



* Prof. Ranjanben Gohil

Arts (Gujarati)

Research Zone India

Vol :- 8

Issue :- (1)

Dec :- 2019 Page - 1 - 3

ISSN :- 2319 - 8168

મહિલા અનામત ખરડો

EFZTGF AWFZ6 ÆZF EFZTLI DIC , FVIG 5~QFGL ; DSIF NZHÔ VF5JFDF VFJ I KP 5ZT VFD KTFI T CH JF:TIJSTFYL NZ KP ZFHSZ6GF 1F+DF Sgã TYF ZFHI :TZ :+LVIGL EFULNFZL 36L H VIKL KP TVIGL NZHÔ ; WZFJF DF8 TYF ZFQ8G IJSF ; VG 5UIT TZO , . HJF DF8 TVIGL ZFHSLI EFULNFZL ÆZF :+L ; XISTSZ6 VIGJFI KP T tIFZ H XSI AG HIFZ TVIG , IS ; EF TYF ZFHI IGL IJWFG ; EFVNDF VGFDT A9SII VF5JFDF VFJJP

EFZTGL ; ; NGF ZFHI ; EFUCDF) DL DFR4 Z_!_ GF ZIH DIC , F VGFDT IJQFIS BZOM ACDTLYL 5 ; FZ SZJFDF VFJ I MP DIC , F VGFDT IJQFIS VF !_ (DF AWFZ6LI ; WZFVG !_) DTIYL ACDTL 5F%T Y . KP RFN JQGF , FAF ; DIUF / F AFN :+LVIGL VGFDT A9SII GL DFU6LGL :JLSFZ SZJFDF VFJ I MP 5IZ6FD :J~5 ; ; N TYF ZFHI IGL IJWFG ; EFVNDF EFZTLI DIC , FVIGL ZFHSLI EFULNFZLGF ÆZF B<IFP VF BZOM EFZTGF AWFZ6LI ; WZFVNDF VS ; LDFRCG~5 ; WZFII KP 5ZT VF BZOM CH , IS ; EFDYF 5 ; FZ Y . XSI GYLP DIC , F VGFDT IJQFIS BZOF 5IZ6FD :J~5 , IS ; EFG S , 5\$# A9SII DFY ! (! A9SII :+LVIG OF / HXP ZFHI IGL IJWFG ; EFVNDF S , \$!_) :YFGIDFY ! !#*_ :YFGI :+LVIG OF / HXP

DIC , F VGFDT BZOFGL ; ; NDF ZHVFT 0

:+LVII DF8GL VGFDT A9SII DF8GL VF BZOM ; ; NDF JFZJFZ ZH SZJFDF VFJ I KP

DIC , F VGFDT BZOFGL ; OZ 0

! Z DL ; %8dAZ4 !)) & DF NJUFOF ; ZSFZ ÆZF ZH SZJFDF VFJ , IP tIFZAFN Z&DL HG4 !)) (GF ZIH VGPOLPVP ; ZSFZ ÆZF ZH SZJFDF VFJ , IP tIFZ AFH5IL ; ZSFZ , 3DTLDF VFJLUI , P ZZ DL GJdAZ4 !))) GF ZIH VGPOLPVP ; ZSFZ VF ; NE 8SII D? IIG CTMP

D4 Z__\$ DF IP5LPVP ; ZSFZ ÆZF VF BZOM ZH SZJFDF VFJ , IP tIFZAFN & D4 Z_ (GF ZIH TG ZFHI ; EFDZ ZH SZJFDF VFJ , IP ! * DL IO ; dAZ4 Z_) GF ZIH :8IqOU SIDI8V TGII VCJF , VF% IIP ZZ DL OAVFZL4 Z_!_ GF ZIH EFZTGF ZFQ85IT ZLDTL 5ITEF 5F8L , TG h05YL 5 ; FZ SZJF DF8GL E , FD6 SZL CTLP Z5 DL OAVFZL4 Z_!_ GF ZIH TG SIgãI SIAG8GL DHZL D / L VG (DL DFR4 Z_!_ GF ZIH ZFHI ; EFDZ ZH SZJFDF VFJ I MP HG) DL DFR Z_!_ GF ZIH ACDTLYL 5 ; FZ SZJFDF VFJ I MP CH 56 VF BZOFGL ; OZ RF , KP

VPGP	JQF	ZHVFT
s!f	!))&	)! DI AWFZ6LI ; WZFZ TZLS NJUFOF ; ZSFZ ÆZF ZHVFTP
sZf	!)) (	(\$ DF AWFZ6LI ; WZFZ TZLS V8 , IACFZL AFH5ILGF GTtJJF / L VGOLV ; ZSFZ ÆZF 5GoZHVFTP
s#f	!)))	VGOLV ; ZSFZ ÆZF 5GoZHVFTP
s\$f	Z__Z	VF BZOF 5UCDFY 5 ; FZ YJFDF ; O / TF D / TL GYLP
s5f	Z__#	; ; NDF VF BZOFGL A JFZ ZHVFTP
s&f	Z__(	I5LV ; ZSFZ ÆZF ZFHI ; EF ; D1F ZHVFTP
s*f	Z_!_	SIAG8GL DHZL TYF ZFHI ; EF ÆZF DHZLP

Source : Dr. Rakesh K. Singh Co-Ordinator Women's Unit, Indian Social Institute, New Delhi.

* VwI1FzL4 ZFHIXF: + IJEFU4 ZLDTL GPRP UFWL DIC , F SII , H4 EFJGUZP

DIC, F VGFDZ BZ0FGL IJXQFTFV 0

s!f , IS; EFDf :+LV Df8 ##@ A9S VGFDT ZFBJDF
VFJXP V8, S 5\$# DFYL ! (! A9S DIC, FV Df8
CXP

sZf ZFH IGL IJWFG; EFDf 56 ##@ A9S VGFDT ZFBJDF
VFJXP

s#f , IS; EF VG ZFH IJWFG; EFDf VG; IRT ÔIT VG
HGÔIT Df8 ##@ A9S S, A9S DFYL VGFDT ZFBJDF
VFJXP

s\$F BZ0 SF I NFG :J~5 WfZ6 SZ VG VD, Df VFJ tIFZYL
!5 JQF ; WL VD, DfZCXP tIFZAFN TG ZN SZJDF
VFJXP

s5f VF VGFDT A9S ZH8XGG VFWFZ, FU SZL XSFXP

:JFTÈ 5J :+LV IGL ZFHSLI EFULNFZL 0

:JTÈ 5J EFZTGF ZFHSZ6DF ZHIF ; , TFG4 ZF6L
, 1DLAF. HJL U6LUF9L DIC, FV IGM OF/ ÔJF D/ KP
ZFHSZ6G 1f+ V ÔCZ HLJGG 1f+ KP HIFZ :+LV IGL 1f+
3ZGL RFZ INJF, 5ZT DIFINT U6JDF VFJTP

V I U6L; DL ; NLGL ; DFH ; WfZ6FGL R/ J/ NZd IFG :+LV
ÔUITGF 5IF; IGF O/ :J~5 :+LV WZGL RFZ INJF, IGF
DIFINT 1f+ K IOLG ÔCZ HLJGG IJ IJW 1f+ IGF 5JXJF, FULP
JL; DL ; NLDF UFWLHLGL GTFULZL C9/ ; F 5YDJFZ
DIC, FV BA H D I8L ; b I FDF VFHNLGF HUDF ÔOF.
CTLP S: TZAUFUWL4 VZ6F VF; O V, L4 ; ZHHLGL GF I04
HJL V; b I DIC, FV V, OTDf EFULNFZL SZL KP VF; D I
IJ IJW DIC, FV ; U9G HJF S VIB, EFZTLI DIC, F
5IZQFN TYF EFZTLI :+LV IGF ; U9G äZF :+LV IGF
VIWSFZ Df84 5IF; SZJDF VFJ I F CTFP

:JT+ EFZTDF :+LV IGL ZFHSLI EFULNFZL 0

EFZTGF AWFZ6G 30TZ SZJDF VFJ I tIFZ :+LV IGF
VIWSFZ Df8GL DFU6LGF DF+ +L; JQFG 8SFUF/ FDF :+LV IGF
AWFZ6 äZF 5~QF IGL ; DS1F NZHÔ VF5JDF VFJ I I P TV IGL
DTIWSFZ4 pDNJFZLGM VIWSFZ VF5JDF VFJ I I P_{sif} TV IGL
5 I TFGF VF VIWSFZ 5t I IGIQSI ZC K VG 36L V I K L
DIC, FV ZFHSLI 1f+ EFULNFZL SZ KP EFZTDF ! &
, IS; EFG R86LV IGF VF I I HG SZJDF VFJ I KP ! \$ DL
, IS; EFG R86LV ; WL ; ; NDF :+LV IGL ; ZZFX 8SFJFZL
! _@ H8, LCTLP CF, DF, IS; EFDf :+LV IGF &Z A9S D/ JL
K4 VG ! ZPZ@ V 5C IRL KP EFZTG AWFZ6 T I, I SXFCL
VFNX IJF/ KP 5ZT EFZTGM ; DFH 5Z5ZUT C IJFG SFZ6
:+LV IGL ZFHSLI EFULNFZL Df8 VJZ I I IGM ; FDGM SZJ 50
KP

❖ :+LV IGL ZFHSLI EFULNFZL VJZ I I 0

:+LV IGL ZFHSLI EFULNFZL IJ IJW VJZ I I ÔJF D/ KP
TV IGF IX1F6GM VEFJ4 ZFHSLI ÔUTFG I VEFJ C I I KP
TV IGL S8AGF ; e I I4 ; DFH TYF ZFHSLI 51F I4 GTFV I TZOYL
5 I I; FCGGM VEFJ C I I KP VFHYS ZLT TV I 5ZFJ, AL C IJFYL
R86LGF BRG 5C IRL J/ L XSTL GYL VG TV IGF I G I XISTGM
VEFJ C I I KP ZFHSZ6GL 5SIT HYJFN4 BRFBRL :5WFG
C IJFG SFZ6 TYF RFIZ È BOGGF E I G SFZ64 V ; , FDTLG
SFZ6 TV I ZFHSZ6Df ÔOFJFG 5; N SZTL GYL :+LV IGF
NZHÔ IJQF I S ; IDIT äZF !) * ! v !) * \$ NZd IFG :+LV IGF
NZHÔ IJQF I S VCJF, C ; DFGTF TZOC T I FZ SZJDF VFJ I I
CT I tIFZ T6 H6f I S ZFHSLI 51F :+LV IGL 5 I I; FCG VF5TF
GYL VFYL T6 :+LV Df8 NZS :TZ VGFDT A9S IGL E, FD6
SZ, LP

**:YFIGS :JZFH IGL ; :YFV IGF :+LV Df8 VGFDT
VS 5X; GLI 5U, 0**

GZL; C ZFJGL ; ZSFZ äZF !)) Z DF * # D I AWFZ6L I ; WfZ I
5 ; FZ SZJDF VFJ, I VG :YFIGS :JZFH IGL ; :YFV IGF
:+LV Df8 ##@ VGFDT A9S IGL ÔJF. SZJDF VFJ I CT I
HGF 5IZ6FD :J~5 ; DU NXDF ! _ , FB H8, F :YFG I
DIC, FV IGM OF/ Ô I K VG TV I NXGL 5UIT VG IJSF;
Df8G L XFT SFIT SZL ZCL KP

**ZFH:YFG TYF D I I5NX ; ZSFZGL HD 5_@ VGFDTGL
UHZFT ; ZSFZGL VGM BL 5C, 0**

UHZFT ; ZSFZ äZF :YFIGS :JZFH IGL ; :YFV IGF :+LV Df8
5_@ VGFDT A9S IGM BZ0 ! ! DL GJdAZ4 Z_) GF ZH I
IJWFG; EFUCDFYL 5; FZ SZJDF VFJ I I K VG TGM VD,
X~ SZJDF VFJ I I KP HGF 5ZL6FD :J~5 T FHTZDF
VF I I IHLT R86LV IGF DCFGUZ5F, LSFV I4 GUZ5F, LSFV I4
HL<, F 5RF I T I TYF UFD 5RF I T I Df8 TGM VD, SZL XSFI I KP
VGFDT BZ0FG IJZ I I 0

:+LV VGFDTGF VF BZ0FG IJZ I I +6 GTFV I pTZ5NXGF
; DFHJFN 51FG GTF D, F I D I; C I FNJ4 IACFZGF HGTF N/
GF, F, 5; FN I FNJ TYF HGTFN/ IGF. 80GF 5DB XZN I FNJ
SZ KP TV I :+LV Df8 VGFDTDF VGFDT . rK KP TV I
##@ DFYL V I AL; L DIC, FV Df8 ! _@ VG DI: , D DIC, FV I
Df8 5@ VGFDT A9S IGL ICDFIT SZ KP VF IJZ I I WGF SFZ6
VGFDT BZ0FG S I U; TYF EFZTLI HGTF 51FG 8S I 5F I T Y I I
CT I VG :+LV IGL NZHÔ VF5TF VUT I GF BZ0FG NXGF A
D I I8F 51F IGM 8S I 5F I T Y I I CT I P

IJ`JGF NX I Df8 :+LV VGFDTGL I:YIT 0

IJ`JGF ! _ H8, F NX I Df8 :+LV Df8 VGFDTGL ÔJF.

SZJFDF VFJL KP Z_ H8 , F NXIDF : +LV Df8 VGFD TGL
ÔUJF . GYLP HDF EFZTGM ; DFJX YFI KP_{szf} IJ` JGF NXIGL
JFT SZLV T M VUUM , F4 SM : 8FZLSDF #* @4 G IJ TYF ; GU , DF
\$_ @4 GWZ , g0hGDF \$! @4 VF . ; , g0D\$#@4 NI1F6
VFHOSDF \$5@4 : JLOGDF \$* @ A9SM : +LV Df8 VGFD T
ZFBJFDF VFJL KP ZJFgOF HJF GFGSOF NXDF : +LV Df8 5&@
A9SM VGFD T ZFBJFDF VFJL KP

VIX IGF NXIGL JFT SZLV T M G5F / DF : +LV Df8 ## @4
5FIS : TFGDF ZZ @4 RL GDF Z ! @4 ZL , SFDE & _ @ A9SM VGFD T
ZFBJFDF VFJL KP VIX IGF NXIGL DIC , FVIGL ZFHSL I 1F+
EFULNFZLGL I : YIT ; FZL KP VIC I F : +LV IV ; JIR R C I N N F V M
5FNT SZ , F KP ZLDTL I ; IZDFJ M E0FZGF I S ZL , SFG 5YD
JOF5WFG CTFP 5FIS : TFGDF AGHLZ E1 M V JOF5WFGG 5N
CF ; , SI CTP AFU , FN XDF AUD BFI , NF I h I FV ; JIR R : YFG
5FNT SI CTP EFZTDF JOF5WFGG C I N N I ZLDTL . INZF UFWLV
WFZ6 S I M CTIP 5ZT VF GFD M V5JFN~5 K TD SCL XSFI P
CH JWG JW DIC , FV M ZFHSZ6DF ; ISI AG T . rKGLI KP
: +LV IGL ZFHSL I EFULNFZLG VJZIM NZ SZJGF
5U , FV M 0

: +LV IGL ZFHSL I EFULNFZLV IJ IJW VJZIM IGL ; FDGM SZJ M
50 KP IP5LPVP ; ZSFZ äZF VGFD TGM BZOM ZFHI ; EFUC
DFYL 5 ; FZ SZJFDF VFJ I M H VS 5X ; GLI 5U , KP 5ZT
: +LV M V ; ZSFZS EIDSF EHJL XS T Df8 CH 56 S8 , FS
5U , FV M EZJF H~ZL KP

s! f : +LV M 5t IGF GSFZfTDS J , 6 M 5~QF ; e I M V4 ; DFHGF
; e I M V4 ZFHSZ6LV M V4 ZFHSL I 51F M V AN , JF Ô . VP
szf ZFHSL I 51F M V : +LV IGL ZFHSZ6DF ÔOFJJFG 5M ; FCG
VF5J Ô . VP

s#f IJ IJW DfW I D M HJF S äx I zFj I DfW I D M I5g8 IDIO I F4
VBAFZM : +LV M 5t IGF

GSFZfTDS J , 6 M AN , JFG SFI SZL XSP

s\$ f ; ZSFZ äZF4 ZFHSL I 51F M äZF VG : JI ; JL ; : YFV M V
DIC , FV M Df8 GTtJ TF , LDGL j IJ : YF SZJL Ô . VP

s5f : +LV IGL VIWSFV M TYF SFI NFV IGL ÔUITGF CT ; Z
SFGGL IX1F6 VF5J Ô . VP

s&f : +LV IGL IX1F6GL ; IJWF VF5JDF VFJ4 T M TV M DF
ZFHSL I ÔUIT VFJL XS K TYF TV M : JFJ , AL AGL XS
KP

DIC , F VGFD T BZOM 0 IN<CL CH NZ KP

DIC , F VGFD T BZOFGL DH , AFSL KP ZFHI ; EFDFYL T 5 ; FZ
Y I M K 5ZT , IIS ; EFDFYL 5 ; FZ YJFG M AFSL KP VF ; FY ; FY
Z_ ZFHI IGL IJWFG ; EFV IGL DHZL VIGJFI KP DIC , F

VGFD T BZOFGL SFD R , fp VEZF . SZ ROF . NJFDF VFJ T
Df8GF TDfD 5 I F ; M SZJFDF VFJL ZC I F KPs#f VF BZOM
 , IIS ; EFDFYL 56 5 ; FZ YFI T M DM8L ; b I FDF ; ; N TYF
ZFHI IGL IJWFG ; EFV M DF : YFG D / JJFG ACGIG : J M G I ; WW
YXPs\$ f VF VGFD T BZOM SFI N M AG T M EFZTL I DCL , FV M G
; XISTSZ6 XSI AGP

5FN8L5

⇒ DLG / NL1FT4 VGFD TGM VBFOM DA . ; DFRFZ4 TFP
Z! q_ #qZ_! _4 5 . H4 #P

⇒ Women's Bill may be diluted for LS; The
Times of India March 14, 2010, P.N. 8 TYF
DIC , F VGFD T IA , G SFD R , fp VEZF . SZ ROFJFI
TJL ; EFJGF4 UHZFT ; DFRFZ4 ! Z DFR4 Z_! _4
5 . Hv ! P

⇒ DIC , F IA , Df8G IWW , IIS ; EFGF äFZ4 V~6 GCZ4
UHZFT ; DFRFZ4 !)4 #4 Z_! _4 5 . H v \$P

; NEUYM

⇒ OFP GLZF N ; F . 4 OFP pQFF 9SSZ4 ; 5FNSM4 , OMP pQFF 9SSZ
0 : +LV M VG ZFHSZ6 0 S5ZF R~F6 VFZP VFZP X9GL
S5GL4 DA . P



* Dr. Raman S. Patel

Arts (Gujarati)

Research Zone India

Vol :- 8

Issue :- (1)

Dec :- 2019 Page - 4 - 6

ISSN :- 2319 - 8168

ZFJHLGL cVUTc SIJTF

VFWIGS UHZFTL SIJTFGM p3F0 cVUTc SIJTFDF VGEJFI
KP UHZFTL EFQFFGF VF ; XST SIJGM Hgd !)#) DF
OFSNZ 5F ; GF J< , J5ZDF YIMP SIQF 5ZLJDF Hgd , F
ZFJHLV SIQFvHLJGG ; FDULG 5MTFGL SIJTFDF
5ITSvS<5G TZLS IJIG IIMU SIIM KP ZFJHLV GFGL pDZDF
H VJL ptTD SIJTFVM , BL S4 UHZFTL ; FCLt IGM . ITCF ;
ZFJHLGF p< , B JUZ VWZM H ZCP ZFJHLG HLJJFGL TD
YMOF ; D I DF 5MTFGL VTZGL VUT , FU6LVIG VIEJIST
SZJFGL pTFJ/ 56 CTLP ZFJHL 5ZF +6 NFISF 56 VF
NIG I DF UF / L XSFIIM GCLP SJLTFGL EFQFFXF , L IEgG CTL
TD HLHLJQFFGL . rKF 56 TLJ CTLP
ZFJHL IGHtJYL EIM EIM SIJ KP 5Z5ZFGJ JFT G SZLV
TM 56 V H VF5K VDF VGL C IFTL VG C:TL VGEJFI
KP VGL JNGFvNN VGF XaNMDFYL GLT IF SZ KP HLJGG
VGEITGM Z6SM ; TT ; E / FI KP ZFJHLGL VF SIJTFDF
; LD VG GUZ JrR JCRFI , 3Z VS SZJFGM ; TT 5IF ;
KP SIQFvHLJGGF p5SZ6MGL SIJTFDF SFD , UFOIF KP
VGM IJIXQ8 5TLSfTDS p5IMUcVUTc GL SIJTFVMDF
VGEJFI K4 V8 , H SNFR SIQFSIJ IJXQF KP ZFJHL
VF56F ; FICT IGM VU6LS DHZ 5MV8f SJL KP ; FICT I DF
XaNG VGSZ6 ; C , F . YLY . XS KP 56 VUT AGFJJF
JF: TJDFYL 5 ; FZ YJ 504 JNGF IJGF ; HG XSI GYLP
ZFJHLGF VF VUT DF H S . VFJ I K T 5TLS vS<5GF
wJFZF VFJ I KP cVUTc GL 5C , L STL HM . V TTP
cDFZ BTZG X-YL pOL Y . ; FZ ; Lp<
ZFJHLGL VF ptTD ZRGF KP VF ZRGF VF56L VFU /
p30 KP YMOFS H U^IF SIQFHLJGGF XaNM wJFZF4 56 VF
HH XaNM J0 SIQFHLJGG VFAICJF AFWL VF5L KP 5DGF
5TLS ~5 ; FZ ; LG VSFVS pOL HJvV ; DU 38GF
SxDSX ~5 SITDF jIFMT AGL ZC KP XaNIR+MGL ; IQ8
GHZ ; DIF AWFTL VFJ KP ; FZ ; LYL XMETM BTZX-14
BTZG B0JF VFJ , DFvNLSZM G SM . S ; FYLNfZv-
MRSLvKFX4 R , D4 TDFS4 VOFI4 DCOLG hf0 VG

VF I BGL VGFDT HJF A / NvC / SIQFHLJGG I:YZ 56
ZMRSIR+ Sfj I DF p5 ; L VFj I KP ; FZ ; LGL VG5I:YITDF
-MSSLGL KFX4 ZM8 , FG A8S4 TDFSGL R , DOS 5MT 5MTFGL
U6WD AGFJL XSTF GYL VF SIJTFG 5ZLDF6 D / K DF+
c ; FZ ; Lc GF 5TLS wJFZF
I5I5F+GF ; STYL 56 V S . S IJXQF KP
ZFJHL VS SIJTFDF SC KPP
cHLE p5Z ; / J?IF SZ VJF ; FSZGL S8SL XFc BTZG
IR+ NMZFI VFJ KP
ZFJHL 58 , IJX RL G DMINL SC K o cZFJHL UHZFTL
; FCLt I G D / , M ALHM 5gGF , F , KP cJNGF , . G HGDIM
CTMP HLJG ; DU TLJ VGZFUDF 5 ; FZ YIP 56 HLJGEZ
EFu I ; FY G VF%IMP ZFJHLV VUT I ; JFI VFWGLS
UHZFTLDF GJ , SYF GFD VzWZ VG hHF VF5L KP JItT
VG JFTF cDF S , ! ! sVULIFZF JFTFVM D / L VFJ KP
ZFJHLGL cVzWZc HF6 UnDF , BFI , 5n K4 TGM GFIS
1FIU:T KP VzWZGLSZ6SYDFVF , BFI , M GFISZFJHL
58 , H VGEJFI TM GJF . 5FDJF HJ SX H G CM . XSP
chhf V ZFJHLGL ALHL GJ , SYF KP GJ , SYFDF
VF , BFI , L EFQFFX , LVG OFIZLGL :J~5JF / SYFJ:T VS
GJL H SYFGM IGNX SZ KP VFJL GJLGTF ZFJHLGF
; DSF , LG JFTFSFZMDF HMJF D / TL GYLP VFD4 ZFJHLV
YMO pDZDF GJ , SYF4 GJ , LSF 5Z 56 5MTFGL CYM8L
VHDFJL , LWL CTLP cSDFZc GF VF56 k6L KLV S T6
5YDJFZ ZFJHL 58 , ; FY UHZFTL JFRSMG 5ZLRLT SI FP
UHZFTL 5n ; FCLt I DF TGF Sfj I ; UC cVUTc G VS
VGMBv VHMO :YFG KP VUTGL VS V , U HuIF KP
VTGL SIJTFDF ZFJHL 5MTFGL VUT VYJF D / UFD0FG
E , LXSIM GYLP UFD0FGF 5KFT56DFYL pEL YI , LVG
VFSFZ , . ZC , L GJL RTGDF VFWGLSTFG H ; IMHG
IDz6 YIP TDFYL ZFJHLGL SIJTF :SZL KP VUTGL SIJTF
:JIE KP cVUTc GL :DZ6LI ZRGFVIG IFN SZLV TM
cVFEF ; L Dt I G ULTc DF ZFJHLGF IJRfZS VG IRTGXL ,

* V ; MP 5MOP ALPALP VJLR , VF8 ; Vg0 SMD ; SM , H4 DFOJL4 IHP ; ZT

jIISTtJGM 5ZLRI SZFJ KP V<5 ; DIDF 5MTFGL
; HSTFGL zQ9 VGETL ; :SFZL VG UZJL UHZFTG VF5L
RF<IF YGUGF8 ZFJHLGL VFBMDf TZJZTM CTM VGF
C I FGM YGUGF8 56 SIF VMKM CTM m VF ULTGL 5ISTVM
HM . V TmP
DFZL VFB SSGF ; ZH VFYdIF
DZL J , X6UFZM JLZF4 XUG ; SMZM
VHJF/F 5CZLG pEF`JF ; P
cSSGF ; ZHc 5TSL J0 JCL UI , F ; DIG X6UFIM KP
DtI 5KL GGF DL CMI4 VG AN , Jc , X6UFZJFDF ZFJHL
DYL ZCIM KP VF5 ; UG , uG5 ; U H8 , H DctJ VF5
KP cXUG ; SMZMc DF ZFD6NLJFGM ; ST HMJF D/ KP
VHJF/F 5CZLG pEF`JF ; DF JZZFHFGM ; NE KP 5L/
5FN VG , L , F 3MOF VGSD 5L9LEZL KMSZL VG JF ; GGF
5TSLM KP
VUTGL cCXL , F , GL IFNDFc VGc ; AWc HJL IRZ :DZ6LI
ZRGFVM 56 KP VUTGL VSVS SJLTF 5F6LNFZ DMITL
; DFG VG BAH I5I KP cDtIGL VGETL VG ; JNGFc
ZFJHLGL DM8FEFUGL ZRGFVMDf IJlJW 5TSLM wJFZF
VF56G HMJF D/ KP
ZFJHLGF ULTMDFYL
cVDG J0vJUJZG KFI KFI UDL UIM
S ID ; H , LI8G 5DF6LT
cTD ZIT , S ZHFH ZFDGFv
 , MS-F/DF , BFI , F ULT KP
ZFJHL N , N , 5TLEFXF/L SJL KP 5C , F JZ ; FNGL ; MOD
HJL TGL SfjIvZRGF DF6TF H DM VtTZ Y . HFI KP
HgDHFT SJL K VG VJF SJLG ; DIvSF/GF ; LDFSGM
vAWGM G0TF GYLP
cJZ ; FNL ZFTc ZRGFDF 5MTFGL pE IJXGL OZLI FN VF ZLT
SZ KP
cG/LIFGL GLR DFZL pE 56 5LKF HJL VF3L5FKL YIF
SZPc
TM c9FUF9IFc VYIM SIF SZTF DF6 ; M VG ; DFH TZO JWS
VG S8F1FDI EFQDF SC KP HD SPPP
9FUF99F E , SZ ZFD
VF56 TM V , ATvXZAT pR D<IP
TDFZ TM ; F6 ; LGM SZJM K VY
56 TDFZ TM NZL IFGM SZJM K VY
C TM D+
EBYL ZLAFT DFZ J< , J5ZF UFD
cC HLJTM Kc DF 5MTFGL C IFTLGM IGX SZ K VG SC K

S4

v56 C HLJTM K V S . VMK K !
DF6 ; G CMJ UD T ; DIDF ; FYS CM KP
VUTGL VGS 5ISTVMDf DFT5D GLTIF SZ KP HD SPP
Z6GL JrR , L , MTZL G
 , M , MTZLDF GFUvC DF TG 0 ; P
cV ; bI ZFI+VMG VTc SJL DL , GGL T05GG VF , B KP
JLK6GF VSMOF HJF AL<OLUWYL
CZRS EZRS XCZ NAFIFP
ZFJHLGL cVUTc SJLTFDF VT%T SFDGFG jIST SZTF
S<5GM 56 ZH YFI KP
cRFNZDF SXI GCMT KTFI D VG ; WLC
cSFDFTZ 5tGLGL GLHG IMLG VJC , TMc
c5fK , F EJGL DX~ T/FJ 5ZG ; JGGc
ZFJHL 5TSL vS<5G J0 56 V 5MTFGF DHF JLGFGF
VTLTG p5BTM ZCIM KP VTLTGM ; 5S JTDFFG RTgI
VF5 KP
cR6M9Lc cZST VG UMS/UFIC NLW SfjIM K4 VF
AG SfjIMGM GFIS NL , HFT KP ALDFZ GYL ZIMU VG
VFQFWGF ; NE GCLJT KP VTLJF:TJGM VFVWFZPPP
cDFZF DONDFDFYL ; FJ ; 0 , F XCZ
BMTZL SF-M ! HJL 5ISTDF HMJF D/ KP
ZFJHLGF HLJGGL SYGL BA H 8SL VG HLJG HLJJF DF8
; 3QF SZTF VFHGF SM . 56 IJFG HJL KP YMO HLJL UIM
56 V SIJTFGM HLJGNFG VF5L UIMP VDNEJFNDf VFJ , L
cGJRTGc CF . :S , DF VF56M VF SJL V ; P V ; P ; LP ; WL
E^IM VG VF8 ; SM , HDF A JQFGM VeIF ; SZL XSIM
V8 , :GFTS Y . XSIM GCLP VFHLJLSF D/JJF DF8 36F
H WD5KFOF SZJF 50IFP ; 7 JFRSvEFJSG VF`RI YX
S VFJF ; JNGXL , VG 5ITEFXF/L SJLG ZMHLvZM8L DF8
VDNEJFNGL SF50GL DL , DF GMSZL SZJL 50L CTLP UHZFT
IJnf5L9 TDH cSDFc SFIF , IDF YMON ; DI SFD SIP
AREF . FJT VF 5ITEFG 5Z6F 5ZL 5FOL 56 VF
5TLEFXF/L jIISTtJDFYLS . SD/JFG X~YITH ; DI
SNZT TG AM , FJL , LWMP ZFJHLGF VJ ; FG ; DI zL SJL4
5+SFZ4 CZLgN NJV zwWFH , L VF5TF SC I CTPPP cUHZFTL
SJLTFGM , L , M 8CSM BZL 50IM !c K< , TG , FuI S5MTFGF
1FIGM IMuI . , FH YJM HM . VP ID+MGF VG :GCLVMGF
VFUCYL VG HLHLJLQFFYL 5A/ EFJGF SFZ6 T VDZU-
DF 5I ; wW 1FI RLSt ; F , IDF NFB , YIMP 56 tIF ; WL
36 H DM0 YI CTP VDZU-GL ; FZJFZ UHZFTL VG
UHZFTGF VF ; FZ:JT5+GARFJL XSLGYLP ZFJHL HIFZ

HIFZ S. S ; HG SZTM tIFZ UFDOFGL VG GUZ ; :SITGL
 hFSDh//GL T , GF SZTM CTM T6 , bI KPPP
 cG C CJ GUZG 5Y ; RZ tIF
 VFBLI ; LD DHG J/UL ZC KP cc
 VG 5KL UFDOFGF VTLTDF 5CMRL HF I KP TGL SJLTDF
 I , AMOL4 SATZ4 JFKZ04 3F ; EZ , UFO , . G HTM ZAFZL4
 RF ; DFYL DFY pR SZTM KMO4 VJF XaN ; DCM wJFZF
 VF56G VJF UFDGL ; OZDF HMOL VF5 K HIF SIFZI
 XCZGM UNJFO 5JxIM gCMTMP
 ZFJHLG DG DF+ HLJGGL SZ6TF H I5I GCMTL 56 GFZLG
 ; FNI VG TGF VFSQF6G DctJ 56 V8 , H CTP
 cEdDZL IF /F SXc G VFSQF6 SJLTDF KFG ZCL XST GYLP
 VG G 5Fd IFGM ZH 56 S/FI VFJ K T SC KPP
 J8// Y . RZ6 50IF RSZFJ
 5YGL , LZf4 RSZJSZ S . ROTF VGL ; FY
 SIF KP EdDZL IF /F SX TDFZF m NMO PP XIMWPP

ZFJHLGL VGSFGS :DITVM SJLTF wJFZF TFHL YFI KP TG
 GLHtJ SJLTDF 5U8 YFI KP
 cSMSXF :+GL UNL VFJItT HJL AF IOL
 DG ZMH 9 ; F DFZLG ZFT AUFO K
 CM I ; F , L V K E ,
 56 C HLJTM K V S . VMK K !
 Z :TF 5Z U , DCMZ K G m
 AFJ /LVIM SCJ CM I TM HFJPP 56 K G m
 ZFJHL E , VFH CIFT GYL 56 XaNNC vV1FZNC T
 VF56L ; FY VG VF56L JrR K4 VF56L 5Z6F K VS
 SIQFv5ZLJFZDF HgD , . VF8 , pwJYJHJTJ SFI GYLP
 VG K< , VFIN , Dg ; ZLV VS pN SIJTDF 5MTFGL jI YF
 9F , JTF SC I CT S4
 cDMTSL VFBMD VFB OF , SZ UF IUF SFG mc



* Dr. Sanjay L. Trivedi

Arts (Gujarati)

Research Zone India

Vol :- 8

Issue :- (1)

Dec :- 2019 Page - 7 - 8

ISSN :- 2319 - 8168

ccSfNAZLGLDFc IJX YMOs

UHZFTL ; FICtIG H S8 , FS ptTD ; HSM D? IF K TDFI GFZL
RTGF VYJF TM GFZL IR+6 SZGFZF ; HSMDF WL~ACG 58 , G
GFD GmW5F+ KP 5ZQF , BS wJFZF YT GFZL IR+6 VG :+L
; HSM wJFZF YT GFZL IR+6 AGDF SIFSTM TOFJT ZCJFGM
VFJM TOFJTGM VF56 GZI ; C VG DLZFGF ; HGDF 56 HM .
XSLV KLVP HIFZ 5ZQFM wJFZF GFZL CNIG p3F0JFGF 5ItGM
YFI VGF SZTF :+L ; HSM wJFZF GFZL CNIG p30 TM TDF OZS
HMJF D / HP GFZL wJFZF GFZL IR+6 VYJF TM GFZL ; D: IF
VF , BFI tIFZ , IBSF AlWW VG CNIG ; FY SFD 5FZ 5F0 K
5ZL6FD :+L ; HSM wJFZF YTF ; HG JWZF :5XL HF I KP VCL
HJFT SZJFGL K T WL~ACG 58 , wJFZF , BFI , L
GJ , SYFv , 3GJ , cSfNAZLGL DFc GL KP
WL~ACG VFD TM DA . JF ; L UHZFTL TYL CNIG 5656
UHZFTLVUHZFTL GFZLv , IBSF 5IZ6FD UHZFTL
GFZLv , IBSF 5ZL6FD UHZFTL VG EFZTLI 5Z5ZF 5RFJL
HF6 , L VG IGJ0 , F , IBSF cSfNAZLGL DFc VS GFZL SgNL
GJ , SYF KP HDF , IBSFV ; DFH GCL 56 3Z ; DFHDF VG
V1FLI VFU / JWLG SCLV TM H 5MTFGF K T , HSM H GFZLG
NJFvSJF 5SFZ XIQF6 SZ KP SCLV TM , FU6LVNYL KTZ K T
VF GJ , SYFDF ZH YI KP SYFGF DbI 5F+M SfNAZL4 IJHI F4
VgGFvV ; 6F4 5gGF4 XST , F4 HIFZ VIGI , ULZWZ , F , 4
; ERN4 OMP EZRF HF , 5ZQF 5F+M KP VF56 HF6LVKLV S
HuT ; N V ; NYL EZ , KP INJ ; VG ZF+L VH ; tI KP
GJ , SYFGL ; IQ8 56 HUT K tIF 56 ; N VG V ; N4
INJ ; vZFT ; FY H KP TYL TM VS AFH ULZWZ , F , vVGL , 4
SfNAZL4 VgGF4 IJHI F4 XST , Fv ; NFIXJ HJF 5F+M wJFZF
 , IBSFV ; DFHGM JZJM RCZM IG~%IIM KP GJ , SYFDF VJ
56 TFZJL XSFI S GFZLG 5ZQFM wJFZF YTF XIQF6DF GFZL H
EFULNFZ KP H VgGF4 XST , F wJFZF HF6L XSFI KP VgGF VF
 ; FY 5MTFGL +6v+6 NLSZLVIGL JFT 56 ; FD , FJ KP ~5FTZ
T 5MTFGL DHAZLG NXG SZFJLG 5MTFGM CTI ; WW SZJF DY
K SDS VgGF 5MT H EFITS , F , ; F WZFJTL jIIST KP DF8 T
VIG , VG SfNAZL ; FY ; JF HFI KP SfNAZL ; FY EFITS

