

“HIMMAT VIDYANAGAR”
SHRI AMARJYOT EDUCATION TRUST
FOUNDER : SHRI HIMMATLAL MULANI
(SPEAKER : 08TH GUJARAT LEGISLATIVE ASSEMBLY)

ISSN : 2457 - 0273

RĀDHANVALLĪ :

**An International Peer Reviewed Multidisciplinary Research Journal
(Bi-Annual)**

Vol. : 02

Issue : 04

Month : Nov - 2018

રાધાનાવલ્લી



CHIEF EDITOR :
DR. C.M. THAKKAR
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: PUBLISHED BY :

Shri Trikamjibhai Chatwani Arts & J. V. Gokal Trust
Commerce College, Radhanpur, Dist - Patan, Gujarat
NAAC ACCREDITED : GRADE 'B'



ISSN: 2457-0273

(Online)

RADHANVALLI: An International Peer Reviewed Multidisciplinary Research Journal (Bi-Annual)

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Shri Trikamjibhai Chatwani Arts & J.V. Gokal Trust Commerce College, Radhanpur

Vol.:02

Issue :04

Nov - 2018

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ISSN INTERNATIONAL
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SERIAL
NUMBER
INDIA

S. B. Burde,
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Phone: 91-11-26863759
E-Mail: issn.india@niscair.res.in

No. NSL/ISSN/INF/2017/538

Dated: November 14, 2017

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ISSN 2457-0273

Radhanvalli

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**For Head
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Dr. C.M.Thakkar was born on 01st Jun 1966. He graduated in Commerce (B.Com.) in the year 1988 from Gujarat University. Prin. Thakkar did his Post Graduation (M.Com.) from North Gujarat University in 1990 and Ph. D. North Gujarat University in 2004. He had also completed B.Ed. and LL.B. from Hemchandracharya North Gujarat University, Patan.



Prin. Thakkar started his academic career as an Lecturer in Accountancy. After joining the noble profession of teaching, he served this profession in different capacities like Lecturer, Assistant Professor, Professor and Principal at Shri Trikamjibhai Chatwani Arts & J.V. Gokal Trust Commerce College, Radhanpur for 25 years.

He has written two books to his credit He participated in long term and short term training programs. He also participated and presented research papers in State, National and International level seminar Conferences etc. He has guided numerous candidates for their Master Thesis and has conducted many Seminars/workshops & Training Programs in the state. He has to his credit many publications in various National and International Journals. He also guided 06 Ph.D students and 06 M.Phil students in the Hemchandracharya North Gujarat University, Patan.

Prin. Thakkar was a Chairman of Board of Studies of Accountancy at Hemchandracharya North Gujarat University, Patan. He has been appointed as member of Academic Council Hemchandracharya North Gujarat University, Patan. Looking to his efficiency and capacity to work continuously, he was entrusted with overall responsibility of Principal of college. During this tenure, ACCR has received prestigious accreditation of NAAC with B+ Grade in the year 2013. He was also a member of BUTR, and is a member of Examination Reforms Committee at Hemchandracharya North Gujarat University

He is a Co-ordinator of Dr. Babasaheb Ambedkar Open university of the Radhanpur Study Center. He was also a President of Vanijay Vartual of Hemchandracharya North Gujarat University (Commerce) .He is a member of the Board of Commerce Sankalchand University, Visnagar. He is an invited member of Local Inquiry Committee. He is the role model for the Young Faculty to follow his footprints to contribute meaningfully in enhancing Commerce Education. In short, Prin. Thakkar is a dynamic personality with combination of Academic and Administrative excellence.

EDITORS PROFILE**Chief Executive Editor**

Dr. Chirag V. Raval is M.Com., M.Phil., Ph.D. from Sardar Patel University, Vallabh Vidyanagar. He has 09 years of teaching, administration and research experience. He has been teaching Commerce and Management subjects. Besides above he has been associated as paper setter, moderator and examiner of Commerce and Management subjects.



He possesses many feathers in his crown – Appointed as a member of **College Development Council** from 01/04/2012 to 31/03/2015 in Sardar Patel University, Vallabh Vidyanagar. He has appointed as a member of Board of Studies of Business Studies (Commerce) and Management Faculty at Sardar Patel University, Vallabh Vidyanagar. He was recognized **Ph.D. Guide** in Commerce subject at Sardar Patel University, Vallabh Vidyanagar. He is Life Member of Indian Commerce Association. He has also published various research papers in the various referred journals. He has also participated and presented research papers in several State level, National level and International level seminars and conferences. He has delivered live lecture of Business Organization & Management subject initiated by Higher Education Commissioner, **BISAG** (Bhaskracharya Institute of Space Aeronautics and Geo-Informatics), SANDHAN, Govt. of Gujarat, Gandhinagar. He has delivered lectures at various institutes. He is member, Editorial Board in International Journal AVANSEAZA. He is recognized P.G. teacher in Commerce subject at Hemchandracharya North Gujarat University, Patan. Previously, He was working as Principal (I/c.) at AIMS College of Management & Technology, Bakrol, Anand from June 2009 to January 2016. Presently, He is working as Assistant Professor of Commerce at Shri Trikamjibhai Chatwani Arts & J.V.Gokal Trust Commerce College, Radhanpur from January 2016 onwards.

EDITORIAL DESK

I am enormously blissful to present our college Research Journal “RADHANVALLI” : An International Peer Reviewed Multidisciplinary Research Journal (Bi-Annual). The fourth issue is being presented to you with all fresh insightful reflections from learned academicians, researchers and scholars.

The journal aims at disseminating research output and provides crucial information about recent developments in the relevant fields, through high quality research papers on the topics related to multidisciplinary subjects

It is slowly but firmly gaining its momentum. I am very much pleased to present the “RADHANVALLI”: An International Peer Reviewed Multidisciplinary Research Journal (Bi-Annual) before the readers, academicians and researchers.

The multidisciplinary journal contains the variety of discussions on topics from Commerce, Accountancy, Management, Gujarati, Sanskrit, English, Sociology, Hindi, Physical Education, Library Science, Education etc. We are trying our best to bring before you the latest and authoritative insights into the facilitating world of multidisciplinary education. I hope that all of you will share yours experience, skills, knowledge and education to move our college forward.

In this issue of the journal, we have put together the 09 research papers, regarding diverse interests in the field of multidisciplinary subjects covering the various topics of a prominent researcher has taken meticulous efforts in illumination useful points about multidisciplinary research. We are proud to have you as part of our team and look forward to your future contributions.

I will repay your kindness with a promise to make your time here enriching, and perhaps even transformative.

With sincere thanks,

Dr. C.M. Thakkar
Chief Editor

Dr. Chirag V. Raval
Chief Executive Editor

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A Comprehensive Framework on Factors Influencing Consumer Impulsive Buying Behaviour in Retail Environment

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Abstract

The increase in personal disposable incomes and easy to get credit availability, exposure to the shopping culture of the west and a desire to improve standard of living have made impulse purchase. The purpose of this study is to justify factors influencing consumer impulsive buying behavior in retail environment after evaluating theoretical analysis of impulsive purchase models.

This paper tries to know how consumer's traditional planned shopping behaviour is shifting to impulse behaviour. The study tries to find out various frameworks for determining impulse buying behavior cues and reasons. Research methodology used in the paper will provide a base for further research related to this study. This study revealed different factors that influenced consumer impulse buying behavior – it includes Demographic characteristics, Consumer characteristics, Store characteristics, Situational factors, Product category & socio-cultural factors.

Keywords: consumer impulsive buying behavior, retail environment, internal factors, external factors

1.0 Introduction

This research paper on “A Comprehensive Framework on Factors Influencing Consumer Impulsive Buying Behaviour in Retail Environment” emphasis on organized retail stores and factors which need to be focused which influence purchase impulsivity of retail consumer. Impulsiveness in buying behaviour rises with the bottom to top shift in hierarchy of needs in Maslow’s Pyramid. People who are in the self-actualization mode are more prone to impulse purchases. In India with growing disposable incomes people tend more towards this phenomenon to satisfy their feeling of self actualization. Research has proved that impulse buying is an area which could become of more interest to retailers as well as marketers and manufacturer’s world wide as it is a factor that can increase sales volumes and improve their

bottom lines. Some retail stores place confectionary at the base level at the checkout stores where small babies and kids pick them up and pester their parents to buy them and in some cases unknowingly put them in their mouth forcing the latter to pay up for the same. Dobbin (2011) says that Customers behaviour and habits in doing has undergone a sea change with the emergence of malls and them becoming landmarks for shopping in the Urban Context. G. Muruganantham & Ravi Shankar Bhakat (2013) in their study on behaviour of impulse buying prepared a framework that helps researchers to have a better understanding on the concept. According to them there are four categories of factors that influence impulse buying behaviour. They are outside stimuli, inner stimuli, situational factors that are related to the product, cultural social and demographics and Development. Rook DW, Fisher RJ (1995) identified impulse buying tendency to be a basic characteristic of consumers. This phenomenon has been comprehensively defined as “a consumer’s tendency to buy spontaneously, unreflectively, immediately, and kinetically”.

Research Problem

The research problem formulated in this study is that to emphasize what factors influence impulse buying behaviour of consumers in retail environment.

Objectives of Research

- To develop proposed research model through the analysis of various theoretical framework.
- To find out some factors compel impulse purchase that facilitate further detail study for the same.

2.0 Literature Review

Demographics and other characteristics of the customer have an impact on his impulsiveness according to Kollat and Willett (1967).

Inman et al (2009) stated that factors like age, gender, in-store browsing time, packing, colourful displays, creativity in advertisements and attractive promotions trigger desires and needs that are not recognized and motivate customers to buy products unintentionally and on impulse.

Socio-cultural environment is a major factor that influences the customer without any commercial aspect and involves friends; family; peers; culture; social class (Schiffman and Kanuk, 2007).

The state of Customers Mood will play a significant role in his impulsiveness and sometimes they are lost in the present while doing it for relieving their unpleasantness in their mood (Elliott, 1994).

The fact that customers who do impulse buy have higher levels of enthusiasm, delight, joy and amusement was established for the first time by Weinberg and Gottwald (1982).

Rook and Hoch (1985) stated that customers lacking control of their own self sometimes called as “psychological disequilibrium” is an important aspect that is affecting impulse purchase behavior and due to it they feel a lack of control on themselves for a short period and think that there is need for the product.

Schiffman and Kanuk, 2007 stated that marketing at the Retail store includes deciding the right package and size, giving guarantees, advertising through media, efforts for promotion, deciding the right price(discounts and offers),distribution.

The degree of customer involvement with products also varies in impulse purchases when compared to routine purchases as in the former there is no prior plan or decision made and his depth of involvement in decision taking is low according to Michael et al (2010).

Research methodology:

Research methodology used in this study is descriptive in nature which includes content analysis of Theoretical frameworks for consumer Impulse buying behaviour on the basis of secondary source of data.

3.0 Impulse Buying

Meaning

Impulse Buying is any unplanned or spontaneous purchase decision taken by any consumer which is supported by certain stimuli which compel or force a consumer to act in an impulsive manner. As already discussed in the introduction, there are several factors which do affect Impulse Buying. In case of impulse buyers do not move with pre decided task to any shopping arena as well as they do not carry any pre decided product in their shopping list.

