
**GROWTH AND DEVELOPMENT OF RESEARCH OUTPUT OF SCIENCE DEPARTMENTS
OF SAMBALPUR UNIVERSITY: A CASE STUDY**

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ABSTRACT:

The present study attempts to examine the differences in standard of research publications among the five science departments of Sambalpur University. Moreover, the study focuses on the growth pattern of research papers, ranking pattern of researchers, Year and department-wise identification of publications and determination of most prolific authors' in different science streams of Sambalpur University, India. It also aims to explore the authorship pattern and institutional collaboration in research productivity by the faculty members in the areas of core sciences. The study resultantly enunciates that, the faculties of chemistry are found most productive as compared to other four science departments. It would be worthwhile to say here that, out of 259 total research output, the faculties of chemistry have a major share i. e. 95 which constitutes 36.68 percent and average output per year is 19 papers which are highest among all science departments.

Keywords: Sambalpur University, Weighted Arithmetic Mean, Chi Square, Research Publication.

INTRODUCTION

The advancement of knowledge through scientific research has long been recognized as one of the major goals of universities. Social responsibilities of the university involve both the advancement and the diffusion of knowledge, but research and its derivatives have been assigned a significant role by the major universities.

SAMBALPUR UNIVERSITY: A BIRD'S EYE VIEW:

The Sambalpur University Act was passed by the Orissa Legislature on 10th December, 1966 to fulfill long cherished dream of the people of Western Orissa for establishment of a University. The University started functioning from 1st January, 1967 with Prof. Parsuram Mishra as the first Vice-Chancellor. The University was inaugurated on 4th January, 1967 by Hon'ble Chancellor A.N.Khosla.

The University at Jyoti Vihar provides Post-Graduate education in Twenty-seven subjects through Twenty Post-Graduate Departments. The University Post-Graduate Departments offer one-year study Programme for M.Phil Degree, two years study programme for the Degrees of M.A. / M.Sc. / LL.M. / Business Administration / M.Lib & Inf.Science, One-Year P.G. Diploma Course in Computer Science & Application and Diploma Course in Sambalpur Studies and Three-Year course in M.C.A. and Executive M.B.A.

The P.G.Departments of Chemistry, Life Sciences, History, Economics, Library & Information Sciences and Mathematics have been conferred Autonomous Status by the University. They adopt Semester system based on continuous evaluation. They adopt their own courses of studies.

REVIEW OF LITERATURE:

Various studies have been conducted in the past analyzing the contribution and impact of individual organizations. Jeevan and Gupta [1] have analyzed the contribution and impact of Indian Institute of Technology, Kharagpur, with a view to get idea about its performance and impact. Similarly Singh et al. [2] studied the research contribution and impact of Indian Institute of Technology, Roorkee from 1993 to 2001.

Moed et. al. [3] found that when used properly bibliometric indicators can act as a 'monitoring device' for university research management and science policy. To find out the productivity and publication behaviour of the researchers of Tata Institute of Social Science (TISS), Koganuramath et al. [4] analyzed 663 papers published by the scientist of TISS during 1990-2000 and provided the collaboration pattern, identified prolific authors and core journals that were most preferred for publication by the scientists. The main objective of this study was to provide a bird's eye view of the productivity of TISS scientists and their specializations.

Grag and Roa [5] examined the publication data of an Indian Laboratory in the field of physics that were published in journals covered by SCI and the study also included non SCI journals and Indian Patents filed during the period 1965- 82. The study aimed to identify the pattern of productivity, sub areas of physics that were more productive and authorship pattern in the research work. The study interestingly reported a positive relationship between manpower expenditure and research publication. To analyze the research productivity, publication growth, national and international collaboration, etc., of PEC University of Technology, Chandigarh, Vasishta [6] undertook a study with publication data from 1996 to 2009 extracted from Scopus. On analysing the 177 papers, the author finds that though there was a steady growth in research publications there was a need to substantially improve the publication output in comparison to the other engineering institutions. Sharma [7] in his study found that majority of the research publications were an outcome of joint authorship and the degree of collaboration was very high among the scientists. This study included 2603 research

papers published by the scientists of Central Potato Research Institute during the period 1991-2007.

OBJECTIVES:

- To enunciate the publication pattern of faculty members of science departments.
- To rank the faculty members of the university on the basis of their research output.
- To Portrait the status of research productivity carried out by the faculty members of science departments during 2007- 2011.
- To explore the most prolific department and faculty taking into account their publication output.

METHODOLOGY:

The data for the present study was downloaded from Sambalpur University's home page (www.suniv.ac.in). Publications data for five years from 2007 to 2011 were used for analyzing the growth and impact of university research. The study only covers the publications of the university faculty members during the period 2007 to 2011, the collected data were entered into a MS-Excel spread sheet which identified variables such as year of establishment of departments, facilities provided, number of faculties with year of experience, number of publication of individual faculty and department etc. Finally all relevant data were sorted, tabulated and assimilated in a logical order for analytical purpose.

ANALYSIS AND DISCUSSION:

Year of establishment of departments: Table-1 gives information regarding the establishment of the departments of the university, From which, it is clear that Department of Chemistry and Physics are the oldest departments of the university and was established in the year 1969, followed by Life Science (1971), Earth Science (1984) and Environmental Science (1989) respectively.

Table-1 Year of appearance of departments

Name of Departments	Year of Establishment
Chemistry	1969
Physics	1969
Life Science	1971

Earth Science	1984
Environmental Science	1989

Science and Earth Science offered P.G. Diploma, M.Sc., M.Phil, M.Tech and Ph.D. programme where as Department of Physics and Life Science only offers M.Sc., M.Phil and Ph.D. programme and P.G. Department of Chemistry offer all courses except M.Tech degree.

Courses offered by the departments: Table-2 gives outline about the offered courses by the five science departments of Sambalpur University. P.G. Department of Environmental

Table-2 Courses offered by the departments.

Sl. No.	Courses	Chemistry	Env. Sc.	Physics	Life Sc.	Earth Sc.
1	P.G. Diploma	Y	Y	N	N	Y
2	M.Sc.	Y	Y	Y	Y	Y
3	M.Phil	Y	Y	Y	Y	Y
4	M.Tech	N	Y	N	N	Y
5	Ph.D	Y	Y	Y	Y	Y

Infrastructural status and facilities: Universities major equipments status discussed in Table-3, which gives a brief sketch of the

availability of major equipments of the studied departments.

Table-3 Availability of Major Equipments

SL. No.	Availability of Major Equipments					
	Facilities	Chemistry	Env. Sc.	Physics	Life Sc.	Earth Sc.
1	Building	1	1	1	1	1
2	Teaching Laboratory	3	2	7	4	3
3	Research laboratory	7	3	1	3	3
4	Computer laboratory	1	1	1	2	1
5	Instrumental laboratory	2	--	--	--	3
6	Seminar Hall	--	--	1	--	--
7	Teaching Room	--	--	3	--	--
8	Research Scholar Room	--	--	1	--	--

Faculty Profile: Details of faculty members with their designation is analyzed in Table-4. It shows Department of Chemistry and Life Science has 10 numbers of faculty each. But, if we consider the departments according to their intellectual weight then, Department of

Chemistry comes first with more weighted arithmetic mean, followed by Department of Life Science with 2.84, Department of Physics with 2.34, Department of Environmental Science with 1.84 and Department of Earth Science with 0.67 WAM respectively.

Table-4 Faculty details

Sl. No.	Department	Professor	Reader	Lecturer	Total faculty	WAM	Rank
1	Chemistry	3	3	4	10	3.17	1
2	Physics	3	1	3	7	2.34	3
3	Life Sc.	1	5	4	10	2.84	2
4	Earth Sc.	1	--	1	2	0.67	5
5	Env. Sc.	2	1	3	6	1.84	4
Grand Total		10	10	15	35	--	--

Note: WAM= Weighted Arithmetic Mean

Faculty average experience : Table-5 represents teaching experience of faculty

member in years. Which shows Department of Chemistry having more experienced faculty

member but due to more number of faculty members its average experience per faculty is quite low as compared to Department of Physics. Hence, Department of Physics stood at the 1st position with having more average experience per faculty 20.15 years, followed by

Earth Science (17.5 years), Chemistry (15.9 years), Life Science (14.2 years) and Environmental Science (10.75 years) respectively. It also shows that the average experience per faculty member is 15.47 years.

Table-5 Faculty average experience

No.	Departments	Ph.D.	Non-Ph.D.	Total faculty	Experience (in years)	Average Experience (in years)	Rank
1	Physics	7	--	7	141	20.15	1
2	Chemistry	10	--	10	159	15.9	3
3	Env. Sc.	5	1	6	64.5	10.75	5
4	Life Sc.	10	--	10	142	14.2	4
5	Earth Sc.	1	1	2	35	17.5	2
Grand Total		33	2	35	541.5	15.47	--

Research output ranking of Departments:

Departments and their rank-wise distribution of output are listed in table-6. Which shows Department of Chemistry with 95 contributions topped in the rank and stood in the 1st position, followed by Physics with 62 contributions. Department of Life Science having more number of contributions but due to more number of faculty members its average output per faculty is quite low as compared to Department of Environmental Science, hence, Department of

Table- 6 Departments publication output with Rank

Sl. No.	Departments	Rank*	Professor	Reader	Lecturer	Total output		
1	Chemistry	1	50	17	28	95 (36.68)		
2	Physics	2	46	--	16	62 (23.94)		
5	Life Sc.	4	20	19	16	55 (21.24)		
4	Earth Sc.	5	2	--	--	2 (0.77)		
5	Env. Sc.	3	26	2	17	45 (17.37)		
Grand Total			144 (55.6)	38 (14.67)	77 (29.73)	259 (100)	35	7.4

*Note: Figures in parentheses represents percentage; AOPF represents Average output per faculty
Rank is calculated by total output/ total faculty.

Year-wise distribution of research output by Departments: Faculty members of the studied university published a total of 259 research papers in five major disciplines of science and technology during 2007-2011, it has been seen a continuous increase in the publication output during the given period of study. From 2007 to 2011 the publications rose more than doubled, from 30 papers in 2007 to 79 papers in 2011. Its

annual growth rate, computed on 5 years data averaged at 28.35 %. Table-7 represents the most prolific department or the department with highest contributions during the studied period, which clearly shows that Department of Chemistry is the most prolific department with 95 (36.68) contributions, followed by Physics (23.94%), Life Science (21.24%), Environmental Science (17.37%) and Earth

Science (0.77%) respectively. Further, it shows a continuous growth in publication from 30 (11.58%) in 2007 to 79 (30.5%) in 2011. In

2008 the annual average growth rate is high (46.67%) and the average annual growth rate is 28.35%.

Table-7 Year-wise distribution of research output

Sl. No.	Departments	2007	2008	2009	2010	2011	Total	Avg. per Year
1	Chemistry	16	12	20	9	38	95 (36.68)	19
2	Physics	11	15	12	11	13	62 (23.94)	12
3	Life Science	--	11	7	20	17	55 (21.24)	11
4	Environmental Science	3	6	11	15	10	45 (17.37)	09
5	Earth Science	--	--	--	1	1	2 (0.77)	0.4
Grand Total		30 (11.58)	44 (16.99)	50 (19.31)	56 (21.62)	79 (30.5)	259 (100)	52
Annual Average Growth Rate (%)		--	46.67	13.64	12	41.07	Ave 28.35	--

Note: Figures in parentheses represents percentage.

Top-10 prolific contributors during 2007-11:

On the whole, a total of 35 faculty members of the university contributed 259 papers over a period of five years between 2007-2011 (Table-8). The most prolific contributors are Professor B.K. Mishra of Chemistry with 33 contributions,

followed by Professor P. K. Nayak of Physics with 21 contributions. Again it shows Departments of Chemistry, Physics, Life Science and Environmental Science each have four authors in the top-10 contributor list.

Table-8 Top-10 prolific contributors during 2007-11

Sl. No.	Department	Designation	Name of the faculty	No. of publication	Rank
1	Chemistry	Professor	B.K. Mishra	33	1
2	Physics	Professor	P. Nayak	21	2
3	Life Science	Professor	N. Behera	17	3
4	Physics	Lecturer	Banarji Behera	15	4
5	Chemistry	Lecturer	R.N.Mahaling	15	4
6	Environmental Science	Professor	P.C. Mishra	15	4
7	Physics	Professor	T.R. Routray	14	5
8	Chemistry	Professor	P.K.Mishra	12	6
9	Physics	Professor	G.N. Dash	11	7
10	Life Science	Lecturer	A. K. Patel	11	7
11	Environmental Science	Professor	S.K. Sahu	11	7
12	Chemistry	Reader	P.K.Behera	8	8
13	Life Science	Reader	J. Panigrahi	7	9
14	Life Science	Reader	E. Kariali	6	10
15	Environmental Science	Lecturer	M.R.Mahananda	6	10
16	Environmental Science	Lecturer	A.K. Bhadra	6	10

Authorship Pattern: Table-9 gives a detailed overview of authorship pattern of papers published during 2007 to 2011. It is observed that out of 259 contributions, a total of 83

(32.05%) contributions have been contributed by three authors followed by four authors (30.5%), two authors (13.51%) etc. respectively.

Table-9 Authorship pattern of papers published during 2007-11

Departments	Single	Two	Three	Four	Five	Six	≥Seven	Total
Chemistry	0	6	15	36	21	11	6	95 (36.68)
Physics	1	0	33	19	5	1	3	62 (23.94)
Life Sc.	3	13	21	12	2	2	2	55 (21.24)
Env. Sc.	3	16	14	12	0	0	0	45 (17.37)
Earth Sc.	2	0	0	0	0	0	0	2 (0.77)
Grand Total	9 (3.47)	35 (13.51)	83 (32.05)	79 (30.5)	28 (10.81)	14 (5.41)	11 (4.25)	259 (100)

Note: Figures in parentheses represents percentage.

Most favoured journals for publication/ research: Table10 gives a brief sketch of the most favored journal for publication among the faculty members of the university. It shows that

19 papers published in Bioscan, followed by Journal of Indian Chemical Society with 8 papers

Table-10 Most favoured journals for publication/ research

Departments	Name of Journal	No. of Publication	Rank
Environmental Science & Life Science	Bioscan	19	1
Chemistry	Journal of Indian Chemical Society	8	2
Chemistry	Indian Jr. of Chemistry	6	3
Physics	Astrophysics Space Science	6	3
Chemistry	Journal of Colloid And Interface Science	5	4
Environmental Science	Ecscan	4	5
Physics	Indian Journal of Physics	3	6
Physics	International Journal of Modern Physics	3	6
Life Science	Digest Journal of Nanomaterials and Biostructures	3	6
Life Science	Indian Journal of Plant Physiology	3	6
Environmental Science	Internal journal of Environmental Science	3	6

CONCLUSION/ FINDINGS:

1. Department of Chemistry and Physics are the oldest and premier departments of the university.
2. Department of Chemistry has more number of faculties both in terms of number and intellect the study asserts.
3. Department of Physics is found to have more experienced faculty members with 20.15 average years of experience per faculty is quite significant.

4. A total 95 (36.68%) research publications published by the faculty members of Department of Chemistry with 9.5 average output per faculty, followed by Department of Physics as study unmarks.
5. The χ^2 statistics shows there is a statistically significant difference between the research output with the varied faculties of the university.
6. Year-wise distribution of research publication gives good remarks for the

future in terms of research output of the university. Which shows a continuous increase in the publication process and its annual average growth rate is 28.35%.

7. Professor B.K. Mishra, from Department of Chemistry is the most prolific contributor with 33 contributions.
8. Out of 259 contributions, a total of 83 (32.05%) contributions have been contributed by three authors.
9. Bioscan is the most favoured journal among the faculty members during the period under study.

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CONTRIBUTION OF SWAMI DAYANAND IN THE EMANCIPATION OF WOMEN

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ABSTRACT:

Among the socio-religious and cultural movements of nineteenth century in India, Swami Dayanand Saraswati (1824-83) and his Arya Samaj which was founded in 1875 at Bombay played an important role in uplifting the social, religious, political and economic conditions of India. He opposed child marriages, polygamy, purdah & the practice of sati and incessantly worked for the education of the female and widow remarriage.

At the time of the birth of Swami Dayanand, Hindu women were not allowed to study religious scriptures, they were denied access to education, they were treated as second class citizen below men, widows were treated as outcasts, they had to burn themselves on their husbands funeral pyres, their families were forced to produce a dowry before a man's family accepted them into their family and they were forced into child marriage. He fought against all these injustices then and advocated the equality of sexes.

In this paper , an attempt has been made to analyse the role of Swami Dayanand with regard to the emancipation of women because a number of works have been done on Arya Samaj and its contribution to Hindu religion and Hindu society but no specific work dealing with the emancipation of women . Finding this gap in our historical knowledge, an attempt has been made to study this aspect in the present paper.

INTRODUCTION:

The founder of Arya Samaj was Swami Dayanand Saraswati (1824-1883), one of the most powerful figures of modern India, who played an important part in the Indian Renaissance. He provided the useful services to Hindu society as well as by making onslaught on its social evils. He opposed child marriages, polygamy, purdah, casteism & the practice of sati etc. He incessantly worked for the education of the females and abolition of above social evils.

Though, a number of works have been done on Arya Samaj and its contribution to Indian Society and Religion but I did not find any specific work dealing with Swami Dayanand's role in the emancipation of women. In this paper, an attempt has been made to trace the role of Swami Dayanand in the emancipation of women with special reference to child marriage, widow remarriage, purdah, dowry, polygamy, sati and education of women.

The social structure prevailing in the nineteenth century had reduced the status of woman to that of a slave. She was confined within the four

walls of the house. She was deprived of her rights. She was not permitted to enter the portals of educational institutions. She was expected to submit to the whims and fancies of man and suffer in silence. She was subjugated to male dominance and had no right to express her opinion on matters of importance either in the family or in society. Men controlled her life and destiny. The birth of a girl was unwelcome, her marriage a burden and her widowhood inauspicious. Attempts to kill girl infants at birth were not unusual. Those who escape this initial brutality were subjected to the violence of marriage at a tender age and hence marital life did not turn out to be a pleasant experience. Several women hardly had a married life worth the name since their husbands participated in nuptial ceremonies for a consideration and rarely set eyes on their wives after that. Yet when their husbands died they were expected to commit Sati which Raja Ram Mohan Roy described as "murder according to every shastra".¹

CHILD MARRIAGE:

In Swami Dayanand days, the child marriage

was a very common factor. It was considered a sacred duty of parents to marry their daughters before they reached the age of puberty. This practice having gained religious sanction was rigidly enforced. The trail of woeful misery she entailed was totally overlooked. Swami Dayanand and his Arya Samaj propagated against this curse in Hindu Society. He undertook a tour of the entire country, made fiery speeches condemning child marriage and forced widowhood.² The condition of women began to deteriorate from the later Vedic period and became almost deplorable during the Middle Ages. This resulted in the procreation of feeble progenies. Many of the boys died in infancy and their widows were not allowed to remarry.³ On the other hand, man was not bound by these restrictions. Even old men had the liberty to marry young girls. Swami Dayanand Saraswati carried on a crusade against child marriage. He ordained that no girl should be married till she was sixteen and boys should marry at twenty five or above.⁴ Thus he confronted the so called "Shastric" injunction that, if a girl had her menses in her father's house, the father and brother would go to hell. This idea was ridiculed by Swami Dayanand. His argument was why anyone should go to hell because of a natural function.

In his famous work the Satyarth Prakash (The Light of Truth), he advocated that students should not be allowed to marry before the completion of their education. He advocated that marriage should be settled by the principals of the boy's and girl's schools with the consent of their parents.⁵ The Arya Samaj, therefore, not only enlightened the people against it but also moved a private bill in the Central Legislature to declare it illegal. The bill was passed and came to be known as the 'Sarda Act' after the name of Harbilas Sarda, a prominent Arya Samaji of the first generation. This act rose the marriageable age of both boys and girls⁶.

WIDOW REMARRIAGE:

The number of child widows had also increased in the nineteenth century India due to the social evil of child marriage. During the later Vedic period we find the author of Smriti deprecating the custom of widow's remarriage. The remarriage of a child widow was disallowed.⁷

The person who performed a widow remarriage was excommunicated from the society. The widows were ill-treated and were kept in separate room allotted to them. They were deprived of a social circle. In some parts they were even required to shave their heads and wear the traditional white clothes for the rest of their lives.⁸

His prescription for a young widow was for 'Niyoga',⁹ rather than widow remarriage. To him 'Niyoga' meant temporary union with the dead husband's brother or other kin to get a child or two but not more than two.¹⁰ But his concept of Niyoga was not accepted by the Aryas because it was not practicable in modern conditions of life. Swami Dayanand in a true democratic spirit did not press his point.

Swami Dayanand felt that child widowhood is a curse on society. That is why he advocated widow remarriage.¹¹ He gave a strong impetus to the widow remarriage movement and finally in 1856, widow remarriage act was passed with the efforts of Pt. Ishwar Chandra Vidyasagar.¹²

POLYGAMY, SATI AND PURDAH:

Women, like Harijans have been called 'Slaves of the slaves'. In the British era, men were the slaves of the British and women were the slaves of these enslaved men. Women had few rights, little freedom and were rarely considered as equals to men. Swami Dayanand was among the pioneers of women's rights and equality in modern times.

The customs of polygamy had become common in Indian society. It gave birth to the custom of female slavery. Swami Dayanand opposed polygamy and advocated monogamy so that the status of the women could be improved in the family. His stand was that men or women should marry only once.¹³ But the widows and widowers were exempted from this stipulation. He warned people against polygamy and described it as the 'religion of animals'.¹⁴ Subsequently, it was abolished lawfully under Hindu Code Bill.

The total ban on widow remarriage perhaps led to the custom of Sati¹⁵. Swami Dayanand denounced these evil practices and customs and encouraged the widows to remarry.¹⁶

He also discouraged the purdah. That was the reason, that he imparted education to women

and taught them not to live in purdah.¹⁷ Also woman's families were forced to produce a dowry before a man's family accepted them into their family but Swami Dayanand raised his voice against the receiving of gifts from the parents of a bride at the time of marriage.¹⁸

WOMEN'S EDUCATION:

Swami Dayanand took up the cause of improving education in general and women's education in an impressive way. He strongly believed that the regeneration of India was possible only through the proper education of the women. He gave example of Gargi, Maitreyi, Anusuya and a host of other women scholars, who like their male counterparts were respected for their learning. In the third chapter of 'Satyarth Prakash', he propounded that proper and equal education should be given to females and males because if men were educated and women uneducated or vice-versa than the house would be a place of constant warfare and there would be no happiness.¹⁹ He inspired women to take education. The Arya Samaj established a girl's school named the Arya Kanya Pathshala in 1890 at Jullunder (Panjab) to provide education that is safe from missionary influence. They also founded the Kanya Ashram or Women's hostel .²⁰ They further established the Kanya Mahavidyalaya on 14th June 1896 to provide higher education to the women. This institution was established with the inspiration from the success of Kanya Pathshala but some of the conservative Arya Samaji's were of the opinion that education imparted in the college was not Vedic in character, therefore in the leadership of Munshi Ram they started Gurukul at Haridwar where education in its method and content was given in the ancient Vedic manner today. Today Arya Samaj has established various schools and other institutions to spread their ideas out of which the Dayananda Anglo-Vedic Trust and Management Society was the most prominent ones.

Education brought enlightenment and awakening among women. They raised their voice against injustice and fought for their rights. Their social status improved. They began to enjoy equal rights with men. They entered the realms which were once considered the fortified stronghold of men.

CONCLUSION:

Thus, it can be said that Swami Dayanand fought against many social evils and continues to champion the rights of women in Hindu society. His contribution in emancipating the women was remarkable. After the death of him in 1883, the members of Arya Samaj in different parts of India took the responsibility to propagate his ideas in emancipating the condition of women in India. Today women hold important posts and portfolios in various sectors of education, administration and varied occupations. They have become self-supporting and have acquired a place of respectability in society. Women of not only India but of the entire world owe gratitude to Swamiji for their deliverance.

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ROLE OF MULTIMEDIA TECHNOLOGY IN TEACHING AND LEARNING: AN OVERVIEW

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ABSTRACT:

In language teaching and learning, we have a lot to choose from the world of technology: Radio, TV, CD Rom, Computers, Internet, Electronic Dictionary, Email, Blogs and Audio Cassettes, Power Point, Videos, DVD's or VCD's. The last two decades have witnessed a revolution due to onset of technology, and has changed the dynamics of various industries, and has also influenced the industries and the way people interact and work in the society. This rapid rising and development of information technology has offered a better pattern to explore the new teaching model. As a result technology plays a very important role in English teaching. Using multimedia to create a context to teach English has its unique advantages. This paper tries to analyze the necessity of multimedia technology to language teaching and also brings out the problems faced by using these technologies. It also aims to make English teachers aware of the strategies to use it in an effective manner.

KeyWords: English Language teaching, Multimedia Technology, Advantages, Disadvantages, Optimization, Strategies.

INTRODUCTION:

With the spread and development of English around the world, English is used as a second language in a country like India and for some people the 1st language. It enjoys a high prestige in the country. At present the role and status of English in India is higher than ever as evidenced by its position as a key subject of medium of instruction, curriculum. As the number of English learners is increasing different teaching methods have been implemented to test the effectiveness of the teaching process. Use of authentic materials in the form of films, radio, TV has been there for a long time. It is true that these technologies have proved successful in replacing the traditional teaching.

The new era assigns new challenges and duties on the modern teacher. The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options as making teaching

interesting and also making teaching more productive in terms of improvements. Technology is one of the most significant drivers of both social and linguistic change. Graddol: (1997:16) states that "technology lies at the heart of the globalization process; affecting education work and culture. The use of English language has increased rapidly after 1960. At present the role and status of English is that it is the language of social context, political, sociocultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education". It is also a crucial determinant for university entrance and processing well paid jobs in the commercial sector.

Since there are more and more English learners in India, different teaching methods have been implemented to test the effectiveness of the teaching process. One method involves multimedia in ELT in order to create English

contexts. This helps students to get involved and learn according to their interests, it has been tested effectively and is widely accepted for teaching English in modern world.

USING TECHNOLOGY IN TEACHING AND LEARNING:

As the use of English has increased in popularity so has the need for qualified teachers to instruct students in the language. It is true that there are teachers who use 'cutting edge' technology, but the majority of teachers still teach in the traditional manner. None of these traditional manners are bad or damaging the students. In fact, till date they are proving to be useful also. However, there are many more opportunities for students to gain confidence practice and extend themselves, especially for ESL students who learn the language for more than just fun. For them to keep pace with ELT and gain more confidence they have to stride into the world of multimedia technology.

GROWTH OF ELT THROUGH TECHNOLOGY:

With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era. It's proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class. Technological innovations have gone hand in hand with the growth of English and are changing the way in which we communicate. It is fair to assert that the growth of the internet has facilitated the growth of the English language and that this has occurred at a time when computers are no longer the exclusive domains of the dedicated few, but rather available to many.

With this there has been a very significant proliferation of literature regarding the use of technology in teaching English language. Mostly these writings unequivocally accept technology as the most essential part in teaching. In a sense, a tendency to emphasize on inevitable role of technology in pedagogy to the extent of obliterating human part of teacher by technology

part has been very dominant. And as a result if we neglect or ignore technological developments they will continue and perhaps we will never be able to catch up, irrespective of our discipline or branch. For this reason it is important for language teachers to be aware of the latest and best equipment and to have a full knowledge of what is available in any given situation.

Teachers can use Multimedia Technology to give more colorful, stimulating lectures (new Horizons). There are many techniques applicable in various degrees to language learning situation. Some are useful for testing and distance education, and some for teaching business English, spoken English, reading, listening or interpreting. The teaching principle should be to appreciate new technologies in the areas and functions where they provide something decisively new useful and never let machines takeover the role of the teacher or limit functions where more traditional ways are superior. There are various reasons why all language learners and teachers must know how to make use of the new technology. Here we also need to emphasize that the new technologies develop and disseminate so quickly that we cannot avoid their attraction and influence in any form.

ANALYSIS ON NECESSITY OF APPLICATION OF MULTIMEDIA TECHNOLOGY:

To increase Students' Interest in Study: Nowadays, the stereotyped traditional teaching methods and environment are unpopular while multimedia technology featuring audio, visual animation effects naturally and humanely makes us more access to information besides, with such characteristics as abundant-information and crossing time and space, multimedia technology offers a sense of reality and functions very well, which greatly cultivates students' interest and motivation in study and their involvement in class activities.

To Promote Students' Communication Capacity: Traditional teaching has hampered students' capacity to comprehend certain language and also understanding to structure, meaning and function of the language, and makes the students passive recipients of knowledge, so it is hard to achieve the target of

communication. With teachers' instructions leading students' thought patterns and motivating students' emotions, the multimedia technology seeks integration of teaching and learning and provides the students greater incentives. The PPT courseware activates students' thinking; the visual and vivid courseware can help them to transform English learning into capacity cultivation. And such in-class activities as group discussion, subject discussion, and debates can also offer more opportunities for communication among students and between teachers and students. So multimedia technology teaching has uniquely inspired students' positive thinking and communication skills in social practice.

To Widen Students' Knowledge to Gain an Insightful Understanding to Western Culture:

The multimedia courseware can offer the students abundant information; more plentiful than textbooks, and help them to get displays vivid cultural background, rich content and true-to-life language materials, which are much natural and closer to life. Not only could learners improve their listening ability, but also learn the western culture. Grasping information through various channels can equip the students with knowledge and bring about information-sharing among students and make them actively participate in class discussion and communication.

To Improve Teaching Effect: Multimedia teachings enrich teaching content and make the best of class time and break the "teacher centered" teaching pattern and fundamentally improve class efficiency. Due to large classes it is difficult for the students to have speaking communication. The utilization of multimedia sound lab materializes the individualized and cooperative teaching. The traditional teaching model mainly emphasized on teachers' instruction, and the information provided is limited due to traditional classes. On the contrary, multimedia technology goes beyond time and space, creates more vivid, visual, authentic environment for English learning, stimulates students' initiatives and economizes class time meanwhile increases class information.

To Improve Interaction Between Teacher and Student:

Multimedia teaching stresses the role of students, and enhances the importance of "interaction" between teachers and students. A major feature of multimedia teaching is to train and improve students' ability to listen and speak, and to develop their communicative competence. During this process, the teacher's role as a facilitator is particularly prominent. Using multimedia in context creation creates a good platform for the exchange between teachers and students, while at the same time providing a language environment that improves on the traditional classroom teaching model. In this way, teachers in the classroom no longer blindly input information and force students to receive it in a passive way.

Creates a Context for Language teaching:

Multimedia teaching creates a context for language teaching. This method makes the class lively and interesting, as well as optimizing the organization of the class. Multimedia has its own features such as visibility and liveliness. During the process of multimedia English teaching, sounds and pictures can be set together, which enhances the initiative of both teachers and students. When using multimedia software, teachers can use pictures and images to enrich the content of classes, and also imagine different contexts in the process of producing teaching courseware. Students in the class can use multimedia to understand the class in a clear way. Through the whole interactive process, it is apparent that using multimedia in ELT is effective in nurturing students' interest in learning English, as well as enhancing teachers' interest in English teaching. As Zhang (2006:11.1) points out through Multimedia and network technology we can offer students not only rich, sources of authentic learning materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which to a large extent overcomes the lack of authentic language environment and arouses students' interest in learning English.

To Provide Flexibility to Course Content:

In addition, multimedia teaching is also flexible. It is obvious that the context can be created not only in the classroom, but also after class. Multimedia language teaching can also create a

multimedia language environment for the purpose of conducting language teaching. English teaching itself must focus on the guidance of teachers and be student-centered (see, for example, Holec, 1981), which we believe is one of the principles for language teaching. Students are bound to have some problems in classroom teaching, which can be addressed under the guidance of teachers. In such circumstances, students can use the new technology to their advantage, such as manipulating the network to contact teachers, and receiving answers by email.

PROBLEMS ARISING FROM APPLICATION FOR MULTIMEDIA TECHNOLOGY:

In spite of advantages of application of multimedia technology to English class teaching has to improve teaching effect and university students' overall capacities, there are many problems existing in practical teaching, such as:

Major Means Replaced by the Assisting One:

Application of multimedia technology is an assisting instrument to achieve the projected teaching effect. While if totally dependent on multimedia devices during teaching, the teachers may be turned into slaves to the multimedia and cannot play the leading role in teaching. It is observed in practice that a lot of teachers are active in multimedia technology application but not proficient enough to handle it confidently. In class, they are standing by the computer and students are fixing their attention only on the screen, and therefore, there is no eye contact between teachers and students. The trend of modern information and technology teaching appears to the extremity regardless of the essence of the traditional teaching. And hence, the notion of Creative Education is to be fully comprehended that modern educational techniques serve as an assisting instrument rather than a target: and that should not dominate class. They are substitutes to effective teaching and learning.

Loss of Speaking Communication: English language and English analysis by the teachers are effective in conveying knowledge to the students from English pronunciation to comprehension, improving students' English thought patterns and oral expression. Whereas,

the introduction of multimedia technology featuring audio, visual, textual effect fully meets audio and visual requirements of the students and enhances their interest, but it also results in lack of communication between teachers and students, replacement of teachers' voice by computer sound, and teachers' analysis by visual image and students have few chances for speaking communication. With the favorable atmosphere by the mutual communication between teachers and students fading away, and sound and image of multimedia affecting students' initiative to think and speak, English class turns to courseware show and students are made viewers rather than the participants of class activities.

The restriction of Students' Thinking Potential:

It is clear that language teaching is different from science subjects, for language teaching does not require demonstration by various steps, rather, the tense and orderly atmosphere is formed through questions and answer between teachers and students. Teachers raise impromptu and real-time questions and guide the students to think, cultivate their capacity to discover and solve problems, however, due to over demonstration and pre-arranged order, the courseware lacks real-time effect and cannot give feedback. It ignores emphasis and importance in teaching; it also neglects instruction in students' 'thinking', inspiring their paths of thinking, strengthening their capacity contemplating and solving problems. In this way, it should be noted that cultivation of students' thinking capacity should be the major objective in teaching and using of multimedia technology and it should not take up the students' time for thinking, analyzing and exploring questions.

Abstract Thinking Replaced by Imaginable Thinking:

The Process of cognition goes through perceptual stage and rational stage. It also applies to studying process. It is our hope that teaching makes students adopt the outlook cognition from perceptual recognition to rational apprehension, and greatly leap from perceptual thinking to rational thinking; therefore it is the major objective in teaching. To enhance the students' abstract thinking, the multimedia technology makes content easier, and with its

unique advantages, it can clarify the emphasis in teaching. While if the image and imagination in students' mind were merely showed on the screen, their abstract thinking would be restricted and logical thinking would waste away. At present the decreased students' reading competence has become a major concern for reason that, textual words are replaced by sound and image, handwriting by keyboard input. All in all, the multimedia as an assisting instrument, cannot replace the dominant role of teachers and it is part of a complete teaching process. Besides, it is not a mechanic imitation of teaching, rather it integrates the visual, textual demonstration with teachers' experience to contribute to the programmed, automatic and continuous teaching project so as to enhance the overall improvement of students' listening, speaking, reading and writing.

EXISTING PROBLEMS:

In practical teaching, it is improper to duplicate the textual material simply to the screen so that the teacher's position is ignored in order to ensure the function of multimedia in teaching.

The Computer Screen can't Substitute the Blackboard: Some teachers take the computer screen as the blackboard, they have input exercises, questions, answers and teaching plans into the computer and display them piece by piece, without taking down anything on the blackboard or even the title of a lesson. It is known that teachers are supposed to simulate situations based on teaching and guide the students to communicate in English. Beside traditional writing on blackboard is concise and teachers can make adjustment and amendment to it if necessary. Furthermore, experienced teachers know well that a perfect courseware is an ideal project in mind, and that in practice, they need to enrich the content on the blackboard with emerging of new question raised by the students.

Power Point cannot take the Place of Student's Thinking and Practices: At present, most multimedia course ware mainly feature on image and animation of teaching materials in order to cause audio and visual effect, which lively displays the content of textual materials and helps the student deeply understand the texts. A problem remains that displaying of the

content of texts in the PPT course ware cannot take the place of students' thinking or English communication in simulated circumstance, When working on and utilizing the courseware, we need to encourage the students to use their own mind and speak more, actively join in class practice, we should not overuse the courseware merely in the hope of adding the modernized feature to class teaching.

Traditional Teaching Instruments and Devices should not be overlooked: The function of multimedia assisting in teaching cannot be replaced by many other instruments, which does not mean that multimedia can replace any other form of instrument; Some teachers tend to entirely depend on multimedia teaching. While, it should be noticed that although multimedia has its unique advantages in teaching, the characteristics functions of other forms of teaching instruments are still incomparable. For example, the recorder still plays a role in broadcasting listening material. So teachers are supposed to choose appropriate media and instrument based on the requirements of teaching and integrate multimedia instrument with traditional one and fully perform their merits, rather than merely in pursuit of trendy method.

Multimedia Technology should not be overused: Some teachers may possess the improper concept that they would totally apply multimedia technology in their teaching. It is also believed that the more utilization of multimedia technology, the better class atmosphere may grow, the more actively the students get involved in class participation, the more easily the material access to the students. Apparently, the students show some interest in leaning, but actually, they feel like looking on. In practice, the more unconscious attention the students pay. The more interference of teaching information during transmission, the less the students take from the language materials. It is impossible to effectively train the students' language expression in class time. It is clear that in spite of advantages of application of multimedia technology, it assists in teaching. During practical teaching, it is part of a complete teaching procedure. In practice, if multimedia technology would be properly implemented in

English teaching, the students could make full use of English speaking and listening materials and develop their overall capacities, which is the objective for us to introduce multimedia technology to modern teaching thus, this leads to systematic training on students' listening, speaking, reading and writing, makes teachers' instructions come into great play, help the student gain basic knowledge as well as language training at classes, improves their expression ability in English and lays a fundamental basis for their English communication.

CONCLUSION:

“Ideally, the purpose of both the traditional and computer-assisted cooperative language learning Classrooms is to provide a space in which the facilitation of learning, and learning itself, can take place”. It is true that one of the ultimate goals of multimedia language teaching is to promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning, Context creation of ELT should be based on the openness and Accessibility of the teaching materials and information. During the process of optimizing the multimedia English teaching, students are not too dependent on their mother tongue, but will be motivated and guided to communicate with each other. Concerning the development of technology, we believe that in future, the use of multimedia English teaching will be further developed. The process of English learning will be more student -centered but less time-consuming. Therefore, it promises that the teaching quality will be improved and students' applied English skill scan be effectively cultivated, meaning that students' communicative competence will be further developed.

In conclusion, we believe that this process can fully improve students' ideation and practical language skills, which is helpful and useful to ensure and fulfill an effective result of teaching and learning. Barring a few problem areas multimedia technology can be used effectively

in classrooms of ELT with proper computer knowledge on the part of teachers, overcoming the finance problems in setting up the infrastructure and not allowing the teachers to become technophobes.