; DIWWGL JFT JFZJFZ SZ KP
VFD WL~ACG GJ , SYFDF A HNF HNF KOYL SFD , LW KP
VIG , G EFITS ; DIWW Y AOFD4 AG , jIISTtJ4 JTG4 S8JMG
VF , BG SI K VIG , VWDvG008 CMJF KTF VF`RI GL JFT
V K S XST , F HJL VgI :+L 56 VFH ; 5TLYL VFSQFF . G
5MTFGL INSZLGF , uG VGL , ; FY SZJFGL ; DTL VF5 KP VG
5ItGM 56 SZ KP 56 SYFGF VT SfNAZLGL ; F ; DF DF AGL
ZC KP VG SYF GFJJSDF VFtDIJ`JF ; HUFOJFDF ; O / YFI
KP VFBLI SYFGF IXQFS4 cSfNAZLGL DFc GM wJIG V H S
GFISFGF IRTDF DFGL H ~I-UT bIOF , K T ~5FTZ 5FDLG
 ; F ; DF TZLSG :YFG , K VH SITGL JSTF S ; O / TF U6FJL
XSFI P
5ZQF SgNL ; DFH jIJ:YFDF 56 ; NvV ; N AG 5F+M KP VGL ,
HJIG , H G008 5F+ K TM ; FD ULZWZ , F , 4 VERN4 ; NFIXJ
HJF ; N 5F+M 56 KP VFH 5ZQF SgNL ; DFHDF H 5ZQFGF
HFTLUT R , 6M4 JTG M AN , FIF K H VFJF 5F+M 5ZYL SCL
XSFI4 VG V8 , H IJHI FvULZWZ , F , GL ; JF SZ KP E ,
cZTGDGMZc VG 5MTFG CMIP D6I 56 VERNYL NoBL GYL S
 ; NFIXJ IJHI F TZOGM VEFJ NXFJTM GYLP VCL , IBSFV
5ZQF SgN ; DFH jIJ:YFGF 5IZJTGM 56 5ZMIF ZLT J6L
 , LWF KP
SYFG VG SfNAZLGL CNIG 5IZJTGM YFI K VG 5MT H 5MTFGL
 , OF . , OL , JF DF8 STIG`R IL AG K T GF S8 , FS pNFP HM . VP
cc ; FR SC K4 VgGF4 TFZL 5F ; VFJJF TFZL ; FY ZCJF C SJL
8 / J / TL CTL v TG GYL BAZ m T DG SFID 5FKL WS , L K
VG CJ VFH T , JF VFJL K tIFZ DFZ GYL VFJJJ
cSDm IZ ; F . K mc
cVDFZL ; X CM I m VF DFZM GL6I KP CJYL C VCL H ZCJFGL
KP DFZL ZLT ZCJFGL KPcc
ccDF 5F ; GYL ZCJmcc
c DF 5F ; H ZCJ K VgGF4 VF DFZL DF 5F ; mcc SCL SfNAZL
IJHI F 5F ; H . pELP VG AM , LPc ZFTvNCFOM O00F8DF DFZ
CJ GYL HLJJP VMIXIF / L Y . G GYL ZCJP DFZ HMJ KP XIMWJ

* zL 5LPVGP50IF VF8 ; 4 VDP5L 50IF ; FIg ; Vg0 zLDTL OLP5LP50IF SMD ; SII , H4 , 6FJF0F4 HLP DCL ; FUJ

KP

cXmc

cS EUJFG XF DF8 HgD VF% I M K mc

VFD VFBLI GJ , SYFDF GFZL RTGFG GF8 IftDS ZLT pHFUZ
SZJFGF , IBSFGF 5IF ; M ZC IFKP VG VGF , IBSF ; 0 / 56
YIF K E , VF56F , IBSF VFWGLS , BSIGL HD 5I MUXL ,
ZC IF GYLP KTFI 5Z5ZFUT ZLTLV , BFJ , L VF GJ , SYFV
UHZFTL ; FICtIDF GFZLIR+6v GFZLJFNL GJ , SYFV MDF
D M BZFG : YFG D / jIP

cSFAZLGL DFc GJ , SYFGF 5F+MGL JFT SZLV TM 5F+M ; FJ
; CH VG ; HLJ Ag IF KP ; DFHGL GZL JF: TJLSTF pHFUZ
SZTF VGEJL XSLV KLVP HG JF: TJG SYFDF ~5FTZ SCLV
TJF GDGNFZ Ag IF KP

5:TT GJ , SYFG ; FYL ; SLI 5F+ TM IJHIF K KTF V ; 6F
56 ; FY ; FY RF , T 5F+ KP ; NvV ; N4 V ; N GF SCLV TM
V ; NYL UI: T YI , 5F+ T VgGFP SD S VgGF INSZLV MGL DF
KP INSZLG E , IJRFZ KP VFWGLS ; DFHGF EHITS 3 , KFG
5ITGLWL~5 VF : +L 5F+ KP HIFZ IJHIF 5MFGF 50G 5`GM
SZ K S 5MT 5FQF6UEF K S ZtGFUEF m 5MFGF NLSZFYL
JCG ARFJJFGF VYFU 5ItGM SZ KP VG 5MT TDF GLQO /
UIFG VGEJ KP , ISFGM VFXI H V K S : +L 5MT : JI
. rKX TM H VF 5SFZGF ; FDFIHS SFNJDFYL ACfZ VFJL
XSXP V8 , TM IJHIF GLQO / HF I KP

, IBSFV VCL GFZL HLJGGL SYF jI YFSYF SCL KP ALHL ZLT
SCLV TM VCL GFZL wJFZF H GFZL CNIG 5FZBJFGM 5ItG
YI M KP DF VG ; F ; ; FDF KOFGF 5F+M K 56 CJ SNFR AGGF
ZM , AN , FIF K 5Z5ZFUT ZLTGF ZM , T pHFUZ SZJFGM
; HSGM VFXI 56 JFRL XSFI P DFV VgGFV NLSZLG c5TL
5ZD`JZc DF DFGTL AGFJL K TM IJHIF VF H M . G NoBL YFI

KP VS : +LG J9JL 50TL VF5NFV M YL V +: T KP VS 5ZQF
E , 5MFGM NLSZM CM I VGFYL 5MFGM JCG ARFJJF VYFU
5ItGM SZ KP 56 JJF6 VgGF VS : +L IJHIFG 36 AW
; E / FJ K TGL VFB M GF 50 / VFU / EHITS ; 5TLG 50 VF0
VFj I K VS ; DI SNA 5MT VgGF DF DF 56 IJ`JF ; ZFB KP
56 SYFG VT ; tI TZL ZC K VG SFNAZLDF IJ`JF ;
HUFOJDF DFv ; F ; DF ; 0 / YFI KP

VFD cSFAZLGL DFc ~- 5Z5ZFDF , BFI , HLJG , 1FL4
; DFHSgNL GJ , SYF KPSYDFDFG 5 ; UM 5F+M HLJT VG
JF: TJLS IRTZFI KP 5ZL6FD SIT ; Jn AGL KP VF ; FY
GF8 IftDSTF 56 SITGM IJXQF ZC I M K SITGF ; JFN M
SYFj IISTj M pHFUZ SZJDF ; 0 / ZC IFKP SITGF ; JFN M TLBF4
JWS VG DD7 KP 56 GFZSLI -AGF ; JFN M SITG VFUJ
A / 5Z 5F0 KP AF / 56YL VgGFV NLSZLG V ZLT pKZL K S
T ; FJ GDFIL AGLG HLJG IJTFJJDF . TL STj I DFG KP
5TLGF H<DM ; CG SZ KP VF ZLT SFNAZL GF 5F+ wJFZF
 , IBSFV : +L XIQF6 : +L RTGF AGG JFRF VF5L KP VFBZ
SFNAZLGF 5F+G 5ZLJTG YTF GFZL UFZJ VG GFZL VI:DTF
5U8 SZJFGM WLZACG 58GM 5ZQFFY ; 0 / YFI KP

, IBSFV SXFI -FS5LK M OF IJGF ; DFH GF JZJF ; tIG VF , bI
KP GFZL XIQF6DF VFBZ GFZL H HJFANFZ CM . XS TYF TDFYL
pUFZGFZ 56 : +L H CM I T O , LT SI K GFZL 5MT H : JIG
I ; wW SZJF XISTDFG K T JFT 56 VCL ZH Y . KP V 5KL
IJHIF CM I S XST , F4 VgGF CM I S 5gGF S 5KL GF ILSF : JI
SFNAZLvSNA VFBZ SITDFYL VD 56 ; DHFI KS VF HUT
5Z CDXF NZS jIISTV 5MFGM HFTG H JOFNFZ ZCLG 5MFGF
jIISTtJ YSL ; DFHGLDF6GL HJFANZL ; EF / JFGL K VDFH
; JG CLT ; DFI , KP



* Dr. Raman S. Patel

Arts (Gujarati)

Research Zone India

Vol :- 8

Issue :- (1)

Dec :- 2019 Page - 9 - 11

ISSN :- 2319 - 8168

ZDX 5FZB 0 VGMB ULTSIJ

VFWIGS SIJVNDF ZDX 5FZB ULTVSIJ TZLS
GMBvVGMB GFD VG : YFG WZFJ KP ZDX ; F 5YD cSI Fc
s!) * _f ULT ; UC , . G VFJ KP UHZFTL ULT SIJTDF
5MTFGL R18NFZ VIEJ IIST wJFZF UHZFTL ULT HUTDF
5MTFGL VS DHAT 5CRFGGM 5IZRI SZFJ KP cpXG ; c
SC K o cSI Fc DF VF56L ULT 5JItTG ; 1D WFZ GLS / L KP
VDF VS HFTGL V5JTF K VG VH TM 5ITEFG , 1F6
KP ZDX 5FZBDF GJL H V5J UHZFTL EFQF HF6 SFD
 , UFOJFDF VFJL KP cc

cZDX 5FZB ; HSTFYL OF8 OF8 YTM SIJ Kc VJF ; ZX
N , F , GF IJWFG ; FY ; F SM . ; DIT NXFJ VJ zQ9 SFI
ZDX wJFZF YI KP

cSI Fc DF 56 IGF ZUNXL J , 6MYL ; EZ ULTM 5DGL VFBL
DM ; D B< , L SZL N KP ZDXGF ULTMDF 56 IGL D:TL4
VFGN VG p< , F ; v IJZC VG NNGF IJIJW ~5 HMJF D /
KP SIJGL 5DJNGF SJL KP

cN56c XL VFB TD OZJL , LWL G DFZM RCZM -II / F . W /
DFPPP

I5ITDGL VFB : J%GGF TDFD 5ITIAA IGZb IF
5KLc DFZM RCZM -II / F . W / DFc wJFZF GFISGL DGMJNGF
j I ST SZL KP

56 I HLJGGL IGQO / TF SIJO / TF ZDXGF ULTMDF CFOMCF0
VGEJL XSFI VJL TLJ CM I KP VDF j I ST IJZCJNGF
EFJSG 56 NhFO VJL CM I KP TYL H SIJV SCJ 50 KP
cVFBIG SF / DL - SM 6 30L

DG S . S TM HMJFG ; B VF5MPC

cOFU6GF INJ ; MDFc ULT SIJGL VFTZJNGF VF 5DF6
IG~I5T Y . KP

cVS , JFI F Z ; BL4 WZTF ZCJF ; VDF G VFJF
pHFUFZ

OFU6GF INJ ; MDF OI / I TM 9LS4 DFZF , MRGDF
DM IF K BFBZFPc

OFU6GF INJ ; MDF DF+ OI / IFDF GCL 56

VFBMDF BFBZF dCM IFGL DGMJNGF J I ST Y . KP

VFWIGS ULT SIJVNDF ZDX 5FZB 5DGF IJIJW
ZUGvEFJGW ; D ; TF , I 5JFCDF C / JFXYL ; FN I ; EZ
VF , BG SZ KP VF ULT SIJTDF IR+FTdS VF , BGM SIJGL
5ITEF XISTGM ; EU 5IZRI SZFJL HF I KP cSS , L , R8FS4
ULTGL 5:TT 5ISTVNDF SJL ; JNGF j I ST Y . KP

c ; SSIM NSF / TFZF NXDF KTF I

VZ4 ; SSIM NSF / DFZF NXDF KTF I

SS , L , R8FS4 SS , L , R8FS TFZL VFBDF

SS , L , R8FS RFZL VFBDF m

56 IGL VFTIZS IjEFJGFVMG AFC I JFTFJZ6YL IJDST
ZFBIG ZDX EFJG c , L , MR8FS4 AGFj I M KP

ZDX 5FZB 56 IGL D:TLGM JZ ; FN JZ ; Fj I M K4 ULTM
wJFZF 5MTFGM H ; CJF ; 5MTFG SF8F HJM , FU KP VDFYL
j I ST YTL 56 IGL JNGF 56 ULTMDF VIEJ I ST YFI KP
cBIOUc GF VS 5DULTDFFFF

cNIZIFDF CM I VG DM TL SCJFI K

TM VFBMDF CM I TG X !

VD 5KI o , AM , CJ T

HJM 5`GFY ; HLG 56 IGL pts8 VGEIT ; FWL KP

cJZ ; FN ELHJc ULTMDF 56 IGL UIT WMDZF JZ ; FNL AGL
VFJ KP

cGCL , FKS GCL KF8F Z JZ ; FN ELHJ !

NIZIF pEF OF8IF Z JZ ; FN EHJ !

VCL VF56 A4 VG JZ ; FN ELHJ !

DG ELHJ T TD JZ ; FN ELHJP cc

VF ; DU ULT VFTZ ; JNGFVM4 VIEGLT EFJDNFVM
 . IgNI ; d5STF WZFJ K v ULTG JZ ; FNL ; FN I VF5JFDF
SIJ ; O / AG KP VDFYL VH4 5SFZGL ELGF X VGEJFI
KP

cDNFZLGF 56 IULTc DF SIJV 56 IGL JWFZ , F , R8FS
AGFj I M KP ZUNXL VF ULTMDF XUFI ZT J , 6M p5 ; TF HMJF
D / KPPPP KFTLGF ZFOOFDF cRFCJc GFDGF GFUG ; BL wJF

* V ; MP 5MOP ALPALP VJLR , VF8 ; Vg0 SMD ; SM , H4 DF0JL4 IHP ; ZT

KK0JFGL VFJUfDS . rKF VG VDFYL HgDTM SFDEFJGM
 ;NX GFISG ZITEFJ ;WL , . HF I KP cBAM EIM Cc
 VG cYLH , L VFUc HJF 38SM 56 XUFIS NXG SZFJ KP
 cDFZL KFTLGF ZFOOFDF RFCJ AGLG VS UIM8DIM8 5M- , M
 GFU KP
 VFJ ;BL4 VFJ VG KKOL GFB4 TFZL DCJZDF DhFTM
 ZFU KP
 DFZL 5F ; TM VS BAM EZLG GIM C K G YLH , L VFU
 KPcc
 cZDX 5FZBc v KMSZL AFAT 5MTFGF ULTMDF Romantic
 J , 6 NFBJ KP KMSZLG VFSQF6 VDG CDXFZC I KP VJ
 ULTMDF H6FI VFJ KP 5DGF IJWIJW ZUIG VIEJIST
 SZJF cKMSZLGc VJ , AG , LW KP ZDX 5MTFGF ULTMDF
 RITZO KMSZLvKMSZL SZL DSI KP HD S YIOL 5ISTVM
 VJMSLV TIPP
 czLO / GL HD ; FJ VFBVFB H
 JWZFI HF I UFD TFZF GFD 5Z
 VF KMSZL G CM I tIFZ X 38GF 38 K m
 ccVS KMSZL G CM I tIFZ
 S8 , F VZL ; FVM ; FD8F UZLA AGL HF I K
 VWFZ ; FH 5C , F VFBIMDF OZL J /
 VJM AGFJ AGL HF I KPPPc
 IJFGLv IFJG VS VJL I:YIT K HDF KMSZFG KMSZL VG
 KMSZLG KMSZFGU VW VFJP VS 5SFZG IJHFTLI VFSQF6
 HgD KP 5DGF VFJUM ZRFI v DG ZULGv ; ULG S<5GFVM
 SZ VG VDFYL 5U8 K D:TL4 p< , F ; TDH TMOFG IJFG
 C IFVMGL VF 56ID:TL 5ITIS IFVMG ZDX 5FZB
 KMSZFvKMSZLG ULTMDF BAH Romantic VNFYL TMOFGL
 X , LDF jIST SZL KP
 VS KMSZFV ; L8LGM CLRSIM AGFJL VS KMSZLG SLW o ,
 h , c
 c ; LWL , L8LGM ; FJ KMSZM G 5 , ?IM TM AGL UIM4 A +6
 JT /
 cVS KMSZLGL tJRF T / VJM JZ ; FN VJM JZ ; FN
 VJM JZ ; FN YIM ZS CMGFZT Yp Yp Yp YfIPc
 ZDX S8 , FS ULTMDF 5Dv ; JNGGF ; 1D VG :5X1FD
 EFJMG UHTF SIF KP SCL XSF I S DD:5XL AGfj IF KP
 cc ; FJIZIM Z DFZM ; FJIZIMPP
 C TM BAM DFU G N . N NIZIM
 DG 5KM S 3Z DFZ SJ0
 DFZF JF , DHL AFY EZ VJO c

BAM EZLG DFUJFGL . rKF4 NIZIF EZLG VF5JFGL
 ISIFYL 56 YFI KP I5I5F+GF AFC5FXDF 5MTFGF ; DU
 3ZG HLJGGv ; ; FZG ; B VGEJTL GFISFGL
 VFTZEFJGF pts8 VG DFIDS K !
 cTDG O , NLWFG IFNc SIJG VF ULT cSIFc ; UCDF KP
 VG 5KL c ; GGGc DF sSFjIG ULTDF ~5FTZv5!v5Zf
 VJL ; RGFYL DSFI K HD SPPP
 cWLD WLD -F/ pTZTL 8SZLVINGL ; FB
 TDG O , NLWFG IFN
 S0 ; DF6L , L , ITZL TZTF BTZ X- ; MG ,
 VD TFZL 8UZ0 , XL VFB
 8UZ 8UZ h<IF T IFNPcc
 5DGL DuWTFvVFTTF 5U8 SZL KP A 5DLVING ; FY 8SZL
 5ZYL WLDvWLD pTZJP HF6 S V AG TM 5DDFI:YZ KP
 8SZLVIM -F/ pTZL ZCL K VJ NxI pE SI KP
 ZDXGF EFJHUTGL WMZLG ; SCM S UUM+L ; MG , K
 DGQIGF DGMEFJMG SF<5IGS 5F+ wJFZF 9F , JJFGL
 VF56L SIJTFDF VS VGZL 5YF VF56F ; FICtIDF HMJF
 D / KP HD S c , FEXSZ 9FSZc DF c , 3ZMc ZDX 5FZBDF
 c ; MG , c HIT 5F9SDF cE , FHLc ; ZX HMXLDF cD6F , c
 I ; TFXDF cDUGc ZFJHLDf cCXL , F , c RLG DIMLDF
 cVlrKJ , F , c VGc . gN 5JFZDFc , RHLc CHLI 5MT 5MTFGM
 Z:TMXIMWL ZC IF KP VF AWF 5F+IMDF ZDX 5FZBGc ; MG , c
 ; FYL JWFZ :DZ6L I TF WZFJ KP
 c ; MG , c V ZDXGF DGMEHUTGL IFNUFZ ; IQ8 KP VFHJQSFZ
 KP ; MG , SM . JF:TJLS HUT GYLPPP DF+ SIJGF DFG ; DF
 HgD , VS 5ZFS<5GcEIS , cKP ; MG , 5MTFGL ; JNGFVM
 c ; MG , c wJFZF jIST SZL KP 5FZFI6S EHGGFv-F / DF
 , BFI , c ; MG , NG , BLV Zc ULTDF SIJ ; MG , G IN , GL
 JFT , BJFGvSCJFG H6FJ KP
 c , FJM , FJM4 SFU / LVIM G NMT ; MG , NG , BLVZA
 SM . 8ZJFDF T , 5 S5MT ; MG , NG , BLV ZPPP
 c ; MG , 4 ; MG , RF , CJH . V VF56 3ZPPPc
 ; MG , GL VF ; 5F ; G EFJHUT SIJV BAH ; CHTFYlv
 ; Z / TFYL NMZL VF% I KP HGL ; MG , GL CIFTL VF56L
 VFHAFH VGEJFI KP ; MG , wJFZF SIJ 5MTFGL VM / BF6
 VF5 KP SIJCNIGF B6 B6 c ; MG , c jIF5 , L KP ZDX
 ; DU ULT SIJTFDF ; MG , G VS IFNUFZ 5F+~5 HLJT
 SZL NLWL K HD SPPPc
 c ; MG , 4 TFZ GFD , bI tIF CFY ; OF / M
 AGL UIM IB ; SM , Lc
 cVM , F VJTFZ ; MG , 4 TD CTF 5B6L4

G VD Z ESFZ dCMI F ~BOM CMHLP
 SIJ CNIDF 50, L IJEFJGFV¹⁴ . rKFV¹¹ vVFSF1FFV¹¹
 VFXFv IGZFXFGL VIEj¹¹ IST c; ¹¹G, c GF DFwIDYL jIST
 YFI KP ZDXG; ¹¹G, ; FY V8, L AWL VftDLITF AWF.
 U. K S; ¹¹G, VDG UIF HgDGL 56 IFN TFHL SZFJ KP
 UHZFTL ULT SIJV¹¹DF ZDX 5FZBG OMP SGIF, F, E8
 ; FCI; S ULTSIJ SC KP ULT¹¹DF VDG; FC; G¹¹W5F+ KP
 ZDX 5FZB VJGJF ULT¹¹ wJFZF UHZFTL IJJRS¹¹G wIFG
 BrI KP ZDXGF ULT¹¹DF SgNDF :+L KP VG GF D ZFBL
 XSFI; ¹¹G, P ZDXGF ULT¹¹ VG EFJvS¹¹. ; ¹¹Z9L CJF AFWL
 VF5 KP ZDXDF EFJvEFQFF4, I4 5T¹¹SMv . tIFNLG GJL
 ZLT 5I¹¹HJFDF; FC; VG; H AG JTFI KP
 sp5; UvpXG; 5PZ\$!f
 ZDXGL GFISF GUZGL V¹¹IKL VG UFDL6 5NXGL JWfZ
 VGEJFI KP VF GFISF UFDL6 5NXGL GJ¹¹-F4 SJFIZSF4
 IJZIC6L4 ZH:JF, Fv VD IJ¹¹JW ZLT 5U8 YFI KP VF
 GFISF UFDIHLJGGL ZCJF; L KP HIF CHL JT4 T¹¹64
 G; OF4 V¹¹/LIF4 RF¹¹/F4 SSYF5F AW H 5Z5ZF 5DF6
 RF, L VFJ KP ZDXGL GFILSFGL JNGFv56I JNGF DLZF
 HJL KP ZDX 5FZB 56IGF; 1D EFJ¹¹ VIEj¹¹ IST SZ KP
 NQSF/ 50IF KTFI 5DV¹¹GL VFB¹¹DF S. , L, R8FS C¹¹JFGM
 SO KP
 cOFU6GL hf/hf/ ; SL J/FDF TFZ 5C, F JZ; FN; D
 VFJJ¹¹ GL VGEIT VFB¹¹YL E, L XSFTL GYLP 5IZ6FD
 S, D, . G WHTL VFU/LV S¹¹MTGL JFT; ¹¹G, G, B KP
 c5F56L 000 K VGF BB0F8 5FWZLS N¹¹IO KP B¹¹, JF SDFOGc
 G¹¹ VGEJ T¹¹ ULT GFISF G CZBT¹¹ YFI KP
 GFZL CNIGF EFJ¹¹G ZDX JWfZ VF, bIF KP EFJ¹¹G DT
 SZJFGL XIST ZDXDF VGZL KP
 , AFTL hBGFG K¹¹OM GCL SIFI
 C T¹¹ 5U, 5U, T; FJ T8P
 SFSZLV¹¹ JF8JFYL 08TL TL C<I
 CJ VJF INJ; ¹¹S C H 08
 VFYD6L DZ 0A; ZH KTFI DFZ Z¹¹MD Z¹¹MD TOSFV¹¹ VFSZF
 sSIF 5P#!f
 VFJ VFJ Z SIFS; ZH JZ; G
 DFZF VFU6FDF; ¹¹GZL 5F6L
 5UG hA¹¹/ T VFD 5FGL ELHF¹¹ GCL
 VFD DG HF¹¹ ; FJ TF6L
 , LA¹¹/L JFJLG KFI OF pKZ456 R¹¹IDF; SD SZL JFJJ¹¹m
 VFJL V- / S SIJtJEZL 5LSTV¹¹DF 5DGF EFJ¹¹G; 1D G
 ; CH VF, BG KP

cDLZF; FD 5FZc GF ULT¹¹ UHZFTL 5DSIJTFG pRZ IXBZ
 KP ZDXG SIJSDvEFQFSD VCL ptSQ8 ZLT jIST YI KP
 ZDXGL ULT SIJTFDF 5D KJ8 V¹¹Fw IftDS TZO - / T¹¹
 NBF¹¹ KP cDLZFc ULT¹¹ VG pTD pNFCZ6 KP
 , I G¹¹ VG DuW5DGM VF56G W¹¹8L GFB VJ¹¹ WFS H¹¹JF
 DF8 VF VS H ULT SFOL KP
 cWLD WLD -F/ pTZTL 8SZLV¹¹GL; FB
 TDG O, NLWFG IFN
 ; / J/ JCTL S0; DF6L, L, MTZL TZTF BTZ X-; ¹¹G,
 VD TDFZL 8UZ0, XL VFB H<IF 8UZ8UZ h<IFT IFNPc
 c; ZX N, F, c SC K o cVF; ¹¹G, S¹¹6 K4 SIF K4 VGL; FY
 DG S TDG IG:AT G C¹¹JL H¹¹. VP V V¹¹K<IF HgdGM ODM
 56 C¹¹. XSP 5ZALOLIFDF 50L ZC, ¹¹GCL JRFI, ¹¹5+
 56 C¹¹. XS4; AW 5KLGL :DIT S IJ:DITG J, B 56
 C¹¹. XS4 DFTFGF B¹¹/FDF VEFJGM BF, L5¹¹ 56 C¹¹. XS4
 ; ZX H¹¹XLGL cD6F, c GL S8AL 56 C¹¹. XS UD T C¹¹I4
 ZDXGL SIJTF; IQ8DF; ¹¹G, SF<5GLS JF:TJLSTF K4 VYJF
 JF:TJLS S<5GF KP ZDX 5FZB VG; ¹¹G, GL JrR NZL I¹¹
 IB; S¹¹, L Y. G VG BL; S¹¹, L NIZI¹¹ Y. G pK/ KP c
 cDG S¹¹. 5K S ZDX 5FZBGL SIJTFGL EFQFGL pDZ S8, L
 m T¹¹ C SCLX ccAW C¹¹9DF; ¹¹/ JZ; GL SgIF VF/; DZ0c
 V8, LP
 ; NEo K UHZFTL SIJV¹¹v OMP SGIF, F, E8
 SIJv5IZRIo; ZX N, F, P



* Usha Patel

Arts (Gujarati)

Research Zone India

Vol :- 8

Issue :- (1)

Dec :- 2019 Page - 12 - 13

ISSN :- 2319 - 8168

સ્ટીલ સિટી ; ડી : ફિવિયલ ક , સ્ટીલ સિટી ડી સ્ટીલ સિટી

, BS :JP CZLgN NJGL cUFWLGL SFJ0c GJ, SYFV UHZFTL
; FICtIGL ptTD GJ, SYFVMDf DFGJT :YFG 5F%T S I KP
DF+ Z____ 5Q9M WJFZF pOL V ; Z p5HFJL XSGFZ S, FGF
S ; AL :JP CZLgN NJGL VF I ; lWw UFUZDF ; FUZ ; Dfj IF HJL
SCL XSFI P VCL VF SITDF 56I GYL4 56II+SII6 GYL4 S
NF5tIHLJGGL SII . ; D: IF GYLP V8, S GJ, SYFG, ISI5I
SZGFZF SII . HINZFZ 38GFTtJYL VF SIT ; EZ GYLP KTFI
EFJSGF VFSQF6G SgN AGL ZC KP VFD TII R86L G TG
JFTFJZ6 XQS IJQFI U6FI 5ZT VG H GJS, YFGII DbI
IJQFI AGFJL , BS TG Z ; 5N IR+6 SI KP
5YD 5SZ6DF GJ4 ALHF 5SZ6DF4 +64 +LHDF +64 RIIYDF
RFZ V 5FRDF 5SZ6DF NXv VD , UEU VU6+L ; NxI
SYFJ: TGL IJ: TFZ ; FWL , BS 5MTGF 5FZNXS ; HS jIISTJG
KT SI KP VCL ; DU GJ, SYDF K, STII ; HSGM NX5D4
S, FUT4 ; ID4 VIEjIISTDF JIJwI p5ZFT ; JNGFGL EFJ
GLZTL EGFJ JUZ :5Q8 HII . XSFI KP
5YD 5SZ6GF 5YD NxIDF HVII TII BZF EFIGIF 5F ; SJL
; Z ; AUKP V<IIDIG IDGL GCL4 :8L, GL , FU K c5tGLG VF
IJWFG ; FE / TF H4 SYFGFIS SZ6FXSZ DF:Z RIISL p9 KP V
NxIYL ZRGFGII VFZE YFI KP VF , 3GJ, GII GFIS K4
SZ6FXSZ DF: TZP DF: TZ HJII H VS IGQ9FJFG DF6 ; NXGF
5tIS DFGJLGL VNZ A9M KP V DF6 ; G EQ8 SZJF DF8
VFTZ VJF JFTFJZ6GL EL ; G TFNX SZLG4 EFZTLI 5HGF
VFTGFN4 VFSIX VG jIYFSYFG JFRF VF5JFGII EULZY 5IF ;
 , BS VCL SII KP
cUFWLGL SFJ0c VS ; I` , Q8 S, FtDS , 3GJ , KP VFHFNL
5KLGf pTZITZ 5NIQFT v VIT5NIQFT YTF HTF
R86L , 1Flv ; tTF , 1Fl ZFHSFZ6GF pSZOF p , RJFGL GD VF
 , 3GJ, DF AZFAZ 5FZ 5F0 , HIIJF D / KP VF , 3GJ, GF
GFIS5N IJZFHTF SZ6FXSZ DF: TZGF 5TG VG 5GZtYFGGL
VF SYF H8 , L ZMDFRS K4T8 , LH CNINFS4 CNIG CRDRFJL
GFBGFZL 56 KP VS VFNX4 EFJGFXL , 4 RFIZ+IXL , 4
GLITDFG IX1FSGF jIJ ; FIDF ZCLG4 SZ6FXSZ WGGI

UZLAF .G ; NRFIZ+IGF UFZJYL NL5FJ , L HII . XSFI KP
VWDGF V ; N DFU VFJ , F WGG :5X SZJDF 56 TVII 5F5
 ; DHTF TH SZ6FXSZDF WLD WLD SJ 5ZLJTG YFI K TG
CNI :5XL VF , BG , BS VCL SI KP
DF: TZGF A HNF HNF :J~5 :S8 SZLG , BS V 5`RFNEV
SZ6FXSZG VGFYL KS HN I+H :J~5 p3F0JF4 HUDIICG
EFZFOLG , 3GJ, GF TbTF p5Z , FJ KP HUDIICG EFZFOL VGS
NFJ5R ZD K G VDFYL H EFIGIFG SZ6FXSZG ZFHSII
B858DF BZ0FT HT VGZ jIISTtJ p5: T HII . XSFI KP
DF: TZG JX SZJFGF HUDIICGGF VS 5KL VS 5U , F
EFIGIFGL XF / FGF IJnFYLVII GL 8L5GII 5 ; U4EFIGIFG SLDTL
E8 VF5JFGII 5 ; U4 DF: TZ p5Z 5MTFGL ; FZL Kf5 5F0JF
 , FbBII GL , FR HUDIICG 9IISZ T 5 ; U4 VFD4 VS 5 ; UDFYL
ALHII 5 ; U VCL VF5IIF5 p5 ; L VFJ KP SDX0 5U , FYL
HUDIICG DF: TZG 5MTFGF ; SHFDF , KP VCL , BS S , FtDS4
 , 3GJ, GF ; HGGL ; 57TFYL 5JVFIHIG SZLG SYFJ: TG
H ; IIHGv ; S , G SI K4 T ZRGFGL S , FtDSTFGL ; F1L 5Z
KP
VF , 3GJ , DF , BS VFhFNL 5KLGf EFZTLI ZFHSFZ6GF GSZF
JF: TJ IR+II ZH SZLG 5MTFGF IJRFZII WJIGT SIF KP VCL
5F+IIGF JF6lvJTGDFYL VFhFN EFZTGF ZFHSFZ6GII SQ651F
jIHT YFI KP HUDIICG VG ; DTI ; U HJF NQ8 SCJFTF
ZFQ8LI GTFVIGF NE4 NZFRFZ4 EQ8FRFZ4 ; tTF , 1FL4 R86L , 1FL
UN ZFHSFZ64 VDF QF0I +II4 SFJTZFVII pR R-JF DF8
GLQ9FJFG4 EI / F4 DF6 ; IIGII GL ; Z6L TZLS p5IIU SIF 5KL
UZH 5tI TDG OSL4 OUFJL NJFGL4 AZAFZN SZJFGL RF , 4
 , FR ZxJT JUZGII 5NFOFX SZLG , BS :JT+ EFZTGF
DAWFVIV UFVHLGLF ZFDZFHIG :J%T SJL ZLT GQ8 SI T
IJIJW RL+II WJFZF TFNX SZFJGII DbI pNxI , BS AZFAZ
5FZ 5F0II KP zLDT4 ; tTFWLX D9LEZ prR JUGL EISZ
XIQF6 , L , F4 5FXJL , L , F4 HWgI StIIIGL NFGJ , L , , FG 5Z
NXG VCL , BS SZFJ KP
 , BS ZRGFGF VFZE XLQFSYL YI , F IGJNGDF SCI K TD4 c

* Visiting Lecturer, Arts & Commerce College, Nizar

VFSITDF ; DSF , LG 5IZI:YTL 5Z S8F1F KP c 5ZT TGF SgNDF
Cv TDv VF56v TV ; F KLVP EQ8 V ; N4 VIT 5NIQFT
ZFHSI JFTFJZ6DF DFGJLDF J ; , F ; NG ; TG VE0FJJF
VGS AFCI 5IZA / 14 DFGJLG EL ; DF , . ZC IF KP tIFZ VF
GJ , SYF DF6 ; GL , FRFZL4 IKgGIEgGTF4 1FNTF4 5FDZTF4
Zu6TF4 JNGF4 IJlrKINTTF JUZG :S8 SZTL VFWGLS
DFGJLGL jIYFSYF AGL ZC KP

GJ , S7FG VT Dg8 , JMODF SZ6FXSZ 5FU , NNLG UFWLGL
SFJ0GL JFT SC K4 T BZBZ EFJSGF CNIG VF8 SZL DS4
CRDRFJL DS TJL KP c VFSFJ0 K4 !)\$* GL ; F , YL C V
pRS KP VGM EFZ JWT H HFI KP VG V SFJ0GF VS 5< , FDF
S . V D18L BZXL DSL NLWL KP VGF 5ZYL TZCTZCGF DF6 ; 11
UA0L 50 KP VG TZTZCGF DF6 ; 11 9SLG TGF 5Z A ; L HFI
KP S8 , LSJFZ T1 TV 5< , FD H DFZF DFZL SZ KP S . SNL
504 S . 9SLG VNZ R0 S S . , OF , OL SZ tIFZ DFZM BE
KM , F . HFI KP SFJ0GM ALHM KOM ; EF / L XSFTM GYLPc

SZ6FXSZGF VGS :J~5 VCL TFNX YFI KP VF UITXL ,
5F+ 5 / 5 / VGF HLJGG G CNIG IJlJW ZUIG 5U8 SZT
ZC KP ; tTF , 1FL UNFv55RL ZFHSFZ6 ; JFEFJL4
VFNXXL , 4 EFJGFXL , ; HH jIISTtJG 56 5MTGF ZUDF
ZULG4 TGL pTZMTZ SJL NNxdf SZL4 TG jIF5S VG p0 IR+
VF5JFDF , BSG VGM BL ; 0 / TF D / L KP GJ , SYFGF VTDF
SZ6FXSZG K< , JFSI ; RJ K S ; tTFGF UNF ZFHSFZ6DFYL
5FU , Y . GI DF:Z HJF VFNXJFNL4 EFJGFXL , 4 5FDF6LS
; HHGGLS / L HJFGIG`RI S11P V BZBZ ; FZ H YI SCJFIP
VFHGF ; tTF , 1FL ZFHSFZ6DF S . 5FDF6LS4 VFNXJFNL4
EFJGFXL , 4 UFWLHG VS 5 / DF8 56 8SL XS VD GYLP VFD4
VCL 5HF NXGF ; tTF SF1FL :JFYL ZFHSFZ6LVIG BZ :J~5
V11 / B T DF8 VF GJ , SYF , BF . C11JFYL T 5MTFGF pNxIG
S , FtDS ZLT I ; WW SZ KP



* Pratibha S. Solanki

Arts (Hindi)

Research Zone India

Vol :- 8

Issue :- (1)

Dec :- 2019 Page - 14 - 18

ISSN :- 2319 - 8168

The

child is the Father of Man

* Lecturer, Shree M.R.D Arts & Commerce College, Virpor, Buhari Dist : Tapi

The child is the father of man





* Dr. K.M. Prajapati

Arts (Hindi)

Research Zone India

Vol :- 8

Issue :- (1)

Dec :- 2019 Page - 19 - 22

ISSN :- 2319 - 8168

*





* Dr. Shirin M. Shekh



(Waste Land)

-
- 1) The Burial of the Dead
 - 2) A Game of Chess –
 - 3) The fire Sermon
 - 4) Death by water -
 - 5) What the Thunder said –

The waste land

‘dANE LE rESTAURANT’ (MAY-JUNE.
1918)’

*

⇒ The Waste land - T.S. Eliot (1922) For E⁻ra
Pound



* Narendra K. Rathod

Arts (History)

Research Zone India

Vol :- 8

Issue :- (1)

Dec :- 2019 Page - 25 - 27

ISSN :- 2319 - 8168

THE IMPORTANCE OF RECORD IN WRITING HISTORY

Discovery of computer revolution by developed nation like America had also depreciates the value of commercial records. But there are some Archivist who are tuning with this present development. The other problem is created by facilities like Telephone, in which there is no need to keep records. Its use is so enlarge that historians had the doubt that we will have the 19th century record in complete & accurate form in comparison to the 20th century records.

