90
Sirmaur	-0.56	-0.51	0.43	-0.48	-0.50	-0.19	-0.70	-2.50
Kinnaur	-0.64	-0.62	0.43	-0.49	-0.50	-1.11	-0.72	-3.64

Source: Compiled by Authors

Table 2
Himachal Pradesh: Indicator wise Z-Score among Districts (2009)

Composite Standard Score								
District Name	X1	X2	X3	X4	X5	X6	X7	CSS
Chamba	-0.17	-0.51	-0.43	-0.32	0.02	-0.35	-0.66	-2.41
Kangra	0.86	2.23	0.22	0.04	-0.29	0.72	0.92	4.70
Hamirpur	-0.92	-0.87	-0.52	-0.47	-0.49	-0.73	-0.73	-4.72
Una	-0.71	-0.26	-0.52	-0.45	-0.49	-0.48	-0.73	-3.64
Bilaspur	-0.62	-0.57	-0.37	-0.45	-0.46	-0.05	-0.73	-3.24
Mandi	0.01	-0.20	-0.47	-0.28	-0.46	-0.07	-0.55	-2.04
Kullu	2.37	0.40	1.17	3.06	2.57	1.94	1.88	13.41
Lahul & Spiti	-0.61	-0.93	-0.47	-0.36	-0.49	-0.99	0.69	-3.17
Shimla	1.21	1.47	2.77	0.43	1.56	1.87	1.65	10.95
Solan	0.00	0.59	-0.46	-0.36	-0.49	-0.50	-0.65	-1.86
Sirmaur	-0.74	-0.38	-0.46	-0.43	-0.49	-0.40	-0.68	-3.58
Kinnaur	-0.69	-0.96	-0.47	-0.41	-0.49	-0.97	-0.43	-4.42

Source: Compiled by Authors

Table 3
Himachal Pradesh: Indicator wise Z-Score among Districts (2018)

Composite Standard Score								
District Name	X1	X2	X3	X4	X5	X6	X7	CSS
Chamba	-0.21	-0.39	0.17	-0.39	-0.26	-0.34	-0.59	-2.02
Kangra	1.39	1.25	0.39	-0.04	-0.33	0.87	1.61	5.15
Hamirpur	-0.84	-0.43	-0.82	-0.48	-0.34	-0.54	-0.62	-4.08
Una	-0.68	-0.74	-0.84	-0.48	-0.34	-0.06	-0.61	-3.76
Bilaspur	-0.73	-0.91	-0.56	-0.44	-0.34	0.11	-0.61	-3.49
Mandi	-0.32	-0.34	-0.18	-0.22	-0.33	-0.26	-0.52	-2.16
Kullu	2.34	0.32	2.71	2.89	3.15	1.77	1.38	14.54
Lahul & Spiti	-0.36	-1.14	-0.59	-0.44	-0.34	-1.37	-0.33	-4.58

Shimla	0.75	0.97	0.87	0.99	0.14	1.72	1.93	7.37
Solan	0.09	2.06	-0.13	-0.41	-0.34	-0.22	-0.50	0.55
Sirmaur	-0.62	0.32	-0.29	-0.49	-0.34	-0.42	-0.58	-2.43
Kinnaur	-0.80	-0.97	-0.71	-0.47	-0.34	-1.25	-0.55	-5.09

Source: Compiled by Authors

(X1-Number of Hotels, X2-Number of Restaurants, X3-Tourist Guides,X4-Travel Agents, X5-Photographers, X6-Domestic Tourists, X7-Foreign Tourists

Temporal Variation in Tourism Development Indicators (2000-2018):

Indicator wise variation in tourism development indicators in the years 2000, 2009 and 2018 has been presented in this part of study by calculating the coefficient of variation. The disparities in the level of tourism development have been recorded by using the coefficient of variation. Higher the value of coefficient of variation, higher is the level of disparities and vice versa. Accommodation is a major component of tourism which includes hotels, guest houses, and rest houses, home stays etc where tourists receive all the services which are essential for their stay. Tourism and hotel industry always work in coordination with each other. The growth in tourism industry significantly helps in development of hotel industry. Hotel industry provides large employment opportunities and a tremendous source of income generation. Hotel is a service-oriented industry which can be categorized into different categories according to their class of services and facilities. The coefficient in hotels was 125.6 percent in 2000. It has slightly decreased to 93.2% in 2009 and remained almost same with small improvement to 95.3% in 2018. The study shows that the variation and disparities in the hotels have been decreased between 2000-2018 in the study area. The pace of decrease was very high between 2000-2009.

Restaurant is an eating establishment which prepares and serves food and drinks to public and tourists. Restaurant is also one of the important parts of accommodation component as they provide food and drinks to the tourists who visit the tourist destination. Restaurants can be an individual establishment or part of a hotel. Restaurants play an important role in tourism industry as food is also addition to the tourist experience. Food and beverages can also be a motivator for tourists. Restaurant is also a part of service-oriented industry and is a good source of earning and provides employment.

The coefficient of variation in restaurant was 125.9% in 2000 (Table 4). It has been decreased to 89.8% and 87.7% in 2009 and 2018 respectively. However, the disparities in the restaurants have been decreased during the selected time period. But the pace of decline was higher during 2000 to 2009 than 2009 to 2018.

Table-4
Himachal Pradesh: Coefficient of Variation in Tourism development
(2000, 2009, 2018)

Indicators	Coefficient of Variation (in %)		
	2000	2009	2018
X1	125.6	93.2	95.3
X2	125.9	89.8	87.7
X3	86.53	193.8	118.4
X4	200.6	215	202.9

X5	201.8	204.2	294.2
X6	89.3	73	66.3
X7	129.4	137	162.3

Source: Compiled by Authors

(X1-Number of Hotels, X2-Number of Restaurants, X3-Tourist Guides, X4-Travel Agents, X5-Photographers, X6- Domestic Tourists, X7-Foreign Tourists)

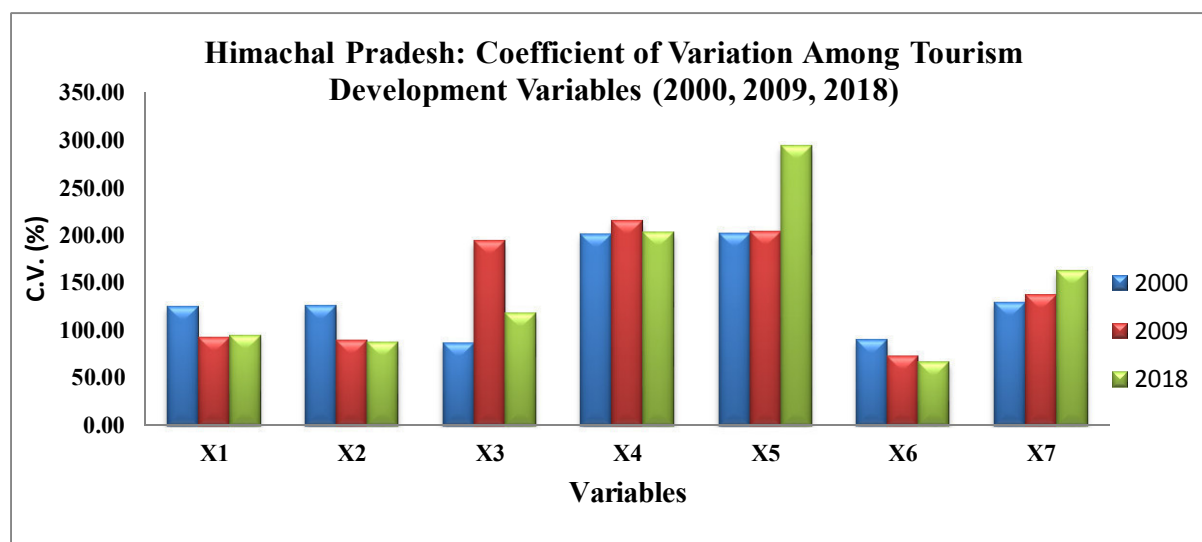


Fig. 4: Himachal Pradesh: Coefficient of Variation Among Tourism Development Variables (2000, 2009, 2018)

A tourist guide is a person who assists tourists with the information which is related to culture, history or any other of the area visited by the tourist. Tourist guide is an important component of organized tourism. Tourist guide has a good knowledge about each and every information of the locality which is necessary for the tourists. Tourist guide is an important person in a tour as he not only increases the knowledge of the tourists but also enhances the quality of tour by providing every information to the tourist. The coefficient of variation in Tourist Guides was 233.8 percent in 2000. The value of coefficient of variation in tourist guides was recorded 193.8 and 118.4 percent in 2009 and 2018 respectively. In 2000, the value of coefficient of variation was very high due to the fact that only four out of twelve districts of the state were registering the tourist guides. Due to that the coefficient of variation was witnessed very high. The study reveals that this value has decreased further during next two reference years i.e., 2009 and 2018 which shows the development in tourist guides indicator.

Travel agency is operated by a person who is known as a travel agent. Travel agent who acts on behalf of travel agency has a good knowledge of tourism products. Travel agency is the most important company or organization in tourism industry which plays an important role in assisting the potential tourists or travelers in planning their journey or a tour. Travel agencies are operated by travel agents who assemble different services such as accommodation, transport, amenities etc from various tourism related service providers and present them to tourists either individually or in a packaged tour.

Table 4 shows the fluctuating trend in the development of travel agents during the study period. The coefficient of variation in travel agents was 200.6 percent in 2000 and it has increased to 215 percent in 2009 and further declined to about 202.9 percent in 2018.

Photographers are the important part of tourism. They are involved in all tourism activities enjoyed by tourists. Tourism industry contributes by providing employment opportunity to photographers throughout the world.

The indicator of photographers(X5) has witnessed the coefficient of variation of 201.8 percent in 2000 and it has further increased to 204.2 and 294.2 percent in 2009 and 2018 respectively. The study shows the increasing striking disparities in photographers in the study period. Some districts have witnessed very high availability of photographers but some of the districts i.e., Kinnaur, Lahul and Spiti, Chamba, Sirmaur, Bilaspur, Una have limited photographers in numbers.

Domestic tourists are those kind of tourists who travel within the borders of their country. Domestic tourists are also an important part of tourism as they dominantly promote and visit the domestic tourists destination.

The coefficient of variation in domestic tourists was 89.3% in 2000 and it has further decreased to 73 and 66.3 percent in 2009 and 2018. It shows the progressive and positive trend in domestic tourist flow in the whole study area.

Foreign tourists are those kind of tourist who visits the tourist destinations outside their own countries. Foreign tourists are an important part of tourism as they provide foreign exchange earning to support the economy of the visiting country.

But the coefficient of variation of foreign tourist was 129.4% in 2000. Drastically and surprisingly the value of coefficient of variation has further increased to 137% in 2009 and further increased to 162.3% in 2018. This shows that the foreign tourists flow has restrict to selected districts i.e., Shimla, Kullu and kangra in 2000 and 2009 in the study area.

Conclusion:

The above study shows that the tourism development in the state of Himachal Pradesh of has witnessed a progressive growth during the study period. In 2000, the high category of tourism development in the state of Himachal Pradesh was concentrated in few pockets. Shimla, Kullu and Kangra witnessed the high level of tourism development. The northern, north-eastern and some central-western parts of the study area were lagging behind. In 2018 also, almost the same pattern of tourism development has been observed in Himachal Pradesh. The centrally located and administratively soul centres or districts i.e., Kangra, Kullu and Shimla registered the high tourism development and almost same districts have witnessed the low level of tourism development in the study area. The specific programmes and plans should be prepared for the lagging districts and the infrastructural development should be done in the above districts.

Table-5
Himachal Pradesh: District wise Composite Z-score in Tourism development
(2000, 2009, 2018)

Composite Z-Score				
Category	2000	2009	2018	Total Districts
High	3 (25.00)	3 (25.00)	3 (25.00)	12 (100)
Medium	5 (41.66)	3 (25.00)	4 (33.33)	12 (100)
Low	4 (33.33)	6 (50.00)	5 (41.66)	12 (100)
Total Districts	12 (100)	12 (100)	12 (100)	12 (100)

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समाज, समाजव्यवस्था आणि शिक्षण आंतरसंबंध - एक दृष्टिक्षेप

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सहाय्यक प्राध्यापक

सहयोग सेवाभावी संस्थेचे अध्यापक महाविद्यालय

विष्णुपुरी, नांदेड

प्रास्ताविक:

व्यक्ती हा समाजाचा मूलभूत घटक असतो. मानवाने अस्तित्वाच्या सुरक्षेसाठी समूहात राहायला सुरुवात केली व त्यातून समाज व सामाजिक जीवन अस्तित्वात आले. शतकानुशतकांच्या सामाजिक स्थितिशीलता व गतिशीलता यामधील संबंधांचा परिपाक म्हणजे आजचा समाज होय. भारतीय समाजाची विविधता अनेक घटकांवर आधारित आहे. भारतामध्ये वंश, धर्म, जात, पंथ, संस्कृती, प्रदेश, भाषा इत्यादी घटकांवर आधारित विविधता आढळते. भारतीय समाजामध्ये वैशिष्ट्यपूर्ण स्तरीकरण आढळते. भारतीय समाजातील स्तरीकरणामध्ये प्रदेशानुरूप बदलसुद्धा आढळतात. काही जातींचे प्रदेशामध्ये अस्तित्त्व असले तरी त्यांना प्रादेशिक आयामाद्वारे वेगळी ओळख दिली जाते. तद्वतच, काही जाती विशिष्ट प्रदेशाशी निगडित असल्याचे दिसते. समाज म्हणजे परस्परांशी आंतरक्रिया करणाऱ्या व्यक्ती आणि समूहांची मिळून बनलेली एक व्यापक संघटना-व्यवस्था होय. सामाजिक आंतरक्रियेमुळेच व्यक्ती आणि समूहात निश्चित स्वरूपाचे सामाजिक संबंध निर्माण झालेले असतात. दोन मानवी व्यक्ती एकत्र आल्या की, त्या एकमेकांची दखल घेतात. एकमेकांची जाणीव त्यांना असते. परस्परांच्या प्रेरणा, भावना, हेतू, उद्दिष्टे, विचारप्रणाली, मूल्ये इ. आंतरिक घटकांचा प्रभाव परस्परांच्या वर्तनावर पडतो. मानवी समाजाच्या कौटुंबिक, आर्थिक, राजकीय, शैक्षणिक, सांस्कृतिक आदी सर्वच क्षेत्रांत सामाजिक संबंध असतात. हे संबंध सहकार्यप्रधान, स्पर्धाशील, संघर्षयुक्त अशा प्रकारचे असू शकतात. ते मित्रत्वपूर्ण असतील किंवा शत्रूत्वपूर्ण देखील असू शकतील. समाज अशा विविध स्वरूपाच्या सामाजिक संबंधांनी बनलेला असतो. समाजाचे स्वतंत्र अस्तित्त्व टिकवून ठेवण्यासाठी तसेच त्याचे संघटित स्वरूप कायम राहण्यासाठी अशी एकतेची भावना प्रबळ असणे आवश्यक असते.