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ROLE OF INFORMATION COMMUNICATION TECHNOLOGIES IN EDUCATION

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ABSTRACT:

Information Communication Technologies are the power that has changed many aspects of the lives. The impact of the ICT on each sector of the life across the past two-three decades has been enormous. The way these fields act today is different as compare to their pasts. Across the past twenty years the use of ICT has basically changed all forms of endeavour within business, governance and off-course education! Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personel contact with learners. The use of ICT in education lends itself to more student-centered learning's settings.

As world is moving rapidly towards digital information, the role of ICTs in education becoming more and more important and this Importance will continue to grow and develop in 21st century.

This paper highlights the various impacts of ICT on contemporary higher education and explore potential future developments also discusses potential future developments. The paper argues the role of ICT in transforming teaching and learning and seeks to explore some challenges in higher education like cognitive tutors, need for developing a model, collaborative authoring etc.

KEY WORDS: *Implementation of ICT, online learning, higher education.*

INTRODUCTION:

The education has vital role in building the society. Education determines standard of society. The quality education helps to empowering the nation in all aspects by providing new thoughts, the ways of implementation of various technologies and so many such things.

The quality education is basic need of the society. There are number of effective teaching & learning methodologies in practice. Technology is the most effective way to increase the student's knowledge. Here comes the role of ICT in the education sector! Being an academician I cannot imagine education without ICT. Nowadays ICT (specially an internet) plays imminent role in the process of integrating technology into the educational activities.

REQUIREMENTS THAT WERE NOT MET TO THE EXPECTED EXTENT:

In the 21st century also there are million people still out of school and many of them nearly are illiterate. What were the requirements that were not met to the expected extent? This paper points out some area regarding this.

economic and cultural globalization.

- In addition, civil conflicts, natural disasters, the devastation brought about by Swine Flu and the continued rapid population growth – factors outside of the educational domain and often of the state control – affected the supportive policy context.

BUILDING NATIONAL TECHNICAL CAPACITY:

schooling has been the main preoccupation in the

- field of education, entailing neglect of non-formal avenues of learning.
- Many countries have been slow to redefine their educational needs, in particular concerning educational content reflecting cultural diversity and corresponding to the specific needs of each society.
- The inequalities within education systems have been increasing, with the result that the poorest of the poor, minority groups and people with special learning needs have hardly been taken into account or may even have been excluded from the mainstream of education.
- Early childhood education has shown little development and still favors the better-off urban populations, rather than those for whom an educational head start in life would be most beneficial.
- The “digital divide” has marginalized the poorest social sectors even further, jeopardizing their chances of having the new information and communication technologies serve their specific needs.

STRENGTHENING INTERNATIONAL SOLIDARITY:

There has been sharing of experiences and valuable insights about strategies to achieve EFA in national, regional and international meetings. Whatever new knowledge had been gained, most of it has remained unutilized because of lack of resources as solidarity has been lacking in sharing

Of resources as mentioned above. Lack of sharing technology and the phenomenon of globalization have both, at least in the short term, widened the gap between the rich and the poor countries.

WHAT IS ICT?

ICT is an acronym that stands for “Information Communication Technologies”. Information and communication technologies are an umbrella term that includes all technologies for the manipulation and communication of information. ICT considers all the uses of digital technology that already exists to help individuals, business and organization. It is difficult to define ICT because it is difficult to keep up the changes they happen so fast.

ICT is concern with the storage, retrieval, manipulation, transmission or receipt of digital data. The definition taken from the guidance in the QCA schemes of work for ICT is *“ICTs are the computing and communication facilities and features that variously support teaching, learning and a range of activities in education.”*

OBJECTIVES OF ICT IMPLEMENTATION IN MGT. EDUCATION

- Improvement in learning achievement;
- Reduction of adult illiteracy rate, with sufficient emphasis on female literacy;
- Expansion of provisions of basic education and training in other essential skills required by youth and adults;
- Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development.

ROLE OF ICT IN HIGHER EDUCATION:

Importance of education in almost all walks of life has increased with the support of information and communication technologies (ICT). During the past 20 years, the use of ICT has fundamentally changed the working of education. In the current environment-conscious world, the importance of education and acceptability of ICT as a social necessity has been increasing. Social acceptability of information and communication tools is necessary to improve the mobility in the society and increase the pitch for equity and social justice. Education as a qualitative development is not confined within the classroom structure. The modern tools of ICT such as eLearning and online practice of learning and getting

information are much sought after by the students as well as by the institutions.

The government is spending a lot of money on ICT. In the higher education sector, the National Mission on Education is emphasizing on the role of ICT in increasing the enrolment ratio in higher education. School education in India has a problem of high dropout rate and we need to work on how to decrease this rate. Similarly, in the field of higher education, we need to increase the number of students. Therefore, if we make our learning more engaging with the use of ICT, it can completely change how our education system works. Also, we should examine the challenges of cost-factor and availability of trained teachers in the process of dissemination of education with the help of ICT.

ROLE OF INFORMATION COMMUNICATION TECHNOLOGIES IN EDUCATION:

The impact of ICT on how students learn:

Just as technology is influencing and supporting what is being learned in schools and universities, so too is it supporting changes to the way students are learning. Moves from content-centered curricula to competency-based curricula are associated with moves away from teacher-centered forms of delivery to student-centered forms. Through technology-facilitated approaches, contemporary learning settings now encourage students to take responsibility for their own learning. In the past students have become very comfortable to learning through transmissive modes. Students have been trained to let others present to them the information that forms the curriculum. The growing use of ICT as an instructional medium is changing and will likely continue to change many of the strategies employed by both teachers and students in the learning process. The following sections describe particular forms of learning that are gaining prominence in universities and schools worldwide.

Students Centered Learning: With the help of technologies it is possible to promote transformation of education from teacher centered inst. To students centered inst. e.g. 1) Increased use of web as a source. Internet users can select the experts from whom they will learn. 3) Process will become problem – based

learning. 4) The proliferation of capability, competency and outcomes oriented curricula. ICTs in education acts as a change agent. It supports independent learning. Students become immersed in the learning process by using ICT.

Supporting Knowledge Construction: The emergence of ICTs as a learning technology unknowingly insists to think on alternative theories for learning. The conventional teaching process has Focused on teachers planning and leading students through a series of instructional sequences to achieve desired outcome. This way of teaching follows the planned transmission of knowledge though some interaction with the content as a means to consolidate the knowledge acquisition. It depends on the process of personal understanding. In this domain learning is viewed as the construction of meaning rather than memorization of facts. Use of ICTs provide many opportunities through their provision and support for resource based, student centered learning. It acts to support various aspects of knowledge construction and as more and more stud. Employ ICTs in their learning process, the more pronounced impact of this will become.

The Impact of ICT on place ‘When’ & ‘Where’ to learn: In the past, there was no or little choice for students in terms of method & manner in which programs have been delivered. Students typically being forced to accept what has been delivered. ICT applications provide many options & choices in the same case.

Any place learning: The use of ICT has extended the scope of offering programs at a distance. The off-campus delivery was an option for students who were unable to attend the campuses. Today, many students are able to make this choice through technology – facilitated learning settings. e.g. In many instances traditional classroom learning has given way to learning in work-based settings with students able to access courses and programs from their workplace. The advantages of education and training at the point of need relate not only to convenience but include cost savings associated with travel and time away from work, and also situation and application of the learning activities within relevant and meaningful contexts 2. The communications capabilities of modern technologies provide

opportunities for many learners to enroll in courses offered by external institutions rather than those situated locally. These opportunities provide such advantages as extended course offerings and eclectic class cohorts Comprised of students of differing backgrounds, cultures and perspectives. 3. The freedoms of choice provided by programs that can be accessed at any place are also supporting the delivery of programs with units and courses from a variety of institutions, There are now countless ways for students completing undergraduate degrees for example, to study units for a single degree, through a number of different institutions, an activity that provides considerable diversity and choice for students in the programs they complete.

Any time learning: In case of geographical flexibility, technology, facilitated educational programs also remove the temporal constraints. It is the good opportunity for stud. To undertake education anywhere, anytime & any place. Through online technologies learning has become an activity that is no longer set within programmed schedules and slots. Learners are free to participate in learning activities when time permits and these freedoms have greatly increased the opportunities for many students to participate in formal programs. The wide variety of technologies that support learning are able to provide asynchronous supports for learning so that the need for real-time participation can be avoided while the advantages of communication and collaboration with other learners is retained. As well as learning at anytime, teachers are also finding the capabilities of teaching at any time to be opportunistic and able to be used to advantage. Mobile technologies and seamless communications technologies support 24x7 teaching and learning. Choosing how much time will be used within the 24x7 envelope and what periods of time are challenges that will face the educators of the future

THE ROLE OF ICT IN ENHANCING THE DEVELOPMENT OF BASIC EDUCATION AND LITERACY:

We take the same broad definition of ICT to include radio, television, satellite, fixed and mobile telephone, fax, computers and CD-ROMs and the internet. The ICTs can be divided

into Two groups: traditional or old ICTs (namely, radio and TV) and the new ICTs (namely, the Internet and telecommunications). Learning through new ICTs is also called e-learning. Recent studies show the enormous potential of e-learning, especially in industrialized countries. In April 2001, MIT announced that learning materials and syllabi for all courses were being put on the Internet for anyone to use – recognizing the power of the Internet and that knowledge is for sharing. E-learning has the following **advantages:**

- Access to the learning programmed any time convenient to the learner.
- Learners can be at any place to log on.
- Asynchronous interaction providing participants and tutors with time to prepare their responses reading to succinct and to-the-point interaction and on-track, thoughtful and creative conversations.
- Enhanced group collaboration creating shared electronic conversations which can be more thoughtful and permanent than voice conversation. Aided by group coordinators, these sessions can be powerful for learning and problem solving.
- New educational approaches can be used. For example, faculty from anywhere in the world, faculty teams with different specialties can be put together and innovations of teachers can be shared along themselves for improvement and adaptation.

Use of ICTs to support basic education: We shall examine below how and where ICTs, both new and old, can enhance education for all in developing countries. As in the case of higher education mentioned in the previous section, there are four ways ICTs can support basic education –supporting education in schools, providing non formal education for out-of-school children and adults, supporting pre-service distance education of teachers and their in-service professional development, and enhancing the management of schools. These are detailed below.

Supporting education in schools:]ICT can provide access to information sources, Enable communications, create interacting learning environment and promote change in methods of teaching. Quality and access to up-to-date and

relevant materials can be improved while offsetting some costs of textbooks. However, the improvement in quality resulting from the new ICTs is yet to be justified with the cost in developing countries. Radio is still the most cost-effective ICT for enhancing quality in school education. However, with the falling cost of hardware, maintenance and Internet access and increasing the extension of telecommunications and power infrastructure, it is expected that the benefits of using new technology in the schools of developing countries will exceed the costs.

Supporting non-formal education for out of school children and adults: Empirical evidence demonstrates that radio and television, the traditional ICTs are cost effective means to reach out -of-school children and adults where the costs are spread over a large number of learners, in the regions of conflict and for refugees. If the purpose of ICT is to reach children and adults who cannot go to school for remoteness and/or for opportunity costs, radio and television are more likely to widen access than the new ICTs which may not be available to them. However, basic education is more successful when delivered in the mother tongue and traditional ICTs may be less economic because of the small number of learners. The possibility of two-way communications with new ICTs makes them more attractive where the target group has easy access to them, for example, in peri-urban areas.

Supporting pre - and in- service teacher education. The high demand for teachers calls for the rapid supply of trained teachers. Distance education of teachers is an essential medium to achieve education for all. Radio and television (radio more than television) still remain popular means because of low costs. However, teacher education using new ICTs are increasingly becoming popular because of the possibilities of the 'multiplier effect', greater interactivity between students and tutor, opportunities for learners to proceed at their own pace, at any place and at any time, the possibilities of combining video, audio and texts to improve delivery and quality of instruction and finally the possibilities of establishing teacher resource centers with access to power and

telecommunications equipped with computers and Internet facilities. Regional initiatives.

Enhancing educational Management: In this area new ICTs are more relevant. Computer software programs are being used in time tabling and school management to improve the use of staff time, student time and space, thus reducing costs significantly. Only a few computers are necessary for this type of application. It is noted that ICTs in schools can improve quality with less cost. Old ICTs are still cost-effective for provision of education to out-of-school children and youth in developing countries. New ICTs have a very large potential for teacher education in larger quantity and better quality. A combination of old ICTs to widen coverage and access and new ICTs to provide interactivity are supposed to be cost-effective for teacher education. If a nation wide network of community learning centers equipped with computer laboratories with broadband access and trained staff to access online distance learning and to provide tutoring support could be set up in developing countries until a computer is available at home, there are possibilities for these countries to take advantage of the benefits of e-learning mentioned above. Some of the E-9 developing countries are already taking a step in this direction as will be noted in the following Section.

CONCLUSION:

The role of ICTs in the education is recurring and unavoidable. Rapid changes in the technologies are indicating that the role of ICT in future will grow tremendously in the education.

- By observing current activities and practices in the education, we can say the development of ICTs within education has strongly affected on
 - a. What is learned?
 - b. How it is learned?
 - c. When & where learning takes place
 - d. Who is learning and who is teaching.
- ICT also focuses modification of the role of teachers. In addition to classroom teaching, they will have other skills and

responsibilities. Teachers will act as virtual guides for students who use electronic media.

- Ultimately, the use of ICT will enhance the learning experiences of students. Also it helps them to think independently and communicate creatively. It also helps students for building successful careers and lives, in an increasingly technological world.

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URBANIZATION & ENCROACHMENT OF AGRICULTURE LAND DISTRICT: FARIDABAD
(HARYANA)

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INTRODUCTION:

Geographer's special field is the influence of the natural environment upon the nature and the distribution of man's activities and qualities. Nature in its diverse conditions in the soil, in water, in the climate and in the natural existence offers in different parts of the Earth, completely different possibilities to which man cannot think himself superior.

Certainly no other branch of Geography concerns itself so directly with the physical environment as Agricultural Geography. From the first workers in the field of Agricultural Geography, were attracted to the problems and explaining how variations in the environment affected the Natural or Cultural landscape. Man's harmony with nature and need to understand and enmesh the tactics and strategies of nature with those of man has been emphasized.

By following these principles of what he calls 'Ecological Determination', he has shown how nature can impose limits and provide guidelines to man in solving environmental. Now these problems are increasing day-by-day in the Haryana state, particularly Faridabad district. In this topic the author has tried to explain how agricultural land is encroached by urban land use.

GEOGRAPHICAL SETTING:

Faridabad District, which is the study area of researcher, is situated in the South-Eastern part of Haryana state. It is the 12th District of the state. It was formed on 2nd August 1979, which took effect from 15 August 1979. The Tehsils of Faridabad and Ballabgarh, forming the District Faridabad, were earlier the part of Gurgaon District. The District is named after the town Faridabad, which is said to have been founded in 1607 by Sheikh Farid, treasurer of Jahangir, with the object of protecting the Highway, which passed through the town in those days.

From Geographical point of view, it is extended from 28^o,12¹ to 28^o,26¹ North latitude and 77^o,1¹ to 77^o,31¹ E longitude. To East- North is the Union Territory of Delhi (National Capital Region), and in the East is the state of Uttar Pradesh, and its extreme South is the District Palwal. And to its South-West and West is the District of Gurgaon. Thus, the District situated on the border side of the 2 states viz. U.P. and Delhi. The famous River Yamuna flows nearly 50 km in the District towards East. The District Faridabad is about 35 km in length and 30 km in breadth.

It has total geographical area of 770 sq. km and with a population of 17,98,954 according to 2011. The density of population is 2338 persons/sq. kms. It is highest in the state of Haryana. More than 60% population is urban. There are 9,61,532 males and 8,37,422 females as per 2011.

The level of literacy is very good e.g. 90% is male and 75.2% female. It is more than state average. Occupational structure in the study area is 60.41% males and 7.55% females under category of main workers to the total population. **Relief** is an important physical variable affecting any type of farming. In the North-Western side, the part of Aravalli Ranges are scattered, otherwise whole area is plain. There is no difficulty for using any type of machinery and modern farm technology. That is why, Industrial Development has been taken place so rapidly. Therefore, it is nearer to N.C.R. Delhi, and provided every type of assistance. Therefore, we can say that it is the hub of industries in the state of Haryana. The land has greater capability for agricultural development.

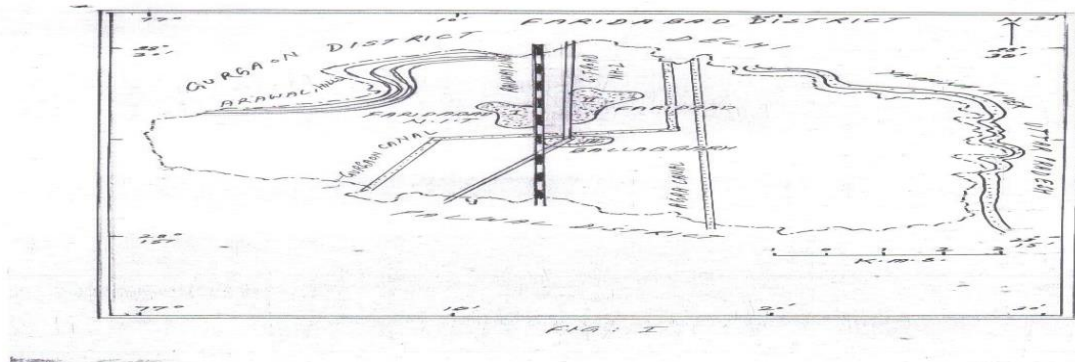
The climate of the District is characterized by hot summer and cold winter and dryness throughout the year. The maximum temperature recorded in the area of study is 46^oC and minimum is 5^oC. The average temperature is

27⁰C. The rainfall conditions are dominated by monsoon system. The average annual rainfall varies from 30.5 cm to 63.5 cms in the district. More than 75% of rainfall is concentrated during 3 months of the year i.e. July, August and September. Some rainfall occurs in the Winter by Temperate Cyclones, whose efficiency is great due to low evaporation. That is why, it is more valuable than Gold. The main crops that are grown in the study area are Wheat, Rice, Barley, Jowar, Bajra, Gram, Oilseeds, Pulses, Vegetables and Sugarcane.

Soils of the study are have been classified as 1.) Loam (Bhangar and Nardak) 2.) moderately heavy soils(khadar), 3.) relatively sandy loam 4.) the rocky soils. Generally, soils of the study area are good in nature. The major part of the study area have loam soils. It is concentrated in the central part of the study area. The khadar soil is along the river Yamuna, and it is also good from cultivation point of view. On sandy loam soil, crops can be raised with the help of

irrigation facilities. It is found in the western part of the study area. The fourth part of the soil concentrated on North-Western part of the area. It is infertile in nature.

From **Ground water** point of view, it is a serious problem in the study area. The average depth lies between 3.35 to 18.00 metre bgl during pre-monsoon and 3.36 to 21.00 m.bgl during post monsoon period in the district. Deeper water level in the depth range of 10m to 15m, occurs in the South Eastern parts of Ballabgarh and Faridabad blocks. Water level elevation range from 220 to 180m amsl and the general ground water flow is towards South-East and East. Isolated ground water mounds and troughs in different parts of the district have been created because of heavy pumping in the city area. In general, water table has declined all over the district over the past decade. Drying of tubewells in the Eastern parts of Faridabad and Ballabgarh blocks also proves significant decline of water table in recent past.



If we see the picture of agriculture and urbanization relationship, it is clear that in 1971 population figure was 3,14,218 with a density of population 408 sq.km. More than 80% area of the district was under different crops. But now in 2011, the total population of the study area is 17,98,954 with a density of population 2338 persons/sq.kms. It means 6th times of population has been increased. Occupational structure in the study area was 30% males and 2.91% females during 70s, but now this pattern is 60% for males and 10% for females. Wheat was the main crop in rabi season and jowar, bajra and oilseeds etc were the main crops in the kharif season during 1970s. but now, wheat and vegetables

and flower cultivation became the main crops in the study area during rabi season, and rice became the single main crop during kharif season now-a-days.

During 1970s no sector was developed in the study area, only few colonies e.g. Chawla colony, Dabua colony, Jagdish colony were developed in the core of the study area. Only few industries such as Goodyear, Escorts, Geodre, East India cotton mills and some others were running there. It means roughly 200 industries including large, small and medium types were working there along with G.T roa. It is also shown in the map.

If we present picture in the study area, it is clear from the figure and map also, more than 1400 units of industries including all types are working in the study area. In every house of each village, which is included in the MCF area have a workshop. That is why, for employment purpose, people have come to establish there in every corner of the country. During 40 years of period, population growth is very high. Now-a-days more than 90 HUDA sectors and private colonies such as Ansal group, BPTP group have developed in the area over the good quality of land. Greater Faridabad is also coming there in the Eastern part of the study area. No doubt, it is encroached by residential colonies. It is a new Faridabad with all modern facilities. Presently 60% population of the district is urbanized, which is topped in the area.

According to the master plan of Faridabad district, almost all villages in the area will be covered by HUDA sectors for different purposes such as residential, institutional, transport and industrial purposes. This is clear from the table also.

THE CITY AT GLANCE (MASTER PLAN 2031):

Landuse hectares	Area in
Master plan landuse	6400
Residential, industries, comm.	
Green belt, sports etc.	3300
Density in sectors	600
Industrial sectors	04
Electricity demand	2500MW
Total area	74290 hect.

Source: District Administration FBD 2012

In 2011, new industrial model town was developed near Ballabhgarh covering 2500 hectares of good quality of land. 300 units of different sizes will be established in this area. Therefore, we can say that in near future, this area of IMT will be increased, covering good quality of land. It is most urbanized and industrialized developed area in the Haryana state. Day-by-day agriculture land is acquiring by different purposes for different agencies. Agriculture land is shrinking now and urbanization is flourishing very high rate. This is not the healthy sign for agriculture. This type of activities should be worked in remote areas, on

poor quality land. It will solve dual purpose. If we compare land use pattern of the study area from 1970 to 2012, it is very clear that where fine food grains were cultivated there, now big building of different purposes are established there. It is very much encroached over agriculture land, and urbanization process is going on very rapidly.

URBAN POPULATION

Sr. No. District

	1991	2001	2011
Faridabad	48.51%	60.48%	79%
Haryana State	24.63%	28.27%	34%

Source: census of Haryana

2011 CAUSES OF URBANIZATION:

Last 15 years, urbanization has been increased many times in the study area. There are so many factors for increasing urbanization in the district which are given below:

Industrialization: Faridabad district, mainly industrial hub of Haryana since 1950, it was established in 1948, when the large number of refugees came from Pakistan and settled here. Now-a-days approximately 1500 units of industries big and small are working here. The people came from different parts of the country for employment purposes and settled here. It means, industries are working as magnetic forces for workers. New industrial town is also developing near Ballabhgarh on 2500 hectares of good quality of land. There I can say that these are the pull factors for urbanization in the study area.

Transport: It is another important factor for increasing urbanization in the study area. G.T road and Broad gauge railway line are running in the heart of the city. There is no problem for moving workers from different parts of the country. It is well connected with the important cities of the country. Goods and raw materials are also carrying from different regions of the country. It is a well excellent link with National Capital Region, New Delhi.

Trade and Commerce: According to the Ratzel, trade and commerce are the soul of the city. We cannot imagine city without trade and commerce. It was the base of the urbanization. But now development of the industries, urbanization has become very fast process. In the study area, urbanization in the industries are

complimentary to each other. It is the base of the city since 1960.

Work opportunity: There are various work opportunities such as industries, trade & commerce, transportation, education, health etc are available in the city. Therefore, people have come from different parts of the country to get employment and settled here. Small types of workshops are running in the fringe of rural areas such as Sihi, Ajronda, Mujesar, Saran villages in the study area. These villages have become fully city centers in the district.

City Services: Various types of services are easily available in the city such as water supply, electricity, sevrages, medical aid, educational centers, police stations, banking, post offices and recreational facilities etc. All of them increase urbanization in the city center and increase the living of standard of the people.

Social mobility: In rural areas, agriculture and dairy farming are the main occupation of the people. These activities are not dynamic in nature. There is no additional work for the people. Many times they are sitting idle. But in cities, they can avail facility of additional income and improve their standard of living.

Free from social control: In rural areas, there are various types of social control such as caste, customs, joint family, khap panchayat etc. But in urban areas, people are free from these controls and lead a life in their own way. Particularly, youth of modern age of the villages came from native place and settled here.

Social security: It is very important factor for urbanization, every person wants social security. People feel more secure in cities rather than villages. Administration is more powerful here. They like to live here.

Govt. policy: It is the most important parameter for increasing urbanization. Faridabad city was established by the Govt. policy in 1948. Upto 1958, it was the center city or union territory. After 1958, it is handed over to state Govt.

Large number of refugees came from Pakistan and settled here. Govt. wanted to help them. Therefore various types of industries are established in this region. So, that urbanization has become rapidly here. Now- a-days Govt. policy towards Gurgaon and it has become international city.

Cultural Factors: It is the another important factor for urbanization in the study area. Youth of the today in urban areas feel more progressive rather than rural areas, so that they may move to urban areas from rural areas.

CONCLUSION:

In conclusion, the author has suggested that there are major factors of urbanization in the study area. If we see table 2nd, then we can say that urbanization in 1991 was 48.51%, but in 2011 it has become 79%. No doubt, it is very high in the state of Haryana. Separation of Palwal district is also another reason for this high percentage. But as a whole, I can say that agricultural land is encroaching by urbanization in the study area for a rapid rate. It is not a healthy sign for agricultural productivity. Encroachment must be given to some other activities which is based on agriculture, so that environment must be kept clean for future generation.

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BENEFITS OF ENGLISH LABS FOR IMPROVING COMMUNICATION SKILLS

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ABSTRACT:

The basic objective of the Language Lab is to develop students' communication skills and prepare them for campus placement. It helps not only for the rural and regional medium background students but also English medium students to improve their communication skills. Hesitation and worry are the general traits which are the general impediments of good communication and students from all streams can utilize language labs as they are generally shy to present their thoughts. This paper is an attempt to provide a detailed picture of the relevance of English Language labs, their syllabus, objectives and advantages that are helpful to students to develop their communication skills. The English language teacher is not just a traditional teacher of grammar but a substantial tool of guidance to play an active role as a diagnostician, counselor, communication specialist, soft skills trainer etc.

Students from various cultures feel uncomfortable to learn English and develop fluency and proficiency in it. That's why, the language lab has come out as a technological breakthrough for imparting skills and proficiency in English communication. Moreover, along with the traditional teaching method and the rich teaching material contents, the digital language lab can motivate students' learning attitude, inculcating an interactive learning environment in their minds for a fluent communication. The language lab is the solution and need of the hour to learn the English language. The quality of the language proficiency will be more when they learn it from the multimedia in a digital Language Lab.

WHAT IS A LANGUAGE LABORATORY?

Language laboratory is an audio-visual installation used in modern teaching methods to develop proficiency in communication. Probably, the first such language lab was established at the University of Grenoble. In the 1950s up until the 1990s, they were basically tape based systems using reel to reel or audio cassette. But the current installations are generally multimedia computers. The language lab offers an exclusive result oriented and efficient opportunities to enrich the English language proficiency. The multimedia based language lab are of a great help to learn and enhance the language proficiency by sharing the course materials within a short period of time where the teacher and the students involved effortlessly. With the most advance computer hardware performance and multimedia technology, pure software solution has turned out as more common. Most of the software companies with the experience in teaching software, provide pure software based language lab solution. It has the advantages of the "Function Oriented" design concept, divided teaching method, user-friendly interface, for the

convenience of the user. By using professional sound technology with video broadcasting function, the language lab provides a rich environment to learn the language. Effective communicative training programmes can be given through the Language Lab which can be broadly categorized as :

Versatility -- Text, images, audio and video can easily be integrated, and the teacher can remodel and alter materials to fit the needs of a multitude of language teaching programs.

Interactivity -- Learners can record their own voice and play back the recordings, interact with each other and the teacher, and store results

Teacher intervention -- The teacher can make student-specific oral comments as well as have real-time control of learners' computers via teacher's console, track student work, and much more

Independent learning -- Access to resources beyond the timetable encourages independent learning

As each student has his/her own console with a headset they have one of the main advantages of practicing on their own i.e. in other words privacy. So they can do their pronunciation,

listening, reading, writing & speaking comfortably on their own. If they have any doubts they could discuss with the teacher directly from their own station, instead of disturbing the entire class. Moreover, our virtual recording feature helps them: listen, repeat, record and compare, which is one of the most important aspects of any Language Lab.

OBJECTIVES: The main objective of the lab is to prepare the students for campus recruitment where students can record their own voice and play back for self evaluation. It acts as a platform for learning, practicing and producing language skills through interactive lessons and communicative mode of teaching. Besides, other objectives are-

- To make students recognize the sounds of English through Audio-Visual aids and Computer Software.
- To help them overcome their inhibitions and self-consciousness while speaking in English and to build their confidence. The focus remains on fluency rather than accuracy.
- To expose the students to a variety of self-instructional, learner-friendly modes of [language learning](#)
- To enable them to learn better pronunciation through stress on word accent, intonation, and rhythm
- To train them to use language effectively to face interviews, group discussions, public speaking
- To equip students of engineering and technology with effective speaking and listening skills in English

THE NEED FOR A LANGUAGE LABORATORY:

Good communication skills are not only indispensable for the success of any professional but also essential for those young people who aspire to advance their professional careers anywhere in the world. The language laboratory is undoubtedly of paramount importance in the training of good communication skills. As it is a technological aid for learning, it has a number of advanced facilities that can help a student to learn a language with proficiency to communicate.

It is required of any learner to have a good command of the language for communication purposes, with clarity and accuracy being vital for effective and efficient communication. Currently, only those who study science subjects have practical work, which is undertaken in a laboratory. Hence, a laboratory for language learning is something new to Indian students, whereas it is very common in Western countries to train children in the laboratory to enrich their language learning experiences and sharpen their communication skills.

Scientific advancements have produced a number of innovative products such as digital multimedia control, wireless headsets and microphones, the interactive response pad, etc. to assist the language learning process and for better communication. The language laboratory is very useful for assessing students' speech. It provides students with the technical tools to get the best samples of pronunciation of the language. The electronic devices used in the laboratory will stimulate the eyes and ears of the learner to acquire the language quickly and easily. The laboratory's collection is designed to assist learners in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness. The language laboratory offers broadcasting, television programmes, web-assisted materials and videotaped off-air recordings in the target language. In short, a learner can get the experience of having interaction with native speakers through the laboratory. Hence, the language laboratory has become the need of the hour in any language learning process for communication.

THE SIGNIFICANCE AND RELEVANCE OF THE LANGUAGE LABORATORY:

As the ability to communicate effectively has become the prerequisite for anyone who ventures into a new profession, the need for developing such a skill is a much-felt phenomenon today. Both governmental and private institutions have their focus on students developing their communicative skills. In a multilingual and multicultural world of ours, language laboratory is of great significance to improve our communication skills by using technology effectively. To acquire a sensibility

for the sounds and rhythm of a language, one has to hear the best samples of a spoken language (Richards, 2001). This is precisely the very important function of the language laboratory. We can highlight the importance of the language laboratory-

It is a fact that most students who do not find a placement after completion of their technical studies are very much dependent on their ability to express themselves and their knowledge efficiently.

The Anna University in Chennai, Bharathiar University in Coimbatore and UPTU Lucknow etc have already initiated to set up language laboratories in their affiliated colleges to enable students to develop their communicative skills. Concerned authorities are requested to reduce the conventional teaching of English prose and poetry and to allocate 50% of the teaching time for communicative English (The Hindu, 11/09/06).

The lab practice is divided into two categories as "English Language Lab" where the listening comprehension, reading comprehension and vocabulary and speaking tests are conducted, and "Career Lab" where writing tests on Resume/Report preparation and Letter writing are conducted.

LANGUAGE LAB ADVANTAGES:

- Digital Language Lab provides better ambience to all learners to follow the instructor and each learner can receive lessons easily
- The headset/microphone provides learners with a psychological privacy that promotes their speaking ability. It reduces the hesitation and fear in normal classroom situations and encourages the student to speak.
- Listening skills are an essential element in becoming linguistically fluent. Language lab helps learners develop good listening skills and aids the process of communication. Learners hear the correct language patterns all the time through their headsets instead of mimicking other students who may be pronouncing incorrectly.
- The Language Lab serves like a personal tutor for them so that the learners can work

through the lesson material at a pace suited to their ability.

- The Language Lab provides learners with a variety of model voices rather than just the voice of the instructor (who is often not a native speaker) through recorded speeches etc to enhance their communication skills.
- The learners have the ability to record their own voices along with the master stimulus. Each learner can be working interactively on different segments within the same program or be working with completely different program material.
- Using the random pairing/random-grouping feature that all advanced modern language learning systems incorporate, a variety of exercises can be generated to hold better conversational practice with each other in the Language Lab.

CONCLUSION:

The language laboratory is quite a helpful tool for practicing and assessing communication. It provides a facility which allows the student to listen to model pronunciation, repeat and record the same, listen to their performance and compare with the model, and do self-assessment. Since the language laboratory gives every learner of any language freedom to learn at their own pace, it is flexible and does not necessarily require a teacher all the time.

Multicultural countries like India, where students are generally very tense and worried about the English language and its proficiency, the language lab can play a vital role in learning it in a conducive atmosphere in a successful way. The computers are just like an aid to enhance and improve our communication abilities. The well planned contents and practice help us learn the language very quickly. The students feel different when they learn in different atmosphere. Apart from the traditional classroom, lab creates an easy atmosphere. Language lab plays a pivotal role in learning the spoken English. The basic proficiency in spoken English can be imparted to students through the language lab. That's why, this rightly said – "The Language Lab focuses on the production and practice of sounds of language and familiarizes the students with the use of English in everyday situations and contexts."

The direct sound transmission gives step by step guidance from the teacher to the heads of the students with crystal clear clarity which increases the pace of comprehension ability. The quality of the language proficiency will be more when they learn it through the multimedia, digital and computerized Language Lab. Surely language laboratories represent the single largest investment and installment of audio video resources in education. The Language Labs seem to have come true to the expectation of language educators as a solution and have become the need of the hour for good communication purpose.

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TRENDS OF MOBILE COMPUTING IN LIBRARIES

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ABSTRACT:

During the last few years, a diverse array of network -capable mobile devices – ranging from smart phones, e-readers, PDA's, net books and laptops – has hit the consumer market. These mobile devices along with global cellular network have had a profound impact on the information-seeking behavior of users. Many people now use their mobile phones to connect with others and communicate online through social network sites. Major web browsers like Yahoo, Google, Opera, etc all have mobile (mini) version to fit the mobile screen. Mobile computing is a new style of computer access emerging at the intersection of the two currently dominant trends: producing portable computers in computer industry and wireless communications in telecommunication industry. This paper discusses some key issues involved in secure mobile networks. its application and their future trends in the libraries.

INTRODUCTION:

Librarians have everlastingly been fiery in applying and embracing new advances to serve their clients. Various libraries in external countries enjoy actually taken benefit of novel web-based progressions, including one individual to the next correspondence, talk propels, Messaging, SMS, etc. This large number of headways are logically being used on PDAs. Should libraries go to compact developments to resolve new clients' issues? An entrancing book entitled Compact Development and Libraries, by Jason Griffey advocates that caretakers should get ready for it... The essayist "approaches the different flexible stages, contraptions, and organizations, and lets you know the most effective way to make versatile library locales and execute different critical enhancements including convenient reference and SMS. He moreover gets a handle on how the different affected pieces of the library - reference, I.T. course can participate. You'll learn methodologies for publicizing and assessing your organizations, and best practices to follow during orchestrating, execution, and evaluation."

An extract of the preface of the book is hereby reproduced which makes a convincing case for librarians to go for the mobile technology:

"Overall cell phone memberships arrived at 3.3 billion - comparable to a portion of the worldwide populace. In north of 50 nations, cell entrance (the quantity of mobile phones per individual) is above 100 percent. By 2010, 90% of the total populace will approach a cell signal. These measurements are demonstrative of a significant change in the manner that the world communicates with data, and represent the following genuine change in perspective in data assembling, use, and sharing. As telephones become an ever increasing number of skilled, increasingly few individuals track down the need to interface with their data circle by means of PC. All things being equal, most of individuals utilize a PDA as their essential point of interaction for riding the web, paying attention to music, staring at the TV, understanding books, and speaking with companions. The cell phone has become, throughout recent years, one of the significant strategies by which individuals cooperate with data all over the planet. Curators should know about these changes, peer forward, and get ready for the eventual fate of library versatile connection.

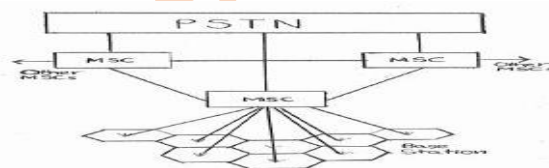
in addition, empowering way, as well as use Short Message Organizations (SMS) correspondence... "

Convenient Enlisting suggests the ability to use advancement that isn't truly related, or in remote or flexible (non static) conditions. This is achieved by engaging flexible enlisting activities to be related from a distance to and through the web or to and through a classified association. This affiliation appends the mobile phone to halfway tracked down information and also application programming utilizing battery controlled, advantageous, and remote enlisting and concentrated devices. A piece of the flexible enlisting based applications integrate using GPRS to follow vehicles or Wide District Associations by utilizing satellites to follow unmistakable region of any vehicle or individual or by connecting neighborhood among associations and helpers through far off associations

Mobile Computing refers to the ability to use Mobile voice communication is widely established throughout the world and has had a very rapid increase in the number of subscribers to the various cellular networks over the last few years. An extension of this technology is the ability to send and receive data across these cellular networks. This is the principle of mobile computing.

.EXISTING CELLULAR NETWORK ARCHITECTURE:

Mobile telephony took off with the introduction of cellular technology which allowed the efficient utilization of frequencies enabling the connection of a large number of users. During



Centre for Mobile Switching

The development of the cell network shows how the frequencies utilized change. GSM utilizes the 890-915 MHz band for transmission and the 935-960 MHz band for get-togethers. Computers work in the 1900MHz territory, while the DCS advancement envelops frequencies in the 1800MHz space. There truly are unmistakable channels all through each cell channels

the 1980's analogue technology was used. Among the most well known systems were the NMT900 and 450 (Nordic Mobile Telephone) and the AMPS (Advanced Mobile Phone Service). In the 1990's the digital cellular technology was introduced with GSM (Global System Mobile) being the most widely accepted system around the world. Other such systems are the DCS1800 (Digital Communication System) and the PCS1900 (Personal Communication System).

A cellular network consists of mobile units linked together to switching equipment, which interconnect the different parts of the network and allow access to the fixed Public Switched Telephone Network (PSTN). The technology is hidden from view; it's incorporated in a number of transceivers called Base Stations (BS). Every BS is located at a strategically selected place and covers a given area or cell - hence the name cellular communications. A number of adjacent cells grouped together form an area and the corresponding BSs communicate through a so called Mobile Switching Centre (MSC). The MSC is the heart of a cellular radio system. It is responsible for routing, or switching, calls from the originator to the detonator. It can be thought of managing the cell, being responsible for set-up, routing control and termination of the call, for management of inter- MSC hand over and supplementary services, and for collecting charging and accounting information. The MSC may be connected to other MSCs on the same network or to the PSTN.

associated with it. Memberships are apportioned these in view of interest. A Versatile Station (MS) registers with the nearest base station (BS) when it becomes "dynamic." The subtleties on that MS and its area are kept in the going with MSC. Approaching calls are steered to the MS utilizing this information

If during a call the MS moves to an adjacent cell then a change of frequency will necessarily occur - since adjacent cells never use the same channels. This procedure is called **hand over** and is the key to Mobile communications. As the MS is approaching the edge of a cell, the BS monitors the decrease in signal power. The strength of the signal is compared with adjacent cells and the call is handed over to the cell with the strongest signal.