Culture anti civilisation are ingenious concepts though they can be expressed by various physical manifestation. This develops in the mind of human and get into action through this medium. It is the culmination of knowledge and recognized thoughts. We get these thoughts by our personal experience and observations, which were mostly influenced by the described thought of their ancestors. The account of the thoughts of these Ancestors are kept as a hand note or record. Therefore it is proved that these hand written notes are the tangible form of civilization. The meaning of its conservation and care lies on the conservation and care of the cultural heritage of the human, it is our pleasure that there are so many man and women all around the world, who had conserved and collected these hand notes and thus these hand notes are given to the scholars who are interested in historical research and study.

The relationship between History and Record is similar to the relationship between a tree and its fruit. Records are the trees of knowledge and History are its fruit. We utilize the fruit of these trees which were sowed by our ancestors and sow new trees for our future generation. We conserve the record for our future generation.

A western historian Burk said those people who do

not look their ancestors cannot look upon their future also. This similar thought had been supported by other historians and it is a true concept. Today, it is essential to concentrate in this thought, may be, in the past it was not so essential. The accurate knowledge of the, history of our society, institution and the ups and downs of our life will lay the foundation of our future developments. It is the duty of the historians to point out our previous glory, achievement and errors to the nation and acquire motivation and guidance from it so that we can come across in equal line with the other nations of modern world. This work is possible only after the broad study of our records which are available as a deposit.

Probably in India most of the available important records are related to our freedom struggle movement. These records consist of the recognition and expectations of the freedom fighters & constitution makers, for which they had struggled. These records are not mere the description of the events moreover they are precious. Its conservation falls in the realm of an Archivist. But the public is not aware of the Archivists. They have some misapprehension about it. Probably people pronounce Archivist as Archaeologist, Architect and Anarkist. Therefore the exhibitions, seminars etc held in the Archives had the purpose to give knowledge to the public about records and the functions performed by the Archivists.

Earlier an Archivist (or in the past whatever name he was given) was conferred as a creature who spend his life in pleasure. Because the number of documents in the responsibility of an Archivist are limited, therefore he had a lot of time to Study all the entertaining matter in the document.

* HOD. History Arts & Commerce College, Olpad, Surat

In our country an Archivist is imagined as a man with a dusty white beard, searching old informations in old documents for the people interested in old events. Though in the foreign countries this concept related to Archivist had changed many years ago but in our country it is still prevalent. Undoubtely, most of the people using Archives may not have any better retention than that. On the other hand there are those administrators who tabdis have hopefully better knowledge about Archivist, but they consider them as a clerk who maintains waste & old files. Although an Archivist maintains old files but he cannot challenge that his work is the oldest work all over the world. But he can claim that his profession is one of the excellent profession because he is the conservator and trustee of the valuable cultural heritage of the nation. In this context, the use of the word “valuable” is not from “monetary” point of view but it is used from the cultural, knowledge and spiritual point of view. Only bread is not important for a human being, there are the need of some other things which consider him as a human being. The satisfaction of his cultural, historical and knowledge curiosity are one of them. An Archivist protects such kind of important food materials for human. “According to Gold smith” a man started declining when he start accumulating money and when he start accumulating knowledge, his knowledge and spirituality start rising. The present and past is the foundation of future. Therefore it is the right of the coming generation to entrust records related to past & future. In this point the importance of an Archivist illuminates. An archivist perform the function of maintaining & arranging such records. We all want to communicate our knowledge and experiences to our next generation. May be this desire force some people who have preserved the historical signs inside a capsule and buried it inside the earth, so that after atomic destruction, if human will survive then they can dig these capsules and can have lesson or moral from their mistake, “According to Prof, Joynbee, History and immutable fortune are not similar and it is not necessary that they have repetition. Intelligent man or nation learn a lesson from our or others past experience. When human stop learning from his past then “history repeats

itself.” Those days have become outdated, when history was only a record of the ruling dates of emperor or king and the rise and fall of their empire. Today, the history of the country has to be rewritten in the light of new facts. The historians can be suffered from prejudice or partiality. But an Archivist is always a follower of truth and he protect and preserves all hand-written notes as evidence without any fear and partiality.

Some people hate this perception that records are formed as historical evidence deliberately. The truth is that these records are the result of administrators work. Therefore these record consists of non-partial & non prejudice information because at their beginning its user are not familiar with the knowledge of its future historical importance. A trained Archivist had adequate knowledge about the administrative and historical value of records. If each administrator maintain a record book of his daily works, historical errors can be avoided. It is natural that each and every incident which took place cannot be recorded and can’t bear in mind. It is the responsibility of any organization to record the description of their planning & its implementation otherwise this responsibility will become mere nominal. After recording these kind of descriptions, the real responsibility of any work or planning can be decided. This purpose can be clearly explained with the fact that whenever someone wants to refrain from his responsibilities, at first he will interchange or destroy all the records. Therefore it is necessary that all the recorded description of the government work should be distinct for the public. It become more important for deciding the effective administrative responsibility from judicial process.

The records are not so important in a despotic nation. It should also be noticed that deranged files do not have any importance. In the same way the excess of records also decreases its Importance. The excess of files itself is not a defect of the recording system but with a condition that adequate facilities should be available for their proper arrangement. It is experienced that the pressure of the collection of records or files become a severe problem for any orgaization and thus the basic purpose of such organization lost under the heap of these papers. If

all the existing records of the central offices of India will be placed one above the other then it will become more higher than the Outubmina. The records are in surcharge, their length or horizontal estimation is not so important if the references of these information should not be mentioned. In this context the type of information, the importance of its conservation & time limit should be considered.

The main problem for an Archivist is to manage the huge bulk of records. In the past, all the offices of the central government had extract the records from their callers and transferred it to the National Archives or left them unreserved. Probably this proceeding was completed with out any pre-planning. In most of the case this kind of proceedings was due to lack of adequate space. The solution to this problem cannot be solved by transferring the records to the Archives. Their proper arrangement, evaluation, retrenchment, listing and indexing is also expected.

As some people think that the duty of an Archivist is only to conserve & preserve the records. if these Archives will not be used for historical research then they will become a seller for old records. Most of the researchers have lack of time to find information in the Archives. Therefore it is the duty of an Archivist to give necessary knowledge to the researcher about the class of recorded information in the Archives as well as its availability.

Discovery of computer revolution by developed nation like America had also depreciates the value of commercial records. But there are some Archivist who are tuning with this present development. The other problem is created by facilities like Telephone, in which there is no need to keep records. Its use is so enlarge that historians had the doubt that we will have the 19th century record in complete & accurate form in comparison to the 20th century records. Change is certain hence the creation form of record is also changing but the main purpose of Archives is to arrange and conserve the Archival heritage so that truth can acquire an important and precious place in writing the history.

REFERENCE

- ⇒ Raj, Dr M Sundara, (1999): Manual of Archival system and the world of Archives, Chennai: Siva publication.
- ⇒ Ghose, Sailen. : Archives in India, Culcutta 1963.
- ⇒ Jenkinson, Hillary : Manual of Archival administration Percy Lubd, Humphries & Company Ltd. M London 1937.
- ⇒ Schellenberg, TR. . Modern Archives Principles and Techniques, University of Chicago press 1957.
- ⇒ Bhargava, KD. : Guide to the records in the National Archives of India, 1959
- ⇒ Basu, Purnendu : Records and Archives; what are they (Vol.11, Nos,24).
- ⇒ Prasad, Dr. Lalita; Abhilekshagar rartchuyu,
- ⇒ Prasad, Dr Lalita : Suchna Ka Adhikar Adhiniyam-2005 Kantargal 17 mannals ka vivran. Rnija Abhilekhagar, Dehradun.
- ⇒ Sanskriti Vibhag Rajya Abhilekhagar-Ekparichaya.
- ⇒ Sinha, Dr. S.N, : A guide to the records in the U? state Archives, U.? State Archives Lucknow 1987.



* Devendra S. Vasava

Physical Education

Research Zone India

Vol :- 8 Issue :- (1)

Dec :- 2019 Page -28 - 29

ISSN :- 2319 - 8168

COMPARATIVE STUDY OF PSYCHOLOGICAL VARIABLE OF KHO-KHO AND KABADDI PLAYERS OF GUJARAT STATE

The word aggression comes from the Latin root 'aggre-di' ad' means to or towards and 'gradior' mean walks. Literally, then the word means to walk toward or approach to 'more against' or 'to move with intend to hurt or to harm. For achieving excellence in field of Kabaddi and Kho-Kho, the psychological component (aggression) must be possessed by the players of these games. To evaluate the degree of aggression possessed by the players of Kabaddi and Kho-Kho games and to compare the difference between the aggression of the players of Kabaddi and Kho-Kho games this study was undertaken. The present investigation was conducted on a total of 160 players of GUJARAT state. Out of these 160 players 80 were of Kho-Kho (40 of National level and 40 of state level), and 80 were of Kabaddi (40 of National level and 40 of state level). The subjects were senior group. For collection of data required for the study the Aggression questionnaire by Or AC. Pati (1976) in Hindi version was used for measuring aggressive behavior. The statistical techniques of mean, standard deviation and central tendency were used to analyze the data. The t-ratio of National level players (6.21) was significant at 0.05 level of confidence. It was also significant at state level which is 6.28. The mean scores of Kabaddi players were higher than that of Kho-Kho players of both levels.

Introduction

By nature human beings are competitive and aspire for excellence in every given field. Sports are not an exception. Not only individuals but nations also want to show their supremacy in the field of sports. Aggression, which plays a vital role in performance, is as old as the human race. People have fought each other in tribal war, ethnic and religious wars and in worldwide conflicts.

The word aggression comes from the Latin root 'aggre-di' ad' means to or towards and 'gradior' mean walks. Literally, then the word means to walk toward or approach to "more against" or "to move with intention" to hurt or to harm.

Aggression is a behavioural aspect and not an attitude, emotion or motive. Aggression is behavior and actions that usually seek to inflict psychological and physical harm, either on another person or on his possessions or dear ones. Aggression has a direction component. The most important aspects of aggression are the

"intent" and "severity" or behaviors. Intent is the defining characteristics of aggressive behavior that distinguishes aggressive acts from assertive acts. Assertive behavior typically integral to sporting endeavor, can result in injury, but such physical or psychological harm is incidental to play. The severity of behavior is a variable that also contributes to clarifying aggression. In sports, forceful acts range from mild to more severe or intense actions. Aggressive acts are typically more severe in nature. The term violence often used interchangeable with aggression, involves the most severe aggressive acts, such as players brawling or attacks on officials. For achieving excellence in field of Kabaddi and Kho-Kho, the psychological component (aggression) must be possessed by the players of these games. In the present study an attempt has been made to evaluate the degree of aggression possessed by the players of Kabaddi and Kho-Kho games. It was further tried to compare the difference between the

* Arts & Commerce College, Kheda

aggression of the players of Kabaddi and Kho-Kho games.

Objective Of Study

The study was aimed to compare the aggression level of Kho-Kho and Kabaddi games players.

Method And Procedure

In the present study, the investigator used random sampling technique to select the samples. The present investigation was conducted on a total of 160 players of Gujarat state. Out of these 160 players 80 were of Kho-Kho (40 of National level and 40 of state level), and 80 were of Kabaddi (40 of National level and 40 of state level). The subjects were of senior age group. For collection of data required for the study, the Aggression questionnaire by Dr AC. Pati (1976) in Hindi version was used for measuring aggressive behavior

After selecting the sample of the study and before conducting the tests, the purpose of testing and technique to be employed in the study of the subjects and all possible doubts were cleared. They were assured that the information obtained through the tests would be kept confidential. It would not harm them in any case. Therefore they were urged to feel to participate and reply every question frankly and sincerely.

Statistical Procedures

The statistical techniques of mean, standard deviation and central tendency were used to analyze the data.

Table-I

The mean standard deviation and "t"-ratio of Kabaddi and Kho-Kho players on aggression Test

Level	Game	N	Mean	SD	SED	't' ratio
National	Kabaddi	40	512.65	33.86	23.44	6.21
	Kho-Kho	40	465.77	33.61		
State	Kabaddi	40	500.37	26.63	20.26	6.28
	Kho-Kho	40	459.85	30.92		

Significant at 0.05 level

Table- 1 shows the "t"-ratio of scores of aggression test of Kabaddi and Kho- Kho players at National and State levels, The t-ratio of National level players (6.21) was significant at 0.05 level of confidence. It is also significant at state level which is 6.28. The

mean scores of Kabaddi players were higher than that of Kho-Kho players of both levels. The score of aggression test is directly related to the aggression level of players.

Findings

After the analysis of the data it was observed that there was a significant difference between the aggression level of Kabaddi and Kho-Kho players. It was discovered that Kabaddi players were more aggressive as compare to the Kho-Kho players. With the help of the findings of the study we can say that an aggressive player will give good result in Kabaddi game instead of Kho-Kho game.

REFERENCE

- ⇒ Baron, R. A. (1977) "Human aggression". New York: Plenum Press.
- ⇒ Bryant J. Cratty, Psychology in contemporary sport (New Jersey: Englewood cliffs, Prentice Hall, 1989), P. 243.
- ⇒ Cox, R.H. (2002). "Sport psychology, Concepts and application" 5th Boston: WCB/McGraw Hill.
- ⇒ Crat, (1981). "A controlled aggression for the higher level of competition", International Journal of Sports Psychology, 5(2): pp. 11-116.
- ⇒ G.C. Pati, Mental Health Institute, SCB Medical college, Cuttack, (Orissa)
- ⇒ J. M. Silva and R.S. Weinberg, Psychological Foundations of sport (Illness: Human Kinetics, 1984), R 247
- ⇒ M.Kent, "The Oxford Dictionary of sports Science and Medicine". New York: Oxford University Press (1994). P.18.
- ⇒ Murphy, M. and R. White, (1978). "The Psychic Side of Sports Reatling", MA: Addison Wesley.
- ⇒ R. A. Baron, "Human aggression". New York: Plenum Press, (1977).
- ⇒ Sukhia, S. P. et al. (1977). 'Element of Educational Research' Allied Publishers. New Delhi.
- ⇒ Thirer J., Handbook of research on sport psychology (New York Macmillian, 1993), P 37.



* Dharmesh G. Patel

Physical Education

Research Zone India

Vol :- 8 Issue :- (1)

Dec :- 2019 Page - 30 - 31

ISSN :- 2319 - 8168

ATHLETICS TRAINERS PLAY KEY ROLES FOR ATHLETES

The certified athletic trainer is a highly educated and skilled professional specializing in athletic health care. In cooperation with the athletic trainer functions as an integral member of the athletic health care team in secondary school, colleges and universities, sports programs and other athletic health care settings. The typical day for a certified athletic trainer varies with the level of competition, employment setting- traditional, clinical, industrial, corporate- and other institutional requirements. As specialists in the prevention, recognition and rehabilitation of injuries incurred by athletes, athletic trainers administer immediate emergency care and—under the supervision a licensed by the physically active individual and the factors influencing them to develop a treatment program based on medical, exercise and sports sciences. And when athlete does get hurt, athletic trainers are able to evaluate and determine whether that athlete can go back in and play. If they cannot return, an athletic trainer can recommend what kind of rehab they need to do, what kind of treatments they can receive afterwards, then months after the injury making sure that they are back to their game completely.

Athletic trainers play key roles for Athletes.

The certified athletic trainer is a highly educated and skilled professional specializing in athletic health care. In cooperation with the athletic trainer functions as an integral member of the athletic health care team in secondary school, colleges and universities, sports programs and other athletic health care settings.

The actual training comes from sports medicine Australia (SMA) professional members and provides practical skills and knowledge that enables the sports Trainer to help to reduce the incidence and limit the severity of sports injuries to participants.

What is an Athletic Trainer

A lot of people may be confused about exactly what an athletic trainer does.

Some people who call physical therapist or a physical trainer or personal trainer because they don't quite know the difference,

“An athletic trainer oversees all of the sports injuries and medical care, so it's not just personal training, conditioning strength and all that stuff. But it's everything combined into one. Athletic training encompassed more than a lot of people think.”

Education

Certified athletic trainers have, at minimum, a bachelor's degree, usually in athletic training, health, physical education or exercise science. In addition, athletic trainers study human anatomy, human physiology, biomechanics, exercise physiology, athletic training, nutrition and psychology/ counseling. Certified athletic trainers also participate in extensive clinical affiliations with athletic teams under appropriate supervision.

Certification

NATABOC consists of a written portion with multiple choice questions; a practical section that evaluates the psychomotor skill components of the domains within athletic training; and a written simulation test, consisting of athletic training related situations designed to approximate real-life decision making. This last portion of the test evaluates athletic trainer's ability to resolve cases similar to those they might encounter in actual practice.

Once athletic trainers pass the certification examination proving skills and knowledge. They use the designation “ATC”.

* Assi. Professor in Physical Education, Navyug Science College, Surat.

Requirement

The typical day for a certified athletic trainer varies with the level of competition, employment setting—traditional, clinical, industrial, corporate— and other institutional requirements.

Some high school athletic trainers are hired by school systems and may also teach. These individuals must manage their time carefully to ensure students receive professional academic instruction in the classroom and quality health care in athletic endeavors.

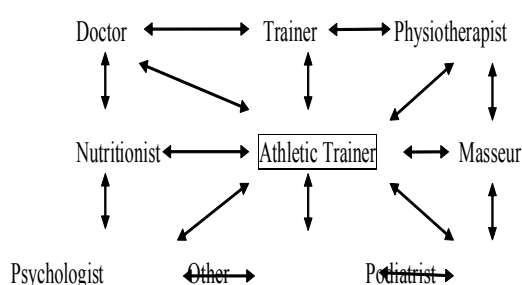
Return to practice and competition

During practice, the athletic trainer evaluates injuries and determines whether to refer athletes to a physician or follow standing orders and manage minor injuries. The athletic trainer must ensure continual communication between the injured athlete, physician, coach and family on when and how the athlete can return to practice and competition.

Prevention, recognition and rehabilitation

As specialists in the prevention, recognition and rehabilitation of injuries incurred by athletes, athletic trainers administer immediate emergency care and—under the supervision a licensed by the physically active individual and the factors influencing them to develop a treatment program based on medical, exercise and sports sciences.

The Athletic Trainer model



Roles & Responsibilities of a Sports Trainer

The Sports Trainer provides a crucial link between the coach, player and health professional. Sports Trainer's prime responsibility is to make sport safer.

Level 1 Sports Trainers

The Level one Sports Trainer will be able to competently manage sporting injuries and effectively carry out.

- Demonstrate effective use of all types of

equipment used for the transport of injured athletes, equipment maintenance, appropriate choice of equipment and correct procedures for transport of the injury athlete

- Implement appropriate injury prevention protocols
- Prepare players for competition
- Providing appropriate immediate injury management techniques
- Providing immediate crisis management of severe injuries
- Referral of injuries to a more qualified health professional for further advice and management
- Work in conjunction with health professionals (physiotherapist) and the head trainer to ensure a safe return to play for injured players.
- Educate players on the safe return to play principles

Level-2 Sports Trainers

- The Level 2 Sports Trainer will be able to effectively carry out the roles and responsibilities of the level 1 Sports trainer, as well as:
- Manage the sports medicine team of the club
- Set up and maintain the Sports Trainer's room
- Provide advice to the club on responsibilities to coaches and players, by :
 - a) Identifying mechanism of injury
 - b) Describe immediate injury management approaches
 - c) Identify possible complications and potential problems
 - d) Describe the referral time and profession
- Assist with travel arrangements for sports trainers Preparation for team travel

And when athlete does get hurt, athletic trainers are able to evaluate and determine whether that athlete can go back in and play. If they cannot return, an athletic trainer can recommend what kind of rehab they need to do, what kind of treatments they can receive afterwards, then months after the injury making sure that they are back to their game completely.

REFERENCE

- ⇒ Daniel Fussner "Athletic trainers play big role in prep sports" **Highland News Leader** March 5, 2014.



* Jignesh J. Tandel

Physical Education

Research Zone India

Vol :- 8 Issue :- (1)

Dec :- 2019 Page - 32 - 33

ISSN :- 2319 - 8168

EFFECT OF A TWELVE WEEK SPECIFIC CIRCUIT TRAINING AND FREE HAND EXERCISES ON GROWTH AND DEVELOPMENT OF 13 TO 16 YEARS DEAF BOYS IN INSTITUTE OF NAVSARI DISTRICT

The purpose of the study was to examine the effects of specific circuit training and free hand exercises on growth and development of 13 to 16 years deaf boys. Sixty boys from the Institute of Navsari District of were selected as subject by random method. The subjects were divided into two experimental groups and control group by random method and each group were assigned twenty students. The two experimental groups participated in the training programme for a period of twelve week, the group A exercised with the specific circuit training. The group B exercised using the free hand exercise, while group C acted as control group. For statistical analysis “t” test was applied. to compare the specific circuit training, free hand exercise. One way analysis of variance was used. Where the values of F-ratio were found significant a post-hoc Test

(L.S.D.) was used. The level of significant was 0.05. The specific circuit training programmed has show better gain in selected variables in comparison with free hand exercises.

Introduction:

Gordon Dutton (1975) The problem of mental handicap has been present since the dawn of history. In the days of Sparta the handicapped were left on the hillside to perish and during the Roman Empire the mentally handicapped were only tolerated for their amusement value. The recent investigations into some hospitals for the mentally handicapped have revealed the long era of neglect. However society is to day taking more interest in the plight at its less fortunate members.

Disabled do not need pity but they need encouragement in their efforts to overcome their physically challenged so that they become assets to the society instead of liabilities. They also have the right to grow – up in the world which sets them apart

which look at them not with a scorn or pity or ridicule but which welcomes them exactly as it welcomes everyone which offers them identical privilege and identical responsibilities.

If deafness is not curable medically and surgically, one has to go immediately for educational treatment for all round development of the child where remedial cum developmental approach is used to develop the child in all the four field of behavior, namely motor characteristics, adaptive behaviors personal and social behavior and linguistic behaviors so that as he grows, he does not have social, emotional, psychological problems and his speech and language develops almost normally.

Physical education plays a very important role in the education of the deaf. Actually such a programme can play prime role in the growth and development of the child.

Method and Training :

The purpose of the study was to find out the effects of specific circuit training and free hand exercises

* Assi. Professor In Physical Education, Sir K. P. College of Commerce, Surat

on growth and development of 13 to 16 years deaf boys. Sixty boys from the Gandhighar Kachholi, Badhir Mitra Mandal Kachholi of Gujarat state were selected as subject by random method. The subjects were divided into two experimental groups and control group by random method and each group were assigned twenty students. The two experimental groups participated in the training programme for a period of twelve week, the group A exercised with the specific circuit training. The group B exercised using the free hand exercise, while group C acted as control group.

Selected variables to assess the growth and development of the subject were: standing height, body weight, chest girth, biceps girth, thigh girth 100 mt. run, Long jump, High jump, Pull ups, Shot put. Tests were conducted before the experimental and after the completion of experimental period of twelve week duration.

The difference between pre-test and post-test means of each of the three group were tested for significant by using the t-test. In order to compare the selected group's i.e. specific circuit training, free hand exercise. One way analysis of variance was used. Where the values of F-ratio were found significant a post-hoc Test (L.S.D.) was used. The level of significant was 0.05.

Results:

Within the limitations of the study The group which trained with specific circuit training exercises has shown the significant difference in scores of pre and post tests means of selected variables. Free hand

exercises have also brought significant changes on the scores of subjects of selected variables. The specific circuit training programmed has show better gain in selected variables in comparison with free hand exercises.

REFERENCE

- ⇒ Gordon Dutton-Mental Handicap (Publishers Butter with London and Britain, (1975) p
- ⇒ Henry Webb, We do not need pity Femina (June 1981)
- ⇒ U.S. 94th Congress, Public law 94-142 (November 1975); 29.
- ⇒ Daniel D Arnheim David Auxter and Walter C Cowe , principles and methods of adaptive physical education (St. Louis: C. V. Mosby Company, 1969) pp 319, 320
- ⇒ Verma J.Prakash,Sports statistics.2000,P-249 to 258



* Suryang C. Tandel

Physical Education

Research Zone India

Vol :- 8 Issue :- (1)

Dec :- 2019 Page - 34 - 37

ISSN :- 2319 - 8168

HEALTH SECTOR IN INDIA - A REALITY

World Health Organization (WHO) defines health as a state of complete physical, mental, and social well-being and not as consisting only of the absence of disease or infirmity or mental retardation. Health or people plays an important role in the development process of any economy. The state of development is closely associated with the health status of individuals. The level of economic development and health status of individuals are interdependent. High level of economic development ensures availability of good and advanced health care by strengthening health sector. In return, the availability of advanced health facilities improves the productivity levels of individuals and thus contributes to economic developments. Healthy individuals make positive contribution to overall wealth of any economy through creativity and innovation in various spheres. Health status of individuals is an indicator of human development. The quality of human wealth in any nation can be judged by the health status of its people. The presence of wide spread sick, disabled and unhealthy individuals are true indicators of low health status.

OBJECTIVES

The objectives of the present study are:

1. To evaluate the health sector in India in terms of various indicators.
2. To compare health status of people in India with the same in advanced countries.
3. To suggest measures to improve the health status.

Data Sources:

Present study is based on secondary source of data. Data sources include world health report, World health statistics, Global health Atlas, web site of WHO, National Health policy- 1983 and 2004.

DISCUSSION

One can judge the health status of any society based on several criteria such as incidence of poverty, improvement in life expectancy, fall in infant mortality, fall in death rate, availability of medical facilities, food security, balanced diet, improvement in productivity of people, eradication of epidemics, expenditure on health sector and access to pure drinking water etc. Since independence, the government has been providing basic health facilities in rural and urban areas. As a result of various measures initiated by the government, there has been a significant fall in

death rate and considerable improvement in maternal and infant mortality. The steps initiated by government on war-foot eradicated epidemics such as small pox, cholera. The direct consequence of strengthening health sector in India is well reflected in terms of an improvement in life expectancy of its people. Life expectancy improved from mere 36 years by 2005. There has been a significant reduction in the incidence of poverty. This was due to improvement in income levels and nutrition level of people. The government announced National Health Policy (NHP) in 1983. It was aimed at providing primary health care services through trained health volunteers having appropriate knowledge and establishment of referral system. Government's initiatives in the public health sector have recorded noteworthy success over time. We could understand the achievements of health sector in India with the help of table-i and 2. Table-i reveals the fact that the sustained efforts by the government yield positive result. Life expectancy improved from 36.7 years to 64.6 years in the first fifty years of systematic economic planning. The crude birth rate decreased from around 41 per thousand to 26 per thousand and crude death rate from 235 to 9 per

* Assi. Prof. Govt. Science College, Chikhli.

thousand., Infect mortality rate decreased from 1246 per thousand live births to 7 per thousand live births. It is true that India is committed to achieve the goal for health for all by the year 2020, A.D. through expending its vast work of primary health care services.

Table-2

Reveals success in respect of control of diseases. The incidence of malaria was very high at the time of independence. Seventy five million people were affected by malaria by 1951. The emphasis of government on health & social service sector since 1951 had its long lasting impact in containing malaria by the year 2004. To a great extent Government also succeeded in containing leprosy. The highly commendable achievement was the eradication of small pox by the year 1981. Guinea worm was also eradicated by the year 2004. In respect of control of polio also, government experienced good amount of success. The government aimed at eliminating polio by 2007. Available number of doctors also increased from 62 thousands to 5 lakhs.

The government's efforts in public health care, in fact, made considerable amount of contribution in terms of improving health status of people through disease control and eradication in some cases, ensuring better sanitation, supply of drinking water and all the more basic health infrastructure. It is beyond doubt that we have achieved good amount of success by starting from scratch at the time of independence. Pertaining to health sector, the government has set bold goals to achieve during 2005-2015 Table-3 presents the goals to be achieved in the health care system of India.

The in depth examination of goals (Table3) set by government regarding various diseases indicates that they are attainable. But the volume of public expenditure on health sector acts as an obstacle between goals and achievements. With respect to polio, leprosy, kala azar, filariasis government's initiatives yielded good results. The achievement of zero growth of HIV/AIDS is unattainable and it remains as a myth, given the low level of public investment and lack of health awareness among mass of people. It has opened its wings and spreading like wild fire. According to WHO estimates, India is one among

few countries where the incidence of HIV/AIDS is very high. Unless the government and the people themselves take adequate measures to contain AIDS, this in due course of time adversely affect the health of people. One may fear that its adverse consequences may be more than epidemics. The goals related to IMR and MMR are also quite optimistic. With our expanding the basic health facilities in rural areas the realization of this goal is like "walking in vacuum" Even now trained personnel are not available in rural areas at the time of delivery. Unless the government strengthens the primary health infrastructure in terms of primary health centers, trained staff, balanced nutritional diet to mother and child the goals of IMR & MMR may remain as mere goals. Enhancement of public expenditure is a crucial factor that determines the health of "health sector" With the present levels of inadequate health investment the health status of people may move in forward direction but at a snail's pace. Government should realize in unequivocal terms the fact that health of individuals is nation's real wealth.

In spite of the impressive achievements realized in respect of health status of individuals, one can not ignore the relatively low health status enjoyed by our people.

The government announced national health policy (NHP) in 2004. Its main aim is to achieve an acceptable standard of good health amongst the general population of the country According to the review of NHP-2004, percent of rural population has no access to potable drinking water supply and 99 percent are deprived of basic sanitation. The mortality rates of women and children are considerably high and millions of poor are suffering from malnutrition. Still rich as well as poor people are victims of communicable and non-communicable diseases. The relatively poor performance of health sector in terms of various indicators is a true reflection of limited success of public health system in India. The fast increase in the number of heart diabetic, blood pressure, AIDS patients in the country are the witnesses of nature of health scenario in India. The frequent onslaught of Chikungunya and Dengue fever reveals the state of development of public health care system

in India. Increasing incidence of people suffering from mental retardation, psychological illness, lack of balanced diet have their own indelible imprints on India's health sector.

Tabel-4

Reveals the fact that per capita health expenditure in India is inadequate to ensure reasonable health status. In respect of per capita health expenditure, Sri Lanka and China are much ahead of India. China's per capita health expenditure is around three times that of India. China's health expenditure as percentage of GDP was 5.6 as against India's 4.8 percent. In case of child mortality also the achievements of China and Sri Lanka are far better than India. The per capita health expenditure of US, Canada and other European countries is much higher than that of India. This single factor alone might be the reason for reduction in adult & child mortality, improving the healthy life expectancy at birth and general life expectancy in advanced countries of the world.

Suggestions to improve health status:

1. Raise the public expenditure on health to desired level
2. Initiate steps to control population.
3. Initiate steps to achieve high rate of literacy.
4. Strengthen the primary health care especially in rural areas.
5. Ensure food security to millions of people living below poverty line.
6. Control the severity of AIDS and other life style diseases such as diabetics, cancer heart ailments etc.
7. Ensure pollution free environments.
8. Strengthen the health infrastructure.
9. Inculcate health awareness among people by conducting community health programs and following the basic norm Prevention is better than cure.
10. Encourage people to opt for health insurance.