समाजव्यवस्था टिकवण्यासाठी योजना:

समाजव्यवस्था म्हणजे समाजातील परस्परसंबंध व्यवस्थित चालू रहावेत, या उद्देशाने आखलेली योजना असते. समाजातील मूलभूत संस्था आणि त्यांचे संबंध उदा., कुटुंब, नातेसंस्था, अर्थसंस्था, धर्मसंस्था, स्तरव्यवस्था, राज्यसंस्था, विवाहसंस्था इ. समाजात सदैव कार्यरत असतात. या संस्थांमधील विविध भूमिका व्यक्ती स्वतः एकेकटी आणि त्याचबरोबर इतर व्यक्तींबरोबर पार पाडीत असते. व्यक्तिव्यक्तींमधील परस्परसंबंध गुंतागुंतीचे होतात पण नियोजनामुळे आणि सामाजिक प्रमाणकांमुळे समाजव्यवस्था व्यवस्थित चालू राहते. येथेही नियोजन करावे लागते ते भूमिकांचे, वेळेचे आणि एकमेकांशी असणाऱ्या हितसंबंधांचे. सामाजिक नियोजन ही व्यापक संकल्पना आहे. जेथे जेथे मानवी समूह आहेत, तेथे तेथे नियोजन आवश्यक आहे. नियोजनामुळे दिशा निश्चित होते काळ-काम-वेग व इतर गोष्टींची तरतूदही करता येते. सामाजिक नियोजन शासनाच्या सूचीवर असलेल्या विषयांवर केले जाते. त्यासाठी राज्यघटनेतील मूलभूत मानवी मूल्यांचाच पाठपुरावा करावा लागतो. नियोजन करण्यासाठी राष्ट्रीय पातळीवर विविध क्षेत्रांतील तज्ज्ञांचे मंडळ नेमले जाते. केंद्रीय मंत्रिमंडळाशी हे मंडळ विचारविनिमय करूनच समाजाभिमुख योजना आणि आर्थिक तरतुदींचा अंदाज व्यक्त करते. कोणत्याही समाजात सामाजिक स्तर अचानक निर्माण होत नाहीत. समाज विकासाच्या दीर्घ कालखंडात समाजाचा जसा जसा विकास होत जातो, अधिकाधिक गुंतागुंतीचा होत असतो.

तस तसे त्या समाजात विविध घटकाच्या आधारावर स्तर निर्माण होण्यास सुरुवात होतात व कालांतराने या स्तरास समाजमान्यता मिळते आणि एकदा का स्तरीकरणास समाजमान्यता मिळून ती दृढमूल झाली की ती दीर्घ काळ टिकून राहते. पण याचा अर्थ असा नाही की, सामाजिक स्तरीकरणाच्या स्वरूपात बदल होत नाहीत. कालाओघात स्तरीकरण व्यवस्थेचे स्वरूप बदलत जाते. उदा. धर्मव्यवस्था, जातीव्यवस्था यांचे स्वरूप प्राचीन काळातील आणि आजचे स्वरूप भिन्न आहे. याचा अर्थ असा नाही की स्तरीकरण संपुष्टात येईल. ते कोणत्याना कोणत्या स्वरूपात ते अस्तित्वात असते. कारण स्तरीकरण सर्व काळात, सर्व समाजात अस्तित्वात आहे.

समाजात अंतर्भूत घटक:

सामाजिक पर्यावरणाचे भौतिक, सामाजिक, सांस्कृतिक आणि राजकीय असे प्रमुख चार घटक मानले जातात. भौतिक घटकामध्ये भौगोलिक प्रदेश, जमीन, निवास, निवासाचे स्थान, इमारती, वसाहती, संस्था, रस्ते, लोहमार्ग, हवाईमार्ग, जलमार्ग, वाहतुकीची साधने, दळणवळणाची साधने, करमणुकीची साधने, निरनिराळी भांडी, हत्यारे, उपकरणे, यंत्रे, पैसा, व्यवसाय, वस्त्रप्रावरणे, फर्निचर, कागदपत्रे, लेखनसामग्री, पुस्तके इत्यादींचा समावेश होतो. सामाजिक घटकामध्ये व्यक्ती, कुटुंब, समुदाय, समाज, जातिव्यवस्था, सामाजिक स्तर, सामाजिक संस्था इ. अंतर्भूत होतात. सांस्कृतिक घटकामध्ये संस्कृती म्हणजेच समाजाची सर्वच क्षेत्रांतील वैसासिक प्रगती, ज्ञानाची पातळी, अभ्यासकम, शिक्षण, शिक्षणपद्धती, शिक्षणसंस्था, विद्यापीठे, धर्म, धार्मिक विचार, धार्मिक संस्था, धार्मिक ग्रंथ, धार्मिक रीतिरिवाज, अर्चना, प्रार्थना, अध्यात्म, योग, चालीरीती, साधना, परंपरा, रुढी, विविध कला, कलाविष्कार वगैरेंचा समावेश होतो. राजकीय घटकामध्ये राज्यव्यवस्था, व्यवस्थापन, राज्यघटना, नियम, कायदे, प्रशासन, प्रशासकीय यंत्रणा, संरक्षणव्यवस्था, पोलिसयंत्रणा, सैन्य, गुप्तचर विभाग, परराष्ट्रीय धोरण, परराष्ट्रीय संबंध वगैरेंचा समावेश होतो. या सगळ्या घटकांची निर्मिती मानवाने स्वतःच्या अस्तित्वासाठी स्वतः केलेली आहे. या सर्व घटकांमध्ये परस्पर आंतर-संबंध असून त्यांच्यांत अगदी सूक्ष्म पातळीवरही आंतरक्रिया होत असतात. त्यातूनच मानवाला जगण्यासाठी आवश्यक असलेली ऊर्जा, अन्न, वस्त्र, निवारा, अर्थ, साधनसामग्री, शक्ती, मानसिक स्वास्थ्य, सुख आणि समाधान याबरोबरच जगण्याचा सन्मान मिळत असतो.

अंतर्गत व बाह्य नियंत्रण:

समाज सामाजिक नियंत्रणाची व्यवस्था प्रस्थापित करतो. सामाजिक व्यवस्था आणि सामाजिक नियंत्रण या दोन संकल्पना काही प्रमाणात अप्रभेद्य आहेत; तथापि आधुनिक समाजशास्त्रज्ञांना त्यांतील भेद वा फरक दृष्टोत्पत्तीस आला असून तो मूलतः अंतर्गत नियंत्रणाच्या आणि बाह्य नियंत्रणाच्या प्रक्रियांमधून दिसून येतो. अंतर्गत नियंत्रणाच्या प्रक्रियेत लोक सामाजिक चालीरीती, रुढी, धार्मिक परंपरा यांवर विश्वास ठेवून त्या प्रभावाखाली वर्तन करतात. या प्रक्रियेला सामाजीकरण ही संज्ञा रूढ झाली आहे. बाह्य नियंत्रणाच्या सामाजिक प्रक्रियेत प्रमाणित नियमांशी किंवा कायदेकानूनी जुळवून घेऊन लोक त्याच्या चौकटीत वर्तन करतात. तिचे पालन केले नाही, तर दंडात्मक कारवाई किंवा शिक्षा होते. या प्रक्रियेला बहिःस्थ किंवा नुसते सामाजिक नियंत्रण ह्या संज्ञा समाजशास्त्रज्ञ देतात. औपचारिक समाजनियंत्रणात कायद्याचे महत्त्व अनन्यसाधारण आहे. सामाजिक नियंत्रणाचा प्रकार पूर्वीच्या काळी मर्यादित स्वरूपात होता. त्यावेळी लोकरुढी, परंपरा, नीती आणि धर्म यांचा प्रभाव होता. प्राचीन भारतात धर्मसत्ता, दंडसत्ता व राजसत्ता(राजधर्म) अशी शासनऐसंस्थेची तीन अंगे अस्तित्वात होती. या तिन्ही सत्ता विद्यमान भारतीय संविधानाच्या अनुक्रमे उद्देशिका, अधिनियम आणि मार्गदर्शक तत्त्वे यांत आढळतात. सामाजिक नियंत्रणाचे महत्त्व दिवसेंदिवस वाढत असले, तरी त्याचे स्वरूप मात्र गुंतागुंतीचे होत चालले आहे. माणसाची कृती व

वर्तणूक सामाजिक संस्थांमार्फत नियंत्रित होत असते. एका व्यक्तीची कृती व वर्तन हे दुसऱ्या व्यक्तीच्या संदर्भातच घडत असते. दोन व्यक्तींची कृती व वर्तणूक यावरून त्यातील परस्परसंबंध ठरतात आणि परस्परसंबंधावरूनच त्यांतील हक्कांचे व कर्तव्यांचे स्वरूप ठरत असते. माणसाची कृती व वर्तन हे समाजामार्फत नियत होत असल्याने त्यांचे परस्परसंबंध हे समाजबद्ध असतात. असे माणसांचे परस्परसंबंध म्हणजे 'समाजरचना' होय. अर्थात, ते माणसामाणसातील संबंध असून, इथे माणूस व्यक्ती म्हणून नसतो, तर तो कोणत्या तरी समाजाचा सभासद म्हणून असतो. शिक्षण प्रत्येक समाजातील एक मूलभूत क्रिया आहे. मानवाच्या सामाजिक जीवनाच्या सुरुवातीच्या काळापासून शिक्षणाची प्रक्रिया चालन आलेली आहे. प्रत्येक समाज व्यक्तीच्या शिक्षणाला अतिशय महत्त्व देतो. या ठिकाणी शिक्षणाचा अर्थ केवळ पुस्तकी शिक्षणापुरताच मर्यादित नाही. ज्ञान, जीवनोपयोगी माहिती, कौशल्य आत्मसात करणे याची प्रक्रिया या दृष्टिकोनातून शिक्षणाचा विचार केला आहे. शिक्षणाच्या माध्यमातून व्यक्तीचे समाजीकरण योग्य प्रकारे केले जाते. समाजव्यवस्थेतील कुटुंबसंस्था सारख्या सामाजिक संस्थाला काही निश्चित मर्यादा पडतात. मुलामध्ये सामाजिक जबाबदारीची जाणिव परिणामकारकरीतीने शिक्षणाच्या माध्यमातून केले जाते.

सामाजिक अतिचार आणि सामाजिक समस्या:

समाजाची मूल्ये आणि आचारनियम यांची चाकोरी सोडून वागणे. समाजसंमत उद्दिष्टे गाठण्याकरिता असंमत असलेल्या मार्गाचा अवलंब होऊ लागला म्हणजे समाजात अतिचार (अॅनॉमी) निर्माण झाला, असे म्हटले जाते. येथे 'अतिचार' ही संकल्पना मूल्ये आणि आचार-नियमाच्या अभावी समाजात निर्माण होणारी अनियंत्रितता या अर्थी वापरली आहे. सामाजिक व आर्थिक विषमता व त्यामुळे माणसामाणसांत पडणारी तफावत यांतूनही अतिचार उद्भवतो. या परिस्थितीस व्यक्तीपेक्षा सामाजिक परिस्थितीच जास्त जबाबदार असण्याचा संभव असतो. अशा परिस्थितीत अनेक वेळा उद्दिष्ट गाठण्याबाबत नवी मूल्येही निर्माण केली जातात. त्यामुळे मूल्यांसंबंधी निर्माण झालेली पोकळी भरून निघत असते. अतिचारी व्यक्तींचे प्रमाण आणि समाजातील त्यांचे महत्त्व यांनुसार ही नवी मूल्ये समाजात स्वीकारली जातात. यातूनच विविध सामाजिक समस्यांचा जन्म होतो. सामाजिक समस्या म्हणजे अशी एक परिस्थिती जी समाजातील बहुसंख्य लोकांच्या मूल्याशी विसंगत असून त्या परिस्थितीत बदल करण्यासाठी प्रत्यक्ष कृती करण्याची आवश्यकता आहे. असे त्या लोकांचे मत असते. सामाजिक समस्यांचे स्वरूप पुढील प्रमाणे निदर्शनास येते: प्रचलित समाज मूल्यांशी विसंगती; सार्वत्रिकता; समाजातील बहुसंख्य, लक्षणीय सदस्यांची धारणा; सामाजिक सापेक्षता; संवेदन भिन्नता; सामूहिक सामाजिक उपयोजनेची आवश्यकता इत्यादि.

समाज परिवर्तन:

मॅकायव्हर यांच्या मते सामाजिक संबंधांतील परिवर्तनाला सामाजिक परिवर्तन म्हणता येईल. मूलभूत अर्थाने समाजरचनेतील बदल म्हणजे सामाजिक परिवर्तन होय. अमेरिकन समाजशास्त्रज्ञ हॅरी जॉन्सन यांच्या मते हे परिवर्तन जैविक, सांस्कृतिक, आर्थिक, तांत्रिक आणि राजकीय क्षेत्रांतही घडून येते. सामाजिक संरचनेत फेरबदल घडविणारी प्रक्रिया. मानवांचे रीतिरिवाज, आचार-विचार, संस्था, संघटना, जीवनपद्धती, भोवतालचा परिसर, व्यक्तिव्यक्तींमधील वर्तन यांमध्ये सतत बदल होत असतात. आदिम अवस्थेपासून ते सांप्रत काळापर्यंत मानवी समाजाच्या सर्व अवस्थांमध्ये सतत परिवर्तन झाल्याचे दिसते. समाजातील कोणताही बदल म्हणजे सामाजिक परिवर्तन नव्हे तर सामाजिक कृतींचे व आंतरक्रियांचे आकृतिबंध, मूल्ये, सांस्कृतिक फलिते आणि प्रतीके या आविष्कारांसह होणाऱ्या बदलांना सामाजिक परिवर्तन असे म्हणतात. समाजाच्या, विविध भागांच्या परस्परसंबंधांच्या स्वरूपात बदल झाला की, समाजरचनेत परिवर्तन घडून येते. पर्यायाने सामाजिक परिवर्तन घडून येते. परिवर्तन हे

मानवी संस्कृतीचे अविभाज्य अंग आहे. मानव रानटी-पाषाणयुगीन अवस्थेतून विद्यमान प्रगत संस्कृतीपर्यंत वाटचाल करीत आला. निरनिराळ्या टप्प्याने विकसित होणे, हा मानवी समाजाचा एक गुणधर्मच आहे. हा विकास उत्क्रांतिवादाने आणि कार्यात्मक उपपत्तीतून होत असतो. तसेच मार्क्सवादी, गांधीवादी, जे. पी. वादी, आंबेडकरवादी, लोकशाही समाजवादी आणि इतर अनेक प्रेरणा घेऊन काम करणाऱ्या संघटनांमुळे समाजपरिवर्तन होत असते.

समारोप:

मानवी जीवनात शिक्षणाचे स्थान महत्त्वाचे आहे हे सर्वमान्य आहे. शिक्षणामुळे व्यक्तीच्या अंगभूत शारीरिक, मानसिक, बौद्धिक, कलात्मक क्षमतांचा विकास होतो. मानव हा समाजप्रिय प्राणी असल्यामुळे समाजाचा आर्थिक, सामाजिक, राजकीय, सांस्कृतिक व नैतिक विकास घडवून आणण्यासाठी शिक्षण हे महत्त्वाचे साधन आहे. व्यक्ती व समाज यांचा विकास घडवून आणण्यासाठी शिक्षण कोणी द्यावे, काय शिकवावे, कसे शिकवावे हा निर्णय त्या समाजाचा असतो. यानुसार शाळा ही समाजाची उपयंत्रणा आहे. शिक्षणाच्या दोन भूमिका असतात: एक म्हणजे, प्रचलित सांस्कृतिक वारसा पुढच्या पिढीकडे संक्रमित करणे आणि दुसरी म्हणजे सध्याच्या सांस्कृतिक वातावरणात परिवर्तन घडविणे. या संशोधनातील महत्त्वाचे विषय पुढीलप्रमाणे: सामाजिकीकरणातील शिक्षणाची भूमिका, सामाजिक विस्तारीकरण, सामाजिक गतिशीलता, सामाजिक बदल, विकास आणि आधुनिकीकरण, शैक्षणिक प्रगतीतील सामाजिक घटक, शैक्षणिक आकांक्षा, सामाजिक रचनेचा शिक्षणावर होणारा परिणाम, संस्कृतिरक्षणातील शिक्षणाची भूमिका, सामाजिक निकषांची भूमिका, शिक्षणाच्या अभ्यासक्रमातील सुप्त अभिवृत्ती आणि मूल्ये यांचा प्रभाव, दुर्लक्षितांच्या सक्षमीकरणातील शिक्षणाची भूमिका, ज्ञान आणि अभ्यासक्रम यांची सामाजिक बांधणी. समाजाच्या सर्वच घटकांना-सर्व स्तरांतील सर्व व्यक्तींना-शिक्षणाच्या संधी व सोयी-सुविधा पुरवून साक्षर व शिक्षित बनविणे, समाजामध्ये योग्य प्रकारे वावरण्याच्या दृष्टीने लोकांना नागरिकत्वाचे शिक्षण देणे, सार्वजनिक आरोग्य, स्वच्छता, कुटुंबनियोजन आदी समाजोपयोगी बाबींचे पद्धतशीर शिक्षण देणे, नैतिक मूल्यांचा प्रसार करणारे शिक्षण देऊन समाजाचा सांस्कृतिक स्तर उंचावणे, अशा अनेकविध घटकांचा अंतर्भाव शिक्षण या संज्ञेखाली केला जातो. जागतिकीकरण, उदारीकरण व मुक्त अर्थव्यवस्था यांमुळे जो चंगळवाद, सत्तास्पर्धा, शस्त्रस्पर्धा, वंशवाद, धर्मांधता, विषमता फोफावली आहे. त्यामुळे पर्यावरणाला व मानवी जीवनाला धोका निर्माण झाला आहे. आधुनिक सुखसोयींनी सर्वसामान्य व्यक्तीचे जीवन काही प्रमाणात सुसह्य झाले आहे. पण त्याच्या जीवनावर, मूल्यव्यवस्थेवर केंद्रित अर्थसत्ता व राज्यसत्ता यांचे नियंत्रण व अवलंबन वाढले आहे. अशा परिस्थितीत व्यक्तिस्वातंत्र्य व शिक्षण यांपुढील आव्हाने वाढली आहेत. आर्थिक दैन्य, सामाजिक विषमता, कौटुंबिक दुरवस्था अशा अनेकविध प्रतिकूल घटकांमुळे औपचारिक शिक्षणापासून वंचित राहिलेल्या, समाजातील सर्व वयोगटांतील व्यक्तींना साक्षर व सुशिक्षित बनविण्याचे उद्दिष्ट शिक्षणा द्वारेच साध्य केले जाऊ शकेल.