During the switch, the line is lost for about 400ms. When the MS is going from one area to another it registers itself to the new MSC. Its location information is updated, thus allowing MSs to be used outside their 'home' areas.

Secure mobile computing: IBM pursues an extensive worldwide program of research in computer security. Security is especially important in mobile computing because wireless transmissions can be sent and received by unknown parties, and because mobile devices are susceptible to loss and theft.

ACTIVE PROJECTS:

Automotive Telemetric: Automotive Telemetric might be characterized as the data concentrated applications that are being empowered by a blend of media communications and figuring innovation. The car is, essentially, a processing stage to which administrations might be conveyed. The administrations being conveyed today consistently and anticipated for the not so distant future incorporate route data, crisis emergency aides, area based administrations, conveyance of advanced data, for example, email, diversion, internet business, diagnostics and prognostics, and pay-for-utilize rental and protection administrations. These applications are empowered by the assortment and utilization of information which might remember data for the area of a vehicle as an element of time, crisis circumstances including mishaps and individual wellbeing crises, demonstrative information on the numerous frameworks inside the vehicle, administrations and diversion that are chosen by the vehicle inhabitants, the socioeconomics of the driver and travelers, and the way of behaving of the vehicle driver.

Privacy, protection of personal information, is important to consumers. Consumers want services to be delivered to their vehicles.

Notwithstanding, in the event that potential car telemetric clients share the worries of the Internet clients, a huge section of the potential telemetric market might be lost. There is a potential for abuse of gathered information. End clients or buyers might substitute bogus information or hack into in-vehicle applications. Telemetric specialist co-ops and application suppliers might offer customers' information to outsiders without the authorization of the buyers. Despite the fact that, there are no ongoing US guidelines set up to "defend" the data gathered, certain current and forthcoming European guidelines, as well as forthcoming US rules may before long force severe controls on the assortment, utilization, and capacity of data about people. As a rule, telemetric applications will find true success assuming suppliers realize that the information that they get is exact and assuming that end clients realize that their protection is guaranteed.

Privacy Protection Framework: The primary goal of this project is to develop an end-to-end privacy protection framework that will enable emerging automotive telemetric solutions, and unlock the potential of automotive telemetric in general. This framework will comprise a reference design, physical platform recommendations, and a fundamental system of software components designed to address the requirements of these highly security and privacy sensitive automotive telemetric solutions.

As an end-to-end framework, components will be applicable to the in-vehicle clients as well as to service and solution provider platforms. Users must know that the client is handling sensitive information in accordance with their preferences, and solution providers must know that their proprietary information (e.g., the application and its execution) is protected and that the integrity of the related data is unquestionable.

Trust Establishment: The Internet enables connectivity between many entities that do not recognize each other. To enable e-business between the two entities, they must establish a certain level of trust. The presentation of third

party certificates establishes the trust between the entities. We developed a new approach that enables businesses to define flexible policies for mapping strangers to predefined business roles, in which issuers do not need to be known in advance. In turn, according to the policy, the issuers provide certificates that are considered to be from a trusted authority. This allows for the building of trust, which enables e-business.

MOBILE COMPUTING APPLICATION

Banking and Financial Institutions

- Wireless banking transactions - account balance, funds transfer, bill payment from a smart phone or handheld PDA.
- ATMs wirelessly connected to handheld devices through Bluetooth
- Stock Trading
- Sales professional automation in the financial industry - enabling these professionals to respond
- to customer queries on the spot.
- Credit card authorization on mobile POS terminals equipped with wireless adapters
- Wireless e-mail, instant messaging

Insurance & Financial Planning

- Current client portfolio information via wireless-connected devices
- Sales illustrations, created, printed and presented to customers on the spot
- Corporate data retrieval from the client's office or home
- Wireless E-mail Access for busy professionals

LIBRARIES AND

INFORMATION CENTRES:

These new devices are affecting how we speak with information. Their capacities are regardless, changing the way in which we consider information and information exchange, adding basic real factors, for instance, region and social thoughtfulness regarding our information objects. How might we prepare for this new versatile world? The three most huge things libraries can do to anticipate the flexible shift of the next ten years. Comprehend that the change to cutting edge text and movement will not away. Embrace it. Be ready to digitalize your uncommon groupings, and assurance that they are open by every procedure and mode you can find.

Hire librarians who are fluent in social networking, train those who aren't, and provide funding for continuing travel and education. The language of the new web is related to the upcoming mobile revolution in significant ways. Be willing to decouple your procedures from your infrastructure, and don't expect them to use the tools you want them to use.

The mobile technology revolution will change more than just your habits and the way we interact with information. It will change us at a deeper level and allow for interactions undreamed in your situation. This level of communication was literally impossible just 25 years ago, and the next ten will make the previous 25 look like slow motion. We will move through a world of information, generating and consuming it with our every movement and action. Libraries must be poised to dip into this river of data and add their own information into the flow. This may happen invisibly, so that patron may not even be aware of it. Librarians will have to add value to the everyday experiences of the student, the researcher, and the community member. The services attached to these new mobile devices are going to be the driving organisational and entertainment force for the next generation. If libraries can't find a way to navigate these information rapids, we may find ourselves overturned.

FUTURE TRENDS:

With the rapid technological advancements in Artificial Intelligence, Integrated Circuitry and increases in Computer Processor speeds, the future of mobile computing looks increasingly exciting.

With the emphasis increasingly on compact, small mobile computers, it may also be possible to have all the practicality of a mobile computer in the size of a hand held organizer or even smaller.

Use of Artificial Intelligence may allow mobile units to be the ultimate in personal secretaries, which can receive emails and paging messages, understand what they are about, and change the individuals personal schedule according to the message. This can then be checked by the individual to plan his/her day.

The working lifestyle will change, with the majority of people working from home, rather than commuting. This may be beneficial to the environment as less transportation will be utilised. This mobility aspect may be carried further in that, even in social spheres, people will interact via mobile stations, eliminating the need to venture outside of the house.

This scary concept of a world full of inanimate zombies sitting, locked to their mobile stations, accessing every sphere of their lives via the computer screen becomes ever more real as technology, especially in the field of mobile data communications, rapidly improves and, as shown below, trends are very much towards ubiquitous or mobile computing.

Indeed, technologies such as [Interactive television](#) and [Video Image Compression](#) already imply a certain degree of mobility in the home, i.e. home shopping etc. Using the mobile data communication technologies discussed, this mobility may be pushed to extreme.

The future of Mobile Computing is very promising indeed, although technology may go too far, causing detriment to society.

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ORGANISATIONAL CULTURE: CONCEPT AND RELEVANCE

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ABSTRACT:

In the present scenario of economic liberalization and exposure to global business competition, industrial managers are well aware of the need to elicit the best efforts of employees towards the achievement of organizational goals. With the steady increase in the number of Multinational Corporations (MNCs) the nature of business in today's global markets requires people of different nationalities and cultural background to work together. So to complete in the global market, it is important for the business managers to distinguish among values held in various cultures and imbibe them to stay in the complex corporate culture.

Economic globalization has created a challenge before organizations to be competitive in the world market. To complete in the global market effective management is required, but there are no universal prescriptions. Organizations having mass production technology, process technology or small batch production have to be managed differently to become effective. Such a universalistic way has been challenged by Japanese organization culture. The Japanese culture brought with it two concepts – one pertaining to government and the other affecting the culture of people.

The success stories of South Korea and Taiwan, as well as Italy speak about the role of culture in their respective successes in the global market. Management practices and policies with societal culture is an essential ingredient to bring out the best from people. And it is only when an organization can mobilize the best from its people and hope to complete in global markets. Hence culture can be regarded as central in individual and organizational effectiveness.

CULTURE CONCEPT:

Culture has become a sine qua non of modern thought, notwithstanding its ambiguities. In the English language, the term 'culture' is derived from the original Latin word 'cultura' the 'cultivation of soil'. As human beings, we are continually activating the process of culturing i. e. "producing and reproducing social realities in ways that are liberating, inhibiting, puzzling, boring or exciting. Kroeber and Kluckhohn (1963) identified 164 different meanings of the term 'culture', that have been used in anthropology, and sociology. We realise that the holistic view of culture synthesized by them is very diffuse. The challenge in recent years has been to cut down the culture concept to size into

a narrowed, and theoretically more powerful concept (Geertz, 1973)

ORGANISATIONAL CULTURE:

Business / industrial organisations are basically human organisations. Just as in families, children absorb culture from their parents and / or other elders, employees in organisational settings absorb culture from their managerial leaders, and other senior and / or peers. This implies that when individuals join an organisation, they join the way of life or the culture of that organisation. And this organisational culture provides many opportunities for shared assumptions, priorities, meanings, and values to the organisation members. Top management people, and management theorists have come to appreciate

the power of organizational culture in guiding employee behaviour on the job within the company.

DEFINITION:

Efforts to arrive at a perfect definition of organizational culture would be akin to the attempts of the blind men in the sufi story, who deciphered the elephant by touching the different limbs of the animal. Definitions are numerous.

Kroeber and Parsons (1958) define organisational culture as the transmitted and created content and patterns of values, ideas and other symbolic meaningful systems which shape human behaviour. According to Forehand and Glimmer (1964), the cultural characteristics of an organisation are relatively enduring over time, and they convey some important assumptions and norms, governing the values, attitudes, and goals of organisation members.

Berse and Porterwood (1979)⁵ define organisational culture as a pattern of behaviour handed down to members of a group by the previous generation. Louis (1980)⁶ defines it as a set of common understandings for organizing actions and language. Deal and Kennedy (1982)⁷ define it in simplistic fashion, as the way people do things around the organisation. Sathe (1983)⁸ defines it as the set of important understandings (often unstated) that members of a community share in common.

As far as the concept of organisational culture is concerned, is especially influential, as he more than the others – including anthropologists and folklorists – has articulated a conceptual framework for analysing and intervening in the culture of organisations. This study adopts his definition (Schein, 1990: 111)⁹:

Organisational culture is

- a pattern of basic assumptions,
- invented, discovered, or developed by a given group,
- as it learns to cope with its problems of external adaptation and internal integration,
- that has worked well enough to be considered valid and therefore,
- is to be taught to new members as the
- correct way to perceive, think, and feel in relation to those problems.

India is multilingual, multiethnic and multicultural society. However, due to the natural barriers, Indian sub-continent is likely to have developed some homogeneity of values and beliefs. The most commonly accepted characteristics of organisational culture are given below :

Observed behavioural regularities : When organisation members interact with one another, they use a common language, terminology, jargon, and symbol related to defence and demeanour (Van Maanen, 1979).

Norms: Standards of behaviour are conspicuous in the way organisation members abide by the interests and compulsions of their groups. For instance, guidelines or directions may flow from group norms that require members to strictly work to rule, and exert nothing more (Homans, 1950)¹¹.

Dominant Values:very organisation advocates certain values, and expects its members to absorb and adhere to them faithfully. Typical examples are the repeated proclamation of organisations about Total Quality Management (TQM), consumer satisfaction, commitment and credibility.

Philosophy : This is a mission statement that manifests an organisation's beliefs about how its employees and / or customers are to be treated. For example, an organisation may declare its philosophy of fomenting a sense of fraternity, togetherness, and belonging, by emphasizing the pre-eminence of teamwork.

Rules : These are strict guidelines that have to be followed by the organisation members. For example, if a company has standard operating procedures for taking orders, baking bread, and sending the finished product to the market, the discretion of organisation members to set independent standards of behaviour is severely limited (Luthans, 1989)¹².

Organisational Climate: This is an overall feeling that is conveyed by the physical layout and the way organisation members interact with one another, and also with customers or outsiders (Tagiuri & Litwin, 1968)¹³.

Although none of the above mentioned characteristics by themselves represent the culture of an organisation, yet collectively they do reflect organisational culture.

DIMENSIONS:

An effective way of examining organisation members' behaviour in a specific organizational culture is to look at the important dimensions existing in the organisation. Three questions become highly relevant here

- Which operationalisable, and distinct dimensions can be employed to measure organizational culture?
- How do these dimensions affect human behaviour at work?
- How do these dimensions relate to existing organisational theory and practice?

In a massive cross-cultural study involving 66 countries, and 88,000 respondents on about 117,000 questionnaires, Hofstede (1980)¹⁴ discovered four dimensions of organisational culture:

- Individualism/collectivism;
- Power distance;
- Uncertainty avoidance, and
- Masculinity/Femininity.

This study has helped us evaluate a particular country in terms of the four dimensions, and accordingly, explain and predict employee behaviour in organisations.

Denison (1984)¹⁵ found five dimensions useful in his study of organizational culture:

- Organisational climate (organisation of work, communication flow, emphasis on people, decision-making practices, influence and control, absence of bureaucracy, and coordination);
- Job design (job challenge, job reward, and role clarity);
- Supervisory leadership (supervisory support, team building, goal emphasis, and work facilitation);
- Peer leadership (peer support, team building, goal emphasis, and work facilitation); and
- Behavioural outcomes (group functioning, satisfaction, goal integration).

Kilmann (1985)¹⁶ developed four dimensions of organisational culture:

- Short-term task support;
- Long-term task innovation;
- Social relationships with a short time frame; and

- Personal freedom over a longer time period.

Robbins (1990)¹⁷ proposed a ten dimension model to study organisational culture:

- Individual initiative;
- Risk tolerance;
- Direction;
- Integration;
- Management support;
- Control;
- Identity;
- Reward system;
- Conflict tolerance; and
- Communication patterns.

Hofstede et al., (1990)¹⁸ in their study of 20 units from 10 different organisations in Denmark and Holland found six dimensions of organisational cultures:

- Process-oriented Vs. Results-oriented;
- Employee-oriented Vs. job-oriented;
- Parochial Vs. professional;
- Open system Vs. closed system;
- Loose control Vs. Tight control; and
- Normative Vs. Pragmatic.

Parida et al., (1990)¹⁹ suggested nine dimensions but divided them into two groups – observable culture and inferable culture. Under “observable culture” the dimensions such as

- Individual autonomy;
- Support;
- Structure;
- Performance reward;
- Conflict tolerance; and
- Risk tolerances were included.

The “inferable culture” was sought to be measured by dimensions such as

- Beliefs;
- Norms; and
- Identity.

The researchers of this framework recommended these dimensions for the study of Indian industrial organisations.

Adopting an “ethnographic” approach, Schein (1985) identified seven dimensions of organizational culture:

- The organisation's relationship to its environment. (Does the organisation perceive itself to be dominant, submissive, harmonizing, or searching out a niche?).

- The nature of human activity. (Which is the correct way for humans to behave: dominant/proactive, harmonizing or passive/fatalistic?).
- The nature of time. (What is our basic orientation in terms of past, present and future? Which time unit is appropriate for the conduct of daily affairs?).
- The nature of reality and truth. (How do we define truth, and non-truth? How should we determine it: by pragmatic test, reliance on wisdom or social consensus?).
- The nature of human nature. (Are human beings basically good, evil, or neutral? Is human nature perfectible or fixed?).
- The nature of human relationships. (What is the correct way for people to interact with one another? Is life competitive or cooperative? Is individualism or groupism the excellent way to organise society? Is the best authority system autocratic, paternalistic, or participative?).
- Homogeneity Vs. Diversity. (Are groups better off if they are highly diverse or highly homogeneous? Should individuals in a group be encouraged to innovate or confirm?).

In sum, the concept of organisational culture draws our attention to shared assumptions, values, meanings, and culture creations (artifacts) among organisations members. It emphasizes the importance of “symbolism” for the members – of rituals, myths, stories, legends, and semiotics – and the significance of interpretation of events, ideas, and experiences, as perceived by the members. And the same culture concept lends itself to be depicted as a “variable” impacting many organisational outcomes such as employee work performance, job satisfaction, and commitment. This facet of organisational culture is very important, as it allows management researchers and consultants to identify relevant cultural dimensions through psychometric procedures. Consequently, it becomes possible for managers and management consultants to diagnose organisational culture through standardized survey procedures, and effect appropriate culture changes that bring about the survival, and growth of organisations. No surprise, then, that organisational culture has

been increasingly thought of as a viable solution for many complex problems that beset organisations.

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CONSUMER PROTECTION POLICY IN INDIA

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ABSTRACT:

The Consumer Protection Act was enacted in 1986 based on United Nations guidelines with the objective of providing better protection of consumers' interests. The Act provides for effective safeguards to consumers against various types of exploitations and unfair dealings. It is only the legislation which directly pertains to market place and seeks to redress complaints arising from it. The present paper intends to highlight consumer protection policy in India. Protection of consumer rights in modern times dates back to 1962. On 15 March 1962, the Consumer Bill of Rights was proclaimed by the United States President in a message to the Congress. In India, 24 December is celebrated as National Consumer Rights Day as the Consumer Protection Act, 1986 was enacted on that day. But it was enforced with effect from April 15, 1987. Last amendment in the act was made in 2002. The consumer protection policy creates an environment whereby the clients, customers, and consumers receive satisfaction from the delivery of goods and services needed by them. The concern of consumer protection is to ensure fair trade practices; quality of goods and efficient services with information to the consumer with regard to quality, quantity, potency, composition and price Standards, which are the essential building block for quality, play a key role in consumer protection. Standards could be on technical requirements (specifications), standard terminology (glossary of terms), good practices (codes of practice) or test methods or management system standards. Setting standards is not enough for assuring the consumer of quality. For this, governments need to establish the full quality infrastructure, embracing standardization, conformity assessment and enforcement.

CONSUMER PROTECTION:

Promotion of consumer welfare is the common Goal of consumer protection. At the root of consumer protection there is recognition of an unequal relationship between consumers and producers. Protection of consumers is accomplished by setting minimum quality specifications and safety standards for both goods and services and establishing mechanisms to redress their grievances. Consumer is that person who buys or hires services from sellers for a consideration which has been paid. Consumer can be consumer of goods and consumer of services. Consumer of goods means a person who buys any goods for a consideration, and it includes the users of goods. Consumer of service is that person who hires services for reward or makes use of it and he has made payment for the reward or promised to do so.

CONSUMER PROTECTION POLICY:

The consumer movement in India is as old as trade and commerce. In Kautilya's Arthashastra, there are references to the concept of consumer protection against exploitation by the trade and

retailer with respect to quality, short weight, measurement and adulteration of goods. Yet until the late 1970s, there was no systematic movement in the country for safeguarding the interest of consumers. But now it is widely acknowledged that the level of consumer awareness and protection is a true indicator of development of the country and progressiveness of civil society. The main reason for this is the rapidly increasing variety of goods and services which modern technology has made available. In addition, the growing size and complexity of production and distribution systems, the high level of sophistication in marketing and selling practices and in advertising and other forms of promotion, mass marketing methods and consumers' increased mobility resulting in reduction of personal interaction between buyers and sellers, have contributed to the increased need for consumer protection.

Protection of consumer rights in modern times dates back to 1962. On 15 March 1962, the Consumer Bill of Rights was proclaimed by the United States President in a message to the Congress.

The message proclaimed:

- (i) the right to choice
- (ii) the right to information
- (iii) the right to safety
- (iv) the right to be heard.

Subsequently, the right to consumer education, the right to a healthy environment and the right to basic needs (food, clothing, and shelter) were added by Consumer International. In India, 24 December is celebrated as National Consumer Rights Day as the Consumer Protection Act, 1986 was enacted on that day. 15 March is observed as World Consumer Rights Day since 1983, when International Organization of Consumer Unions declared it so. In India, 15 March was also adopted as the National Consumers Day and has been observed since then. Another significant day in the history of world consumer movement is 9 April 1985, when the General Assembly of the United Nations adopted a set of guidelines for consumer protection and the Secretary General of the United Nations was authorized to persuade member countries to adopt these guidelines through policy changes or law. These guidelines constituted a comprehensive policy Framework outlining what governments need to do to Promote consumer protection in the following areas:

- (i) Physical safety
- (ii) Protection and promotion of Consumer economic interests
- (iii) Standards for safety And quality of consumer goods and services
- (iv) Measures Enabling consumers to obtain redressal
- (v) Measures relating to specific areas (food, water, and pharmaceuticals)
- (vi) Consumer education and information programme.

These guidelines provided an internationally recognized set of basic objectives, particularly for governments of developing countries, enabling them to identify the priorities and structure of their consumer protection policy and legislation. Subsequently, the guidelines were expanded to include 'sustainable consumption' which was an important subject in the changed social, political and economic scenario. The importance of 'sustainable consumption' is aptly

highlighted in Mahatma Gandhi's words, 'the rich must live more simply so that the poor may simply live'. Sustainable development is crucially dependent on sustainable consumption. Article 21 of the Constitution requires the State, inter alia, to protect life, which must be construed as including the right to a healthy and safe environment. A healthy and safe environment is inalienably linked with sustainability and promotion of sustainable consumption. The concern in the Indian Constitution for protection and promotion of an individual's rights, and for the dignity and welfare of the citizen makes it imperative to provide for the welfare of the individual as a consumer, a client and a customer. The rights under the Consumer Protection Act, 1986 flow from the rights enshrined in Articles 14 to 19 of the Constitution of India. The RTI, 2005 which has opened up governance processes of our country to the common public also has far-reaching implications for consumer protection.

The consumer protection policy creates an environment whereby the clients, customers, and consumers receive satisfaction from the delivery of goods and services needed by them. Good governance requires efficiency, effectiveness, ethics, equality, economy, transparency, Accountability, empowerment, rationality, impartiality and participation of citizens. The concern of consumer protection is to ensure fair trade practices; quality of goods and efficient services with information to the consumer with regard to quality, quantity, potency, composition and price for their choice of purchase. Thus, proper and effective implementation of consumer protection law promotes good governance

Education is the most powerful tool for the progress of the country and is a social and political necessity. Education helps an individual as a consumer in making rational choices and protects him from trade and business-related exploitation. But more is needed for the effective functioning of the national market to create an increased level of awareness of consumer rights, and for this consumers have to be educated about rights and responsibilities through concerted publicity and awareness campaigns. In the awareness campaigns, special

emphasis needs to be given to vulnerable groups such as women and children, students, farmers and rural families and the working class.

The report of the study on the Consumer Protection Act commissioned by the Comptroller and Auditor General (C & AG) of India and conducted in July–August 2005, brought out that 66% of consumers were not aware of consumer rights and 82% were not even aware of the Consumer Protection Act. In rural areas, only 13% of the population had heard of the Consumer Protection Act. Standards which are the essential building block for quality play a key role in consumer protection. Standards could be on technical requirements (specifications), standard terminology (glossary of terms), good practices (codes of practice) or test methods or management system standards. Developed countries generally rely on management system standards like ISO 9001 (Quality Management System), ISO 14001 (Environmental Management Systems) and hazard analysis and critical control points (HACCP) as an indicator of the ability of an organization to meet quality needs and address environmental concerns. These standards are set generally by governmental or inter-governmental bodies but there are some private initiatives as well, which are widely used such as OHSAS 18000 (Occupational Health and Safety), SA 8000 (Social Accountability) and WRAP (Worldwide Responsible Apparel Production). Setting standards is not enough for assuring the consumer of quality. For this, governments need to establish the full quality infrastructure, embracing standardization, conformity assessment and enforcement.

The constituents of quality infrastructure are:

- Standardization
- Standard development
- Standard information
- Metrology
- Quality assurance/conformity assessment
- Testing
- Inspection
- Product certification
- Management Systems Certification (ISO 9000/14000/22000/27001/ OHSMS, etc.)
- Regulation and enforcement

- Accreditation

CONSUMER PROTECTION IN INDIA:

The Consumer Protection Act was enacted in 1986 based on United Nations guidelines with the objective of providing better protection of consumers' interests. The Act provides for effective safeguards to consumers against various types of exploitations and unfair dealings, relying on mainly compensatory rather than a punitive or preventive approach. The Act applies to all goods and services unless specifically exempted, and covers the private, public and cooperative sectors and provides for speedy and inexpensive adjudication. The rights provided under the Act are:-

- The right to be protected against marketing of goods and services which are hazardous to life and property.
- The right to be informed about the quality, quantity, potency, purity, standard and price of goods and services, as the case may be, to protect the consumer against unfair trade practices.
- The right to be assured of access to a variety of goods and services at competitive prices.
- The right to be heard and assured that consumer interest will receive due consideration at appropriate.
- The right to seek redressal against unfair or restrictive trade practices or unscrupulous exploitation of consumers.
- The right to consumer education.

Under the Consumer Protection Act, 1986 a three tier, simple, quasi-judicial machinery has been established at the national, State, and district levels for hearing cases raised by consumers. The Act had been amended in 1991 and again in 1993. A comprehensive amendment was last made in 2002 for making the Act effective, functional and purposeful. The amended Act, inter alia, provides for the attachment and subsequent sale of the property Of a person not complying with an order. Although The Consumer Protection Act was enacted in 1986 based on United Nations guidelines with the objective of providing better protection of consumers' interests. The Act provides for effective safeguards to consumers against various types of exploitations and unfair

dealings, relying on mainly compensatory rather than a punitive or preventive approach. The Act applies to all goods and services unless specifically exempted, and covers the private, public, and cooperative sectors and provides for speedy and inexpensive adjudication. Although implementation of the Consumer Protection Act can be viewed as a success, there are still serious shortfalls in achieving consumer welfare because of the deficiencies in quality infrastructure in the country.

First, there is a regulatory deficit in many products and services which impact on the health, safety and environment of the consumers and mandatory standards have not been prescribed for such products as electrical and electronic goods, IT and telecom equipment, industrial and fire safety equipment and toys. There is a multiplicity of regulatory/standardization/conformity assessment bodies and proliferation of certification and inspection bodies. At present, the Quality Council of India (QCI) is the main accreditation body for conformity assessment bodies taking up product or system certification or for inspection bodies, and the National Accreditation Board for Laboratories performs the same function for laboratories. However, there is no compulsion on the conformity assessment bodies, inspection bodies or laboratories to obtain accreditation, thus creating a lack of certainty about the existence of quality products, systems, inspections and laboratories. Laboratory infrastructure is weak in terms of international norms. Quality professionals lack the skills to guide quality improvement efforts in industry. There is apathy among businesses towards standardization in general, and lack of awareness among them about the impact of standards on quality, competitiveness, and profitability. There is absence of consumer demand for quality

goods and services primarily because of lack of awareness among them regarding quality issues. In short, there is absence of a quality culture in the country. At a time when tariff barriers are falling worldwide as a result of multilateral trade negotiations and in the context of Foreign Trade Agreements (FTAs), and technical barriers to trade have become more significant as determinants of trade flows, urgent action has become necessary to correct the situation in the country as described above. If the quality of Indian products and their conformity with international standards is to be accomplished by Indian producers, the impulse must be generated from within the country. Nothing can have a more powerful Consumer impact on the producers than the demand for quality products by quality-conscious domestic consumers.

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USER EDUCATION AND THEIR INNOVATIVE STRATEGIES IN LIBRARIES: AN
OVERVIEW

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ABSTRACT:

Education is a Long life Process, there is no End. As far as Library Activities are concerns, the Users are illiterates. They need some sought of User Education on how to Use Library Resources and Services. Because the Collection Libraries are very complicated. To know how to use and what the service available is etc., they must need assistance and guidance (Instructions, Initiation and education). It has its own objectives. Broadly it means to bring the awareness about or to guide the users, about library facilities, collection, services etc, for new users this type of guidance is necessary. This paper is mainly highlights for History of User Education, Definitions, Users, Non-Users, Characteristics, Specific Components, Objectives, Types of Users, Readers, Services, Analysis of Users Needs, Planning, Organization, Orientation, Evaluation, Methods, Overview, Common Problems and their Innovative Strategies, IT, Users Expectations at present and so on.

Keywords/Descriptors: History of User Education, Definitions, Users, Non-Users, Characteristics, Specific Components, Objectives, Types of Users, Readers, Services, Analysis of Users Needs, Planning, Organization, Orientation, Evaluation, Methods, Overview, Innovative Strategies, IT.

INTRODUCTION:

Line (1983) said that User Education was 'one of the less sensible terms invented by Librarians' because it makes absolutely no sense out of context. Unless one is a Librarian it is not at all immediately obvious what is being referred to. Furthermore, Suggests that the term is 'meaningless, inaccurate, pretentious and patronizing' and that if only Librarians would spend the time and effort to ensure that their libraries are more user friendly then they wouldn't have to spend so much time doing user education. In Information system User is an important component. But our Librarians and Information Managers neglected this aspect for a long time. Access to relevant information is highly essential particularly in industrial, research and development sectors. Right information to the right user can pave way to new directions to research and development. It is imperative that to achieve this objective we should understand the Library User, how they interact with the system, their pattern of search and their pertinent information requirement.

HISTORY OF USER EDUCATION: 1700s-

Evidence indicates German Universities gave Library instruction in the form of lectures

1820s-Early rise and rapid decline of Library instruction also in the form of lectures
1900s-Basic skills at freshmen level

1940 to 1970s-Focused on access skills and bibliographic tools; problem solving methods introduced

1980s-Integration of Library instruction into the library profession and higher education; expansion of user education to information literacy

1990s-Development of online catalogs and databases, and increased use of Internet drastically changed instruction sessions
2000s-Use of multimedia aids, online tutorials, modular teaching methods and heightened focus on information literacy

DEFINITIONS OF USER EDUCATION:

According to a "Whittaker" a user may be defined as, "a person who uses one or more library's services at least once in a year". Users are individuals who can be divided in to different categories on the basis of tasks assigned to them in a library organization.

- According to **Shahi** "It is a process of activities involved in making the users of the library conscious about tremendous value of information in day to day life to develop interest among the

- users to seek information as and when they requires”.
- User Education simply means educating the library patron, whether student, staff, or member of the public, on how to use the library and its services
 - **Fleming (1990)** defines user education "as various programmes of instruction, education and exploration provided by libraries to users to enable them to make more effective, efficient and independent use of information sources and services to which these libraries provide access".
 - **Harrods Librarians Glossary** defines user education as “ a programme of information provided by libraries to users to enable them to make more efficient independent use of the library’s stock and service”

USERS:

In a library or an information center the users are the last links or the recipient of the information in the communication cycle. There are number of terms used as synonyms or near synonyms to users as patron client, member customer. Of these, user is the preferred term.

Non-Users: There are certain people who because of their style or other environmental problems could not become members of Libraries in their vicinity and make use of the library resources. It is the duty of a Librarian especially in public libraries to convert non-users or ‘on lookers’ into potential and habitual users of such libraries. There are a number of ways by which librarian can attract such users into libraries by means of extension activities or other publicity methods. The duty of a Librarian is more important to convert non-users into habitual users and mould them as capable citizens just like other citizens who are engaged in social development.

Characteristics of Users: **Lehman** mentioned eight Users Characteristics that, if evaluate, would help the Librarian in his efforts to satisfy user need. They are;

- Functional Reading Level
- Visual Level
- Personality Level
- Capacity Level

- Satisfaction Level
- Interest Level
- Variability Level
- Vocational- a vocational level

Systematic study of user community will reveal the various characteristics of users seeking information. This will give necessary base guidelines to librarians to serve various types of users groups.

Library’s Mission:

- To Teach Users how to become more effective, efficient, and independent in their information search
- To Develop User education programs responsive to their needs
- To Expand these programs to include information literacy and lifelong learning

Specific Components of User Education:

- Librarians introducing new students, some of whom come from school systems where there are generally no school librarians or well established libraries, to the complexities of university library facilities.
- Librarians Familiarizing users, who have little or no information seeking skills at all with a broad range of library resources in order to develop library skills
- Librarians educating users on how to find materials manually or electronically using on-line public access catalogues and CD-ROMs.

Important Specific Objectives:

- Made aware of the existence of the library, its content, procedures and services
- Create love and books and reading
- Training in the use of the library materials and services
- To provide the scientists with basis skills for information collection that is, current, retrospective, date or facts, information whatever it may be.
- To increase the reading abilities to select relevant information sources for given information need
- To make the scientists aware of the different information holding agencies
- To expose the method for strong scientific information collected on different search topics

- To give a complete, comprehensive and synthetic picture of the universe of knowledge
- To provide techniques for information search from secondary periodicals, reference sources and other data basis like the online and CD-ROM.
- Able to ascertain the relative merit and demerits of reading materials and reference tools.
- Able to survey the current affairs in the different periodicals on his own.
- Able to understand the time back between the production of information and in its receipt by the user and also availability of various channels of communication between the author and the user outside the preview of the library.
- To provide good foundation for the continued self education by readers by during their life time.
- To bring reading materials, users and the staff together and create conditions which encourage reading for pleasure, self discovery, personal growth, sharpening intellectual curiosity Endeavour

TYPES OF USERS:

The Users are one type but Libraries are different from those of another type. In a Public Library the users are mainly children, student's, housewives, farmers, retired persons, literates and even also researches. In an academic library the users are students, teachers and researchers, whereas as special groups of users of whom the library is intended. From what is stated above it can be assumed that in the public libraries the users are almost heterogeneous and in academic and special libraries the users are almost homogeneous in nature. For an effective information service as an information manager, he should ascertain about the information requirements of his library users. Information users can be categorized mainly into 4 groups, on the basis of their approach to information a libraries, they are:

- Potential User
- Expected User
- Actual User
- Beneficiary User

- **Potential User:** One who needs information which can be provided by specific services.
- **Expected User:** One who is known to have the intention of using certain information services
- **Actual User:** One who has actually used an information service regardless of whether he derived advantages from it or not.
- **Beneficiary User:** One who derives measurable advantages from information services. User groups may be divided in a number of ways. They can be divided as administratively into internal and external users.

TYPES OF READERS:

Another type of classification of user community on the basis of library service they make use of is the following. They are; General Readers, Subject, Reader, Special Readers, Non-Readers Users

General Readers: This type of user group, for example associated with public libraries, generally use light lending materials.

Subject Readers: This type of user concentrates their use of library materials on subject field they are working or specializing.

Special Readers: The users placed in this group are those with special needs, the result of disabilities of one kind or another physical or mental disability may be distinguished.

Non-Readers Users: These are made up of sub groups who make use of library materials, but not reading materials. A user coming into the library just to borrow a video or audiocassette is the best example of non-reading user.

ON THE BASIS OF VARIOUS TYPES OF SERVICES:

Dr. S. R. Ranganathan has grouped user community on the basis of various types of services enunciated by him. They are, the freshman, ordinary inquirer and specialist inquirer (is one who specialist inquirer and general reader).

Here the freshman is the new member of the library, ordinary inquirer is ordinary reader and specialist inquirer is one who specializes in narrow field where as general readers are the associated groups. In order to satisfy these groups, Ranganathan has suggested 4 types of services such as **Initiation** or **Orientation**,

Ready Reference Service, Long Range Reference Service and General help to general readers respectively.

SERVICES TO THE USERS:

Services to the Users can be provided as follows; they are such as,

- Search assistance
- Dissemination
- Notification
- Reference
- Referral
- Document reproduction
- Translation

ANALYSIS OF USERS NEEDS & DEMAND OF INFORMATION:

The major objective of library or information system is to satisfy the information needs of users. Information needs refer to individual needs of users regarding information, which should be satisfied, by the specific information needed by him. One relates to the kind of message, in terms of subjects, currency, etc and the others related to means of supplying them. Information needs of a user depend on a number of factors such as work activity, discipline and availability of facilities. Information can be primarily divided into type's viz. current awareness and adhoc need. In the current awareness mode the users require current information in their fields of specialization or interest. While adhoc type, is the need to satisfy a specific purpose. There are information about organization and information about external environment in which an organization needs to function. There are numbers of factors that effect information needs of users.

The following factors influence the information needs Users Community. They are such as;

- The Use in which the information is to be put
- The Background, Motivation, Professional Orientation and other individual characteristics of the users
- The Range of information sources available.
- The Social, Political and Economic system surrounding the user.
- The Consequences of Information use

NATURE OF INFORMATION NEED:

According to **Mellier Vaight** information need is a multifaceted concept which is generally dynamic in users. There are 4 types of information needs or approaches recognized among users. They are; Current Approach, Everyday Approach , Exhaustive Approach , Brush-up of Catching-Approach, **Current Approach:** The current is that which users require keeping abreast of the nascent developments in his fields of specialization / interest, **Everyday Approach:** It is the sought of specific piece of information required by the user during day to day investigation in the form of fact, **Exhaustive Approach:** It is sought when a researcher wants to have comprehensive detail about a specific topic on the field of study, **Brush-up of Catching-Approach:** Is adopted in situations were a particular user requires information pertaining to related subject fields.

NEED FOR USER EDUCATION:

- Tremendous Increase in the volume of publication as well as the resulting complexity of Libraries and the methods by which literature is organized and disseminated necessitate the User Education.
- Rapid changes in teaching methods and the resulting trend towards a wider use of multi-media learning resources ranging from the press cutting to slide tapes package and multiple kit. Such format has added new dimensions to the learning process in all types of institutions.
- Application of electronic machines in libraries necessitates user education
- Both education and research topics are becoming complex and interdisciplinary in nature which necessitates user education
- Some psychological barriers and other misgivings about the library
- Wide scattering and seepage of information

PROGRAMMING & PLANNING FOR USER EDUCATION:

Programming and Planning of User Education Programme is very important particularly in Academic and Research Libraries. It needs a careful planning. According to "Thomas G. Kirk" planning of user education Programme requires three things namely.

- Orientation
- Library Instruction

➤ Bibliographic Instruction

Kirk has also mentioned about acquaintance with six skills. Viz., Reference Sources, Indexing & Abstracting Periodicals, Library Catalogue Orientation Knowledge, Search Strategy and Subject Analysis. As a matter of fact many library scientists have suggested many methods for planning of user education.

Libraries provide a support service to the institutions they serve. It is important to understand the goals of the institution served to enable librarians to come up with a mission statement which should reflect the library's commitment in helping the institution achieve its goals. Thorough planning is needed to ensure that all activities carried out are towards meeting the institutional goals. Commitment to educate users should be reflected in the mission statement of the library. This should be followed by a written user education policy.

User education programmes should aim to make all users aware of the information resources available, both directly in the library and from external sources and enable users to enjoy the search for information. It is interesting to note that many of the objectives listed by libraries in this study stressed the self-sufficiency of users through a successful user education Programme. While planning user education programmes the following aspects should be taken into the consideration.

When the user groups are to be educated?

What should be included in the course programme?

Who should teach the user groups?

ORGANIZATION & IMPLEMENTATION OF USER EDUCATION:

User education programmes are centrally coordinated in 88% of the Libraries. This goes to show the importance attached to the programmes. The question one asks is whether the programmes are organized in such a way that they would equip users with information skills which would enable them to make effective and efficient use of library resources and services. Institutions experience problems which hinder implementation of effective user education programmes. Problems cited include shortage of professional staff, lack of cooperation from

faculties and inadequate time allocated for user education.