CONCLUSION

Health refers to overall physical mental and social well-being. At the time of independence our health sector was backward and the health status of people was very poor. The poor, health status of people was reflected in terms of high death rate, infant mortality

rate, prevalence of epidemics, lack of nutritional diet absence of basic health facilities such as sanitation, drinking water, primary health centers, trained staff etc. After independence, the measures initiated, the measures initiated by the government yielded good results over time and improved the health status of people slowly but steadily. As a result there has been a continuous decline in death as well as infant mortality rate. Life expectancy, availability of nutritional diet and basic health facilities recorded significant improvement. Government also set its goal as "health to all by the year 2004" In spite of the impressive performance of health sector overtime, one can not ignore the poor health status of people in India. There is a glass curtain between super specialty medical facilities and poor & low income groups in our country. As far as medical facilities are concerned, it is a fact that there is a wide gap between government's cup and poor man's lip. Further, there is urban bias in medical facilities provided by government and the millions of rural people are deprived of primary health care. In the context of development of any economy, one can look at the number of healthy people rather than total number. This implies that, the quality of human resource is more important than quantity. Sick, disabled people with ill health can not make positive contribution to the growth process. In fact they are like debt burden. There is need for the government to fully recognize the fact that good health status of individuals is key to over all progress of the economy. This reveals that economic growth and health status of individuals must move together and are interdependent. Finally, India achieved great success in improving the health sector even by starting from very low level. But still the health status of people is lagging behind compare to people in other developed countries in the worki Hence there is tremendous responsibility on the shoulders of government to develop the health sector and improve the health status of people on per with people living in developed countries.

Of course, improving the health status of majority of its population consisting of low income and poor people is a daunting task on the part of the government. Even then the effective implementation of the steps initiated

by the government may go a long way in improving the health status of people. We should be optimistic and hope to see their positive impact on economic growth.

Table-I Achievements of health sector 1951-2004

Indicator	1951	1981	2004
Life expectancy	36.7	54	64.6
Crude birth rate	40.8	33.9	26.1
Crude death rate	25	12.5	8.7
Infant mortality rate	146	110	70

Table-2 : Epidemiological Achievements

Indicator	1951	1981	2004
Malaria (cases in millions)	75	2.7	2.2
Leprosy cases per 1000	38.1	57.3	3,74
Small pox no of cases	above 44887	eradicated	--
Guinea worm no of cases	--	739792	eradicated
Polio no of cases	--	129709	265
Doctors	161800	268700	503900

Source: National health policy- 2004

Table-3 Goals to be achieved during 2000-2015

Name of disease	Year
Polio eradication	2005
Elimination of leprosy	2005
Elimination of Kala azar	2010
Elimination of filariasis	2015
Zero growth of HIV/AIDS	2007
Reduce the incidence of Blindness to 0.5 percent	2010
Reduce IMR to 30 per 1000 and MMR to 100 per lakh	2010
Increase health investment as percentage of GDP from the present 0.9 to 2 percent.	
Increase state sector investment from 5.5 to 7 percent of the budget and further to 8 percent.	2010
	2010

Source : National Health Policy-2004



* Arpita Patel

Rural Studies

Research Zone India

Vol :- 8 Issue :- (1)

Dec :- 2019 Page - 38 - 40

ISSN :- 2319 - 8168

ROLE OF ICT IN EDUCATION: IN TODAY'S SCENARIO

21st the century is the age of Information and Communication Technology (ICT). All over the world ICT is used in teaching and learning process. The teacher and learner must gain access to technology for improving learning outcomes. Educational reform includes successful designing and implementation of ICT in teaching and learning process, which is the key to success. There is a rapid shift of educational technologies and political force to shape the structure and system of education across the world. This century is characterized with the emergence of knowledge based society wherein ICT plays a pivotal role. The National curriculum framework 2005 (NCF 2005) has also highlighted the importance of ICT in school education. With this backdrop, major paradigm shift is imperative in education characterized by imparting instructions, collaborative learning, and multidisciplinary problem-solving and promoting critical thinking skills. With the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century. This paper focuses on role of ICT in today's education and also emphasis on use of ICT in education as well as advantages and limitations.

I. INTRODUCTION

The role of education is the most important factor in the development of a nation. The remark made by the Kothari Education Commission (1964-66), "The destiny of India is being shaped in the classrooms." It throws light on the importance of Education in modern Indian. No country can progress unless it focuses attention on education.

EDUCATION

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society, education is the only means. Its goal is to make an individual perfect. Every society gives importance to education because it is a panacea for all evils. It is the key to solve the various problems of life.

DEFINITIONS OF EDUCATION

1. **Mahatma Gandhi** – "By education I mean an all-round drawing out of the best in man – body, mind and spirit."

2. **Rabindranath Tagore** – "Education enables the mind to find out the ultimate truth, which gives us the wealth of inner light and love and gives significance to life."

3. **Swami Vivekananda** – "Education is the manifestation of divine perfection already existing in man."

ICT (INFORMATION AND COMMUNICATION TECHNOLOGY)

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.

"ICTs are the computing and communication facilities and features that variously support teaching, learning

* Assi. Profe., Anand institute of Social Work, Sardar Patel University, Anand

and a range of activities in education.”

III. ROLE OF ICT IN EDUCATION SECTOR

Information Communication and Technology plays a large role in changing the field of education. With Laptops, desktop and even smart phones findings their way into daily lessons, these devices are changing the way teachers and students share information and the way school communicate both within their own organization and to the community. It plays a very important role in innovate teaching learning process for knowledge society as follows:

1. It plays role to provide a convenient environment in classroom:

Technology like mobile devices, tablets computers, projectors make teaching and learning more accessible for everyone who are involved in it. We think health is wealth for human so internet is the wealth of information for everyone. This provides the collaborative learning environment in institution for staff and students in which communication is easier both in and out of the classroom.

2. Role of ICT in Literacy:

The latest technology development had introduced new software and application program which directs educators to select new approach to subject mastery. Rather based on simple lecture method and traditional teaching. It provides facilities of anytime and anywhere learning the content. It allows directly learning through senses, including disabled students in the classroom.

3. Role of ICT in increasing the potential of Education System:

Teachers and students can be connected with many people and place around the globe, which leads to a vast improvement in distance learning courses, and allows the chance to disadvantaged people to get education. It allows the people to get education along with their responsibilities of family.

4. Role of ICT in Personality Development:

The personality of the child is developed through ICT as the education changes the behavior of the child. Also changes the proper education helps in the development of the child. Personality is the mirror of the students and so is the reflection of the school. ICT hence plays an enthusiastic role in developing

student's interest. And they while surfing internet they come across many things, contemporary issues, different persons views and are able to generalize their own thinking. ICT develops the linguistic fluency of the students. ICT helps in generating different ideas in the mind of an individual.

6. Role of ICT in increasing access through distance learning:

ICT is having many advantages and hence is accepted widely in education system. This helped the people in adopting the education along with their work. Due to this Rural area is developed as the higher education is introduced through distance learning. The literacy rate of rural area is increased to 89% which is still increasing.

7. ICT plays a role of motivator for students and teachers:

ICT provides a number of facilities to students to study at their own pace. ICT develops the interest among the students and make the students to gain the mastery over that content. The doubts of the students are cleared as they can learn anytime through the material. The correct answer will generate motivation among the students. The teachers are also getting motivated through ICT as the reaction of the students and attention of the students is increased to a high level.

8. Role of ICT in online and on demand Examination:

There are number of courses in education system but the numbers of employee are less and hence the evaluation and paper correction is difficult in the field of education. ICT plays very important role in such situations which lessen the work load and accuracy, and equality for students.

9. Role of ICT in Stress Management:

Stress created among the students about studies during traditional method of teaching leads to raising the dropout rate of students. The stress among teachers in teaching the difficult concept leads to the bad quality of teaching. Both the problems Pulls towards the worst Quality of education in the world. The stress among the librarians, in maintaining the record of the books, availability of the book, New publication etc was stressful work. The Introduction

of ICT in the field of education had stressed out the teachers, students and all the other employees.

VII. ADVANTAGES OF ICT IN EDUCATION: Moreover, few of ICTs benefits to the classroom and the education process mentioned in the document are that ICTs:-

1. Offer opportunity more student- centered teaching.
2. Provide greater opportunity for teacher-to-teacher and student-to student communication and collaboration.
3. Give greater exposure to vocational and workforce skills for students.

VIII. LIMITATIONS OF ICT USE IN EDUCATION

Limitations of ICT use in education as related to student behavior.

1. Computer limits students' imagination.
2. Reliance on ICT limits student's critical thinking and analytical skills.
3. Students often have only a superficial understanding of the information they download.

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, 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.

REFERENCES

- ⇒ (n.d.). Retrieved July 6, 2016, from www.srjis.com.
- ⇒ (n.d.). Retrieved July 5, 2016, from www.nyu.edu.
- ⇒ (n.d.). Retrieved July 5, 2016, from www.nioc.ac.in.
- ⇒ (n.d.). Retrieved July 7, 2016, from www.uis.unesco.org.
- ⇒ (n.d.). Retrieved July 7, 2016, from www.iosrjournals.org.
- ⇒ (n.d.). Retrieved July 7, 2016, from www.bvicam.ac.in.
- ⇒ (n.d.). Retrieved July 7, 2016, from www.netgurusolutionindia.com.
- ⇒ Jaya, D. (2016). Pramoting Use of Technology and Advanced Techniques In higher Education. 24.
- ⇒ Kurhade, M. S. (2016, June 16). The Changing Landscape of Higher Education , pp. 17-18.



* Jay Butani

Rural Studies

Research Zone India

Vol :- 8

Issue :- (1)

Dec :- 2019 Page - 41 - 43

ISSN :- 2319 - 8168

:JT+ EFZTDF :+LVIGM NZHHM

5:TFJGFo

; DU DFGJHFTGF DbI A VU K :+L VG 5ZQF4 VITCFI; S
5IZ51IYL HM. V TM :+LVIGM NZHHM AN, FTM ZCIM KP
JI4 HFIT4 JX S jIISTGL VgI HIJS VG AWFZ6LI
, F1F16STFV jIISTGM NZHHM GSSL SZJFGF ; FDFgI WMZ6M
KP NZHHM VG EIDSF VS I; SSFGL A AFH ; DFG KP HDF
jIISTGF CSSM VG OZHM AGGM ; DFJX YFI KP
EFZTLI ; DFHDF :+LVIGL 5Z5ZFUT VG VFWIGS EIDSF
NZHHF ; FY VIEgG ZLT ; S/FI , KP IST; tTFS jIJ:YFGF
DF/BDF UF6 NZHHM WZFJTL :+LGF ; FDFIHS :YFGDF
VFIHHT 5IZJTG wJZF 5IZJTG , FJJFGF 5ItGM GIMWGLI
KP EFZTG AWZ64 ZFHIGLITGF DFUNXS4 I ; wWFTM4
SFGGLSZ64 IX1F64 ; DC DFWIDM p5ZFT XCZLSZ64
VFnMULSZ64 5I`RDL64 J`JLSZ6 JUZ 5ISIFVMYL
; DFHGF D<IMDF 5IZJTG VFjI KP
:+L ; DFGTGL R/J/4 ; DFH ; WFSM4 :+L ; U9GM VG
:+LVIGL 5ITFGL EFULNFZLG , LW DwID VG p5, FJUJL
:+LVIMDF NZHHF VG EIDSFDF VFJ, 5IZJTG GIMWGLI KP
:+LVIGM NZHHM ; F51F bIF, K4 ; D14 :Y/ VG ; HMUM
5DF6 VG D<IFSG YFI KP JI4 IX1F64 VFJS4 ; DNF14 WD4
7FTL4 JJFCLS NZHHM JUZ HJF VGS 5IZJtIM VGL ; FY
; S/FI , K :+LVIGF NZHHF 36L AWL ZLT HM. XSFIP
; DFHDF VGM ; FDFIHS4 VFIYS4 ZFHSLI4 X1F6LS
JI:TIJQFIS4 WIDS TYF ; DC DFWIDMGF ; NEDF NZHHM
T5F; L XSFIP

:JT+ EFZTDF :+LVIGM J:TL IJQFIS NZHHM

SH. 56 ; DFHDF J:TL VG J:TL IJ7FG DFGJISF; GL ; FY
UF- ZLT ; S/FI , KP J; TLGF ; NEDF 36L AWL AFATIGM
; DFJX YFI 5ZT VCL :+Lv5ZQFGL J:TL4 HFIT 5DF6 VG
XCZ TYF UFDI IJ:TFZGF ; NEDF NXFJL KP
NZ CHFZ 5~QF ; FD :+LVIGL ; bIFG HFTLU6ITZ :+LVIGM
; DFHDF NZHHM NXFJ KP EFZTDF :+Lv5ZQFGL J:TL HM. V
TM4

EFZTGL SFDR, Fp J:TL ! DFR4 Z_!! GF ZHH !Z!P_Z
SZHO GIMWI , K4 H 5SL &ZP#* SZHO 5ZQFM VG 5(P&5 SZHO
:+LVIM KP V H ; DI VG TFZLB UHZFGL S, J:TL &P_\$
SZHO GIMWI , 4 H 5SL #P! 5 SZHO 5ZQFM VGZP () SZHO :+LVIM
KP

EFZTGL J:TLGF ; NEDF :+Lv5ZQF 5DF6 HM. V TM S,
J:TLGF ; NEDF :+LVIG 5DF6 VMK K HG HgOZ U5 TZLS
VM/BFJL XSFIP H HgOZ U5 Z__! DF #P\$(CTMTZ_!!
DF #P_ (ZCIM KP

EFZTDF HFITU6ITZ 5JFCo

NZ CHFZ 5ZQFIV :+LVIGL ; bIFG HFTLU6ITZ :+LVIGM
; DFHDF NZHHM NXFJ KP HLJIJ7FGGL NIQ8V :+LVIM 5ZQFM
SZTF DHAT CIIJFY 5ZQFM SZTF JW HLJ KP 5ZT S8, FS
5IZA/IG , LW VDF TOFJT ; HFI KP HGFYL I, U VG5FT
VG HgOZ V ; DFGTF ; HFI KP

8A, v!

EFZT VG UHZFTDF NZ CHFZ 5ZQFIV :+LVIG 5DF6

SD	JQF	HFTL 5DF6 EFZT	HFIT 5DF6 UHZFT
1	1901	972	954
2	1911	964	946
3	1921	995	944
4	1931	950	945
5	1941	945	941
6	1951	946	952
7	1961	941	940
8	1971	930	934
9	1981	934	942
10	1991	927	934
11	2001	933	920
12	2011	940	918

* Lecturer, Shree Maruti Vidhyamandir P.G. Center of M.S.W., Bhavnagar

Research Zone India - Vol. 8, Issu. 1, Oct, Nav, Dec - 2019

You can also read this article on www.researchzoneindia.in

EFZTDF HFIT5DF6G DbI +6 IJEFUDF JCRL XSFIP
:JT+TF 5C, F4 !)5! YL Z__! VG K<, F NFISDF HNJF
D/T5DF6 !)_! YL !)&! ;WL VF 5DF6 ; TT 38T ZCI
K P !)) ! DF V 38LG)Z* YI H IRTF p5HFJ TJ CTP
Z__! DF VG 5DF6 YWJWLG)## YI VG Z_! ! DF VG
5DF6)\$ _ YIP

EFZTDF Z__! SZTF Z_! ! GF J:TLU6TZLGF VCJF, DF
HFTL 5DF6 * 5W.g8YL JwI KP !) * ! GF J:TLU6TZLGF
VCJF, 5KL VF prRTD S1FFV KP

UHZFTGF ; NEDF HII.V TII !)\$!v!)5! VG
!) * ! v !) (! GF UF / FI ; JFI UHZFTDF HFIT U6ITZ38I
KP !)5! 5KL VDF ; TT 38FOM YI IKP !)) ! VG Z__!
DF VDF ! & VFSGI 38FOM CTIP H Z_! ! DF VIKI YI KP
UHZFTDF HFTL 5DF6)Z_ KP VYFT CH NZ CHFZ
KISZVIV (_ KISZLV VIKL H6FI KP

X1F6LS NZHHW

:+LVIGF X1F6S VIWSFZM X1F6S TSM :+LVIGL X1F6S
EIDSF TYF :+LIX1F6 5tIGF J, 6M :+LGM X1F6S NZHHW
; RJ KP :JT+ EFZTDF AWFZ6LI ZLT :+L 5ZQF ; DFGTF
:YF5LT YTF 5ZQFGL HD :+LVIG X1F6LS VIWSFZM VG TSM
D?I PP :+LVII X1F6LS EDLSF EHJJF XISTDFG AGJF , FULP
:+L IX1F6 DF8GF J, 6MDF 5ZLJTG VFJ VGL ; FD S8, FS
5`GM VG 50SFZ pEF YIP

:JT+ EFZTDF :+L XL1F6GM IJSF; 0

EFZTDF AWFZ6GL \$5 DL S, D ZFHIG DFUNXG VF5TF
H6fjI S AWFZ6GMVD, X~ YTF VGF 5YD N; JQDF RFN
JQF ; WLG NZS AF / SG DOT VG OZIHIFT IX1F6 5Z 5F0JP
:JT+ EFZTDF X~VFTDF :+L XL1F6G GA / M 5ITEFJ
; F50IMP BF; SZLG DII8F XCZMDF p5, L 7FIT VG p5, FJUGL
:+LVIIYL XL1F6GL X~VFT Y.P WLD WLD ; bIFSLI JWFZM
YIIP

EFZTDF prRIX1F6DF :+LVW

I PHLP ; LPGA Z_! _v! ! GF ZL5M8 DHA :JT+ EFZTDF
!)5_ v5! DF NZ ! __ 5ZQFV ! \$:+LVII prR IX1F6
, TL CTLP HG 5DF6 Z_! _v! ! DF * ! YI KP VYFT
5FRU6 5DF6 prRIX1F6DF JwI KP

prRI1F6 VG :+LVIGL SFZISNL 0

prRIX1F6DF DIC, F SM, H CII S ; CIX1F6 5ZT KISZLV
KISZVIV ; FY IX1F6GF ; NEDF CZLOF. SZ KP DFIIIDS S
prRTZ DFIIIDSYL H AII VG 5KL IIGJI ; 8L 5ZL1FVIDF
VGL AFIIWS 5ITEFGM 5ZLR I SZFJ KP VFH :+LVII 5ITFGL
jIISTUT SFZISNL DF8 ; TS AGL KP VFDF8 VDFG S8A VG

; DFHG J, 6 56 AN, FT ZCI KP SFZISNLGL ; FY IX1FLT
IJF HLJG ; FYL D / L ZC V CT 56 TDF NIQ8 UIIRZ YFI KP
prRIX1F6DF HD HD :+LVII ; IWWV D / JTL U. TD I, U
VFWFZLT ENEFJ VIKI YTI UIMP :+LVIGL XISTDF IJ`JF ;
DSFTI UIMP 5FYIDS4 DFIIIDS4 prRTZ DFIIIDS4 :GFTS VG
VG:GFTS S1FFV :+LVII IX1FLSF TZLS JW ; 0 / AGTL U.P
:+LIX1F6G V ; Z SZTF 5ZLA / M 5SL SF8IAS VG ; FDFIHS
5ZLA / MDF SF8ALS 5Z5ZF4 ; FDFIHS V51FFV M SF8ALS
ZLJFH M DFTF I5TFG J, 64 DFTF5LTFGF XL1F6GL V ; Z JUZ
HJF 5ZLA / M DCTJGF KP

:+LIX1F6GL :+LGF NZHHF 5Z V ; ZW

:JT+TF AFN EFZTDF J:TL XL1F6GM jIF5 VG IJ:TfZ JWTI
UIMP KP

s!f jIISTtJGM IJSF; 0 IX1F6 IJGF :+L 5ZFWLG CTL VG
jIISTtJ S9LT VG 5FU / CTP T :JT+ ZLT SII. GL6I , .
XSTL G CTLP HD HD IX1F6 JWT UI TD :+LG ; JFUL
IJSF ; GL TS D / L KP TG 5ITFGL ; QFNT XISTVIG BL, JJFGL
TS X1F6LS ; :YFVIDF D / KP XF / F VG SII, HDF JU5ITGLWL4
IJIJW 5JITV HJL S ZDTvUDT4 ; ULT4 GF8I4 S, F JUZDF
EFU, JFYL TGL jIISTDTFGM IJSF; YFI KP IWI GL6I
, JF T XISTDFG AGL KP V :JT+ jIIST TZLS 5ITFGL
jIISTDTFGM IJSF; SZTL Y. KP

sZf HFUIT 0 IX1F6G, LW :+LVVIDF IJIJW HFUIT VFJL KP T
5ITFGL CSSII VG OZHIG JW ; FZL ZLT ; DHTL Y. KP
; DFHGF ; FDFIHS4 VFYIS4 jIFJ ; FIIS 1F+MDF 5ITFGL
CSSIYL ; EFG AGL KP EFZTLI AWFZ6 VG SFINFMVYL
DFCLTUZF AGL K4 ; EFG AGL KP ; DFHDF :+LVII 5tI YTF
VgIFI ; FD HFUIT NXFJL NCH4 AF / , uG4 HFTLI XIQF64
VtIFRFZM A / FtSFZ JUZ HJL 38GFV ; FD Z, L SF-JL4
; +MRFZ SZJF4 NAF6 HY TZLS SFD SZJ JUZ VUGL
; EFGTF 5U8TL CII KP

s#f ; FDFIHS UTLXL, TF 0 HD HD :+LVII IX1F6 D / JTL
Y. K TD TD TG VFYIS VG ; FDFIHS IJSF; GL TS D / TL
HFI K VG TGF pwJUFDL UTLXL, TFGF wJFZ B, TF HFI KP
IX1F6 VFYIS TS wJFZF ; FDFIHS UTLXL, TFG 5M; FCG VF5
KP S8ADF VG ; DFHDF DIIEF EI :YFG D / JL XS KP
IX1F6YL :+LGM 5ITFGL NZHHW TII prRI VFJ KP 5ZT WLD
WLD VGF AF / SM VG S8AG 56 ; FDFIHS UTLXL, TFG TS
D / KP

ZFHSLI NZHHW

:+LVIGM ZFHSLI NZHHW V8, c ; tTFDF TDGL EFULNFZL VG
; tTF R, FJJDFD TDH VG :J~5 GSSL SZJFD :+LVIG

;F50TL:JT+TF VG ;DFGTGL DF+FP
 OMP S<5GF XFCGF H6fj IF VG ;FZ :+LVING ZFHSLI NZHHM
 V8 , cc ;tTFDF VDGL EFULNFZL VG ;tTF R ,FJJDF TDH
 TG :J~5 GSSL SZJDFD :+LVING ;F50TL :JT+TF VG
 ;DFGTGL H8 ,L DF+V8 ,M TDGM ZFHSLI NZHHM
 IJXQDF SCLV TM :+LVING ZFHSLI ;CEFUL564 ZFHSLI
 5ISIF VG ;tTF ;FYGM ;AW :+LVING ZFHSLI NZHHM ;RJ
 KP
 EFZTDF ZFHfZHZJfOFGF ;DIDF ZFHI ;tTF DF8 SX/
 ; ,FCSFZ VG ZFHSTFGF S8 ,FS NFB ,F H~Z GIMF IF KP 5ZT
 EFZTDF :+LVING ZFHSLI ;CEFUL56 HM JwI CMI TM VF56F
 :JFT+I ;UFYDL VUHMVF VUDG 5KL EFZTDF VFYLS VG
 ZFHSLI 5JFCM AN ,FTF UIFP
 ZFHSLI 5ISIF p5Z :+LVING 5EFJ VG 50SFZM o
 ;tTF :YFGMGL 5FMT VG ZFHSLI 5ISIFDF :+LGL EDLSFGF
 ;NEDF S8 ,LSI ;IwWVM D/L K TM S8 ,FS 50SFZM 56 pEF
 YFI KP
 s!f ;tTF:YFG o VFU/ HMI TD DTNFGYL VFU/ JWL
 :+LVIV HNF HNF BTF ;EF?IF4 ;tTF D/JL VG V ;ZSFZS
 ZFHSLI EIDSF EHJL :JFT È 5FMT 5KL ZFQ85IT4
 JOF5WFG4 UJGZ4 DbID+L4 :5LSZ p5ZFT 0%I8L :5LSZ 56
 AGLP 5ZQF5WFG ;DFH ;FD 8SSZ hL ,L4 :+LVIV GTtJ 5FMT
 SZL ;FDyI 5FMT SIPP
 szf ZFHSLI 5ISIFDF 5EtJ o :+LVIV ZFHSLI 5ISIFDF
 DctJGL EIDSF EHJL KP HD S 5RFZS TZLS4 ;FDfHS
 SFISZ TZLS4 CMINFZM VG 5NFIWSFZL TZLSGL EIDSF4 XF ;S
 TZLSGL EIDSF4 ,MS5ITIGW TZLSGL EIDSF4 p5ZFT ;FDCLS
 NAF6 HYDF ;FDICS ZLT EFU EHJLG :+LVIV ZFHSLI
 5ISIF p5Z 5MTFGM 5EFJ 5F0IM KP ZFHIS1FFV :+LVINGL
 GJL 5-L ZFHSLI 5ISIFDF 5JXLP ;DFH HLJGDF :+LVING
 :5XTF IJIJW 5`GM4 CSSMGF Z1F6M JUZ DF8 ;ISI AGL
 5MTFG ZFHSLI ;CEFUL56 JWfZJF ,FULP
 s#f ;3QF DF8 Tt5Z o ;DFHDF 5MTFG DTjI ZH SZJF Tt5Z
 VJLNI ,T :+LVIV 5KFT ;DCGL :+LVIV ;3QF S1MP VDFYL
 VDG ;O/TF 56 D/LP NFPTP VF6N IH< ,FGF RFUF UFDGL
 VW :+L ;Z5R ZL ;WFACG 58 ,4 HD6 ;3QF S1MP 56
 IJSF ;GF VGSIJW SFIM SIF VG ;DFH IJ7FG ;YF GJL
 IN<CLGM IJIXQ8 :+L 5RFIT GTFGM VJMO 56 D/jIMP
 :+L VGFDTO
 ZFHSFZ6DF DCL ,FVM DF8GF VGFDTG L RRF :JFT+I
 5C ,FGF ;DIYL VF56 tIF Y . KP NXGF +6 HFUT :+L
 ;U9GMVJDg ;.lg0IG V ;M ;LVXG4 VM ,.lg0IF IJDg ;

SlgOZg ; VG GXG , Sfplg ; , VMO IJDG . G . lg0IF DctJGF
 CTFP V 5KL EFZT :JT+ YI VG :+LVING ZFHSLI
 ;CEFUL56DF VGFDTG 5`GGL RRF Y . P
 VF 5KL :JP ZFHJLJ UFWL HIFZ JOF5WFG CTFP tIFZ TD6 &\$
 DF AWFZ6LI ;WFZF wJZF :+LVIM DF8 :YFGLS :TZ VGFD
 HuIFVMGL HMUJF . GM 5ItG S1MP !))# DF AWFZ6GF *#
 DF VG *\$ DF ;WFZFVM 5 ;FZ YIFP HGfYL :+LVING :YFGLS
 :JZFHI GL ;:YFDF ## 8SF VGFD HuIFVM VF5JDF
 VFJLP ZFHSLI 51FM wJZF VF ;WFZFVM ;DYG VF5JDF
 VFJIP (! DF AWFZ6LI ;WFZFDF HMUJF . SZF . S ZFHIMGL
 WFZF ;EFVIMDF4 GLR ,F UCIDF VG ,MS ;EFDV VS TTLIFX
 H8 ,L A9SM :+LVIM DF8 VGFD ZFBJDF VFJXP VF BZOM
 !Z ;%8P !))& DF ZH YJFGM CTM tIF VG IJZIM VG
 ;DYGDF HIZXIMYL N ,L ,M Y . P HNF HNF 51FMGL :+L ;eIMV
 VS VJFH BZOM 5 ;FZ SZJFGL DFU6L SZLP
 *#DF VG *\$ DF AWFZ6LI ;WFZFVMGF VD , 5J :YFGLS
 :JXF ;GGL ;:YFVIMDF :+LVING ZFHSLI ;CEFUL56FG
 5DF6 VMK CTP 56 VF ;WFZF XFT VG SFTSFZL ZCIM SFZ6
 S UFD5RFIT4 5RFIT ;DLTL VG IH< ,F 5ZLQNGF ;eIM
 TYF VwI1DF VS TTLIFX A9SM :+LVING D/LP *\$ DF ;WFZF
 DHA dI GL ;L5F ,L8L VG S15MZXGGF ;eI :YFGM VG
 DI Z5NIMDF VS TTLIFX A9SM 5Z :+LVIM R8FI K V 5DF6
 HM . V TM *45_4_ UFD5RFIT4 ! * _ JR ,F :TZGL
 ;DLTLVM !5 (# IH< ,F 5ZLQNMDF :+LVIM CMI KP X~VFTDF
 ;tTFYL NZ EFUTL :+LVIM VDF V5Jpt ;FC ;FY EFU ,JF
 DFOLP :+LVIMV 5MTFGF IJSF ;FTdS SFISD TZO wIFG NMIP
 VJF VGSIS ;FVM GIMF IF VG VFJL :+LVING VftDIJ`JF ;
 JwIMP IX1F64 :JF:YI4 5F6LGL jIJ:FY4 :JrKTF4 NF~AWLGL
 VG IJSF ;GF SFISDIMDF VF :+LVIV ;FZ VJ GTtJ ,LWP
 VGS ;3QFIMGL ;FD DFY pRSIP XCZL IJ:TFZIMDF 56 DI Z5N
 D/jIP VDFI IX1F64 SFIM TYF jIJ ;FIDF pRR ZC ,L
 :+LVIMV h5 ,fjIP VFD4 ;NLVMYL :+LVIM ;FD ZBFTF 5JUCM
 VG VJZIMM NZ SZL DCL ,F VGFD wJZF :+LVING ZFHSLI
 5JX DF8 K8 V5F . P VFD :+LVIMDF ZFHSLI 1FDTF K4
 IG6IXIST K VG IJSF ;GF SFIM TM SZL XS K V AfATG
 ;DYG D?IP



* Digvijaysinh Parmar

Rural Studies

Research Zone India

Vol :- 8 Issue :- (1)

Dec :- 2019 Page - 44 - 46

ISSN :- 2319 - 8168

:+LVIGF ; FDFIHS NZHHF ; FY ; S/FI , ; D: IFv NCH

5:TFJGFo

EFZTDF :+LVIGF ; FDFIHS NZHHF ; FY 36L AWL ; D: IFV ; S/FI , L KP

SF8IASIJ ; JFINTFo

S8A ; DFHGL D/ET ; :YF KP j IIST4 ; DFH VG ZFQ8GF 30TZ VG IJSF ; DF VGL EDLSF VUU^I ZCL KP ; FDFIHS VG DFGI ; S ZLT :J:Y S8A ; WL S8A KP 5ZT SIZS S8A HLJGDF ; S84 ; 3QF4 DxS , L4 S8S8L4 VXFTL JUZ pEF YFI KP

S8ADF :+L VG 5ZQF AG XFZLZLS VG DFG ; LS TNZ:TL H~ZL KP , uGHLJGDF ; TQF D / JJFDF XFZLZLS TNZ:TL VUt IGL K VG DFG ; LSTF S / JJFGL H~Z CMI KP VFWGLS ; D I DF IJS4 IJTLV VG S8ALHGM VSALHF DF8 S8 , LS V51FFV ZFB KP

SF8ALS IJ ; JFINTFGF ; J ; FDFgI SFZ6Ilo

! f AF / , uG o HIFZ AF / , uG YFI K tIFZ AG 5F+MDF VSALHFG ; DHJFGL 1FDTF CMTL GYLP pDZ JWTF AGGF U6MG AN , VJU6M NBFJF , FU VG 5Z:5Z VGS , G ; FW tIFZ IJ ; JFNLTf ; HFI KP

Zf B8L V51FFV o S8 , LSJFZ , uGHLJGDF V5IZ5SJTFG , LW B8L V51FFV pNEJ KP , uG SZGFZ IU , ZULG bIF , MDF ZFRTF CMI KP 8LPJLP4 I ; ZLI , VG ; LGDFGL HD INJF:J%GDF ZFRTF IJFGM 5TL4 5tGL TZLS JF: TJLS EDLSF 5Z 5U DS KP tIFZ HLJGGL VGS DxS , LV pEL YFI K VG :J%GF JZJLBZ Y . HFI KP

#f ; IST ; FC ; GM VEFJ o , uGDF UD T8 , M :GC CMI 5ZT 5TLv 5tGL JrR TUNL , L TM VGEJFTL CMI K V ; DI ; DH VG WLZH5JSG JTG TYF VSALHF 5tIGM ; NEFJ VDG DFG VG VGS , G TZO NMZ KP \$f AN , FI , ; AWIG DF / B o JTDfG ; D I DF VFnIULSZ64 XCZLSZ64 5I`RDL SZ64 IX1F6 p5ZFT ; RFZ DFw IDIV 5TLv 5tGL VG ; IST S8AGF

5Z5ZFUT ; AWIG DF / B AN , L GfbI KP VS ; DI 5tGL 5TLGL DF , LSL U6FTL4 EDLSF VF7FSLTGL V51FF CTLP HIFZ S8A HLJGDF S8S8L ; HFI tIFZ 5TLv 5tGL JrRGF ; AWIG SY / KP 36LJFZ AFC I5IZI:YTL V DF8 HJFANFZ AG KP

5f ; IST S8AG IJ38G o ; IST S8AGF , FE VG UZ , FE AG KP EFZTDF 36F AWF 5ZLA / V ; DFHGF VFYLS4 ; FDFHLS VG ; F:STLS HLJG 5Z V ; Z 5FOL K :+L S / J6LGM VG :+LVIGL VFYLS :JT+TF JWTF ; XISTSZ6 JwI K DMWJFZL4 pR HLJGWMZ64 AN , FTF D<I JUZV :+LVIGF VFYLS VG ; FDFHLS NZHHFDF 5ZLJTG VF^I KP

S8ADF S8S8L , FJTF :+ITq :J~5o

s!f :+LGL AJOL EDLSF o 5tIS ; DFHDF :+Lv5ZQFG zDIJEFHG YI , KP ; FDFgI ZLT :+LV 3ZG ; RF , G SZ VG 5ZQF VFHLIJSF DF8 HFI 5ZT JTDfG ; D I DF VDF 5ZLJTG VFjI KP VFH UFDL6 ; DNFI CMI S GUZ ; DNFI :+LV UC ; RF , G p5ZFT VFHYS 5JIT SZ KP VFH SF8ALS HLJGX , L AN , F . KP

jIJ ; FIL GFZL 5F ; SF8ALS V51FFV VFH 56 5Z5ZFUT :J~5GL ZCLKP 5TLS ; F ; GM 95SM ; FE / JM 50P TUNL , L VGEJ4 GFGF AF / SM ; FY ; DI IJTFJL G XS VFD ; TT SFDFG GLR N8FI , L VF :+LVIG S8A HLJGDF S8S8L pEL YFI KP

5ZL6LT :+L DF8 DFTtJ V HLJGGM VGZM 5 ; U KP NF5tI HLJGGL ; FYSTF AF / HgDYL H , FU KP GFGF AF / SM ; FY AJOL EDLSFGF ; NEDF VGS , GGF 5`GM ; HFJFGL XSITF ZCKP 36LJFZ VJ AG K S SF8ALS ; eIM 5ZTM ; CMIU G VF5 TM VGS U6M AMHF T / N8F . H . G V DHJ6 VGEJ KP DFG ; LS TF6 VGEJ KP IJEST S8ADF jIJ ; FIL :+L GF / pKZ DF8 VgI j IIST 5Z VFWZLT ZCJ 50 K 5MTFGF IJ`JF ; DF6 ; 4 VFIF4 GWSZ4 AAL ; L8Z S 3IOL IF3ZGL I MuI jIJ:YF G CMI TM