Definitions of Impulse Buying

Engel & Blackwell (1982), defined impulse buying as a buying action undertaken without a problem previously having been consciously recognised. Cobb and Hoyer (1986) defined

Impulse Purchase in a way “which shows that an impulse purchase occurs when there is no intent to buy a specific brand, or even from the category, prior to entering the store”.

Types of Impulse Purchase

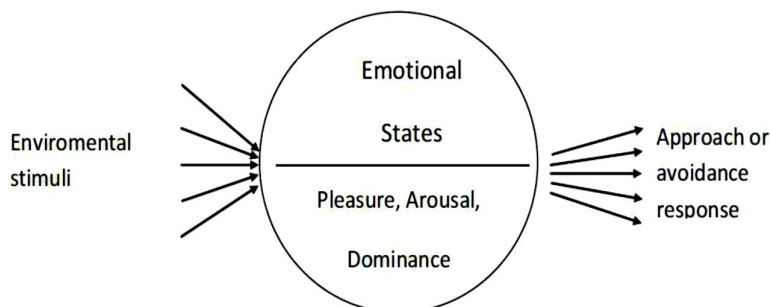
Stern (1962) in his paper “The Impulse mix” has mentioned four types of Impulse purchases:

Pure Impulse Buying	It is one in which the shopper shops something out from normal shopping behaviour which he/she has not planned at all. (It does not follow usual buying pattern)
Reminder Impulse Buying	This type of buying occurs when product is viewed by a customer and after seeing it he recollects and analyzes its need and requirement. This can also be result of how the retailer has presented or placed that product in the store.
Suggestion Impulse Buying	It is quite different from the previous one as in this the shopper has no knowledge or information of the product before looking at it and the need is also recognized after seeing it. (It occurs when a shopper sees a product for the first time and visualizes a need for it, even though she/he has no previous knowledge of the item.)
Planned Impulse Buying	It is the last type of purchase depends on the special offers discounts, offs etc. (It occurs when the shopper enters the store with specific purchase in mind but with the expectation & intention to make other purchases that depend on price, specials, coupon offers, and the like.)

4.0 External and Internal Stimuli

External stimuli

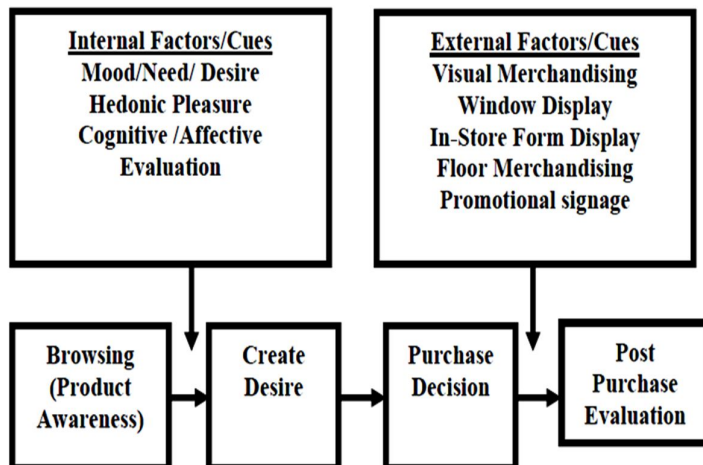
4.1 The Mehrabian-Russell Theory



Source: Adopted from Mehrabian-Russell Theory

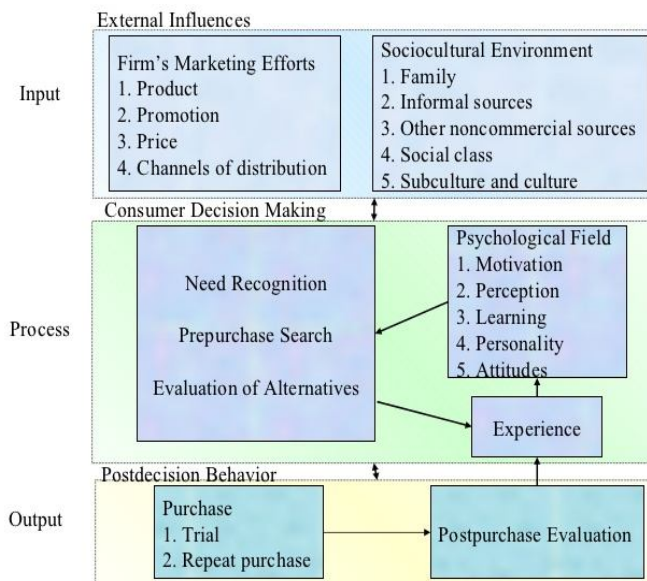
Internal Stimuli

5.1 The Impulse Buying model (Churchill & Peter 1998).



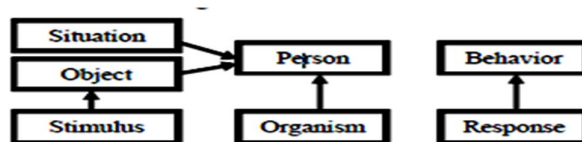
Source: Adapted from Churchill & Peter (1998).

5.2 Consumer Decision Making Model



Source: Adopted from Schiffman G.L and Kaunuk L.L (2000)

5.3 S-O-R model

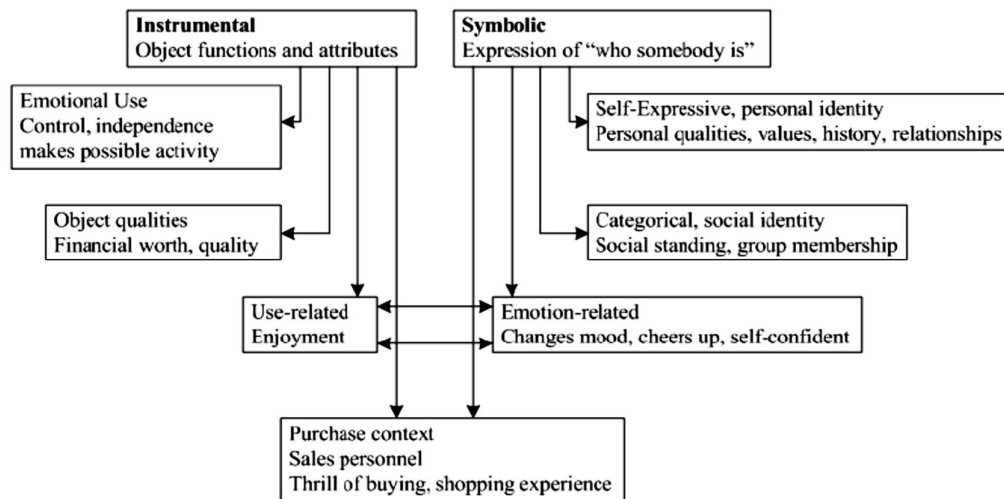


Source: Adapted from Russell W. Belk (1975)

5.4 The Reference Point Model

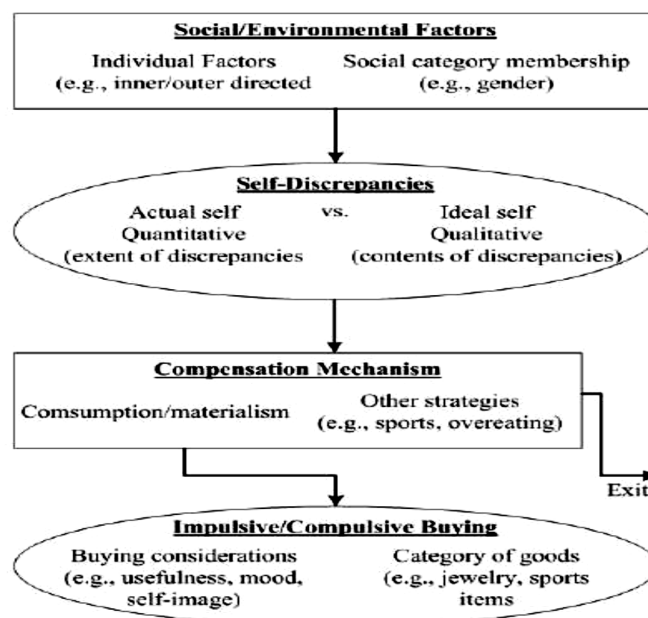
Hoch and Loewenstein (1991) were the pioneers who brought the Reference point model into existence. Its main purpose is to explain the reasons behind the how and why of impulse purchase behavior of the customer. A reference point was conceptualized at which “shoppers are concerned to a lower level about absolute attainments of their own in comparison with attainments in relation to some comparison point that is psychologically relevant”.

5.5 Dittmar Model of Impulse Buying



Source: Adopted from Dittmar Model

5.6 Theoretical Model of Impulse Buying

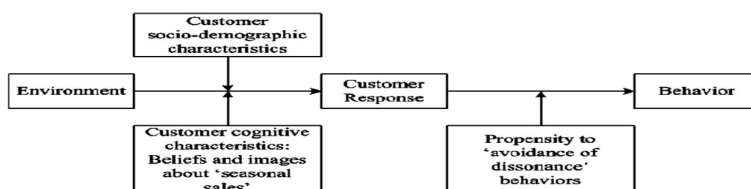


Source: Adopted from Impulse Buying model

5.7 Two-Factor Cost-Benefit Accessibility Framework

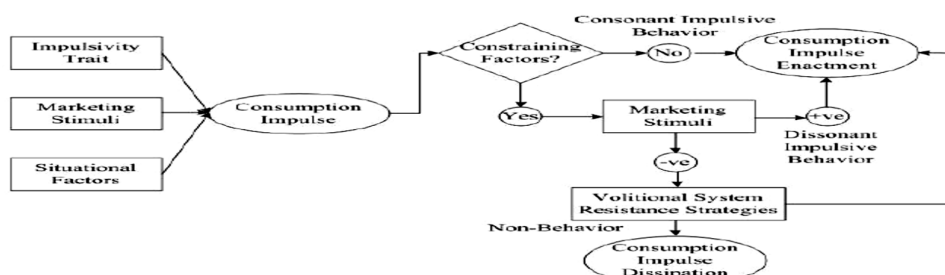
PURI (1996) model is based on the principle that degree of impulse will be impacted by the situation will emphasize the negative side of the cost of that impulse purchase; the benefit that accrues due to the purchase of that product or both and also the customers nature to be impulse. When the situation dictates that the benefit from the product will be outweighing that cost of it, the customer will be tempted towards succumbing to the urge is high and will become the compelling force of impulsiveness.