Library orientation is carried out to all new students in all libraries studied. The other forms of library instruction do not have a well defined schedule. Six-five percent of the libraries do their instruction on use of the catalogue and detailed instruction on use of the catalogue and on methods of searching on request. Therefore the teaching of information seeking skills in these institutions is dependent on the co-operation between the teaching departments and the library departments. Users from those departments whose co-operation with the library is strong are given more guidance through well structured instruction. Those who cooperate with the library sacrifice only a few hours of time scheduled for their courses in recognition of service offered. Library instruction can be more effective if it is continuous and "linked to student course work and assignments". Fifty percent of those libraries studied; do not get the full participation of all faculties in library instruction. Some users are therefore deprived of a chance to benefit from the library instruction.

It is encouraging to note that 84% of Libraries had some form of evaluation for their programmes. This could help both users and Librarians to improve on their weaknesses if enough time was allocated for user education. It is a pity the study did not go further into examining the effectiveness of each type of evaluation.

Further Improvements could be made to User Education Programmes by:

- Establishing Exchange programmes which would enable exchange of user education publications used to educate large numbers. This would promote sharing of ideas in addressing similar problems.
- Sharing Ideas on strategies to be used to win faculty support and have a compulsory Bibliographic Instruction course.

ORIENTATION:

Orientation Programme includes Educating or Instructing user in topics like introduction to Libraries, Introduction to Library Technique and Introduction Information Sources. Senior Library Staff or Teachers of Library Science impact education of this type. Thou the classes

may be short, that is, about 25 to 30 minutes. Introduction to the Library, Introduction of Library Techniques, Introduction to Information Sources, Literature search Techniques, Evolution of Users, Important Methods

INTRODUCTION TO THE LIBRARY:

Library Timing: Opening and closing hours on week days and holidays close of the day, times for issues and return of books. Layout of library building floor areas, collection etc., location of various sections, services.

Library Rules: Number of books to be issued according to category of borrowers, type of books, loan period of reference books, periodicals, general books and other categories of books, overdue charges, reservation of books.

Staff: Introduction with in charges of each section.

Procedures: Membership, registration and borrowing procedure.

Introduction of Library Techniques: Scheme of Classification, its features and class number, presenting subjects, Arrangement of subjects, catalogue inner form, author, title, subject etc., of the catalogue, how to use catalogue, how to find book with the use of catalogue. Shelf arrangement and special collections.

Introduction to Information Sources: Types of Reference books and information contained in this e.g., Dictionary Encyclopedia, Directory of quotations, Bibliographical dictionaries, Gazetteers, Almanacs, Subject Encyclopedia, Subject Biography, Abstracts, Indexes, several publications, Demographic sources, Standards, Primary and Secondary information sources use of Nontraditional Sources.

Literature Search Techniques: Use of Indexing & Abstracting periodicals, Thesaurus, citation indexes, style manuals, how to use citation, prepare bibliography etc., introduction to all audio methods.

Evolution of Users: The Users are examined whether they have assimilated the instruction imported to them. During the course of evaluation they must be asked to locate, find particular information and also be put to other search tests.

IMPORTANT METHODS:

➤ **Lecture Method:** may be Formal / Informal.

- **Advertising:** (Paper, Journal, Posters, Pamphlets). If it is limited to a particular small geographical area. Incase of online and database then it requires very wide advertisement through papers, journals etc.
- **Workshop:** About the CD-ROM, online services (then gives hands on practice-workshop).
- **Brochures:** It is brought out by each and every Industry. It may contain history, use benefits, comparison, purchases, addressee in brochures and leaves.
- News letters
- Demonstration method
- Book exhibition
- Display of new arrivals
- Mass media
- Library path finder
- Computer assisted library instruction

OVERVIEW:

- Developments in computers, microelectronics, and communication technologies
- Gone are the days of stand-alone libraries
- Traditional Libraries were dominated by print publications and access to these resources were done manually
- The Paradigm shift now is from stand-alone libraries to library and information networks available via the internet
- Automated, digital, and virtual libraries as well as networked data, specialized net and library networks are now in place
- Multimedia and the internet have further made the job of library and information professionals more challenging
- Growing recognition of the importance of life-long and individualized learning
- A new enthusiasm for research library instruction and bibliographic control and automation has emerged
- Bibliographic instruction, also called library use instruction, or user education, has grown over the complex area of study
- Instruction librarians have begun to examine the complexities of search strategies, the differing information needs of novices and expectation and the organization of knowledge in various field in order to better serve their patrons

- All these contribute to the emergence of an important role for the librarian, that of the teacher

PRESENT STATUS OF USER EDUCATION:

The User Education is neglected phenomena in many Libraries. This will result into the following consequences: it results into the user utilization or resources available in the libraries. This under utilization has the direct adverse effect on the intellectual creativity of the individuals. This will leads to under development of the country with minimum intellectual works coming from the researcher. The competitive advantages are possible only on the capacity of country to gather analyze and disseminate the information on proper manner. These functions are mostly carried out by libraries. But these functions are only completed if the libraries are come forward to expose their resources to its users. It is not so, the development of country is questionable.

COMMON PROBLEMS:

- Lack of Users motivation
- Generic instruction session trivializes information gathering
- Course-related instruction is simply oral bibliography
- Audio-visual does not hold user's interest
- Computer-assisted instruction is very time intensive to produce

INNOVATIVE STRATEGIES:

- Librarians should become proactive in teaching information skills; they also must learn to teach
- An expanded library user education program will include teaching the structure of information, use of new electronic formats, and applying critical thinking to information
- Librarians will have to maximize the use of technology to teach more skills to greater numbers of users
- More complex expert systems will be developed to help users with in-depth use of complex abstracting and indexing services
- Emphasis will be on problem-solving and on obtaining and accessing information rather than on ownership

- User instruction will need to provide Users with basic, intermediate, and advanced guidance in the use of the library
- As to methods, instruction should employ short modules that allow self-directed study with more emphasis on instructional content and less on the media used, e.g. online modules and online tutorials
- The system should be one that users are comfortable in using and gives them a sense of control over it
- Users should receive guidance on which resources are best for their needs, and should feel assured that the system is not difficult and is evolving toward a more efficient, and easy-to-use system
- Staff responsible for the future management of the user education program, will need to liaise closely with all academic areas, groups and individual users to ensure that it meets the increasingly diverse needs of users
- The program must reflect the varied levels of skills those users
- Library user education should become an integral part, formal if possible, of the curriculum of the university
- It must be monitored and evaluated to ensure it is relevant to user's needs
- Those responsible for user education will be expected to appraise and implement national and international developments, if they are appropriate to local needs

IT & USER EDUCATION:

The Modern Libraries are at the behest of IT. The IT slowly and steadily transferring the libraries from traditional to modern. This results in the development of OPAC system, electronic document delivery system, multimedia applications, internet and so on. As the user of the library bewildering tractional arrangements of classification and cataloguing, their implicational of IT complicated or aggravated this further. This results in preventing and minimizing the use of library resources as well as services of the library. To avoid these phenomena, it is necessary for libraries to redesign the user education programs, and in the changing environment user needs a specific training in the use of library services.

9.5. Users Expectations in Libraries at Present:

The Expectations of Users vary from one environment to another environment, Institutional programs, priorities, vision, activities and specialization. Based on the experience and exposure in the area of Libraries, it has been observed that the expectations of Users in Libraries generally are;

- Well organized collections
- Clear directions and way guides
- Proper documentation of facilities and services provided
- Well-designed forms for availing services
- Display and demonstration of information about staff
- Speedier service delivery mechanism
- Proper communication facilities
- Well placed users complaints system
- Continuous interaction
- Continual improvement
- Web based initiatives and resources
- Electronic resources access and delivery
- Quality initiatives and accuracy
- Information literacy
- Disaster Management
- Effective & Efficient workflow

CONCLUSION:

At the End of the 21st Century, All kinds Libraries face enormous challenges and opportunities. As campuses move into the information age, the Mission and role of the Library is being redefined. While the amount of information Libraries need to acquire continues to increase, the resources available to do so are insufficient. The growing universe of print-based publications and digital documents on the one hand, and the declining universe of library budgets on the other, can be handled confidently by adopting certain strategies, such as by developing critical thinking skills, as well as promoting information literacy at large. In the near future, users should expect timely access to quality information. Incorporating end-user education in libraries by developing training programs for the library and information professionals, as well as the end-users, will hopefully improve learning attitudes and network-related competence to use with information and communication technologies.

Proper user education helps the library users to save the time: the saved time can be used for other intellectual works. Thus, it is an essential phenomena for all kinds of library from school library to special library to have user education.

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GREEN PRACTICES IN INDIAN BANKS: A REVIEW

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ABSTRACT:

'Green human resource management and Green marketing' has emerged only in recent years and has become an integral part of the various organizations. Going green goes beyond using environmental friendly products or using recycling methods or using green means for marketing the products in organizational operations. This paper aims to discuss the various green practices adopted by Indian banks. ICICI, IndusInd, SBI and HDFC banks were studied in this paper to identify the various green initiatives implemented by them in their organization by referring their website.

Key Words: Green recruitment, Green marketing, Green campaigns, Indian banks.

INTRODUCTION:

We all agree that our society is moving towards the green economy. Green economy is concerned with the development and use of products and services that promote environmental protection, energy independence, conserve natural resources and economic development.

Green initiatives within the organizations are increasing as a result of much more concern over global warming and the adverse effect of much business activity on the natural environment. The concept of "going green" generally refers to the implementation of those environmental friendly practices that contribute into environmental sustainability. *Sustainability* is generally defined as fulfillment of the current needs while allowing future generations the capacity to meet their needs. The adoption of sustainable (green) strategies not only lead to profits for the organizations but also help in building their environment employment brand which creates value not among the customers only but also in the eyes of employees of the organization. At this point of time, globally and domestically when each

organization is moving towards green concepts, the talented employees also looking forward to join those organizations that are eco friendly and keep them motivated towards the environmental friendly activities. Employees being the most crucial part of any business activities realized that green program in workplace helps in retaining the current workforce and attracting the prospects to the eco- responsiveness organization and create awareness among the employers, employees and customers towards the corporate social responsibility aspect. Various researches has been conducted across countries in green management, but in India, it is still in its infancy stage, most of Indian companies trying to adopt the green initiatives in order to meet their responsibility towards society and to build a competitive edge over its competitors.

This generation has learned about the importance of the environment and recycling since school time. They sort out both product purchasing and job selection choices with their green mindset. So, in this conceptual paper, the researcher is only presenting the concept in the direction of various green human resource

practices and green marketing practices adopted by different organizations in order to keep their employees and customers committed and loyal towards them.

GREEN HUMAN RESOURCE MANAGEMENT:

Implementation of the green issues in the field of human resource management is in developing stage. GHRM is basically concerned with the implementation of those human resource policies and practices that promote the sustainable use of natural resources and preserve the environment in order to achieve the environmental objectives defined by the top management. To achieve the environmental objective, human resource plays a vital role as most of ideas of being eco- friendly comes from the mind of workforce. HR is well placed to coordinate or lead on introducing greener policies because of their closeness and their experience of mutual work with the employees. HR managers can use such tools to make employees engaged and committed towards greener activities of the organization. Most of the organization appoints an environmental expert in order to motivate and direct the employees in the initiation of those practices that not only save the environment but also helps in reducing the cost of the organization. Those practices can be optimization of desk space i.e. by encouraging the workforce to work from home if feasible for them, introducing online live meetings, by running a car-sharing scheme, introducing the usage of public transport, introduce solar lightning, turn off PCs, printers and lights when leaving, to use 100% renewable energy. With the introduction of information communication technology, this become easy for the HR mangers to execute most of the green activities such as web or teleconferencing to reduce travel and use of electronic mails in order to promote the lessening of the paper use.

Buck Consultants (2008), a human resources and benefits consulting firm, conducted "The Greening of HR Survey," and came across that 54 percent of respondents integrate environmental management into their business operations. The survey analyzed responses from 93 organizations in the United States, representing a wide range of industries and

observed the various types of "green" initiatives that the employers are using in work-force management and human-resources practices. They are:

- Using Web or teleconferencing to reduce travel (78 percent).
- Promoting the reduction of paper use (76 percent).
- Implementing wellness programs to foster employees' proper nutrition, fitness, and healthy living (68 percent).

HR PROCESS INVOLVED IN GHRM:

Human resource management process basically include the activities of recruitment & selection of employees, imparting them training in order to enhance the performance of the employees and occasionally introducing various development program to ensure their future growth, evaluation of the performance of the employees in order to finding out the gap between the standard performance and actual performance and on the bases of the performance various monetary and non-monetary awards offered by the management to the employees. Despite of this, employer-employee relationships are also maintained in order to make harmonized organizational environment. With the introduction of environment management in above mentioned human resource practices lead to the new concept of GHRM. With the online available review of literature of HR process in GHRM can be defined in such a way:

Green recruiting: More effective and greener way of recruiting is called green recruitment. Most of the HR function has been made paperless now a days. The process of recruitment is done through internet. Organizations are taking into account the green job descriptions and green goals for the new recruited employees. At the time of recruiting process, they also give importance to those employees who are green aware. Green aspects are well introduced at the stage of induction process. Right use of technology is also needed for the carrying out the green recruitment process. E- Recruitment i.e. online application for the job assists in reducing the paper material and lead to the sustainable environment.

Training & development: Conduction of environment management training need analysis to get to know at what aspect, employees are lacking so that required training can be imparted on environment management to the employees. Training can be given in regard of safety, energy efficiency, waste management and recycling. Green teams are made in order to integrate the training, so that the staff knowledge gets increased. Job rotation is also used to develop employees for future challenges in the field of green economy. Specialized training are also provided online to the employees to save paper and employee movements.

Performance appraisal: Green targets and goals are set by the top management. In achieving this target, green performance indicators are also lay down to evaluate the performance of the employees, to assess the number of green incidents. The accurate use of environment responsibilities and successful communication of environment policies lend a hand in managing the performance of the employees. Employees are also encouraged to take green initiatives in their day to day working.

Pay rewards: Usage of green pay reward system is established in order to motivate employees towards environmental management scheme. Monetary rewards (bonuses, cash etc) and non- monetary rewards (leave, gifts, recognition, awards, positive feedback etc) are formed as a part of compensation structure. Performance related pay is favored in green pay reward system.

Industrial relations: Employee participation and suggestions are encouraged in order to integrate with the activities of management in maintenance, health and safety process, usage of green forms of transports (car sharing scheme and usage of public transports.) and tailoring of green schemes on a usual time bases.

GREEN MARKETING:

Green marketing defined as the procedure of selling products and/or services on the bases of their ecological benefits. Such a product or service may be eco- friendly by itself or produced and/or packaged in an environmentally friendly manner.

The consumer buying decision is affected by the benefits of the products/service that is offered to them by the producer. Consumer will be willing to pay for those products which offer the greenness and can be recycled easily. Most of the mobile companies in India now are offering the facility of “take back”. Basically, the concept of take back based on the life cycle thinking. This means that companies are lessening the environmental impact of their products, preliminary from the acquisition of the raw material, ending with reprocessing, treatment of waste and revitalization of the used material. Nokia, Motorola, Samsung etc are offering the services of take back in order to develop the sustainable environment.

GREEN PRACTICES IN INDIA:

Most of the companies in order to get competitive advantage and fulfill their social responsibility towards the society trying to implement various green initiatives in their working arena. They are making such kind of HR policies and practices that supports the go green concept. In the same way, companies are producing that products which are lessen in their impact to the environment. In this paper, researcher confined only to the initiatives taken by the Indian banks such as ICICI, SBI, INDUSIND and HDFC. The initiatives taken by these organizations can be discussed in such a way:

ICICI BANK: The ‘Go Green’ movement was started about a year back and initiatives - both internal as well as external- undertaken to create a starting point for the Go Green movement within ICICI Group. This movement is based on principles of participation and collaboration and is aimed at moving our people, products and processes to a more environment conscious plane. ICICI Bank’s Green initiatives aimed at customers are driven by the objective of collaborating with each of our customers and making ‘Green’ a part of all our lives. ICICI bank offers ‘instabanking’ for their customers so that all channels get together under one umbrella through the mode of Internet banking, i-moble banking etc. and customers can take the benefit of doing banking anytime anywhere without travel to their branches. As an initiative towards more environment friendly way of life, Auto

loans offers the customers 50% waiver on processing fee on car models which uses alternate mode of energy. The models identified for the purpose are, Maruti's LPG version of Maruti 800, Omni and Versa, Hyundai's Santro Eco, Civic Hybrid of Honda, Reva electric cars, Tata Indica CNG. Despite of this, ICICI also introduce some initiatives that came from their employees.

- Encouraging turning off and/or unplugging all lights and electronic equipment (computers, monitors, photocopiers, cell phone chargers, printers, radios, etc.) when not in use, and fully utilizing power-saving settings when in use
- Recycling and refilling ink cartridges for our printers
- Replacing incandescent bulbs with CFLs when they need to be replaced, internally and externally
- Utilising online "Webinars" for shorter meetings that involve people who might otherwise have to travel a long distance.
- Encouraging use of carpool and use public transportation.
- Upgrading to a higher percentage post-consumer waste recycled paper internally (copy and printer paper) and externally (brochures, etc.).
- Shredding and recycling all paper internally.
- Sharing electronic files, voice mail and e-mail instead of paper memos.
- Duplexing (two-sided printing) when possible as well as limiting printed materials/e-mails/memos to only what is necessary.

ICICI Bank continued to Go Green with the launch of e-calendar for 2010. The e-calendar facilitates paperless operations by allowing the user to set reminders and update appointments. It rests permanently on the desktop and is accessible at the click of a button.\

INDUSIND BANK: IndusInd Bank Ltd inaugurated Mumbai's first solar-powered ATM as part of its Green Office Project campaign '*Hum aur Hariyali*'.

Key Initiatives at IndusInd to reduce Carbon Footprint:

- PCs are replaced using diskless workstations.

- Receive faxes as soft copies instead of on paper.
- Document management and workflow system branded has been introduced through adoption of Business Process Management (BPM) tools and techniques.
- Solar ATM.
- Replacement of CRT monitors with LCD which results in 50% power savings.
- Desktops PCs configured in standby mode during periods of inactivity.
- Desktop video conferencing – using this top management can hold virtual meeting instead of physical meetings reducing travel considerably.
- Disposal of computer hardware after contents are destroyed (technically called degaussing) to agencies which recycle the plastic recovered from the tapes.
- E-learning.
- All the premises are now shifted to using CFL bulbs. This way the Bank is making an impact on optimum utilization of resources relating to energy, paper and travel.

SBI: SBI has developed a Green Channel Counter, launched on 1st July 2010 at selected branches across India, to offer paperless banking. SBI's facility gives customers an opportunity to experience 'Green Banking' without losing the ease of transacting their business at branches. The Green Channel Counter allows customers to complete their banking minus pay-in-slips or draw checks, reducing both paper and process time. SBI promises that money can be now deposited and withdrawn from accounts in both environmentally conscious and customer friendly way. India's oldest bank has introduced an initiative which is likely to be developed.

HDFC BANK: "HDFC Bank, is all set to launch 'green banking', for which it has constituted an Environment Management Committee to implement its green banking initiatives. The bank has rolled out initiatives on the environment front that promises to make it India's only "green" bank. A high level three-member committee has been formed to drive the organization-wide campaign that will encompass organization and employee level initiatives" the bank spokesperson told UNI. While the

organization level initiatives would include working on areas like alternate energy sources and watershed management, at the employees level, these would include planting trees, and using car pool to commute. Green Clubs will be formed within the bank across regions, while environment managers will be appointed for every office, branch, and floor, the bank said.

CONCLUSION:

It is concluded that companies and people have started taking initiatives toward their contribution in the sustainability of environment. Every organization is looking forward to add this campaign into their corporate social responsibility as companies are want to be in good books of the society and their employees as well. Employees are also keen to take some steps for the betterment of the environment. We should accept the sustainability of environmental as our mutual and moral duty because it is everybody's fundamental right to have clear and healthy environment.

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NARRATIVE OF HOME, DISPLACEMENT AND SETTLEMENT: DIASPORIC VISION IN
BAPSI SIDHWA'S AN AMERICAN BRAT

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ABSTRACT:

We make a mistake forsaking England and moving out into the periphery of life. After all, Taormina, Ceylon, Africa and America -- as far as we go, they are only the negation of what we ourselves stand for and are: and we're rather like Jonahs running away from the place we belong.

- Lawrence, D. H.

A Diaspora, originated from Greek word is "scattering, dispersion". It is "the movement, migration, or scattering of people away from an established or ancestral homeland" or "people dispersed by whatever cause to more than one location", or "people settled far from their ancestral homelands". Recently, scholarship has distinguished between different kinds of Diaspora, based on its causes such as imperialism, trade or labor migrations, or by the kind of social coherence within the Diaspora community and its ties to the ancestral lands. Salman Rushdie, Arundhati Roy, and Shyam Selvadurai, Jhumpa Lahiri, V.S. Naipaul Anita Desai, Bharati Mukherjee, Shashi Tharoor, Amitav Ghosh, Vikram Seth, Sunetra Gupta, Rohinton Mistry, and Hari Kunzru, Jaswinder Sanghera and Bapsi Sidhwa, who live as world citizens - a global manifestation of the exilic condition, are popular South-Asian Diasporic novelists. They've already shown the pain of displacement and exile in their works. Now in this paper, the central issue is to explore diasporic vision in Bapsi Sidhwa's An American Brat.

INTRODUCTION:

“Let those who desire a secure homeland conquer it. Let those who do not conquer it live under the whip and in exile, watched over like wild animals, cast from one country to another, concealing the death of their souls with a beggar's smile from the scorn of free men.”

- Jose Marti

This is the pain of displacement one feels when he/she is sent away from one's motherland willingly or unwillingly, for one reason or another. This is the dilemma of Feroza in *An American Brat*: a novel by Bapsi Sidhwa where she is trying to explore America through the eyes of a teen age Pakistani girl Feroza. No doubt, *An American Brat* is a Diasporic novel which delineates the pathos of a young girl who faces the cultural shock as soon as she lands in America; but later found this liberty and independence invaluable in comparison to the restrictions in her own homeland. So let us first talk about what Diaspora is?

Diaspora communities maintain strong political ties with their homeland. Other qualities that may be typical of many Diasporas are thoughts

of return, relationships with other communities in the Diaspora, and lack of full assimilation into the host country. In all cases, the term *Diaspora* carries a sense of displacement; that is, the population so described finds itself for whatever reason separated from its national territory, and usually its people have a hope, or at least a desire, to return to their homeland at some point, if the "homeland" still exists in any meaningful sense. Some writers have noted that Diaspora may result in a loss of nostalgia for a single home as people "re-root" in a series of meaningful displacements. In this sense, individuals may have multiple homes throughout their Diaspora, with different reasons for maintaining some form of attachment to each. Diasporic cultural development often assumes a different course from that of the population in the original place of settlement. Over time, remotely separated communities tend to vary in culture, traditions, language, and other factors. The last remnants of cultural affiliation in a Diaspora are often found in community resistance to language change and in maintenance of traditional religious practice.

The non-resident writers of Indian Sub-Continent have explored their sense of displacement—a perennial theme in all exile literature. They have given more poignancy to the exploration by dealing not only with a geographical dislocation but also a socio-cultural sense of displacement. Their concerns are global concerns as today's world is afflicted with the problems of immigrants, refugees, and all other exiles. These exilic states give birth to the sense of displacement and rootlessness. Bapsi Sidhwa has done justice to the feelings of the entire South-Asian immigrants in the countries like America in this novel.

ABOUT THE WRITER:

Bapsi Sidhwa is widely recognized as one of the most prominent Pakistani-Anglophone novelists writing today. She was raised in the Parsi community, a religious and ethnic minority in Pakistan. Critics regard Sidhwa as a feminist postcolonial Asian author whose novels—including *The Crow Eaters* (1978), *The Bride* (1981), and *Ice-Candy-Man* (1988; republished as *Cracking India* 1991)—provide a unique perspective on Indian and Pakistani history, politics, and culture. Her recurring themes include human relationships and betrayals, the coming of age and its attendant disillusionments, immigration, and cultural hybridism, as well as social and political upheavals.

Sidhwa skillfully links gender to community, nationality, religion, and class, demonstrating the ways in which these various aspects of cultural identity and social structure do not merely affect or reflect one another, but instead are inextricably intertwined. Since moving to the United States and becoming a naturalized U.S. citizen, Sidhwa has written *An American Brat* (1993), which describes the Americanization of a young Parsi woman.

In this novel, Bapsi Sidhwa moves the locale from Pakistan to the United States of America. In it, she takes up the issues like globalisation, brain-drain from the third world. "In *An American Brat*, Bapsi Sidhwa handles the change in theme and locale, expertly, with a lot of humour and from a contemporary perspective. The characters struggle to overcome the hurts of time and escape the grip of a fate in whose hands they are often mere puppets. *An American*

Brat has been extolled by many reviewers as a compelling delineation of both the coming of age process and the immigrant experience in the United States

This novel marks her entry into the orbit of diasporic fiction in which other South Asian novelists have already made a mark," writes Novy Kapadia. The genius of Bapsi Sidhwa as a writer is better revealed in her novel *An American Brat* which brings out her gift of keen observation, heightened sense of story and character along with her moral vision of her Parsi community. In the narrative of *An American Brat*, the protagonist Feroza Ginwalla the rebellious daughter of Cyrus and Zareen Ginwalla moves from Gulberg, Lahore to Denver, Colorado, U.S.A. with her ambitious, hopes and dreams. After an initial culture shock, however, Feroza decides to remain in America as a college student, where she falls in love with a young Jewish man. Feroza also becomes increasingly politicized about such issues as gender, imperialism, and global relations. Zareen, alarmed by Feroza's newly Americanized attitudes, travels to the United States to retrieve her daughter, who Zareen believes has become an "American brat."

CULTURAL INCOMPATIBILITY:

The novelist delineates the character of Firoza "adapting to an alien culture and the stress that accrues when two cultures clash." There are two types of cultural incompatibility depicted by Sidhwa: one is "between Zoroastrian value system which is relatively more progressive, gives greater freedom in matters of dressing, social interaction, participation of women in social and family affairs etc. and the conservative Islamic society which imposes strict restrictions on its members particularly on women" (Jyoti Yadav,p-84)On the other hand , when Firoza enters America, there is a complete different world awaiting her. Again she feels a cultural shock when she observes a complete different ways of life there and a sense of isolation. At home when this Pakistani Parsi girl who is studying in Sacred Heart convent school in Lahore, one day objects to her mother's sleeveless sari-blouse and tell her not to visit her school dressed like that, Zareen, her mother really get worried .Then she suggests her

husband to send Firoza to America to broaden her outlook or else Zareen is afraid that her daughter will become backward in Pakistan. She remarks "Travel will broaden her outlook, get this puritanical rubbish out of her head"(14)When Khutlibai, Zareen's mother ,comes to about Feroza's vacation to America she objects on the undue freedom being given to Feroza. At this Zareen explains how upsetting, timid and narrow minded Feroza has become:

"You've no idea how difficult Feroza's been of late. All this talk about Islam, and how women should dress, and how women should behave, is turning her quite strange. And you know how Bhutto's trial is getting to her."

FROM FANTASY TO REALITY:

Firoza is hugely delighted at the news .She repeats to herself, "I'm going to America, I'm going to America!"America means to her at the moment "the land of glossy magazines, of 'Bewitched' and 'Star Trek,' of rock starts and jeans..." (27).The moment she enters into the lounge at Kennedy Airport, she is triumphant and glowing. She is overwhelmed by bright lights, the extraordinary cleanliness and sheen on floor, furnishings and people doing everything on their own. But her excitement suffers a jolt when the passport officer fires a shower of questions at her. Firoza at the first time realizes that she is in the strange country amidst strangers. She feels confused because she always remained under the supervision of her parents. The officials find this puzzled attitude suspicious and tell her to go for secondary inspection before collecting her luggage. Not even that she has never seen an escalator before so she is afraid of stepping up on moving staircase where an elderly American couple help her out .One thing she notices that Americans are not much self-conscious like her own countrymen. They just mind their own business and they don't stare at girls as people do in Pakistan .but later she has tuff time dealing with the immigration officer. They check her bags and suitcases because they have a doubt that she has come there to marry her cousin. The custom inspector holds up a pink lacy nightie as if it is a weapon discovered at the scene of crime. Feroza loses patience at this scene and says, "To hell with you and your damn country. I'll go back!"

At this the officer realizes that he has exceeded his powers and spare her. Later Manek, her cousin, gives her a piece of advice that she must learn to control her temper while she is in America. When she talks of honour, Manek insists, "And you'd better forget this honour – shonour business. Nobody bother about that here."

Another major lesson she learns in America and that is one has to protect oneself in an alien country. She experiences a new face of America at YMCA which was very unpleasant and horrible. When she goes to the ladies bathroom alone she encounters two sex-maniacs. While brushing her teeth when she looked at the mirror, she stands transfixed. A man's bloodshot eyes are examining her. When she turns around, the man's face suddenly breaks into a cunning, lewd, brown toothed grin. He says, "How ya doin', baby? Ya wanna poke?" As Firoza tries to dodge past this man, another one blocks her path: "Howja like it if I rub it up against ya?"(70)She feels shocked and somehow escaped the scene.

Not even this, but to show her the other face of America, Manek takes her to a trip of New York. First he takes her to the glamorous places of the city like statue of liberty, the Empire state building, the twin world Trade Towers, Wall Street, Lexington Avenue and all the major museums. Then he shows her the other side of the city. On Eighth Avenue, Firoza sees cheap hotels, filthy pawn shops and bars. There she catches glimpse of male prostitutes, elegant transvestites- the American style heejras, pimps and drug dealers. Firoza notices ragged and filthy men and women spreading scores of cardboard boxes to sleep on. The odour of this filth made her feel sick. Although she was familiar with the filth in the streets of Lahore yet This was an alien filth, compost reeking of vomit and alcoholic belches, of neglected old age and sickness, of drugged exhalations and the malodorous ferment of other substances she could not decipher. The smells disturbed her psyche; it seemed to her they personified the callous heart of the rich country that allowed such savage neglect to occur. The fetid smell made her want to throw up. She ran out of the

building, and , leaning against the wall of the terminal, began to retch.

As they turn right on Forty second street, Manek says , “so you’ve seen now, America is not all Saks and Skyscrapers” Again, she feels lonely and isolated when she alone goes for shopping and after coming back to YMCA, she doesn’t know how to reach fifteenth floor, then one lady advice her to go by lift .but when she goes by lift she finds herself on twenty second floor reserve for women, and for going down on fifteenth floor she enters the fire stairs .Forced to take the stairs she starts going down flights of steps, one after the other. She tries the doors to different levels but they are all immovable. She shouts for help but nobody turned up. She loses the hope of getting out of this stairwell:

America assumed a ruthless, hollow, cylindrical shape without beginning or end, without sunlight, an unfathomable concrete tube inhabited by her fear. She was sure something monstrous was crouched in the impervious shadows that patrolled this alien domain-ferocious sewer rats, a brutish Doberman-breathing softly, waiting patiently.

She gets scared out of her wits .She doubts someone is stealthily climbing the steps. Her terror invokes several fear-provoking images.

And her terror, turning its venom upon her like a scorpion its sting, presented her with more fearful images .The dark, impersonal face of the man leering at her in the mirror when she looked up from brushing her teeth, the brutal faces of the men who slyly muttered obscenities in the halls, the dangerous, focused stare of the drug dealer who had loomed whitely out of the recessed doorway on Forty-second Street.

Firoza turns and starts running up flight after flight of stairs, whispering one hundred and one names of Ahura Mazda and when she feels that her lungs will burst out, she flings herself at the door. “She banged on it with her fists and with the palms of her hands and rattled the rod and the handle. She rammmed her body into the door and screamed, “Open the door...For God’s sake, open the door! Can’t anybody hear me? Please somebody...”(92)Suddenly , a Japanese man opens the door .in a patronizing voice, that man scolds Feroza and warns her : “Never do that... Never! You could be murdered...No one would

know. All kinds of shitty people...drugs!”(94) While taking her to her room on the fifteenth floor, he exhorts her: “You must have your head examined...You’re not a baby. You got no business in New York if you got no sense”.

Later, Manek teaches her ways to survive in America. When he watches her struggling to open a jar, he says, “Remember this: if you have to struggle to open something in America, you’re doing it wrong. They’ve made everything easy” (140).also Manek tells her that she must learn to be humble in life because it is pride that causes the sense of humiliation. To make her worldly wise he convinces her parents to get her admitted in a course in a college at Twin falls. There she gets a room with an American girl Jo. At this Manek tells her:

“You’re lucky you’ve not been palmed off with some Japanese or Egyptian roommate. Jo’s a real American: She’ll teach you more than I can. Just remember everything I’ve told you. Don’t become ‘ethnic’ and eat with your fingers in the dorm. And don’t butt in when someone’s talking.”.

Now on it is Jo who takes charge of Feroza’s life. On many occasions, Firoza finds herself in an awkward situation whom she fails to understand the nuances of a foreign language. She makes Feroza practice saying, “Gimme a lemonade. Gimme soda,” and curses her for saying, “May I have this- may I have that?”(154).She even improves her pronunciation. In Jo’s company Feroza stops wearing Pakistani outfits and long dangling earrings and starts wearing jeans Jo also insist upon her to wear skirt but Feroza tells her that it is not decent in Pakistan to show one’s legs. Jo feels it strange that Feroza doesn’t know how to socialize with boys. But soon she starts drinking wine and enjoys the company of boys. She tries to adjust herself into American way of life.

TEMPTATIONS OF THE FIRST WORLD:

At the same time, she felt she was being initiated into some esoteric rites that governed the astonishingly independent and unsupervised lives of young people in America. Often, as she sat among them, Feroza thought she had taken the phenomenon leap in perceiving the world from a wider ,bolder, and happier angle. The contrast between the third world and developed

countries come alive when Manek tells his and Feroza's parents "America is Paradise!"(198) and quotes about the facilities which he finds amazing:

"You can drink water straight from the tap without worrying how many cholera and jaundice germs you're swallowing. You can have tub-baths ten times a day if you want to: there's no shortage of water. The landlord usually pays for it, and for the electricity. Everybody keeps their lights and air-conditioners on all the time. Huge football stadium and officers and shopping complexes are air-conditioned all summer. You have to wear cardigan indoors, one forgets what summer is: it's as if you're always at a Hill Station. The same thing in winter; everything is centrally heated and you can walk about in shirtsleeves." When Feroza meets Jo's parents, she finds the very understanding, unobtrusively hospitable, not meddling with their children's affairs or imposing restrictions yet remaining closely associated with them. She then recalls parent's ways in her homeland where parents always keeps a check on their kids and interferes in every decisions of their life. She thinks, "What would life be like in her family and in Lahore without the extravagant guidance and dire warnings, the endless quoting of homilies, and the benign and sometimes not so benign advice, inquisitiveness and interference?" (209)

CULTURAL ADAPTABILITY:

Her roommate -Jo teaches her various Americanism. This helps Feroza to grow and make herself fit in a new system. In the last pages of the novel, Feroza has shed her old persona of Lahore and she finds herself a new with an independent attitude. After getting enough exposure of the outside world, Feroza was now ready for the new challenges of life in America. Although she was still missing her family members and friends yet she felt that she cannot stake her individuality and her freedom on the cost of anything on this earth. She realizes this feeling when she goes to Pakistan for a short vacation, where her parents and Kultibai insist upon her to stay in Pakistan and get married. There she realizes that nobody has changed in her homeland neither people nor system. Still the government is following Islamic

laws and the rape victims are getting punishment rather than the rapists. She feels that this is not a place for a woman to live according to her own will. Women here are not allowed to establish their own identity and assert their own will. She cannot take the decisions of her own life on her own. So, she decides to go back to America.

FREEDOM

VERSUS

CONVENTIONALITY:

The perennial Parsi problem of inter-faith marriage arises when Feroza wants to marry David Press, an American Jew. The family assembles at Lahore and treats the situation like a dire emergency. Sidhwa through the guise of humour shows how elders exert the pressures of conformity and tradition on the youngsters by applying forms of emotional blackmail. Reprimanding a young cousin who defends Feroza's choice of marriage, Grandmother Khutlibai contrived to make her vigorous person look crumpled and close to death while she spoke, so that the spirit of rebellion in Bunny and other youngsters was nipped in the bud. So, Parsi community now decide to send Zareen to America to brainwash her daughter not to marry out of her cast but there she complicated Feroza's life and as a result of that David moves out of that place. When Zareen left America Feroza feels shocked, insecure and uprooted for some time but soon she bounces back. She decides not to go back home but live in America. Although the sense of dislocation, of not belonging, is more acute in America, she feels it is bearable because "it was shared by thousands of newcomers like herself" (302). Besides she has become used to the facilities of the first world: "Happy hour, telephones that worked, the surfeit of food, freezers, electricity and clean and abundant water, the malls, skyscrapers, and highways" "America stands not only for the material comfort but also for prosperity, justice and freedom. Above all, in America freedom is considered a birthright of every individual.

There was also the relief from observing the grinding poverty and injustices she could do so little to alleviate, the disturbing Hadood Ordinances that allowed the victims of rape to be punished, and the increasing pressure from the fundamentalists to introduced more Islamic

law. These and the other constraints would crush her freedom, a freedom that had become central to her happiness. The abandon with which she could conduct her life without interference was possible only because of the distance from her family and the anonymity America provided. As Feroza has relished the freedom in America, she now knows the real meaning and its value. She decides to stay there only and to marry whoever she likes without thinking about his caste or religion. She also decides to remain a Parsi. At this time she has adapted and adjusted herself according to the environment in America and the sense of alienation and displacement has already vanished because as they say "Home is where your heart is."

Physical mobility often heightens the spiritual or psychological sense of alienation from the places one continually moves between. The world, in existentialist terms, appears absurd and indifferent towards one's needs. In such a situation one cannot help but feel like an outsider.

This was also the dilemma of Bapsi Sidhwa because she also moved to the USA. Displacement, whether forced or self-imposed, is in many ways a calamity. Yet, a peculiar but a potent point to note is that writers in their displaced existence generally tend to excel in their work, as if the changed atmosphere acts as a stimulant for them. These writings in dislocated circumstances are often termed as exile literature. The word "exile" has negative connotations but if the self-exile of a Byron is considered, then the response to that very word becomes ambivalent. If a holistic view of the word "exile" is taken, the definition would include migrant writers and non-resident writers and even gallivanting writers who roam about for better pastures to graze and fill their oeuvre. World literature has an abundance of writers whose writings have prospered while they were in exile. Although it would be preposterous to assume the vice-versa that exiled writers would

not have prospered had they not been in exile, the fact in the former statement cannot be denied. And above all, Bapsi would have not written such an entertaining novel if she herself haven't felt this sense of displacement in the USA.

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METHODS OF TEACHING ENGLISH LANGUAGE

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Language teaching involves many methods. All the methods may be appropriate to different contexts. There is no one single method strongly recommended in the teaching of English as the level of the learners differ from one another. So, it becomes essential for a teacher to know the different methods of teaching and learning. Awareness of different methodologies might help the teacher to apply the relevant method in the classroom. This paper will discuss different methods used in the teaching of English along with the problems faced by the teachers.