* Lecturer, Shree Maruti Vidhyamandir P.G. Center of M.S.W., Bhavnagar

AF/SIG 5MTFGL ; FY4 ; UFG tIF ZFBJF 50 KP
H :+LV ; IST S8ADF ZC K VG jIJ ; FI S GMSZL SZ
K TV 3Z VFJ tIFZ BF ; SZLG HM ~I-R:T DFG ; JF/
S8ACMI TM JCGF UC ; RF, G4 AF/pKZ4 SF8ALS ; eI IGL
SF/HL JUZDF ; F ; 4 JCGL BFDLV XIM KP
szf A 5-L JrRG VTZ0 JTDfG ; D I Df 5-LUF/F JrRG
VTZIJ ; JFNLTf ; H KP S8AGF ; eI IGF JTG4 J, 6M VG
D<I I Df TOFJT CMJFG VSDbI SFZ6 TDGL JrRGM TOFJT
KP
ZIMHLNF HLJGDF JTGGL VGS ZLT A 5SL JrRGM TOFJT
NXFJTL CM I KP NFPTP HGL VG GJL 5-L JrR p9JDF4
; JDF4 8LPJL GL RG, HMJDF4 OZ ; NGM ; DI JTFJJDF
36M TOFJT CM I KP IX1F6 VG AFWWS TOFJTG VTZ
JWJFYI IJRFZ ; 3QF JW KP HIF 5-L UF/M CM I 5ZT
; DH6GM ; T CM I tIF VFJL 5IZI:YTL ; HFTL GYLP
s#f VFYIS :+IT 0 S8A HLJGGL I:YZTF DF8 VFYIS
5ZLA/ VUtIG KP 5 ; FGM VEFJ VG IJ5, TF S8A
; AMIDF CDXF TF6 ; H VJ SCL XSFI GCLP
UZLAL ZBF GLR HLJTF S8AMG ZIMLGM 5`G ZC KP VFJL
SUF/ VFYIS:YIT 5FYDLS H~ZLIFT G ; TIQF tIFZ GHJLJ
J:TV DF8 h30F YTF CM I KP GLRL VFJSJF/F S8ADF
ZIMURF/ M4 DFNUL4 DbI SDFGFZ jIISTG VS:DFT DtIP
DwIDJUGF S8ADF XL1F64 jIJ ; FI4 VFJS JUZGL ; IQ8V
; FZL VJL IJIEgTF KP DwIDJULI S8ADF JWTL HTL
DM3JFZL h05YL AN, FTL OXG4 ; LGDFG VGSZ6 HJF
5ZLA/M DxS, L pEL SZ KP
WGLSJUGF S8AMDF ZIMHLNF BR DF84 EFITS ; J, TM DF8
SM. 5`G GYLP ; 5TL DF8 VG VFYLS EB DF8 DFG ; LS
VXFtL pEL YFI KP
s\$F JwWtJ 0 ; FDFgI ZLT JwW jIISTGL 1FDTF 38TF VG
5ZFWLG ZCJ 50 KP J5FZ4 WWM VYJF GISZLDFYL GLJT
YTF VFYLS ZLT :JT+ 5LTF S JOL, GL JwWFJ:YDF ; FDFgI
ZLT VJU6GF YTL GYLP 5ZT XCZLSZ64 jIISTJFNGM
IJSF ; TDH VgI 5ZLA/IG, LW ; IST S8AJIJ:YF T8TLL
HFI KP SF8ALS EFJGF 1FL6 YTL HFI KP
SF8ALS IJ ; JFNLTfGL V ; ZMo
SF8ALS IJ ; JFNLTfGL V ; Z S8A HLJGGF NZS 5F ; F 5Z
50 KP S8AHLJGGDF ; BG AN, NoBGF JFN/M NBF I
KP
5yYSSJF ; S, uGIJrKN HJL ; D:IFVM ; HFI KP
5TLv5tGL JrR Nfd5tIHLJGDF pU jIFS/TF 5NF SZ
KP DfGI ; S TUNL, L pEL SZ KP jIUTF JW K4 HLJG

jIY, FU KP
AF/pKZGF SFIMDF IJ1F5 pEM YFI KP
5-LVM JrRGF VTZG, LW SF8ALS DTENM JW KP GJL
5-LDF V, UTFGL EFJGF HFU KP VGS, GGL ; D:IF 5NF
YFI KP S8AGF ; eI IGL HLJGX, LDF IJZIMWFEF ; pEM
YFI KP
S8AGL IJ ; JFNLTfG GLZFSZ60
! f jIISTUTq S8AUT p5FI 0 S8AHLJGDF pEL YTL
IJ ; JFNLTfS S8MS8LDF S8ADF ; UF. ; AMM ; FY HMOFI, L
jIISTVM HJL S5TLv5tGL4 DfAF5 VG ; TFGM4 ; UFEF.
ACG VG ; F ; ; ; ZF JUZ V 5MTFGF H04 5Z5ZFUT4
Z-LR:T IJRfZM KM0JF HM. VP
Zf ; DFHUT p5FI 0 EFZT ; ZSFZ S<IF6 ZFHIGM VFNX
V5GFjIM K VG ; FSFZ SZJF VGS IMHGFVM 56 30L K
BF ; SZLG DFTF 5LTF VG AF/SM JrR ; S, G SZL ; DFH
p5IMUL SFIG 5lt ; FCG V5FI K JTDfG ; D I Df S8A
; , FC SgN4 SFGGL ; CFISgN JUZG 5lt ; FCG V5FI K
gIFIFWLXIM4 JSL, M4 ; FDFHLS SFISZM VDF ; S/FI, F KP
#f SFGGL p5RFZ 0, uG VG S8A1F+ pEF YI, F
S8MS8LGF 5`GM pS, JDFDF SFGGGL EDLSF 56 DctJGL
KP S8AHLJGDF VG, uGHLJGGF 1F+ IJWJF 5G0, uG
K8FK0F4 NCH 5ITAWS SFGG4 JFZ ; FCSS4 DL<ST WfZM4
3Z, CL ; FGM SFGG4 SFI :Y/ HFTLI XMqF6 V8SFJJF
DF8GL ZHVFT JUZP
NCH
EFZTLI ; DFHDF VGS ; FDFIHS ; D:IFVM HMJF D/
KP VF ; D:IFVM 5SL VS ; D:IF NCH5YF KP VF ; D:IF
VFYIS VG ; FDFIHS AFAT ; FY ; S/FI, L KP VF 5YF
EFZTDF 5Z5ZFVIMYL HMJF D/ KP
NCHGM VY0
NCHG VUHLDF DOWRY SCJDF VFJ KP UHZFTLDF
NFI HM4 SZL IFJZ4 JFSOM4 NH4 NCH4 5CZFD6L HJF XaNGM
p5IMU YFI KP
NCH 5YFG :J~50
JZX<S VG SgIFX<S0
X<S5YF HLJG ; FYLGL 5 ; NULDF, 1FDF, JFTL DctJGL
AFT KP X<S V8, SLDT4 JZ51F TZOYL SgIFGL SLDT~5
RSJFTL ZSDG JZX<S SCJFIP VF 5YDF HLJG ; FYLGL
SLDT, JDFDF VFJTL CIJFYI VF 5YFGM VGSD JZISJ
VG SgIFIJSI 5YF TZLS VM/BFI KP
NCHGL ; D:IF DF8GF HJFANFZ SFZ6Mo
s! f VFT, uG 5YFo CLgN ; DFHDF VF 5YF 7FTLGF 5FI F

p5Z ZRFI , L KP VF 5YFYL HLJG ; FYLGL 5 ; NULG 1F+
 DIFINT AG KP VF 5YFGF GLIDFG ; FZ HLJG ; FYLGL
 5 ; NUL DIFINT 1F+DFYL H Y . XSP
 sZf S , LGXFCLq VWL , uG 5YFo ; FDFgI ZLT SgI FGF
 DFTFvI5TF 5MTFGL ; DS1F VYJF 5MTFGF SZTF JW prR
 S/ qS8ADFYI IJSGL 5 ; NUL SZJFGM 5Itg SZ KP HGL
 S , LGXFCL VYJF VIW , uG 5YF SC KP
 VS TZO GFGF 58F JT/DFYL IJS 5 ; N SZJFGM ZLJFH
 CMI VG ALHL TZO DFTFvI5TFGL . rKf prR S/q
 S8ADFYI 5MTFGL SgIF DF8 IJS D/JJFGL CMI tIFZ
 :5WFTDS 5ZLI:YTLGF VS pS , ~5 prF NCHGM VFz I
 , JFDF VFJKP
 s#f , uGGL VGLJFI TF o ClgN XF: +SFZIMV : +L DF8 , uG
 VSH DctJGM VG VGLJFI ; :SFZ U^IM K V8 , S : +L
 DF8 , uG SZJ VGLJFI AG KP VSTZO jIIST DF8 , uGGL
 VGLJFI TF VG ALHL TZO ÖJG ; FYLGL 5 ; NULG DIFINT
 1F+P
 s\$f ; FDFHLS ZLJFHM o , uG ; ALWT , J0vNJ0GF ZLJFHM
 5F/JFGM VFUC VF 5YFG 8SFJJFDF VG JWFZJF DF8
 HJFANFZ U6FJL XSFIP 5Z5ZFYL RF , L VFJTF VFJF
 ZLJFHM 5-L NZ 5-L VFU/ JW K4 H ; FDFHLS WMZ6 AG
 KP
 s5f ; , FDTLGL EFJGF o 5MTFGL 5+LG ; FZF 5DF6DF
 NCH VF5LX TM`J ; ZUC TG DG ZCX VG NLSZLG NoB
 50X GCL ; F ; ZLIF D6F DFZX GCL4 5HJX GCL VJ
 DFGLG 36F DFTFvI5TF VF 5YFG 5MQF KP 5+LGL ; , FDTL
 BFTZ UHF ACZG NJ SZLG 56 JW NCH VF5JF TIFZ
 YFI KP
 s&f HLJG ; FYLGL 5 ; NUL 5ZGF WMZ6o 5Z5ZFUT
 ; DIDF HLJG ; FYLGL 5 ; NUL ; DI SF8ALS AFATMG
 IJXQF , 1DF , JFDF VFJTL CTLP JTDGF ; DID SF8ALS
 AFATMGL ; FYM ; FY jIISTUT AFATM 5Z ; IJXQF EFZ
 DSJFDF VFJKP BF ; SZLG IJSGL 5 ; NULDF XL1F64
 jIJ ; FI4 jIJ ; FIG : J~5 JUZG DctJ JwI KP
 NCHGL ; D: IFG IGJFZ6o
 5FRIGSF/DF NCH5YF ; FDFHLS ZLT ; D: IF~5 G CTLP
 , uG ; DI DfvaF5 wJFZF 5+LG J: +M4 V , SFZM JUZ
 RLHJ:TVM E8 TZLS V5FTL VG T : +L WG TZLS U6FT P
 ZFH5TM VG S8 , LS 7FTLVINDF 5ITQ9F NCHG 5DF6 GSSL
 SZJFDF DctJGM EFU EHJTL P
 5+L pDZDF H8 , L DMI8L YTL HFI T8 , NCH JWFZ VF5J
 50TP S8 , LS 7FTLVINDF NCH5YF ; FDFgI AGL CTLP T

V8 , L CN SNCHGL IJIJW RLHJ:TVM ; FY SgI FGL GFGL
 ACGG 56 NCH TZLS VF5JFDF VFJTL P
 NCH5YF VUH ZFHI VD , NZDLIFG JW JLS ; L CTLP
 VG TYL VG GLJFZJF DF8GF 5IF ; M S8 , FS ; DFH
 ; WFSIIVSIFCTFP
 s!f ; FDFHLS ; WFSIo IA8LX VD , NZDLIFG
 ZFHfZDDMCG ZMI EFZTDF ; FDFIHS ; WFZ6F DF8
 ACDM ; DFHGL : YF5GF SZLP TDGF ; WFZ6FSFI DF
 : +LHLJGDF ; WFZ6FG SFI DIMBZ ZCI CT P
 sZf SFGGL 5IF ; Mo
 s!f !) & ! GM NCH 5ITAWS WFM o !) & ! GF NCH
 5ITAW WZF VG ; FZ , uG ; DI A DFYL SM . 56 51FGF
 DfvaF5 S VgI jIIST , uG 5C , F S , uGAFN , uGGL
 VSXZT TZLS SF . 56 DL , ST VF54 VYJF VF5JF S , JF
 ; DT YFI S , TM T UGM AGP VFSIFNFGM V ; ZSFZS VD ,
 G YJFG SFZ6 TDH TDF S8 , L DIFNFVM ZCJF 5FDL CMIJFG
 , LW VFSIFNM GLQO/ UIM CTMP
 sZf !) (# GM ; WZF , M OMHNFZL SFINM o NCH DtIGF
 JWTF HTF SL : ; FG ZMSJF DF8 TDH JWTF HTF : +LVIM
 5ZGF A / ftsfZGF SL : ; FVMG ZMSJF DF8 OMHNFZL SFINFDf
 ; WZM SZJFDF VFjIM KP
 s#f SFGGL ; CFI IMHGF o : +LVIM 5ZGL CL ; FG ZMSJF
 TYF NCHGL ; D: IFG NZ SZJF I: +GF NZHHF IJQFIS
 ZFQ8LI ; DLTIV : +LVIM SFGGL ; CFI 5ZL 5F0JF VUGL
 E , FD6 SZL CTLP TG VG , 1FLG ZFQ8LI SFGGL ; CFI
 ; DLT ZRJFDF VFJLP VF ; DLTIV ZFHI ; ZSFZM wJFZF
 V5GFJJFGM SFGGL ; CFI GM SFISD VPMIMP VF SFISD
 C9/ ZFHIMDF SFGGL ; CFI VG ; , FC AMOGL ZRGF
 SZJFDF VFJLP
 s\$f SFGGL XL1F6 SFISD o ZFQ8LI SFGGL ; CFI ; DLTIV
 SFGGL IX1F6GM SFISD 5: TT SIM KP VF SFISD C9/
 : +LVIM SFGGL XL1F6 VF5JF p5Z EFZ DSJFDF VFjIM
 KP
 s5f SF8ALS VNF , TM o ; DLTGL E , FD6G VG , 1FLG S8A
 VNF , T SFINM !) (\$ DF 5 ; FZ SZJFDF VFjIM KP VF
 SFINF VG ; FZ S8A VNF , TM : YF5LG VFJL VNF , TMDf
 S8 , FS UGF HJF S NCH4 A / ftsfZ ; AWL S ; R , FJJFGL
 IMHGF CFY WZJFDF VFJL KP
 s&f , MSDT o ; FDFHLS ; D: IF NZ SZJF SFINM HM . VP
 5ZT SFINF 30JFYI ; FDFHLS 5`G pS , L HTM GYLP NCH
 5ITAWS SFINM CMIJF KTF VF 5YF V8 , L H V ; ZSFZS
 ZCL KP



* Priti Konkani

Rural Studies

Research Zone India

Vol :- 8

Issue :- (1)

Dec :- 2019 Page - 47 - 48

ISSN :- 2319 - 8168

; SI, T AF/ IJSF; I MHGFGM 5IZRI VG D<IFSG

EFZTDF AF/ SM S5MQF6 TYF IAGSF I1FD XIST WZFJTF
CTF4 TJF ; DI AF/ SGF I MU I IJSF; VG ; UEF DFTFVING
IX1F6 TDH WF+L DFTFVING 5MQF6 VF5JF DF8 AF/ SG
5Z 5MQF6 VG GFGF AF/ SG VFZMU I JW SF I1FD AGFJJF
DF8 EFZTDF AF/ SIGF IJSF; VG 5MQF6GL H~ZLI FT pEL
Y. P
p5ZIST CTYL s. P; P!) *5 YL ALHL VMS8MAZ JOWNZF
HL<, FGF K18F pN5Z TF, SDF THU- UFDDF ; F 5YD
VFU6JFOLGL X~VFT Y. Pf EFZTDF ; F 5YD ## 38SMYL
Y. CTLP VF I MHG 5C, F SgNL I ; DFHS< I F6 A10 J<OZ
VSXG 5MHS8 AF/ S< I F64 S8A S< I F64 5MQFS TtJ IST
VFCFZ4 AF, JFOL4 g I 8x I G 5MHS8 HJL HNL HNL I MHGFM
RF, TL CTL VF I MHGDF OST # YL & JQFGF AF/ SIGM
; DFJX YTM TDH AF/ SIG VFZMU I 5MQF6GM 5Z5ZM, FE
D? I M GF CTNP HDF VDS, FE FYLVING 5; N SZJDF
VFJIF CTF ; UEF VG WF+L DFTFG VFZMU I IX1F6
VF5JDF VFJT GF CTP HYL VF I MHGFG L X~VFT Y. P
VF I MHGDF VFZMU I VG XMQF6GL ; JFVM JW DHAT
SZJF AF/ ; EF/ GL AWL ; JFVING ; S, G SZJFG DFTFVING
VFZMU I 5MQF6 IX1F6 VF5J VG VF 5FR CTVM I ; WW
SZJF DF8 VF. P; LPOLPV ; P GF IJSF; DF8 VF DHAGL
; :YFVMV BA H DCTJGM OF/ M VF% I M KP
! f ALHF IJ`JI WW AFN SZMOM, MSIG SZ ; :YFGL :YF5GF
Z* GJdAZ !)\$5 GF ZMH VDZLSFGF SM, IdAIF BFT
Y. CTLP CF, DF DBI DYS V8, Fg8F KP SZ ; :YFGL 5JIT
EB4 UZLAL4 VG ZMUIGF p5RFZ DF8 IJ:TFZJDF VFJLP
EFZT & DFR !)5_ DF SZ ; :YF ; FY SZFZ YIF VG
ZFHI ; ZSFZ wJFZF IJSF; VG :JFJ, AG SF I SDM VD, DF
DSIRP EFZT NXGF VgGGL TDFD AFATDF :JFJ, AG 5F%T
SI CTP tIFZ SZ ; :YFV & JQFGL GLRGLJIGF AF/ SM4
; UEF :+LVIM TDH WF+L DFTFVING V5ZTF 5MQF6G SFZ6
YTF S5MQF6 ; FD SFRL Bfn ; FDUL VF5JDF VFJ KP
EFZTDF SZ ; :YFG DBI DYS GJL NL<CL BFT VFJ, KP

Zf IGL; O GFDGL VFTZ ZFQ8LI ; :YFGL :YF5GF ; G
!)\$& DF Y. TG DBI DYS g I I MSDF KP TGL IJEFUL I
SRZL GJL IN<CL BFT KP IGL; OGM DBI CT DFTF TDH
AF/ SIG :JF:yI ; WFZJFG KP
VFD p5IST HJL IJLJW ; :YFVING VFIS ; CIMUYL
5ZL6FD :J~5 EFZTDF VF. P; LPOLPV ; P GM IJSF; YIM
VG AF/ SGF EFJL IJSF; DF8 XLX VJ:YFYLH ; JFVM
5ZL 5F0JF EFZT ; ZSFZ ZR, L ZFQ8LI GLTLGF pNx IING
5ZL56 SZJF DF8 AF/ SIGL ; JFUL IJSF; TDH VFNLJF; L
UFD I IJ:TFZ VG XCZL UNF J ; FCTMDF ZCTF 5KFT JUGF
, MSIGF AF/ SM ; DI ; FY TF, DL, FJL XS T
VF. P; LPOLPV ; P I MHGF ZFHIGF !#* 38SMDF VD, L
SZJDF VFJL KP
; S, LT AF/ IJSF; I MHGFGF CTVM
! f _ YL & JQFGF AF/ SIG 5MQF6 VG VFZMU I G :TZ
; WFZJP
Zf AF/ SGF XFZLZLS4 DFG ; LS VG ; FDFHLS IJSF; GM
5FIM GFBJMP
#f AF/ DtI4 DF/ DFNUL4 S5MQF6 TDH VWJrRYL
XF/ F KMOL HGZ AF/ SIG 5DF6 38F0JP
\$f AF/ IJSF; G JU VF5JF DF8 IJLJW IJEFUM ; FY
IGTL VG VD, VU V ; ZSFZS ; S, G SZJP
5f 5MQF6q VFZMU I IX1F6 wJFZF AF/ SGL 5MQF6 VG
VFZMU I VUGL ; FDFg I SF/ HL VU DFTFVINGL
SF I1FDTF JWZJLP
; JFVM
HNL HNL ; JFVM HM ; S, LT :J~5 VF5JDF VFJ TM JW
; FZL V ; Z 50 V IJRFZ ; Z6L 5Z VFWFZ ZFBL IJLJW
; JFVING ; S, ZRJDVF VFJ I K HD Sov
! f 5J 5FYIDS IX1F6
Zf 5ZS 5MQF6
#f ZMU 5ITSFZS Z ; LVIM
\$f VFZMU I T5F;

* Lecturer, K.R. Doshi P.G. Center of Social Work, Bhavnagar

5f ; NE GLQ6FT ; JFV
 &f 5Mq6 VFZuI VG IX1F6
 K JQFYL GLRGL JIGF AF / S Df8 H VF ; JFV DIFINT
 ZFBJDF VFJL K AF / SGF IJSF ; Df8 S ; M8L SF / U6JDF
 VFJ K AF / SGF ; FDFHS4 DFGI ; S4 VG XFZLZLS IJSF ; Df
 DFTFV VG ; UEF : +LVIG VF I MHGF C9 / VFJZL , JDF
 VFjIF KP
 AF / S Df8GL GLIT
 ALHF IJ`JIWV 5KLGF ; D I Df IJSF ; GF H 5 I TG SZJDF
 VFjIF CTF TGF , FE ; G !) * _ v (_ GF NF I SDF
 GF8 I f t DS ZLT AN , FI , M VFSOFSLI IR + DF TFNXI YFI
 K J : TL JIWV IJ : O M 8 K V8 , H GCL A < S J : T L Df D I 8 F
 EFU ! 5 JQFYL VNZGF AF / SIG 5DF6 JWFZ H I JF D / K
 HYL S8 , LS ; ZSFZ AF / SIG EIJQ IG ZMSF6 TZLS H I J K
 AF < IJ : YFGL DFNUL VG Dt I 5DF6 NXGL DFGJXISTGM
 j I I SZ K VG VFHYS 5UTLG ~W K EFZTDF VF
 5IZI : YITGL HF6 YTF AF / S < I F6 VUGF C I FT ; ZSFZL
 SFI SDMGL ; DL1FF ; G !) * _ GF X ~ VFTGF JQ M Df SZJDF
 VFJL 5ZL6FD EFZT ; ZSFZ ZFQ8LI : TZ ; JFUL AF / IJSF ;
 ; JFV VD , Df DSL XSFI T Df8 AF / S VUGL ZFQ8LI
 GLIT V5GFJL ; G !) & _ GF NF I SDF , JFTF K8S v K8S
 SFI SDMGL VG ; WFGDF VF GLIT V DCTJGF OZOFZ S I F
 CTF
 VFU6JFOL SFI STFov
 VFU6JFOL SFI STF DFGJ ; ; FWG VG T IJSF ; GL 5ISI Df
 DCTJGL SOL U6L XSFI j I IST XFZLZLS4 DFG ; LS TYF
 ; FDFHS IJSF ; G 5FI M BZL ZLT AF < I VJ : YDF GBF .
 KP VFH ; D I AF / SIG BF ; SZLG ; DfHGF GA / F VG
 Z1F6 IJGFGF JUMDF AF / SIG ; S , LT ~5 ; JFV V56
 YFI T I T AF / Dt I VG DFNULYL YTL CFGL ZMSJF VYJF
 38JDF DNN~5 Y . XS KP
 ZFQ8LI AF / GLTLGL 3Mq6DF SCJFI K S AF / S NXGL
 ; JIIR DOL KP TDGM pKZ VS ZFQ8LI HJFANFZL K V
 GLTLDF TDGF ; 56 XFZLZLS4 DFG ; LS TYF ; FDFHLS IJSF ;
 Df8 ; JFV 5ZL 5F0JFGL ; ZSFZGL HJFANFZL AG TD
 SCL XSFI P
 VF VG ; WFG EFZTDF ; S , LT AF / IJSF ; ; JF I MHGF
 T I FZ SZJDF VFJL VG Z HL VMS8MAZ !) * 5sUFWL
 HITL f G NLG TGM XEVFE YIMP AF / S TYF DFTFVIG
 TDGF UFDDF S O / L I Df H ; S , LT ~5 AWLH 5FI FGL
 H ~ ZL ; JF VF5JFG VF SFI SG CT GSSL SZJDF VFjIMP
 VFU6JFOL SFI SZHT UFD M Df 5MT ; JF 5ZL 5F0 K VYJF

TM ALHF UFD ; L8GF SFI SZM H VFZuI XL1F6 VG
 UFDIJSF ; BFTDF CM I TDGL DNNYL T SFDULZL 5ZL SZ
 KP VF SFDGL ; M56L SZJF Df8 VFU6JFOL SFI SZM ; JLSF
 Df8 NXDF 9Zv9Z : Y5FI , F 5IX1F6 SFI Df TF , LD V5FI
 KP HG ; DNF I ; FY WGLQ9 VG ; TT ; 5SG SFZ6
 VFU6JFOLG DTLDT SZGFZF VFU6JFOL SFI SZ KP
 HG ; DNF I ; FY WGLQ9 VG ; TT ; 5SGF SFZ6 VFU6JFOL
 SFI SZ ; PAFPIJPDF SigNT EFU EHJ KP

; NE ; RL

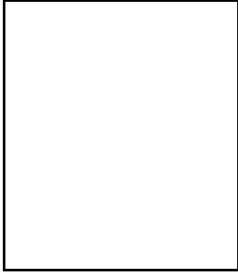
⇒ Times of India 19th Dec. 2014.

⇒ Times of India T\+L,[BP

⇒ CAG Report 2013

⇒ Unicef Report 2013

⇒ ; SI , T AF / IJSF ; ; JF I MHGF4 TF5L HL< , F DfCLTL
 5I+Sf4 Z_ ! #



* પ્રા.ગિરીશકુમાર ડી. રોહિત

Rural Studies

Research Zone India

Vol :- 8

Issue :- (1)

Dec :- 2019 Page - 49 - 51

ISSN :- 2319 - 8168

ગુજરાતમાં ટકાઉ આર્થિક વિકાસ સામેના અવરોધો અને ઉપાયો

વિશ્વની વસ્તી કુદરતે ભુસકે વધતી રહી છે. વધતી વસ્તીની જરૂરીયાતો સંતોષવા વિશ્વના દરેક દેશે આર્થિક વિકાસની પ્રક્રિયાઓ હાથ ધરેલ છે. આર્થિક વિકાસ સાધવા માટે દેશના કુદરતી સંશાધનો જેમાં પુનઃપ્રાપ્ય (Renewable) અને પુનઃઅપ્રાપ્ય (Non Renewable) સંશાધનોનો ઉપયોગ કરવો પડે છે. જેમાં પુનઃઅપ્રાપ્ય સાધનો વધારે મહત્વ ધરાવે છે કેમકે આ સંશાધનો એવા છે કે જેનો એકવાર ઉપયોગ કર્યા પછી તેનો જથ્થો પૂર્ણ થઈ જાય છે અને આ સાધનો ભવિષ્યની આવનારી પેઢીને આ સાધનો પ્રાપ્ય નહિં બને, તો ભવિષ્યની પેઢીનું શું ? આ સમસ્યાના ઉપાય તરીકે વૈશ્વિકસ્તરે ટકાઉ આર્થિક વિકાસનો ખ્યાલ ઉદ્ભવેલો છે. વિશ્વના વિકસિત અને વિકસતા દેશો માટે આ એક મોટો પડકાર છે. આમાંથી ભારતદેશ અને ગુજરાત રાજ્ય પણ બાકાત નથી. ભારતના ગ્રોથ એન્જીન સમા ગુજરાત રાજ્યે જે ગતિથી દેશમાં આર્થિકવિકાસની પ્રક્રિયા હાથ ધરેલ છે, જે સુખ સગવડો, માળખાકિય સુવિધાઓ ઉભી કરી છે તે જોતા ગુજરાત સામે પણ ટકાઉ આર્થિક વિકાસનો પ્રશ્ન મોં ફાળીને ઉભો છે. પ્રસ્તુત લેખમાં ગુજરાત રાજ્યમાં ટકાઉ વિકાસ સામેના પડકારો અને ઉપાયોનો બાબતનો અભ્યાસ રજૂ કરવામાં આવેલ છે.

ટકાઉ આર્થિક વિકાસનો ખ્યાલ (Sustainable Development) :

કુદરત બક્ષિસ પુનઃ અપ્રાપ્ય સાધનો જેવા કે જમીન, પાણી, હવા, સૂર્યપ્રકાશ, જંગલ સંપત્તિ, નદી-નાળા, પર્વતો, દરિયા કિનારો વિગેરેના વપરાશ ઉપર વર્તમાન પેઢી સાથે આવનારી ભવિષ્યની પેઢીઓનો પણ હક્ક રહેલો છે. વિકાસની પ્રક્રિયા લાંબાગાળાની પ્રક્રિયા છે, જે પેઢીઓ સુધી અવિરત ચાલતી રહેવી જોઈએ તેમ જ વલ્લ કમિશન ઓન એન્વાયર્નમેન્ટ જણાવે છે. ટકાઉ વિકાસને પોષણક્ષમ વિકાસ, જાળવી શકાય તેવો વિકાસના નામોથી ઓળખવામાં આવે છે. ‘ટકાઉ વિકાસ એટલે લાંબાગાળા સુધી ટકી શકે તેવો વિકાસ. ભવિષ્યની પેઢીઓ પોતાની જરૂરીયાતો સંતોષી શકે તે રીતે વર્તમાન પેઢીએ પોતાની જરૂરીયાતો સંતોષવા વર્તમાનમાં વિકાસ સાધવો. ટકાઉ વિકાસ એટલે વર્તમાન પેઢી જે રીતે પોતાની જરૂરીયાત સંતોષવા કુદરત સર્જીત સાધન સંપત્તિનો ઉપયોગ કરે છે તેવો જ અવકાશ ભવિષ્યની પેઢીઓને પોતાની જરૂરીયાતો સંતોષવા ભવિષ્યમાં પણ ઉપલબ્ધ થવો જોઈએ. જો આમ શક્ય બને તો જ તેને ટકાઉ આર્થિક વિકાસ કહેવાય.’

ગુજરાતમાં ટકાઉ આર્થિક વિકાસ :

વૈશ્વિકસ્તરે ટકાઉ આર્થિક વિકાસ સાધવા માટે ધ વલ્લ કમિશન ઓન એન્વાયર્નમેન્ટ એન્ડ ડેવલપમેન્ટ જે બુન્ડલેન્ડ કમિશન તરીકે ઓળખવામાં આવે છે તેની રચના કરવામાં આવી છે. વર્તમાનમાં ગુજરાત રાજ્યે જે આર્થિક વિકાસની હરણફાળ ભરી છે તે જોતા ગુજરાતમાં પણ ટકાઉ આર્થિક વિકાસ સામે પડકારો ઉદ્ભવી શકે છે. ગુજરાત સામેના ટકાઉ આર્થિક વિકાસના પડકારો, અવરોધો જોતા પહેલા ગુજરાતની કેટલીક ભૌગોલિક અને આર્થિક પરિસ્થિતિ ગુજરાતની ભૌગોલિક આર્થિક પરિસ્થિતિ :

વિગત	1961	1991	2001	2011
કુલ વિસ્તાર	1,96,024 વર્ગકિમી	1,96,024 વર્ગકિમી	1,96,024 વર્ગકિમી	1,96,024 વર્ગકિમી
કુલ વસ્તી	1,62,62,567 કરોડ	4,13,09,582 કરોડ	5,06,71,017 કરોડ	6,03,83,628 કરોડ
શહેરીકરણ	---	34.47 %	37.36 %	42.6%
વસ્તી ગીચતા(ચો.કિ)	-----	211	258	308
કુલ જંગલવિસ્તાર	વર્ષ- 1960 15,426 ચો.કિ.મી	2013-14 21,664.99 ચો.કિ.મી	----	----
દરિયા કિનારો		1600 કિમી		
આર્થિક બાબતો				
વર્ષ	GSDP(At current price)	GSDP(At constant Price) (2004-05)	વિજળી ઉત્પાદન((MU)	
2006-07	2,83,693 કરોડ રૂ.	2,53,393 કરોડ રૂ.	61,543	
2012-13	6,70,016 કરોડ રૂ.	4,27,219 કરોડ રૂ.	87,723	

www.censusofindia-2001&2011
socio economic review -2007-08
socio economic review-2013-14

નીચે મુજબ છે.

ગુજરાતમાં કુદરતી સાધન સંપત્તિ (પુનઃ અપ્રાપ્ય) :

- ⇒ ખેતીલાયક જમીન-ગુજરાતમાં વિવિધ વિસ્તારો પ્રદેશો પ્રમાણે જમીનો આવેલી છે. જેમ કે ચરોતરમાં ગોરાડુ, દક્ષિણ ગુજરાત, સૌરાષ્ટ્ર, કાઠીયાવાડમાં કપાસ અને મગફળીના પાકને અનુરૂપ કાળી જમીન, ડાંગ, સાબરકાંઠા, વડોદરા, ભરૂચ, કાળી જમીન આવેલી છે જે કુદરત બક્ષિસ છે અને વીકાસ માટે ઉપયોગી સાબિત થયેલ છે.
- ⇒ જંગલસંપત્તિ- ગુજરાતના ડાંગ, વલસાડ, સાપુતારા, પંચમહાલ, દાહોદ, કંજેટા, ગીર, સાબરકાંઠા વિગેરે વિસ્તારમાં વિવિધતા સભર અને ગાઢ જંગલો આવેલા છે. જેમાં વનસ્પતિ સાથે વન્ય પ્રાણી જીવસૃષ્ટિ પણ વસે છે. જેમાંથી કિમતિ

* આસી. પ્રોફેસર અર્થશાસ્ત્ર, સરકારી વિનયન કોલેજ ધાનપુર.

ઈમારતી લાકડા, ઔષધિઓ પ્રાપ્ય બને છે.

- ⇒ નદીઓ-ગુજરાતની ખેતી વરસાદ આધારીત છે. આ ઉપરાંત ગુજરાતની ખેતી કુવા, તળાવો, ચેકડેમો, નાની-મોટી સિંચાઈ યોજનાઓ ઉપર આધારિત છે. ગુજરાતમાં મુખ્યત્વે બારેમાસ પાણી મળી રહે તેવી નર્મદા, તાપી, સાબરમતી, મહિ, વાત્રક નદિઓ વહે છે. જે ખેતી, ઉદ્યોગો અને માનવ જીવન અને આર્થિક વિકાસ માટે ઘણી જ અગત્યની ભૂમિકા ભજવે છે.
- ⇒ પર્વતો-ગુજરાત રાજ્યમાં કુદરતી વૈવિધ્ય સભર સાપુતારાની અરવલ્લીની, રતનમહાલની, ગીરનારની, પાવાગઢ અને અંબાજીની પર્વતમાળાઓ આવેલી છે. જે વરસાદ, કુદરતી ઔષધિઓ, પશુ પક્ષી જંગલી પ્રાણી અને જીવસૃષ્ટિ માટે તથા જળાશયો, ચેક ડેમો અને નાના મોટા બંધો માટે અગત્યના સાબિત થયા છે.
- ⇒) ખનિજ સંપત્તિ- ગુજરાત ધાતુમય ખનિજોમાં સમૃદ્ધ નથી. પરંતુ અધાતુમય ખનિજો ગુજરાતમાંથી સારા પ્રમાણમાં મળી આવે છે. ગુજરાતમાં ચિરોડી, યુનાનો પથ્થર, બોક્સાઈટ, ચિનાઈમાટી, અક્રીક, લિગ્નાઈટ, સિમેન્ટ ઉદ્યોગ માટે પથ્થરો, કુદરતી ગેસ, ખનિજ તેલનો જથ્થો સારા પ્રમાણમાં ઉપલબ્ધ છે. ખંભાત, કોડિનાર, રાજુલા, જામનગર, ભરૂચ પાસેથી આ વિવિધ પ્રકારની ખનિજ સંપત્તિ મળી આવે છે.
- ⇒ સમુદ્રકિનારો- ગુજરાતને કચ્છ, જામનગર, સોમનાથ, ભાવનગર, ખંભાત, ભરૂચ, સુરત અને વલસાડને સ્પર્શતો ૧૬૦૦ કિમી લાંબો વિશાળ દરિયાકિનારો કુદરતી બક્ષિસ તરીકે મળ્યો છે. જેને કિનારે આવેલા નાના મોટો બંદરો સાથે કંડલા વિશાળ બંદર ગુજરાતના વિકાસની હરણફાળમાં અગત્યના સાબિત થયા છે. ગુજરાત પ્રાપ્ય દરીયા કિનારાને કારણે જાપાન, યુએસએ, રશિયા, આર્જેન્ટીના તથા આફ્રિકાના દેશો સાથે વેપાર ધરાવે છે. ગુજરાત દરિયા કિનારેથી મુખ્યત્વે માછલા, મીઠું, મગફળી, કપાસ, સુતરાઉ કાપડની નિકાસ કરે છે. આ ઉપરાંત દરિયાઈ મોજાથી વીજળી ઉત્પન્ન કરવાની કુદરતી તક પણ ધરાવે છે.
- ⇒ આબોહવા- ગુજરાતમાં ખેતી, માનવજીવન, પશુપક્ષીને અનુરૂપ આબોહવા રહે છે. ચોમાસામાં સારો વરસાદ, શિયાળામાં ઠંડી અને ઉનાળામાં ગરમી એમ બદલાતી આબોહવા સૃષ્ટિ માટે અને રાજ્યના વિકાસ માટે અગત્યની બનવા પામેલ છે.
- ⇒ ભૌગોલિક અનુકુળતાઓ -કોઈપણ રાજ્ય કે દેશના વિકાસમાં ભૌગોલિક અનુકુળતાઓ અગત્યની સાબિત થાય છે. ગુજરાતના વિકાસ માટે કુદરતે ખુલ્લા હાથે ભૌગોલિક અનુકુળતાઓ જેવી કે ખેતીને અનુરૂપ હવામાન, નાના મોટા બંધ બાંધી શકાય તેવી પર્વતમાળાઓ, રાષ્ટ્રીય અને આંતર-રાષ્ટ્રીય વહાણવટુ ખેડી શકાય તેવો દરિયા કિનારો અરબ સાગર જેમાં કચ્છના અખાત અને ખંભાતનો અખાત બંધેલ છે. ગુજરાતની ઉત્તર અને પશ્ચિમ વચ્ચે કચ્છનું નાનું અનો મોટું રણ આવેલું છે. જેમાં સફેદ રણ સહેલાણીઓના આકર્ષણનું કેન્દ્ર બનેલ છે. જે પણ વિકાસ માટે ભૌગોલિક અનુકુળતા ધરાવે છે.