5.8 A Model of Environment-Shopper Relationships



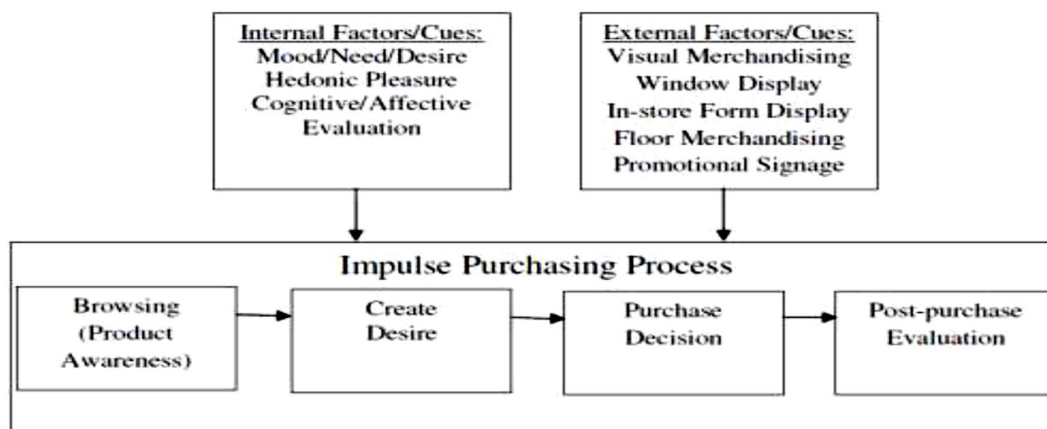
Source: Adopted from Environment-shopper relationships Model

5.9 An Integrated Model of Consumption Impulse Formation and Enactment



Source: Adopted from Integrated Model of Consumption Impulse Formation and Enactment

5.10 Process of Impulse Purchasing – Kim Model (2003)



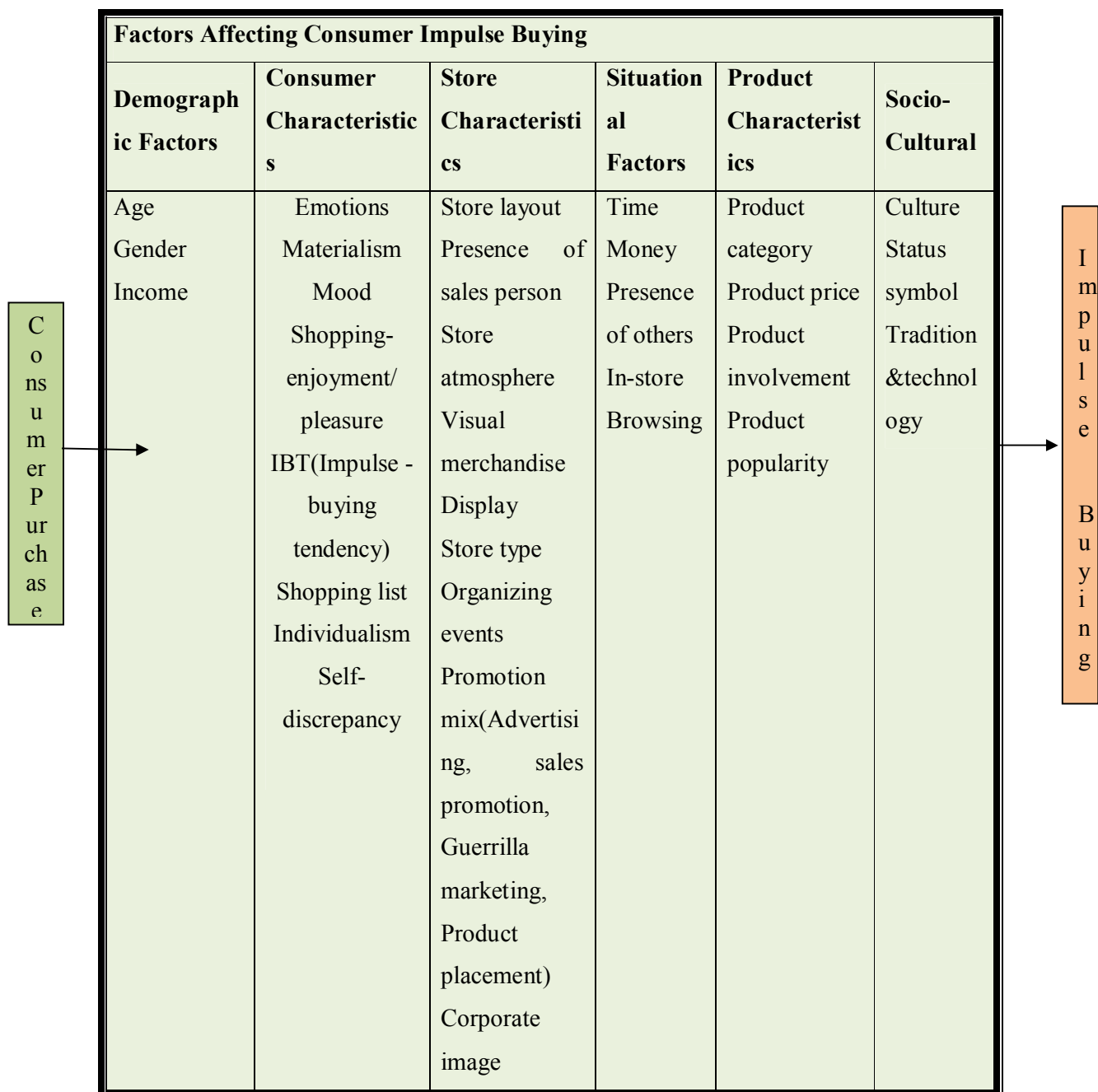
Source: Adopted from Kim Model (2003)

5.11 Jan-Riener Roorda Early Bird and Night Owl Model

Jan-Riener Roorda (2013) in his studies tried to prove that aged/old age customers (early birds) tend to purchase impulsively in the evening or late afternoon and young customers (night owls) do it at mornings and early afternoons.

6.0 The proposed research model

The proposed research model in this paper is stated as follow:



7.0 Models or frameworks analysed in this study

Model name	Analysis
The Mehrabian-Russell Theory	External factors include environmental stimuli like various product categories at the retail stores, giving free samples, providing discounts on MRP, positioning of product on shelf, attractive display on POP, giving demos and free coupons, advertisement, promotions inside the store motivate consumer & transform in emotional reaction is resulted in to behavioural response in form of impulse buying
The Impulse Buying model Churchill & Peter (1998)	Customers come across store browsing and starts preparing his/her mind for create need & requirement for product which ultimately leads to impulse buying.
Consumer decision making model(Schiffman & Kanuk,2000)	As per the model consumer passed through three stages where consumer is influenced by marketing efforts ,socio cultural & psychological factors which inject the decision to buy product having positive or negative result i.e. either satisfaction lead to continue or repeat buy or dis- satisfaction lead to stop buying or reduce buy.
S-O-R model	A person is stimulated by both situation & object and after this he/she reacts in a way he/she do.
The reference point model by Hoch and Loewenstern (1991),	Various factors & physical proximity, social comparison & temporal proximity is causing a shift in the customer's reference point where they are already imaging that they own the product increasing in his impulsive purchase behaviour. This model focused on the perception of the consumer about product & the reference point shift.
A Theoretical Model of Impulse Buying by Dittmar and colleagues (1996),	Product functionality & symbolic identity stimulate consumer impulse buying.
A Model of Impulse Buying by Dittmer and colleagues (1995)	This model indicate that materialistic nature of customer, his feeling of self –discrepancy & compulsion inject impulse buying.
The two-factor cost-benefit accessibility framework by Puri (1996)	This model revealed that degree of impulse is influenced by cost of impulse purchase and benefit received on that purchase of product. If benefit is more, urge is high & benefit is less, urge is less to buy & result in the low chance of impulse buy.
A model of environment-	It revealed two moderating factors that exist between surrounding

shopper relationships by McGoldrick and colleagues (1999)	environment & response of the shopper. Socio demographic factors response to the environmental cues & also inject impulse buy.
Dholakia's (2000) integrated model of consumption impulse formation and enactment	It shows that Impulse buying consist of various process factors of motivation, volition, cognition & psychology & presence of any one of them or combination is resulted in to impulse buying.
Process Of Impulse Purchasing – Kim Model (2003)	Process of impulse purchase starts with browsing store in the absence of any desire of doing purchase or thinking about a certain items.
Jan-Riemer Roorda(2013) Early Bird And Night Owl Model	It is proved that old age customers (early birds) like to purchase impulsively in the evening or late afternoon & young customers (night owls) do it morning or early afternoon. It shows the arousal energy levels are different for both age groups for impulse buying.

8.0 Findings & suggestions:

On the basis of this analysis of models of Impulse buying it revealed that there are certain factors which inject urge of impulse buying & because of certain factors consumer shift towards regular to impulse buying. Both internal & external factors have its own importance in influencing consumer impulse buying. Because every consumer has his own pattern of thinking & making decisions on the basis of these factors which is analyzed in various frameworks drawn by experts & the importance of every factors should be considered by researcher & not to deny or ignore because it directly or indirectly influence or create urge for spontaneous buying behavior. So finally this study has provided base for further detail study regarding the same.

9.0 Conclusion:

Impulse buying is a spontaneous and immediate purchase with no prior plan either to buy the specific product or to fulfill a specific buying task. The findings of the study indicate that on the basis of different frameworks given by the experts reveal certain factors which directly or indirectly arouse desire of consumer to buy impulsively. Factors like Age, gender, income, time, money, product category, store browsing, IBT (Impulse buying Tendency), store layout, promotions, display, self discrepancy, pleasure, emotion, mood, family, friend, Para social interaction etc. considered under the classification of factors consist of demographic, consumer characteristics, product characteristics, situational factors, socio cultural factors &

store characteristics. These factors provide scope to researcher for further depth study regarding how these factors is influenced impulse buying in retail environment.

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Sustainable Development Goals and Human Development Index (HDI) and Its Impact

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1)Introduction:

sustainable development is defined as a process of meeting human development goals while sustaining the ability of natural systems to continue to provide the natural resources and ecosystem services upon which the economy and society depends. While the modern concept of sustainable development is derived most strongly from the 1987 Brundtland Report, it is rooted in earlier ideas about sustainable forest management and twentieth century environmental concerns. As the concept developed, it has shifted to focus more on economic development, social development and environmental protection for future generations.

Sustainable development is the organizing principle for sustaining finite resources necessary to provide for the needs of future generations of life on the planet. It is a process that envisions a desirable future state for human societies in which living conditions and resource-use continue to meet human needs without undermining the "integrity, stability and beauty" of natural biotic systems. It was suggested that "the term 'sustainability' should be viewed as humanity's target goal of human-ecosystem equilibrium (homeostasis), while 'sustainable development' refers to the holistic approach and temporal processes that lead us to the end point of sustainability."

2)History:

Sustainability can be defined as the practice of maintaining processes of productivity indefinitely natural or human made by replacing resources used with resources of equal or greater value without degrading or endangering natural biotic systems. Sustainable development ties together concern for the carrying capacity of natural systems with the social, political, and economic challenges faced by humanity. Sustainability science is the study of the concepts of sustainable development and environmental science. There is an additional focus on the present generations' responsibility to regenerate, maintain and improve planetary resources for use by future generations.