Learning a second or a foreign language is more than learning a description: one must be confident and efficient in its use. In India and in the world, English as a language evidently occupies a rather unique position. In the era of a shrinking world, international opportunities and world assimilation, we are concerned today with English as an important, almost all-pervading medium of communication. It is what one would call a link language, forming the basis for international involvement and co-operation. Such relevance in today's society for this language renders immense importance to communicative language teaching when it comes to academia in our country. Along with communicative competence all language learning essentially involves the processes of listening, speaking, reading and lastly, writing. These skills can efficiently be imparted by different approaches, methods and techniques. This paper endeavors to discuss the various methods applied in the process of teaching. Approach is the level at which assumptions and beliefs about language are specified. Method is the level at which choices are made about the particular skills to be taught, the content to be taught and the order in which the content will be presented; while technique is the level at which classroom procedures are described. In the development of language teaching over the ages, various methods have been widely put in use, one of them being the Grammar translation method.

GRAMMAR TRANSLATION METHOD:

It was known as the classical method because it was first used in the teaching of the classical languages – Latin and Greek. It was used for the purpose of helping students read and appreciate

foreign language literature. In this method students would learn grammatical rules and then apply those rules by translating sentences between the target language and their native language. According to Sterne:

“The first language is maintained as the reference system in the acquisition of the second language.”

In a typical Grammar-Translation text, grammar rules are prescribed and presented, vocabulary items are presented with their translation equivalents, and translation exercises are prescribed. The sentence is the basic unit of teaching and language practice. Accuracy is emphasized upon and grammar is taught deductively. The student's native language is the medium of instruction. In this method, most of the information is directed from the teacher to the students and inter-student interaction is little, if any. The native language of the students is the medium of expression, learning and discussion. Written tests in which students are asked to translate from their native language to the target language or vice versa are often employed for the purpose of evaluation. Having the students get the correct answer is considered very important.

The accurate translation of a literary passage, reading comprehension questions, antonyms and synonyms, use words in sentences, fill in the blanks, memorization, composition, etc. are some useful techniques associated with the Grammar translation method. These techniques do achieve certain objectives if the students are intelligent and interested in learning the foreign language. However, this method is not all-encompassing and has a number of flaws in terms of efficiency and the scope for complete

transfer of knowledge. Some of its weaknesses are:

- It does not take all the four skills of language, namely, listening, speaking, reading and writing into consideration.
- The spoken aspect of the language is almost completely neglected. There is a great deal of stress on knowledge of rules and exceptions but little training in the active use of the language to express one's own meaning in writing. The language learnt is of little practical use to the student.

Despite the aforementioned shortcomings, the Grammar Translation method dominated European and foreign language teaching from the 1840s to 1940s, and in a modified form it continues to be widely used in some parts of the world even today. This method produced distaste among thousands of school learners for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose. In the mid and late nineteenth century opposition to the Grammar Translation Method gradually developed in several European countries. It was felt that the goal of second or foreign language learning should be to make them learn to use the foreign language for communication. This gave birth to the **Direct Method**.

Sterne has defined the Direct Method as:

“The Direct Method is characterized, above all by the use of the target language as a means of instruction and communication in the classroom, and by the avoidance of the use of the first language and of translation as a technique.” This method enjoyed immense popularity as it overcame two major defects of the Grammar Translation Method. It substituted ‘language contact’ for ‘grammar recitation’ and ‘language use’ for ‘translation’. This method advocates intensive speech practice, usually with training in phonetics and also the exclusive use of the new language. It attempts to teach the foreign language directly. The learner experiences the new language in the same way as a mother tongue. Although the teacher directs the class activities, the student's role is less passive in this

method of learning and hence the student develops greater independence and confidence. The teacher and the students are more like partners in the teaching/learning process.

The syllabus used in this method is based upon situations. Grammar is taught inductively and vocabulary is emphasized over grammar. Students are asked to use both oral and written skills. The techniques which are employed are reading aloud, question and answer exercises, conversation practice, getting students to self-correct, fill in the blank exercises, dictations etc. However, as is true for all human endeavours, this method too has its flaws. The main defect of this method is that the student is plunged into a ‘language bath’ too soon with the result that he feels bewildered, overpowered and anxious. Secondly, its efficient handling requires competent teachers with good command of the spoken language.

Despite these minor problems, the Direct Method is immensely popular in many countries including India. This was the method widely preached in all training colleges and still enjoys a high reputation. In the 1930s and 40s applied linguists systematized the principles proposed earlier by the Reform Movement and so laid the foundations for what developed as the **Audio-lingual Method**.

The Audio-lingual Method was developed in The United States during World War II. The goal of this method was to make the learners able to use the target language communicatively. Here, the teacher is like an orchestra leader, directing and controlling the language behaviour of her students. She is also responsible for providing her students with a good model for imitation. New vocabulary and structures are presented through dialogues. Drills as repetition, backward build-up, chain, substitution, transformation and question-answers are conducted based upon the patterns present in the dialogues. Students' successive responses are positively reinforced. Grammar is induced from the examples given. Most of the interaction is between teacher and students and is initiated by the teacher. Everyday speech is emphasized and the syllabus is typically a structured one. The oral-aural skills receive maximum attention. Pronunciation is taught from the very beginning.

The Target language is used extensively inside the classroom. Each question in tests generally focuses on only one point of the language at a time. Students might be asked to distinguish between words in a minimal pair, or to supply an appropriate verb form in a sentence, etc. Student errors are to be avoided if at all possible through the teacher's awareness of where the students will have difficulty and the restrictions of what they have been taught to say.

There are two main criticisms against this method, firstly that because of the mechanical drilling the students fail to use the memorized materials in context other than those in which they have learnt them. The second objection is that the techniques of memorization and drilling can be tedious and boring. We see that different approaches for language teaching developed over time, sometimes aiming at very specific implementations while at other times aiming to raise the quality of foreign language teaching in general.

Another method used for teaching English is the **Reading Method**. Michael West was convinced that the total adoption of the Direct Method was not suited to the conditions as they were obtained in India. He found reading as the most useful skill. He realized that most Indians required only the receptive skills of English. The Reading Method was well supported by the psychological principle that listening and understanding precede speaking and writing. West prepared a series of readers containing interesting reading matter with graded vocabulary. New words were evenly distributed in the lessons to facilitate reading with understanding. The aim of the series was to awaken in the students the desire to read more and more. However, a central flaw in this method was that the appeal of the Reading Method did not last long. It also had the obvious flaw of 'one-sided' knowledge of the language, with the learner being a mere 'reader' and not a user.

The next development was the **Structural Approach** based on the belief that language consists of 'structures' and that mastery of these structures is more important than the acquisition of vocabulary. The term Structural referred to the following characteristics:

- Elements in a language are linearly produced in a rule-governed way.
- Language samples can be exhaustively described at any structural level of description (phonemic, morphological and syntactic).
- Linguistic levels are thought of as systems within systems. These sub-systems are structured in a pyramidal manner.

Structures are carefully graded in terms of both meaning and form. Only one meaning is taught at a time and it is established by practice before another meaning is taught. The students are thoroughly drilled in the graded structures by means of the substitution table technique or oral work. The most important contribution of this approach is in:

- selecting the most essential ingredients of the English language for teaching practices,
- arranging the items in the order of teaching, and
- Emphasizing the activity of the student rather than the activity of the teacher.

Thus, the Structural Approach combines within it the strengths of oral methods, the drill method and the situational approach. The natural way to teach language is to teach it in situations. Items of vocabulary and structures are taught in appropriate situations. The selection of the structures to be taught depends on the ability of the average student. This method proved to be an effective tool of teaching English as a foreign language in the hands of well qualified teachers trained in the techniques of drilling.

Until late 1960s it was Situational Language Teaching that dominated English Language Teaching. In Situational Approach, language was taught by practicing basic structures in meaningful situation-based activities. However, by the end of the sixties it was clear that language is not just set of structure-habits nor a collection of situation-sensitive phrases. It is a vehicle for the comprehension and expression of meanings. British applied linguists emphasized the need to focus in language teaching on communicative proficiency rather than mere mastery of structures. Christopher Candlin and

Henry Widdowson advocated this view of language. Littlewood states, "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language."

Communicative Language Teaching doesn't follow any structure; it adopts the view that one learns by using the language, by doing it and experiencing it. The communicative approach in language teaching starts from a theory of language as communication and its goal is to develop "communicative competence". Communicative competence includes both grammatical knowledge and ability to use this knowledge to perform different kinds of functions such as 'arguing', 'persuading', 'requesting', 'inviting', etc.

The Communicative teacher's primary role is to organize the classroom as a setting for communication and expressive activities. The material used for teaching is also designed to promote the use of language for communication. Teaching points are introduced with dialogues, followed by controlled practice of the main grammatical patterns. These points are then contextualized through situational practice. Pair and group work is suggested to encourage students to use and practice functions and forms. Conclusively, it becomes pellucid that countless attempts at improving foreign language teaching, with English being given specific importance, have been made. Various methods have been employed, each with its advantages and flaws- what remains of paramount importance even today is that such efforts continue and that the language classroom be molded into a place of learning not only to use or remember, but to understand and absorb.

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USE OF INFORMATION TECHNOLOGY IN TEACHING AND ADVANTAGES

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ABSTRACT :

Use of I.T.'s in English teaching is manifold. In today's life the significant is broader. Particularly in education sector, without I.T. no one can even run. Fairly, the dependency of I.T. is being increased. The advancement in the information technology has changed the dynamics of life and society as well as software development. It has added now dimension like e-teaching, e-conference, e-commerce, e-meeting, e-governance etc.

INTRODUCTION:

Open source software (D.S.S.) is developed by community for community. The use of open source software is increasing rapidly and its role is becoming high in different ranging from commercial, educational to research.

According to Gartner's report, about 80 percent of all commercial software will include elements of open source technology 2012. Open source was first evolved during 1970s. Richard Stallman, An American software developer, who believes that sharing source code and ideas in fundamental to freedom of speech, developed a free version of the widely used Unix operating system under GNU (5 and 25).

Eric Raymond, the main proponent and co-founder of the open source project is generally credited with established the movement of OS through his seminal paper "The cathedral and the Bazar" and attributed the open-source software development approach as: "Given enough eyeballs, all bugs are shallow (P. 41).

Type of I.C.T. used commonly in education:

- Multimedia PC, Laptop, Notebook, Digital Video/still camera, on-line learning/e-learning (local area network and other networking/mobile phone).
- W.W.W. (World Wide Web); CD-ROM and DVD, e-mail and chat; blended learning (combination of classroom teaching, online learning and e-mail, chat, web based training). Digital libraries.
- Computer mediated conferencing - video/audio conferencing, virtual reality, application of software such as word processing, spreadsheet, power point etc.

OBJECTS OF I.C.T. IMPLEMENTATION IN MGT. EDUCATION:

- Improvement in learning achievement.
- Reduction of adult illiteracy rate with sufficient emphasis on female literacy.
- Value required for better living and sound and sustainable development.

ROLE OF I.C.T. IN HIGHER EDUCATION:

- To increase variety of educational services & medium.
- To Promote equal opportunities to obtain education and information.
- To develop a system of collecting & disseminating educational information.
- To promote technology literacy.
- The face of classroom is changing Highly interactive multimedia or hypermedia is widely used.
- Teachers can take initiative to equip their students to use I.C.T. in both in classroom and for continuous self development:
- Expose students to ICT resources and give them all basic orientation and experience in handling them.
- Train students in use of computers for making presentations and reports.
- Keep updating by constantly researching innovations in the field and new strategy to use ICT.

LEARNING ANY PLACE:

The use of I.C.T. has extended the scope of offering programs at a distance. The communications capabilities of modern technologies provide opportunities for many learners to enroll in course offered by external

institutions rather than those situated locally. The freedoms of choice provided by programs that can be accessed at any place are also supporting the delivery of programs with units and courses from a variety of institutions.

Robert Brace well and Therese Laferriere (1996) gave the following observations relating to the changes in learner behaviour attributed to I.C.T.

- I.C.T. has the power to stimulate the development of various intellectual skills such as reasoning and problem-solving ability, learning how to learn and creativity.
- It promoter broader cooperation among learners within and beyond school.
- The orientation of planning is more towards learners performing real work in co-operation with other learners.
- I.C.T. helps teachers to view teaching and learning as a process of continuous research in which they share the difficulties and results with their learners.
- It facilitates effective diagnosing of learner's strong points as well as the specific learning difficulties he/she encounters.

For the successful implementation of multimedia, teacher trainees, teachers need to be trained in the following dimensions:-

- A. Awareness phase.
- B. Learning theories and technology integration.
- C. Basic hardware skills:
 - (i) The PC and laptops-switching and down and networking.
 - (ii) Storage devices; using floppy drive, CDROM drive, flash drive and burning CDROM.
 - (iii) Output devices - using printers and speakers.
 - (v) Input devices - using key-board, mouse, modem, scanners, webcam and digital camera.
 - (vi) Display devices- data projectors and interactive white boards.
- D. Understanding system software - features of desktop, starting an

application, organizing files, switching between programs, copying etc.

- E. Using multimedia: Exposure to multimedia CDROM's in different subjects, installing programs, evaluating.
- F. Using internet, E-mail, news groups, forums, blogging, mailing lists, and internet projects.
- G. Pedagogical applications of I.C.T. tools in subjects- It includes assessment of learning, electronic portfolio.
- H. I.C.T. for professional and personal productivity - I.C.T. for administration, record keeping, reporting and transfer of information, attendance and professional development opportunities.

Mobile Ad- Ha-network (MANET) also known as mobile packet radio networking is a collection of wireless mobile nodes dynamically forming a temporary network without the use of any existing infrastructure or centralized admn. Typical applications of MANETS are in tactical networking and disaster recovery operations. Recently, the rising popularity of multimedia applications among and users in various in various networks and the potential usage of MANETS in civilian life have led to research interest in providing QoS support in MANETS.

MANETS HAVE SEVERAL CHARACTERISTICS:

- Dynamic topologies.
- Bond with constrained. Power constrained operation
- Limited physical security.

Mobile IP for mobile adhoc networks (MIP MANET) works as follows:

- Nodes in an adhoc network that want internet access use their home IP addresses for all communication, and register with a foreign agent.
- To receive packets from hosts in the internet packets are routed to the foreign agent by ordinary mobile IP mechanism.
- Nodes that don't require internet access interact with the adhoc network is though it were a standalone network there is they don't require data regarding routes to destinations outside the adhoc network.

An adhoc network is highly dynamic, and transmissions are susceptible to fades, interference and collisions from hidden/exposed stations.

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CONCLUSION:

In all aspects of I.C.T. the use and relevance is in wider spread. Even in primary education, learner and teacher and more dependable, day by day in all respects the significance is touching sky. Now, It is not status quo but needful to life span. In Indio, through I.T. the system of education is much improve and patterns have been reformed. It is beneficial for both discipline.

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KASHMIR BETWEEN INDIA AND PAKISTAN: AN INTRACTABLE CONFLICT, 1947 TO PRESENT

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Since the partition of British India into India and Pakistan in 1947, the Kashmir dispute between them has become an intractable one. They fought three wars over it in 1947, 1965, and 1999, but have not resolved it the Indians and Pakistanis like Israelis and Palestinians make claims to the same territory. This article is designed to help explain the situation in the region and to offer possible courses of action. To accomplish this goal we will first discuss the genesis of the conflict and its frequent lapses into crises to explain why it has become so intractable. Second, we will look at some of the attempts made by India and Pakistan to settle the conflict and why they have failed. Third, we present alternative solutions to the conflict and concentrate on one particular option that may work. Finally, we will examine and offer reasons why the January 2004 agreement may not work.

INTRODUCTION:

In 1947, when British India was partitioned into India and Pakistan, Hari Singh, the autocratic and unpopular maharaja of Kashmir and Jammu, a predominantly Muslim state, resisted the pressure to join either Pakistan or India hoping to get independence or autonomy from both countries. To buy time and to accomplish this goal, he signed a standstill agreement with Pakistan on August 16, and tried to sign a similar agreement with India. However, following the declaration of independence, communal rioting erupted in Punjab between the Hindus, Sikhs and Muslims when the state was being divided between India and Pakistan. In September, the rioting spilled into Kashmir against the Muslims. The Muslims in the western part of Kashmir rebelled against the maharaja and established their own independent (Azad) Kashmir government. Seeing this as an opportunity to force the rump state to accede to Pakistan, on October 22, 1947, the pathan-armed tribes of the northwest frontier province (NWFP) invaded Kashmir and got to fifteen miles from the state's capital city, Srinagar. Alarmed by this invasion, Hari Singh sought India's military assistance, but India refused to help unless the maharajah signed the instrument of accession, a standard procedure under which other princely states had acceded to India or Pakistan. India agreed to the accession after receiving the consent of Sheikh Abdullah, the secular and popular leader of the national conference (nc) in the state.

RELATIONSHIP BETWEEN INDIA AND PAKISTAN

The relationship India and Pakistan have been strained by a number of historical and political issues, and are defined by the violent partition of British India in 1947, the Kashmir dispute and the numerous military conflicts fought between the two nations. Consequently, even though the two Asian nations share historic, cultural, geographic, and economic links, their relationship has been plagued by hostility and suspicion.

After the dissolution of the British Raj in 1947, two new sovereign nations were formed—the Union of India and the Dominion of Pakistan. The subsequent partition of the former British India displaced up to 12.5 million people, with estimates of loss of life varying from several hundred thousand to a million.^[1] India emerged as a secular nation with a Hindu majority population and a large Muslim while Pakistan was established as an Islamic republic with an overwhelming Muslim majority population. Soon after their independence, India and Pakistan established diplomatic relations but the violent partition and numerous territorial disputes would overshadow their relationship. Since their independence, the two countries have fought three major wars, one undeclared war and have been involved in numerous armed skirmishes and military standoffs. The Kashmir dispute is the main center-point of all of these conflicts with the exception of the Indo-Pakistan

War of 1971, which resulted in the secession of East Pakistan (now Bangladesh).

There have been numerous attempts to improve the relationship—notably, the Shimla summit, the Agra summit and the Lahore. Since the early 1980s, relations between the two nations soured particularly after the Sachedi conflict, the intensification of Kashmir insurgency in 1989, Indian and Pakistani nuclear tests in 1998 and the 1999 Cargill war. Certain confidence — such as the 2003 ceasefire agreement and the Delhi–Lahore Bus service — were successful in deescalating tensions. However, these efforts have been impeded by periodic terrorist attacks. The 2001 Indian Parliament attack almost brought the two nations on the brink of a nuclear war. The 2007 Samjhauta Express bombings, which killed 68 civilians (most of whom were Pakistani), was also a crucial point in relations. Additionally, the 2008 Mumbai attacks carried out by Pakistani militants resulted in a severe blow to the ongoing India-Pakistan peace talks.

THE KASHMIRI INSURGENCY INTENSIFIES – INDO-PAK CONFLICT:

In the midst of the Kashmir Muslim insurgency, tensions between India and Pakistan became so intense that in May 1990, the Pakistani military headed by General Mirza Aslam Beg was willing to use nuclear weapons to “take out New Delhi.” It was President Bush’s national security advisor Robert Gates and assistant secretary for Middle Eastern and South Asian Affairs who reportedly helped arrest a deadly encounter between them by visiting India and Pakistan.¹⁰ The two countries, however, increased their exchange of cross-border firing along the LOC. Prime Minister Benazir Bhutto, who was dismissed in the summer of 1990 by Pakistan’s President Ghulam Ishaq Khan at the prompting of the military, took a hostile stance toward India to appease the Khan (which she admitted in June 1999) after she was reelected in October 1993. She called India an “imperialistic power and aggressor” in Kashmir. Despite these hostile relations, India and Pakistan held several rounds of talks at foreign secretary levels between 1990 and January 1994,

but without any results as they took irreconcilable positions on Kashmir. For example, Pakistan insisted that India stop its counter-insurgency operations, while India insisted that the talks should focus on Pakistan’s cross border aid to the Muslim militants.¹¹ Following Bhutto’s second dismissal by President Farooq Leghori, at the orders of the military, Nawaz Sharif took office as prime minister in February 1997. Indo-Pak relations temporarily thawed. In March of that year, for example, a dialogue at foreign secretary level was resumed. In April, Pakistani foreign minister Gohar Ayub Khan met India’s prime minister, I.K. Gujral, at the non-aligned movement (NAM) meeting in New Delhi, and in May, the two prime ministers met at the South Asian Association of Regional Cooperation (SAARC) summit held at Male, capital of the Maldives Republic. At that meeting they agreed not only to resume talks at the foreign secretary level but also to form eight joint “working groups” that would look at, for the first time since 1972, the Kashmir issue. Subsequently, by September, foreign secretaries held three meetings despite of artillery exchanges at a number of points along the LOC. In September, the prime ministers met again in New York when they attended the UN General Assembly session.¹² This situation, however, changed after the March 1998 parliamentary elections when the BJP-dominated United Front won the election and formed a coalition government that took a hard stand against Pakistan. The home minister, I. K. Advani, of the new government threatened to go after the terrorists even into the Pakistan-occupied Kashmir. Indo-Pakistani tensions increased following the nuclear testing in May 1998. This also caused concerns in the international community that the Kashmir conflict would become a catalyst for war that would include the use of nuclear weapons by both countries. Both countries were severely condemned by the international community and the U.S., Japan, and some European countries imposed sanctions. Following mutual testing, the tempers of both countries were so high that on July 29, when Vajpayee and Sharif met at the tenth summit of the SAARC held in Colombo, Sri Lanka, the encounter failed to break new

ground. Sharif insisted that no progress was possible between the two countries unless the “core issue” of Kashmir was resolved. He characterized the meeting as “zero” and warned that India’s “intransigence” was pushing the region to the brink of war. India’s foreign secretary, K. Raghunath, responded by terming Pakistan’s obsessive focus on the single issue of Kashmir as “neurotic” and that serious dialogue should not be used to “pursue a limited agenda or promote a propagandist exercise.” Intense hostility along the LOC at that same time left thirty villagers dead and led to a large scale evacuation of people from border areas.¹³ In contrast, when they met on September 23, for the second time at the UN General Assembly session, in New York, there was a dramatic change in the tenor of their encounter. It was friendly and they agreed to try to resolve the Kashmir issue “peacefully” and to focus on trade and people to people contact. For example, India agreed to buy sugar and powder from Pakistan. After a decade of absence, Pakistan’s cricket team visited India in November 1998. In February 1999, Pakistan allowed India to run buses from New Delhi to Lahore and following an invitation by Sharif, Vajpayee visited Lahore. His visit is commonly known as bus diplomacy and at the end of their summit they issued the Lahore declaration that was backed up by a clearly spelled out

MEMORANDU OF UNDERSTANDING (MOU).

In the MOU the leaders agreed to engage in consultations on security matters, to include nuclear doctrines, to initiate confidence building measures in both nuclear and conventional areas, and to establish appropriate communications mechanisms to help diminish the possibility of nuclear war by accident or misinterpretation. They also agreed to continue their respective moratoriums on further nuclear tests unless their “supreme national interest” was in jeopardy. This declaration, however, was not well received by some elements of the Pakistani military branch including General Musharraf. The Pakistani military provoked a mini war called the Cargill war within the India-occupied Kashmir, during May to July 1999 that undermined the Indo-Pak relations.

The Cargill war and its impact on Indo-Pak relations

The euphoria that followed the February Lahore declarations by India and Pakistan abruptly dissipated when nearly 1500 Pakistan-backed Muslim militants known as the Islamic mujahideen (Islamic freedom fighters) crossed the LOC and infiltrated six miles into the India-held Cargill region of north Kashmir. The militants who were mostly Afghans together with Pakistani regulars, occupied more than 30 well-fortified positions located atop the most inhospitable frigidly cold ridges, at 16,000 and 18,000 feet above sea level, in the great Himalayan range facing Dras, Kargil, Batalik, and The Mushko valley sectors stretching covering over 30 miles. Indian army patrols, between May 8 and 15 detected and came in contact with the militants and on May 26, India launched air attacks known as Operation Vijay (victory) against the bunkers from which the intruders had been firing upon the Indian troops below the ridges. On May 27, two MiG aircrafts were shot down. One pilot was taken prisoner of war (POW) and the other killed. On May 28, a Mi-17 helicopter was shot down and the four-man crew killed. As the battle raged on between May 31 and June 11, Indian troops were able to clear up some pockets of resistance and to cut off the supply lines to the intruders by outflanking them. They also launched a major offensive in the Kargil Drass sector accompanied by air strikes on June 6, in order to protect the only highway linking Srinagar to Leh in Ladakh region from Pakistani threat. On June 10, Pakistan returned seven severely mutilated bodies of soldiers to New Delhi outraging India. In the face of India’s fury, on June 12, Pakistan’s foreign minister Sartaj Aziz visited New Delhi to talk to Jaswant Singh. But the talks failed. India identified Pakistan as an aggressor that had violated the LOC, while Aziz surprisingly questioned the validity of the line, which was based on the 1972 Shimla agreement signed by both countries. He also called for a joint working group to help settle India’s claim of the Cargill, which Singh angrily rejected. Before he visited New Delhi, Aziz had visited China, a Pakistan ally, seeking its support, but was rebuffed. His visit also did not diminish any of

publicity mileage that Singh's up-and coming visit to china was designed to garner. This was especially important to India, since it was the first time Singh visited china after the Pokhran ii nuclear tests.

ROLE OF PARTIES ON KASHMIR CONFLICT:

The following are some of the alternative solutions suggested for the parties to consider:

Alternative solutions to the Kashmir conflict

- Maintain the territorial state quo in Kashmir along the loc.
- Secure Kashmir's accession to Pakistan.
- Create an independent Kashmir.
- Secure a "Trieste" solution (like the disputed city of trieste which was partitioned between Italy and Yugoslavia) through the territorial transfer of the value of Kashmir to Pakistan.
- Implement a "Tibetan" solution by transforming the demographics in Kashmir (that is, follow the china model that allegedly reduced the Tibetans into a minority by settling Tibet with its hand Chinese. India could do with Hindus and Sikhs).
- Generate an exodus of Kashmir Muslims into Pakistan through repressive or persuasive measures.
- Achieve joint indo-Pakistani control over Kashmir.
- Foster a subcontinent of several independent states.
- Promote a decentralized sub continental confederation of several autonomous states.
- As required by the un security council, hold a plebiscite to ascertain the wishes of Kashmir's.
- Grant a protectorate status to kashmir.³³

THE PAKISTAN IN PRESENT SCANARION:

Are the recent ceasefire violations, the killings and beheading of the Indian soldiers an isolated incident? The happenings in Pakistan in the recent past do not suggest so. It appears to be a part of a larger design to create anarchical situation in Pakistan to bring down the present elected government. Trouble being created in our borders may be the external angle to the situation so being engineered. The Supreme Court of Pakistan has ordered the

arrest of the current Pakistan Prime Minister on corruption charges. At Quetta, in protest against the killing of Shia Muslims in a twin bombing incident in an area dominated by Hazard ethnic minority by pro Sunni militant group Lashkar-e-Jhangvi, families refused to bury their dead. A total of 92 people were killed and 121 seriously wounded. Obliging the protesters, the Pakistan Government has dissolved the provincial government in Baluchistan and has imposed Governor's rule. The TMQ leader Tahir - ul - Qadri who has managed to draw huge crowds has demanded the dissolution of all constitutional assemblies and the formation of an impartial interim government before the general elections creating a political and a law and order problem in the country. It is believed that he is acting at the behest of the Army and with the tacit support of the Pakistan Supreme Court. The timing of the Supreme Court's directions to order the arrest of the Pakistani Prime Minister is also being linked to extending the current unrest to fast track the creation of a situation of convenience to the Army.

Pakistan's Army chief is due to retire in November this year. The present PPP government as well as PML - N Chief Nawaz Sharif who may be a contender for forming the Government after the elections, it is believed, may not be favorably disposed to the military. The current happenings in Pakistan may be an effort by the Pakistan's Army Chief to weaken and discredit the present government and the political system to come to power or to instill a government of his choice and convenience.

INDIA APPROACH AND RESPONSE: Firstly, it is undisputable that we need to maintain friendly relationship with our neighbor but that not at the cost of being seen as spineless. Presently it may be prudent to maintain just a skeleton diplomatic presence in Pakistan. The pace and intensity of our diplomatic efforts need to await the outcome of the present turmoil in Pakistan. All contacts and dialogue may be suspended till an appropriate time. Visa to Pakistan nationals need to be granted only on case to case basis and when inescapable. The world community need to be made aware of Pakistan's duplicity in a proactive

way if need be by sending our diplomats to selected countries including China. India needs to support free and fair elections and effective reforms in our neighborhood. Secondly, the Indian soldier cannot be let down for some perceived advantages especially under pressure from a rogue army. By all accounts it appears that the present tensions created in our borders are the handiwork of the military. The elected Government of Pakistan may or may not be in control of the situation. Pakistan military therefore needs to be dealt with independently and made to realize the costs of such adventurism in a manner that it exposes and hurts its standing in their people's opinion. Given the task, the military is quite capable of delivering.

Thirdly, it is in India's interest to have an economically viable and a peaceful democracy across. For the present suitable economic measures need to be initiated so as to convey to the people of Pakistan that it's military is hurting vital national interests. We may consider suspending all trade concessions and bilateral trade with Pakistan besides competing in areas of Pakistan's exports if need be by providing tax reliefs.

Fourthly, those involved in instigating violence in the Valley and derailing democratic processes taking roots need to be made to feel the heat. The sources of income and assets of the so called leaders and leaders of militant organization must be investigated and measures instituted to stop money flow into the Valley. Fast track courts need to be constituted to punish those instigating, abetting or causing violence. The J & K police needs to be revamped. The security grid in the Valley must be reoriented to protect the grass root level democratic institutions.

CONCLUSION

First, we have looked at the genesis and the continuing indo-Pakistani conflict over Kashmir. Second, we have examined the efforts made by India and Pakistan in trying to resolve the conflict and why these efforts have failed. Third, we have looked at the recent joint statement and the factors leading to its declaration. Fourth, we have suggested alternative solutions to the conflict and given reasons why one particular option may be more acceptable to all parties. Finally, we have discussed the possibilities of success of the last agreement and with a degree of skepticism looked at why the Pakistani military and the ISI may not want to accept the proposed alternative

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GEOLOGY OF DHARAMSALA AND PALAMPUR REGIONS-A HIMALAYAN FRONTAL ZONE DISTRICT KANGRA, HIMACHAL PRADESH: A REVIEW

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ABSTRACT

Geologically Dharamshala and Palampur areas of Himalayan Frontal Zone is as interesting as it is unique because of the displaced geomorphic surfaces, lineaments, river terraces, alluvial fans, drainage channels and topographic ridges etc. which are cited as potential evidence of active tectonics. Sah and Pal, 1991, have described the regional geomorphic, Paleoclimatic and Neotectonic aspects of the Kangra basin and have postulated a model for the quaternary landform evolution of the Kangra valley. This area also assumes significance on account of its seismo-tectonic history that reveals the area to be wedged between the two collision boundaries and linked with intense continental convergence of the northward moving plate (Srivastava et al 1987).

GEOLOGY:

The Himachal Himalaya lies in the north-western sector of the Himalaya and consist of a complete sequence of Paleozoic, Mesozoic and Tertiary rocks, which can be divided into two main tectonic belts: The Main Himalayan Belt and the Frontal Folded Belt and are separated by Main Boundary Thrust, Fig.1. The Frontal Folded Belt characterized by a number of tectonic plates, like Drini Thrust and a number of longitudinal and transverse lineaments. This Frontal Folded Belt is highly folded and faulted. Northward sequence of Frontal Folded Belt is cut by Main Boundary Thrust from where the sequence of Main Himalayan Belt starts, which consists of Dharamkot Limestone [Shali Limestone] (Srikantia and Bhargva, 1976),

Dharamshala Traps [Mandi Darla Volcanics] and Dhauladhar Granites. All these formations are separated from each other by the tectonic planes. The rocks in the Dharamshala- Palampur area show great structural heterogeneity from south to north with distinct geological attributes. According to the classification of (Kumar et al., 1979) the study area has been divided into two main belts. The tectonics belts from south to north are as follows:

NORTH: Main Himalayan Belt [MMB],
Frontal Folded Belt [FFB]

SOUTH:
MHB: Dharamkot Limestone, Dharamshala Traps, Chails And Dhauladhar Granitoids

FFB: Sabathus, Dharamshala Sandstone, Siwaliks And Recent Sediments/ Alluvium

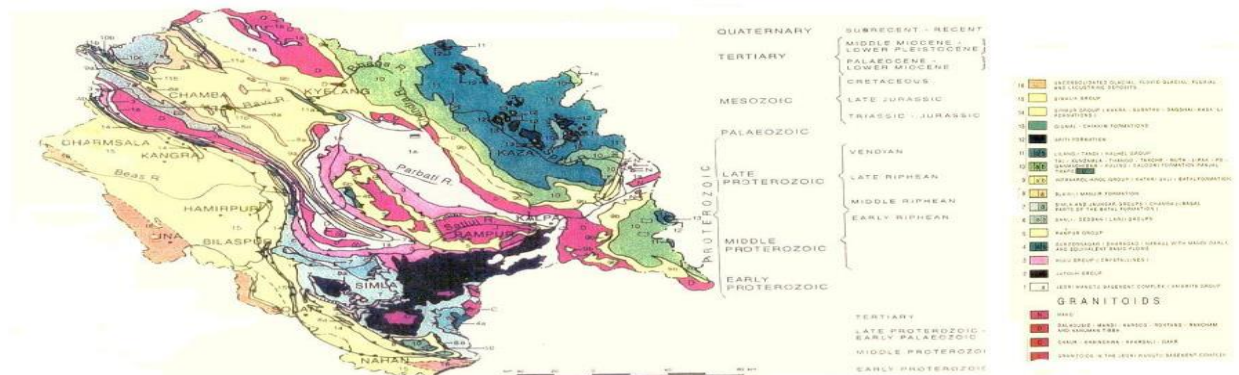


Fig. 1 Geological Map of Himachal Pradesh

GEOMORPHOLOGY:

The Himalayan Mountains are highly unstable and seismically very active. Many small and

micro magnitude earthquakes are occurring almost every day along some of the neotectonically active lineament. This continuous activity has resulted in the contemporary morphological adjustment. Majority of the important tributaries of the study area are controlled by major lineament trend and which show parallelism to one another and strike almost NE-SW direction i.e. transverse to the Himalayan trend and suggestive of overall structural control on the drainage development in the region. Well demarcated colluvial zone roughly co-incised the MBT. This zone is

characterized by number of landslides mainly due to the crushing of the rocks mainly the Sabathu and the Pre-tertiary formations along the MBT. Erosion intensity seems to be more pronounced in the southern part of the region which is characterized comparatively by gentler slopes and indicative of significant morphological adjustment. Geomorphic units of Dharamsala and Palampur are described in Fig. 2, These included denudational hills, dissected denudational hills, valley fills, structural hills and river terraces etc, (Dhar, 2004).

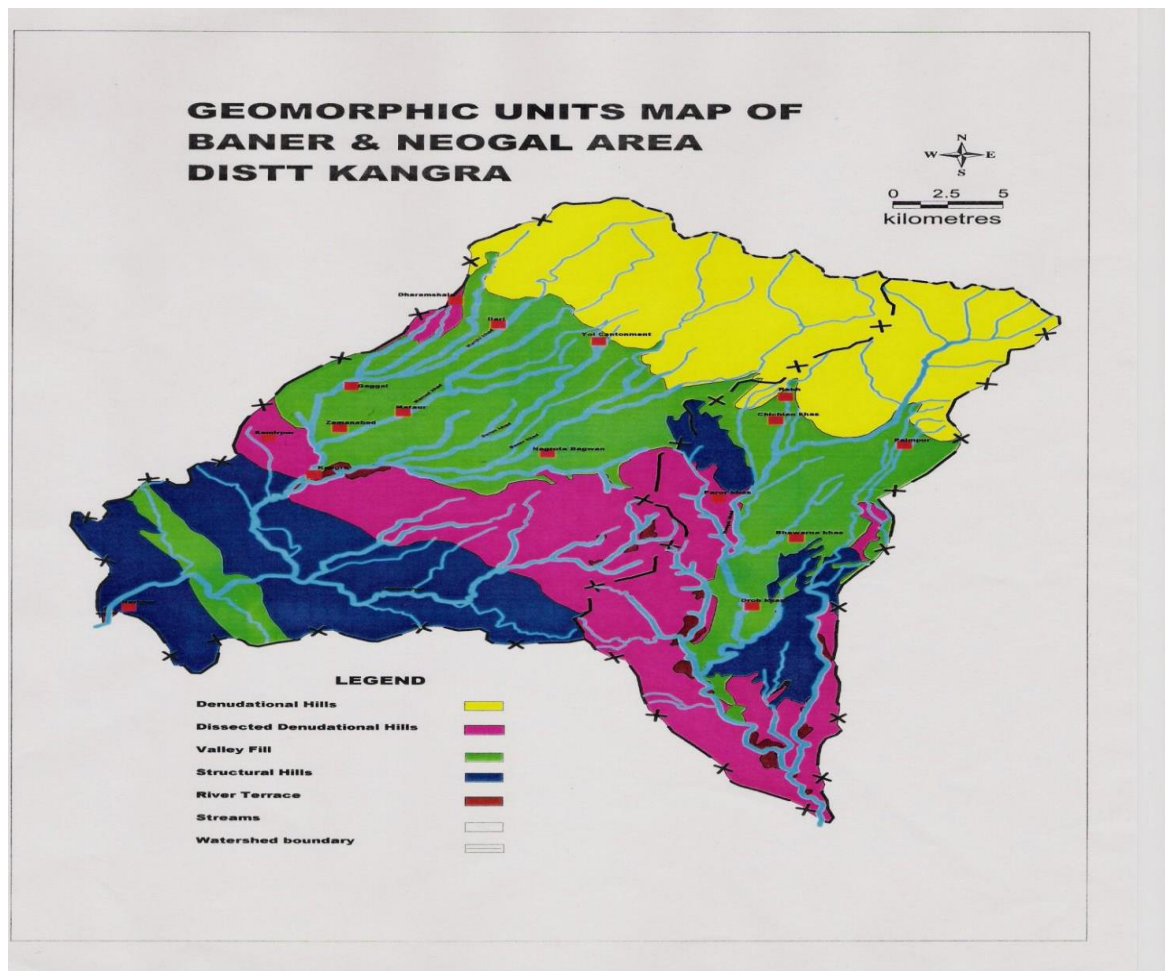


Fig. 2 Geomorphology of Dharamsala-Palampur regions (after Dhar,2004)

DISCUSSION:

About 60 % of the watershed area falls in the Siwalik zone which includes northern agricultural alluvial zone and southern degraded water deficient changer zone. The region is characterised by the rock group/formation from north to south viz. Dhauladhar granite,

Chail formation, Dharamsala trap, Dharamkot limestone, Sabathu, Dharamsala and Shivalik groups. Lithologically predominant rock units are represented by granite clan rocks, basalt, slate, phyllite, schist, sandstone, shale, claystone, limestone, glacial/fluvial deposits and recent alluvium. While throughout the length of

Himalayas good exposures of the tertiary and pre- tertiary rocks occur, but it is in this region of the northwestern Himalayas only that tertiary and pre-tertiary rocks are present within a short aerial distance. This diverse lithology within a short span of distance makes the study area significant both tectonically and environmentally. The individual formations and groups are separated from one another by longitudinal thrust systems (following the Himalayan trend) and significant among them are the Main Boundary Thrust, Chail Thrust and the Drini Thrust. Apart from these tectonic plates the area is again cross-cut by transverse faults/lineaments trending northeast-southwest. The area shows drainage density to the tune of 4-6/Km² with dominant river channels controlled structurally. Geomorphology, drainage, slope analysis and erosion intensity reveal an intense neo-tectonic activity and a predominant fluvial incision (Dhar,2004). The region is prone to landslides and slips because of the above mentioned factors which includes lithology, structure, topography and also the hydrological and climatic conditions but in the recent past anthropogenic activity has often augmented the damage potential of many zones of destabilization(Dhar et al, 2002, 2006 and 2006).