ઉપરોક્ત વિગતો જોતા માલુમ પડે છે કે ગુજરાત રાજ્ય પાસે વિશાળ જથ્થામાં કુદરતી સાધન સંપત્તિ પ્રાપ્ય છે અને ઉપરોક્ત આર્થિક બાબતોના આંકડા જોતા સ્પષ્ટ થાય છે કે ગુજરાતે આર્થિકવિકાસની બાબતે હરણફાળ ભરી છે. શું તે ભવિષ્યમાં પણ ટકી શકશે ? શું ગુજરાત ટકાઉ વિકાસ સાધી શકશે ? આ પ્રશ્નનો જવાબ તો આવનારો સમય જ આપી શકે, પરંતુ ગુજરાતના વર્તમાન આર્થિકવિકાસને કારણે ગુજરાતના ટકાઉ આર્થિક વિકાસ સામે જે પડકારો, પ્રશ્નો ઉભા થઈ રહ્યા છે તે નીચે રજૂ કરેલ છે.

ગુજરાતના ટકાઉ આર્થિક વિકાસને અવરોધતા પરીબળો :

- ⇒ વસ્તી વધારો અને પ્રજાની દેખાદેખીની અસરો- વસ્તી વધારો ટકાઉ વિકાસ સામેનો સૌથી મોટો અને મુખ્ય પ્રશ્ન છે. મોટા ભાગની સમસ્યાઓ વસ્તી વધારાને કારણે જ ઉદ્ભવતી હોય છે. ગુજરાતમાં ૨૦૦૧માં ૫,૦૬,૭૧,૦૧૭ કરોડ વસ્તી હતી જે ૨૦૧૧માં વધીને ૬,૦૩,૮૩,૬૨૮ કરોડ થઈ છે. વસ્તી વધારાને કારણે પ્રજાની વધતી જરૂરીયાતો, શહેરી પ્રજાની લાઈફ સ્ટાઈલ, ઉપભોગ વલણ, આર્થિક વિકાસની ઉંચી મહત્વાકાંક્ષા ધરાવતું પ્રજા માનસ, વૈશ્વિક કક્ષાએ ગુજરાતી પ્રજાનો ફેલાવો અને દેખાદેખીની અસરને કારણે માંગ વધતાં ઉત્પાદનો વધારવા પડ્યા છે. જેણે બેફામ પણે પુનઃપ્રાપ્ય કુદરતી સાધન સંપત્તિ જેવી કે ખનિજો, જંગલો, ખેતીલાયક જમીન, કુદરતી ગેસ, ખનિજતેલનો વપરાશ કર્યો છે. જે ગુજરાતના ટકાઉ આર્થિક વિકાસ સામે મોટો પડકાર છે.
- ⇒ આંતરીક ઉત્પાદનનું ઉંચું પ્રમાણ : ગુજરાત રાજ્યનો ઉંચો આર્થિક વિકાસનો દર પણ આર્થિક વિકાસ સામેનો મોટો પડકાર છે. ગુજરાત રાજ્યે પ્રજાની માંગ સંતોષવા, નિકાસો વધારવા આર્થિક વિકાસ સાધ્યો છે. વર્ષ-૨૦૦૬-૦૭માં ચાલુ કિમતોએ **Gross State Domestic Product** રૂ. ૨,૮૩,૬૮૩ કરોડ અને વર્ષ-૨૦૧૨-૧૩માં ૬,૭૦,૦૧૬ કરોડ રૂ. હતી. જ્યારે સ્થિરભાવોએ (૨૦૦૪-૦૫) એ ૨૦૦૬-૦૭માં **Gross State Domestic Product** રૂ. ૨,૫૩,૩૮૩ કરોડ અને રૂ. અને ૨૦૧૨-૧૩માં ૪,૨૭,૨૧૮ કરોડ રૂ. હતી. આ **GSDP** ના આંકડાઓ જોતા માલુમ પડે છે કે મોટા પ્રમાણમાં બાધાન્ય પાકો, રોકડિયા પાકો, ખનિજો, તથા અન્ય ચીજ વસ્તુઓનું ઉત્પાદન કરવું પડ્યું હશે. જેમાં વિપુલ પ્રમાણમાં કુદરતી સાધન સંપત્તિનો ઉપયોગ કરવામાં આવેલ હશે. જે ટકાઉ આર્થિક વિકાસ સામે મોટો પડકાર છે.
- ⇒ શહેરીકરણ- ગુજરાતમાં વસ્તી વધારા સાથે ગ્રામ્ય વિસ્તારોમાંથી શહેરી વિસ્તારોમાં પ્રજાનું સ્થળાંતર વધવા પામ્યું છે. ગ્રામિણ વિસ્તારોમાં પ્રચ્છન બેકારી, પ્રાથમિક સુવિધાઓના અભાવે લોકો શહેરો તરફ વળ્યા છે. જેણે શહેરીકરણનું પ્રમાણ વધાર્યું છે જેથી રહેઠાણની માંગ, ઔદ્યોગિકરણ અને માળખાકિય સુવિધાઓના વ્યાપમાં વધારો થતાં કુદરતી સાધન સંપત્તિના ઉપયોગ પર દબાણ વધતા તેના પ્રમાણમાં ઘટાડો થતો રહે છે. સતત વધતું શહેરીકરણ ખેતી અને બિન ખેતીલાયક જમીનોના પ્રમાણમાં સતત ઘટાડો, જંગલોનો નાશ અને કુદરતી સાધન સંપત્તિના પ્રમાણમાં ઘટાડો કરતું રહે છે. જે ગુજરાત સામે એક

મોટો પડકાર છે.

⇒ શિક્ષણનું પ્રમાણ અને કુદરતી સાધનસંપત્તિના ઉપયોગ અંગે અપૂરતું જ્ઞાન-ગુજરાતમાં ૨૦૦૧માં ૬૯.૧૪૮ટકા અને ૨૦૧૧માં ૭૮.૦૩૮ટકા શિક્ષણનું રહેલ છે. ગ્રામિકક્ષેત્રે શિક્ષણ અને કુદરતી સાધન સંપત્તિના વપરાશના જ્ઞાનના અભાવે કુદરતી અને અન્ય સાધનસંપત્તિનો વેડફાટ થાય છે. જે પણ ટકાઉ વિકાસ સામે પ્રશ્ન ઉભો કરે છે.

આ ઉપરાંત ગરીબી, કુદરતી સાધન સંપત્તિનું મર્યાદિત પ્રમાણ, ખેતી માટે છાણિયા ખાતરની અછત, સિંચાઈ માટે નાના મોટા બંધો, નહેરોનું બાંધકામ, રેલ્વે રોડ રસ્તા, એરપોર્ટનો વિકાસ પણ ટકાઉ આર્થિક વિકાસને અવરોધક પરીબળો છે. જેટલા પ્રમાણમાં આ સુવિધાઓનો વિકાસ વધશે તેટલા પ્રમાણમાં કુદરતી સાધન સંપત્તિનો ઉપયોગ વધતો રહેશે જે ટકાઉ વિકાસને અવરોધશે.

ટકાઉ આર્થિક વિકાસ સાધવા માટેના સુચનો :

વૈશ્વિકરણ, ખાનગીકરણ અને ઉદારીકરણના યુગમાં ગુજરાતે પણ હરીફાઈમાં ટકી રહી ટકાઉ આર્થિક વિકાસ સાધવો રહ્યો જે માટે નીચે મુજબ સુચનો કરી શકાય.

⇒ શિક્ષણનું પ્રમાણ વધારવું અને કુદરતી સાધન સંપત્તિના

ઉપયોગનું જ્ઞાન પ્રજાને પુરૂ પાડવું.

⇒ સરકારે ગ્રામિક ગરીબીમાં ઘટાડો કરવા વધારે પ્રયત્ન કરવા.
 ⇒ પર્યાવરણ સુરક્ષાના કાયદાઓનો કડક અમલ કરાવવો.
 ⇒ કુદરતી સાધન સંપત્તિના ઉપયોગની અવેજી વસ્તુઓના સંશોધનને વેગ આપવો.
 ⇒ શહેરીકરણનું પ્રમાણ ઘટે તે માટે ગ્રામિક કક્ષાએ રોજગારી સર્જન, શિક્ષણ, આરોગ્ય અને રહેઠાણની સુવિધાઓ વિકસાવવી.

⇒ પ્રજા માનસમાં ટકાઉ વિકાસના ખ્યાલ બાબતે સમજણ પુરી પાડી પ્રોત્સાહનો પુરા પાડવા.

⇒ પુનઃઅપ્રાપ્ય કુદરતી સાધન સંપત્તિના જથ્થા બાબતે, વપરાશ અને જાળવણી બાબતે પ્રજામાં જાગૃતતા લાવવાના પ્રયાસો કરવા.
 ⇒ સૌથી મોટો ઉપાય વસ્તી અંકુશનો છે. સરકારે યેનકેન પ્રકારે માનવ વસ્તીમાં ઘટાડો થાય તેવા પગલા ભરવા જોઈએ.

સંદર્ભસૂચી

⇒ [www.census of india-2001 &2011](http://www.censusofindia-2001&2011)
 ⇒ [socio economic review-2007-08](#)
 ⇒ [socio economic review-2013-14](#)



* પટેલ વિષ્ણુભાઈ એ.

Arts [political sci.]

Research Zone India

Vol :- 8

Issue :- (1)

Dec :- 2019 Page - 52 - 54

ISSN :- 2319 - 8168

ગ્લોબલ રાજકીય પ્રવાહો

ચીન સામે કરડો નહી પણ ફૂંફાડો તો મારો !

છેલ્લા મહિના દરમિયાન ચીન આપણા સંચાર માધ્યમોમાં છવાઈ ગયું, એમ કહેવામાં અતિશયોક્તિ નથી. ૧લી ઓક્ટોબરના રોજ પીપલ્સ રિપબ્લિક ઓફ ચાઇના (સામ્યવાદી ચીન)ની સ્થાપનાને ૬૦ વર્ષ પૂરા થયાં. તે દિવસની ઉજવણીના એક ભાગ રૂપે ચીને પોતાની લશ્કરી તાકાતનું અભૂતપૂર્વ પ્રદર્શન કર્યું. ગયે વર્ષે ઓલિમ્પિક રમતો વખતે તેણે પોતાની ઈજનેરી સિદ્ધિઓનું પણ અદ્ભુત પ્રદર્શન કર્યું. છેલ્લા ત્રણ દાયકાઓ દરમિયાન ચીને આર્થિક- ઈજનેરી અને લશ્કરી ક્ષેત્રે જે સિદ્ધિઓ હાંસલ કરી છે, તે ઘણી બધી રીતે અનન્ય અને અદ્ભુત છે, તે વિષે બેમત નથી.

સરહદ પર વધેલી ચીનની ધૂષણખોરી અને અરુણાચલ પ્રદેશ પરનો દાવો ઉપરાંત ચીનની બીજી હરકતોને કારણે ચીનના ભારત પ્રત્યેના ઈરાદાઓ વિષે આપણે ત્યાં ચર્ચાઓ શરૂ થઈ છે. સંચા-માધ્યમો દ્વારા એક એવી છાપ ઊભી થાય છે (અથવા ઊભી કરવાનો પ્રયાસ થઈ રહ્યો છે) કે ચીન ભારત પર મોટો પ્રમાણમાં આક્રમણ કરવાની તૈયારી કરી રહ્યું છે. ચીન તરફનો ભય કેટલો અતિશયોક્તિ ભરેલો છે, તે આજકાલ ચર્ચાનો વિષય બન્યો છે.

ચીનની ચિંતા અમેરિકા, જાપાન, દક્ષિણ કોરિયા અને અમુક અંશે રશિયાને પણ સતાવે છે, પણ એમાનું કોઈ ભારત જેટલું ભયભીત નથી. ચીનનું નામ કાને પડતા આપણને ૧૯૬૨ની યાદ તાજી થાય છે. જેટલી ઝડપથી તેણે ભારત પર આક્રમણ કર્યું, એટલી જ ઝડપથી તેણે એક પક્ષીય યુદ્ધવિરામ પણ જાહેર કર્યો અને પોતાના દળો વાસ્તવિક અંકુશ રેખા સુધી પાછા પણ ખેંચી લીધા. તે ઘટનાએ આપણી સંરક્ષણ ક્ષમતાની પોકળતા છતી કરી અને આપણા રાષ્ટ્રીય માનસ પર જબરદસ્ત આઘાત થયા. ચીનને સમજવામાં અને તેનો સામનો કરવામાં આપણે સદંતર નિષ્ફળ ગયા, એ માનસિક પરિતાપમાંથી હજુ આપણ પૂરેપૂરા બહાર આવી શક્યા નથી.

એક બાજુ આપણે ચીન પ્રત્યે એક પ્રકારનું રોમેન્ટિક વલણ ધરાવીએ છીએ, સદીઓ જૂના સાંસ્કૃતિક સંબંધો, બૌદ્ધિક ધર્મનું ચીનમાં પ્રસરણ, હિન્દી-ચીની ભાઈ ભાઈ, તેની સાથેનો વેપાર વગેરેને વાગોળીએ છીએ, તો બીજી બાજુ તેની સાથેનો સરહદી વિવાદ, તેની આર્થિક અને લશ્કરી તાકાત વગેરે પડકારોને નજર અંદાજ કરીએ છીએ. એક બાજુ તેનાથી ભયભીત થવાની માનસિકતા તો બીજી બાજુ ચીન પ્રત્યેનો અતીતરાગ એવી વિચિત્ર મનોદશા ધરાવીએ છીએ. આ બધાને કારમે આજે ૨૧ મી સદીના બીજા દાયકાના આરંભે ચીનનું વાસ્તવિક મૂલ્યાંકન કરી શકીએ છીએ ખરા ?

ઊભરતી મહાસત્તા તરીકે ચીનની સાથે ભારતનો જ્યારે ઉલ્લેખ કરવામાં આવે છે, ત્યારે આપણી છાતી ફૂલે છે, પણ ચીનની આર્થિક અને લશ્કરી તાકાતની સરખામણીમાં આપણે કેટલા વામણ છીએ, એ કડવા સત્યને નજરઅંદાજ કરીએ છીએ !

છેલ્લા કેટલાક દાયકાઓ દરમિયાન ચીનની પ્રત્યેનું આપણું વલણ એકંદરે પલાયનવાદનું રહ્યું છે. ચીન સાથે થીજી ગયેલા સંબંધોને ઉખાત્યું કરવાનો પ્રયાસ રાજ્યવર્ગોમાંથી કરેલો, ત્યારબાદ વડાપ્રધાન વાજપેયીએ પણ કરેલો. પણ

* એસોસિયેટ પ્રોફેસર વી.પી. કાપડિયા મહિલા આર્ટસ કોલેજ, ભાવનગર.

એમાં ઝાઝી સફળતા મળી નથી. ચીન પ્રત્યેની પલાયનવૃત્તિનો એક જ દાખલો લઈએ. ચીને પાકિસ્તાનને મોટા પ્રમાણમાં શસ્ત્રો પુરા પાડ્યા છે. પાકિસ્તાનના પરમાણુ શસ્ત્રોના કાર્યક્રમમાં ચીને મોટા પ્રમાણમાં મદદ કરી છે, છતાં ભારતે કોઈ અસરકારક વિરોધ નોંધાવ્યો નથી. જ્યારે અમેરિકા પાકિસ્તાનને મોટા પ્રમાણમાં શસ્ત્રો આપે ત્યારે આપણે કાગારોળ મચાવીએ છીએ. પાકિસ્તાન પ્રત્યેની ચીની આ હરકતો પ્રત્યે મૌન અને અમેરિકાની હરકતો પ્રત્યે ઉગ્ર અથવા તીવ્ર પ્રતિક્રિયા એવું કેમ ? શું ચીનને છંછેડવું નહીં, એવી માનસિકતા તો નથી ને ? પાકિસ્તાનની તુલનામાં ચીન તરફનો ખતરો ઘણો મોટો અને લાંબા ગાળાનો છે, છતાં આવું કેમ ?

અરુણાચલ પ્રદેશને તે ભારતનો ભાગ ગણતું જ નથી. આપણા રાષ્ટ્રપ્રમુખ, વડાપ્રધાન અરુણાચલ પ્રદેશને મુલાકાતે જાય તેનો તે જોરદાર વિરોધ કરે છે.

ચીનના ખરતાનો સામનો કેવી રીતે કરવો એ આપણી વિચારણાનો મુખ્ય મુદ્દો બનવો જોઈએ. એ માટે ચીનના પૂરેપૂરા બરોબરિયા, નહીં પણ લગભગ સમકક્ષ બનવા આપણી અર્થવ્યવસ્થા. રાજકીય વ્યવસ્થા અને ખાસ તો લશ્કરી સામર્થ્યને મજબુત કરવા પ્રત્યે આપણે ધ્યાન કેન્દ્રિત કરવું જોઈએ. વિદેશનિતીના સંદર્ભમાં વાટાઘાટો દ્વારા સતત એન્ગેજમેન્ટની નીતિ તો બીજી બાજુ ચીનની ઉશ્કેરણીજનક હરકતો સામે કરડો નહીં પણ ફૂંકાડો તો મારોની નીતિ અપનાવવી જોઈએ.

ચીનની બાબતમાં ગાફેલ રહેવું કે શાહમૃગ- નીતિ અપનાવવી પાલવે તેમ નથી, જ્યારે દુશ્મનનો દુશ્મન મિત્ર એવી ચાણક્યનીતિમાં માનતા ચીન અને પાકિસ્તાન એકબીજા સાથે હાથ મિલાવતા હોય ત્યારે તો ખાસ.

પાકિસ્તાનને પરમાણુ શસ્ત્રોમાં વધારો કર્યો, ભારતે શું કરવું ?

પાકિસ્તાન પાસે ૬૦થી ૮૦ જેટલા પરમાણુ શસ્ત્રો છે, એવા એક અમેરિકી થીન્ક ટેન્કના તારણના સંદર્ભમાં આપણે ત્યાં પરમાણુ શસ્ત્રોની સંખ્યા વધારવી જોઈએ એવી ચર્ચા શરૂ

થઈ છે. ઉપરાંત પાકિસ્તાન પરમાણુ શસ્ત્રોનું વહન કરી શકે તેવી કુઝ મિસાઈલો પણ વિકસાવી રહ્યું છે, એવા પણ હેવાલો છે. તેનાં આ શસ્ત્રો અને મિસાઈલો ભારત સામે છે, એ વિષે બેમત નથી. આ સમાચારથી ભારતના સ્ટ્રેટેજિક વર્તુળોમાં ચિંતા થાય તે દેખીતું છે. ચીફ ઓફ ધ આર્મી સ્ટાફ જનરલ દીપક કપૂરે સૂચવ્યું છે કે, પરમાણુ શસ્ત્રોનો પ્રથમ ઉપયોગ નહીં કરવાનો સિદ્ધાંત ભારતે ૧૯૯૮માં સ્વીકાર્યો છે, તે વિષે પુનર્વિચાર કરવાની જરૂર છે. જ્યારે આ ન્યૂક્લિયર ડોક્ટ્રીન સ્વીકારવામાં આવ્યો ત્યારે પાકિસ્તાનના શસ્ત્ર-ભંડારમાં કેટલાં પરમાણુ શસ્ત્રો છે, તેની ચોક્કસ ધારણાઓ કરવામાં આવેલી નહીં. એ ધારણા કે ગણતરી વિના પણ આ સિદ્ધાંત ખુદ તેના પગ પર ઊભેલા છે. આ સિદ્ધાંતનો બીજો ભાગ વધુ મહત્વનો છે તે એ છે કે બીજો દેશ (અહીં પાકિસ્તાન) ભારત પર પરમાણુ શસ્ત્રોનો પ્રથમ પ્રહાર (ફર્સ્ટ સ્ટ્રાઈક) કરતાં અટકે એ સારુ ભારતે જરૂરી સંખ્યામાં પરમાણુ શસ્ત્રો વિકસાવવા, જેને અંગ્રેજીમાં મિનિમમ કેડિબલ ડિટરરન્ટ કહે છે. જો સંભવિત શત્રુ શસ્ત્રોની સંખ્યામાં વધારો કરે તો તે સિદ્ધાંતના આ ભાગ વિષે જરૂરી પુનર્વિચાર કરી શકાય.

પણ કે. સુબ્રમણ્યમ જેવા ભારતના ખ્યાતનામ સંરક્ષણનિષ્ણાંત એમ કરવાની જરૂરિયાત જોતા નથી. તેઓ માને છે કે શસ્ત્રોની સંખ્યામાં વધારો કરવાને બદલે શત્રુની માનસિકતામાં જરૂરી ફેરફાર થાય તેમ કરવાની જરૂર છે. પ્રથમ પ્રહાર કરવા તૈયાર થયેલ શત્રુને એવું લાગવું જોઈએ કે તે પ્રથમ હુમલો કરશે તો તેને અત્યંત માઠાં પરિણામો ભોગવવા માટે તૈયાર રહેવું પડશે : એવા પરિણામો જે એને માટે ક્યારેય સ્વીકાર્ય ન હોય. કારણ કે એ જેના પર (અહીં ભારત) પ્રથમ હુમલો કરશે તે તેની સામે જોરદાર વળતો હુમલો કરશે કે તેનું સમગ્ર અસ્તિત્વ જ જોખમમાં મુકાઈ જાય. ડિટરરન્ટ સિદ્ધાંતનું આ હાર્દ છે. આ વળતા પ્રહાર કરવાની ક્ષમતાને સેકન્ડ સ્ટ્રાઈક કેબેબિલિટી કહેવામાં આવે છે. એની માત્રા અને સ્વરૂપને અત્યંત ગુપ્ત રાખવામાં આવે છે, પમ સાથે સાથે સંભવિત શત્રુને એટલો તો ખ્યાલ હોવો જોઈએ કે

સામેના દેશ પાસે અસ્વીકાર્ય નુકસાન પહોંચાડવાની જબરદસ્ત તાકાત છે.

પાકિસ્તાન ના સંદર્ભમાં આ વળતા પ્રહાર- (સેકન્ડ સ્ટ્રાઈક)ની જરૂર કરતાં પણ વધારે ક્ષમતા છે, પણ ચીનના સંદર્ભમાં એમ કહી શકાય તેમ નથી. ભારત અને ચીન વચ્ચે નાની મોટી અથડામણોની શક્યતા સંરક્ષણ નિષ્ણાંતો જુએ છે પણ કોઈ મોટો યુદ્ધ (પરમાણુ શસ્ત્રોના ઉપયોગ સહિત)ની કોઈ શક્યતા જોતા નથી. આવું યુદ્ધ ન તો ભારતને કે ન તો ચીનને પરવડે તેમ છે. બંને આર્થિક દ્રષ્ટિએ ઊભરતી મહાસત્તાઓ છે, એટલે પણ મોટું યુદ્ધ તેમને પોસાય તેમ નથી.

ભારતે સેકન્ડ સ્ટ્રાઈક કેબિબિલિટી ને વધુ અદ્યતન અને અત્યંત ચુસ્ત કરવાની જરૂર છે. અને તેમાં મિસાઈલ ડિફેન્સ સિસ્ટમ વિકસાવવા પર ભારતે ખાસ ભાર મૂકવો જોઈએ.

ગ્રેટ બ્રિટન હવે લિટલ બ્રિટન

બીજા વિશ્વયુદ્ધના જે કેટલાક હકારાત્મક પરિણામો આવ્યા, તેમાં યુરોપીય સામ્રાજ્યવાદનો અંત અને તેમના અનેક સંસ્થાનોનો સ્વતંત્ર રાષ્ટ્રો તરીકે ઉદ્ભવનો ખાસ ઉલ્લેખ કરવો જોઈએ. વીસમી સદીના આરંભે જે મહાસત્તાઓ ગણાતી હતી તે બધી સત્તાઓ બીજા વિશ્વયુદ્ધને અંતે લઘુસત્તાઓ બની ગઈ! જેના પર કદાપિ સૂર્યાસ્ત થતો નથી એવું કહેવાતું તે બ્રિટિશ સામ્રાજ્ય છિન્નભિન્ન થઈ ગયું. આમ છતાં, ભાગ્યું ભાગ્યું તોય ભરૂચ જેવું ગ્રેટ બ્રિટન બીજા વિશ્વયુદ્ધ પછીના કેટલાક દાયકા દરમિયાન એક માત્ર સુપર પાવર અમેરિકાનું પોકેટ પાવર જેવું બની રહ્યું. આર્થિક તાકાત અંગ્રેજી ભાષા અને સાંસ્કૃતિક પ્રભાવ, પરમાણુ શસ્ત્રો ધરાવતી એક સત્તા અને અમેરિકા સાથેના ખાસ પ્રકારના સંબંધોને કારણે વિશ્વરાજકારણમાં સામર્થ્યની તુલનામાં ઠીક ઠીક પ્રમાણમાં વધુ પ્રભાવ ભોગવતું રહ્યું છે.

પણ હવે તેમાં ધરખમ ફેરફારો થવા શરૂ થયા છે. છેલ્લા

દોઢેક વર્ષ દરમિયાન આર્થિક મંદીને કારણે તેના એ પ્રભાવમાં પણ ઘટાડો થયો છે. તેની સામ્રાજ્યવાદી મહત્વવાંકાક્ષાઓની ની અંત્યેષ્ટિ વિધિ ચાલી રહી છે. એક વખતનું ગ્રેટ બ્રિટન હવે લિટલ બ્રિટન બની ગયું છે.

ગ્રેટ્ રિટનનું જાહેર દેવું આભને આંબી રહ્યું છે. આંતરરાષ્ટ્રીય નાણાભંડોળના એક અંદાજ મુજબ આગામી પાંચ વર્ષ દરમિયાન તેનું જાહેર દેવું તેના કુલ જી.ડી.પી.ના સો ટકા (બમણું) જેટલું થઈ જશે. આવું બ્રિટન વિશ્વ રાજકારણ, વિશ્વ અર્થકારણ અને વિશ્વ વેપારમાં સાવ વામણું બની રહેશે, એ વિષે બેમત નથી.

જે યુરોપીય સત્તાઓએ એશિયા અને બીજા ખંડો પર બે-ત્રણ સદીઓ સુધી આધિપત્ય ભોગવ્યું તેમનું શોષણ કર્યું, તે પૈકી ના કેટલાક એશિયાઈ દેશો હવે કરવટ બદલી રહ્યા છે. ચીન, ભારત જેવી ઊભરતી મહાસત્તાઓ વિશ્વના શક્તિશાળી દેશોના ટેબલ આસપાસ ગોઠવવા લાગી છે.

આર્થિક મંદીએ બધા દેશોને વધતે ઓછે અંશે પ્રભાવિત કર્યા છે, પણ બ્રિટનને તેની વધારે અસર થઈ છે. તેની સમૃદ્ધિનું મુખ્ય ચાલક બળ- નાણાકીય સેક્ટર- પોતે જ ગંભીર માંદગીમાં પડકાયું છે. બ્રિટન એટલું બધું દેવાણિયું બન્યું છે કે આઈસલેન્ડની જેમ તેને કદાચ નાદારી નોંધાવવી પડે !

તેની બ્લેરના શાસનકાળ (૧૯૯૭થી ૨૦૦૭) દરમિયાન બ્રિટન ત્રણ યુદ્ધો લડ્યું - કોસોવો, અફઘાનિસ્તાન અને ઈરાક. આ ત્રણે યુદ્ધોમાં તેણે અમેરિકા સાથે ખભેખભા મિલાવ્યા છે. આજે પણ તેનું સંરક્ષણ બજેટ ઘણું મોટું છે, પણ કથળતી આર્થિક પરિસ્થિતિને કારણે આટલું મોટું સંરક્ષણ બજેટ તેને પોસાય તેમ નથી. ખુદ બ્રિટનનની જ થીન્ક ટેન્કો જ જણાવે છે કે આગામી વર્ષોમાં બ્રિટને તેના સંરક્ષણ બજેટમાં ધરખમ ઘટાડો કરવો પડશે.



* BHARAT V. BHAMMAR

Mythological approach as reflected in *Frankenstein*

This research paper mainly focuses on Mythological approach as reflected in *Frankenstein* which was authored by Mary Shelley who was one of the most shining stars of the Romantic Age. Her full name was Mary Wollstonecraft Godwin. Mary Shelley was born in Somers Town, London, England, on the 30th of August 1797. She was the daughter of William Godwin, a journalist, philosopher and novelist, and Mary Wollstonecraft, educator and feminist philosopher which was to die only 11 days after her birth, from puerperal fever. As far as publication of the novel is concerned, *Frankenstein: or The Modern Prometheus* was published when Mary Shelley was twenty years old. Then, Mary's name was to appear as the author after couple of years. But, it was believed that the same author was there as her husband PB Shelley as the book was dedicated to his political hero William Godwin. Therefore, with the publication of this work, it has got a competition with Byron in 1816 as who had that caliber to write the best possible horror story. The reason behind publication of this novel can be given is the idea which was proposed by Mary Shelley later on but before that the idea which Shelley was in her dream whence she saw a student putting together parts of a man's body and working through a big engine to animate it. At the beginning to put her idea in to practice she wrote a short story regarding her dream and saw it to PB Shelley so he suggested her to write a novel about the same. After being written *Frankenstein* can be considered as a novel having a fusion of science fiction, gothic novel, and having elements from the Romantic Movement.

Key words: Fiction, gothic, Romantic, movement etc.

Let's clear the definition of myth and mythology before elaborating the mythological approach in *Frankenstein* in detail.

Myth is the word, which came to existence in the mid 19th century. Because earlier it was known as Mythos. It is a Greek word. Myth means story or word.

Myth can be defined as

"A traditional story, especially one concerning the early history of a people or explaining a natural or social phenomenon, and typically involving supernatural beings or events".

Another definition of Myth is as given below

"Myths are symbolic tales of the distant past that concern Cosmogony and cosmology may be connected to belief Systems or rituals, and may serve to direct social action and Values".

Now let's have a glance on the definition of Mythology.

"A set of stories or beliefs about a particular person, institution, Or situation, especially when exaggerated or fictitious".

* Post Graduate Scholar, Mahuva, (Saurashtra-Gujarat)

Generally critics associated with myth try to find out those mysterious elements that deal with certain supernatural and creepy force that is beyond human understanding and limit. Moreover, making a separate study of myth unfolds about the mind and character of people. However, myth in actuality projects people's fear frustrations and aspirations as well. Nowadays there are many misconceptions about myth while myth displays more thoughtful reality.

Mostly myths relate the events, conditions and actions of Almighty or mightier beings that are beyond human's limit. Further, all these events are arranged in a row altogether that is different from historical time. A culture's myths are usually closely related to its religious beliefs and rituals. The modern study of myth arose with early 19th-century.

Myth of Prometheus

In this myth it is believed that in Greek mythology there was a man named Prometheus, a Titan, who stole fire from Mount Olympus and finally gave it to humanity after getting it stolen. After stealing fire, Prometheus was eternally given punishment by Zeus, king of gods. Another myth also has its existence in Roman mythology believing that Prometheus created mankind out of clay. Moreover, In Hebrew legend the golem was a clay man, animated through cabalistic magic to perform certain tasks; but if the person animating the golem had selfish motivations, the golem eventually turned on its creator. About Prometheus it is believed that he has brought knowledge and freedom to humanity as the same character can be found in the novel Frankenstein too where Victor creates monster and tries to challenge creation of God.

As far as the novel Frankenstein is concerned here Mary Shelley explains how Frankenstein spends much of his time being away from monster and as a result the monster murders members of Frankenstein's family. Actually, Victor tries to neglect his responsibility that shows that Frankenstein was ready to get disastrous consequences of his ambition. Furthermore, Victor doesn't try to stop monster and keeps running away from him therefore monster continues to murder Victor's family. Before dying, Frankenstein states

"Learn from me, if not by my precepts, at least by my example, how dangerous is the acquirement of knowledge, and how happier the man is who believes his Native town to be the world, than he who aspires to become greater than his Nature will allow"

(Shelley Ch-53)

Here Shelley is describing the tragedy that accompanies ambitious aspirations. In this sense, she is commenting on the romantic sentiment of her times.

Now, the mythological approach can be observed in the novel **Frankenstein** as The original, full title for the Mary Shelley novel is simply, as **Frankenstein; or the Modern Prometheus**. The subtitle associates to ancient Greek mythology and is very interesting. It thematically connects the novel to myths of mankind's creation and fall, both the Greek and Judeo-Christian. The latter is evident in the numerous allusions throughout the story to Milton's **Paradise Lost** which is a poetic retelling of the myths of Satan's fall from grace and Adam's and Eve's expulsion from Eden. The complexity of the novel draws a distinction between Victor Frankenstein and Prometheus simultaneously.