Sustainable development has its roots in ideas about sustainable forest management which were developed in Europe during the seventeenth and eighteenth centuries. In response to a growing awareness of the depletion of timber resources in England, John Evelyn argued that "sowing and planting of trees had to be regarded as a national duty of every landowner, in order to stop the destructive over-exploitation of natural resources" in his 1662 essay *Sylva*. In 1713 Hans Carl von Carlowitz, a senior mining administrator in the service of Elector Frederick Augustus I of Saxony published *Sylvicultura oeconomica*, a 400-page work on forestry. Building upon the ideas of Evelyn and French minister Jean-Baptiste Colbert, von Carlowitz developed the concept of managing forests for sustained yield.^[5] His work influenced others, including Alexander von Humboldt and Georg Ludwig Hartig, eventually leading to the development of a science of forestry. This in turn influenced people like Gifford Pinchot, first head of the US Forest Service, whose approach to forest management was driven by the idea of wise use of resources, and Aldo Leopold whose land ethic was influential in the development of the environmental movement in the 1960s.

Following the publication of Rachel Carson's *Silent Spring* in 1962, the developing environmental movement drew attention to the relationship between economic growth and development and environmental degradation. Kenneth E. Boulding in his influential 1966 essay *The Economics of the Coming Spaceship Earth* identified the need for the economic system to fit itself to the ecological system with its limited pools of resources. One of the first uses of the term sustainable in the contemporary sense was by the Club of Rome in 1972 in its classic report on the *Limits to Growth*, written by a group of scientists led by Dennis and Donella Meadows of the Massachusetts Institute of Technology. Describing the desirable "state of global equilibrium", the authors wrote: "We are searching for a model output that represents a world system that is sustainable without sudden and uncontrolled collapse and capable of satisfying the basic material requirements of all of its people."

In 1980 the International Union for the Conservation of Nature published a world conservation strategy that included one of the first references to sustainable development as a global priority and introduced the term "sustainable development". Two years later, the United Nations World Charter for Nature raised five principles of conservation by which human conduct affecting nature is to be guided and judged. In 1987 the United Nations World Commission on Environment and Development released the report *Our*

Common Future, commonly called the Brundtland Report. The report included what is now one of the most widely recognized definitions of sustainable development.

Since the Brundtland Report, the concept of sustainable development has developed beyond the initial intergenerational framework to focus more on the goal of "socially inclusive and environmentally sustainable economic growth". In 1992, the UN Conference on Environment and Development published the Earth Charter, which outlines the building of a just, sustainable, and peaceful global society in the 21st century. The action plan Agenda 21 for sustainable development identified information, integration, and participation as key building blocks to help countries achieve development that recognizes these interdependent pillars. It emphasizes that in sustainable development everyone is a user and provider of information. It stresses the need to change from old sector-centered ways of doing business to new approaches that involve cross-sectoral co-ordination and the integration of environmental and social concerns into all development processes. Furthermore, Agenda 21 emphasizes that broad public participation in decision making is a fundamental prerequisite for achieving sustainable development.

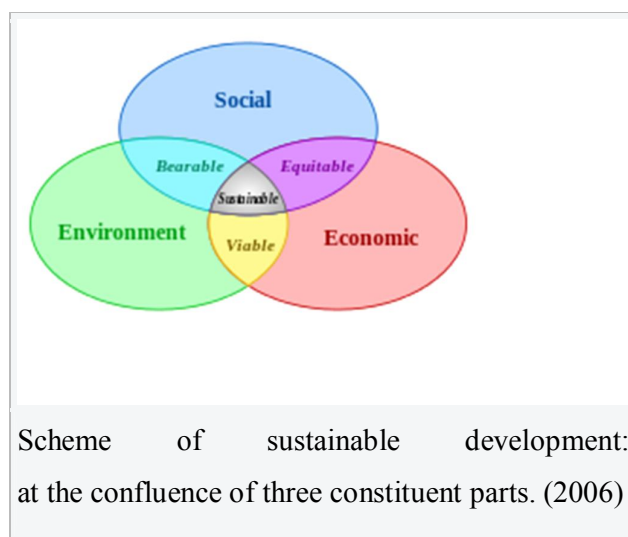
Under the principles of the United Nations Charter the Millennium Declaration identified principles and treaties on sustainable development, including economic development, social development and environmental protection. Broadly defined, sustainable development is a systems approach to growth and development and to manage natural, produced, and social capital for the welfare of their own and future generations. The term sustainable development as used by the United Nations incorporates both issues associated with land development and broader issues of human development such as education, public health, and standard of living.

A 2013 study concluded that sustainability reporting should be reframed through the lens of four interconnected domains: ecology, economics, politics and culture.

3)The Sustainable Development Goals (SDGs)

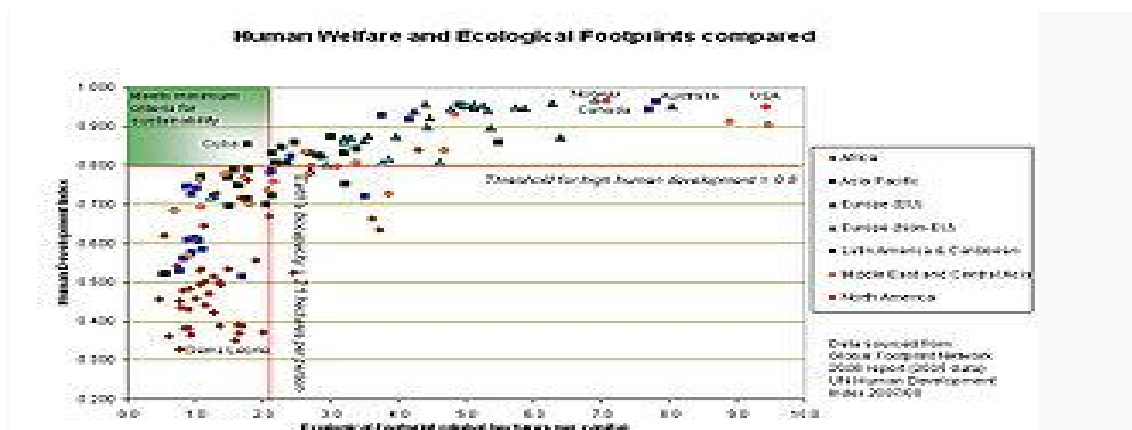
In September 2015, the United Nations General Assembly formally adopted the "universal, integrated and transformative" 2030 Agenda for Sustainable Development, a set of 17 Sustainable Development Goals (SDGs). The goals are to be implemented and achieved in every country from the year 2016 to 2030.

3.1) Dimensions



Sustainable development, or sustainability, has been described in terms of three spheres, dimensions, domains or pillars, i.e. the environment, the economy and society. The three-sphere framework was initially proposed by the economist René Passet in 1979. It has also been worded as "economic, environmental and social" or "ecology, economy and equity." This has been expanded by some authors to include a fourth pillar of culture, institutions or governance.

3.2) Environmental



Relationship between ecological footprint and Human Development Index (HDI)

The ecological stability of human settlements is part of the relationship between humans and their natural, social and built environments. Also termed human ecology, this broadens the focus of sustainable development to include the domain of human health. Fundamental human needs such as the availability and quality of air, water, food and shelter are also the

ecological foundations for sustainable development; addressing public health risk through investments in ecosystem services can be a powerful and transformative force for sustainable development which, in this sense, extends to all species.

Environmental sustainability concerns the natural environment and how it endures and remains diverse and productive. Since natural resources are derived from the environment, the state of air, water, and the climate are of particular concern. The IPCC Fifth Assessment Report outlines current knowledge about scientific, technical and socio-economic information concerning climate change, and lists options for adaptation and mitigation. Environmental sustainability requires society to design activities to meet human needs while preserving the life support systems of the planet. This, for example, entails using water sustainably, utilizing renewable energy, and sustainable material supplies (e.g. harvesting wood from forests at a rate that maintains the biomass and biodiversity).

An unsustainable situation occurs when natural capital (the sum total of nature's resources) is used up faster than it can be replenished. Sustainability requires that human activity only uses nature's resources at a rate at which they can be replenished naturally. Inherently the concept of sustainable development is intertwined with the concept of carrying capacity. Theoretically, the long-term result of environmental degradation is the inability to sustain human life. Such degradation on a global scale should imply an increase in human death rate until population falls to what the degraded environment can support. If the degradation continues beyond a certain tipping point or critical threshold it would lead to eventual extinction for humanity.

consumption of non-renewable resources State of environment Sustainability More than nature's ability to replenish Environmental degradation Not sustainable Equal to nature's ability to replenish Environmental equilibrium Steady state economy Less than nature's ability to replenish Environmental renewal Environmentally sustainable

Integral elements for a sustainable development are research and innovation activities. A telling example is the European environmental research and innovation policy, which aims at defining and implementing a transformative agenda to greening the economy and the society as a whole so to achieve a truly sustainable development. Research and innovation in Europe is financially supported by the programme Horizon 2020, which is also open to participation worldwide.^[23] A promising direction towards sustainable development is to design systems that are flexible and reversible.

Pollution of the public resources is really not a different action, it just is a reverse tragedy of the commons, in that instead of taking something out, something is put into the commons. When the costs of polluting the commons are not calculated into the cost of the items consumed, then it becomes only natural to pollute, as the cost of pollution is external to the cost of the goods produced and the cost of cleaning the waste before it is discharged exceeds the cost of releasing the waste directly into the commons. So, the only way to solve this problem is by protecting the ecology of the commons by making it, through taxes or fines, costlier to release the waste directly into the commons than would be the cost of cleaning the waste before discharge.

4)Conclusion: one can try to appeal to the ethics of the situation by doing the right thing as an individual, but in the absence of any direct consequences, the individual will tend to do what is best for the person and not what is best for the common good of the public. Once again, this issue needs to be addressed. Because, left unaddressed, the development of the commonly owned property will become impossible to achieve in a sustainable way. So, this topic is central to the understanding of creating a sustainable situation from the management of the public resources that are used for personal use.

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WOMEN ENTREPRENEURSHIP AND MICRO, SMALL AND MEDIUM ENTERPRISES (MSMES) IN INDIA

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ABSTRACT

In the globalised world, women entrepreneurs are playing a vital role and they have become an integral part of the global quest for the sustained economic development and social progress. Entrepreneurship among women is relatively recent phenomenon. Due to the growing industrialization, social legislation, urbanization, political and economic transformations, the emergence of women owned enterprises are fast increasing in the economies of almost all countries. Spread of education and awareness has shifted the position of women from kitchen to higher levels of professional activities. Women entrepreneurship is gaining importance in India. In modern India, more and more women are taking up entrepreneurial activity especially in MSMEs. At the same time women entrepreneurs are faced with many social, economic and family problems too. This paper focuses on the problems faced by women entrepreneurs in the competitive world of business environment.

KEYWORDS

Entrepreneurship, MSMEs, Problems, Prospects, Women Entrepreneurship.