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MATHEMATICAL BEHAVIOUR OF MECHANICAL SYSTEM WITH THREE
TYPES OF FAILURE

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ABSTRACT:

The present paper consist of two identical machines in which one machine is kept as operative and the other is kept as warm stand by. The failure machine can occur due to these types of failure as mechanical, common cause and critical human error. A single repair facilities is considered and using regenerative point technique various reliability measured which are useful to system designer are obtained.

INTRODUCTION:

Many researchers including working in the field of engineering reliability have analysed many redundant systems by using different sets of assumptions. Most of them assumed that an operating machine fails only with one cause of failure. Since most of the engineering systems are operated by human beings so common cause failure and critical human error plays an important role in the system failure. Keeping the above view, we in the present chapter deals with the mathematical behavior of an engineering system in which the failure of machine occurs due to three causes.

Using regenerative point technique with Markov renewal process, the following reliability characteristics of interest which are useful to system designers are obtained.

- Transition and steady state transition probabilities
- Mean Sojourn times in various states
- Mean time to system failure (MTSF)
- Point wise and Steady state availability of the system
- Expected Busy period of the repairman
- Expected number of visits by the repairman

MODEL DESCRIPTION AND ASSUMPTIONS

- The system consists of two identical machines in which one machine is kept as operative and the other is kept as warm standby.
- The failure in the machine can occur due to the following reasons:-

- *Mechanical failure
- *Common cause failure
- *Critical human error
- The whole system can be breakdown due to common cause failure and critical human error only.
- A single repair facility is available in the system with discipline First Come First Serve.
- The failure time distribution of operative and warm standby machines for mechanical, common cause and critical human error are negative exponential.
- The failure time distribution of the complete system is negative exponential.
- The repair time distribution of the failed machine is negative exponential.
- The repair time distribution of the failed system is negative exponential.

NOTATION AND SYMBOLS:

- N_O : Normal machine kept as operative
 N_S : Normal machine kept as warm standby
 F_{mr} : Machine failed due to mechanical fault is under repair
 F_{ccr} : Machine failed due to common cause is under repair
 F_{cher} : Machine failed due to critical human error is under repair
 F_{MR} : Repair of the machine failed due to mechanical fault is continued from earlier state

- F_{ccr} : Machine failed due to common cause is under repair
- F_{cher} : Machine failed due to critical human error is under repair
- F_{MR} : Repair of the machine failed due to mechanical fault is continued from earlier state
- F_{CCR} : Repair of the machine failed due to common cause is continued from earlier state
- F_{CHER} : Repair of the machine failed due to critical human error is continued from earlier state
- F_{wmr} : Repair of the machine failed due to mechanical is in waiting
- F_{ccr} : Repair of the machine failed due to common cause is in waiting
- F_{cher} : Repair of the machine failed due to critical human error is in waiting
- $\alpha_i(i=1,2,3)$: Constant failure rate of an operative machine due to mechanical(1), common cause(2) and critical human error(3)
- $\beta_i(i=1,2,3)$: Constant failure rate of the warm standby machine failed due to mechanical(1), common cause(2) and critical human error(3)

$\nu_i(i=2,3)$: Constant failure rate of the complete system due to common cause(2) and critical human error(3)

$\mu_i(i=1,2,3)$: Constant repair rate of the failed machine due to mechanical(1), common cause(2) and critical human error(3)

$\lambda_i(i=2,3)$: Constant repair rate of the failed system ailed due to common cause(2) and critical human error(3)

Using the above notation and symbols the possible states of the system are

Up States

$S_0 \equiv (N_O, N_S)$ $S_1 \equiv (N_O, F_{mr})$ $S_2 \equiv (N_O, F_{ccr}$

$S_3 \equiv (N_O, F_{cher})$

Down States

$S_4 \equiv (F_{ccr}, F_{CCR})$ $S_5 \equiv (F_{che}, F_{CHER})$ $S_6 \equiv (F_{wmr}, F_{MR})$

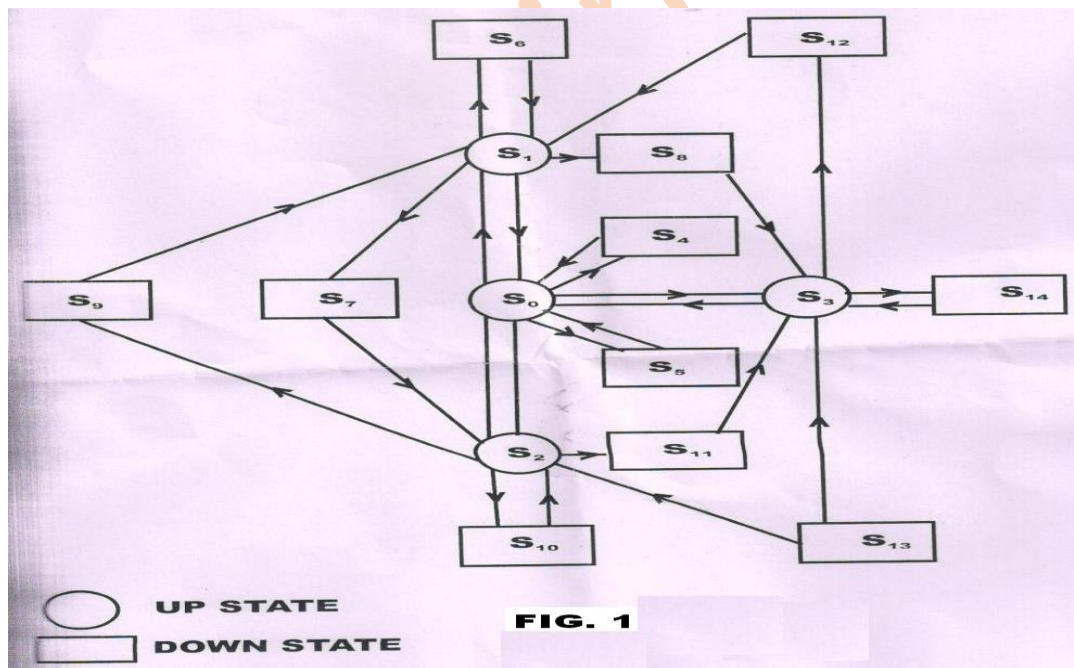
$S_7 \equiv (F_{wccr}, F_{MR})$ $S_8 \equiv (F_{wccr}, F_{MR})$

$S_9 \equiv (F_{wmr}, F_{CCR})$

$S_{10} \equiv (F_{wccr}, F_{CCR})$ $S_{11} \equiv (F_{wcher}, F_{CCR})$

$S_{12} \equiv (F_{wmr}, F_{CHE})$

$S_{13} \equiv (F_{wccr}, F_{CHER})$ $S_{14} \equiv (F_{wcher}, F_{CHER})$



The transitions between the various states are shown in Fig. 1.

TRANSITION PROBABILITIES

Let $T_0 (=0), T_1, T_2, \dots$ be the epochs at which the system enters the states $S_i \in E$. Let X_n denotes the

state entered at epoch T_{n+1} i.e. just after the transition

of T_n . Then $\{T_n, X_n\}$ constitutes a Markov-renewal process with state space E and is semi Markov-Kernal over E . The stochastic

$Q_{ik}(t) = \Pr[X_{n+1} = S_k, T_{n+1} - T_n \leq t \mid X_n = S_i] \dots(1)$
 matrix of the embedded Markov chain is

$$P = p_{ik} = \lim_{t \rightarrow \infty} Q_{ik}(t) = Q(\infty) \dots(2)$$

By simple probabilistic consideration, the non-zero elements of $Q_{ik}(t)$ are:

$$Q_{01}(t) = \int_0^t (\alpha_1 + \beta_1) e^{-\left\{ \sum_{i=1}^3 (\alpha_i + \beta_i) + (\gamma_2 + \gamma_3) \right\} u} du$$

$$= \frac{(\alpha_1 + \beta_1)}{\sum_{i=1}^3 (\alpha_i + \beta_i) + (\gamma_2 + \gamma_3)} \left[1 - e^{-\left\{ \sum_{i=1}^3 (\alpha_i + \beta_i) + (\gamma_2 + \gamma_3) \right\} t} \right]$$

Mean Sojourn times

The mean time taken by the system in a particular state S_i before transiting to any other state is known as mean sojourn time and is defined as

$$\mu_i^? = \int_0^{\infty} P[T > t] dt \dots(10)$$

Where T is the time of stay in state S_i by the system.

To calculate mean sojourn time μ_i in state S_i , we assume that so long as the system is in state S_i , it will not transit to any other state. Therefore;

$$\mu_0^? = \int_0^{\infty} e^{-\left\{ \sum_{i=1}^3 (\alpha_i + \beta_i) + (\gamma_2 + \gamma_3) \right\} u} du$$

$$= \frac{1}{\sum_{i=1}^3 (\alpha_i + \beta_i) + (\gamma_2 + \gamma_3)}$$

$$\mu_1^? = \int_0^{\infty} e^{-\left\{ \sum_{i=1}^3 \alpha_i + \mu_1 \right\} u} du$$

$$= \frac{1}{\sum_{i=1}^3 \alpha_i + \mu_1}$$

$$\mu_2^? = \int_0^{\infty} e^{-\left\{ \sum_{i=1}^3 \alpha_i + \mu_2 \right\} u} du$$

$$= \frac{1}{\sum_{i=1}^3 \alpha_i + \mu_2}$$

$$\mu_3^? = \int_0^{\infty} e^{-\left\{ \sum_{i=1}^3 \alpha_i + \mu_3 \right\} u} du$$

Inter

$$= \frac{1}{\sum_{i=1}^3 \alpha_i + \mu_3}$$

$$\mu_4^? = \int_0^{\infty} e^{-\lambda_2 u} du = \frac{1}{\lambda_2} \mu_5^?$$

$$= \int_0^{\infty} e^{-\lambda_3 u} du = \frac{1}{\lambda_3}$$

$$\mu_6^? = \int_0^{\infty} e^{-\mu_1 u} du = \frac{1}{\mu_1} \quad \mu_7^? = \int_0^{\infty} e^{-\mu_1 u} du = \frac{1}{\mu_1}$$

$$\mu_8^? = \int_0^{\infty} e^{-\mu_1 u} du = \frac{1}{\mu_1} \quad \mu_9^? = \int_0^{\infty} e^{-\mu_2 u} du = \frac{1}{\mu_2}$$

$$\mu_4^? = \int_0^{\infty} e^{-\lambda_2 u} du = \frac{1}{\lambda_2} \mu_5^?$$

$$= \int_0^{\infty} e^{-\lambda_3 u} du = \frac{1}{\lambda_3}$$

$$\mu_6^? = \int_0^{\infty} e^{-\mu_1 u} du = \frac{1}{\mu_1} \quad \mu_7^? = \int_0^{\infty} e^{-\mu_1 u} du = \frac{1}{\mu_1}$$

$$\mu_8^? = \int_0^{\infty} e^{-\mu_1 u} du = \frac{1}{\mu_1} \quad \mu_9^? = \int_0^{\infty} e^{-\mu_2 u} du = \frac{1}{\mu_2}$$

$$\mu_{10}^? = \int_0^{\infty} e^{-\mu_2 u} du = \frac{1}{\mu_2} \quad \mu_{11}^? = \int_0^{\infty} e^{-\mu_2 u} du = \frac{1}{\mu_2}$$

$$\mu_{12}^? = \int_0^{\infty} e^{-\mu_3 u} du = \frac{1}{\mu_3} \quad \mu_{13}^? = \int_0^{\infty} e^{-\mu_3 u} du = \frac{1}{\mu_3}$$

$$\mu_4^? = \int_0^{\infty} e^{-\lambda_2 u} du = \frac{1}{\lambda_2} \mu_5^?$$

$$= \int_0^{\infty} e^{-\lambda_3 u} du = \frac{1}{\lambda_3}$$

$$\mu_6^? = \int_0^{\infty} e^{-\mu_1 u} du = \frac{1}{\mu_1} \quad \mu_7^? = \int_0^{\infty} e^{-\mu_1 u} du = \frac{1}{\mu_1}$$

$$\begin{aligned} \mu'_{10} &= \int_0^{\infty} e^{-\mu_2 u} du = \frac{1}{\mu_2} & \mu'_{11} &= \int_0^{\infty} e^{-\mu_2 u} du = \frac{1}{\mu_2} \\ \mu'_{12} &= \int_0^{\infty} e^{-\mu_3 u} du = \frac{1}{\mu_3} & \mu'_{13} &= \int_0^{\infty} e^{-\mu_3 u} du = \frac{1}{\mu_3} \\ \mu'_{14} &= \int_0^{\infty} e^{-\mu_3 u} du = \frac{1}{\mu_3} \dots(11-25) \end{aligned}$$

Contribution to Mean Sojourn Time

For the contribution to mean sojourn time in state $S_i \in E$ and non-regenerative state occurs, before transiting to $S_j \in E$, i.e.,

$$m_{ij} = - \int_0^{\infty} t \cdot q_{ij}(t) dt = -q^{*}_{ij}(0)$$

Therefore,

$$\begin{aligned} m_{01} &= \int_0^{\infty} t \cdot (\alpha_1 + \beta_1) e^{-\left\{ \sum_{i=1}^3 (\alpha_i + \beta_i) + (\gamma_2 + \gamma_3) \right\} t} dt \\ &= \frac{(\alpha_1 + \beta_1)}{\left[\sum_{i=1}^3 (\alpha_i + \beta_i) + (\gamma_2 + \gamma_3) \right]^2} \\ m_{02} &= \int_0^{\infty} t \cdot (\alpha_2 + \beta_2) e^{-\left\{ \sum_{i=1}^3 (\alpha_i + \beta_i) + (\gamma_2 + \gamma_3) \right\} t} dt \\ &= \frac{(\alpha_2 + \beta_2)}{\left[\sum_{i=1}^3 (\alpha_i + \beta_i) + (\gamma_2 + \gamma_3) \right]^2} \\ m_{03} &= \int_0^{\infty} t \cdot (\alpha_3 + \beta_3) e^{-\left\{ \sum_{i=1}^3 (\alpha_i + \beta_i) + (\gamma_2 + \gamma_3) \right\} t} dt \\ &= \frac{(\alpha_3 + \beta_3)}{\left[\sum_{i=1}^3 (\alpha_i + \beta_i) + (\gamma_2 + \gamma_3) \right]^2} \\ &= \int_0^{\infty} t \cdot \gamma_2 e^{-\left\{ \sum_{i=1}^3 (\alpha_i + \beta_i) + (\gamma_2 + \gamma_3) \right\} t} dt \\ &= \frac{\gamma_2}{\left[\sum_{i=1}^3 (\alpha_i + \beta_i) + (\gamma_2 + \gamma_3) \right]^2} \\ m_{05} &= \int_0^{\infty} t \cdot \gamma_3 e^{-\left\{ \sum_{i=1}^3 (\alpha_i + \beta_i) + (\gamma_2 + \gamma_3) \right\} t} dt \end{aligned}$$

where

$$= \frac{\gamma_3}{\left[\sum_{i=1}^3 (\alpha_i + \beta_i) + (\gamma_2 + \gamma_3) \right]^2} \dots(26-30)$$

mean Time to system failure (mtsf)

To obtain the distribution function $\pi_i(t)$ of the time to system failure with starting state S_0 .

$$\pi_0(t) = Q_{04}(t) + Q_{05}(t) + Q_{01}(t)\pi_1(t) + Q_{02}(t)\pi_2(t) + Q_{03}(t)\pi_3(t)$$

$$\pi_1(t) = Q_{16}(t) + Q_{17}(t) + Q_{18}(t) + Q_{20}(t)\pi_0(t)$$

$$\pi_2(t) = Q_{29}(t) + Q_{2,10}(t) + Q_{2,11}(t) + Q_{20}(t)\pi_0(t)$$

$$\pi_3(t) = Q_{3,12}(t) + Q_{3,13}(t) + Q_{3,14}(t) + Q_{30}(t)\pi_0(t)$$

....(31 -33)

Taking Laplace Stieltjes transform of relations (31 - 33) we have

$$\tilde{\pi}_0(s) = \tilde{Q}_{04}(s) + \tilde{Q}_{05}(s) + \tilde{Q}_{01}(s) \cdot \tilde{\pi}_1(s) +$$

$$\tilde{Q}_{02}(s) \cdot \tilde{\pi}_2(s)$$

$$+ \tilde{Q}_{03}(s) \cdot \tilde{\pi}_3(s)$$

$$\tilde{\pi}_1(s) = \tilde{Q}_{16}(s) + \tilde{Q}_{17}(s) + \tilde{Q}_{18}(s) + \tilde{Q}_{20}(s) \cdot \tilde{\pi}_0(s)$$

$$\tilde{\pi}_2(s) = \tilde{Q}_{29}(s) + \tilde{Q}_{2,10}(s) + \tilde{Q}_{2,11}(s) +$$

$$\tilde{Q}_{20}(s) \cdot \tilde{\pi}_0(s)$$

$$\tilde{\pi}_3(s) = \tilde{Q}_{3,12}(s) + \tilde{Q}_{3,13}(s) + \tilde{Q}_{3,14}(s) +$$

$$\tilde{Q}_{30}(s) \cdot \tilde{\pi}_0(s) \dots(34 - 37)$$

and solving it for $\tilde{\pi}_0(s)$ by omitting the argument

's' for brevity,

$$\tilde{\pi}_0(s) = N_1(s) / D_1(s) \dots(38)$$

$$N_1(s) = (\tilde{Q}_{04} + \tilde{Q}_{05}) + \tilde{Q}_{01}(\tilde{Q}_{16} + \tilde{Q}_{17} + \tilde{Q}_{18}) + \tilde{Q}_{02}(\tilde{Q}_{29} + \tilde{Q}_{2,10}) + \tilde{Q}_{2,11} + \tilde{Q}_{03}(\tilde{Q}_{3,12} + \tilde{Q}_{3,13} + \tilde{Q}_{3,14}) \dots(39)$$

and

$$D_1(s) = 1 - \tilde{Q}_{01}\tilde{Q}_{10} - \tilde{Q}_{02}\tilde{Q}_{20} - \tilde{Q}_{03}\tilde{Q}_{30} \dots(40)$$

availability analysis

System availability is defined as

$A_i(t) = \text{Pr}[\text{Starting from state } S_i \text{ the system is available at epoch } t \text{ without passing through any regenerative state}]$ and

$M_i(t) = \text{Pr}[\text{Starting from up state } S_i \text{ the system remains up till epoch } t \text{ without passing through any regenerative up state}]$

Obtaining $A_i(t)$ by using elementary probability argument;

$$\begin{aligned} A_0(t) &= M_0(t) + q_{01}(t) \odot A_1(t) \\ &+ q_{02}(t) \odot A_2(t) + q_{03}(t) \odot A_3(t) \\ &+ q_{04}(t) \odot A_4(t) + q_{05}(t) \odot A_5(t) \\ A_1(t) &= M_1(t) + q_{10}(t) \odot A_0(t) + q_{16}(t) \odot A_6(t) + q_{17}(t) \odot A_7(t) \\ &+ q_{18}(t) \odot A_8(t) \\ A_2(t) &= M_2(t) + q_{20}(t) \odot A_0(t) + q_{29}(t) \odot A_9(t) + q_{2,10}(t) \odot A_{10}(t) \\ &+ q_{2,11}(t) \odot A_{11}(t) \\ A_3(t) &= M_3(t) + q_{30}(t) \odot A_0(t) \\ &+ q_{3,12}(t) \odot A_{12}(t) \\ &+ q_{3,13}(t) \odot A_{13}(t) \\ &+ q_{3,14}(t) \odot A_{14}(t) \\ A_4(t) &= q_{40}(t) \odot A_0(t) \\ A_5(t) &= q_{50}(t) \odot A_0(t) \\ A_6(t) &= q_{61}(t) \odot A_1(t) \\ A_7(t) &= q_{72}(t) \odot A_2(t) \\ A_8(t) &= q_{83}(t) \odot A_3(t) \\ A_9(t) &= q_{91}(t) \odot A_1(t) \\ A_{10}(t) &= q_{10,2}(t) \odot A_2(t) \\ A_{11}(t) &= q_{11,3}(t) \odot A_3(t) \\ A_{12}(t) &= q_{12,1}(t) \odot A_1(t) \\ A_{13}(t) &= q_{13,2}(t) \odot A_2(t) \\ A_{14}(t) &= q_{14,3}(t) \odot A_3(t) \dots(41 - 57) \end{aligned}$$

where

$$\begin{aligned} M_0(t) &= e^{-\left\{\sum_{i=1}^3(\alpha_i + \beta_i) + (\gamma_2 + \gamma_3)\right\}t} \\ M_1(t) &= e^{-\left\{\sum_{i=1}^3\alpha_i + \mu_1\right\}t} \\ M_2(t) &= e^{-\left\{\sum_{i=1}^3\alpha_i + \mu_2\right\}t} \\ M_3(t) &= e^{-\left\{\sum_{i=1}^3\alpha_i + \mu_3\right\}t} \dots(58 - 61) \end{aligned}$$

Taking Laplace transform of above equation (43 - 57) we have

$$\begin{aligned} A^*_0(s) &= M^*_0(s) \\ &+ q^*_{01}(s).A^*_1(s) \\ &+ q^*_{02}(s).A^*_2(s) \\ &+ q^*_{03}(s).A^*_3(s) \\ &+ q^*_{04}(s).A^*_4(s) \\ &+ q^*_{05}(s).A^*_5(s) \\ A^*_1(s) &= M^*_1(s) \\ &+ q^*_{10}(s).A^*_0(s) \\ &+ q^*_{16}(s).A^*_6(s) \\ &+ q^*_{17}(s).A^*_7(s) \\ &+ q^*_{18}(s).A^*_8(s) \\ A^*_2(s) &= M^*_2(s) \\ &+ q^*_{20}(s).A^*_0(s) \\ &+ q^*_{29}(s).A^*_9(s) \\ &+ q^*_{2,10}(s).A^*_{10}(s) \\ &+ q^*_{2,11}(s).A^*_{11}(s) \\ A^*_3(s) &= M^*_3(s) \\ &+ q^*_{30}(s).A^*_0(s) \\ &+ q^*_{3,12}(s).A^*_{12}(s) \\ &+ q^*_{3,13}(s).A^*_{13}(s) \\ &+ q^*_{3,14}(s).A^*_{14}(s) \\ A^*_4(s) &= q^*_{40}(s).A^*_0(s) \\ A^*_5(s) &= q^*_{50}(s).A^*_0(s) \\ A^*_6(s) &= q^*_{61}(s).A^*_1(s) \\ A^*_7(s) &= q^*_{72}(s).A^*_2(s) \\ A^*_8(s) &= q^*_{83}(s).A^*_3(s) \\ A^*_9(s) &= q^*_{91}(s).A^*_1(s) \\ A^*_{10}(s) &= q^*_{10,2}(s).A^*_2(s) \\ A^*_{11}(s) &= q^*_{11,3}(s).A^*_3(s) \\ A^*_{12}(s) &= q^*_{12,1}(s).A^*_1(s) \\ A^*_{13}(s) &= q^*_{13,2}(s).A^*_2(s) \\ A^*_{14}(s) &= q^*_{14,3}(s).A^*_3(s) \dots(62 - 76) \end{aligned}$$

Now, solving for pointwise availability $A^*_0(s)$, by omitting the arguments 's' for brevity, one gets

$$A^*_0(s) = \frac{N_2(s)}{D_2(s)} \dots(77)$$

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GROWTH OF POPULATION AND ITS PROCESS IN HARYANA: A CASE STUDY OF
NARNAUL CITY (1991-2011)

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ABSTRACT:

The growth of population in Haryana is after the green revolution that increases the income of the people leading the development of the other economic activities and all of that accelerated urbanization. Out of the total population of the Haryana 34.88 percent live in the urban areas. The total figure of population live in urban areas is 8,842,103 of which 4,720,728 are males and while remaining 4,121,375 are females. The total population of the Haryana around 65.12 percent lives in the rural areas. In actual numbers, males and females were 8,774,006 and 7,735,353 respectively and total population of rural areas of Haryana state is 16,509,359 and 65.12 percent growth rate. Narnaul city is facing high growth rate of population, traffic congestion, increase in pollution level and decrease in green cover, encroachment on the environ, sewage and waste disposal, power crisis, water problem due to the population growth. Urban expansion appears to be one of the most important reasons for environmental issues facing urban place in the Narnaul city where there is a rapid population growth due to transformation of agricultural land to various types of economic activities. It is selected for the study area because it is rapid urban expansion after 1991. Narnaul city have 88 million urban populations its total population, the city is experiencing rapid expansion and urban growth.

Keywords: Population growth, Urban Expansion, Agriculture Land, Development.

INTRODUCTION:

In the Report of the United Nations (2003) it is assessed that in the following thirty years, practically all worldwide populace will be moved in urban territories. For example, Europe and North America in the more created pieces of the world, the dimension of urbanization is exceptionally high, and just about 50 percent at the worldwide populace lives in urban regions. This rate, as indicated by a few evaluations is required to raise yet assist in future decades. In 1800, just 3 percent of the total populace lived in urban zones. By 1900, for example over next hundred years this figure went up to right around 14 percent as it were. Further, there were just 12 urban communities with 1 million or more occupants at the beginning of a century ago. Be that as it may, by 1950, 30 percent of the total populace lives in urban focuses and the quantity of urban areas with more than 1 million individuals.

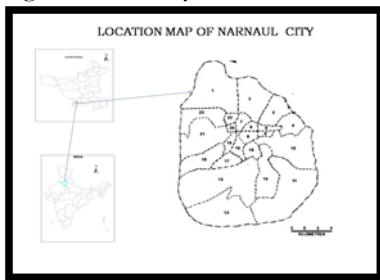
The world has encountered quick urban growth in late decades. In 2000, about 47 percent of the total populace lived in urban territories. Presently, with more than one million populations urban areas are upwards of 411. Less created nations, 40 percent of occupants live in urban regions, while progressively created nations, around 76 percent are urban. Fast urbanization in many creating nations is low even today. It is normal that 60 percent of the total populace will be urban by 2030, and that most urban growth will happen in less created nations (Population Research Bureau, 2005:19). In creating

nations, urbanization is a wonder that has turned out to be progressively extraordinary in the previous decade. India has the vast majority of the highlights of urbanization like creating nations. All out number of towns has developed from 1827 to 5161 amid 1901 to 2001. The all out size of urban populace has expanded from 2.58 crores 1901 to 28.53 crore in 2001. Amid 1921-31 to until 1951 a yearly growth rate of urban populace in India has a quicker pace. After that a sharp diminished in growth of urban populace in the decade 1951-61. Amid the 1961-71 and 1971-81 urban growth rate came to up to the present dimension of 2.7 percent.

Amid the decade 1951-61 the growth rate of urban region decline in light of the fact that a substantial number of urban communities declassification because of sticker meaning of urban focuses at the season of 1961 Census. In India, the quantity of million urban areas has expanded to 5 million out of 1951 to 23 out of 1991 and 35 of every 2001. At the season of 2001 Census, 37 percent of all out urban populace dwells in these million or more urban communities. Haryana, after its arrangement as a different state in 1966, and especially since the 1970s has encountered a checked speeding up in its urbanization procedure. The quantity of Class-I urban focuses in the state has expanded from only 4 out of 1971 to upwards of 19 of every 2001. In 2001, 66.69 percent of the urban populace in the state lived in Class-I towns.

STUDY AREA:

Because of its area in the nearby region of the National Capital, the urban scene of Narnaul has experienced change every once in a while. The data shown by the Census of India 2011 suggests that, Narnaul city is the thirteenth biggest city of Haryana state. Narnaul is a Class- III city with a population of 1, 73, and 133 during the season of 2011 enumeration. In 2010, Municipal Committee of Narnaul was renamed to Municipal Corporation (MC) [18]. In the year 2010 the approximate possible region of the city was 11039.15 hectares.



There was a need of same spatial unit during the examination of a particular zone in the arrangement of a particular period. Additionally, it is valuable on account of Narnaul utilizing entropies for much era information. After some time it was found that the limit of metropolitan wards and points of confinement in Narnaul City experienced a change after some time. To determine this issue the most recent MC limit of Narnaul city has been taken as a base for number of times and the information was taken from the present investigation. Therefore, the MC limit was divided into 1.5 kilometers by 1.5 kilometers networks. Forty seven matrices covered the whole MC Zone of Narnaul city.

For most of the parts, it is proposed that the urban sprawl is influenced by access to street system and separation from downtown area. In the present study the entropy figured in light of the separation and the rot properties of urban sprawl. The impacts were to the extent where factors were estimated with the assistance of cradle in GIS.

The point of the present investigation is to delineate example of urban sprawl in Narnaul city. In this manner, this investigation of patterns of urban developed territory is required to get impermanent information. In this work, Survey of India (SOI) Top sheet distributed in 1973 and Landsat TM 1989, IRS-1D LISS - III 2002, IRS P6 (RESOURCESAT 1),

LISS - IV Pan (mono) 2005 and Google Earth 2011 picture was obtained from Google Earth. It was then been utilized to recognize the switches in urban developed regions. Utilizing this information of developed territory over some stretches of time demonstrates the changing pattern.

Toward this path a mechanical zone was produced by the Haryana State Industrial and Infrastructure Development Corporation Limited (HSIIDC). Amid 2002-2005 a development rate of 14 percent was recorded in the developed zone while development of population was at the rate of just 7.79 percent as it were. This demonstrates that the development of the city is a greater amount of even extension kept on existing. The developed territory of the city has turned out to be 1998.2 hectares and populace 3, 73,133 at the season of 2011. In this way, development rate in developed region was 24.14 percent and populace development rate was 14.47 percent amid the time of 2005-2011. Amid this period, a few private, institutional, modern regions have been produced in the city. Similarly HSIIDC has built up an Industrial Model Township (IMT) on the eastern side of the city. A few business organizations are building up its units in Industrial Model Township (IMT) territory, for example, Asian Paints Limited, Maruti Suzuki's Research and Development Plant, Hitech Plastics Limited and Footwear Design and Development Institute. In the northern side of the city numerous foundations have come up like Institute of Fashion Design, Film and TV, Fine Arts and Communication, Industrial Training Institute. The Haryana Urban Development Authority (HUDA) is building up the Rajiv Gandhi Sports Complex in Sector-6 additionally on the northern side of the city.

The city has encountered a development of developed region by just about five times while the number of

inhabitants in the city has scarcely trebled during the period of 1991 to 2011. The development rate of developed zone has been multiplied than the development rate of population in almost four decades i.e. 1991

to 2011. It demonstrated that development of the city is essentially at the level of the expense of encompassing prolific horticultural land. Additionally, the development of developed territory in the city

demonstrates that it isn't request driven. It was a striking feature that there was 37 percent expansion in the topographical territory of city over the period of 10 year. In the present examination, network related zone has been considered as the geophysical variable, which empowers assurance of urban development.

OBJECTIVES OF THE STUDY AREA:

- To assess the rate population growth in the study area.
- To make the map of the population growth of the Narnaul city.

DATA SOURCES AND METHODOLOGY:

The study will focus on population growth and urban expansion and its impact on the Narnaul city and their region. It would employ both primary as well as secondary data. Primary data would be collected to know the actual field information. GCP points would be obtained to verify the secondary data. Secondary data would be obtained from town directories, the census of India, statistical abstracts of India and Haryana, topographical maps, satellite imageries and other relevant published and unpublished literature. As for as, the methodology is concerned, the study is based on the quantitative approach. Various quantitative techniques would be employed to get the accurate information. The present study will be based on primary as well as secondary data obtained from different sources. Following data sources will be used for present work;

- Topographic sheet (Survey of India, Dehradun) 1968 and 2005-2006.
- Guide map of Narnaul city.
- Google Earth Pro image February 2, 2002.
- Geoeye satellite Image downloaded from Google earth pro October 14, 2015.
- Census data published by Census of India.
- Municipal Committee office and Department of Town and Country Planning, Haryana.
- Primary Data: Socio-Economic Survey.
- Haryana statistical abstract

SOFTWARE USED:

In the present study following software will be used

- ARC GIS 9.3
- ERDAS 9.0
- MS OFFICE 2007, 2010 for Statistical Calculation & Diagrams

Population Growth of Narnaul city

Narnaul town is a medium class town and headquarter of area Mahendergarh situated in the southern piece of Haryana state. Over 57% of area population is possessed in Narnaul town. It is a below average town comprising 21 wards spread over a zone of about 9.67 km² with metropolitan committee as it nearby administering body.

Table 2.1 Demographic Profile of Narnaul Town (2001)

S. No.	Parameters	2001
1	Population	62,077
2	Household	10588
3	SC Population	7931
4	Slum Population	11279
5	Literacy Rate	78.56%
6	Sex Ratio	878
7	Main Working Population	16373
8	Marginal Working Population	2760
9	Area	9.67 km ²

Table 2.1 demonstrates the statistic profile of Narnaul town. Narnaul town has a population of 62,077 people lived in 10,588 family units 2001. The town has 21 wards spread over a region of 9.67 km². The education rate is 78.56 percent and its sex proportion was 878. Out of the absolute population, 7931 (12.78%) individuals have a place with Scheduled Caste and 11,279 (19.15%) people have a place with ghetto population. These two classifications share increasingly 31.93 percent population. The working population of the town is 16,373 which is 26.37 percent of the all-out population, while the negligible working population is 2760 (4.45%) of complete population. Which share all the more than 30.82 percent working population out of absolute population of the town and 69.12 percent are reliant population.

Table 2.2: Distribution of Sex wise Population and household, Narnaul Town, 2001

Sr. No.	No. of Household	Population	Male	Female	Sex ratio
1	662	3707	1969	1738	883
2	443	2699	1426	1273	893
3	438	2808	1479	1329	899
4	648	3927	2168	1759	811
5	455	2875	1558	1317	845
6	499	3257	1722	1535	891
7	458	2708	1442	1266	878
8	645	3966	2103	1868	886
9	434	2343	1230	1113	905
10	655	3740	1994	1746	876
11	490	2997	1618	1379	852
12	522	3203	1709	1494	874
13	530	3048	1638	1410	861
14	404	2427	1258	1169	929
15	413	2373	1282	1091	851
16	477	2631	1399	1232	881
17	383	2333	1230	1098	889
18	417	2328	1205	1123	932
19	428	2176	1126	1050	933
20	447	2473	1348	1125	835
21	740	4058	2141	1917	895
Total	10588	62077	33050	29027	878

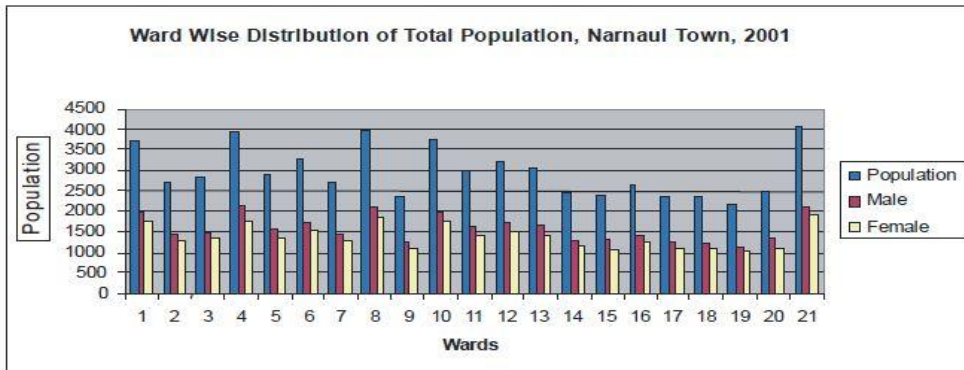


Figure 2.1

Table 2.2 and figure 2.1 demonstrate the ward shrewd population conveyance with their family units and its sex proportion. The all out population of the town is 62,077 in which 33,050 (53.24%) guys and 29,027 (46.76%) female. The most extreme number of population 4058 (6.54%) has been recorded in ward 21. The fundamental reason of the most astounding population is that it is a private and recently developed ward. In wards 10, 11, 12 and 13 have additionally much population than alternate wards in light of the fact that these wards are essentially have a place with planned station population. Another side the wards 16, 17, 18 and 19 have exceptionally low population in view of fundamental market region of the town. So there are

little segment of room is accessible for private reason in these wards. Individuals of these wards have relocated in open neighborhood of various wards of the town.

SEX RATIO

Demographic measure of sex distribution or balance of sexes in a population is different from one country to another. In the country like U.S.A., the sex ratio is expressed in terms of number of males per 100 females and it is calculated as under:-

$$SR = P_m / P_f \times 100$$

In the other countries, the sex ratio is generally calculated in terms of the number of females per 100 males

that can be expressed under:

$$SR = P_p/P_m \times 100$$

But in India sex ratio is defined as the number of females per 1000 males and represented as below

$$SR = P_f/P_m \times 1000 \text{ or}$$

$$SR = P_m/P_f \times 1000$$

Here is

SR = Sex ratio

P_m = Per male

P_f = Per female

Table 2.2 and figure 2.2 demonstrates the sex proportion of the town in 2001. The general sex proportion of the town is 878 which are more than the state's sex proportion 861. These are three classes at ward level. The most astounding sex proportion which is more than 920 has been recorded in three wards for example 10, 18, 19. The primary reason of high sex proportion is that ward 10 has a place with Schedule Caste population while 18, 19 wards have better instructive status. The most minimal sex proportion of the town is under 840, which has just two wards 4 and 20. Be that as it may, wards 1, 2, 3, 6, 8, 9, 16, 17 and 21 have more than 880 and the fundamental reason of good sex proportion is better instructive status. Figure 2.2 presents the sex proportion of the town at ward level (2001). It very well may be partitioned into the three classes of sex proportion for example (I) low (< 850 female for each thousand male) (ii) Medium (850-900 female for each thousand male) and (iii) high (> 900 female for every thousand male). The least (<850) sex proportion is recorded in the wards 4, 5 and 20. The principle reason of the most minimal sex proportion is because of less population and less houses. This area might be described as blocked, contaminated and have less office; henceforth they moved to other open private wards. The second classification for example medium sex proportion (850-900) has been found in wards 1, 2, 3, 6, 7, 8, 10, 11, 12, 13, 15, 17 and 21. These wards have great framework offices and private quarters.

GROWTH RATE

Growth rate of any town will be spoken to the population of the wherever will be expanded or diminished of inside 10 years. At the point when the population of any town increments inside multi year,

it might be sure and when it is diminishing then it might be negative growth of the town or town.