संदर्भ:

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Progress in Literacy in Himachal Pradesh (1991-2011)

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Abstract: Literacy is one of the key indicators of socio-economic development of any society. Generally, literacy rates vary by region, religion, residence, caste and gender. Same holds true in case of Himachal Pradesh where one can witness these variations. The present study seeks to analyze the progress and pattern of literacy and level of educational attainments among the literates of the state between 1991 and 2011. The study is entirely based on the secondary sources of data. District has been taken as the unit of analysis. Co-efficient of variation (C.V.) has been compiled to know about the disparities in literacy rates. Bar and line graphs have also been used to show the changes. Choropleth mapping technique has been used to show the progress and pattern of literacy. The study reveals that the study area has observed a remarkable progress in literacy (i.e., total, male and female) during the study period. The study shows an absolute increase in number of literates at each hierarchical level of education but still the share of literates at the higher educational level is relatively low. The spatial variations in literacy have also witnessed declining trend in the study area.

Keywords: Co-efficient of variation, Declining spatial variations, educational attainments, Himachal Pradesh, Literacy.

Introduction: Literacy plays a significant role for a nation, society and for individual. Literacy rate is one of the key indicators of the economic situation in a country as increased literacy rate leads to enhancement of a country's human capital. It also opens avenues of better employment and yields a higher socio-economic status. The definition of literacy differs from country to country. India has a huge proportion of young population and literacy is likely to play an important role in turning the young population into potential human capital (Desai, 2012). Change in literacy is a very critical component of demographic transition in a country because demographic transition is intimately correlated with its literacy transition (Chandna, 2014). The Census of India 2011 has adopted the following definition of a literate:

“A person aged 7 years and above who can both read and write with understanding in any language can be termed as literate.”

Besides literacy levels, the educational attainment is a vital indicator of development in a developing nation like India as it is associated with quality of life, awareness level and also level of skill of people in the society. Better literacy and educational level definitely have a positive impact on the health parameters (Government of India, 2015). Human development has been uneven among regions, across countries, states and within countries and states. In a large country like India, disparities or variations in levels of educational development in different parts are inevitable. Regions differ in their history, resource endowment and environment, level of infrastructural development and the attitude of the inhabitants towards education.

Himachal Pradesh occupies a unique position among hill states of India with distinguishing higher human development, its natural resource, physiography and separate administrative identity. It is one of the states in India which has given priority to the education sector and earned the distinction of leading educationally developed among the hill states of the country. At the time of independence, with only 8 percent literates, Himachal Pradesh had the lowest literacy level in India. The literacy rate improved steadily and increased to 62 percent in 1991, 77 percent in 2001 and 81 percent in 2011. The state is now counted as amongst the most progressive and education valuing states in the country. Several scholars have worked on the progress, pattern and disparity in literacy. Some of the studies are of Ram and Dabral (1995), Majumdar (1999), Mustaquim et al (2006), Basak and Mukherji (2012), Dar and Khaki (2012) Jha and Dash (2014), Som and Mishra (2014) and Pushkarna (2017) who have studied the spatial pattern of literacy, variations in literacy and educational attainment at district level. In case of Himachal Pradesh, most of the studies undertaken by geographers have explored the trends and pattern of literacy. The issues of spatial variations and progress in educational attainment remained unexplored. Therefore, the present study is an attempt to examine the overall aspects of literacy including progress, pattern of change, spatial variations in literacy and educational attainment among the literates. Generally, the literacy rates vary by region, religion, residence, caste and gender. The district wise variation in literacy is also a social phenomenon and need to be addressed by the government. The present study is aimed at addressing some important academic issues like has there been any improvement in literacy by gender in Himachal Pradesh? Has there been any improvement in the level of educational attainment in the study area? What has been the pace of overall progress in literacy in the study area?

Study Area

The state of Himachal Pradesh has been selected for the present study. It is the north Indian state which extends over nearly 3 degrees of latitude and longitude. It stretches between 30°46'55" to 33°10'40" N of the equator and 75°46'55 to 79°4'55 E of Greenwich, the prime meridian. It is a mountainous landscape with altitudes ranging from about 350 metres to 6500 metres above mean sea level. The state sprawls over a geographical area of about 55673 sq kms constituting 1.69 percent of the total area of the country. The state at present comprises of twelve administrative districts namely Chamba, Kangra, Una, Hamirpur, Bilaspur, Lahul and Spiti, Kinnaur, Kullu, Mandi, Solan, Shimla and Sirmaur (Fig.1)

Objectives: The present study aims at realizing the following two objectives:

- To examine the spatio-temporal changes in literacy.
- To study the progress in the level of educational attainment.

Database and Methods of Study

The present study aims to explore the spatial variations in the development of literacy and education in Himachal Pradesh. The variations have been examined at district level with reference to two census years i.e., 1991 and 2011. The study is entirely based on secondary data collected from Primary Census Abstracts and social and cultural tables c-series of Directorate of Census Operations, Himachal Pradesh. In all, key indicators employed in the study are as follows:

- i) Total Literacy Rate
- ii) Male Literacy Rate
- iii) Female Literacy Rate
- iv) Level of Educational Attainment among Literates

The following formulas and techniques have been used in the present study:

$$\text{Literacy Rate} = \frac{\text{Total No. of Literates}}{\text{Total Population} - 0 \text{ to } 6 \text{ years age group}} \times 100$$

The change in literacy has been calculated in per cent points using the following method:

$$\text{Literacy of current year (\%)} - \text{Literacy of base year (\%)}$$

Co-efficient of variation (C.V) has been computed to find out the variations among different variable in the study area. The following formula has been used to compute the C.V:

$$\text{C.V.} = \frac{\sigma}{\bar{x}} \times 100$$

Where C.V. means co-efficient of variation

σ represents the standard deviation from the mean value

\bar{x} denotes the mean value of variables' score

The line and bar graphs have been used to show the spatial variations. Choropleth technique has been used to compose the maps and to show the spatio-temporal variations in literacy among the districts of the study area. Bar graphs and tabular methods have been used to show the proportion of literates among age groups and level of educational attainments among the literates in the study area.

Results and Discussion

Progress in Total Literacy (1991-2011)

The present study shows a changing trend of total literacy rate in the study area during between 1991 and 2011. The average literacy in Himachal Pradesh was about 62 percent in 1991 which was about 10 per cent points higher than the national average. The average literacy rate increased to 81 percent during next two decades which remained about 7 per cent points higher than the all-India average. The study therefore reveals that the pace of increase in literacy has been relatively lower in Himachal Pradesh than the national average during the study period. The progress in total literacy rate has been discussed in the following five categories:

i) Areas of Very High Literacy (>70%)

In 1991, there were mainly three districts lying in the western part of the state namely Kangra, Hamirpur and Una which witnessed very high literacy rate (Fig.1). Availability of educational facilities, early start of education by the rulers of erstwhile princely hill states and better road connectivity among the villages led to higher literacy in 1991. In 2011, all the twelve districts of the study area have been found in the category of very high literacy rate (Table 1 and Fig.2). It could be attributed to relatively more increase in literacy in educationally backward districts in 1990s. Many governmental programmes such as Total Literacy Campaign (1992), National Literacy Mission (2000), Sarva Shiksha Abhiyan (2001), Mid-Day Meal (2004), providing more educational infrastructure and increasing awareness among the masses might be some of the reasons for the remarkable progress in total literacy rate between 1991 and 2011.

Table: 1

Himachal Pradesh: Districts by Total Literacy Rate (1991-2011)

Census Year	Literates to Total Population (%)					Districts	Study Area Average	National Average	Per cent Point Change (1991-2011)	
	Less Than 55	55-60	60-65	65-70	More Than 70				India	H.P
1991	2 (16.66)	3 (25.00)	3 (25.00)	1 (8.33)	3 (25.00)	12 (100.00)	61.70	52.21	21.83	19.43
2011	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	12 (100.00)	12 (100.00)	81.14	74.04		

Source: Compiled by the authors based on Census of India Data.

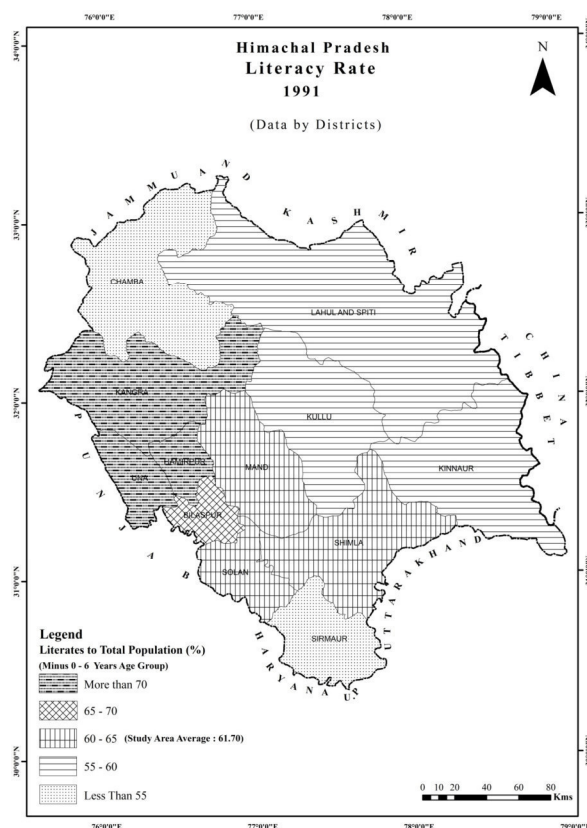


Fig.1

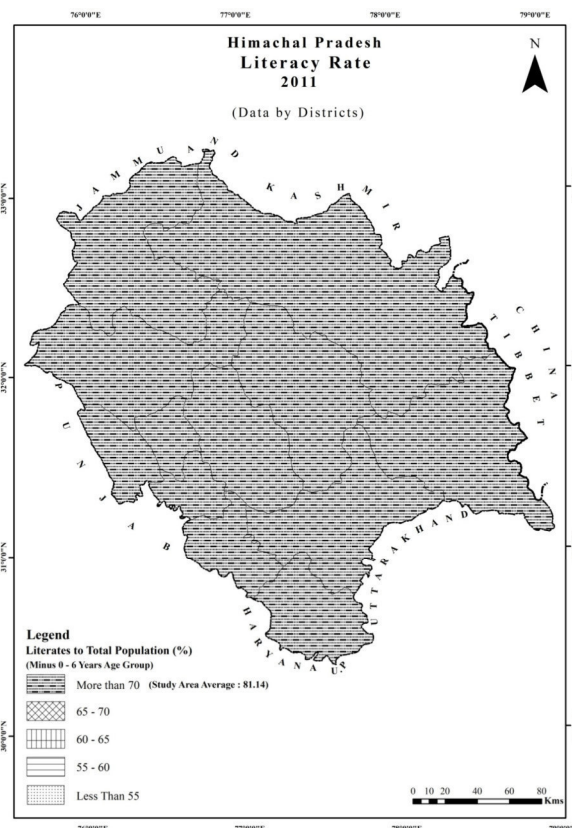


Fig.2

ii) Areas of High Literacy (65 to 70%)

Table 1 and Fig.1 exhibit that Bilaspur was the only district registering 65 to 70 percent literacy (67%) in 1991. Availability of educational facilities, better rural-urban interaction and connectivity with the neighbourhood state Punjab and nearness to Chandigarh might be the reasons behind high literacy rate in Bilaspur district. It is evident from the Fig.2 that in 2011, no any district was found in this category. With the passage of time, increased awareness among the masses, increased rural-urban interaction, improved means of transport and communication helped in improving the literacy scenario of the district as a result of this it moved up to the category of very high literacy rate.

iii) Areas of Moderate Literacy (60 to 65%)

Table 1 and Fig.1 portray that Solan, Shimla and Mandi districts registered 60 to 65 percent literacy rate in 1991. Availability of better educational institutions, relatively high proportion of urban population and in case of Shimla the advantage of state headquarters equipped with almost all facilities helped in reinforcing the literacy rate. The study shows that with the passage of time almost all the districts improved its literacy status and moved up to the category of very high literacy rate (Fig.2).

iv) Areas of Low literacy (55 to 60%)

Table 1 and Fig.1 represent those three districts namely Kullu, Lahul-Spiti and Kinnaur registered between 55 to 60 percent of total literate population in 1991. Lack of educational facilities, predominant rural population, existence of primitive agro-pastoral economy, less interaction with the non-tribal's, lack of consciousness among the masses regarding education contributed in the prevalence of low literacy rate in these areas. In 2011, there was no district found in this category (Fig.2). After the implementation of tribal sub-plan and increasing awareness among the masses in these districts of the study improved positively and helped in shifting upward in the category of very high literacy rate.

v) Areas of Very Low Literacy (<55%)

Table 1 and Fig.1 shows that two districts namely Chamba and Sirmaur registered very low literacy rate i.e., <55 percent in 1991. Physical remoteness of rural settlements, lack of educational infrastructure, poor road connectivity, illiteracy among females and elders and lack of awareness could be some of the reasons of educational backwardness in these districts. Special attention of government upon improving the educational scenario in educationally backward areas changed the literacy map of the state in 2011

Pattern of Change in Total Literacy (1991-2011)

Given the significant improvement in literacy scenario of the state between 1991 and 2011, the comparative analysis of literacy maps of 1971 and 2011 became difficult. Hence, map showing pattern of change in overall literacy rate has been prepared. Fig.3 reflects that on an average, there has been about 19 per cent point's positive change in the literacy during the study period. The map shows that three educationally backward districts of 1990s namely Kullu, Chamba and Sirmaur registered an increase of 24 per cent points in total literacy rate which is highest among all. The pace of change in these districts happens to be high because of universalization of elementary education and growing awareness about literacy in the surrounding areas acting as a catalyst.

i) Areas of Very High Male Literacy (>80%)

The present study reveals that there were mainly three districts namely Kangra, Una and Hamirpur registering more than 80 percent male literacy rate in 1991 (Fig.4 and Table 2). Higher proportion of males in non-agricultural activities, relatively better economic development, awareness among the masses, early start of education and affordability of education might be some of the reasons leading to very high male literacy rate in these districts. In 2011, all the districts in the study area have been found having very high male literacy rate. With the passage of time, increased awareness about educational attainment, occupational demand of literate persons and various government programmes of both centre and state helped in improving the male literacy rate (Fig.5).