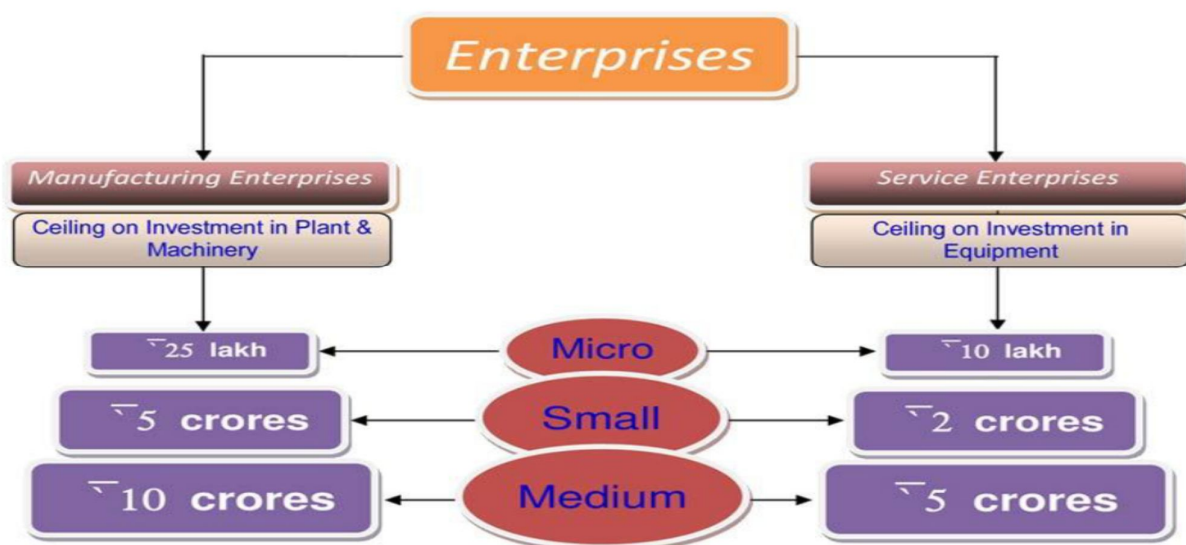
INTRODUCTION

Entrepreneurship has been considered one of the catalysts of the industrial growth and has made significant contribution to economic development of a society. Entrepreneurship can be defined as a process of action an entrepreneur undertakes to establish his enterprise. It is, thus, a process of giving birth to a new enterprise. Entrepreneurship among women is relatively recent phenomenon. In modern India, more and more women are taking up entrepreneurial activity especially in Micro, Small and Medium enterprises (MSMEs). The MSMEs sector in India has a pivotal role to play in the socio-economic development of the country. In India, MSMEs are the second largest source of employment after agriculture.

MSMEs have been globally accepted as the engines of economic growth and for promoting equitable development. In India, MSMEs play a pivotal role in the overall industrial development of the country. This sector contributes about 8 per cent of the GDP of India, 45 percent of the manufactured output and 40 percent of exports. They provide employment to over 60 million persons through more than 26 million enterprises. In recent years, the MSME sector has consistently registered higher growth rate compared to the overall industrial sector. Thus, MSMEs are important for the national objectives of growth with equity and inclusion.

DEFINITIONS OF MICRO, SMALL AND MEDIUM ENTERPRISES

In accordance with the provision of Micro, Small and Medium Enterprises development (MSMED) Act, 2006, the Micro, Small and Medium Enterprises are classified into two categories based on their Investment in plant and machinery and Investment in equipments.



Source: MSMEs Gujarat Vision Report- 2013-14.

REVIEW OF LITERATURE

1. “Women Entrepreneurship” means an act of business ownership and business creation that empowers women economically increases their economic strength as well as position in society. Women-entrepreneurs have been making a considerable impact in all most all the segments of the economy. “Women Entrepreneur” is a person who denies the role of their personal needs to participate and be accepted economically independent. Strong desire to do something positive is a high-quality women entrepreneur who contributes to the position values of family and social life
2. According to Kamala Singh, “A women entrepreneur is a confident, innovative and

creative woman capable of achieving economic independence individually or in collaboration generates employment opportunities for others through initiating establishing and running an enterprise by keeping pace with her personal, family and social life”.

3. In the words of Former President APJ Abdul Kalam “empowering women is a prerequisite for creating a good nation, when women are empowered, society with stability is assured. Empowerment of women is essential as their thoughts and their value systems lead to the development of a good family, good society and ultimately a good nation.”

4. Meanwhile, Dilipkumar (2006) has elaborated on some of the issues faced by entrepreneurial women, such as a shortage of finances, male dominance, limited mobility, a lack of education, required motherly duties and a lack of achievement motivation. According to Rizvi and Gupta (2009), government-sponsored development activities have benefited only a small section of women, namely the urban middle class. This may be primarily due to their level of education, access to information and family support.

5. Previously, the female workforce in India was mainly employed in non-managerial, subordinate or low-profile positions. Now, they occupy almost all categories of positions in the workplace. These changes in work culture have added to women's duties and responsibilities to their family as well as to society (Mathew & Panchanatham 2009a; 2009b). Despite this new found work culture, and even though more and more women are joining the workforce, women in entrepreneurial roles are limited. The probable reason for this phenomenon are the conflicts between competing work demands and personal and family needs. According to Peeters, Montgomery, Bakker and Schaufeli (2005), pressures from the job and family domains are often incompatible, giving rise to imbalance. Therefore, the concept of WLB along with its implications, is a core issue that must be investigated as more women become entrepreneurs in Indian society.

6. “When woman moves forward, the family moves, the village moves and the nation moves”
Pandit Jawaharlal Nehru.

OBJECTIVES OF THE STUDY

- To know the prospects of women entrepreneurs.
- To explore the perception why women start their business.
- To know and understand the issues/ problems encountered by women in starting business Enterprises.

- To study the impact of assistance by the government on women's entrepreneurship
- To suggest different remedial measures in helping and accelerating women entrepreneurs.

METHODOLOGY OF STUDY

The study focuses on extensive study of Secondary data collected from various books, National & international Journals, publications from various websites which focused on various aspects of Women Entrepreneurship.

PROBLEMS FACED BY WOMEN ENTREPRENEURS

While empowering women entrepreneurs faced the following problems.

Problem of Finances arrangement: - Finance is said to be the “life blood” of every business undertaking, be it large or medium or small scale enterprise. Usually women entrepreneurs face the problems of shortage of finance on two important grounds. Firstly, women do not generally have property on their own names to use that as collateral securities for obtaining loans/funds from banks and other financial institutions. Thus their access to external sources is very limited. Secondly, the banks also consider women less credit worthy and discourage women borrowers on the belief that they cannot repay back the amount of loans taken by them.

Scarcity of raw materials required for productive capacities: - They have to even face the problems of scarcity of raw-materials and necessary inputs. On the top of this, is the high prices of raw materials, on one hand and getting raw materials at minimum discount rates are the other.

Cut-throat competition with other group of men and established self-sufficient entrepreneurs: - Women entrepreneurs do not have a proper organizational set-up to pump in a lot of money for canvassing and advertisements. Thus they have to face a stiff competition with the men entrepreneurs who easily involve in the promotion and development area and carry out easy marketing of their products with both the organized sector and their male counterparts. Such a competition ultimately results in the liquidation of women entrepreneurs.

Limited mobility factor in case of women entrepreneurs: - Unlike men, women mobility in India is highly limited due to many factors/reasons. A single women asking for room is

still looked with suspicion. Cumbersome exercise involved in starting with an enterprise coupled with officials humiliating attitude towards women compels them to give up their spirit of surviving in enterprise altogether.

Family responsibilities, ties as well as commitments: - In India, mainly a woman's duty is to look after her children and manage the other members of the family. Man plays a secondary role only. Incase of married women she has to strike a fine balance between her business and family. Her total involvement in family leaves little or almost no time or energy to be diverted for the business activities. Support and approval of husbands seems to be necessary condition for women entry into business. Accordingly, the educational level and family background of husbands also influences women participation in the field of enterprise.

Lack of education and prevalent levels of illiteracy amongst women: - In India, around 3/5th (60%) of women are still illiterate. Illiteracy is the root cause of socio-economic barriers or hurdles. Due to lack of education and that to qualitative education, women are not aware of business, technology and market knowledge. Also lack of education causes low achievement motivation amongst women. Thus lack of education creates problems before women to set up competitive enterprises.

Domination by male and ideology of male dominated society:- Male chauvinism is still prevalent in many parts of the country yet. The constitution of India speaks about the equality between both the sexes, i.e. men and women. But in practice, women are looked upon as "abla" i.e. weak in all respects. Thus women suffer from a number of problems, in a nutshell in a male dominated society, women are not treated equal to men. This in turn, serves as a barrier to woman's entry into business.

Lesser risk and uncertainty bearing attitude: - Women in India lead a protected life. They are even less educated and economically not stable neither self-dependent. All these factors reduce their ability to bear risks and uncertainties involved in a business unit, which is the most important criteria of every business activity.

Lack of self-confidence and optimistic attitude amongst women: - Today all the women are suffering from one major problem of lack of self-confidence, will-power, strong mental outlook, optimism etc. They always fear from committing mistakes while doing their piece of work, more over there is limited initiative of taking risk and bearing uncertainty in them. Thus all these psychological factors often obstruct their path of achieving success in the area of enterprise.

Old and outdated social outlook to stop women from entering in the field of

entrepreneurship: - Also one of the dominant reasons for their failure is the attitude of society people towards their modern business prospects and developing attitude. Women nowadays have low risk taking ability because of the number of questions put forward by the conservative society people. Thus they are under a social pressure which restrains them to prosper and achieve success in the field of entrepreneurship.

Absence of proper support and back-up for women by their own family members and the outside world people:- Many a times their own family members are not supporting and cooperating as well as having encouraging attitude to dare to enter into the entrepreneurship field. They are always making many pessimistic feelings to be aroused in their minds and making them feel that family and not business is a place meant for them. Due to such limited scope of help and cooperation from family and other people, they drop the idea of excelling in the enterprise field. Apart from the above discussed problems there may occur other series of serious problems faced by women entrepreneurs are improper infrastructural facilities, high cost of production, attitude of people of society towards the women modern business outlook, low needs of achievement and socio-economic constraints often puts women behind in the field of enterprise.

CHALLENGES

- Problems of raising equity capital
- Difficulty in borrowing fund.
- Thought-cut completions endangered existence of small companies.
- Problems of availing raw-materials.
- Problems of obsolescence of indigenous technology
- Increased pollutions Ecological imbalanced.
- Problems of TRIPS and TRIMS.
- Exploitation of small and poor countries, etc.

Table.1: WOMEN MSMEs ENTREPRENEURSHIP IN INDIA

States	No of units registered	No of Women entrepreneurs	Percentage
Tamil Nadu	9618	2930	30.36
Uttar Pradesh	7980	3180	39.84
Kerala	5487	2135	38.91
Punjab	4791	1618	33.70
Maharashtra	4339	1394	32.12
Gujarat	3872	1538	39.72
Karnataka	3822	1026	26.84

Madhya Pradesh	2967	842	28.38
Other States & UTS	14572	4185	28.71
Total	57452	18848	32.82

Source: Annual Report of MSMEs, New Delhi - 2016-17.

Table.2: WOMEN WORK PARTICIPATION IN MSMEs

Country	Percentage
INDIA	31.6
USA	45
UK	43
INDONESIA	40
SHRI LANKA	45
BRAZIL	35

Source: Annual Report of MSMEs, New Delhi - 2016-17.