Growth rate of population is representing the changes of population in two points of time which represents in percentage as follows:

$$g = 100$$

P₁

P₂

Here is:

P₁ = Population of base year

P₂ = Population of current year

g = growth rate

Table 2.3 and figure 2.3 and demonstrate the decadal growth rate of the town at ward level. It very well may be partitioned into three classifications for example (I) low growth rate (<10 %) (2) Medium growth rate (10-20%) and (3) growth rate (>20%) has been recorded in 1, 2, 5, 7, 12, 15, 16, 17, 18, 19 wards. The fundamental reason of the most minimal growth rate classification for example low growth rate (<10%) of population is presence of primary market zone in the ward 15, 17, 18 and 19. So these wards end up clogged. Subsequently the general population moved in open private wards like 11 and 12. Ward 1 created as a division zone; 2 as officer's state; 5, 7 and 12 as managerial zone. The second class for example medium growth rate of the town (10-20 %) has been recorded in wards 3, 5, 9. The third class for example the most astounding growth rate (> 20 %) is recorded in the wards 4, 6, 8, 10, 11, 13. In which ward 8 have the most astounding growth rate (46.35%) of population. The fundamental reason of the most elevated growth rate of population is because of private trademark. While in the rest of the ward 4, 10, 11 and 13 are overwhelmed by the Scheduled Caste population which have high growth rate of population, poor instructive offices, wellbeing and other foundation. The presence of wards 20 and 21 was made after 1991. So information can't be pertinent. Table 2.3 demonstrates that amid multi decade (1991 to 2001), the growth rate of the population of the town was sure (+19.43%). pertinent. Table 2.3 demonstrates that amid multi decade (1991 to 2001), the growth rate of the population of the town was sure (+19.43%).

Table 2.3 Population Decadal Growth rates, Narnaul Town, 1991 and 2001

Wards	Total Population		Decadal Growth 1991 and 2001
	1991	2001	
1	4115	3707	-9.91
2	2563	2699	+5.31
3	2507	2808	+12.01
4	2733	3927	+43.69
5	2576	2875	+11.61
6	2710	3257	+20.15
7	2756	2708	-1.74
8	2710	3966	+46.35
9	2082	2343	+12.54
10	3084	3740	+21.27
11	2264	2997	+32.38
12	3734	3203	-14.22
13	2275	3048	+33.98
14	2589	2427	-6.26
15	2490	2373	-4.70
16	26	2631	0
17	2563	2333	-8.97
18	2353	2328	-1.06
19	3241	2176	-32.86
20	-	2473	NA
21	-	4058	NA
Total	51976	62077	+19.43

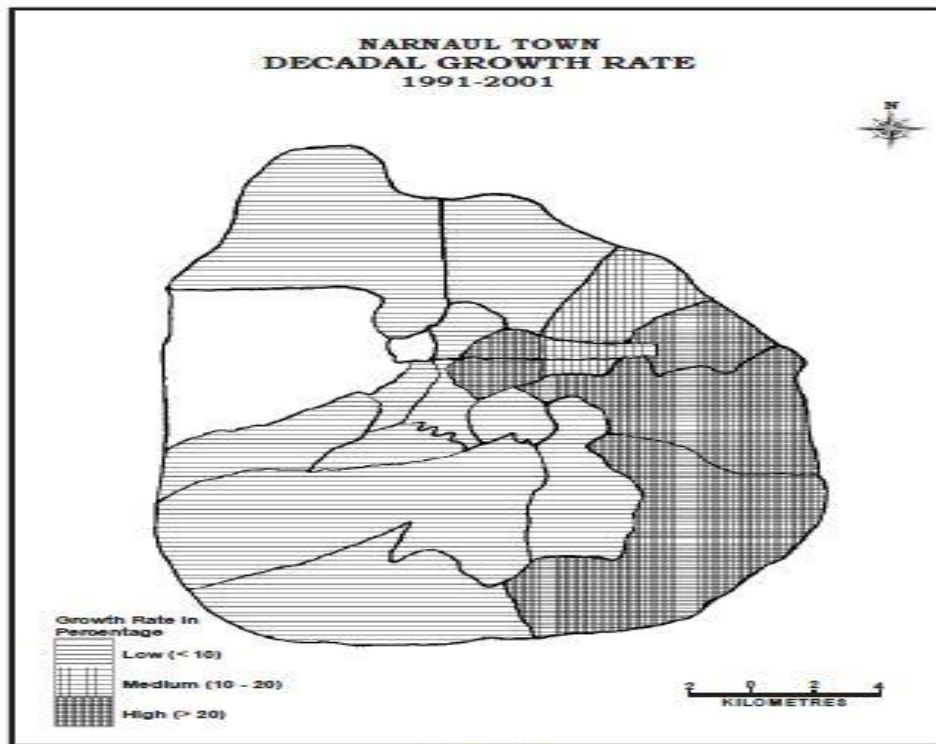


Fig - 2.3

Figure 2.5 demonstrates the sex proportion of the offspring of 0-6 age gathering of the town. The least sex proportion (< 750) has been recorded in wards 2, 3, 4, 6, 9, 15. The primary reason of most minimal 0-6 age gathering sex proportion is low instruction status and poor private offices in wards

3 and 4 the rest of the wards 6, 9 wards have extremely little region. Because of clog of population, individuals moved in open private part. The majority of the wards of the towns have medium sex proportion (740-

850) in wards 1, 5, 7, 10, 12, 16, 17, 19, 20 and 21. because of local location and better framework
 Be that as it may, wards 8, 11, 13, 14 and 18 have offices. The ward 18 is overwhelmed by market
 most elevated sex proportion (>850) aside from 18 and great number of instructive offices

Distribution of Population (Age Group 0-6 year), Narnaul Town, 2001

Ward No.	Person	Male	Female	Sex Ratio	Proportion of 0-6 to total population
1	551	299	252	843	14.86
2	413	255	158	620	15.30
3	416	239	177	741	14.81
4	524	315	209	663	13.34
5	381	207	174	841	13.25
6	514	302	212	702	15.78
7	409	231	178	771	15.10
8	615	330	285	864	15.51
9	292	170	122	718	12.46
10	672	373	299	802	17.97
11	453	238	215	903	15.12
12	469	255	214	839	14.64
13	439	235	204	868	14.40
14	308	166	142	855	12.69
15	311	195	116	595	13.11
16	382	213	169	793	14.52
17	286	157	129	822	12.26
18	334	179	155	866	14.25
19	310	172	138	802	14.25
20	381	209	172	823	15.41
21	529	289	240	830	13.04
Total	8989	5029	3960	787	14.48

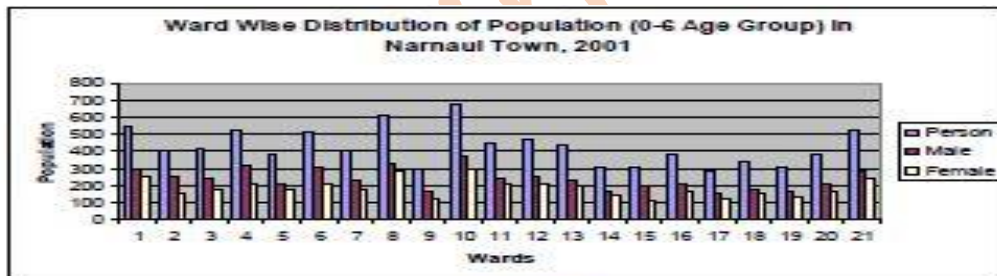


Figure 2.4

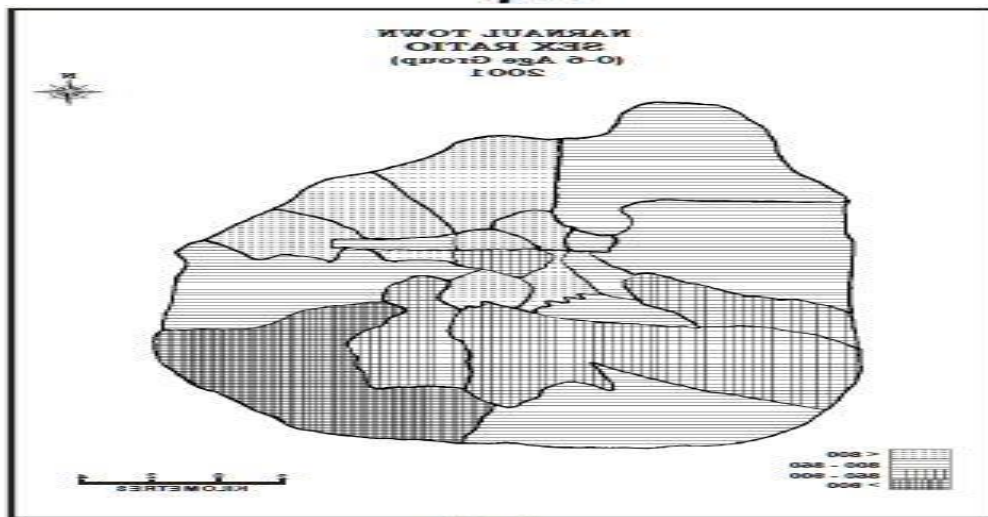


Table 2.5 and figure 2.6 demonstrate the extent of SC population in the town at ward level (2001). There are (<10 %) population lived in the wards 1, 2, 3, 5, 6, 12, 13, 17 and 18. These wards fundamentally have a place with general and OBC classes aside from 17 and 18 wards which have principle market of the town so the private extent is little which has a place with general classification.

Those wards which have medium (10-20 %) extent of SC population are dwelled in wards 4, 8, 11, 14, 15, 16, 21 and 9. Ward 19 have 20-30 % SC population, while ward 10 has most extreme extent of Scheduled Caste population (>30%) of absolute SC population. So ward 10 has dominancy of absolute Scheduled Caste population of the town.

Table 2.5: Distribution of Scheduled Caste Population, Narnaul Town, 2001.

Ward No.	Person	Male	Female	Proportion of SC population
1	361	194	167	9.74
2	21	10	11	0.78
3	141	74	67	5.02
4	461	242	219	11.74
5	136	76	60	4.73
6	317	160	157	9.73
7	696	356	340	25.70
8	444	232	212	11.20
9	661	351	310	28.21
10	1729	935	794	46.23
11	419	225	194	13.98
12	83	35	28	1.97
13	280	160	130	9.51
14	269	149	120	11.08
15	262	146	116	11.04
16	365	186	179	13.87
17	19	12	7	0.81
18	189	104	95	8.55
19	567	277	290	26.06
20	66	41	25	2.67
21	445	236	209	11.97
Total	7931	4201	3730	12.78

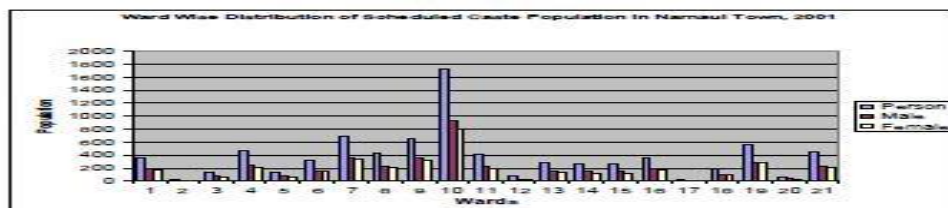


Figure 2.6

LITERACY

We are living in the time of information and science. One of the cutting edge vehicles this information can be gained and put away is the close association with the progression of mankind's history (Bhattacharyya, 1974). Close to, training decides the structure of family unit and association with family and similarly vital for the vertical and level versatility of man. Literacy is fundamental for annihilating neediness and mental separation, for developing tranquil and cordial relations and for allowing the free play of statistic process. Overall mortality, marriage age, relocation, occupation and financial examples are additionally impacted by literacy.

Table 2.6 Ward Wise Distribution of Literates ad Literacy Rate of the Narnaul Town.

Ward No.	Number of Literates			Literacy Rate		
	Person	Male	Female	Person	Male	Female
1	2258	1326	932	60.91	67.34	62.72
2	1798	1055	743	66.62	73.98	66.64
3	1963	1121	842	69.91	90.40	73.09
4	2625	1570	1055	68.84	84.73	68.06
5	1967	1189	778	68.42	88.01	68.07
6	2061	1278	773	63.28	90.00	68.43
7	1695	1064	631	62.59	87.86	58.00
8	2394	1492	902	60.36	84.15	57.16
9	1719	985	734	73.37	92.92	74.07
10	2017	1295	722	53.93	79.89	49.90
11	1995	1270	725	66.57	92.03	62.29
12	2115	1284	831	66.03	88.31	64.92
13	1939	1209	730	63.61	86.17	60.53
14	1809	1016	793	74.54	93.04	77.22
15	1845	1051	794	79.25	96.69	81.44
16	1929	1116	813	73.32	94.10	76.48
17	1845	1033	812	79.08	95.83	83.80
18	1683	947	738	72.29	92.30	76.03
19	1526	858	668	70.13	89.94	73.25
20	1634	1025	609	66.07	89.99	63.90
21	2894	1721	1173	71.31	92.93	69.95
Total	41701	24905	16796	67.18	88.88	67.00

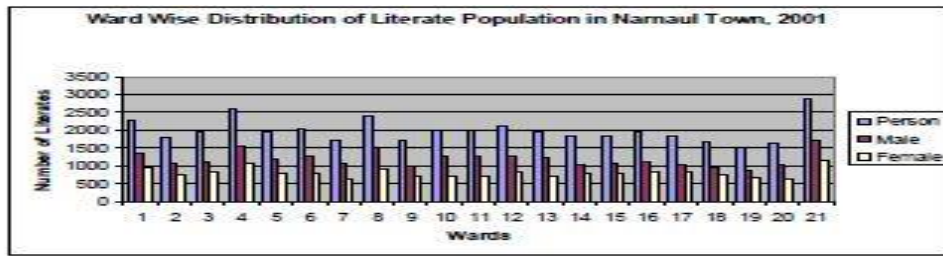


Figure 2.8

Table 2.6 and figure 2.8 speak to the instructive status of the town in 2001. The most reduced literacy rate is (<60) in the ward 10. The fundamental reason is that this ward has a place with booked cast population who has not great financial condition and poor framework offices. Those wards who have (60-65%) of literacy rate are 1, 6, 7, 8 and 13. They have likewise literacy then different wards the fundamental reason is absence of foundation offices in wards 2, 3, 4, 11, 12, 18, 19 have (>65%) literacy rate. Reaming wards 9,14,15,16,17,18,19 and 21 have over 70 percent literacy rate.

The principle reason of good literacy is that these wards are old, all around created and focus part fundamentally primary market of the town. Ward 14 has most noteworthy 79.25 percent. The fundamental reason of good literacy in this ward is that the greater part of the instructive foundation

of the town is arranged in this ward. Table 2.6 and figure 2.8 additionally demonstrates the male female literacy rate at ward level. The most astounding male literacy rate have ward 15 which is 96.69 percent while ward 1 have least male literacy rate 67.34 percent. The most astounding female literacy rate have ward 17 which is 83.30% and least female literacy rate 49.90 percent have ward 10.

Table 2.6 is likewise showing the literacy rate of the town. It appears there is 78.85 percent educated (counting 88.8 % male and 67 % female). In any case, when we learn about literacy at ward level we found that ward 17 has the most noteworthy literacy rate (counting 95.83 % male and 83.80 % females). The primary reason of most minimal literates in this ward is that this ward is having a place with booked standing population.

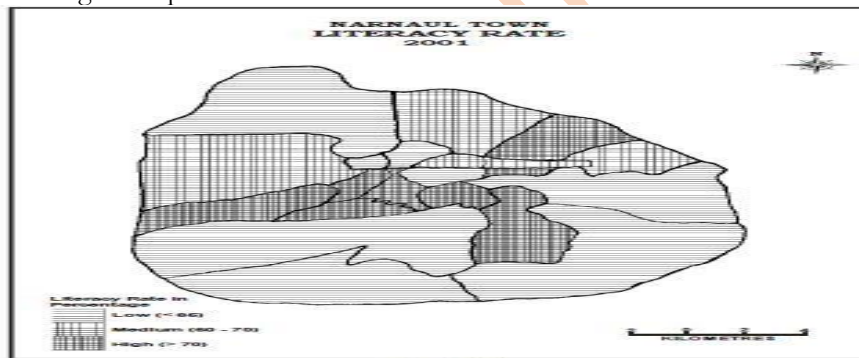


Fig - 2.9

The most minimal literacy rate is 65.74 percent in which 79.84 percent guys and 50 percent females are literates in the ward number 10. The primary reason of most minimal literacy rate in this ward is that greatest Scheduled Caste people groups lived here. They couldn't get great training as a result of absence of monetary offices. Figure 2.9 demonstrate the literacy rate of the town, 2001. The status of literacy rate in the town is separated into three classifications. The main classification for example most minimal literacy rate (< 65%) has recorded in wards 1, 7, 8, 10, 11, 12, 13 and 20. The

fundamental reason of most minimal literacy rate with the exception of wards 1, 7 and 20 are ruled by Scheduled Caste population. The second classification for example medium literacy rate (60-70%) has been recorded in wards 1, 7 and 20 have little zone where more population lived, in wards viz. 2, 4, 5 and 21. The third classification for example the most astounding literacy rate (>70%) are found in the wards 3, 9, 14, 15, 17, 18, 19. The principle reason is that every instructive foundation are situated in the ward 14. It is trailed by wards 15, 16, 17, 18, 19, which

have likewise high literacy rate. The fundamental reason is these are in old piece of the town and primary market territory of the town. So these wards have great instructive status.

Conclusion

The world has encountered quick urban growth in late decades. In 2000, about 47 percent of the total populace lived in urban territories. Presently, with more than one million populations urban areas are upwards of 411. Less created nations, 40 percent of occupants live in urban regions, while progressively created nations, around 76 percent are urban. Fast urbanization in many creating nations is low even today.

Narnaul town is a medium class town and headquarter of area Mahendergarh situated in the southern piece of Haryana state. Over 57% of area population is possessed in Narnaul town. It is a below average town comprising 21 wards spread over a zone of about 9.67 km² with metropolitan committee as it nearby administering body. The fundamental reason of the most elevated growth rate of population is because of private trademark. While in the rest of the ward 4, 10, 11 and 13 are overwhelmed by the Scheduled Caste population which have high growth rate of population, poor instructive offices, wellbeing and other foundation. The presence of wards 20 and 21 was made after 1991. So information can't be pertinent.

The literacy rate of the town appears there is 78.85 percent educated (counting 88.8 % male and 67 % female). In any case, when we learn about literacy at ward level we found that ward 17 has the most noteworthy literacy rate (counting 95.83 % male and 83.80 % females). The primary reason of most minimal literates in this ward is that this ward is having a place with booked standing population.

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THE WOMEN'S ISSUE IN THE BOSTONIANS

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ABSTRACT

The paper examines James' ideology in the Bostonians, is he progressive in his approach perhaps ahead of his time in his view of universal adult franchise and other such demands at the time? If we make this mistake, can we really be blamed because shocking as it may be, so we see how James' ideology against feminism resulted in his endorsing of Ransom whose ideology on equality of women is noticeably reactionary and neither does he approve of universal franchise.

Marx had proposed that the ideas of the ruling class are the ruling ideas of the epoch. In this, he was being remarkably bold and original in his line of thinking, following an unbeaten path as it were; a path, which suggested a direct and revelatory link between ideology and power. This is two steps ahead of the idea of social conditioning. For earlier critics literature was an expression of ideas within social discourse. For Marx and Engles, ideas are like weapons in a war, which was taking place amongst ideas. And Marx calls ideologies as discursive strategies of the ruling class and maybe of other classes too. Of course, one ideology may win over the other, it is a historical process. However, both the ideologies may be of the ruling class. But this process involves a rationalising of injustice in order to produce a spurious resolution of social contradiction. (Marx & Engles, p. 47)

How does ideology function in Henry James's *Bostonians*? Does James use his omniscient commentary to pass some judgment on women's emancipation? Does James not believe in strengthening the women's movement, is he really so narrow-minded in his assessment of the women's movement? Does he cover up and condone the real injustice done to women in the nineteenth century? The novel through its plot shows that pursuit of love and marriage is more fulfilling than desire for equality. Why do we say this, is it because ultimately the heroine turns her back on her suffragette friends and chooses love and marriage over independence, was it because James ideology was such that he felt that women should not be emancipated and inferior to men.

James wrote and published *Portrait of a Lady* in 1880 -81 in which too, his impulse is conservative and traditional. He was strongly influenced by a traditional tract written about this time, this tract was very negative in its prognosis. It claimed that female freedom would cause unimaginable harm, women would refuse to bear children, and children born in these unions would not understand the difference between the sexes, woman would become masculine, they would be no tenderness and chivalry between the sexes. The writer of *the Future of*

Englishwomen felt that men possessed productiveness and genius and women did not. After emancipation, women will not become better or more successful versions of themselves but will only be considered as inferior men (Orr, p. 1027).

Elsewhere James endorses the old-fashioned ideas of the tract writer. He wrote to Grace Norton in a letter dated 8th June 1879 appreciating her stand against emancipation (Letters, 1974)

It does seem as if Henry James is actually terrorized of women going overboard once they achieve a certain degree of freedom. *The Bostonians* becomes a vehicle for reasserting control and dominance over women. What does his heroine do? She throws it all away for marriage to a boorish Ransom. For James, his hero is a forceful figure, a mentor who must advocate his teachings to Verena who has been fascinated by the suffragette movement and women's emancipation theories

James does almost the same thing in his earlier more popular *Portrait of a Lady*. He depicts a vivacious, young lady with an unconventional education and locks her up in a loveless marriage. A marriage with a disreputable character, who is in the thrall of another woman. In spite of the truth being revealed, Elizabeth Archer doesn't leave her almost evil husband, choosing to stay on in a loveless marriage rather than walking out. In this novel, he makes his heroine abandon her earlier life. Verena is a firebrand orator who manages to convince many on the authenticity of her ideas.

She goes on tours convincing others about the emancipation of women, people come from far and wide to hear her, and such is the power of her words. So what does her capitulation to Basil Ransom mean? Does her oratory have no meaning? Why does she give up everything she believes in? Through her does James suggest

that women are fickle, when faced with a choice between a public life and a personal life, they choose the latter. James believes that women have no desire for freedom that the only freedom that is allowed to them is

in marriage. That it was right and natural for women to desire marriage more than some illusory freedom. This was the ideology James set out to propagate. With this ideology in mind, James takes as his central character a young lady whose *raison d'être* is public speaking for women's rights. The question arises whether she ever was sincere about her convictions. Or is the argument more subtle than that, is it that women are unsuited to public life and their feminine nature forces them to abandon their earlier principles.

James through his narrative tries to project Basil Ransom who was formerly a slave owner as a more suitable partner than Olive Chancellor. By endorsing Basil, James is being reactionary and defending oppressive forces blatantly. The hero believes in slavery and almost seems to consider his wife a slave. (The Bostonians, p. 288) Judith Fetterly reveals that women are in fact doomed and they find their happiness in relinquishing control to men, and hence Verena submits to Ransom mainly because she senses his masculinity (Fetterly, 1978). Are women only attracted to the savagery in such masculine men asks Judith Fetterly? The conservative strain in James makes him anti liberty of women; the novel encourages women to shun liberty through its arguments.

Eminent critics like Lionel Trilling, Philip Rhav went gaga over Basil Ransom but Irving Howe refuted their profuse praise and called into question Basil's character. It is Ransom has a total disregard for women's intellect. He goes to the extent of saying that women have no business to be reasonable.

(The Bostonians, p. 222) His creator attempts the difficult task of making him almost high handed and yet tries to ingratiate him in our favour. His hero has supposedly minor flaws but is on the whole the rock solid southern gentleman, a part of the southern aristocracy. Basil was very suspicious of the encroachments of the modern democracy. James too had similar ideas and spoke against the rose tinted glasses through which the upper class saw the lower. They tended to sentimentalise the poor.

When Verena s believes that it is an age of conscience , Basil counters that it is an age of

hypocrisy and shams (The Bostonians, p. 109) . Although he has given up slavery, he is still fed up of all the modern hankering for freedom believing that people should make better use of their liberty and not hanker for more. Basil does not even believe in universal education believing that it is a gigantic farce which will stop people from doing their work sincerely and properly. (The Bostonians, p. 327)

He reminds everyone of a transatlantic Carlyle , a staunch critic of the class demolishing democratic process. According to Habegger he is a symbol of the Carlylean spirit which is supercilious and contemptuous of democracy and of women suffragists. His self-assurance borders on arrogance as he coolly tells Verena that she has no idea who she is. (Habegger, p. 195) Basil believes her gift for public speech and turn of phrase shall be put to good use in the domestic sphere, her gift will not sprout out once in a while but sprinkle their conversations daily. Her facility will make her charming society lady (Habegger, p. 390). Seems like a comedown for us but wasn't so for an ultra-civilised society which set these social skills in high regard. James uses term such as mystery and reason to defend Basils viewpoint , according Habegger , words such as mystery and reason are usually called to defend religious conviction and here they are used to defend Basils courtship speech. So for James women should rather make their influence felt in the home, perhaps in parties ,be charming in the social sphere. The point is that social charm too is significant for a higher society. For James refinement is important, and women should be refined rather than political creatures, they should be able to even give up their freedom and love of a public life for this.

So the novel has a strong anti-democratic flavour and may even be called anti-reformist, reforms still have a positive connotation because these are genuine reforms for universal franchise and for women's equality. But James does not support these folk as we see, because we see the reformers are a sorry lot, discordant and delusional about their abilities. There was a well-known reformist by the name of Mrs Elizabeth Peabody who was one of the towering figures of reform. Miss Bird'seye is based on Mrs Elizabeth Peabody but James shows her not one iota of respect, in fact he hates what she represents. Her life is spent fighting for causes be it universal suffrage or abolition of slavery. Her persona is that of the absent minded professor whose

appearance is as dishevelled as her ideas are confused (The Bostonians, p. 210). Her hand is most times at the back of her head,

As she is usually trying to fix a falling cap, which becomes an image of her forgetfulness. And late Henry James is kinder to her, but as old age approaches she becomes almost demented and she believes that Verena

has converted Basil Ransom into her point of view, little realising that it is Basil who has bulldozed his ways on her and forced her give up her political life.

We wonder why James has treated Miss Birdseye in this deplorable manner? It is because he was against the obliteration of class differences. She gives away all her money to blacks or to refugees. James goes to the extent of claiming that she almost wishes the blacks were back in business so that she may have enough excitement in her life because now that was missing from her life now that they were emancipated. James was thoroughly opposed to democracy and to universal adult franchise. He admits elsewhere quite emphatically. 'I don't think all the world has a right to marriage and neither do they have the right to vote' (Letters, p. 3 :54) James himself was unmarried, its relevant to note.

Basil is shrewd enough to guess that perhaps Verena is not such a votary of women's rights after all. Is she espousing these causes because she wants to please her parents, her elders? James goes to the extent of calling Verena shallow and even hollow (The Bostonians, p. 61). So the author and his hero Basil make a fair assessment that Verena has no courage of convictions about the words she spouts. Although they admire her prettiness they dislike her ideas and intellect. In a way they dislike her values and ultimately mock her feminism. Verena herself hardly convinces anyone with her insipid speech. Through the imagery of the garden she claims that life is a garden and women are only helping men tend to the garden, and the grass, tree and flowers of the garden will make them think they are in paradise (The Bostonians, p. 267). If James himself is lukewarm about the cause, then how will he make his heroine credible? After she has her public speaking at the Central park and Marmion, she becomes more and more unconvincing as she has a weak intellect and cannot delve too deep into her subject and Basil Ransom feels that she was made for love. (The Bostonians, p. 330) does it imply that these two domains are mutually exclusive? If a woman is in the domestic sphere, then she shouldn't venture into the public sphere. When Verena looks at children, she does so with a yearning eye (The

Bostonians, p. 331). Basil tells her that he understands her better than she herself knows him. She is impressed by his words and James announces that his words have fomented in her conscience. She believes that he is right and feels more herself in his company. He transports her and she liked being overborne (The Bostonians, p. 328). She feels dependent on him, feels more free when he takes care of her. James implies that her freedom is in bondage, bondage to Basil. James goes on to employ the term sentiment. This was a loaded term for nineteenth century critics. It implies feelings and instincts. Olive Chancellor finally lets her go, admitting that Verena's commitment to the cause had been shallow, sprung rather from following the example of others rather than from any genuineness (The Bostonians, p. 450). James's ideology believes that Verena is a highly feminine type who is behaving thus because of her feminine nature which is in a way responsible for her betraying the cause. Her femininity is time and again stressed, she is more richly endowed with femininity and grace than the others, and this causes her to yield to Basil Ransom who is the epitome of masculinity. For James her feminine nature has come into play, in a way James believes Charles Darwin's evolutionary theory that believes in the natural selection of species for producing healthy offspring, our instinctual nature can never be shunned. And reasserts itself time and again so critics like Habegger believe that James wants us to see Verena not as weak and yielding because of some character flaw but because it's their feminine nature which reasserts itself through all the trappings of feminist discourse. Her desire for stability, marriage children cause her to give up her burgeoning career as an influential public speaker. Why does her pursuit of a career as a public speaker have to be mutually exclusive from her desire for a happy marriage. Verena is not a complex enough creation, she never reasons with the pros and cons of an argument, preferring silences, or weak protests to either Olive's viewpoint or to Basil's entreaties. In contrast Olive is a more complex well thought of creation. But because of James antipathy to the cause of female liberation, she is presented as a misguided person. Soon after its publication some women reformists were quite angry with James and one of them Ms Ames minced no words when she said that James intends the story to be satirical text on women and was opposed to granting them liberty and equality. It sounds harsh but it is the ideology he adopts throughout this novel

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बिदेसिया' की रंग शैली

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भारत में लोक-संस्कृति की लम्बी परम्परा रही है और इसमें लोकनाट्य का महत्त्वपूर्ण भिखारी ठाकुर ने कवि, नाटककार, गायक, अभिनेता, समाज-सुधारक, और एक स्थान है। लोकजीवन और लोकमंच की प्राणवान धारा के परिणामस्वरूप विकास की भक्त के अनेकों रूपों में अपनी भूमिका का निर्वाह किया है। भिखारी ठाकुर के ग्रंथों वल्लरी नया जीवन पाती रही है। देशों और समूहों की रुचियों की भिन्नता के बावजूदकी संख्या 30 से अधिक है जिसमें नाटक, गीत, भक्तिपद, तथा खंडकाव्य शामिल है भारतीय नाट्य साहित्य अपने लोक से जुड़ा रहा है। जो नाट्य शैलियाँ लोकजीवन की। 'बिदेसिया' नाटक अपनी प्रसिद्धि, व्याप्ति और समकालीन प्रासंगिकता के कारण स्वभाविकता से सीधे जुड़कर उसकी सामूहिक आवश्यकताओं एवं प्रेरणाओं से एक महत्त्वपूर्ण लोकनाट्य बन गया है।

निर्मित होने के कारण लोकवार्ता के कथानकों, धार्मिक-सामाजिक लोकविश्वासों तथा बिदेसिया' नाटक पूरबियासमाज के जीवन के यथार्थ को अभिव्यक्त करता है। एक अन्य लोकतत्त्वों को समेत कर चलती है, उन्हें हम लोकनाट्य कहते हैं। लोकजीवनदृष्टिकोण से यह भोजपुरी समाज को समझने का अत्यंत महत्त्वपूर्ण सामाजिक के सहज संस्कार लोकनाटकों के स्रोत होते हैं।

हमारे लोकनाट्य रूपों में क्षेत्रीय विविधता मिलती है और ये क्षेत्रीयता भाषाओं में नाट्यपरम्परा से बहुत कुछ ग्रहण करते हुए भी भिखारी ठाकुर नए लगते हैं तो इसलिए रचे जाते हैं। इनका जन्म और विकास परम्परागत संस्कृति के मध्य होता है और कि उन्होंने उसे लोकस से सरोबार कर दिया। विवाह भारतीय समाज की सबसे उसी परिवेश में संस्कृति के नये-नये तत्त्वों को ग्रहण करते हुए पोषित होता है। हमारे महत्त्वपूर्ण संस्था है और 'बिदेसिया' उसकी महत्ता को रेखांकित करता है। नायक के लोकनाट्य रूप मुख्यतः दो धाराओं में विकसित हुए हैं – एक धार्मिक और कलकत्ता प्रवास के बाद नायिका की स्थिति हमारे समक्ष जिन सामाजिक प्रश्नों को पौराणिक लोकनाट्य (जैसे :- रामलीला, रासलीला, नल-दमयंती, जात्रा, अंकिया खड़ा करती है, वह आज भी पुराने नहीं हुए हैं। 'नाटक में एक

नाट, वीथि भागवत, यक्षगान आदि) दूसरा सामाजिक और राजनैतिक लोकनाट्य व्यक्ति विदेश जाकर किसी स्त्री के चुंगल में पड़कर अपनी पत्नी को छोड़ देता है। (जैसे:- माच, ख्याल, नौटंकी, भवाई, बिदेसिया आदि) लोकजीवन में धार्मिक एवं उसके परदेस चले जाने पर उसकी नवपरिणीत उसके विरह में व्याकुल होकर अपनी पौराणिक नाटकों की तरह ही सामाजिक एवं राजनीतिक नाटकों की परम्परा भी रही मनःस्थिति का बड़ा ही मार्मिक वर्णन प्रस्तुत करती है। यहाँ 'विदेश' का अर्थ है और इसमें भोजपुरी क्षेत्र का लोकनाट्य 'बिदेसिया' अत्यधिक प्रसिद्ध रहा है। कलकत्ता और 'बिदेसिया' का अर्थ पति है। यह नाटक इतना लोकप्रिय हुआ कि 'बिदेसिया बिहार का संगीत, नृत्य और नाट्य मिश्रित सर्वाधिक लोकप्रिय कालांतर में भिखारी ठाकुर द्वारा प्रदर्शित अन्य नाटक भी 'बिदेसिया' नामक स्वतंत्र लोकनाट्य रूप रहा है। मूलतः इसके प्रवर्तक गुदर राय माने जाते हैं लेकिन इसे शैली में प्रचारित हुए⁴। चूँकि 'बिदेसिया' में भोजपुरी समाज की सच्चाई दिखाई गई है। इसलिए भी इसे प्रबुद्ध समाज का सहयोग मिला। इसकी शैली ने तो इसे लोकप्रिय अखिल भारतीय स्तर पर प्रतिष्ठित करने का श्रेय भिखारी ठाकुर को जाता है¹। बनाया ही है विशेषतः इसकी प्रस्तुतीकरण की शैली की नवीनता ने इसे जन-जन के

भिखारी ठाकुर भोजपुरी संस्कृति के अन्यतम गायक ही नहीं, भोजपुरी जनता की अस्मिता और उसके स्वाभिमान के प्रवक्ता भी थे। 'सांस्कृतिक योद्धा भिखारी

ठाकुर अपने जीवन काल में ही 'लीजेंड' बन चुके थे। वे एक लोकप्रिय गीतकार एवं 'बिदेसिया नाट्य-शैली की प्रस्तुति के लिए भिखारी ठाकुर ने समाज के उपेक्षित एवं नाटककार के रूप में प्रतिष्ठित हैं गँवई संस्कारवश भिखारी ठाकुर बहुदेववादी भक्ति दलित-शोषित वर्ग से कलावंत व्यक्तियों का चयन किया। क्योंकि भोजपुरी प्रदेश में भावना से ओतप्रोत थे और जातिगत पेशे के कारण श्रृंगार और करुण भाव भी उन्हें बिदेसिया जन-समाज के बीच 'बिदेसिया नाट्य' (सम्मानसूचक कला) के रूप में नहीं, बल्कि 'बिदेसिया का नाच' (हीनतासूचक कला) के रूप में प्रचलित था और आज भी है⁵। बिदेसिया की रंगशैली में मंच का विशिष्ट स्थान रहा है। बिदेसिया की रंगशैली लोकप्रचलित संसाधनों के बेहतर प्रबंधन को लेकर भी खासी चर्चित रही। मंच मुक्ताकाशी के रूप में प्रायः गाँव के किसी चौराहे या मंदिर के किसी प्रांगण में बाँस के खम्भों से दस-बारह फुट ऊँचा बनाया जाता है। यह मंच चौकियों को जोड़कर बनाया जाता है जो चारों ओर से खुला होता है। मंच साधारण सज्जा वाला होता है और इसकी व्यवस्था में नेपथ्य और कोई पर्दा जिस पर को सिनयरी नहीं होते। ग्रीनरूम के रूप में कोई अलग तम्बू (टैन्ट) मिल जाता है तो ठीक है, वरना तथाकथित मंच या रंगभूमि पर ही रूपसज्जा और परिधान परिवर्तन हो जाता है। पेट्रोमैक्स और डे-लाइट जलाकर स्थान-स्थान पर टांग दिए जाते हैं। यही खुला मंच भोजपुरी

नेटुआ का नाच और जोगीड़ा के मूल में निश्चय ही कोई मूल परम्परा होगी। उसी को लोकनाट्य बिदेसिया की नींव रखता है।

बीजरूप में ग्रहण कर बंगाल की यात्रा से प्रेरणा प्राप्त कर भिखारी ठाकुर ने रंगमंच को बिदेसिया की रंगशैली में गीतात्मक शैली खासी लोकप्रिय रही है। संगीत बिदेसिया की प्राण शक्ति है। इसमें आए गीतों में जहाँ लोकछंद-व्यवस्था है, वहीं

लोकसंगीत के सुर, ताल, लय और लोकवाद्यों के साथ सह संरचना भी है। बिदेसिया में वियोग और विप्रलंब की पीड़ा और करुणा को गीतात्मक शैली के द्वारा अत्यंत मार्मिक ढंग से अभिव्यक्त किया गया है। एक उदाहरण द्रष्टव्य है जिसमें वासंती प्रकृति की पृष्ठभूमि में विरहणी की विरह-दशा का बड़ा ही मार्मिक वर्णन है-

अमवा मोजरी गइले लगले टिकोरवा से,
दिन पर दिन पियराला रे बिदेसिया ॥
कतहूँ ना देखो रामा सैयाँ के सुरतिया से
जियरा गइले मुरझाइ रे बिदेसिया⁶।

‘बिदेसिया’ के रंगशैली में गीतात्मक शैली की तरह नृत्य शैली की भी प्रधानता रही है। इसमें नृत्य शैली का प्रयोगदृश्य-परिवर्तन के अन्तराल के बीच किया जाता है। ढोल-नगाड़ों की धमक के साथ अभिनेता जब मंच पर उछल-कूद करते हैं तो एक अजीब-सी ध्वनी निकलती है, इसलिए बिदेसिया को क्षेत्रीय बोली में ‘चौकितोड़ नाच’ भी कहते हैं। यह नाच भिखारी ठाकुर से पूर्व भी प्रचलित था लेकिन भिखारी ठाकुर ने पहली बार पुरुषों द्वारा स्त्री पात्रों का अभिनय करवाकर इस चौकितोड़ नाच की परम्परा को बिदेसिया से जोड़ दिया। नृत्य शैली के द्वारा ही बिदेसिया का कथाक्रम निरंतर आगे बढ़ता रहता है।