Table 2

Himachal Pradesh: Districts by Male Literacy Rate (1991-2011)

Census Year	Male Literates to Total Male Population (%)					Districts	Study Area Average	National Average	Per cent Point Change (1991-2011)	
	Less Than 65	65 - 70	70 - 75	75 – 80	More Than 80				India	H.P
1991	2 (16.66)	1 (8.33)	3 (25.00)	3 (25.00)	3 (25.00)	12 (100.00)	74.02	64.13	18.01	14.82
2011	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	12 (100.00)	12 (100.00)	88.83	82.14		

Source: Compiled by the authors based on Census of India Data.

Figures in the parentheses show the per cent to the total districts.

ii) Areas of High Male Literacy (75 to 80%)

Fig.4 exhibits those districts having high male literacy rate in 1991 were Mandi, Shimla and Bilaspur (Table 2). Availability of educational institutions, engagement of males in secondary and tertiary activities, relatively high urbanisation might be some of the reasons of high male literacy in these districts. Fig.5 shows that in 2011, there was no any district having high male literacy rate.

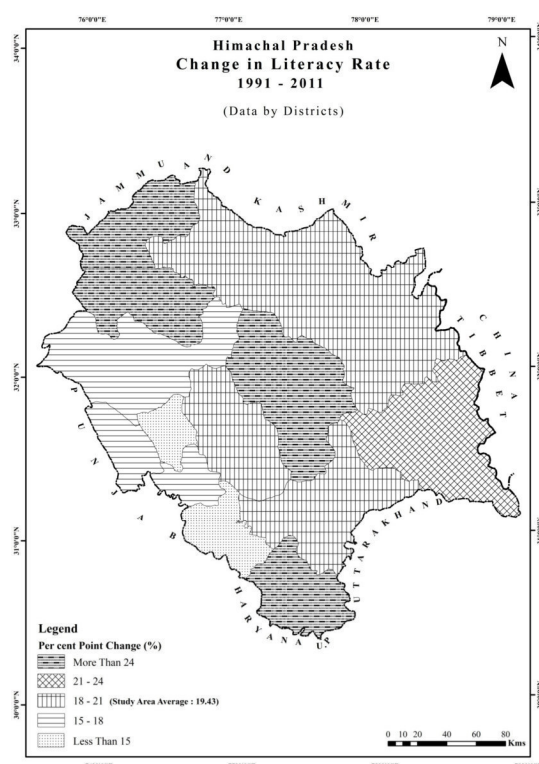


Fig.3

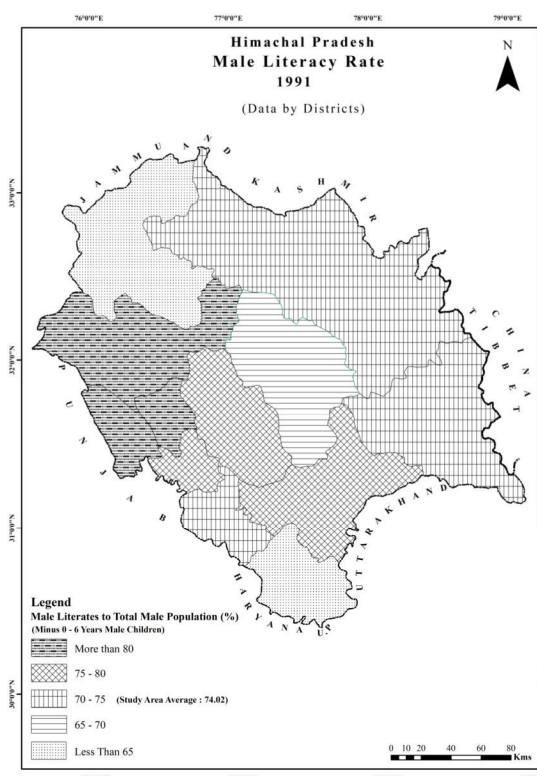


Fig. 4

iii) Areas of Moderate Male Literacy (70 to 75%)

Fig.4 shows that in 1991, districts like Solan, Lahul & Spiti and Kinnaur were having moderate literacy rate (Table 2). Engagement of males in agricultural activities, inaccessibility and lack of

educational facilities could be some of the causes of moderate literacy in these districts. By 2011, all districts in all categories of literacy including high moderate and low shifted to the category of very high male literacy (Fig.5).

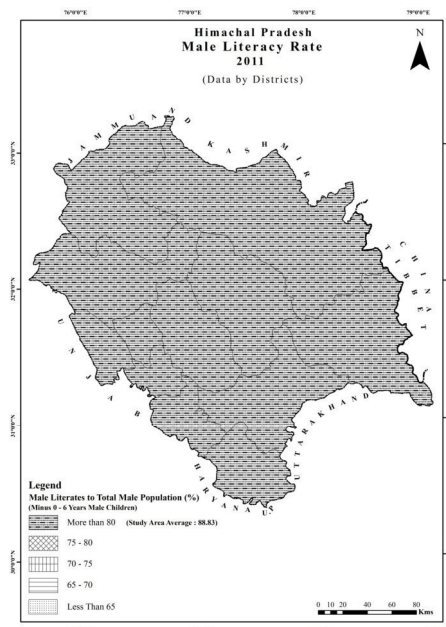


Fig. 5

iv) Areas of Low Male Literacy (65 to 70%)

The Fig.4 portrays that district Kullu was the only district in the study area having low literacy rate (i.e., 65 to 70%) in 1991. It may be contributed to association of most of the males in agricultural and horticultural activities, late start of education and lack of affordability during 1990s. In 2011, the district witnessed significant improvement in the male literacy rate. Increased urbanisation and educational programmes and schemes of state and central governments helped in increasing male literacy rate after post-liberalization period.

v) Areas of Very Low Male Literacy (<65%)

Fig.4 exhibits that there were mainly two districts namely Chamba and Sirmour recording very low male literacy in 1991 (Table 2). Poor economic status inducing people to work in household and other gainful activities could be the reasons of low male literacy in these two districts during early 1990s. In 2011, high pace of improvement in male literacy can be seen in the study area as there was not even a single district found in very low male literacy category (Fig.5).

Pattern of Change in Male Literacy (1991- 2011)

Fig.6 reveals that Chamba and Sirmour districts registered highest improvement in its male literacy with an increase of more than 19 per cent points. An increase of 16 to 19 per cent points

has been observed in Kullu district followed by 13 to 16 per cent points increase registered in Lahul and Spiti, Kinnaur, Shimla and Solan districts. 10 to 13 per cent points change in male literacy has been observed in Kangra, Una, Mandi and Bilaspur districts. Hamirpur district witnessed the lowest increase i.e., less than 10 per cent points in its male literacy. The study reveals that the districts having lower male literacy rates during 1990s have registered relatively more acceleration in male literacy rate during the study period.

Progress in Female Literacy (1991 - 2011)

The study reveals that Himachal Pradesh had more than half illiterate females in 1991 but their proportion reduced to about one fourth of the total female population during next two decades. There has been about 26 per cent points positive change in the female literacy both at state and national level during the study period. It is also evident from the Table 3 that average female literacy at Indian level remained about 10 per cent points less than the study area average. The following discussion throws light on the spatio - temporal variations in female literacy in Himachal Pradesh:

i) Areas of Very High Female Literacy (>58%)

Fig.7 shows that the districts having very high female literacy rate in the study area during 1991 were mainly Kangra, Hamirpur and Una (Table 3). Higher female literacy in these districts may be attributed to low share of females in agricultural labour workforce, engagement of women in paid or commercial activities and male selective out migration. The scenario of female literacy changed totally by 2011, when all the districts were found having very high female literacy rate. Initiatives taken by the centre and state governments through its various programmes and schemes for the improvement of female literacy, rising social awareness regarding women education and increasing economic openness in the society contributed more in improving female literacy in all the districts during the study period (Fig.8).

Table 3
Himachal Pradesh: Districts by Female Literacy Rate (1991-2011)

Census Year	Female Literates to Total Female Population (%)					Districts	Study Area Average	National Average	Per cent Point Change (1991-2011)	
	Less Than 40	40 - 46	46 - 52	52 - 58	More Than 58				India	H.P
1991	4 (33.33)	1 (8.33)	3 (25)	1 (8.33)	3 (25.00)	12 (100.00)	48.50	39.29	26.17	25.68
2011	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	12 (100.00)	12 (100.00)	74.18	65.46		

Source: Compiled by the authors based on Census of India Data.

Figures in the parentheses show the per cent to the total districts.

ii) Areas of High Female Literacy (52 to 58%)

It is evident from the Fig.7 and table 3 that Bilaspur was the only district in the study area registering high female literacy rate in the 1991. Availability of schools in the villages or nearby localities, less prejudices against female education, mobility among girls students and physical proximity of urban centres of neighbouring state could be some of the factors behind high female literacy rate in the district. In 2011, no any district in the study area was found under this category (Fig.8).

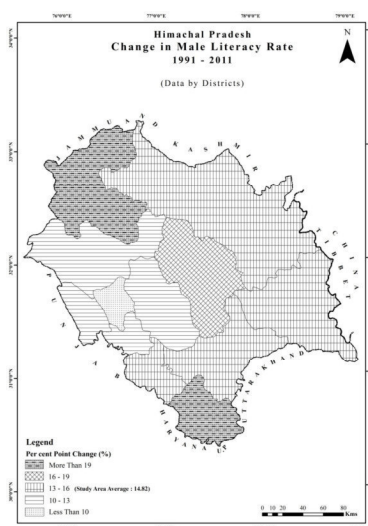


Fig. 6

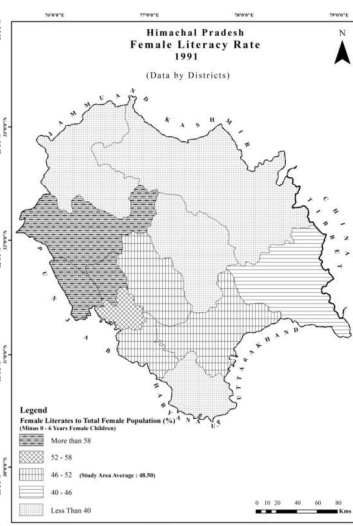


Fig. 7

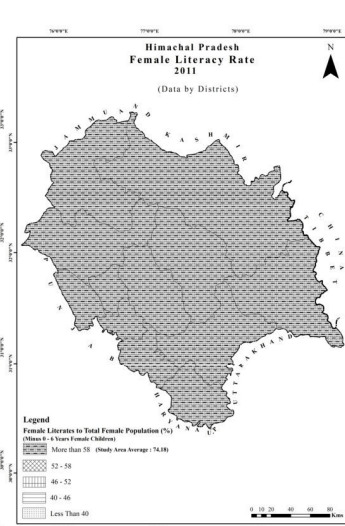


Fig.8

iii) Areas of Moderate Female Literacy (46 to 52%)

Fig.7 and table 3 depict that there were mainly three districts namely Mandi, Solan and Shimla in the study area exhibiting moderate female literacy in 1991. Relatively better educational facilities, family awareness regarding female education and relatively better rural-urban interaction could be the reasons of moderate female literacy in these districts. By 2011, all the districts improved its female literacy rate and moved up to the category of high female literacy (Fig.8)

iv) Areas of Low Female Literacy (40 to 46%)

Fig.7 and table 3 reveal that Kinnaur was the only district in the study area registering low female literacy rate in 1991. Patriarchal setup, entirely rural economy, engagement of women in household activities contributed in low female literacy during early 1990s. By 2011, huge improvement in female literacy has been observed in the study area (Fig.8). With the increase in mobility and interaction with the outer world and due to accent of government on improvement of education in the tribal areas changed the female literacy scenario of district during next two decades.

v) Areas of Very Low Female Literacy (<40%)

Fig.7 points out that in 1991, there were mainly four districts namely Chamba, Lahul & Spiti, Kullu and Sirmaur witnessing very low female literacy. Relatively high proportion of illiterate females in older age groups, lack of schools in immediate neighbourhoods, poor economic conditions, social constraints, early marriages and more preference to male education inhibited the progress of female literacy in these regions during 1991. By 2011, no any district has been found in this category. Female literacy in the entire state increased during the study period. Much of the increase in female literacy is due to implementation of various national and state level funded primary education programmes and the national adult literacy programmes of National Literacy Mission (Govinda and Biswal, 2005).

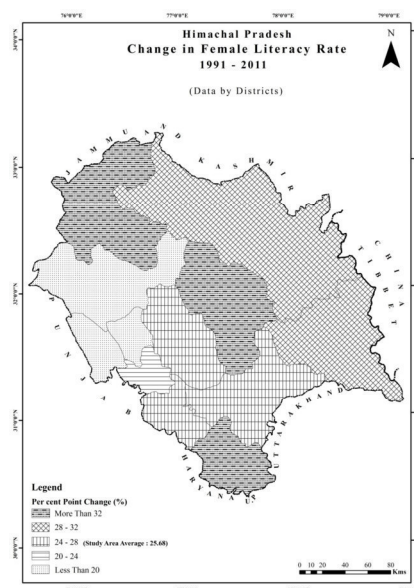


Fig. 9

Pattern of Change in Female Literacy (1991- 2011)

The study reveals a remarkable progress in female literacy rate during the period 1991-2011. Fig.9 shows that as high as >32 per cent points positive change in female literacy has been observed in Kullu, Chamba and Sirmaur districts. These districts were poor in female literacy during early 1990s. About 20 to 32 per cent points change has been registered in tribal districts of Lahul & Spiti, Kinnaur, Mandi, Solan, Shimla and Bilaspur districts of the state. Kangra, Una and Hamirpur districts registered the lowest change i.e., less than 20 per cent points during the study period. These three districts were already having high female literacy in 1991. The study reveals that the pace of positive change in female literacy was more in educationally backward areas in the state during the study period.

Sum Up

Literacy and educational attainments are important indicators of social and economic development of any region. Education is one of the core areas in which spatial, social and regional disparities remain visible. Given the geographical diversity, the pattern of literacy and educational attainment is likely to be uneven in Himachal Pradesh. Declining variations among the different variables of literacy signal the state of progress in the study area. The study points out that literacy in Himachal Pradesh registered a considerable positive gain between 1991 and 2011. The average literacy rate was about 62 percent in 1991 which increased to 81 percent in 2011 registering a gain of about 19 per cent points. It has been found that in 1991, half of the females in the study area were illiterate. As compared with males, female literacy has

experienced more transformation. The study reveals that study area average for total, male and female literacy has remained above the national average during both the census years. The study reveals that the educationally backward districts of the state registered higher improvement in comparison to the developed ones. Increased availability of schools at nearest distances, free and compulsory education by government and improving socio-economic environment changed the literacy scenario in the state during study period.