PROSPECTS OF WOMEN ENTREPRENEURS: -

Magazine survey shows that there is highest feature to Women MSMEs Entrepreneurs in India

Prospecting sectors: Most of the respondents state that prospect in service sector is higher.

Table.3 clearly shows this women entrepreneurs tendency

TABLE.3 PROSPECTING SECTOR FOR WOMEN ENTREPRENEURS IN MSMEs

Sr. No.	Particulars	%
1	Own business	21%
2	Service (employment)	79%
Total		100

Source: Annual Report of MSMEs, New Delhi - 2016-17.

Table 3 shows that 21 percent of women MSMEs entrepreneurs are involved in their own business, where as 79 percent of women entrepreneurs are involved in service. It means that majority (79 %) women entrepreneurs respondents indicating there is high prospects to women in service sector.

Prospects in service sector: Within the service sector, in which service sector women have the more prospects. The responses are presented in table.4

TABLE.4 PROSPECTS FOR WOMEN MSMEs ENTREPRENEURS IN SERVICE SECTOR.

Sr. No.	Particulars	%
1	It	20
2	Banks	20
3	Media/film	17
4	Corporate industries	43
total		100

Source: Annual Report of MSMEs, New Delhi - 2016-17.

Table.4 shows that majority (43 %) women MSMEs entrepreneurs agreed that there is prospect in corporate/Industries. Equal respondents (i.e. 20 %) states that it and bank have also prospects. Only 17% women entrepreneurs indicate prospects in media/film industries. Thus majority women entrepreneurs agreed prospects in corporate/industries.

KEY CHANGES IN WOMEN MSMEs ENTREPRENEURS IN LAST FIVE DECADES

WOMEN ENTREPRENEURS OF THE FIFTIES: Compulsive factors led to the creation of women entrepreneurs.

WOMEN ENTREPRENEURS OF THE SIXTIES: Women began to aspire but also accepted the social cultural traditions.

WOMEN ENTREPRENEURS OF THE SEVENTIES: The women in this decade opened up new frontier. They had not only aspiration but ambition

WOMEN ENTREPRENEURS OF THE EIGHTIES: Women were educated in highly sophisticated, technological and professional education. They became equally contributing partners.

WOMEN ENTREPRENEURS OF THE NINETIES: This was the first time when the concept of best rather than male heir was talked about.

WOMEN ENTREPRENEURS OF THE 21st Century: “Jill of all trades”

THE WOMEN MSMEs ENTREPRENEUR OF THE 21ST CENTURY:

This is a century of telecom, IT, and financial institution. Women's expertise in all these industries is beginning to emerge and women are emerging as a force to reckon with.

Many of these industries are headed and guided by women who are seen by pioneer and mavericks. The loci of power has been shifted from traditional venues to power now being vested to energetic new upstarts working out of their homes this new cauldron of opportunity

can become the proverbial melting pot for professional trained and enterprising women. Here there are fewer barriers to overcome, less preconceived notions, fewer well entrenched assumptions and rules and lesser gender agenda in the secondary environment.

The transition to the next millennium where the women will create new paradigms of being a daughter who takes the responsibility of her parents, of a wife who wishes creates a home and a family, of a mother who takes the charge of her children to make them the children of the new millennium. She is also the entrepreneur who builds an enterprise and discover her relevance and meaning in her life in herself, she accepts the uniqueness in her identity and is willing to share her views simultaneously with all the dreams of togetherness she searches for mutuality, dignity and respect. She is also open to life without marriage and a parenting without a father.

Women of today have a new avatar. She the Jill of all trades and her children are tickled by their supermom, the mother –son combination shows that women has been successful in inspiring their sons to follow in their paths, where earlier the son were prescribed in their father's way.

In the next millennium Indian women have to cross the major threshold and enter an unknown land, they will have to walk a path where no one exist with a sense to discover, they will have to encounter and live with excitement and enthusiasm as well as threat, fear, anxieties and terror. It is the trust in the self, of the resources to be generated of the courage to the journey forth in a new land to live through the terrain's of uncharted land that the women of today will shape the new identity.

STEPS TAKEN BY THE GOVERNMENT:-

Development of women has been a policy objective of the government since independence. Until the 70s the concept of women's development was mainly welfare oriented. In 1970s, there was a shift from welfare approach to development approach that recognized the mutually reinforcing nature of the process of development. The 80s adopted a multi-disciplinary approach with an emphasis on three core areas of health, education and employment. Women were given priorities in all the sectors including SSI sector. Government and non government bodies have paid increasing attention to women's economic contribution through self employment and industrial ventures. The First Five-Year Plan (1951-56) envisaged a number of welfare measures for women. Establishment of the Central Social Welfare Board, organization of Mahila Mandals and the Community

Development Programmes were a few steps in this direction. In the second Five-Year Plan (1956-61), the empowerment of women was closely linked with the overall approach of intensive agricultural development programmes. The Third and Fourth Five-Year Plans (1961-66 and 1969-74) supported female education as a major welfare measure. The Fifth Five-Year Plan (1974-79) emphasized training of women, who were in need of income and protection. This plan coincided with International Women's Decade and the submission of Report of the Committee on the Status of Women in India. In 1976, Women's welfare and Development Bureau was set up under the Ministry of Social Welfare. The Sixth Five-Year Plan (1980-85) saw a definite shift from welfare to development. It recognized women's lack of access to resources as a critical factor impeding their growth. The Seventh Five-Year Plan (1985-90) emphasized the need for gender equality and empowerment. For the first time, emphasis was placed upon qualitative aspects such as inculcation of confidence, generation of awareness with regards to rights and training in skills for better employment. The Eight Five-Year Plan (1992-97) focused on empowering women, especially at the Grass Roots Level, through Panchayati Raj Institutions. The Ninth Five-Year Plan (1997-2002) adopted a strategy of Women's Component Plan, under which not less than 30 percent of funds/ benefits were earmarked for women related sectors. The Tenth Five-Year Plan (2002-07) aims at empowering women through translating the recently adopted National Policy for Empowerment of Women (2001) into action and ensuring Survival, Protection and Development of women and children through rights based approach. At present, the Government of India has over 27 schemes for women operated by different departments and ministries. Some of these are:

- Integrated Rural Development Programme (IRDP)
- Khadi And Village Industries Commission (KVIC)
- Training of Rural Youth for Self-Employment (TRYSEM)
- Prime Minister's RojgarYojana (PMRY)
- Entrepreneurial Development programme (EDPs)
- Management Development programmes
- Women's Development Corporations (WDCs)
- Marketing of Non-Farm Products of Rural Women (MAHIMA)
- Assistance to Rural Women in Non-Farm Development (ARWIND) schemes
- Trade Related Entrepreneurship Assistance and Development (TREAD)
- Working Women's Forum

- Indira Mahila Yojana
- Indira Mahila Kendra
- Mahila Samiti Yojana
- Mahila Vikas Nidhi
- Micro Credit Scheme
- Rashtriya Mahila Kosh
- SIDBI's Mahila Udyam Nidhi
- Mahila Vikas Nidhi
- SBI's Stree Shakti Scheme
- NGO's Credit Schemes
- Micro & Small Enterprises Cluster Development Programmes (MSE-CDP).
- National Banks for Agriculture and Rural Development's Schemes
- Rajiv Gandhi Mahila Vikas Pariyojana (RGMVP)
- Priyadarshini Project- A programme for "Rural Women Empowerment and Livelihood in Mid Gangetic Plains" NABARD- KFW-SEWA Bank project Exhibitions for women, under promotional package for Micro & Small enterprises approved by CCEA under marketing support.

The efforts of government and its different agencies are ably supplemented by NGOs that are playing an equally important role in facilitating women empowerment. Despite concerted efforts of governments and NGOs there are certain gaps. Of course we have come a long way in empowering women yet the future journey is difficult and demanding.

CONCLUSION:-

It can be concluded that women entrepreneurs faced multiple problems among the problems economic problem is main. Higher prospects are indicated by women entrepreneurs and within the service sector corporate/industries have the shows higher prospects to women.

It can be said that today we are in a better position wherein women participation in the field of entrepreneurship is increasing at considerable rate, efforts are being taken at the economy as well as global level to enhance woman's involvement in the enterprise sector. This is mainly because of attitude change, diverted conservative mindset of society to modern one, daring and risk-taking abilities of women, support and cooperation by society members, changes and relaxations in government policies, granting various up-liftmen schemes to

women entrepreneurs etc

According to the study it has been observed that Women are very good entrepreneurs, and prefer to choose the same as they can maintain work life balance. Even though we have many successful Women Entrepreneurs in our country, but as we have a male dominated culture there are many challenges which women entrepreneurs face from family & Society.

SUGGESTIONS FOR THE GROWTH OF WOMEN MSMEs ENTREPRENEURS:-

Right efforts from all areas are required in the development of women entrepreneurs and their greater participation in the entrepreneurial activities. Entrepreneurship basically implies being in control of one's life and activities and women entrepreneurs need to be given confidence, independence, and mobility to come out of their paradoxes. The following measures are suggested to empower the women to seize various opportunities and face challenges in business.

- There should be a continuous attempt to inspire, encourage, motivate and co-operate women entrepreneurs.
- An Awareness programme should be conducted on a mass scale with the intention of creating awareness among women about the various areas to conduct business.
- Attempts should be there to enhance the standards of education of women in general as well making effective provisions for their training, practical experience and personality development programmes, to improvise their over-all personality standards.
- Organize training programmes to develop professional competencies in managerial, leadership, marketing, financial, production process, profit planning, maintaining books of accounts and other skills. This will encourage women to undertake business.
- Vocational training to be extended to women community that enables them to understand the production process and production management.
- Skill development to be done in women's polytechnics and industrial training institutes. Skills are put to work in training-cum-production workshops.
- Educational institutes should tie up with various government and non-government agencies to assist in entrepreneurship development mainly to plan business projects.
- International, National, Local trade fairs, Industrial exhibitions, seminars and conferences should be organized to help women to facilitate interaction with other women entrepreneurs.

- Women in business should be offered soft loans & subsidies for encouraging them into industrial activities. The financial institutions should provide more working capital assistance both for small scale venture and large scale ventures.
- Making provision of micro credit system and enterprise credit system to the women entrepreneurs at local level.
- The weaker section could raise funds through various schemes and incentives provided by the government to develop entrepreneurs in the state. E.g. the Prime ministers Rozgar Yojana, The Khadi and Rural village industries scheme, etc.
- In the initial stages women entrepreneurs may face problems but they must persevere, believe in themselves and not give up mid way.
- Attempts by various NGO's and government organizations to spread information about policies, plans and strategies on the development of women in the field of industry, trade and commerce. Women entrepreneurs should utilize the various schemes provided by the Government.
- Women should try to upgrade themselves in the changing times by adapting the latest technology benefits. Women must be educated and trained constantly to acquire the skills and knowledge in all the functional areas of business management. This can facilitate women to excel in decision making process and develop a good business network
- Self help groups of women entrepreneurs to mobilize resources and pooling capital funds, in order to help the women in the field of industry, trade and commerce can also play a positive role to solve this problem.
- Women's entrepreneurship must be examined both at the individual level (i.e. the choice of becoming self-employed) and at the firm level (the performance of women owned and managed firms) in order to fully understand the differences between men's and women's entrepreneurship.
- To establish all India forums to discuss the problems, grievances, issues, and filing complaints against constraints or shortcomings towards the economic progress path of women entrepreneurs and giving suitable decisions in the favor of women entrepreneurs and taking strict stand against the policies or strategies that obstruct the path of economic development of such group of women entrepreneurs.
- Thus by adopting the following aforesaid measures in letter and spirit the problems associated with women can be solved. Entrepreneurship is not a bed of roses to women. Women participation in many kinds of economic activities to complement to their family

income, their participation in no way reduces their family duties. The task of women has become more tedious and full of challenges. Let us all make efforts to help women rediscover her.