Apart from this myth, Mary Shelley prefers to give complexity to her novel by adding some more characters along with gothic elements while she also gives another subtitle for this novel entitled as **The Modern Prometheus** and she keeps focusing on the characters of Victor and Monster but she gives this title to the protagonist of the novel and that is the character of Victor. Although, Victor can be described as a true modern Prometheus as it is shown in the novel by displaying his family roots, his passion for knowledge, his creation of life, and the eternal suffering brought upon him. Frankenstein and Prometheus's intentions were for good. Unfortunately they let their pursuit knowledge get the better of them. They attempted to play the role of god, because in the

myth of the Prometheus it is indicated that Prometheus stole the fire from the God and gave it to human kind so it is a kind of desire to get something for the sake of sacrifice, while in the novel of Frankenstein, Victor creates the monster and it is a kind of challenge to god. So they both failed to do therefore they paid a heavy price. Mary Shelley's Frankenstein shows us the danger involved in playing against God as well as tampering with the nature life and death. Hence, as it is shown in the novel too that when someone such as Victor tries to challenge the creation of God as Victor creates monster then end comes closer of that person as Victor dies at the end of the novel.(Shelley)

Prometheus was also a myth told in Latin but was a very different story. In this version Prometheus makes man from clay and water, again a very relevant theme to **Frankenstein**, as Victor rebels against the laws of nature (how life is naturally made) and as a result is punished by his creation. Prometheus, a Greek Titan who sculpted man from clay and then stole the light of fire from the gods to give to man, these acts can be attributed to the enabling of civilization and the gift of knowledge man acquired from him. Zeus punished Prometheus; bound to stone while an eagle each day would eat away Prometheus's liver. Suffering this agonizing torment Prometheus would face his punishment for eternity. "Prometheus became a figure who represented human striving, particularly the quest for scientific knowledge, and the risk of overreaching or unintended consequences. In particular, he was regarded in the Romantic era as embodying the lone genius whose efforts to improve human existence could also result in tragedy. (Frankenstein)

Myth of Narcissus

The myth of Narcissus in which the legend is there. A tale told by Roman poet Ovid. Moreover, Echo, a young girl who falls in love with Narcissus. In Greek mythology, the myth of Narcissus can be noticed. It tells that Narcissus was a hunter from the territory of Thespieae in Boeotia who was renowned for his beauty. He was the son of a river god named Cephissus and a nymph named Lyriope. He was exceptionally proud of what he did to those who loved him. Nemesis noticed and attracted Narcissus to a pool, wherein he saw his reflection and fell in love with it, not realizing it was merely an image. Unable to leave the beauty of his reflection, Narcissus died. Narcissus is the origin of the term narcissism, after this story this term came into existence.(Narcissus (mythology))

Frankenstein includes a lot of elements such as gothic and mythological too whence the myth of Narcissus is found also. The myth of Narcissus is one of the most known Greek myths as it includes uniqueness and moral tale. Narcissus actually was the son of River God Cephissus and nymph Lyriope. He was known for his beauty as he was very handsome therefore he was loved by God Apollo due to his extraordinary appearance. The myth of Narcissus comes in two different versions, the Greek and the Greco-Roman version, as both Conon the Greek and Ovid, the Roman poet, wrote the story of Narcissus, enhancing it with different elements.

Another more important myth about Narcissus is also described. According to Conon, Aminias, a young man fell in love with Narcissus, who had already spurned his male suitors. Aminias was also spurned by Narcissus who gave the unfortunate young man a sword. Aminias killed himself at Narcissus' doorstep praying to the Gods to give Narcissus a lesson for all the pain he had provoked. Narcissus was once walking by a lake or river and decided to drink some water; he saw his reflection in the water and was surprised by the beauty he saw; he became entranced by the reflection of himself. He could not obtain the object of his desire though, and he died at the banks of the river or lake from his sorrow. According to the myth Narcissus is still admiring himself in the Underworld, looking at the waters of the Styx.

According to another myth of Narcissus it is believed that parents of Narcissus were tensed and bothered when he was a child as he was having excessive beauty therefore they preferred to have some suggestions from prophet Teiresias what to do, regarding their son's future. Moreover,

Teiresias recommends them that the boy would grow old only if he didn't get to know himself. But, it so happens that when Narcissus was sixteen and he was walking in the woods and Nymph Echo saw him and felt madly in love with him. She started following him and Narcissus asked "who's there", feeling someone after him. Echo responded "who's there" and that went on for some time until Echo decided to show herself. She tried to embrace the boy who stepped away from Echo, telling her to leave him alone. Echo was left heartbroken and spent the rest of her life in glens; until nothing but an echo sound remained of her. Nemesis, though, the Goddess of Revenge, heard the story and decided to punish Narcissus. After seeing himself in the pond Narcissus gets wondered by the beauty of the reflection.

Mary Shelley has given another title to this novel is **Modern Prometheus**, but she could also have referred to it as the Modern Narcissus. Victor presents, in fact, all the important characteristics of the narcissistic personality disorder as defined in the myth of Narcissus. Who has having sense of self-importance, preoccupation with fantasies of unlimited success; exhibitionism; cool indifference or feelings, and interpersonal disturbances, including exploitativeness, alternation between over idealization and devaluation, and lack of empathy. Moreover, Victor demonstrates the paradoxical nature of narcissism, where self-love exists with self-hate, and fragile self-esteem results in a sense of entitlement, the expectation of receiving special favors from others without assuming reciprocal responsibilities. In addition to, we may say that Victor pursues fantasies of unlimited power and glory with monomaniacal intensity. He experiences the profound depression often accompanying a narcissistic disorder, dejection, loss of interest in the external world, inability to love, and a lowering self-esteem, culminating in an expectation of punishment. It is as if he has internalized a poisonous object, the Creature, who is now consuming his heart.

Myth of Paradise Lost

So far as **Paradise Lost** is concerned, it is an epic poem by John Milton in which there is a story of Adam and Eve and fall of mankind starts from there as Eve and then Adam taste fruit of knowledge and become aware about their nudity and sex. The tale of Adam and Eve, Creation and the fall clearly refers to Frankenstein's ambition as a scientist and his disobedience against God as the supreme creator. There are also many references to Satan and his defiance of his Creator which are relevant to an understanding of the monster's behavior. In both these cases, the references to the Bible stories are filtered through the monster's reading of Milton's **Paradise Lost**. References to Prometheus, who in Greek and Roman mythology is named as the creator of humanity and who also defied the gods by teaching humans a number of important crafts, show that Mary Shelley is not presenting her story in exclusively Christian terms.

In this novel the myth of paradise Lost can be noticed. Because, Victor is cast in the role of the Judeo-Christian God as Creator, which places the Creature in the role of Adam. Shelley signals this right from the very beginning with a quotation from *Paradise Lost* in the paragraph

*Did I request thee, Maker, from my clay
To mould me man? Did I solicit thee
From darkness to promote me?*

Above lines are spoken by Adam when he is in anguish to God but could just as easily be spoken by the Creature, who is also tormented, to Victor Frankenstein. The Creature, however, is not tormented because of any transgression of his own. He is a fallen, outcast Adam as a result of Victor's transgression and the callousness of humankind. Tragedy does not befall the main characters because Frankenstein tries to play God and, therefore, earns His wrath and punishment, as some simplistically think. The tragedy results from his failure to properly care for his creation by leaving it to the mercy of a human race that fears what it does not understand and judges people by superficial appearances. This leads to rejection and profound isolation for the Creature

and turns his basically noble nature into something vengeful. In his dark and vengeful scenes, the Creature is re-cast in the role of Milton's Satan, who rails against the God who rejected him and plots to avenge himself upon that God. It will be helpful, here, to examine some specific examples of the numerous references to Milton's masterwork that can be found in Shelley's great gothic novel. (A Cultural History of Mary Shelley's *Frankenstein*)

Thus, the Creation-Fall trope is worked out through a complex series of variations and transformations, in which Victor moves through the roles of Prometheus, God and Adam, and his Creature shifts from Adam to Satan and, even God. These shifts are signaled by shifting allusions to ancient Greek mythology, as well as to the various parts of *Paradise Lost*, the greatest poem in the English language about the myth of man's creation and fall.

Conclusion:

A few words more, this allusive complexity makes the reading of *Frankenstein or A Modern Prometheus* a very rich experience for the reader, and cements its reputation as one of the greatest novels of the 19th century. So; at last I want to say that many myths are indicated in the novel, which makes this novel unique one. Therefore one can see this novel from the mythological perspective.

Works Cited

A Cultural History of Mary Shelley's Frankenstein. n.d. <<https://www.mtholyoke.edu/courses/rschwartz/hist257s02/students/Becky/prometheus.html>>.

Frankenstein. n.d. <<https://www.sparknotes.com/lit/frankenstein/>>.

Narcissus (mythology). n.d. <[https://en.wikipedia.org/wiki/Narcissus_\(mythology\)](https://en.wikipedia.org/wiki/Narcissus_(mythology))>.

Shelley, Mary. *Frankenstein; or, The Modern Prometheus*. 1818.

Reference links:

- ⇒ <http://www.paperdroids.com/2015/10/30/awesome-ladies-history-mary-shelley/>
- ⇒ https://www.academia.edu/32686513/Prometheus_Paradise_Lost_and_Shelleys_Frankenstein_An_Inevitable_Correlation?auto=download
- ⇒ <http://www.sparknotes.com/lit/frankenstein/quotes/>
- ⇒ <https://en.oxforddictionaries.com/definition/mythology>
- ⇒ https://www.huffingtonpost.com/karl-giberson-phd/mythologizing-evolution-revisited_b_1574439.html



* Mukesh D. Chauhan

Commerce

Research Zone India

Vol :- 8

Issue :- (1)

Dec :- 2019 Page - 60 - 62

ISSN :- 2319 - 8168

Marginal Costing Analysis

Marginal costing is not a method of costing on the lines of Job or process costing, but is a special technique which presents information to management enabling it to measure the Profitability of an undertaking by considering the behaviour of costs. Marginal costing may be used in conjunction with other costing methods like job or process costing or with other techniques such as standard costing or budgetary control.

Fixed expenses remain constant in total and do not vary according to an increase or decrease in the level of production to some extent. But, in the case of variable expenses, it varies in direct proportion to increase or decrease in the level of production and remain constant per unit of output. Fixed expenses per unit continue to vary with the increase or decrease in production because these expenses remain constant up to a certain level of production. Hence, the fixed overhead cost per unit is different at different levels of production. On the basis of this background, one more special technique in cost accounting is developed i.e. marginal costing.

MEANING OF MARGINAL COSTING

Marginal cost means an amount at any given volume of output by which the aggregate costs are changed if the volume of output is changed by one unit.

Marginal Cost = Variable Cost = Direct Labour + Direct Material + Direct Expenses + Variable Overheads

Hence, marginal cost is the differences of variable cost if the volume of output is either increased or decreased by one unit.

FEATURES OF MARGINAL COSTING

The technique of marginal costing is based on the distinction between product costs and period costs. Only the variables costs are regarded as the costs of the products while the fixed costs are treated as period costs which will be incurred during the period regardless of the volume of output. The main features of marginal costing are as follows:

1. All elements of cost are classified into fixed and variable components. Semi-variable costs are also analyzed into fixed and variable elements.
2. The marginal or variable costs (as direct material, direct labour and variable factory overheads) are treated as the cost of product.
3. Under marginal costing, the value of finished goods and work-in-progress is also comprised only of marginal costs. Variable selling and distribution are excluded for valuing these inventories. Fixed costs are not considered for valuation of closing stock of finished goods and closing WIP.
4. Fixed cost are treated as period costs and is charged to profit and loss account for the period for which they are incurred.
5. Prices are determined with reference to marginal costs and contribution margin.
6. Profitability of departments and products is determined with reference to their contribution margin.

ADVANTAGES OF MARGINAL COSTING

The following advantages are claimed for marginal costing over total absorption costing:

1. Help in managerial decisions:

The most important advantage of marginal costing is the assistance that it renders to management in taking many valuable decisions. Information regarding marginal cost and contributions provided by marginal costing facilities making policy decisions in problems like fixing selling prices below cost, make or buy, introduction of a new product line, utilisation of spare plant

* Post Graduate Scholar, Mahuva, (Saurashtra-Gujarat)

capacity, selection of the most profitable product mix, etc. This has become discussed in detail later in-the chapter.

2. **Simple technique:**

Marginal costing is comparatively simple to operate because it avoids the complications involved in allocation, apportionment and absorption of fixed overheads, which is, in fact, arbitrary division of indivisible fixed costs.

3. **Cost control Greater control over cost is possible:**

This is so because by classifying costs into fixed and variable costs which are generally controllable and pay less attention to fixed costs which may be controlled only by the top management and that too, to a limited extent.

4. **Constants cost per unit:**

Marginal costing takes into account only variable costs which remain the same per Unit of product irrespective of the volume of output. It, therefore avoids the effects of varying cost per unit as it ignores fixed costs which are incurred on a time basis and have no relation with the size of production.

5. **No under and over-absorption of overheads:**

In marginal costing, there is not problem of under or over -absorption of overheads.

6. **Realistic valuation of stocks:**

In marginal costing, stock of work-in progress and finished goods are valued only at variable costs. Thus no fictitious profits can arise due to fixed cost being absorbed and capitalised in unsold stock. This because marginal costing prevents the carry forward in stock valuation of some portion of current year's fixed costs. Stock valuation in marginal costing, is, therefore more realistic and uniform.

7. **Aid to profit planning:**

To aid profit planning, marginal costing technique enables data to be presented to management in such a way as to show cost-volume profit relationship. Graphic presentation in the form of break even charts and profit-volume charts are also used to facilitate planning future performance.

DISADVANTAGES OF MARGINAL COSTING

The main disadvantages of marginal costing are as follows:

1. **Difficult analysis:**

Marginal costing assumes that all cost can be analysed into fixed and variable elements. In practice, however, it may be difficult to segregate all costs into fixed and variable components. Certain costs are caused purely by management decisions and cannot be strictly classified as fixed or variable, e.g. amenities to staff, bonus to workers, etc.

2. **Difficult in application:**

It is difficult to apply marginal costing technique in industries where large stock of work-in progress are locked up. Thus in ship-building or construction contracts, if fixed overheads are not included in the valuation of work-in-progress, there may be huge profits. Such fluctuations in profits can be avoided if total absorption costing is employed.

3. **Ignores time factor :**

By ignoring fixed costs, time factor is also ignored. For instance, marginal cost of two jobs may be identical, but if one job takes twice as long to complete as the other, the true cost of the job taking longer time is higher than that of the other. This is not disclosed by marginal costing. Production cannot be achieved without fixed costs but marginal costing creates an illusion that fixed costs have nothing to do with production.

4. **Less effective in capital intensive industries:**

In capital industries, the proportion of fixed costs (like depreciation, maintenance, etc.) is large. The marginal costing technique, which ignores fixed cost, thus proves less effective in such industries. With the increased automation in industries, marginal costing is, therefore, left with limited scope.

5. **Improper basis of pricing.**

Where prices are fixed by competition, marginal costing gives the impression that so long as prices exceed marginal costs, production is profitable. It ignores the danger of too much sales being made at marginal cost plus some contribution as it may result in overall losses. Although in certain circumstances product may be sold at

less than total cost, prices in the long run must cover total cost as otherwise profit cannot be earned.

CONCLUSION

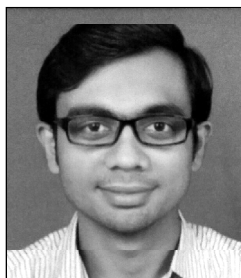
In conclusion, marginal costing is a cost management method to analyse the cost and revenue information and the guidance of management. Additionally, arrangement of information of marginal costing statement is easily understood by all firms' managers, even those who do not have beginning knowledge of cost and management accounting.

BIBLIOGRAPHY

1. Athreya, M.B.; Strategic cost management in the liberalised competitive environment, Management Accountant, Calcutta, India, January, 1996.
2. Arunagiri, V. and Rao, S. Maliikharjuna, Basic changes in management accounting process, Management Accountant, Calcutta, India, March, 1973

REFERENCES :

- ⇒ Cost Accounting - M. N. Arora
- ⇒ Advanced Management Accounting - Ravi M. Kishore
- ⇒ Management Accounting - I. N. Pandey



* DIPAK B. GOHIL

Commerce

Research Zone India

Vol :- 8 Issue :- (1)

Dec :- 2019 Page - 63 - 65

ISSN :- 2319 - 8168

STANDARD COSTING ANALYSIS

Standard costing is an important area of cost accounting. Standard costs are usually associated with a manufacturing company's costs of direct material, direct labor, and manufacturing overhead. Rather than assigning the actual costs of direct material, direct labor, and manufacturing overhead to a product, many manufacturers assign the expected or standard cost. This means that a manufacturer's inventories and cost of goods sold will begin with amounts reflecting the standard costs, not the actual costs, of a product. Manufacturers, of course, still have to pay the actual costs. As a result there are almost always differences between the actual costs and the standard costs, and those differences are known as variances. Standard costing and the related variances is a valuable management tool for control purpose. If a variance arises, management becomes aware that manufacturing costs have differed from the standard (planned, expected) costs that warrant careful attention. This standard covers standard costing and resulting variance analysis mechanisms as applied in firms.

KEY WORDS : Standard Costing, Variance

The success of a business enterprise depends to a greater extent upon how efficiently and effectively it has controlled its cost. In a broader sense the cost figure may be ascertained and recorded in the form of Historical costing and predetermined costing. The term Historical costing refers to ascertainment and recording of actual costs incurred after completion of production.

One of the important objectives of cost accounting is effective cost ascertainment and cost control. Historical Costing is not an effective method of exercising cost control because it is not applied according to a planned course of action. And also it does not provide any yardstick that can be used for evaluating actual performance. Based on the limitations of historical costing it is essential to know before production begins what the cost should be so that exact reasons for failure to achieve the target can be identified and the responsibility be fixed. For such an approach to the identification of reasons to evaluate the performance, suitable measures may be suggested and taken to correct the deficiencies.

MEANING OF STANDARD COSTING The term "Standard Costs" refers to Pre-determined costs. Standard Cost as defined by the Institute of

Cost and Management Accountant, London "is the Predetermined Cost based on technical estimate for materials, labour and overhead for a selected period of time and for a prescribed set of working conditions."

Standard Costing is a concept of accounting for determination of standard for each element of costs. These predetermined costs are compared with actual costs to find out the deviations known as "Variances." Identification and analysis of causes for such variances and remedial measures should be taken in order to overcome the reasons for Variances. Chartered Institute of Management Accountants England defines Standard Costing as "the Preparation and use of standard costs, their comparison with actual costs and the analysis of variances to their causes and points of incidence."

ADVANTAGES OF STANDARD COSTING

The following are the important advantages of standard costing :

- It acts as an effective tool of cost control.
- Effective cost reporting system is possible.
- It guides the management to evaluate the production performance.
- It helps the management in fixing standards.

* Post Graduate Scholar, Mahuva, (Saurashtra-Gujarat)

- Standard costing is useful in formulating production planning and price policies.
- It guides as a measuring rod for determination of variances.
- It facilitates eliminating inefficiencies by taking corrective measures.
- It helps the management in taking important decisions.
- It facilitates the principle of “Management by Exception.”

LIMITATIONS OF STANDARD COSTING

Besides all the benefits derived from this system, it has a number of limitations which are given below:

- Fixing of responsibility is difficult. Responsibility cannot be fixed in the case of uncontrollable variances.
- Standard costing is expensive and a small concern may not meet the cost.
- Due to lack of technical aspects, it is difficult to establish standards.
- Adverse psychological effects and frequent technological changes will not be suitable for standard costing system.

- Standard costing cannot be applied in the case of a concern where non-standardized products are produced.
- Frequent revision is required while insufficient staff is incapable of operating this system.

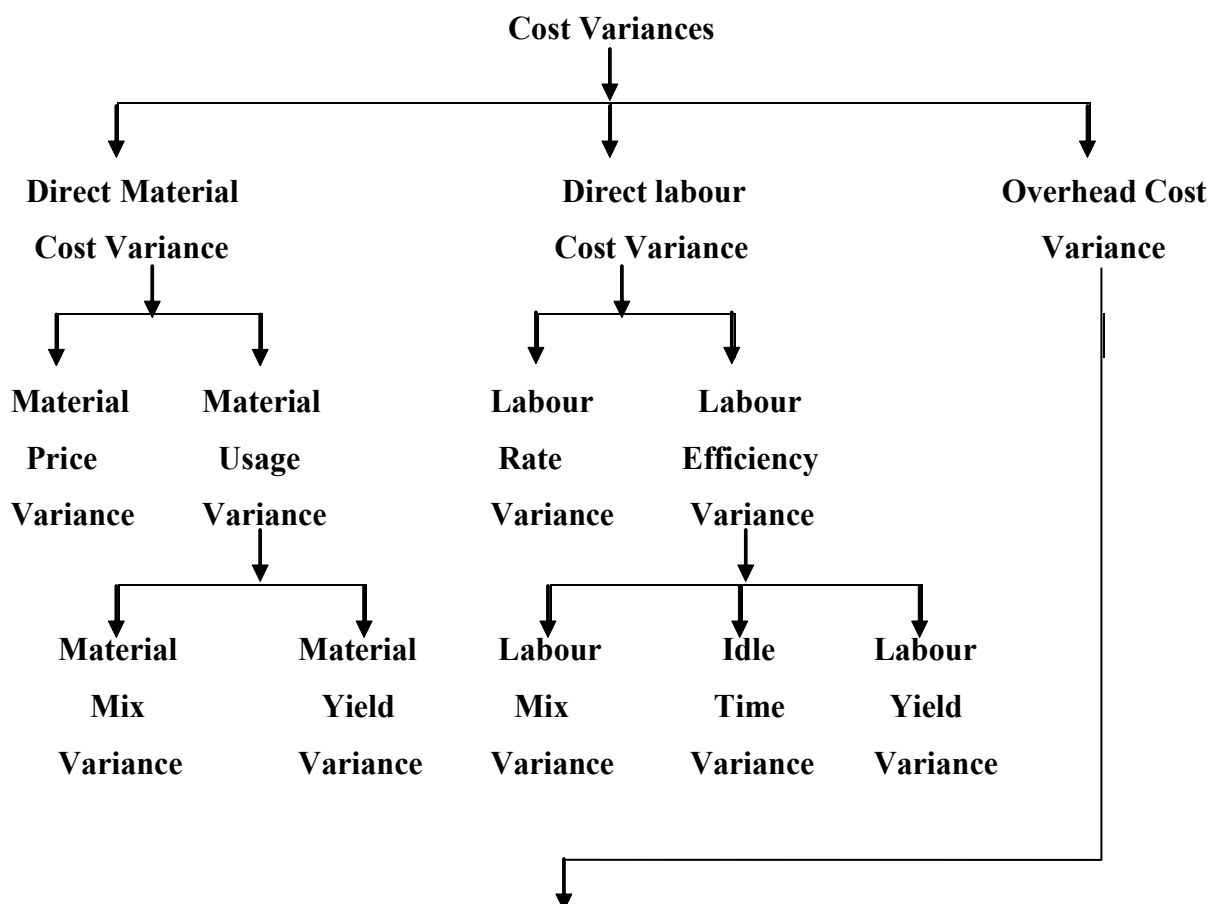
VARIANCES

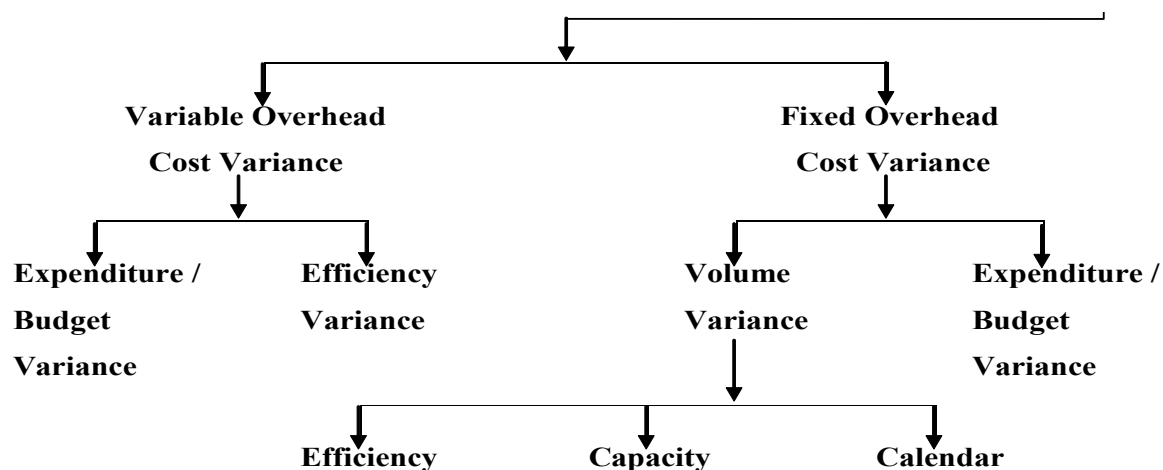
The term “Variances” may be defined as the difference between Standard Cost and actual cost for each element of cost incurred during a particular period. The term “Variance Analysis” may be defined as the process of analyzing variance by subdividing the total variance in such a way that management can assign responsibility for off-Standard Performance.

TYPES OF VARIANCES

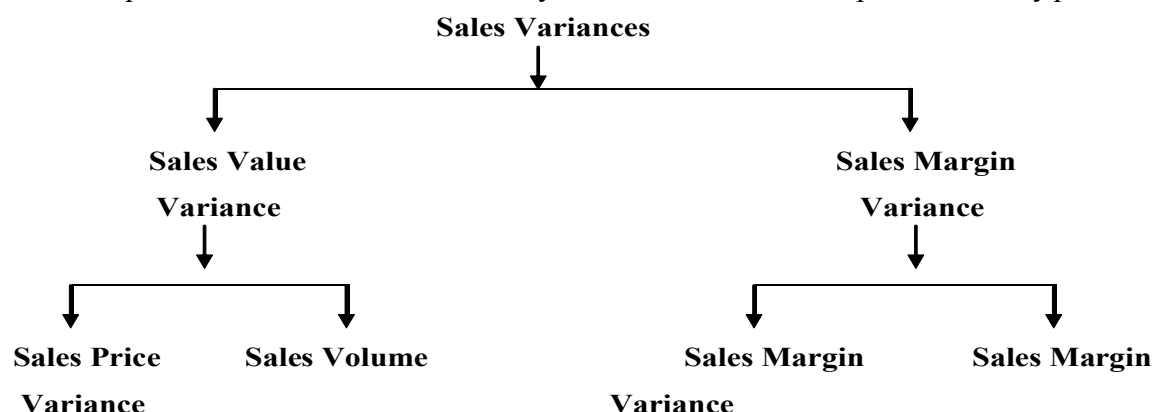
Variances may be broadly classified into two categories (A) Cost Variance and (B) Sales Variance.

(A) Cost variances : Total Cost Variance is the difference between Standards Cost for the Actual Output and the Actual Total Cost incurred for manufacturing actual output. The Total Cost Variance Comprises the following





(A) Sales Variance : The Variances so far analysis are related to the cost of goods sold. Quantum of profit is derived from the difference between the cost and sales revenue. It is essential to analyze the difference between actual sales and the targeted sales because this difference will have a direct impact on the profit and sales. Therefore the analysis of sales variances is important to study profit variances.



CONCLUSION

The primary purpose of reporting to management is to enable them to take corrective action and arrest unfavourable variances to the extent possible. Therefore, timely and prompt reporting of the variance is of utmost importance. The individual or department responsible for adverse controllable variance should be located. For instance, a variation in the price paid for raw materials would be the responsibility of the purchase manager and a variation in production efficiency is the responsibility of the production manager. The board and the managing director would be concerned with the overall efficiency, with which their plans have been operated by the lower levels of management. The profit and loss account should be prepared in a special manner - starting with the standard or budgeted profit, the various variances would be put in two columns, favourable and unfavorable, and the net results added to or deducted from the standard profit, thus arriving at the actual profit. Management can easily see the factors that have contributed to the change in the profit picture. While reporting the analysis of variances to management, graphs and charts might be used or analysis may be reported in the form of statement and reports giving main details.

REFERENCES

- ⇒ www.icmab.org
- ⇒ www.icaiknowledgegateway.org
- ⇒ www.icsi.edu



* तुलेन्द्र कुमार वर्मा

Education

Research Zone India

Vol :- 8 Issue :- (1)

Dec :- 2019 Page - 66 - 71

ISSN :- 2319 - 8168

उच्चतर माध्यमिक स्तर पर विद्यार्थियों के कैरियर चयन की दक्षता का विप्लेशनात्मक अध्ययन

शिक्षा के समाज शास्त्र के अनुसार शिक्षा का उद्देश्य बालक को कुशल नागरिक बनाना है, उनमें जीवन-यापन के लिए उचित कौशलों का विकास कराना है। अतः शिक्षा का स्वरूप ऐसा होना चाहिए जिससे बालक में सामाजिक कुशलता के साथ-साथ व्यवसाय कौशलों का विकास हो सकें और बालक को समाज का एक सुयोग्य नागरिक बनाया जा सके। आज के समय में प्रत्येक किशोरों की प्रबल इच्छा होती है कि वह भी एक अच्छा नागरिक बने, आर्थिक दृष्टि से सम्पन्न हो और इसके लिए वह ऐसी शिक्षा प्राप्त करना चाहता है जो उसे किसी व्यवसाय/रोजगार में कुशलता प्रदान करे। कोटारी शिक्षा आयोग के अनुसार बालक का सर्वांगीण विकास भी तभी स्वीकार किया जा सकता है जब बालक शिक्षा प्राप्त कर अन्य योग्यताओं के साथ-साथ आत्मनिर्भर एवं स्वावलम्बी बन जाये अर्थात् बालक शिक्षा प्राप्त कर जीविकोपार्जन की दृष्टि से किसी पर भी आश्रित न हो वरन् अपनी आजीविका वह स्वयं अर्जित कर सके यह गुण उत्पन्न करने वाली शिक्षा ही व्यावसायिक शिक्षा है।

प्रस्तुत षोध में विद्यार्थियों के कैरियर चयन के प्रति दक्षता को जानने का प्रयास किया गया है। ताकि छात्र-छात्राओं को उच्चरमाध्यमिक स्तर पर ही निर्देशित किया जा सके तथा उन्हें यह ज्ञात कराया जा सके कि वे भी समाज, राष्ट्र को प्रगतिशील बनाने में सहायक बन सकते हैं।

कोटारी कमीशन द्वारा शिक्षा के व्यावसायीकरण पर बल देते हुए कहा है कि—विभिन्न व्यावसायिक क्षेत्रों में छात्रों की रुचियों, योग्यताओं तथा क्षमताओं का विकास करने के लिए माध्यमिक तथा उच्च माध्यमिक स्तरों पर अवसर प्रदान किए जाने चाहिए। देश की आर्थिक उन्नति का दृढ़ आधार भी माध्यमिक शिक्षा ही होती है क्योंकि किसी भी व्यवसाय में बालको का प्रवेश माध्यमिक शिक्षा के बाद ही होती है।

वर्तमान परिपेक्ष्य में शिक्षा का मुख्य उद्देश्य व्यक्ति को अच्छा नागरिक बनाना, जीविकोपार्जन हेतु उपयुक्त व्यवसाय का चयन करने हेतु तैयार करना है। उपयुक्त व्यवसाय का चयन व्यक्ति के लिए आय अर्जन का साधन, समाज में अच्छी स्थिति एवं अन्य लोगों से सामाजिक व्यवहार में सहायक होता है। वे व्यक्ति जो अपने लिए उपयुक्त व्यवसाय का चयन नहीं कर पाते हैं। जीवन के प्रति निराशा एवं तनाव में घिरे रहते हैं जबकि उपयुक्त व्यवसाय का चयन व्यक्ति के लिए उन्नति का सूचक होता है।

कैरियर चयन हेतु व्यावसायिक शिक्षा का ज्ञान:—

शिक्षा का उद्देश्य व्यक्ति का सर्वांगीण विकास कर उसे नैतिक व सामाजिक विकास कर उसे रोजगार उपलब्ध कराने में अहम भूमिका निभाती है। शिक्षा का मूल उद्देश्य केवल व्यक्ति को डिग्री दिलाना ही नहीं बल्कि उसे रोजगार दिलाने में मदद करना भी है। व्यक्ति का सर्वांगीण विकास तभी स्वीकार किया जा सकता जब व्यक्ति शिक्षा प्राप्त कर अन्य

* Asst.Proffesor Kamalkant Shukla Institute,Bhatapara(C.G.)