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उच्चतर माध्यमिक स्तर के विद्यार्थियों के शैक्षिक उपलब्धि पर पारिवारिक वातावरण के प्रभाव का अध्ययन

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सारांश

प्रस्तुत शोध लेख में उच्चतर माध्यमिक स्तर के विद्यार्थियों के शैक्षिक उपलब्धि पर पारिवारिक वातावरण के प्रभाव का अध्ययन किया गया है। आम तौर पर देखा जाता है कि पारिवारिक वातावरण का प्रभाव बालकों की अध्ययनशीलता को कई प्रकार से प्रभावित करते हैं। इसलिए शोधकर्ता द्वारा कई प्रकार के संबंधित अध्ययनों का अवलोकन किया गया तथा संबंधित शोध साहित्य का अध्ययन किया और अपने अनुभवों के आधार, परिवार के व्यक्तियों का बच्चों के प्रति प्यार और व्यवहार उसके शैक्षिक उपलब्धि को प्रभावित करता है।

Key words :- पारिवारिक वातावरण, शैक्षिक उपलब्धि

प्रस्तावना :-

परिवार एक ऐसी संस्था है, जहां बालक का जन्म होता है और वह अपनी समस्त भावनाओं, आकांक्षाओं को व्यक्त करने के लिए पूर्णता स्वतंत्र होता है तथा इस परिवार के सभी सदस्य रक्त संबंध से संबंधित होते हैं और एक दूसरे से भावनात्मक रूप से जुड़े होते हैं। परिवार के सदस्यों के आचरण से ही बालक के सामाजिक, मनोवैज्ञानिक, नैतिक गुणों, तथा अन्य मानवीय गुणों का विकास होता है और उसी में उसका अंत होता है।

बालकों के आदते, उनका चरित्र निर्माण परिवार पर निर्भर करता है अगर परिवार का वातावरण खुशहाल है तो बच्चा भी इस वातावरण में सही ढंग से शिक्षा प्राप्त करके अपने व्यक्तित्व का सही निर्माण करता है अगर वही परिवार का वातावरण लड़ाई, झगड़ा, मारपीट, किसी एक सदस्य का दूसरे के प्रति जलन की भावना हो ऐसा पारिवारिक वातावरण में निवासरत बालक का व्यक्तित्व स्वार्थ और उदासीनता से परिपूर्ण हो सकता है तथा बच्चों को सही गलत का निर्णय करने में असमर्थता हो सकता है।

परिवार का सकारात्मक वातावरण बालकों में आत्मविश्वास भर देता है, उसके सोचने समझने की शक्ति, उसके वांछनीय व्यवहार का निर्धारण आदि सभी पारिवारिक वातावरण पर निर्भर करते हैं घर के स्वच्छ, शान्तिमय एवं बौद्धिक वातावरण का सर्वाधिक प्रभाव बालकों पर पड़ता है ग्रामीण हो या शहरी समुचित प्रेरणात्मक वातावरण बालकों का सृजनात्मक चिन्तन एवं आत्मविश्वास का प्रभाव उसकी विद्यालय में उपलब्धियों पर पड़ता है खासतौर पर शैक्षिक उपलब्धि पर।

के. जीसेय दन के अनुसार :- “व्यक्ति की शिक्षा पारिवारिक वातावरण पर निर्भर करती है। यदि ये सभी वातावरण परिवार के अच्छे रीति-रिवाजों पर आधारित है तो इनका व्यक्तियों की विचारधारा और विकास पर प्रशंसनीय प्रभाव पड़ेगा तथा उसकी शिक्षा न केवल उसके लिए अपितु संपूर्ण समाज के लिए लाभप्रद सिद्ध होगी।”

कलेयर के अनुसार :- “परिवार से हम संबंधों की व्यवस्था समझते हैं जो माता-पिता तथा उनकी संतानों के बीच में पाई जाती है।”

वील्स तथा स्टोर के अनुसार :- “जिस परिवार में स्नेह सहयोग तथा प्रजातंत्र की भावना पायी जाती है उस परिवार के बालक की शैक्षिक उपलब्धि का स्तर उच्च स्तर की होती है तथा बालक बड़ी सरलता से वातावरण में समायोजन स्थापित कर लेते हैं। इसके विपरीत स्थिति में बालक बाह्य वातावरण से समायोजन स्थापित करने में असमर्थता प्रकट करते हैं एवं कठिनाई का अनुभव करते हैं।”

यंग एवं मैक के अनुसार :- “परिवार प्राचीनतम एवं मौलिक मानव समूह है इसका ढांचा समाज विशेष से भिन्न हो सकता है। परंतु केन्द्रीय कार्य जैसे बच्चों का पालन करना, समाज की संस्कृति से परिचित कराना, सारांश रूप में उसका समाजीकरण करना, परिवार का सामान्य कार्य है।”

पूर्व में किए गए अध्ययन से ज्ञात होता है कि शैक्षिक उपलब्धि पर पारिवारिक वातावरण का प्रभाव पड़ता है।

सिंह, अमीषा और शर्मा, देवीका (2017) ने एजुकेशनल स्पेशल आफ सेकेंडरी स्कूल स्टूडेंट्स इन रिलेशन टू एकेडेमिक अचीवमेंट पर शोध अध्ययन किया था। प्रस्तुत शोध अध्ययन हेतु इन्होंने जम्मू जिले के नौवी कक्षा के 600 छात्रों का चयन किया गया था निष्कर्ष के रूप में इन्होंने निकाला की शैक्षिक आकांक्षाओं के साथ एकेडेमिक उपलब्धि का बहुत गहरा संबंध है।

पाल (2000) ने एक शोध माता-पिता के व्यवहार का बालकों की शैक्षिक उपलब्धि पर पड़ने वाले प्रभाव का अध्ययन किया और निष्कर्ष पर पहुंचे कि जिन बच्चों के माता-पिता का अपने बच्चों के साथ उनकी अच्छी गतिविधियों के संबंध में अधिक विचार विमर्श करते हैं उन बच्चों की शैक्षिक उपलब्धि उच्च थी।

सच्चिदानंद एवं सिंध (1989) इनके शोध का उद्देश्य था पारिवारिक वातावरण का बच्चों की शैक्षिक उपलब्धि पर पड़ने वाली प्रभाव का अध्ययन करना। इन्होंने निष्कर्ष के रूप में पाया कि परिवार की आर्थिक स्थिति बच्चों की शैक्षिक उपलब्धि में अहम कारक है।

एण्थोनी, ओ. ओवेटा (2014) ने होम एनवायरमेंटल फैक्टर्स इफेक्ट इफेक्टिंग स्टूडेंट्स एकेडेमिक परफॉर्मेंस इन ए बिग स्टेट, नाइजीरिया कलर इन्वायरमेंट एजुकेशन पर्सनल्टी जेलगावा। उन्होंने अपने शोध अध्ययन में बताया कि छात्रों की स्कूल से घर आने पर माता-पिता के द्वारा उनकी शैक्षिक कार्यों की देख देख ना करने पर उनकी शैक्षिक उपलब्धि प्रभावित होती है।

आकण, जे. लिंडे मैन (2010) ने सेविश ग्रेड स्टूडेंट करियर एस्पिरेशंस एंड एकेडेमिक अचीवमेंट इनका प्रस्तुत शोध अध्ययन का उद्देश्य सातवीं कक्षा के छात्रों की कैरियर की आकांक्षा और शैक्षिक उपलब्धि के बीच सीधे संबंध का पता लगाना था। अध्ययन हेतु संयुक्त राज्य शहर के माध्यमिक विद्यालय के 39 छात्रों का चयन किया गया था निष्कर्ष के रूप में उन्होंने पाया के कैरियर की आकांक्षा का शैक्षिक उपलब्धि के साथ घनिष्ठ संबंध होता है।

इला, आर. ई. ओडोक, ए. ओ. एवं इला, जी. ई. (2010) ने इनक्लुएंस आफ फैमिली साइड एंड फैमिली टाइप ऑन एकेडेमिक परफॉर्मेंस ऑफ स्टूडेंट्स इन गवर्नमेंट इन कैलावर म्युनिस्पल्टी कॉस रिवर स्टेट नाइजीरिया इंटरनेशनल जर्नल ऑफ हुमनटिज सोशल साइंस एंड एजुकेशन। उन्होंने अपने शोध में निष्कर्ष निकाला कि छात्रों के अकादमिक प्रदर्शन पर परिवार के आकार और प्रकार का महत्वपूर्ण प्रभाव पाया गया।

शब्दों का परिभाषीकरण :-

अध्ययन के क्षेत्र व स्वरूप से समझने हेतु शीर्षक के प्रयोग बिन्दुओं को निम्न प्रकार परिभाषित किया गया है।

परिवार (Family) :-

क्लेयर के अनुसार- “ परिवार से हम संबंधों की व्यवस्था समझते हैं जो माता-पिता तथा उनकी संतानों के बीच में पाई जाती है।”

हेंडरसन के अनुसार- “ बालक की शिक्षा उसके घर में प्रारंभ होती है। जब वह अन्य व्यक्तियों के कार्यों को देखता है, उनका अनुकरण करता है और उन में भाग लेता है वह अनौपचारिक रूप से शिक्षित किया जाता है।”

पारिवारिक वातावरण

प्रस्तुत शोध अध्ययन में माना गया है कि बालक अपने परिवार में रहकर ही माता- पिता, भाई-बहन, दादा-दादी तथा परिवार के अन्य सदस्यों के आचरणों को देख कर सीखता हैं तथा उनका अनुकरण करता है इसलिए परिवार को बालक का प्रथम पाठशाला भी कहा जाता है। जहां मां एक शिक्षिका होती है। जो बालक के रुचि है तो उसके व्यक्तित्व के विकास में महत्वपूर्ण भूमिका निभाती है। परिवार के अन्य सदस्यों का भी योगदान बालक के भविष्य निर्माण के लिए होता है जिसका प्रभाव बालक की शिक्षा पर अवश्य ही पड़ता है।

3. शैक्षिक उपलब्धि –

फिमेन के अनुसार- “शैक्षिक उपलब्धि यह विकल्प है जो एक विषय का पाठ्यक्रम के विभिन्न विषयों में बालक के ज्ञान व कौशल का मापन करता है। शैक्षिक उपलब्धि को विद्यालय का वातावरण, परिवार, समाज का वातावरण, बुद्धिलब्धि सृजननात्मक आदि सभी कारक प्रभावित करते हैं।

शैक्षिक उपलब्धि :- प्रस्तुत शोध अध्ययन में शैक्षिक उपलब्धि से तात्पर्य विद्यार्थियों के द्वारा अध्ययन कक्षा में प्राप्त प्राप्तांकों के कुल योग से है।

4. उच्चतर माध्यमिक स्तर:-

उच्चतर माध्यमिक शिक्षा से तात्पर्य सरकार द्वारा मान्यता प्राप्त तथा सरकार द्वारा संचालित शैक्षणिक संस्थाओं से है जहां कक्षा 11वीं से कक्षा 12 तक की कक्षाएं संचालित होती है।

5. विद्यार्थी-

शब्द से तात्पर्य सरकार द्वारा संचालित अथवा सरकार द्वारा मान्यता प्राप्त विद्यालयों में कक्षा 11वीं से 12वीं तक अध्ययनरत छात्र-छात्राओं से है। जिनकी आयु लगभग 16 वर्ष से 17 वर्ष तक होती है।

2. अध्ययन का शैक्षिक महत्व :-

उच्चतर माध्यमिक स्तर के विद्यार्थियों के शैक्षिक उपलब्धि पर पारिवारिक वातावरण के प्रभाव का अध्ययन करना अति आवश्यक है क्योंकि बहुत से छात्रों के पारिवारिक वातावरण कलहपूर्ण होने के कारण ऐसे विद्यार्थियों को शिक्षा प्राप्त करने में परेशानी होती है क्योंकि वह मानसिक रूप से अपने उस परिवेश में उदासीनता का अनुभव करता है तथा कई परिवार ऐसे होते हैं जिनकी आर्थिक व सामाजिक स्थिति ठीक नहीं होती है ऐसे परिवारों के बच्चों को भी परेशानियां होती है जिसका सीधा प्रभाव विद्यार्थी के शिक्षा पर पड़ता है इसीलिए ऐसे बच्चों की समस्याओं और उनकी शैक्षिक उपलब्धि का आपस में संबंधों को जानना अति आवश्यक है।

5. अध्ययन का उद्देश्य :-

1. उच्चतर माध्यमिक स्तर के विद्यार्थियों के पारिवारिक वातावरण का अध्ययन करना।
2. उच्चतर माध्यमिक स्तर के विद्यार्थियों के शैक्षिक उपलब्धि का अध्ययन करना।
3. उच्चतर माध्यमिक स्तर के विद्यार्थियों के पारिवारिक वातावरण का शैक्षिक उपलब्धि पर प्रभाव का अध्ययन करना।

6. अध्ययन की परिकल्पनाएँ :-

1. उच्चतर माध्यमिक स्तर के सरकारी एवं गैर सरकारी विद्यालयों में अध्ययनरत विद्यार्थियों के पारिवारिक वातावरण के मध्य सार्थक अंतर नहीं पाया जाएगा।
2. उच्चतर माध्यमिक स्तर की सरकारी एवं गैर सरकारी विद्यालयों में अध्ययनरत विद्यार्थियों के शैक्षिक उपलब्धि के मध्य सार्थक अंतर नहीं पाया जाएगा।
3. उच्चतर माध्यमिक स्तर के विद्यार्थियों के पारिवारिक वातावरण का शैक्षिक उपलब्धि पर सार्थक अंतर नहीं पाया जाएगा।

10 शोध प्रक्रिया :-

(i) शोध विधि :-

शोध विधि – प्रस्तुत शोध कार्य में वर्णनात्मक सर्वेक्षण विधि का प्रयोग किया जाएगा।

जॉन डब्ल्यू बेस्ट (1972) के अनुसार –

"वर्णनात्मक अनुसंधान क्या है का वर्णन एवं विश्लेषण करता है परिस्थितियां अथवा संबंध जो वर्तमान में है अभ्यास जो चालू है विश्वास विचारधारा अथवा अभिवृद्धि पाई जा रही है प्रक्रियाएं जो चल रही है अनुभव जो प्राप्त किए जा रहे हैं अथवा नई दिशाएं जो विकसित हो रही हैं उसी से उसका संबंध है"। अर्थात् वर्णनात्मक सर्वेक्षण विधि में जो जैसा है उसके बारे में उसी को ही वर्णन करते हैं उसने फेरबदल नहीं कर सकते हैं।

(ii) जनसंख्या :-

दुर्ग जिला में स्थित सरकार द्वारा संचालित एवं मान्यता प्राप्त उच्चतर माध्यमिक विद्यालयों में अध्ययन करने वाले सभी छात्र छात्राओं को शामिल किया जाएगा।

(iii) न्यादर्श विधि :-

दुर्ग जिला में स्थित सरकार द्वारा संचालित एवं मान्यता प्राप्त शैक्षिक संस्थाओं से कक्षा 9वीं एवं 10वीं के 50 सरकारी स्कूल के छात्रों एवं 50 गैर सरकारी स्कूल के छात्रों का चयन यादृच्छिक न्यादर्श विधि द्वारा चयन किया जायेगा।

(iv) उपकरण का चयन

प्रस्तुत शोध कार्य में निम्नलिखित उपकरणों का प्रयोग किया जाएगा।

- 1) पारिवारिक वातावरण के अध्ययन हेतु के. एस. मिश्रा के पारिवारिक वातावरण सूची (2017) का प्रयोग किया जाएगा।
- 2) विद्यार्थियों की शैक्षिक उपलब्धि के अध्ययन हेतु विगत परीक्षा परिणाम का प्रयोग किया जाएगा।

11. सांख्यिकीय विश्लेषण :-

प्रस्तुत शोध अध्ययन का सांख्यिकी विश्लेषण करने के लिए मध्यमान, प्रमाणिक विचलन, CR मूल्य का प्रयोग किया जाएगा।

4.4 परिकल्पना का प्रमापीकरण एवं परिणाम

परिकल्पना क्रमांक 1

उच्चतर माध्यमिक स्तर के सरकारी एवं गैर सरकारी विद्यालयों में अध्ययनरत् विद्यार्थियों के पारिवारिक वातावरण के मध्य सार्थक अंतर नहीं पाया जाएगा।

सारणी क्रमांक 4.1

उच्चतर माध्यमिक स्तर के सरकारी एवं गैर सरकारी विद्यालयों में अध्ययनरत् विद्यार्थियों के पारिवारिक वातावरण का चर, संख्या, प्रमाप विचलन, कांतिक अनुपात एवं सार्थकता दर्शाने वाली सारणी