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WAVES OF DEMONETIZATION IN INDIA**DR. CHIRAGKUMAR V. RAVAL****ADHYAPAK SAHAYAK****SHRI TRIKAMJIBHAI CHATWANI ARTS & J.V. GOKAL TRUST COMMERCE COLLEGE
RADHANPUR****ABSTRACT:**

As the clock struck 8 pm on November 8, 2016, India came to a standstill and Prime Minister Narendra Modi announced one of the most ground breaking changes in the Indian economy. The Indian Prime Minister announced his plans of banning Rs 500 and Rs 1000 notes with several motives in mind and thus began India's struggle with demonetization. A year after the country was wiped out of old currency, the effects of Narendra Modi's demonetization can still be felt in the economy. The paper deals with waves of demonetization in India.

Introduction:

The government of India recently took a bold step to demonetize Rs 500 and Rs 1000 currency, which means that the legal tender of currency units is declared invalid from the specified date. Demonetization of currency means discontinuity of the said currency from circulation and replacing it with a new currency. Most of the people hailed the Modi's strong decision, while poor were shocked by the move. The overnight decision changed the life of many as black money holders were worried about the pile of cash they were sitting on. Many poor daily wage workers were left with no job and income as owners were unable to pay their daily wage.

WAVES OF DEMONETIZATION:

Black Money Tracking: This move will help the government to track unaccounted black money or cash on which income tax has not been paid. Individuals who are sitting on a pile of cash usually do not deposit the amount in the bank or invest anywhere as they would be required to show income or submit PAN for any valid financial transactions. They would hide it somewhere and use it as and when necessary. Banning high-value currency will impact people who will have no option, but, to declare income and pay tax on the same or destroy the cash somehow. Now, it is not possible to hide the money as the notes have been declared invalid

Demonetization and Black Money: One of the most important points that pushed people to support demonetization was its associating with bringing an end to the black money problem in India. However, almost 99% of the money was deposited back to RBI. The statistics revealed that either the hoarders found a way to legitimize their black money or did not hold them in the form of cash.

Demonetization and Terror Funding: The second reason to support demonetization was its role in curbing terrorism by increasing the obstacles in terror funding. Terrorist organization were known to use fake Indian currency notes for funding their projects and the government believed that this could be contained with the help of demonetization. The Income Tax department seized Rs. 474.37 crore in new and old currency from November 9, 2016 to January 4, 2017.

Demonetization and Digital India: Pushing India towards becoming a cashless economy was another reason that demonetization was publicized for. People turned towards digital transactions for everything from buying groceries from a road side vendor to paying utility bills during the time of demonetization. However, as the flow of cash into the economy began to increase, the use of these apps and digital wallets saw a slide once again.

Demonetization and Tax Payments: Pushing Indians to deposit and account the cash lying in their house also meant a rise in the tax payments for the country. According to government reports the income tax payers saw a record increase in the post demonetization era. 9.1 million New taxpayers were added to the slab which was an 80% rise over the typical yearly rise. This increase in the number of taxpaying citizens in the country has been credited to demonetization.

Demonetization and GDP : The ban on old notes is being cited as one of the key contributors to the economic slowdown. With the gross domestic product (GDP) for the April-June quarter slipping to 5.7%, the reality of the economic slowdown could not be ignored. The World Bank has reduced the India GDP growth forecast to 7% for 2017-18 owing to demonetization and GST (Goods and Service tax).

CONCLUSION:

While these are some of the effects of demonetization on the national and economic front, demonetization gave individuals several lessons that have changed the way we look at managing finances. Demonetization made sure that we monetize our earnings to get the best returns possible whether it is by turning to monthly investment schemes to save better or by turning our safe cash pile into an easy withdrawal FD (fixed deposit). Demonetization should not be viewed in a narrow sense as simply searching for unaccounted money,” Singh said. “It will meet the aspirations of young population, improve India’s rank in Ease of Doing Business and encourage growth.”

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મધુરાય કૃત ‘કામિની’ ના પાત્રોની મનોસ્થિતિ

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શ્રી ત્રિકમજીભાઈ ચતવાણી આર્ટ્સ અને જે.વી.ગોકળ ટ્રસ્ટ કોમર્સ કોલેજ, રાધનપુર

મધુરાય કૃત ‘કામિની’ (૧૯૭૦) એ તેમના જ રહસ્યપ્રધાન નાટક ‘કોઈપણ એક ફૂલનું નામ બોલો તો ?’ પર આધારિત સ્વરૂપાંતરીત નવલકથા છે.

મધુરાય એ નામ ગુજરાતી સાહિત્યના ભાવકો માટે પરિચિત બનેલું નામ છે મધુરાયે પોતાની સાહિત્ય કારકિર્દીનો પ્રારંભ ટૂંકી વાર્તાથી કર્યો ‘બાંશી નામની એક છોકરી’(૧૯૬૪)એ વાર્તાસંગ્રહ પ્રગટ કર્યો પછી થોડાંક જ સમયમાં એ નવલકથાનો આરંભ કરે છે. તેમણે ‘ચહેરા’(૧૯૬૬) નવલકથા પ્રગટ કરી. આ બંને કથા સાહિત્યકારોમાં મધુરાયમાં આધુનિક સાહિત્યકાર દર્શન થવા લાગ્યા ‘ચહેરા’ પછી ઘણા સમય બાદ ‘કામિની’, ‘સભા’, ‘સાપબાજી’ ‘કલ્પતરુ’ ‘કિમ્બલ રેવન્સવુડ’ જેવી નવલકથાઓ આપણને તેમની પાસેથી મળી. આ ઉપરાંત ‘અશ્વત્થામાં’, ‘કાગડા, કાગડી, માણસો’ જેવા એકાંકીઓ પણ મળ્યાં. ઉપરાંત ‘અગાશી’, ‘આપણે કલબમાં મળ્યા હતાં’, ‘પાનકોર નાકે જઈ’ ‘યોગેશ પટેલનું વેવિશાળ અને ‘સુર અને શત્રુજિત જેવા મૌલિક નાટકો પણ મળ્યાં.

ટૂંકીવાર્તા, નવલકથા, નાટક, એકાંકીઓની જેમ મધુરાયે નિબંધક્ષેત્ર પણ સર્જન કર્યું છે તેમના નિબંધસંગ્રહોમાં ‘નીલ ગગન કે તલે’, ‘મન કી બીન’, ‘સોખ્યા’, ‘દિલ કી ગલી’, ‘કેફિયત’ છે.

આમ, મધુરાય આધુનિક ગુજરાતી ગદ્યક્ષેત્રે પોતાનું સ્વામીત્વ જાળવી રાખ્યું છે

સાહિત્યમાં ઉપાદાન સુક્ષ્મ હોવાથી વસ્તુને મનોગ્રાહ્ય સ્વરૂપમાં રજૂ કરવાની ક્ષમતા સૌથી વિશેષ હોય છે. સાહિત્યના કેન્દ્રમાં માનવ હોય છે. જ્યાં માનવ છે ત્યાં મનોવિજ્ઞાન છે. માનવ વર્તનનો પદ્ધતિસર વૈજ્ઞાનિક દ્રષ્ટીબિંદુથી અભ્યાસ કરવાના પ્રયાસોમાંથી મનોવૈજ્ઞાનનો વિકાસ થયો છે.

આ પદ્ધતિનો અભ્યાસ કરનાર સૌ પ્રથમ ફ્રોઈડ હતો મનોવિશ્લેષણનું વિજ્ઞાન આપનાર ફ્રોઈડ સાહિત્યકલામાં તેનું વિજ્ઞાન વહેલુંમોડું ઉપયોગમાં લેવાશે એ અંગે તે સચેત હતો તેનું આ પ્રકારના મૂલ્યાંકનમાં ‘Dostoevsky and Parricide’માં પ્રગટ કર્યું. ફ્રોઈડની કંડારેલી આ નવી કેડીના કારણે અંગ્રેજી સાહિત્યમાં ફ્રોઈડના સિદ્ધાંત સર્જન અને વિવેચન ક્ષેત્રે છવાઈ ગયા.

ફ્રોઈડ માને છે કે માનવની મન:સ્થિતિના બે ભાગ છે. ચેતન મન અને અચેતન મન અથવા અસંપ્રજ્ઞાત મન. સાહિત્ય કૃતિના સર્જન પાછળ સર્જકના ચેતન અને અચેતન મનની ગતિવિધી કૃતિમાં ક્યારે અને કેવી રીતે પ્રગટ થાય છે તે માટે અનિવાર્યપણે મનોવિજ્ઞાનનો આશરો તેવો પડે છે.

મનુષ્યના ચિત્તમાં શું વિચાર પ્રક્રિયા ચાલે છે તેની તપાસ કરવી તેને મનો ભાષાવિજ્ઞાન કહેવાય છે. વીસમી સદીના પાછલા વર્ષોમાં વિવેચનની વિવિધ તરેહો અસ્તિત્વમાં આવી તેમાંની એક

તરેહ એ મનોભાષાવિજ્ઞાન છે.

માનસ જે ભાષામાં વિચારે છે તે ભાષામાં જ તે વ્યક્ત થાય છે. પાત્રો જે પ્રકારની ભાષાનો પ્રયોગ કરે છે એ ભાષા દ્વારા જ એના મનના ભાવો ભાવક સમજી શકે છે. એટલે પાત્રોના મનની ઓળખ એની ભાષા છે. તેથી તે ભાષાના સંદર્ભે આપણે મધુરાયની ‘કામિની’ નવલકથામાં આવતાં વિવિધ પાત્રોની મનઃસ્થિતિ કેવી છે તે સમજવાનો પ્રયત્ન કરીશું.

‘કામિની’માં શેખર ખોસલા, કેશવ ઠાકર જગન્નાથ પાઠક, કામિની, પ્રીતમ સોની, સ્વાતિ, સુંદર પ્રમોદ જેવા પાત્રોનું આલેખન થયું છે દરેક પાત્રને મનોવિજ્ઞાનની સહાયને આધારે તેનો પરિચય મેળવીએ.