बिदेसिया की रंगशैली में गीतात्मक एवं नृत्यात्मकशैलियों का सम्मिश्रण भी दिखाई देता है। इस शैली में आंगिक क्रियाओं का बहुताय प्रयोग होता है। हस्त एवं मुख मुद्राओं के माध्यम से वियोगात्मक दृश्य को सजीवता प्रदान की जाती है जो इस शैली की महत्त्वपूर्ण उपलब्धि है। बिदेसिया अपनी विभिन्न शैलियों को प्रयोग का रूप मानकर चलता है। एक उदाहरण द्रष्टव्य है-

‘पिया गइलन कलकतवा ए हो सजनी!
गोरवा में जूता नइखे, सिरवा पर छतवा ए सजनी
कईसे चलीहें रहतवा, ए सजनी’⁷

बिदेसिया की प्रस्तुति में कीर्तनियां शैली का भी प्रयोग किया जाता है। बिदेसिया का प्रारंभ मंगलाचरण से शुरू होता है और नाटक का सूत्रधार कीर्तन शैली में पहले तो गाँवों में पूज्य सभी देवी-देवताओं की स्तुति करता है, फिर समाज सुधार की बात। भिखारी ठाकुर भोजपुरी समाज की कमजोरी से अच्छी तरह से वाकिफ़ थे। इसलिए उनकी धार्मिक आस्था को बिना कोई ठेस पहुंचाए उन तक अपनी बात पहुंचाने में सफल रहे। ‘बिदेसिया’ शैली में गाँव को बहुदेववादी संस्कृति और भिखारी ठाकुर की भक्ति झलकती है, क्योंकि भिखारी ठाकुर जिस हिन्दू-बहुल समाज की बात करते थे, वहाँ भजन-कीर्तन के माध्यम से ही समाज-सुधार का अमृत पिलाया जा सकता था। बिदेसिया की रंगशैली में मंच और गीतों की भांति पात्रों की वेशभूषा भी सहज सामान्य होती है। आंचलिकता के अनुरूप पात्रों के परिधान होते हैं जैसे नायक धोती-कमीज पहनता है और नायिका लहंगा-चुनरी। बिदेसिया जब शहर से गाँव लौटता है तो अपने पैरों में जूते पहने होता है जबकि देहाती पात्र नंगे पैर चलते हैं। स्त्री पात्रों का अभिनय पुरुषों द्वारा ही किया जाता है। एक ही व्यक्ति कई तरह के पात्रों की भूमिकाओं का निर्वाह करता है – जैसे कभी वह गायक होता है तो कभी सहायक तो कभी विशेष भूमिका वाला पात्र। सादगी के बावजूद पात्रों में लोकमंच की यह सूझबूझ कितनी अर्थपूर्ण है। उपर्युक्त कथनों के आधार पर निष्कर्षतः हम कह सकते हैं उपर्युक्त कथनों के आधार पर निष्कर्षतः हम कह सकते हैं कि ‘बिदेसिया’ बिहार का संगीत, नृत्य और नाट्य मिश्रित सर्वाधिक लोकप्रिय नाट्यरूप रहा है। विदेश गए प्रियतम की राह में पलक बिछाए प्रतीक्षातुर नारी हृदय जब आषाढ़-सावन के मौसम में भरपूर नदी-सा उफनता है, तब बिरहा कजरी के हृदयस्पर्शी बोलों का झरना फूट पड़ता है, इन्हीं बिरहा कजरी, झूमर, आल्हा आदि भोजपुरी लोकधुनों के आधार पर भिखारी ठाकुर ने ‘बिदेसिया’ की रचना की।

बिदेसिया के प्रस्तुतीकरण में भिखारी ठाकुर ने नये-नये प्रयोग किये। मंचीय व्यवस्था तथा साज-सज्जा संबंधी नाट्यलेखकीय निर्देशों को मंचन-व्यवस्था की स्थानीय सुविधा पर छोड़कर भिखारी ठाकुर ने मुक्त मंचन को प्रोत्साहित किया। खुला मंच का प्रयोग भिखारी ठाकुर ने संभवतः विश्व में पहली बार किया। साथ-साथ प्रस्तुतीकरण के क्रम में जब-तब दर्शकों से अभिनेताओं के सामयिक, विनोदात्मक संवाद भी चलते रहते हैं जो बिदेसिया की प्रस्तुति में दर्शकों की सक्रिय भागीदारी का विरल(अनोखा) उदाहरण प्रस्तुत करता है। भिखारी ठाकुर ने नवयुवक कलाकारों को नारी-वेश में नाटक के स्त्री पात्रों की भूमिका निभाने का सफल प्रयोग किया। जिससे नाटकों की तत्कालीन मंचीय प्रदर्शन की बहुत बड़ी समस्या का समाधान संभव हुआ। इसके अतिरिक्त काल और स्थान के अंतर को भी संकेत रूप में प्रदर्शित करने में उन्हें सफलता मिली है। ‘बिदेसिया’ में बिदेसी मंच पर ही एक-दो फेरे लगाकर गाँव से कलकत्ता पहुँच जाता है।

सन सत्तान के गदर के बाद आए परिवर्तनों के कारण पूरब के लोगों की एकमात्र शरण स्थली कलकत्ता बनी। भूख, बदहाली और दरिद्रता के कारण सम्बन्ध टूटते गए, परिवार बिखरे और सांस्कृतिक पतन का अध्याय शुरू हुआ। अंग्रेजी वर्चस्व के बढ़ते प्रभाव से दरिद्रता तो बढ़ी ही संस्कारों का भी क्षय होना शुरू हुआ। भिखारी ठाकुर ने इस त्रासदी को जिन तथ्यों से जोड़कर अभिव्यक्ति दी है, उसकी मिसाल पारम्परिक नाट्यों में तो क्या, मुख्यधारा और शास्त्रीय लिखित रचनाओं में भी नहीं मिलती। गेय संवादों के बीच मानवीय करुणा और अपनी संपूर्णता में अभिव्यक्ति देती ‘बिदेसिया’ कालजयी कृति है। इसलिए कि वह अपने समय की संजीदागी से जुड़ी है। हमेशा नई और नित नवीन होती जाती यह रचना भोजपुरी की अनमोल धरोहर है।

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EFFECT OF ENVIRONMENT ON ORGANIZATIONS AND VICE A VERSA

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ABSTRACT

Organisations are like any living organism on this planet Earth. They continuously exchange vibes with the environment. They get effected by environment and at the same time also effect the environment. Purpose of this research paper is to find what are the challenges in identifying environmental forces and how to overcome those challenges. This paper is based on my Phd. Thesis i.e. "Organisational Environment and Productivity" which is submitted in Department of Commerce M.D.U. Rohtak.

Keywords: *Environment, Organisations*

INTRODUCTION

In the 17th century, British poet John Donne famously noted that "no man is an island." Similarly, it is accurate to say that no organization is self-sufficient. Like any human body consume oxygen, food, and water, an organization needs to take in resources such as labour, money, and raw materials from outside its boundaries and make them useful inputs. So, an organisation plays important role in converting inputs into useful output. After converting these resources or inputs from the environment again organisation needs to distribute these resources in form of output to the society.

What is Environment?

Environment consists of many forces which continuously exert their pressure on any organisation. These forces majorly include political, economical, sociocultural, technical, natural, domestic and international forces. Every organisation need to keep a close monitor on these forces and their effect on the organisation for their smooth functioning and future growth. Different environmental force affects different organizations in different manner. Few Organisations may get benefitted with any force where any other organisation may be adversely affected with the same force. Environment is so complex, dynamic, uncertain and multi- faceted that it

is very difficult for any organisation to have correct idea about it.

IMPORTANCE OF UNDERSTANDING ENVIRONMENT

An organisation's environment is a major consideration. The environment is the source of resources that the organisation needs. It provides opportunities and threats and influences the various strategic decisions that executives must make. We can understand importance of understanding environment in form of a process-

Enabling the identification of opportunities: It is the environment which is full of opportunities every time and the success and growth of any organisation very much depends on early identification of these opportunities. The firms which are able to scan these opportunities at an early stage get maximum benefit and can leave their competitors behind.

Helpful in identification of threats and early warnings: Good understanding of environment proves like an alarm which helps any organisation to take timely strategic decisions to avoid any danger.

Helpful in strengthening the strength: Every organisation has some inherent strengths in it.

After careful study of environment any organisation can have an idea of its strengths and focus

on its to make it more strong.

Understanding of Weaknesses: After analysing environment any organisation will be able to understand its weaknesses and how to overcome these weaknesses up to maximum best possible extent. A good environmental analysis will help any organisation to be well equipped to face new unknown challenges.

Exploring New Resources: As we know that all resources are available in environment only. Any environment helps in exploring new resources like raw material, tools, techniques which are more convenient, less expensive and environment friendly.

Performance Appraisal: Environment also provide various parameters to judge or test organisational performance. This performance can be in form of profit measurement, sale improvement, productivity improvement and image build up etc.

The understanding of its business environment helps an organization to make realistic plans and ensure their effective implementation. It also helps the business enterprise in identification of opportunities and threats. Consequently, such an enterprise is likely to succeed in achieving its goals smoothly & consistently.

IMPACT OF ENVIRONMENT ON ORGANISATIONS:

There are many types of environment which effect working of any organisation. These environments and their impact can be studied as follows:

Political Environment and Organisations: Political environment play very important role in growth of any organisation. It includes Political ideology of Government, Political stability, Relation of Government with other nations, Centre- state relationship, etc.

Legal Environment and Organisations: Legal environment includes formation and implementation of law and order policies in any country.

Economic Environment and Organisations: Economic environment includes economic conditions, economic policies, economic system etc.

Technological Environment and Organisations: Technological environment includes availability of information technology, electronics, telecommunication and transport etc.

Socio-Cultural Environment and Organisations: Organisation is part of any society and both of these influence each other inn many ways. Socio-cultural includes attitude of people at work, family background, education, marriage, habits and preferences, language, customs, traditions and culture etc.

International Environment and Organisations: Today world is becoming globalized and effected by international events also. Global financial crisis, international agreements, international terrorism and cultural exchange etc, are international factors which effect any organization.

Demographic Environment and Organisations: Demographic environment is the study of various features of any population like population size, population growth rate, age composition, sex composition, income level, education level etc.

Natural Environment and Organisations: Natural environment also plays very important role for any organisation. It includes natural resources available at any place, weather and climate condition, port facilities, pollution level etc.

IMPACT OF ORGANISATIONS ON ENVIRONMENT

Every organisation whether it is small or large, business or non business organisation directly or indirectly effect environment in many ways. Like environment different organisations also effect

What ever product or service any organisation is producing or providing, it is important to know how it is executing its activities. Electricity consumption, pollution emission, waste management, green practices are major areas of focus for any organisation to sustain environment.

NEGATIVE IMPACT OF ORGANISATIONS ON ENVIRONMENT

Excessive use of scarce resources: In this age of cut throat competition every organisation is excessively using limited resources of the nature. For example every organisation produces its products in huge number and then adopts many ways and tries to advertise or publicise itself repeatedly which defiantly cause disturbance in one way and misuse of resources.

Production and Distribution of undesired products and services: Many organisations are engaged in production and distribution of such kind of products and services which are neither demanded nor required by the society, for example unhealthy food items, unhealthy plastic items etc., which are never biodegradable.

Emission of Pollution: Most of the organisations are contaminating environment in many ways like enhancing water pollution, air pollution, soil pollution etc., which further generates many other problems like health issues, poor quality of life, increased number of sudden deaths and many more.

POSITIVE IMPACT OF ORGANISATIONS ON ENVIRONMENT

Use of Resources: Industrial organisations are exploring new resources and making judicious use of them. These are the only industries were who have explored and extracted minerals form Earth's core and made available to others for different purposes.

Establish Balance: Different type of organisations perform different activities and

make available things at the place where they are needed from the place where they are in abundance. In this way organisations create a balance between the environment of two different places and satisfy people needs.

Interaction with different Environments: Every Organisation has developed a system of scanning environments. They not only change themselves according to the need of that environment but they make creative changes in different environments also. For example, most of organisations are trying to produce organic products and biodegradable packings etc. now a days, which further encourages others to adopt this kind of practices.

FINDINGS AND CONCLUSION

It is clear from the above discussion that both environment and organisations are complementary to each other. Every organisation should take care of this fact that their sustainability depends of on sustainability of others. Proper Research and Development policies should be adopted by various Government Departments and every Organisation to find more ways to establish healthy environment for future growth. For example, Government should develop more public transport modes which can be frequently available to public so that our dependence on personal vehicle can be reduced. Another example is that everyone of us are now using many types of washing machines, dishwasher, mixer-juicer, gymnasium etc, which consumes lot of fuel energy or electric energy.

More Use of Renewable Resources: Lot of research work is required for developing technology of maximum utilization of renewable resources like solar energy and wind energy.

Corporate Social Responsibility: Organisations are part and parcel of society at large. They should find unique ways of executing their social responsibilities like participating in society

welfare schemes run by government time to time, opening schools for economy class, making available of medical facilities at competitive rates, etc.

Waste management: Every organisation should develop own system of its waste management in environment friendly way to sustain environment.

Going Green: 'Green' means adopting environment friendly technology of producing and distributing goods and services. Organisations should develop various production and distribution technology which are environment friendly. For example, anything which was being done manually is now done mechanically which consumes lot of fuel energy or electric energy.

Becoming Paperless: using more paper means cutting more trees, which will give birth to many types of other problems, like forest cleaning, increased carbon dioxide, threat to wild life etc. That's why every organisation should try to avoid use of paper up to maximum extent.

Regulating Activities: Every organisation should monitor its own activities very carefully so that timely actions can be taken. Pros and cons of every action should be firmly determined first before implementing.

Framing Environment Friendly Policies: Environment friendly methods of production and distribution should be developed and adopted.

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HOW DO MODERN CHEMISTRY TECHNOLOGIES AFFECT OUR LIVES?

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anjukakkar9@gmail.com**Abstract**

Modern chemistry technologies have become integral to our lives, impacting diverse domains ranging from materials and energy to healthcare and the environment. This abstract explores the multifaceted influence of chemistry on contemporary existence. Innovations in materials science have yielded advanced textiles and nanomaterials with unprecedented properties. Chemistry's role in energy extends to sustainable sources like solar panels and catalytic processes for cleaner fuels. In healthcare, chemistry underpins drug discovery through techniques like high-throughput screening and computer-aided design, fostering the development of life-saving medications. Environmental applications encompass pollution monitoring, waste treatment, and green chemistry principles for eco-friendly solutions. Consumer goods benefit from chemistry's contributions in formulations, safety, and preservation. As a driving force behind progress, modern chemistry technologies continue shaping a future where innovation and improvement are constants.

INTRODUCTION

In the tapestry of human progress, few disciplines have woven threads as intricate and impactful as modern chemistry. With its innovative technologies, chemistry has revolutionized virtually every facet of our lives, orchestrating a symphony of advancements that resonate across industries, health, environment, and daily existence. From the compounds that power our devices to the medications that heal our ailments, modern chemistry technologies have indelibly shaped the contours of contemporary living, ushering in an era of unprecedented possibilities.

At its core, chemistry is the study of matter and its interactions, enabling us to comprehend the fundamental building blocks of the universe. Over the centuries, this scientific pursuit has metamorphosed from alchemy into a rigorous discipline, replete with innovative technologies that span the spectrum from laboratory bench to industrial scale. Today, modern chemistry stands as a titan of innovation, touching nearly every aspect of our lives with a transformative impact.

One of the most palpable ways modern chemistry technologies influence us is through the materials we use. From textiles that wick away moisture to advanced polymers that make automobiles lighter and more fuel-efficient, chemistry has redefined the parameters of material science. Nanotechnology, a revolutionary subfield of chemistry, has led to the creation of super-strong

materials and enhanced drug delivery systems that were once confined to the realm of science fiction.

In the realm of energy, chemistry's imprint is especially profound. The transition towards sustainable energy sources, such as solar panels and wind turbines, relies on the development of cutting-edge materials with optimized properties. Chemistry enables the creation of new materials that enhance energy storage, improve the efficiency of solar cells, and enable the production of cleaner fuels through advanced catalytic processes. Through chemistry's innovation, the trajectory of our energy consumption is being steered towards a more sustainable future.

Moreover, the healthcare landscape owes much of its progress to modern chemistry. Drug discovery, a pivotal aspect of medical advancement, relies heavily on understanding the intricate interactions between molecules at a molecular level. Chemistry technologies like high-throughput screening, computer-aided drug design, and advanced analytical techniques have accelerated the development of life-saving medications and therapies. From antibiotics that combat infections to targeted therapies that treat cancer with precision, chemistry's contributions to healthcare are immeasurable. Equally important is the role chemistry plays in preserving and enhancing our environment. Environmental chemistry technologies have given rise to pollution monitoring systems

wastewater treatment processes, and novel methods reduce harmful emissions, and green chemistry principles guide the development of eco-friendly products and manufacturing processes. Through these innovations, chemistry has become an agent of positive change, safeguarding the delicate equilibrium of our planet.

In the realm of consumer goods, modern chemistry has orchestrated a revolution in convenience, safety, and performance. Household products, from detergents to cosmetics, are formulated with a deep understanding of chemistry principles to ensure efficacy and minimize potential harm. Food preservation, too, relies on chemistry to extend shelf life and maintain nutritional quality, addressing global challenges of food security.

In conclusion, the tendrils of modern chemistry technologies have woven themselves into the very fabric of our lives, shaping the contours of our existence with ingenuity and precision. From the materials that surround us to the energy that powers our world, from the medicines that heal us to the environment we inhabit, chemistry's influence is inescapable and transformative. As we stand on the threshold of the future, the promise of chemistry's continued innovation holds the potential to usher in even more remarkable changes, propelling humanity towards a brighter and more sustainable tomorrow.

Modern Chemistry Technologies

Modern chemistry technologies stand as the cornerstone of contemporary innovation, enriching our lives across an array of domains. These technologies, stemming from the profound understanding of matter's composition and interactions, have catalyzed transformative changes in materials, energy, healthcare, environment, and consumer goods.

In the realm of materials science, chemistry's impact is palpable. Advanced polymers, ceramics, and composites have revolutionized industries, from aerospace to electronics. Nanotechnology, a direct outcome of chemistry, has yielded materials with unique properties, such as superconductivity and exceptional strength-to-weight ratios. These materials have redefined product design, durability, and efficiency.

Energy technologies owe a significant debt to modern chemistry. Sustainable energy sources like

for recycling waste. Catalytic converters in vehicles solar, wind, and hydrogen have gained traction due to innovations in materials for energy conversion and storage. Chemistry drives the development of efficient batteries, photovoltaic cells, and advanced catalytic processes for clean fuel production. Through these technologies, chemistry aids the transition to a greener energy landscape.

In the realm of healthcare, chemistry technologies are instrumental in drug discovery and development. High-throughput screening and computational modeling expedite the identification of potential drug candidates. Precision medicine relies on chemistry to design targeted therapies tailored to individuals' genetic profiles, enhancing treatment efficacy while minimizing side effects. Diagnostic tools, too, benefit from chemistry, enabling accurate disease detection.

Environmental challenges find solutions in chemistry's toolbox. Pollution monitoring technologies track contaminants in air, water, and soil, informing mitigation strategies. Advanced wastewater treatment processes remove pollutants and promote water reuse. Green chemistry principles guide industries towards sustainable practices, reducing waste generation and toxic byproducts.

Even consumer goods owe their evolution to chemistry technologies. Cosmetics, detergents, and personal care products are meticulously formulated for effectiveness and safety. Food preservation techniques, driven by chemistry, extend shelf life and ensure food security. Smart materials, enabled by chemistry, find applications in electronics, enhancing device performance and functionality. In essence, modern chemistry technologies permeate every facet of modern life. Their contributions are not only practical but also symbolic of human progress, unlocking unprecedented possibilities while addressing contemporary challenges. As we stand at the crossroads of continued advancement, the trajectory of our future is irrevocably intertwined with the innovations that chemistry technologies continue to bestow upon us. **Impact of Modern Chemistry Technologies of our lives**

In the tapestry of human progress, few disciplines have woven threads as intricate and impactful as

modern chemistry. With its innovative technologies, chemistry has revolutionized virtually every facet of our lives, orchestrating a symphony of advancements that resonate across industries, health, environment, and daily existence. From the compounds that power our devices to the medications that heal our ailments, modern chemistry technologies have indelibly shaped the contours of contemporary living, ushering in an era of unprecedented possibilities.

One of the most palpable ways modern chemistry technologies influence us is through the materials we use. Advanced polymers and composites have revolutionized industries ranging from aerospace to consumer goods. Take, for instance, the ubiquitous smartphone – its lightweight frame, durable screen, and high-performance components are made possible by engineered materials developed through chemical innovation. Nanotechnology, a remarkable offshoot of chemistry, has yielded materials with extraordinary properties. Carbon nanotubes, stronger than steel yet incredibly light, have found application in everything from sports equipment to medical devices, showcasing chemistry's prowess in material design.

Energy technologies are another realm profoundly impacted by modern chemistry. Solar panels, a cornerstone of renewable energy, rely on photovoltaic materials that convert sunlight into electricity. Advances in materials chemistry have improved the efficiency and affordability of these panels, contributing to the global shift towards clean energy. Chemistry also plays a pivotal role in energy storage – from lithium-ion batteries in smartphones to grid-scale storage solutions that stabilize renewable energy sources.

Healthcare stands as a testament to chemistry's transformative power. Drug discovery and development hinge on chemistry's ability to understand molecular interactions. High-throughput screening, a technique that rapidly tests thousands of compounds for their therapeutic potential, expedites the identification of promising drug candidates. Chemistry also guides the design of targeted therapies, tailoring treatments to individuals' genetic profiles. For instance, the field of oncology has seen a revolution with the advent of precision medicine, where chemotherapy is

replaced by therapies that selectively target cancer cells, minimizing collateral damage to healthy tissues.

Environmental sustainability owes much to chemistry technologies. Pollution monitoring systems, enabled by analytical chemistry, track air and water quality, informing policy decisions to mitigate pollution. Advanced catalytic processes, a result of chemical innovation, convert harmful emissions from vehicles into less harmful substances, curbing air pollution. Green chemistry principles inspire the development of eco-friendly materials and manufacturing processes that reduce waste and minimize environmental impact.

Consumer goods have also been transformed by chemistry. Cosmetics, detergents, and personal care products are formulated with meticulous attention to chemistry, ensuring both efficacy and safety. Food preservation techniques, such as modified atmosphere packaging and the use of natural preservatives, rely on chemistry to extend shelf life and maintain nutritional quality, addressing global challenges of food security.

In conclusion, the tendrils of modern chemistry technologies have woven themselves into the very fabric of our lives, shaping the contours of our existence with ingenuity and precision. From the materials that surround us to the energy that powers our world, from the medicines that heal us to the environment we inhabit, chemistry's influence is inescapable and transformative. As we stand on the threshold of the future, the promise of chemistry's continued innovation holds the potential to usher in even more remarkable changes, propelling humanity towards a brighter and more sustainable tomorrow.

Modern chemistry technologies have woven themselves into the fabric of our lives, producing profound effects across diverse domains. Here are some concrete examples of how these technologies influence us:

Advanced Materials: Chemistry has given rise to materials with extraordinary properties. Graphene, a single layer of carbon atoms, is incredibly strong, lightweight, and conductive. It has led to the development of flexible electronic devices, efficient batteries, and even potential breakthroughs in water filtration.

Renewable Energy: Chemistry is pivotal in renewable energy technologies. Lithium-ion batteries, with their high energy density, power electric vehicles and store solar energy for homes. Chemistry also contributes to the creation of photovoltaic materials, such as perovskite solar cells, that are more cost-effective and efficient than traditional alternatives.

Precision Medicine: Chemistry enables the discovery and production of targeted therapies in healthcare. Monoclonal antibodies, created through chemical processes, treat conditions like autoimmune diseases and cancer by precisely targeting specific cells or proteins without harming healthy tissues.

Environmental Monitoring: Analytical chemistry techniques, such as mass spectrometry, allow for accurate monitoring of pollutants in air, water, and soil. This data drives informed decisions on pollution control and helps safeguard our environment.

Green Chemistry: Green chemistry principles guide industries towards sustainable practices. Bio-based plastics, produced from renewable sources, reduce our reliance on fossil fuels and contribute to reducing plastic pollution.

Catalysis for Clean Fuels: Catalytic converters in vehicles use chemical reactions to convert harmful exhaust gases into less toxic emissions, reducing air pollution and improving air quality.

Nanotechnology in Electronics: Nanomaterials and nanoelectronics enable the miniaturization of electronic components, enhancing device performance while consuming less energy.

Smart Fabrics: Textiles infused with nanotechnology can repel stains, regulate temperature, and even generate energy from movement, leading to more comfortable and functional clothing.

Food Preservation: Chemistry underpins techniques like vacuum packaging and modified atmosphere packaging, which extend the shelf life of perishable foods and reduce food waste.

Water Purification: Chemistry-based methods like reverse osmosis and chemical precipitation

are used for water treatment, ensuring access to clean and safe drinking water.

Biodegradable Materials: Chemistry has produced biodegradable plastics and packaging materials that decompose naturally, reducing the environmental impact of waste.

Synthetic Biology: Chemistry enables the creation of synthetic enzymes and organisms, leading to the production of biofuels, biodegradable plastics, and even potential solutions for carbon capture.

Personal Care Products: Chemistry is crucial in formulating cosmetics, skincare, and haircare products, ensuring both their effectiveness and safety for consumers.

Drug Delivery Systems: Chemistry allows for the creation of nanoparticles and liposomes that improve the delivery of medications to specific targets within the body, enhancing therapeutic outcomes.

Forensic Analysis: Chemistry techniques such as chromatography and spectroscopy are employed in forensic science to analyze evidence such as drugs, toxins, and trace materials.

These examples underscore the pervasive influence of modern chemistry technologies in shaping our world. From our smartphones to our medications, from renewable energy solutions to eco-friendly materials, chemistry's impact is a driving force behind the innovations that define our contemporary existence.

Conclusion

In the grand tapestry of human progress, modern chemistry technologies have emerged as a thread of unparalleled significance, weaving together advancements that touch every facet of our lives. The symphony of innovation orchestrated by chemistry resonates across industries and disciplines, from the microscopic scale of nanomaterials to the macroscopic transformations of renewable energy and healthcare.

As we traverse the landscapes of advanced materials, renewable energy, precision medicine, and environmental sustainability, it becomes evident that the influence of modern chemistry technologies is

not confined to laboratory benches and research journals. These technologies have taken center stage in

shaping our reality, transforming concepts once relegated to imagination into tangible solutions that meet the challenges of our times.

From the smartphones that empower our connections to the medicines that heal our bodies, the ripples of chemistry's impact continue to widen. As we look towards the horizon, the promise of chemistry's future innovations holds the potential to address even more complex issues, forging a path towards sustainable living and unprecedented possibilities. It is a reminder that our journey is guided by the brilliance of those who unlock the mysteries of matter, leveraging their discoveries to uplift humanity and safeguard our planet.

In the intricate dance between molecules and matter, modern chemistry technologies remain the choreographers of progress. Their influence is not just in what they create, but in how they inspire and drive us to shape a world that is healthier, cleaner, more connected, and undeniably transformed.

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FEMINIST PERSPECTIVE IN ENGLISH LITERATURE

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ABSTRACT

The feminist perspective in English literature critically examines the portrayal of gender roles, power dynamics, and societal norms within literary works. Emerging as a response to historical imbalances and patriarchal norms, this perspective seeks to uncover and challenge the often subjugated voices and experiences of women in literature.

Feminist literary analysis dissects both overt and subtle instances of gender bias, revealing how women have been historically marginalized, objectified, or relegated to passive roles. It celebrates works that highlight female agency, identity, and the complexity of women's lives.

From the Brontë sisters' defiance of societal expectations in "Jane Eyre" to Virginia Woolf's exploration of women's mental and emotional landscape in "Mrs. Dalloway," feminist literary criticism sheds light on the struggle for gender equity. Moreover, it acknowledges the intersectionality of oppression by addressing how race, class, and other factors intersect with gender, impacting characters' experiences.

The feminist perspective continues to evolve, encompassing diverse viewpoints and embracing works authored by individuals across the gender spectrum. Its influence extends beyond academia, fostering a broader awareness of gender issues and inspiring conversations about equality. In essence, the feminist perspective enriches English literature by unraveling deep-seated biases and championing the portrayal of multifaceted, empowered characters who reflect the diverse realities of human existence.

Keywords: *Gender roles, power dynamics, societal norms, patriarchy, agency, representation, intersectionality, equality, empowerment, literature.*

Introduction

The feminist perspective in English literature stands as a transformative lens through which the portrayal of gender dynamics, power structures, and societal norms within literary works is critically analyzed and reinterpreted. Rooted in the recognition of historical gender imbalances and patriarchal norms, this perspective endeavors to unearth, scrutinize, and challenge the multifaceted facets of women's experiences that have long been relegated to the margins of literature.

Emerging as a response to centuries of literary traditions that have predominantly privileged male voices and perspectives, feminist literary criticism seeks to deconstruct, interrogate, and reconstruct narratives with an acute sensitivity to issues of gender equity, identity, and representation. It is a compelling testament to the fact that literature is not a neutral entity; rather, it is embedded within cultural contexts that reflect and reinforce prevailing power dynamics. The feminist perspective contends that narratives are as much a product of their creators as they are a reflection of the societies in which they are conceived.

At its core, feminist literary analysis serves as a tool of emancipation, revealing both overt and subtle instances of gender bias, discrimination, and stereotyping that have long shaped the contours of literary expression. The critical examination of texts through this lens brings to the fore the historical marginalization of women's voices and their portrayal as one-dimensional characters defined by their relationship to men. Works of art that have served as vehicles for the dissemination of societal norms and gendered expectations are subjected to a meticulous inquiry, as feminist analysis exposes the ways in which such narratives have contributed to the perpetuation of unequal power structures.

The journey of feminist literary criticism begins by acknowledging the myriad manifestations of patriarchy and the male gaze that have historically pervaded literature. From the archetypal passive and submissive female characters to the glorification of male heroism, literary history is replete with instances where women have been either absent, silenced, or diminished.

Classic texts, often celebrated for their artistic merits, come under renewed scrutiny as feminist perspectives excavate the layers of gendered subjugation that they often conceal. For example, the works of William Shakespeare, revered for their literary genius, reveal patterns of female characters restricted by societal norms, such as Desdemona in "Othello" and Ophelia in "Hamlet." Feminist analysis illuminates these characters' constrained agency and their roles as instruments for the exploration of male emotions and conflicts. As the feminist perspective evolves, it encompasses a diversity of approaches that expand its focus beyond a mere critique of patriarchal representations. Intersectionality, a concept coined by Kimberlé Crenshaw, enters the discourse, reminding critics that gender oppression cannot be understood in isolation from other axes of identity, such as race, class, sexuality, and more. This intersectional lens compels us to explore how women's experiences and challenges are shaped by the complex interplay of multiple factors. For instance, the experiences of a white woman and a woman of color, despite their shared gender, are colored by their racial backgrounds, leading to vastly different encounters with discrimination and privilege.

Feminist literary criticism further engages with texts that defy and challenge traditional gender norms and expectations. Works like Mary Shelley's "Frankenstein" or Charlotte Perkins Gilman's "The Yellow Wallpaper" offer insights into the consequences of attempting to confine women to predefined roles, illustrating the psychological toll of such confinement. These narratives underscore the importance of embracing a multiplicity of female experiences, acknowledging that women, like men, are multidimensional beings with aspirations, desires, and complexities that extend beyond traditional domestic spheres.

A significant stride of the feminist perspective lies in its reclamation of forgotten or silenced voices, amplifying the contributions of women writers who, in their times, were often marginalized or

dismissed. The Brontë sisters, for instance, navigated societal expectations and limitations to produce works like "Jane Eyre" and "Wuthering Heights," which not only offered a female protagonist with agency but also delved into themes of social class, autonomy, and the struggle for identity.

The feminist lens also examines the transformative potential of literature by spotlighting moments of empowerment and resistance. Contemporary literature, as seen in the works of authors like Chimamanda Ngozi Adichie and Margaret Atwood, portrays women who confront adversity, subvert norms, and demand agency in a world that seeks to confine them. These narratives capture the essence of female resilience, fostering a sense of camaraderie and solidarity among readers who find echoes of their own struggles and aspirations within these fictional worlds.

Moreover, the influence of the feminist perspective extends beyond the realm of academia, permeating popular culture, public discourse, and social activism. Literature, as a repository of human experiences and reflections, becomes a powerful tool to challenge societal complacency, initiate discussions, and inspire change. The #MeToo movement, for instance, was galvanized by the collective sharing of personal stories, echoing the confessional nature of literature and its capacity to expose hidden injustices.

In conclusion, the feminist perspective in English literature transcends the boundaries of literary analysis, emerging as a profound avenue through which to scrutinize, reinterpret, and reshape the narratives that shape our understanding of gender, power, and societal norms. It exposes the multifaceted ways in which literature has historically reinforced and challenged the prevailing gender order. Through its evolving focus on intersectionality, reclamation of silenced voices, exploration of empowerment, and engagement with broader social movements, the feminist perspective celebrates the richness of human experience and opens up pathways toward a more inclusive and equitable literary landscape.

It is essential to acknowledge that the feminist perspective within literature is not a monolithic entity; it is a dynamic and ever-evolving discourse that accommodates a multitude of viewpoints, theories, and interpretations. This diversity within the feminist literary movement mirrors the complex realities of gender and its intersections with other aspects of identity. It highlights the inherent flexibility of literature as a medium that can serve as a canvas for diverse voices and experiences.

An integral facet of the feminist literary analysis is its critical engagement with the concept of the male gaze. Coined by Laura Mulvey in her groundbreaking essay "Visual Pleasure and Narrative Cinema," the male gaze theory illuminates how traditional narratives have often framed female characters from a heterosexual male perspective, objectifying them for the consumption of the presumed male reader or viewer. This concept has profound implications for literature as well, revealing how descriptions of female characters and their experiences are often filtered through the lens of a male creator. By examining the male gaze, feminist critics uncover the implicit assumptions and biases that have shaped literary works and perpetuated the objectification of women.

Moreover, contemporary feminist literary criticism has evolved beyond focusing solely on women's experiences to encompass a more inclusive and expansive understanding of gender and sexuality. The exploration of non-binary, transgender, and queer identities has led to a reevaluation of how characters are portrayed and understood. This shift in perspective encourages a broader examination of how gender is constructed and represented, inviting writers and readers alike to challenge traditional binaries and embrace a more fluid understanding of identity.

One cannot disregard the vital role of women writers in shaping and propelling the feminist literary movement forward. Authors such as Virginia Woolf, who famously argued for "a room of one's own" as a prerequisite for women's creative expression, provided both a rallying cry and a manifesto for female writers seeking to reclaim their voices. The works of Woolf, Audre

Lorde, bell hooks, and Toni Morrison, among others, have enriched the feminist literary canon with insights into the intricacies of race, class, and sexuality while celebrating the diversity of women's experiences.

The impact of the feminist perspective is not limited to its effect on literary criticism alone. Its influence reverberates through pedagogical approaches, inspiring educators to incorporate diverse perspectives into their curricula and create spaces for marginalized voices to be heard. Literature classrooms become platforms for exploring the intricate tapestry of human experiences and interrogating the societal norms that have shaped them. By encouraging critical thinking and facilitating dialogues about gender, power, and representation, educators empower students to become active participants in challenging and reshaping the narratives that influence their lives.

In contemporary literature, the feminist perspective continues to challenge established norms, offering readers narratives that interrogate, disrupt, and reimagine gender roles and power dynamics. Works such as "The Handmaid's Tale" by Margaret Atwood present dystopian visions of futures where patriarchal systems have reached their extreme, compelling readers to confront the fragility of women's rights and the potential consequences of complacency. Such narratives remind us that literature is not solely a reflection of society; it can also function as a cautionary mirror, inviting introspection and change.

In a world marked by ongoing discussions about gender equality, representation, and the complexities of identity, the feminist perspective within English literature remains an indispensable framework. Its ongoing dialogue with various literary genres, historical contexts, and evolving societal norms ensures its relevance and vitality. While progress has undoubtedly been made, there remains much ground to cover in the quest for gender equity within literature and beyond. The feminist perspective serves as a compass guiding readers, writers, and critics alike toward a more inclusive, empathetic, and equitable future.

The feminist perspective within English literature is an intricate tapestry woven with threads of historical critique, intersectional analysis, and an unyielding commitment to amplifying marginalized voices. It navigates the rich terrain of literary expression, illuminating both the shortcomings and the triumphs of human imagination. Through its evolution, from critiquing the male gaze to embracing intersectionality and fostering inclusive narratives, the feminist perspective challenges the status quo, calls for nuanced understanding, and paves the way for a more inclusive literary landscape. It is a living testament to the power of critical examination and creative expression, inspiring us to imagine a world where literature, like society, reflects the multifaceted nature of human existence.

Conclusion

The feminist perspective within English literature is a transformative force that continues to reshape our understanding of gender, power, and societal norms. It is a lens that invites readers, writers, and critics to examine narratives with a keen awareness of historical imbalances, entrenched biases, and the potential for change. Through its nuanced analysis, intersectional approach, and commitment to amplifying marginalized voices, the feminist perspective has enriched literary discourse in profound ways.

This perspective has unveiled the subtle and overt ways in which patriarchal norms have influenced literature, often relegating women to subordinate roles or reducing them to stereotypes. By scrutinizing these biases, feminist literary criticism not only sheds light on historical injustices but also underscores the importance of diverse and authentic representation. It reminds us that literature has the power to both reflect and shape society, urging creators to challenge conventions and rethink storytelling paradigms.

Intersectionality, a cornerstone of contemporary feminist thought, has infused the analysis with a deeper understanding of the complex ways in which gender intersects with race, class, sexuality, and more. This holistic approach recognizes that women's experiences are far from monolithic; they

are shaped by a myriad of factors that must be considered to paint a complete picture. Intersectional feminism invites us to critically engage with literature in a way that acknowledges the unique struggles and triumphs of individuals across various social identities.

The feminist perspective's impact goes beyond academic discourse. It has catalyzed social movements, informed public discussions, and inspired cultural shifts. Literature, with its ability to evoke empathy and provoke reflection, has become a powerful tool in raising awareness about gender inequality and other social issues. Movements like #MeToo have drawn attention to real-life narratives that parallel those found in literature, highlighting the urgency of dismantling oppressive systems and amplifying marginalized voices.

As we contemplate the significance of the feminist perspective in English literature, it's clear that the journey is ongoing. While strides have been made in terms of representation and awareness, there remains work to be done. The feminist lens encourages us to critically engage with literature, challenge our assumptions, and actively seek out narratives that celebrate diversity and empowerment.

In conclusion, the feminist perspective within English literature is a vibrant and indispensable framework for understanding the complexities of gender and power dynamics. It has uncovered hidden narratives, shattered stereotypes, and elevated voices that were long silenced. This perspective has shown us that literature is not just a reflection of society, but a powerful instrument that can reshape society itself. By embracing the feminist perspective, we embark on a collective journey toward a more equitable and inclusive literary landscape, where all voices are not only heard but also celebrated for the richness they bring to the human experience.

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