क्रं.	विद्यार्थी	संख्या	माध्य	प्रमाप विचलन	कांतिक अनुपात	सार्थक / सार्थक नहीं
1.	शासकीय विद्यालय के विद्यार्थी	50	242.2	237.3	0.17	सार्थक नहीं
2.	अशासकीय विद्यालय के विद्यार्थी	50	250.84	245.8		

$$df = 100 - 2 = 98 \quad P > 0.05$$

ब्याख्या :-

उपरोक्त सारणी दर्शाती है कि शासकीय विद्यालय के विद्यार्थियों की पारिवारिक वातावरण का मध्यमान 242.2 एवं प्रमाणिक विचलन 237.3 है तथा अशासकीय विद्यालय के विद्यार्थियों की पारिवारिक वातावरण का मध्यमान 250.84 है एवं प्रमाणिक विचलन 245.8 है।

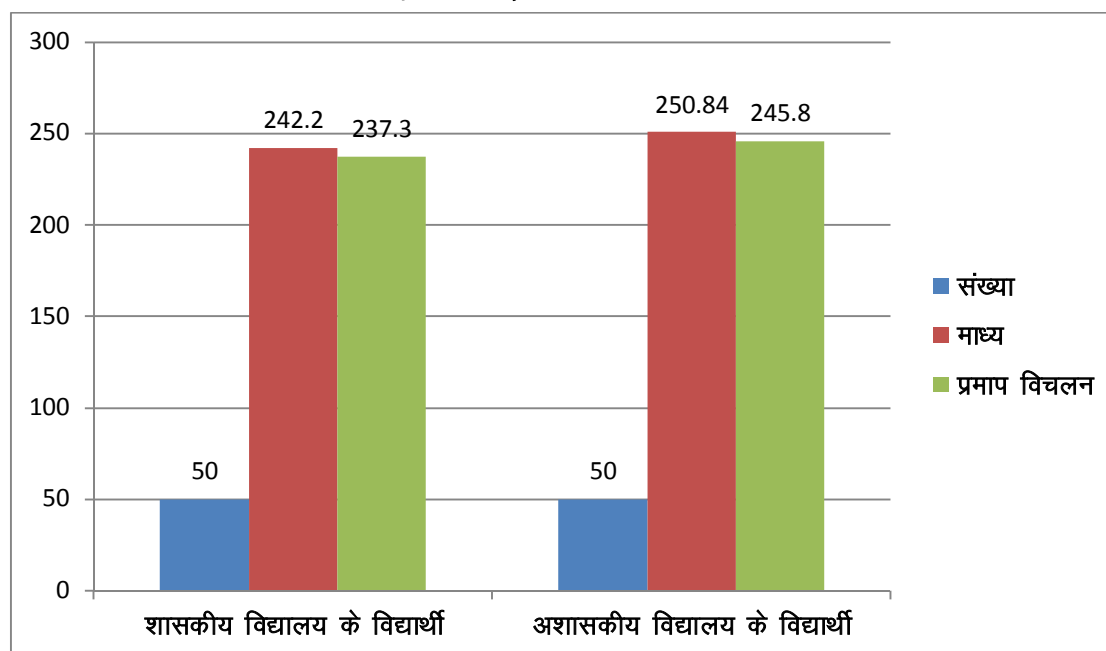
अब शासकीय विद्यालय के विद्यार्थियों एवं अशासकीय विद्यालय के विद्यार्थियों की पारिवारिक वातावरण के बीच अंतर की सार्थकता के लिए क्रांतिक अनुपात की गणना की गई जो 0.17 प्राप्त हुआ।

टी तालिका के अनुसार 98 df के 0.05 स्तर का टेबल मान 2.980 है जिससे गणना मूल्य कम है।

अतः शासकीय व अशासकीय विद्यालयों के विद्यार्थियों के पारिवारिक वातावरण के मध्य सार्थक अंतर नहीं पाया गया। यह परिकल्पना स्वीकृत हुई।

आरेख कमांक

उच्चतर माध्यमिक स्तर के सरकारी एवं गैर सरकारी विद्यालयों में अध्ययनरत विद्यार्थियों के पारिवारिक वातावरण का चर, संख्या एवं प्रमाप विचलन दर्शाने वाला आरेख



परिकल्पना कमांक 2

उच्चतर माध्यमिक स्तर की सरकारी एवं गैर सरकारी विद्यालयों में अध्ययनरत विद्यार्थियों के शैक्षिक उपलब्धि के मध्य सार्थक अंतर नहीं पाया जाएगा।

सारणी कमांक 4.2

उच्चतर माध्यमिक स्तर की सरकारी एवं गैर सरकारी विद्यालयों में अध्ययनरत विद्यार्थियों के शैक्षिक उपलब्धि का चर, संख्या, प्रमाप विचलन, क्रांतिक अनुपात एवं सार्थकता दर्शाने वाली सारणी

क्रं.	विद्यार्थी	संख्या	माध्य	प्रमाप विचलन	क्रांतिक अनुपात	सार्थक / सार्थक नहीं
1.	शासकीय विद्यालय के विद्यार्थी	50	54.12	53.3	0.056	सार्थक नहीं
2.	अशासकीय विद्यालय के विद्यार्थी	50	54.72	53.62		

df = 100-2 = 98 P > 0.05

व्याख्या :-

उपरोक्त सारणी दर्शाती है कि शासकीय विद्यालय के विद्यार्थियों की शैक्षिक उपलब्धि का मध्यमान 54.12 एवं प्रमाणिक विचलन 53.3 है तथा अशासकीय विद्यालय के विद्यार्थियों की शैक्षिक उपलब्धि का मध्यमान 54.72 है एवं प्रमाणिक विचलन 53.62 है।

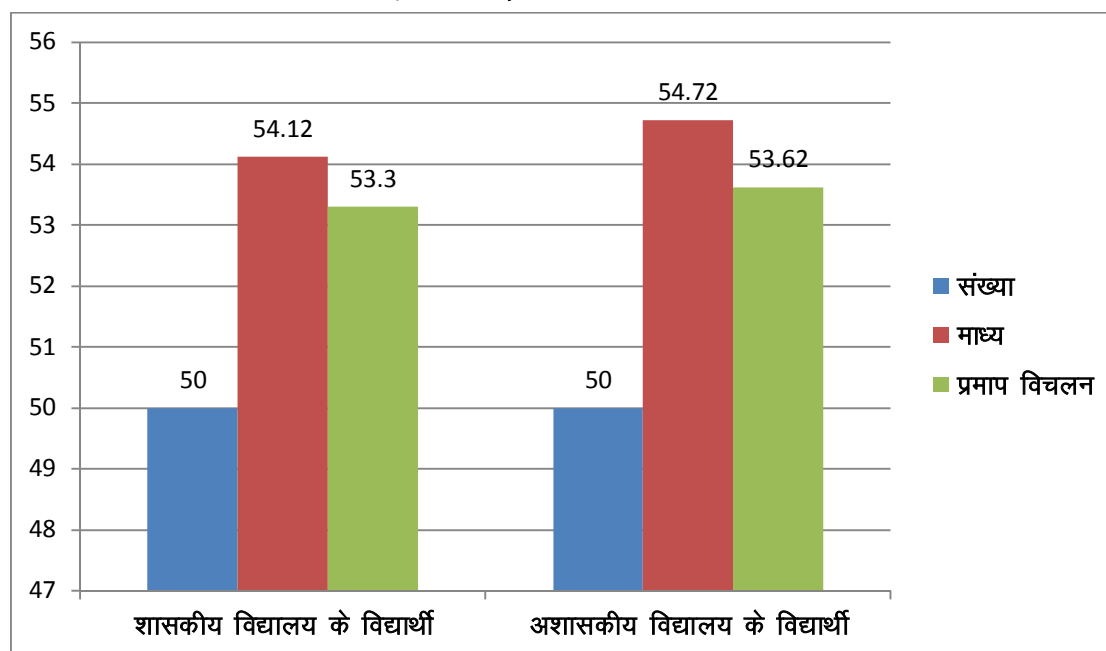
अब शासकीय विद्यालय के विद्यार्थियों एवं अशासकीय विद्यालय के विद्यार्थियों की शैक्षिक उपलब्धि के बीच अंतर की सार्थकता के लिए क्रांतिक अनुपात की गणना की गई जो 0.056 प्राप्त हुआ।

टी तालिका के अनुसार 98 df के 0.05 स्तर का टेबल मान 2.980 है जिससे गणना मूल्य कम है।

अतः शासकीय व अशासकीय विद्यालयों के विद्यार्थियों के शैक्षिक उपलब्धि के मध्य सार्थक अंतर नहीं पाया गया। यह परिकल्पना स्वीकृत हुई।

आरेख क्रमांक 4.2

उच्चतर माध्यमिक स्तर की सरकारी एवं गैर सरकारी विद्यालयों में अध्ययनरत विद्यार्थियों के शैक्षिक उपलब्धि का चर, संख्या एवं प्रमाणिक विचलन दर्शाने वाला आरेख



परिकल्पना क्रमांक 3

उच्चतर माध्यमिक स्तर के विद्यार्थियों के परिवारिक वातावरण का शैक्षिक उपलब्धि पर सहसंबंध नहीं पाया जाएगा।

सारणी क्रमांक 4.3

उच्चतर माध्यमिक स्तर के विद्यार्थियों के परिवारिक वातावरण का शैक्षिक उपलब्धि का चर, संख्या, सहसंबंध गुणांक एवं सार्थकता दर्शाने वाली सारणी

क्रं.	चर	संख्या	सहसंबंध गुणांक	सहसंबंध
1.	पारिवारिक वातावरण	100	0.035	ऋणात्मक सहसंबंध
2.	शैक्षिक उपलब्धि	100		

$$df = 100 - 2 = 98$$

व्याख्या :-

उपरोक्त तालिका संख्या 4.3 में विद्यार्थियों के पारिवारिक वातावरण एवं शैक्षिक उपलब्धि के मध्य प्राप्त सहसंबंध गुणांक 'r' का मान 0.035 है। सहसंबंध की सार्थकता प्राप्त करने के लिए स्वतंत्रता कोटि 98 के स्तंभ में सहसंबंध गुणांक मान देखने पर 0.05 स्तर पर सार्थक नहीं पाया गया है। अर्थात् विद्यार्थियों के पारिवारिक वातावरण एवं शैक्षिक उपलब्धि के मध्य सहसंबंध नहीं पाया गया।

अतः यह स्पष्ट है कि विद्यार्थियों की पारिवारिक वातावरण एवं शैक्षिक उपलब्धि के मध्य ऋणात्मक सह संबंध है।

यह परिकल्पना स्वीकृत हुई।

निष्कर्ष :-

उच्चतर माध्यमिक स्तर पर अध्ययनरत् शासकीय एवं अशासकीय विद्यालय के विद्यार्थियों के शैक्षिक उपलब्धि पर पारिवारिक वातावरण का प्रभाव नहीं पड़ता है। अर्थात् उच्चतर माध्यमिक स्तर के विद्यार्थियों के पारिवारिक वातावरण एवं शैक्षिक उपलब्धि के मध्य ऋणात्मक सहसंबंध है।

सुझाव—

अंत में निष्कर्ष को ध्यान में रखते हुए अन्वेषक ने माता—पिता, शिक्षक और विद्यार्थियों को शैक्षिक—कार्यों की सफलता के लिए निम्नलिखित सुझाव दिये—

विद्यार्थियों के लिए सुझाव

1. विद्यार्थियों को अपने निर्धारित पाठ्यक्रम का संपूर्ण अध्ययन करना चाहिए।
2. शिक्षक द्वारा दिए गए निर्देशों का उचित परिपालन करना चाहिए।
3. निरंतर अभ्यास द्वारा अपनी योग्यता को बढ़ाने का प्रयास करते रहना चाहिए।
4. शिक्षा के अन्य माध्यम का भी उपयोग करना चाहिए।
5. विषयवस्तु को आसान बनाकर समझने का प्रयास करना चाहिए।
6. छात्रों को पढ़ाई के साथ अपने स्वास्थ्य का भी ध्यान रखना चाहिए इसलिए समय पर भोजन, समय पर खेलकूद और समय पर अध्ययन करना चाहिए।
7. छात्रों को शैक्षिक प्रतियोगिता में भाग लेना चाहिए साथ ही अपनी क्रियात्मक गतिविधियों को निखारने का प्रयास करते रहना चाहिए।

पालक (अभिभावक) के लिए सुझाव—

1. शिक्षा के महत्व की अनुभूति कराने तथा अभिभावकों को अभिप्रेरित करने हेतु अध्यापक अभिभावक संपर्क को अधिकाधिक बढ़ाने और विद्यालय में समुदाय की रुचि बढ़ाने हेतु योजनाबद्ध कार्यक्रम में अभिभावकों की अधिकाधिक सहभागिता हो।
2. विद्यालयों के समारोहों तथा वार्षिक खेलकूद एवं सांस्कृतिक परिवेश में विभिन्न कार्यक्रम में अभिभावक की सहभागिता हो, जहां वे अपने बच्चों को अभिप्रेरित कर सकें।
3. अभिभावक द्वारा बच्चों की शैक्षिक गतिविधियों पर नजर रखते हुए उनके क्रियाकलापों का औचक निरीक्षण करना चाहिए।
4. उन्हें प्रतियोगिता के लिए निरंतर तैयार करते रहना चाहिए।
5. बच्चों के कार्यक्रमों पर अनावश्यक हस्तक्षेप न कर उचित समय में उचित उदाहरण द्वारा मार्गदर्शन करना चाहिए।
6. बच्चों में परस्पर अनुचित तुलना नहीं करना चाहिए इससे बच्चे हतोत्साहित होते हैं।
7. बच्चों की प्रत्येक उपलब्धि पर उन्हें पारितोषिक प्रदान कर उनका उत्साह वर्धन करना चाहिए।
8. बालक—बालिका में कोई विभेद न करते हुए उन्हें समतुल्य मानना चाहिए।

शिक्षकों के लिए सुझाव—

1. बालक-बालिकाओं के लिए अलग से उनके प्रकृति के अनुरूप विभिन्न पाठ्यक्रम रखे और उन्हें दिलचस्प बनाने का प्रयास करे।
2. शिक्षक विद्यार्थियों में उचित शैक्षिक विकास करके उनमें उत्तम विचारों, आदर्शों और गुणों का निर्माण कर सकें।
3. बालिकाओं की शिक्षा समस्या मूलभूत रूप से शैक्षिक उपलब्धि है यदि बालिका शिक्षा के क्षेत्र में ऐच्छिक समस्याओं का सहयोग लिया जाए, जो संतोषप्रद समाधान संभव हो सकता है।
4. विद्यार्थियों के अभिभावक के अशिक्षित होने की स्थिति में अथवा विद्यार्थियों के शिक्षा पर ध्यान न देने पर शिक्षक विद्यार्थियों एवं अभिभावकों को विशेष निर्देशन दे।

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A Study of Emotional Problems Among Boys and Girls of Class 9th in Urban And Rural School

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Abstract

Adolescence is a new birth. For the higher and more completely human traits are new born. Development is less gradual and more saltatory, suggestive of some ancient period of storm and stress when old moorings were broken and a higher level attained important function previously non-existent arise. Every step of the upward way is strewn with wreckage of body, mind and morals, sex asserts its mastery in field after field and works its havoc in the form of secret vice, debauch. Diseases and enfeeble heredity, there are new repulsion felt onwards home and school, and truancy and runaways around. The social instinct undergo sudden enfoldment and the new life of love awakens. It is the age of sentiments and of religion, of rapid fluctuation of mood, and the world seems strange and new. Interest in adult life and in vocations develops. Youth awake to a new world and understand neither it nor himself. Character and personality are taking form, but everything is plastic. Self feeling and ambitions are increased and every trait and faculty is liable to exaggeration and excess. It is all a marvelous new birth.

1. INTRODUCTION

“Emotional problems” is a higher-order construct related to the more general concept of psychopathology in childhood and adolescence (Kovacs & Devlin, 1998). It refers to symptoms of anxiety and depression, such as sadness, loneliness, worrying, feelings of worthlessness and anxiousness. From a psychological perspective, emotional problems have major personal costs, including reduced levels of functioning in relation to family and friends, school achievements and subjective wellbeing. From a public health perspective, emotional problems have large economic costs related to treatment, medical and psychological care, and reduced work capacity later in life.