योग्यताओं के साथ-साथ आत्मनिर्भर एवं स्वावलंबी भी बन जायें। व्यक्ति शिक्षा प्राप्ति के उपरान्त जीविकोपार्जन की दृष्टि से किसी पर भी आश्रित न हो, वरन् अपनी आजीविका वह स्वयं अर्जित कर सके। यह गुण उत्पन्न करने वाली शिक्षा ही व्यावसायिक शिक्षा कहलाती है।

सामान्यतः विद्यार्थियों को व्यावसायिक शिक्षा का ज्ञान विद्यालय में माध्यमिक स्तर पर होता है यही वह समय होता है जिसमें विद्यार्थी अपने कैरियर के प्रति जागरूक होते हैं। इसी समय विद्यार्थियों को कैरियर निर्माण संबंधी आवश्यक मार्गदर्शन एवं परामर्श की आवश्यकता होती है। जिन विद्यार्थियों के पालक शिक्षित पष्ठभूमि के होते हैं या जो अच्छे संस्थानों से शिक्षा प्राप्त करते हैं उन्हें कैरियर संबंधी उचित मार्गदर्शन एवं परामर्श मिल जाता है किन्तु समाज में कुछ ऐसे वर्ग होते हैं जिन्हें समय पर कैरियर चयन के लिए उचित मार्गदर्शन नहीं मिल पाता या गलत मार्गदर्शन मिल जाने के कारण वे अपनी दक्षताओं, योग्यताओं एवं रुचि के विरुद्ध विषयों/व्यवसाय का चयन कर लेते हैं जो उनके कैरियर निर्माण में परेशानी के रूप में सामने आते हैं।

अतः काउंसलिंग होने पर छात्रों में समय व धन की बचत होगी तथा छात्र अपने दक्षता का ध्यान रख अपने कैरियर का चुनाव कर सकेंगे। आजकल शिक्षित बेरोजगारों की बढ़ती हुई संख्या को देखते हुए, प्रस्तुत अध्ययन को जानने एवं इस विषय में आवश्यक समाधान निकालने के लिए समस्या का चयन षोध हेतु किया गया है।

अध्ययन के उद्देश्य

षोध समस्या के अध्ययन हेतु निम्नलिखित उद्देश्य निर्धारित किए गए:

1. विद्यार्थियों में कैरियर चयन की दक्षता का अध्ययन करना।
2. ग्रामीण एवं शहरी विद्यार्थियों के कैरियर चयन के प्रति दक्षता का अध्ययन करना।
3. छात्र एवं छात्राओं के कैरियर चयन के प्रति दक्षता का अध्ययन करना।

षोध परिकल्पनाएँ

अध्ययन के उद्देश्य को ध्यान में रखते हुए निम्नलिखित परिकल्पनाओं को परीक्षण हेतु चयन किया गया है:-

H_{01} ग्रामीण एवं शहरी विद्यार्थियों में कैरियर चयन के प्रति दक्षता में सार्थक अंतर नहीं होगा।

H_{02} छात्र एवं छात्राओं के कैरियर चयन के प्रति दक्षता में सार्थक अंतर नहीं होगा।

जनसंख्या :- प्रस्तुत षोध अध्ययन में बलौदा-बाजार जिला के भाटापारा विकासखण्ड के ग्रामीण एवं शहरी क्षेत्रों के विद्यालयों में अध्ययनरत कक्षा 12 वीं के विद्यार्थियों से हैं।

न्यादर्ष :- प्रस्तुत अध्ययन में बलौदा बाजार जिले के भाटापारा विकासखण्ड में 10 उच्चतर माध्यमिक विद्यालयों का चयन एवं कक्षा 12वीं के 160 विद्यार्थियों का चयन यादृच्छिक प्रतिदर्शन विधि द्वारा न्यादर्ष के रूप में चयनित किया गया।

उपकरण- प्रदत्तों के संकलन हेतु डॉ. निर्मला गुप्ता द्वारा निर्मित "कैरियर परिपक्वता

इन्वेन्टरी" का प्रयोग किया गया।

प्रयुक्त सांख्यिकी :-प्रस्तुत लघु षोध में परिकल्पना की सार्थकता की जाँच हेतु मध्यमान ,

प्रमाणिक विचलन एवं टी परीक्षण विधियों का प्रयोग किया गया।

प्रदत्तों का विप्लेशन एवं व्याख्या :-

1. दक्षता परीक्षण के नार्म्स के अनुसार, विद्यार्थियों के मूल प्राप्तांकों का वर्गीकरण-

उपरोक्त विप्लेशन को कैरियर परिपक्वता इन्वेंटरी में प्रस्तुत नार्म्स के आधार पर किया गया।

rkfydk dekd %& 1

विद्यार्थियों के दक्षता स्तर का विप्लेशन

कैरियर परिपक्वता के स्तर	मूल प्राप्तांक	विद्यार्थियों की संख्या कैरियर दक्षता परीक्षण के क्षेत्रानुसार										दक्षता परीक्षण के विभिन्न क्षेत्रों में छात्र – छात्राओं के प्राप्तांको के औसत का प्रतिषत	
		स्व मूल्यांकन सेल्फ अप्राइजल (SA)		व्यावयायिक सूचना (OI)		लक्ष्य चयन (GS)		नियोजन (PL)		समस्या समाधान (PS)			
		छात्र	छात्रा	छात्र	छात्रा	छात्र	छात्रा	छात्र	छात्रा	छात्र	छात्रा	छात्र	छात्रा
उच्च	13 – 14	02	03	01	02	0	0	0	4	03	00	1.5	2.25
औसत से अधिक	11 – 12	04	21	07	08	05	14	04	07	08	11	7.0	15.25
औसत	7 – 10	46	21	48	37	42	36	24	36	49	46	52.25	44
औसत से कम	5 – 6	18	24	14	24	17	20	34	18	14	13	24.25	24.75
निम्न	0 – 4	10	11	10	09	16	10	18	15	06	10	15	13.75
कुल		80	80	80	80	80	80	80	80	80	80	100	100

व्याख्या:- उपरोक्त तालिका क्र. 1 के अनुसार कुल 160 विद्यार्थियों के कैरियर दक्षता परीक्षण के विभिन्न भागों के परीक्षण से प्राप्त अंकों के आधार पर कैरियर परिपक्वता के प्रतिषत छात्रा, औसत से अधिक में 7.0 प्रतिषत छात्र एवं 15.25 प्रतिषत छात्रा, औसत स्तर पर 52.25 प्रतिषत छात्र एवं 44 प्रतिषत छात्रा, औसत से कम में 24.25 प्रतिषत छात्र एवं 24.75 प्रतिषत छात्रा तथा निम्न स्तर पर 15 प्रतिषत छात्र एवं 13.75 प्रतिषत छात्रा हैं।

निष्कर्ष :- “ उपरोक्त तालिका के विप्लेशन से स्पष्ट होता है कि कैरियर परिपक्वता के विभिन्न स्तरों में औसत स्तर पर विद्यार्थियों की संख्या अधिकतम है।”

H₀₁ ग्रामीण एवं शहरी विद्यार्थियों में कैरियर चयन के प्रति दक्षता में सार्थक अंतर नहीं होगा।

उपरोक्त परिकल्पना के सार्थकता की जाँच हेतु 't' का मान ज्ञात किया गया।

तालिका क्रमांक :- 2

ग्रामीण एवं शहरी विद्यार्थियों में कैरियर चयन की दक्षता की सार्थकता का विप्लेशन।

दक्षता परीक्षण के प्रकार	विवरण	छात्र संख्या	परीक्षणों से प्राप्त परिणाम				सार्थकता स्तर
			mean	Sd	Df	t-value	
भाग-1 (SA)	ग्रामीण	80	7.67	2.60	158	0.13	0.05 स्तर पर परिकल्पना स्वीकृत
	शहरी	80	7.62	2.29			
भाग-2 (OI)	ग्रामीण	80	7.56	2.37	158	0.51	
	शहरी	80	7.78	2.80			
भाग-3 (GS)	ग्रामीण	80	7.71	2.59	158	0.26	
	शहरी	80	7.73	2.70			
भाग-4 (PL)	ग्रामीण	80	5.58	3.06	158	0.062	
	शहरी	80	5.93	3.03			
भाग-5 (PS)	ग्रामीण	80	5.56	1.82	158	0.035	
	शहरी	80	5.58	1.83			

व्याख्या:-उपरोक्त तालिका क्रमांक 4.5 से स्पष्ट है कि ग्रामीण एवं शहरी विद्यार्थियों के कैरियर चयन के प्रति दक्षता के आँकड़ों का मध्यमानों में अंतर की सार्थकता ज्ञात करने हेतु 't' परीक्षण किया गया। गणना द्वारा प्राप्त t का मान 158 df स्तर पर SA के लिए 0.13, OI के लिए 0.51, GS के लिए 0.26, PL के लिए 0.062 तथा PS के लिए 0.035 प्राप्त हुआ है। जो 158 स्वतंत्रता स्तर पर सारणीमान (t=1.98) से कम है। अतः परिकल्पना स्वीकृत होती है।

निष्कर्ष :- "ग्रामीण एवं शहरी विद्यार्थियों में कैरियर चयन के प्रति दक्षता में सार्थक अंतर नहीं पाया गया।"

H_{02} छात्र एवं छात्राओं में कैरियर चयन के प्रति दक्षता में सार्थक अंतर नहीं होगा।

उपरोक्त परिकल्पना के सार्थकता की जाँच हेतु 't' का मान ज्ञात किया गया।

तालिका क्रमांक :- 3

छात्र एवं छात्राओं में कैरियर चयन की दक्षता की सार्थकता का विप्लेशन।

दक्षता परीक्षण के प्रकार	विवरण	छात्र संख्या	परीक्षणों से प्राप्त परिणाम				सार्थकता
			mean	Sd	Df	t-value	स्तर
भाग-1 (SA)	छात्र	80	7.35	2.21	158	1.57	0.05 स्तर पर परिकल्पना स्वीकृत
	छात्रा	80	7.95	2.36			
भाग-2 (OI)	छात्र	80	7.38	2.69	158	1.45	
	छात्रा	80	7.96	2.47			
भाग-3 (GS)	छात्र	80	7.31	2.84	158	2.0	
	छात्रा	80	8.13	2.84			
भाग-4 (PL)	छात्र	80	5.67	2.37	158	0.37	
	छात्रा	80	5.58	2.35			
भाग-5 (PS)	छात्र	80	5.61	1.97	158	0.28	
	छात्रा	80	5.53	1.67			

व्याख्या:-उपरोक्त तालिका क्रमांक 3 से स्पष्ट है कि छात्र एवं छात्राओं के कैरियर चयन के प्रति दक्षता के आँकड़ों के मध्यमानों में अंतर की सार्थकता ज्ञात करने हेतु 't' परीक्षण किया गया। गणना द्वारा प्राप्त t का मान 158 df स्तर पर SA

के लिए 1.57, **OI** के लिए 1.45, **GS** के लिए 2.0, **PL** के लिए 0.37 तथा **PS** के लिए 0.28 प्राप्त हुआ है। जो 158 स्वतंत्रता स्तर पर सारणीमान ($t=1.98$) से कम है। अतः परिकल्पना स्वीकृत होती है।

निष्कर्ष:-

1. विद्यार्थियों के कैरियर चयन के प्रति दक्षता को मूल प्राप्तांकों के आधार वर्गीकृत किया गया तो यह पाया गया कि अधिकतम विद्यार्थियों की दक्षता का स्तर औसत है।

विवेचना :- कक्षा में सभी विद्यार्थियों की अध्ययन क्षमता एक समान नहीं होती है और न ही उनके प्राप्तांक समान होते हैं। बहुत ही कम विद्यार्थियों में अध्ययन क्षमता उच्च एवं निम्न पायी जाती है जबकि अधिकतम विद्यार्थियों का अध्ययन क्षमता औसत होता है।

अतः कक्षा में औसत विद्यार्थियों की संख्या अधिक होने के कारण अधिकतम विद्यार्थियों का कैरियर चयन के प्रति दक्षता का स्तर औसत पाया गया है।

2. ग्रामीण एवं शहरी विद्यार्थियों में कैरियर चयन के प्रति दक्षता में सार्थक अंतर नहीं पाया गया।

विवेचना :- विद्यार्थियों में किसी भी प्रकार की दक्षता उनके शारीरिक एवं मानसिक क्षमता के अनुसार स्वयं के द्वारा किए गए अभ्यास एवं प्रयास के द्वारा अर्जित होती है। अतः विद्यार्थी चाहे वह ग्रामीण क्षेत्र से हो या शहरी क्षेत्र से माध्यमिक स्तर पर उनको लगभग समान रूप से शिक्षा एवं अध्ययन के अवसर प्राप्त होते हैं तथा वर्तमान में आवागमन के साधन, संचार के माध्यमों की उपलब्धता तथा आधुनिकता के प्रभाव के कारण ग्रामीण एवं शहरी विद्यालयों के वातावरण में अधिक अंतर नहीं रहा है, जिसके फलस्वरूप ग्रामीण क्षेत्र की छात्र-छात्राएँ शहरी क्षेत्र की छात्र-छात्राओं की तरह शिक्षा के क्षेत्र में उच्च लक्ष्यों को प्राप्त कर रहे हैं तथा वासन द्वारा प्रत्येक 5 कि.मी. पर माध्यमिक शिक्षा की व्यवस्था की गयी है। जिसके कारण ग्रामीण एवं शहरी विद्यार्थियों के कैरियर चयन के प्रति दक्षता में सार्थक अंतर नहीं पाया गया।

3. छात्र एवं छात्राओं में कैरियर चयन के प्रति दक्षता में सार्थक अंतर नहीं पाया गया।

विवेचना :- वर्तमान समय में छात्र एवं छात्राओं की शिक्षा, स्वास्थ्य, पोषण एवं विकास के संदर्भ में कोई भेद नहीं किया जा रहा है, सभी विद्यार्थियों को अपने व्यक्तित्व विकास के लिए समान अवसर प्रदान किये जा रहे हैं। विद्यालय के साथ-साथ परिवारों में भी छात्र एवं छात्राओं को समान शिक्षा एवं समान अवसर प्रदान की रहे हैं, जिसके परिणाम स्वरूप आज छात्राएँ छात्रों से कंधे से कंधा मिलाकर चल रहे हैं। जिससे स्पष्ट है कि छात्र एवं छात्राओं के कैरियर चयन के प्रति दक्षता में सार्थक अंतर नहीं पाया गया।

पैक्षिक महत्व:-

उपरोक्त निष्कर्षों से स्पष्ट होता है कि विद्यार्थियों को भविष्य में कैरियर चयन या व्यावसायिक शिक्षा लेने के लिए लिंग या क्षेत्र के आधार पर विषय चयन के लिए प्रेरित करने में नहीं अपितु विद्यार्थियों को उनके दक्षता के अनुसार विषय या व्यावसाय के चयन में सहायता प्रदान करेगा।

संदर्भ ग्रंथ

1. कुमारी, कैलाष (2012), "उच्च माध्यमिक स्तर के निम्न निष्पत्ति प्राप्त विद्यार्थियों के नैतिक मूल्यों एवं व्यावसायिक अभिरुचि का अध्ययन", पीएच.डी. शोध प्रबंध, सुरेश ज्ञान विहार विश्वविद्यालय महल, जगतपुरा, जयपुर (2012)
2. गुप्ता, निर्माला, "कैरियर परिपक्वता मापनी.", रीडर-शैक्षिक मनोविज्ञान विभाग, एन.सी.ई.आर.टी., नई दिल्ली पृष्ठ संख्या 2-14
3. दीक्षित, राघवेन्द्र.(1998), "माध्यमिक स्तर के छात्र एवं छात्राओं में व्यावसायिक रुचियों का तुलनात्मक अध्ययन", एम.एड.लघुशोध प्रबंध, राजस्थान वि.वि. (षोडगंगा. कॉम)
4. भटनागर, चन्द्रा, सुन्द्रा (1990), "हाई स्कूल विद्यार्थियों के कैरियर पसंद अभिवर्षति का आत्मबोध, अभिभावक प्रभाव, सामाजिक, आर्थिक स्थिति व लिंग के संदर्भ में अध्ययन", पी.एच.डी. शिक्षा, एच.पी.यू., पंचम सर्वे शिक्षा अनुसंधान, वोल्यूम -II, पृष्ठ संख्या-1082
5. रॉबर्ट (1988), "विद्यार्थियों के व्यावसायिक पसंद एवं सामाजिक-आर्थिक स्तर का अध्ययन", एम.फिल शिक्षा, मदुराई कामराज विश्वविद्यालय, पंचम सर्वे शिक्षा अनुसंधान, वोल्यूम -II, पृष्ठ संख्या-10



***Dr. Manish H sevak**

Education

Research Zone India

Vol :- 8

Issue :- (1)

Dec :- 2019 Page -72 - 75

ISSN :- 2319 - 8168

"A study of development and tryout programme for developing problem solving ability in mathematics for 8th standard.

Problem posing and problem solving involve examining situations that arise in mathematics and other disciplines and in common experiences, describing these situations mathematically, formulating appropriate mathematical questions, and using a variety of strategies to find solutions. By developing their problem solving skills, student will come to realize the potential usefulness of mathematics in their lives. Problem solving is one of the most essential skill in which students must demonstrate a high level of proficiency. For example, in New Jersey, the state board of education has adopted the New Jersey core curriculum content standards in which the first standard states that "all students will develop the ability to pose and solve mathematical problems in mathematics, other disciplines and every day experiences "

The higher order reasoning skills, inferential strategies, and divergent thinking patterns essential to mathematical problem solving often have been difficult for many elementary school students to grasp (Kulm 1990; Thornton, 1995) for some of the students, inadequate reading skills may prevent full understanding of written problems, others may be unable to employ their knowledge of mathematical concepts as they try to solve a problem (Chinnappan & Lawson, 1996). Other students may not yet have reached the developmental levels necessary for understanding and solving problems (Nadler, 1994). Still others may find that unrealistic problem solving models hold no interest for them, and are therefore unwilling to devote much effort toward finding solutions (Heiman, 1985).

The significance of the ability to solve problems cannot be overstated, the fact that specialists in mathematical education place such a high priority on the teaching of the skills necessary to achieve this ability speaks to the fact that there is widespread concern over the current level of students' problem solving abilities.

Therefore this study addresses the following problem: educators must find a means of teaching problem solving skills more effectively.

Developing methods for teaching problem skills effectively has been a concern of many educational writers and practitioners.

Numerous (e.g. Polya, 1974; Bransford, 1993; Campbell, 1995) have developed generalized constructs for solving problems. While these constructs may have differed in certain detail, certain steps were universally considered to be essential for student success. For example, Polya (1974) suggested these four steps to solve a problem:

1. Understand the problem.
2. Devise a plan or strategy.
3. Carry out the plan.
4. Look back.

A modification of this step was offered by Bransford, (1993). He suggested a five step process known as IDEAL:

1. Identify the problem.
2. Define the problem through thinking about it and determining what information is relevant and what information is not.
3. Explore solutions by looking at alternatives, brainstorming, and examining the problem from different points of view.
4. Act on the strategies.
5. Look back and evaluate the effects of your activity.

Similarly, Campbell (1995) suggested that students should solve Problems by means of a step-by-step approach; he called this approach "P.A.C.E." This acronym stood for "problem" (identifying the goal), "Alternatives" (determining possible

Associate Professor-J & R College of Education ,Dahod.

solutions), "consequences" (examining the likely consequences of one's actions), and "Evolution" (selecting the most promising choice).

Clearly, the common threads of problem solving strategies include the recognition of information's relevant to the problem and the development of a systematic approach to developing a solution. However, it is much easier to describe these strategies than it is to teach them. Chisko and Davis (1986) have suggested the following general topics around which teachers can develop lessons in various subject areas to help students develop problem solving skills:

1. Recognizing and defining problems
2. Organizing information and using modeling techniques
3. Analyzing data, recognizing trends, and making decisions.
4. Being Flexible and thinking creatively.
5. Generalizing and consolidating.

2. STATEMENT OF THE PROBLEM:

"A study of development and tryout programme for developing problem solving ability in mathematics for 8th standard.

3. OBJECTIVES OF THE STUDY :

This study was carried out with the following objectives.

1. To develop programme for developing mathematics problem solving ability of 8th standard students.
2. To develop mathematics problem solving ability among the students of 8th class.
3. To study the effectiveness of problem solving programme on mathematics problem solving ability of 8th standard students.
4. To study the effectiveness of problem solving programme mathematics problem solving on ability in relation to mathematics pre achievement of 8th standard students.
5. To study the effectiveness of problem solving programme on problem solving ability of 8th standard students in relation to sex.
6. To study the interaction effect of sex and maths pre achievement level of standard 8th students on problem solving ability.

4. HYPOTHESES OF THE STUDY:

According to objectives and the of the study the following hypothesis were formulated.

1. There will be no significant difference between the mean score of mathematics problem solving ability of test of experiment and control group students of class 8th.

2. There will be no significant difference between the mean score of mathematics problem solving ability test of boys and girls students of class 8th.

3. There will be no significant difference between the mean score of mathematics problem solving ability of high and low pre achievement students of class 8th.

4. There will be no significant interaction effect of teaching methods and sex on mathematic problem solving ability of class 8th students.

5. There will be no significant interaction effect of teaching methods and mathematics pre achievement level of class 8th students on mathematic problem solving ability.

6. There will be no significant interaction effect of sex and mathematics pre achievement level of class 8th students on mathematic problem solving ability.

7. There will be no significant interaction effect of teaching methods, sex and mathematics pre achievement level of class 8th students on mathematics problem solving ability.

5. Scope of the study :

1. The present study covers the students of urban and rural areas Dahod district.

2. The study was delimited to the students of 8th standard from Gujarati medium schools of Dahod district.

3. This study was delimited to three units of mathematic subject of std 8th.

- SET
- volume of cylinder
- Rectangle

4. This study was delimited to the variables given below:

- Sex (Male, Female)
- Mathematics pre achievement level (high, low)
- Teaching methods (problem solving & tradition)

6. Significance of the Study

Every study is important in one way or the other. The problem of the mathematics through mental exercise for the children is very important. The significance of the study is given below.

- Three units of mathematics for std 8th.
- The programme of the solution of the problem is available here.
- The problem-solving ability-test is available for the std 8th maths.

- The effectiveness for the strength development for the students of std 8th for the student of the programme of mathematics.

- Moreover, the student will become active and will take interest through their personal understanding. This study gives shape to the study from simple to complex external to internal and knowing to unknowing with the help of maxims of learning and will help to decide the future fields.

7. Experimental design:

Purpose of the present study was to study the effectiveness problem solving program on problem solving ability in mathematics at class 8th level. Researcher has also decided to study the effect of gender and pre achievement level in

mathematics on problem solving ability. There for there were three independent variables and each have two levels as under.

- Teaching Method
 - Problem solving
 - Traditional
- Gender
 - Male
 - Female
- Math's pre achievement level
 - High
 - Low

There for researcher has decided to apply 2×2×2 factorial design of experiment for the present study.

Design of the experiment is as below

Experimental Group					Control Group			
Gender	Male		Female		Male		Female	
Pre achievement level	High	Low	High	Low	High	Low	High	Low

10. Experimental procedure:

1. Researchers has assigned student in the experiential and control group randomly keeping variables (sex, pre achievement) in mind.

1. Researcher has a developed a problem solving programme as selected unites of mathematics and implemented in experimental group. Researcher has planned mathematics lesson to teach control group testing traditional method.

2. After treatment problem solving ability test was administrated in both the groups and score on problem solving ability test were collected.

3. Data were analyzed using 2×2×2 factorial design ANOVA and Main effect of Independent variables and their interaction effects were studied and result were interpreted.

11. VARIABLE OF THE STUDY:

I. Independent Variables

The independent variables for the present study are

➤ Teaching Method : Problem solving programme

Traditional teaching

➤ Sex (Male / Female)

- School pre achievement test of mathematics (High / Low)

II. Dependent variable

1. Problem solving ability

III. Controlled variable

- Standard 8th class students
- Mathematics subjects (3 Unit)
- School

12. Population and Sample:

- Population of the present study was the student of the standard 8th studying in middle school of Dahod district.

- Researcher has selected four schools from 2 urban area and 2 from rural area of the Dahod district and then two classes of each school were selected for the experiment.

- Researcher has made the list of the all student s and scores of achievement in mathematics in last exam were collected as a measure of pre achievement in maths.

- Researcher has randomly assigned student in experiment and control group keeping sex and pre achievement in math in view.

Thus the sample of the study was selected and presented below

Name of School	Area	Experimental Group				Control Group			
		Male		Female		Male		Female	
		Pre achi. High	Pre achi. Low	Pre achi. High	Pre achi. Low	Pre achi. High	Pre achi. Low	Pre achi. High	Pre achi. Low
1	Urban	9	9	11	11	12	12	15	15
2	Urban	14	14	13	13	12	12	13	13
3	Rural	8	8	11	11	8	8	10	10
4	Rural	12	12	13	13	12	12	13	13

13. Tools;

For the present study

1. Researcher has developed a problem solving programmed in std 8th math
2. Researcher has constructed a problem solving ability test and **Validated**.

14. Data analysis:

In the present study there were three independence variable

1. Teaching Method
2. Sex
3. Mathematics pre achievement

And 2×2×2 factorial design of experiment was used. For the analysis of data researcher has used ANOVA-F test. The main effect of independent variable and their interaction effect was studied computing F-ratio and results were interpreted.

15. MAIN FINDINGS:

Findings of the study are as under

1. Mathematics problem solving programmed was found effective in developing problem solving ability of standard 8th student as compare to traditional approach.
2. There was not significant effect of sex on learning problem solving. There is not significant difference between the problem solving ability of boys and girls student.
3. Effect of student's pre mathematics achievement level was found significant on mathematics problem solving ability of standard 8th students.
Mean score of problem solving ability of high pre achievement level students was significantly grater then the mean score of problem solving ability of low pre achievement level student.
4. There was significant interaction effect of sex and teaching method on problem solving ability of std 8th students.
5. There was significant interaction effect of sex and per achievement level on problem solving ability of std 8th students.
6. There was not significant interaction effect of teaching method and pre achievement level on problem solving ability of std 8th students.
7. There was not significant interaction effect of teaching method sex and pre achievement level on problem solving ability of std 8th students.

BIBLIOGRAPHY:

- Charles H.T., The Teaching of secondary mathematics, Mccraw Hill, New York 4th Edition.
- Kothari C.R., (2004) Research Methodology, methods and technique, New Age International Publishers, New Delhi.
- Kulvirsingh Sindhu, A teaching of mathematics, sterling publisher Pvt. Ltd. New Delhi, 1984.
- Malhotra V. (2008) Methods of teaching mathematics crescent publishing corporation, New Delhi.
- , L. (2008) teaching of mathematics A.P.H. publishing corporation, New Delhi.
- Mustafa, M. (2004) teaching of mathematics New trends and Innovation. Deep and deep publication



Dr. Dharmendrasinh V. Gohil

Arts (History)

Research Zone India

Vol :- 8

Issue :- (1)

Dec :- 2019 Page -76-78

ISSN :- 2319-8168

India's Revolutionary Activities in Abroad

Abstract— In our paper we have describe the activities done by the sardar sinh rana abroad. We all know about the sardar sinh rana who is a freedom fighter and he had done many activities for freedom of India.

Keyword: freedom fighters in Indian history. Making India More Discipline.

The Bangabanga and the revolutionary activities that took place during it have two obvious masculinities: one in India and the other abroad, mainly the San Francisco-Canada Gadar movement and in Paris and London, efforts of Pandit Shyamji Krishnavarma and Sardar Singh Rana and all allies at the India House. It is not surprising that there was a kind of coherence, continuity and clarity in the activity of the dreamers of the armed revolution in India or outside India. Otherwise how Madam Cama would have published 'VandeMataram' in London and Paris in the same way as Arvind Ghosh's 'VandeMataram' was published in Calcutta. It will be interesting to note that after the establishment of 'Bharat Bhavan' in London, many other centers of movement with similar names were established abroad.

After the Bangabhang, the third phase of the armed conflict, like "Deep Se Deep Jale", started in the second decade of the twentieth century and lasted till 1930. We are mainly familiar with the names of Bhagat Singh, Chandrasekhar Azad, Ramprasad Bismil, Ashfaqullah, Sukhdev, Rajguru, Batukeshwar Dutt and a few others, but there was lot more going on whose documents are being found. The then head of the intelligence service, James Campbell, noted: "In the decade from 1907 to 1917 alone, about 2,000 revolutionaries were

captured in Bengal and executed or sentenced to death in the Andamans."1

Some of the other lawsuits were : 334 revolutionaries, 228 major 'Conspiracies' lawsuits, 44 historical lists, Punishment of 60 revolutionaries of Assam and Bengal, 41 Bihar, 16 Mumbai - Sindh, 54 Madhya Pradesh, 17 Madras, 37 Punjab - Rajputana, 108 Uttar Pradesh.

The lone Gadar Party, which was found in San Francisco at the hands of Lala Hardayal, but its efforts extended beautifully. So many people were punished in his frequent conflicts: 7 hanged in Lahore conspiracy case, 17 sentenced to Andaman's black water punishment, 27 to black water, 6 people get 10 to 2 years, 5 executions (converted to black water) in Lahore conspiracy-2, 8 to black water, 1 hanged executed in Lahore conspiracy-3, 5 executed in black water, 1 in 1 year fulfilment, 6 hanged executed in Mandle-conspiracy-1, 1 converted to black water, 5 to black water, 1 for seven years, 3 hanged executed in Mandle-conspiracy-2, 1 to black water, San Francisco case (California) 15 sentenced from 5 to 15 years in prison. 1 to black water in Mandi Conspiracy - 1, 4 from 14 to 3 years, 1 to black water in Mandi Conspiracy - 2, 7 were hanged in the Feroze shah case, 2 hanged, Death of two during fight 5 hanged in Vala Railway Bridge case, 1 hanged in Anarkali Case, 2 hanged in murder case of father (Priest), 4 black water, 1 get two years imprisonment, 23rd Cavalry

*Visiting Lac. Dept. of History. M. K. Bhavnagar University. Bhavnagar

(Digshai) Court Marshal, Twelve were shot, 6 to Black water, 11 to get 7 to 3 years imprisonment in Mainpuri Conspiracy, 4 hanged in Kokari (Four

lawsuits), 5 to Black Water, one get 14 years, four get 10 years, Four get 5 years, One get 4 years, One get 3 years, Hanged in Lahore Conspiracy-1 (1930), 7 get Life Imprisonment, One get 7 years, One get 5 years, Life Imprisonment in Lahore Conspiracy-2, Twelve get 7 to 2 years in prison, Seven were declared fugitives, various sentences of 2 to 10 years in Delhi Conspiracy, Devdhar Conspiracy 16 people were sentenced from 2 to 10 years. In Inter Provincial case 3 to Black Water, Three get 14 years, Eleven get 7 years, Eight get 3 to 5 years, 8 sentenced for two to five years in Karachi Conspiracy.

It is a historical and interesting fact that in our tireless efforts for India's independence, our revolutionaries were able to mobilize foreign fighters and thinkers as well. We are familiar with some of the names that have been used to correspond with revolutionaries from different countries, to meet them, to travel and to work for world opinion.

We are familiar with some of the names of the perpetrators (such as Lala Hardayal, Pandurang Sadashiv Khankhoje, Taraknath, Madam Bhikaiji Kama, Sardarsinh Rana, Pandit Shyamji Krishnavarma, Vanchilyer, Raja Mahendra Pratap, Vinayakarao Savarkar, Virendranath Chattopadhyay, Manvendranath Rai, Rash Bihari Ghosh, and Subhash chandra Bose). But there were many others who traveled from one country to another, visiting Iceland, Egypt, China, Russia, Thailand, Burma, Siam, France, Argentina, Canada, Afghanistan, England, Sweden, Japan, Turkey, the Philippines, Vietnam – none were left. The Home Rule Society held in London in February 1905 was established under the chairmanship of Shyamji Krishnavarma. Since then, the victory flag of the Azad Hind Fauj was planted

in the 1946 in Rangoon-Andaman. Until then, this revolution of more than 40 years in foreign countries! 2

Soviet Russia influenced Indian revolutionaries in two ways: first, the fathers of the October Revolution were already aware of India's plight, and second, the way in which a "revolution" took place in Russia could serve as a lesson in opening the door to Indian liberation. A third reason remained timely. Soviet Russia's aggressive stance against the imperialist countries seemed to suit for India. However, inequality in India arose only when Russia, America and France were not reconciled in World War II and Summer Guha's guess is that on August 1945, Subhash took the risk and went to Russia, was caught there and died somewhere in prison!

But the picture of the joint efforts of the Russian-Indian revolutionaries - is like examining strange events. Maxim Gorkha was in constant touch with Pandit Shyamji and Madam Kama. The 'Gadar' leaders of 1914, Virendra Chattopadhyaya, Bhupendranath Dutt (Swami Vivekananda's brother), Mohammad Bartullah, King Mahendra Pratap, the defendant Acharya, Abdulrab Work and Pandurang Khankhoj went on a trip to Russia. In 1916, Mahendra Pratap sent two delegations to meet King Zar, but was not allowed to do so. A third delegation was also arrested. In July 1910, twenty-eight revolutionaries arrived in Tashkent from Kabul. Its leader, Abdul Rabb, was a brilliant intellectual. Held a high position in the Foreign Office of England. Joined the Berlin Committee in 1908 to join the Indian Army in Mesopotamia, also met Lenin. Due to both the Khalifate movement and the situation in Kabul, some Muslims arrived in Russia with a feeling of British opposition. One such group of 89 youths was led by Mohammad Akbar Khan.

As the Council for International Paganda noted in November "170 Indians were here in Tashkent and another 600 in Teremz." A suburb of such migrating Indians

had settled in Adizan, a group led by Audit Usmani had also arrived. M. N. Roy was in Russia at the time, but the two concepts of "anti-British struggle" and "proletarian state" continued to be confused, so it is not clear how he contributed to the pure Indian War of Independence. Roy himself stated at the December 1927 meeting: "If you are not united, how can you fight against the British? Your future fight is unclear." The truth is that some of these caliphs came to fight. The rest wanted Russian cooperation in their efforts to free India. The Bolsheviks did not want a repeat of the revolution in India. Roy became the first Indian communist 1920 and founded the Medes Con Communist Party. Standard 4th Gujarati pass, Ravabhai was desperate to teach his son Sardar. So he taught him among three sisters with all his efforts. After studying in the dusty school of Kantharia, Sardarsingh entered Alfred High School in Rajkot. Today that school is known as "Mahatma Gandhi Vidyalaya". Respected Mahatma Gandhi studied with Sardar Singh and used to call him "Sadubha". When Gandhiji went abroad, Sadubha was also present at his farewell ceremony. After completing his secondary education in Rajkot, he entered Elphinstone College in Mumbai for higher studies. He was an ordinary man so State of Limbdi helped him. Lathi State also provided some help. 3 Limbdi Thakorsaheb Jashwant Singhji helped him freely. From high school until graduation, scholarship of monthly Rs. 20 and Rs. 3000 to go to London. He was also given warm clothes. Seeing Sardarsingh's intelligence, he also expressed his desire to adopt him but Sardarsinghji refused very politely. Sardasinh's equivalent was Shyamji Krishnavarma of Mandvi (Kutch). They both were friends, passionate patriots and passionate revolutionaries. Leaving Mumbai's College, Sardarsingh joined Ferguson College in Pune. Here he got acquainted with Lokmanya Tilak and Surendranath Banerjee. Both these

suppressed the sense of patriotism in Sardar Singh. 4

As a student, Sardar Singh Rana came in contact with the Congress. In 1895, Sardar Singh Rana participated in the Poona Congress session as a volunteer. Even on that day, foreign attire was considered welcome in the educated society still Sardarsingh Rana came in Kathiawadi attire (Traditional). Surendranath Banerjee was impressed by his thoughts and sense of patriotism and gave a picture with his signature and a copy of his speech. 5

Sardar Singh Rana was married to Sonalba Jadeja. Sonalba was the daughter of Bhingada village. Sonalba had two sons: the eldest son was named Ranjit Sinh and the youngest son was named Natwarsinh Rana.

References

- ⇒ based on the visit of rajendrasinh rana (every week)
- ⇒ Oza, Dakshababen, 'Passionate Revolutionary Sardar Singh Rana', Publisher: Balbharati Trust, p. 5
- ⇒ Ibid, p. 5
- ⇒ Ibid, p. 6
- ⇒ Patel Mangubhai Ra. , 'India's Freedom Struggles and Its Founders', Publisher: University Granth Nirman Board, State of Gujarat, p. 496

cc:SFNAZLGLDFc IJX Y110S



* Dr. Lalitbhai M. Baraiya

Physical Education

Research Zone India

Vol :- 8

Issue :- (1)

Dec :- 2019 Page -79- 80

ISSN :- 2319 - 8168

GIRLS WRESTLING GAINS ACCEPTANCE

High School Girls Grapple with Male-Dominated Contact Sports

A local newspaper dubbed her “The Gritty Grappler,” and with good reason. At 112 pounds, Katrina Betts, a senior at Milan High School in Ann Arbor, Michigan, had defeated 18 of her 24 opponents in one season, with 11 pins. Her victories were remarkable for several reasons: She not only came back to the mat after life-threatening injuries suffered in a car accident two years before; she also managed to hold her own in a sport where the presence of females is often only grudgingly accepted.

“I’d say the parents are the worst,” Betts commented after one tournament “Actually, I think the mothers are a lot worse than the fathers. I don’t think they like it when a girl beats one of their sons.”

According to the National Federation of High School Associations, the numbers of girls who compete in wrestling are up dramatically. With the growth in girls’ interest in the sport, many schools find themselves literally wrestling with the question of how to accommodate both sexes in a traditionally male sport. Title IX requires any school receiving federal funds to allow girls to try out for and, if qualified, participate on a boys’ team if no comparable girls’ team is available. Although contact sports — such as football, ice hockey, and wrestling — are specifically exempt from the Title IX mandate, most coaches seem inclined to accommodate girls, even if they aren’t required to do so by law.

A Level Playing Field?

“At first, it’s like, ‘Ooo, there’s a girl on the team,’ but after a week it’s no big deal,” says Lance Lomano, wrestling coach at Northeast High School in St. Petersburg, Florida, where senior Alix Lauer is the sole female member of the school team. “She’s kind of a tomboy, so most of us treat her equally. The guys don’t take it easy on her.”

Lauer must wait outside the weigh-in room while other teammates take their turns on the scale. She removes more jewelry before a match than other players. Other than that, her presence on the team has become almost unremarkable, Lomano says. Unlike football, basketball, or hockey, where adolescent boys’ height or physical strength often makes it impossible for girls to compete on a “level playing field,” wrestlers are matched according to weight.

“You’re competing against someone in the same ball park, because weight is a leveler,” notes Jim Thompson, director of the Positive Coaching Alliance based at Stanford University. “For girls who want to play at the highest level in any sport, playing against boys toughens them up.”

“I Got Beat by a Girl”

But what makes for an exciting and challenging opportunity for girls may provide a different sort of challenge for boys, observers note.

“They say, ‘Oh, if I ever lost to a girl I’d be so embarrassed,’” coach Lomano says of the boys on his wrestling team. “And the girls know, if a guy loses to them he’s going to take a lot of ridicule.”

* Department of Physical Education, Mahila College, Una

"Thinking about the adolescent boy's psyche, they have so much anxiety and insecurity," says Thompson. "I got beat by a girl' can be turned inward in a negative way, with negative self-talk, or outward in misogynistic, anti-female vocabulary and behavior."

Lomano has observed no inappropriate behavior on the mat when girls and boys wrestle each other, precisely because, he believes, boys are reluctant to compete with girls in the first place. Despite that, some schools would rather "pay than play."

"We will forfeit a match if a girl is on the opposing team," vows John Herzog, superintendent of Detroit's Lutheran High School Association representing five private high schools. "The opening hold is obscene. They've got the hands on the crotch. You have to draw the line somewhere, and we would say there are ample opportunities for girls in other sports."

A League of Their Own?

Others argue that denying girls a chance to compete in the sport of their choice constitutes social, if not legal, discrimination. The short-term answer, Thompson believes, is sensitivity training for coaches, so they know how to deal with both boys' fear of ridicule and girls' feelings about being ostracized. In the long term, all observers agree, the best scenario is for girls to wrestle other girls on teams of their own. In fact, women's wrestling has gained acceptance worldwide.

In the meantime, a growing number of young women seem determined to take their place on the mat, despite the obstacles.

"The guys are so much stronger," wrestler Alix Lauer told the *St. Petersburg Times*, "but I try not to think about that. It's like running. I say to myself, 'What's stopping me from putting one leg in front of the other? Nothing.'"

Reference

1. Coach World Book Encyclomedia 1990
2. Led John Rider 8th January 1987
3. The effect of local expriment of the under skin Bihar University 1975

*