Adolescence is generally regarded as a period of great stress and strain. It is so because of the nature of the physical and mental development during the period. Below we shall understand this nature; Adolescence is normally a period between 13 to 19 or 20 years of age. Some psychologists are of the view that it starts from 12th years of age. To some it starts at thirteen and ends at nineteen years and stretches up to 21 years of age. Therefore Adolescence is also regarded as a period of teenagers. It may be noted that the start of Adolescence may differ in various climates it starts late in cold winters and in tropical regions earlier.

2 STATEMENT OF PROBLEM

A Study of Emotional Problems Among Boys and Girls of Class 9th in Urban And Rural School.

3 FUNCTIONAL DEFINITION OF THE PROBLEM

- **Adolescence :** ‘Adolescence’ comes from the Latin verb ‘adolescere’ which means ‘to grow’, or ‘to grow to maturity’. Adolescence which brings out changes in an individual leads to the goal of maturity and being mature means having the rights and privileges of an adult. G.H. Hall, the father of adolescent psychology has termed this period as storm and stress of human life. During this period boys and girls develop various types of interests the social, personal, vocational, recreational etc. This is the stage when boys and girls can be easily motivated, instigated and influenced.

• **Emotional Problem** : Adolescents face emotional problems which lead to change in the body structure. Because an emotion may be called a response of the entire human being to a stimulus or an integrated reaction of the total organism. An emotion is a reaction that accompany either the satisfaction or frustration of a basic need. Woodworth defines emotion as “it is a moved or stirred-up state of an organism. It is a stirred up feeling that is why it appears to the individual himself. It is a disturbed muscular and glandular activity that is the way it appears to an external observer”. Some of the common emotions of adolescents are – love, fear, anger, jealousy, hatred etc. which create problem at this particular stage. In this study, emotional problem actually means emotional adjustment problem of adolescence.

4. OBJECTIVES OF THE STUDY

The objectives of the present investigation are -

1. To study of emotional problem among boys and girls of class 9th in urban school.
2. To study of emotional problem among boys and girls of class 9th in rural school.
3. To study of the Emotional problems of Hindi Medium Vs English Medium students of boys and girls in urban and rural school.

5 HYPOTHESES:

1. There will be no significant difference in the emotional problem among boys and girls of class 9th in urban school.
2. There will be no significant difference in the emotional problem among boys and girls of class 9th in rural school.
3. There will be no significant difference in the Emotional problems of Hindi Medium Vs English Medium students of boys and girls in urban and rural school.

6 VARIABLE OF THE PROBLEM

This research independent Variable is "Adolescent". (Boys & Girl)

In this research dependent variable is imotional problem.

7 AREA AND LIMITATION OF THE STUDY

For this study, Sample has been bounded by certain limitations under which following research has been done.

- (1) Research will be limited to Raipur city only.
- (2) Only class IX students will be selected.
- (3) Four schools of Raipur (rural and urban) will be selected.
- (4) Two Private CGBSE School and Two Government CGBSE school of Raipur will be selected for Research.
- (5) Only Emotional Problem of boy's and girl's student will be taken for the study.

8 SELECTION OF RESEARCH METHOD

Survey method is a method for collection of data. We have used survey method in our present research.

9. SELECTION OF SAMPLE METHOD

In the present research study out of various Schools in Raipur. Only two schools are considered for study and 100 students are selected for the study, “simple Random Sampling was selected.”

10 SELECTION OF TOOL

Now, in present study, researcher has used self-made questionnaire as a tool.

11 STATISTICAL APPLICATION

Statistical methods are mathematical formulas, models and techniques that are used in statistical methods extracts information from research data and provides different ways to assess the robustness of outputs. In the present study Mean, Standard Deviation, CR and t-test was used.

12. VARIFICATION OF HYPOTHESES

HYPOTHESIS-I

There will be no significant difference in the emotional problem among boys and girls of class 9th in urban school.

TABLE 1

The table representing means, Standard Deviation and Critical Ratio for emotional problem among boys and girls of class 9th in urban school.

S.NO.	STUDENT	NUMBER	MEAN	SD	t-test	Table Value
1	Boys	60	72.08	8.34	4.06	0.05=1.98
2	Girls	60	65.91	8.32		0.01=.2.61

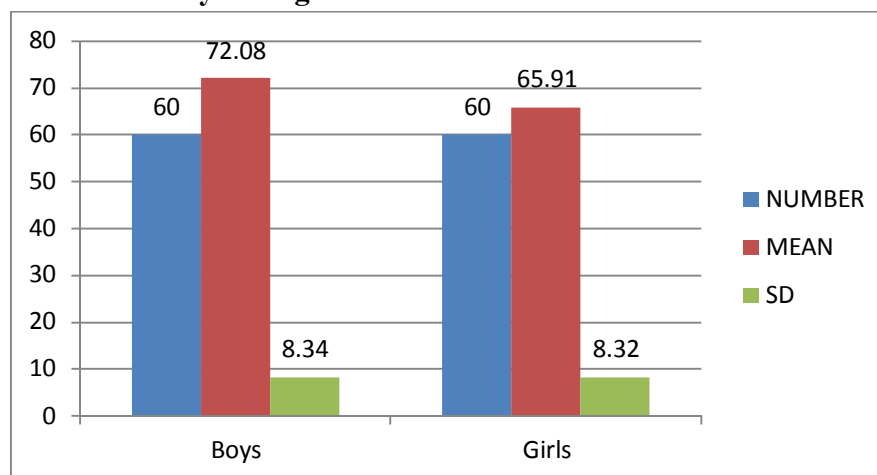
Result:

It is clear from the above table 4.1 that the Mean of the score of performance of class IX students Mean value are 72.08 and 65.91 respectively, the Standard Deviation is 8.34 and 8.32. There is a no difference in the mean of values of both Urban school.

Meaning of home environment of adolescent students in their emotions. No difference will be found.

GRAPH NO – 1

The graph representing means and Standard Deviation for emotional problem among boys and girls of class 9th in urban school.



HYPOTHESIS - 2

There will be no significant difference in the emotional problem among boys and girls of class 9th in rural school.

TABLE 2

The table representing means, Standard Deviation and t-test for emotional problem among boys and girls of class 9th in rural school.

S.NO.	STUDENT	NUMBER	MEAN	SD	t-test	Table Value
1	Boys	30	72.33	8.65	2.91	0.05=2.00
2	Girls	30	65.84	8.7		0.01=.2.66

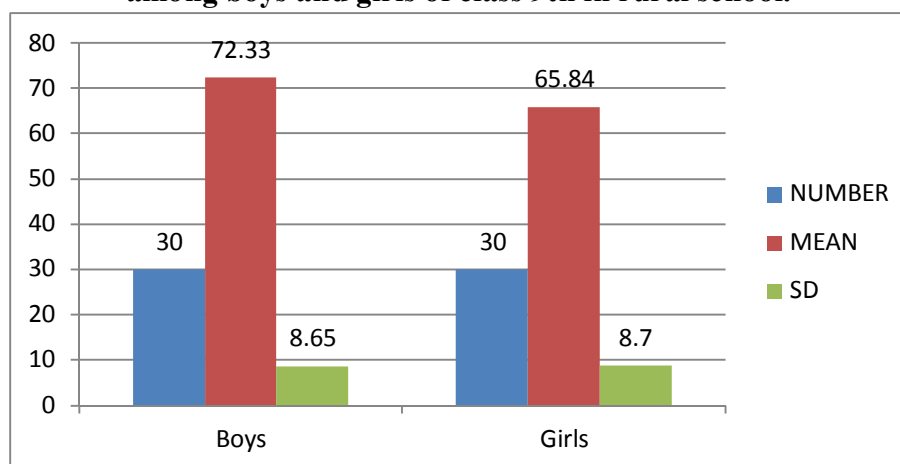
Result-

It is clear from the above table 4.2 that the Mean of the score of Boy's & Girls performance the mean value are 72.33 and 65.84, the Standard Deviation is 8.65 and 8.70 respectively. There is a significant difference in the mean value of Both Boys and Girls.

Adolescent students' home environment is meaningful in their aspirations difference will be found.

GRAPH NO – 2

The graph representing means and Standard Deviation for emotional problem among boys and girls of class 9th in rural school.



HYPOTHESIS – 3

There will be no significant difference in the Emotional problems of Hindi Medium Vs English Medium students of boys and girls in urban and rural school.

TABLE 3

The table representing Mean, Standard Deviation and t-test for Emotional problems of Hindi Medium Vs English Medium students of boys and girls in urban and rural school.

S.NO.	SCHOOL	NUMBER	MEAN	SD	t-test
1	Hindi Medium	25	9.52	2.57	5.50
2	English Medium	25	13	1.80	
Df - 48		P>0.05			Significant

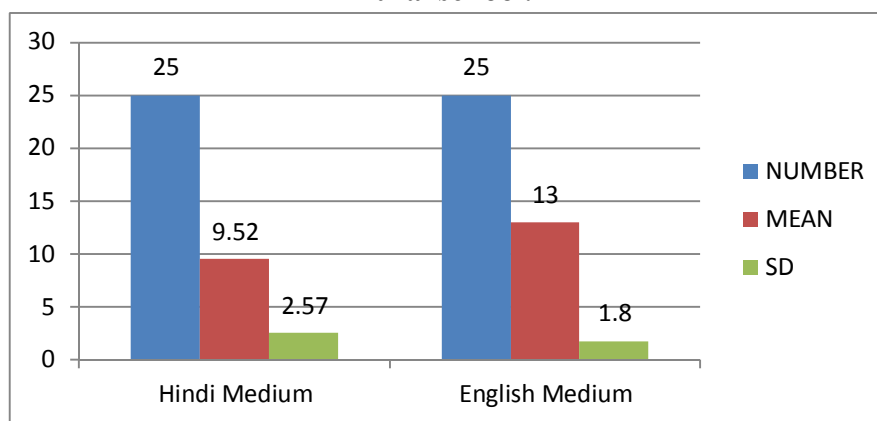
Result:

It is clear from the above table 4.3 that the Mean of the score of Govt. and Private school (Girls) is 238 and 325 and the standard deviation is 2.57 and 1.80 respectively. There is a difference in the mean of values of Govt. and Private school (Girls)

Here, the CR value at 48 degree of freedom at 0.05 level is calculated to know the significant of difference between those means is 5.50 which is greater than the table value 1.96. Thus the hypothesis is rejected and inferred that there will be no difference between the mean achievement score of English performance of Govt. and Private school (Girls) .

GRAPH NO – 3

The graph representing means and Standard Deviation for emotional problems of Hindi Medium Vs English Medium students of boys and girls in urban and rural school.



13. CONCLUSION / SUGGESTIONS

This is just a proposal of research but the outcome of research would be that emotional problem will definitely have an impact on the academic performance of students of higher secondary levels.

It was observed that the rural primary schools teachers are facing problems in the teaching learning problems like, curricular, co- curricular, low salary band, extra duties in governmental programs, problems related to evaluation are prominent.

Thus, due to these problems of emotions the process of education has been affected in each and step of its development. Therefore, the society, parents, guardians, administrators, higher authorities, the govt. and teachers and teachers should be alert to wipe out these problems as soon as possible for the betterment of society in whole. Thus if these problems can be solved then the universalization of primary education could be successfully possible.

14 RECOMMENDATION FOR FURTHER STUDY

Educating parents and teachers about the importance and benefits of their involvement with children diagnosed with Emotional and Behavioural problems. As they have heightened potential to produce positive outcomes for these children. Educating both parents and teachers about the benefits of parent-teacher collaboration may elicit more positive outcomes than those that could occur if either parents or teachers were working alone. The findings explore the pressing need of incorporation of mental health issues of students in education policy, curriculum and teacher training programs. Training on early identifying and dealing with problem behaviour

may help teachers to provide positive behaviour support and appropriate scaffolding to facilitate learning in classroom. Be proactive in preventing the problem. For prevention to be effective, schools must engage all students in learning, and they must focus specifically on the problem of re-engaging students who have become disengaged from classroom learning. The literature points to the need to provide one-on-one intensive attention to at-risk students, who often must be convinced that they are competent and can be successful in school. Children at-risk need to be identified at a young age (as early as preschool) so that early sustained intervention can be applied.

Enhance the professional development of teachers to ensure they have the knowledge and skills to teach a wider range of students to meet standards Redesign school structures to support more intensive learning Provide students the support and services they need in order to succeed Use classroom assessments that better inform teaching Retention efforts for junior high and high school students use out-ofschool efforts such as tutoring, mentoring, service learning, career advising, and arranging for older students (who might otherwise dropout) to work with younger ones.

Service learning, for example, is a teaching methodology, which integrates community service into the academic curriculum. Using service-learning, elementary school students tutor younger students, and both improve their mastery of essential literacy skills. Investigators have found that when rigorous study in academic disciplines is linked to serious work on real needs, students' motivation to learn increases. When teachers are rigorous about partnering with young people to design and carry out service-learning projects that are tied to curricular objectives and standards, they are likely to benefit in the following ways: Academic and intellectual benefits, civic and ethical benefits, and social and personal benefits.

Educational alternative programs provide a non-traditional approach to curriculum by utilizing alternative teaching strategies. Programs focus upon the needs and interests of students by offering positive school experiences, which are geared for achievement, enhancement of positive self-concept, motivation, reduction of truancy, reduction of disruptive behaviour, and reduction of teenage pregnancy. Studies can also be taken up to examine the relevance of intervention programs aimed to reduce these problems. Longitudinal studies to determine the influence of these problems on self esteem drop out and personal effectiveness of the children can be taken up. Studies can be taken up in other parts of Andhra Pradesh, India to examine the prevalence of emotional and behavioural problems in the entire state following which educational institutions and the government can institutionalize measures to help the children, parent and teachers solve these problems more effectively.

School improvement and teacher development is a multi factor approach so there is a need of careful planning and execution of school reform and initiative.

A Comparative study of academic performance in English in C.G. Board of Govt. School and Private School.

15 EDUCATIONAL IMPLICATION OF THE STUDY

1. Adolescent suffer from different social problems.
2. Adolescents face different emotional adjustment problem.

3. There is significant difference in Social and Emotional problems of adolescents in relation to their area.
4. Medium of instruction has impact on Social and Emotional Problems of adolescents.
5. Personality factors differ among the adolescents..

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प्रधानमंत्री कौशल्य विकास कार्यक्रमाचे लातूर जिल्ह्याच्या विकासातील योगदान

संशोधक

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*प्रस्तावना -

लातूर जिल्हा हा कृषिप्रधान व जास्त खेडी असणारा जिल्हा असल्यामुळे ग्रामीण भागाचा विकास झाला तरच जिल्ह्याचा विकास होऊ शकेल. ग्रामीण भागाचा आर्थिक व सामाजिक विकास करायचा असेल तर कुशल तसेच अकुशल कामगारांना ज्ञाना बरोबरच कौशल्य विकास प्रशिक्षण देणे गरजेचे आहे. ग्रामीण अर्थव्यवस्था सुधारली तरच देशाची अर्थव्यवस्था सुधारेल व आंतरराष्ट्रीय पातळीवर जागतिकीकरणात टिकून राहील. कौशल्य व ज्ञान ह्या कुशल कामगारांच्या नाण्याच्या दोन बाजू आहेत. लातूर जिल्ह्याच्या आर्थिक व सामाजिक विकासाच्या कौशल्य व ज्ञान हे दोन घटक प्रेरणास्त्रोत आहेत. आजच्या युगात ज्या देशाकडे उच्च कौशल्य पातळी आहे ते देश कोणतेही आव्हान पेलण्यास तत्पर असतात. लातूर जिल्ह्यात कौशल्य विकास कार्यक्रमासाठी प्रामुख्याने युवापिढीवर लक्ष केंद्रित केले गेले आहे.

*प्रस्तुत शोधनिबंधाची उद्दिष्टे -

- १) लातूर जिल्ह्यातील प्रधानमंत्री कौशल्य विकास कार्यक्रमाच्या विकासाचा आढावा घेणे.
- २) लातूर जिल्ह्यातील प्रधानमंत्री कौशल्य विकास कार्यक्रमाच्या अंमलबजावणीचा अभ्यास करणे.
- ३) प्रधानमंत्री कौशल्य विकास कार्यक्रमाचे यश-अपयश अभ्यासणे.

* प्रस्तुत शोधनिबंधाची गृहीतके -

- १) लातूर जिल्ह्यातील प्रधानमंत्री कौशल्य विकास कार्यक्रमांमुळे लातूर जिल्ह्याचा विकास झाला आहे.
- २) लातूर जिल्ह्यातील प्रधानमंत्री कौशल्य विकास कार्यक्रमाची अंमलबजावणी ही लातूर जिल्हा कौशल्य विकास, रोजगार व उद्योजकता मार्गदर्शन केंद्राच्या मार्गदर्शनाखाली होते.
- ३) लातूर जिल्ह्यातील प्रधानमंत्री कौशल्य विकास कार्यक्रम हा यशस्वी झाला आहे.
- ४) लातूर जिल्ह्यातील प्रधानमंत्री कौशल्य विकास कार्यक्रमाची अंमलबजावणी करताना प्रशिक्षण संस्थांना अनेक अडचणी निर्माण होतात.

*संशोधन पद्धती -

संशोधकाने प्रस्तुत संशोधन हे दुय्यम साधनसामुग्री व माहिती संकलनाच्या साधनाचा वापरकरून वर्णनात्मक व विश्लेषणात्मक अध्ययन पद्धतीने केले असून पुस्तके, मासिके, वेबसाईट तसेच वर्तमानपत्राचा वापर केला आहे.

***प्रधानमंत्री कौशल्य विकास कार्यक्रम -**

प्रधानमंत्री कौशल्य विकास कार्यक्रमाची सुरुवात ही १५ जुलै २०१५ रोजी प्रधानमंत्री नरेंद्र मोदी यांनी केली असून या योजनेचा मुख्य उद्देश हा युवकांना प्रशिक्षण देणे हा आहे. प्रधानमंत्री कौशल्य विकास कार्यक्रम ही केंद्र पुरस्कृत असून महाराष्ट्रात महाराष्ट्र राज्य कौशल्य विकास सोसायटी, मुंबई ही राबवते. या योजनेचा मुख्य उद्देश हा राज्यातील ग्रामीण व शहरी भागातील युवकांना चांगल्या रोजगाराच्या संधी उपलब्ध होण्यासाठी त्यांना प्रशिक्षण देणे व स्वयंरोजगारासाठी मार्गदर्शन, मदत व अनुदान देणे हा आहे. महाराष्ट्र राज्यात कौशल्य विकास प्रशिक्षण ५५ संस्थेतून ३६ क्षेत्रात व ७५० पेक्षा जास्त कोर्सेसमधून ३ महिने, ६ महिने तसेच एक वर्ष कालावधीसाठी विनाशुल्क प्रशिक्षण देवून कोर्स पूर्ण झाल्यावर प्रमाणपत्र व प्रोत्साहनासाठी ८००० रु. सरकारकडून दिले जातात.

***लातूर जिल्ह्यातील प्रधानमंत्री कौशल्य विकास कार्यक्रमाची अंमलबजावणी -**

राष्ट्रीय पातळीवर प्रधानमंत्री कौशल्य विकास कार्यक्रमाची अंमलबजावणी ही कौशल्य विकास व उद्योजकता मंत्रालय व राज्य पातळीवर महाराष्ट्र राज्य कौशल्य विकास सोसायटी, मुंबई तसेच लातूर जिल्ह्यातील प्रधानमंत्री कौशल्य विकास कार्यक्रमाची अंमलबजावणी ही जिल्हा कौशल्य विकास, रोजगार व उद्योजकता मार्गदर्शन केंद्र लातूर याच्या मार्फत केली जाते.

***प्रधानमंत्री कौशल्य विकास कार्यक्रमाचे लातूर जिल्ह्याच्या विकासातील योगदान -**

प्रधानमंत्री कौशल्य विकास कार्यक्रमाचे लातूर जिल्ह्याच्या विकासातील योगदान हे नगण्य आहे. लातूर जिल्ह्यात कौशल्य विकास कार्यक्रमातून युवकांना प्रशिक्षण, रोजगार उपलब्ध, व्यवसाय उभारण्यास मार्गदर्शन सहजपणे कर्ज उपलब्ध होऊन सुवर्ण संधी प्राप्त झाली आहे. खऱ्या अर्थाने असे म्हंटले जावू शकते की, आपल्या देशाची युवापिढी निरोगी, सुशिक्षित व कुशल होईल तेव्हाच आपल्या अर्थव्यवस्थेला त्याचा फायदा होईल.

***समारोप -**

प्रत्येक सुशिक्षित युवकाकडे योग्य असे कौशल्य असेलच असे नाही. म्हणूनच युवकांना उद्योग क्षेत्रातील मागणीचा अभ्यास करून प्रशिक्षण कार्यक्रम राबवला जात आहे. युवकांसाठी रोजगार व स्वयंरोजगार निर्माण करण्यासाठी भारत सरकार व राज्य सरकार मिळून लातूर जिल्ह्यात प्रधानमंत्री कौशल्य विकास कार्यक्रम राबवत आहे.

***संदर्भ -**

- १) डॉ. उर्मिला रेड्डी : लोकप्रशासनातील कौशल्य विकास कार्यक्रम, अरुणा प्रकाशन, लातूर
प्रथम आवृत्ती १ ऑगस्ट २०१८.
- २) डॉ. पुरुषोत्तम भापकर : शासकीय योजनांचा खजिना, साकेत प्रकाशन, गांधीनगर,
औरंगाबाद, प्रथम आवृत्ती २०१९.
- 3) hi.vikaspedia.in/social-welfare.
- ४) www.google.com/ प्रधानमंत्री कौशल्य विकास योजना.

जानकीबाई आपटे यांचे स्वातंत्र्य चळवळीतील योगदान

मंजुषा पंकज मत्ते

मुख्याध्यापिका

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भारतीय स्वतंत्र्यसंग्रामाच्या इतिहासात 1920 हे वर्ष अत्यंत महत्त्वाचे मानले जाते. यावर्षी नागपूर येथे झालेल्या राष्ट्रीय सभेने महात्मा गांधींनी पुरस्कृत केलेल्या असहकाराचा प्रस्ताव पास केला. या चळवळीमुळे उच्चशिक्षित व उच्च मध्यमवर्गीय लोकांपुरती मर्यादित असलेली स्वातंत्र्य चळवळ विस्तार करू लागली. तरुण विद्यार्थी, शेतकरी, कामगार असे भिन्न भिन्न वर्ग चळवळीत सक्रियरित्या भाग घेऊ लागले. गांधी युगात प्रथमच स्त्रिया राजकारणात शिरल्या. स्त्रियांनी राष्ट्रीय चळवळीस जो सक्रिय व स्वार्थ त्यागपूर्वक पाठिंबा दिल्यामुळे स्त्रिया देखील राष्ट्रीय चळवळीत पुरुषांच्या खांद्याला खांदा लावून लढू शकतात हे सिद्ध झाले. त्या काळात बोटार मोजता येणाऱ्या स्त्रिया आपल्या कर्तबगारीने सार्वजनिक व राजकीय जीवनात पुढे सरसावल्या. ज्यांनी आपल्या कर्तुत्वाने या प्रांताच्या समाज जीवनाची ही दोन्ही अंगे पुरुषांच्या बरोबरीने उजळून काढली अशा स्त्रियांत सौ. जानकीबाई आपटे यांना प्रथम मान द्यावाच लागतो.

इ. स. 1930 साली ब्रिटिश सत्तेविरुद्ध सविनय कायदेभंगाचा लढा सुरू झाला आणि मिठाच्या सत्याग्रहाच्या प्रचारार्थ काँग्रेसच्या ज्येष्ठ नेत्या कमलादेवी चट्टोपाध्याय अहमदनगरला आल्या आणि त्यांच्या भाषणाचा प्रभाव जानकीबाईंवर पडला. त्या भाषणापासून प्रभावित होऊन जानकीबाईंनी स्वातंत्र्य चळवळीत हिरीरीने भाग घेतला. त्यात त्यांनी महिलांमध्ये देशप्रेम व पारतंत्र्याविरुद्ध आवाज उठविण्यासाठी कार्यक्रमाचे नियोजन केले. प्रभात फेऱ्या काढणे, निदर्शने करणे, सभांना हजर राहणे इत्यादी कार्ये जानकीबाई करू लागल्या. 1936 साली फैजपूर येथे भरलेल्या महाराष्ट्रातील पहिल्या ग्रामीण काँग्रेस अधिवेशनात स्त्रियांच्या पथकांसह उपस्थित राहून स्वागत गीत त्यांच्या हिंदसेविका संघाच्या चमूने म्हटले आणि ज्येष्ठ नेत्यांच्या छावणीला बाहेर पहारा देण्याचे तसेच त्यांच्या जीवनाची व्यवस्था देखील जानकीबाईंच्या पथकाने बघितली. त्यामुळे या ज्येष्ठ नेत्यांना जवळून पाहिल्याने त्यांच्या कार्याचा प्रभाव आणखी बाईंवर पडून त्यांनी आपले ध्येय निश्चित केले आणि स्वातंत्रप्राप्ती, मानवता सेवा, समाजसेवा यासाठी आपले संपूर्ण आयुष्य खर्च घातले.

1938 - 1939 मध्ये शहर काँग्रेस कमिटीचे अध्यक्ष म्हणून जानकीबाईंची निवड करण्यात आली. त्यावर्षी 26 मार्च 1938 रोजी जानकी बाईंनी स्वतःच्या सहीने एक पत्रक प्रसिद्ध केले. त्यात त्यांनी गुढीपाडव्याच्या दिवशी लोकांना आपल्या घरी गुढी बरोबर तिरंगा झेंडा उभारण्याचे जाहीर आवाहन केले. या राष्ट्रीय नाविन्याचा अभिनव प्रयोग जानकीबाईंनी यशस्वी केला. तसेच थोरा मोठ्यांच्या पुण्यतिथी- जयंती साजरी करून त्यातून देशभक्तीची

भावना लोकांमध्ये जागविण्याचे कार्य देखील केले. जानकीबाई अशिक्षित होत्या त्यांना केवळ स्वतःची सही करता येत होती. परंतु त्या आपल्या अनुभवाच्या आधारे अतिशय रोचक आणि स्फुर्तिदायक भाषणे करित होत्या.

वैयक्तिक सत्याग्रह हा नवीन प्रकार असल्यामुळे काही काँग्रेस नेत्यांचा विरोध होता. वैयक्तिक सत्याग्रह करण्याकरिता काँग्रेस वर निष्ठा असणाऱ्या कार्यकर्त्यांचीच गरज होती. म्हणून पहिले सत्याग्रही म्हणून आचार्य विनोबा भावे यांची निवड करण्यात आली होती. तसेच अहमदनगर जिल्ह्याच्या पहिल्या स्त्री सत्याग्रही म्हणून जानकीबाईंची निवड करण्यात आली होती. सोमवार दिनांक 6 जानेवारी 1940 रोजी वैयक्तिक सत्याग्रह गांधी मैदान येथे करणार असल्याचे लेखी पत्र जानकीबाईंनी ब्रिटिशांना दिले आणि 06 जानेवारी 1941 रोजी सकाळी दहा वाजता गांधी मैदानात जानकीबाई हजर झाल्या. वैयक्तिक सत्याग्रहाची नोटीस आधिच दिली असल्यामुळे पोलीस जानकीबाईंच्या धनगर गल्लीतील घराभोवती आणि पटवर्धन वाड्याच्या भोवती पाळत ठेवून होते. जानकीबाई जशा गांधी मैदानात गेल्या त्यांच्या मागोमाग पोलिस देखील तिथे गेले. जानकीबाई बरोबर हिंदू सेविका संघाच्या बऱ्याच सभासद होत्या. जानकीबाईंनी जमलेल्या जनसमुदायासमोर भाषण द्यायला सुरुवात केली. युद्धाची माहिती दिली आणि ब्रिटिश सरकार भारतीय तरुणांच्या युद्धामध्ये कशाप्रकारे वापर करित आहे आणि सर्वसामान्य निष्पाप तरुणांचा जीव कसा देणार होते हे पटवून दिले. शेवटी ब्रिटिश सरकारचा निषेध करून जोर जोराने घोषणा देत सत्याग्रहाला प्रारंभ केला.

मिरवणूक गांधी मैदानातून निघाली तेव्हा सेवा दलातील बरीच मुले जानकीबाई सोबत होते. सर्वांच्या पुढे राजा गुंजाळ नावाचा मुलगा हातात तिरंगा घेऊन पुढे पुढे चालत होता. जानकीबाई सोबत बाळासाहेब भारदे आणि सत्याग्रह समितीचे इतर सभासद होते. मिरवणूक घोषणा देत चालली होती. या युद्धाला कपडे देऊ नका, माणसे देऊ नका, पैसे देऊ नका अशा घोषणा देत जानकीबाई पुढे पुढे चालत होत्या. मिरवणूक घोषणा देत बागडे थेटरच्या जवळील पोलीस ठाण्यातून एक ब्रिटिश अधिकारी बाहेर आला. अधिकाऱ्याला पाहून जानकीबाईंनी आणखी जोर जोराने घोषणा देण्यास सुरुवात केली. सर्वांना वाटले आता जानकीबाईंना अटक होईल परंतु जानकीबाईंच्या सोबत सहा सातशे लोकांचा जनसमुदाय पाहून ब्रिटिश अधिकारी घाबरले आणि कुठल्याही प्रकारचा अनुचित प्रकार घडू नये म्हणून ब्रिटिश अधिकाऱ्यांनी अतिशय सावधगिरी पाळली आणि दुसऱ्या दिवशी दिनांक 7 जानेवारी 1941 रोजी जानकी बाईंना अटक करण्यात आली.

मुंबई अधिवेशनाला जानकीबाई आपल्या सहकाऱ्यांसह गेल्या होत्या. 9 ऑगस्ट 1942 पासून अभूतपूर्व संघर्षाला तोंड फुटले कारण सर्व जेष्ठ नेत्यांना ब्रिटिश सरकारने अटक केली होती. त्यामुळे सगळीकडे हाहाकार माजला होता आणि लोकांनी हिंसात्मक आंदोलने करण्यास सुरुवात केली होती. जानकीबाई देखील तातडीने 9 ऑगस्ट चा 'चले जाव' संदेश घेऊन अहमदनगरला परतल्या. त्यांनी स्त्रियांचे आंदोलन संघटित करून झाशीच्या राणी प्रमाणे स्वातंत्र्यलढा दिला. जोर जोराने चलेजावच्या घोषणा देत होत्या, गुप्तपणे मिटींग घेत होत्या, बैठका घेत होत्या, कुठे कोणती निदर्शने करायची याचे त्या नियोजन करित होत्या. त्यामुळे जानकीबाई या काँग्रेसच्या सक्रिय

महिला सभासद असल्यामुळे जानकीबाईंना 16 ऑगस्ट 1942 रोजी अटक केली. भारतीय अंतर्गत सुरक्षा कायद्याखाली जानकीबाईंवर खटला न भरता स्थानबद्ध करण्यात आले व त्यांची रवानगी अहमदनगर वरून पुण्याच्या येरवड्याच्या तुरुंगात करण्यात आली आणि तिथून पुढे येरवड्याच्या तुरुंगातून कर्नाटकातील हिंडलगा तुरुंगात जानकीबाईंची व इतर 14 जणांची रवानगी करण्यात आली.

संदर्भ

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