❖ કેશવ ઠાકરની માનસિકતાનો પરિચય :

કેશવ ઠાકરનું પાત્ર એ આ નવલકથાનું ઉત્તમ પાત્ર છે. કેશવ ઠાકરની ઉક્તિઓ દ્વારા તેની માનસિકતાનો પરિચય મેળવીએ. શેખર ખોસલાનાં મૃત્યુની સાથે જ આ કેશવ ઠાકરે જાણે નવો જન્મ લીધો હોય એમ લાગે છે. તેને લકવાનો રોગ મટી જાય છે અને ખુલ્લેઆમ હસી બોલી શકે છે તે પોતે જ વિસ્મય થઈ વિચારે છે કે, “આ પોતે જ છે ? આ હું જ છું ? અને ખરેખર શેખર મરી ગયો છે ? એને બાળી મૂક્યો છે લોકોએ ? શેખર હવે છે જ નહીં, હવે મને કોઈનું લાગે નહીં અહીં એક રીતે જોઈએ તો તેનાં આવા સંવાદથી તેને શેખર ખોસલાનાં મૃત્યુ પછી જાણે આનંદ મળ્યો છે અને હવે કામિની સાથે પરણવામાં કોઈ રોકશે નહીં એવી માનસિકતા પ્રગટ થાય છે.

આ ઉપરાંત તે એક જગ્યાએ કહે છે કે, “હું માનું છું કે જાગૃત મગજ ચેતન વ્યવહાર વર્તન કૉન્શસ બિહેવિયર આખો એક દંભ છે. હિપોક્રસી છે જુઝાણા છે. માણસે જાગૃત મગજ ઠારી નાખવું જોઈએ અચેતન મનને જગતનો ભાર સોંપી દેવો જોઈએ”(પૃ.૧૨૭)

અહીંયા આપણને કેશવ ઠાકરની માનસિકતાનો ખ્યાલ આવે છે કે જાગૃત મગજને તે દંભ ગણાવે છે અને જગતનો બધો ભાર અચેતન મનમાં નાંખી દેવો જોઈએ કેશવ ઠાકર પોતાના આંતર જીવનની ‘સંપૂર્ણ અભિવ્યક્તિ નો સંતોષ અનુભવતા જોવા મળે છે

❖ જગન્નાથ પાઠકની માનસિકતાનો (મન : સ્થિતિનો) અનુભવ :

કેશવ ઠાકરનાં ઉપરનાં આ જ વિચારના વિરોધમાં જગન્નાથ પાઠક એમ કહે છે કે, “હું ચેતન મનમાં માનું છું હું માનું છું કે ચેતન મન સત્ય છે અચેતન મન અરાજક છે...માણસે, કબૂતર માળો બાંધે એવી જ સ્વભાવિકતાથી ...સંસ્કૃતિ બાંધી છે.”(પૃ.૧૨૭)

અહીં જગન્નાથ પાઠક ચેતન મનમાં માને છે એ પણ ‘કબૂતર માળો બાંધે એમ એમ કહી અત્યંત સ્વભાવિક રીતે કહેવા માંગે છે. આમ, બંનેની (કેશવ ઠાકર અને જગન્નાથ પાઠક) વિરોધી માનસિકતાનો અનુભવ થાય છે કેમ કે, બંને કામિનીને પામવા માંગે છે.

જગન્નાથ પાઠક કામિની તરફ હંમેશા આકર્ષાયેલો રહે છે. કામિનીને તેમના નાટકની હિરોઈન બનાવામાં માંગે છે. તે તેનો ફોટોગ્રાફ હાથમાં લે છે અને કહે છે “ફોટોગ્રાફ પર ફૂંક મારી : કામિની હું તારો ગુલામ છું. તું મારી છે કામિની, તું મારી સંપત્તિ છે તારી ઈરાની આંખો મારી છે. કાતરથી કોતરેલું તારું આ તીણું નાક મારું છે અબરખનાં રંગની તારી ત્વચા મારી છે, કામિની, તું મારી છે”(પૃ.૧૮)

અહીં પાઠકનો મનમાં કામિની પ્રત્યેનો ભાવ જોઈ શકાય છે તે કામિનીને મનોમન ચાહે છે. તેથી દાસાનુદાસ હોવાનો મનોમન એકરાર કરતા પાઠકઓ પત્નીકલ્પ પ્રેયસી કામિની પ્રત્યેનો ઘણીપણાનો અહંભાવ જ પ્રગટે છે.

જગન્નાથ પાઠક કામિની માટે પોતાની ડાયરીમાં લખે છે તેમ, ‘માટીનાં પોંચા લોંદાની જેમ એ કોઈપણ આકારમાં ઢળી શકે છે’ જીવનની એજ કડુણતા એને અભિનયમાં સર્વોચ્ચ સ્થાવે છે. છતાં નવલકથાનાં અંતે પણ જગન્નાથ કામિનીને પામી શકતો નથી.

આ ઉપરાંત, જગન્નાથ પાઠક એક જગ્યાએ કહે છે. તેના ઉપરથી તેનામાં મનો વિરહેદ અને પારિવારિક – સામાજિક જીવનમાં મૂળ ન નાખી શકેલા આધુનિક પેઢીનાં તરુણનાં ઉન્મૂલનની સમસ્યાઓનો સંકેત મળે છે. જુઓ, “મૂળ ચાવી ગયેલા માણસો મૂળિયાં નાખીને દબાતા દબાતા જીવતાં માણસો. આ જગતમાં એવા બે જ પ્રકારનાં માણસો જીવે છે.”(પૃ.૮)

અહીં ઉપરનાં બધા જ વાક્યો દ્વારા જગન્નાથ પાઠકની વિકૃત અને લોલુપ મન : સ્થિતિનો ખ્યાલ આવે છે. જગન્નાથ પાઠક અને તેમના પિતા વચ્ચેના મનોવિરહેદ અને પારિવારિક – સામાજિક જીવનમાં મૂળ ન નાખી શકેલા આધુનિક પેઢીના તરુણના ઉન્મૂલનની સમસ્યાનો સંકેત મળે છે.

❖ સ્વાતિ માનસિકતા - મન સ્થિતિનો ખ્યાલ :

કેશવ ઠાકર, કામિની અને જગન્નાથ પાઠકની પ્રણયકથામાં સ્વાતિ અને સુંદર પણ મહત્ત્વનું સ્થાન ધરાવે છે. તેમના મનમાં ચાલતાં વિચારો દ્વારા તેમની મન સ્થિતિનો પણ ખ્યાલ આવે છે.

સ્વાતિનો પતિ પ્રીતમ સોની હોવા છતાં તે સુંદર સાથે શરીરસંબંધથી જોડાય છે સ્વાતિ જાણતી હતી કે આ વિકૃતિ છે છતાં તે આમ કરતી હતી. તે એવું માને છે કે, “પતિ હોય તો શું દરેક સ્ત્રીને પ્રેમી તો હોવો જ જોઈએ”

અહીં સ્વાતિની માનસિકતા દરેક સ્ત્રી કરતાં જરા જુદાં પ્રકારની એટલે કે સ્વછંદી જોવા મળે છે. આ ઉપરાંત તે માને છે કે, ‘સ્ત્રીની ઝંખના એક જ હોય છે એની કટકે કટકે જુદા – જુદા સંબંધોથી તૃપ્તિ થાય છે. સંબંધો અલગ અલગ હોવા છતાં હેતુ એક જ અને અવિભાજ્ય છે સંબંધોના નામ વ્યવહારની સુવિધા માટે છે’

અહીં સ્વાતિના મનનાં વિચારો દ્વારા તે સ્ત્રીની ઝંખનાની વાત કરે છે ત્યારે કોઈમાં પૂછાએ પ્રશ્નના જવાબમાં તે કહે છે કે, “હું પણ એક સ્ત્રી છું. અને સ્ત્રી જીવનમાં એવી ઘણી વાતો હોય છે જેનો

જવાબ એપોતે પણ હા કે ના માં ન આપી શકે ”

આમ, અહીં આ બધા સંવાદો દ્વારા સ્વાતિની સ્વછંદી મન:સ્થિતિનો પરિચય થાય છે. સ્વાતિના દાંપત્યજીવનની વિષમાતાના મૂળમાં પડેલી પ્રણયના અભાવ અને વંધ્યત્વની સમસ્યાઓ નિર્દેશ થયો છે. સંતાનના અભાવે ઉદભવેલી માનસિક તંગદિલી અનુભવ છે પતિને વફાદાર રહેવા ઈચ્છતી અને બીજી તરફ સુંદરને પણ પ્રિયતમ પામવા ઝંખતી સ્વાતિ અપરાધભાવથી પીડાતી હોવા છતાં પોતાને ‘સુખી’ માનવા – મનાવવાની આત્મવંચનમાં રાચે છે શેખર ખોસલા કામિની દ્વારા થયેલી હત્યા માટે પોતાને જવાબદાર માને છે.

❖ કામિનીની અલગ માનસિકતા :

આ નવલકથાનું નામ જે પાત્રના નામ ઉપરથી પડ્યું છે એવી કામિની પણ આ નવલકથામાં અલગ માનસિકતા ધરાવે છે. “ કામિનીને લાગ્યું કે હજાર હજાર અશ્વ એને ખેંચે છે. જાંધના મૂળમાં તલના દાણા જેવો એક સફેદ ડાઘ વધતો એના આખા શરીરને સફેદ રૂ જેવું બનાવી મૂકે છે”

અહીં ‘સફેદ ડાઘ’નાં કલ્પનનો ઉપયોગ કામિનીની સમગ્ર મન : સ્થિતિનાં બે ખુબ જ નોંધપાત્ર આયમોને પ્રગટ કરી આપે છે. નાટકનાં છેલ્લા દૃશ્યો હત્યાનાં સંકલ્પ તરફ જતાં પહેલાં એ એક ખચકાટ ગુનાહિત કૃત્યનો ભાવ અનુભવે છે અંગત રીતે દુષ્ક વૃત્તિમાંથી જાગતો અપરાધભાવ અહીં બહુ અસરકારક રીતે વ્યક્ત થયો છે. પછી તેની મન : સ્થિતિ પલટાઈ જાય છે. બે ક્ષણમાં તે એ સંકલ્પ દૃઢ કરી લે છે. મુક્તિની મોક્ષની તીવ્ર આકાંક્ષાથી એ લાગણીનાં સંચાર માત્રથી જ એનો ક્ષોભ ઊડી જાય છે ને આત્મવિશ્વાસ ઉપર ઉઠે છે. આ મન:સ્થિતિ પણ એ જ કલ્પનાથી આલેખાઈ છે કે, “ સફેદ ડાઘ” ફેલાતો ફેલાતો બગલાં પાંખ બની જાય છે. જેમાં કામિનીની નિશ્ચિત મન:સ્થિતિનું સુંદર વર્ણન કર્યું છે

આ ઉપરાંત પણ આ કૃતિમાં ‘સફેદ ડાઘ’ સિવાય પણ ‘વાર્તાને ગટગટાવી જવી’, ‘મુરબ્બીની જેમ ઊભેલા પાકા મકાન’, ‘તારું સરખું હાસ્ય મારા બંને હાથમાં પકડી રાખીને એને જીંદગીભર જોયા કરું’ જેવા રસપ્રદ કલ્પનો ય પાત્રોની માનસિકતા જોવા માટે ધ્યાન ખેંચતા રહે છે.

આ ઉપરાંત કામિની શેખર ખોસલાને મનોમન સંબોધીને ઉચ્ચારાયેલી ઉક્તિ જોઈએ તો, “ જેનાં સ્વપ્નો પર તમે રાત્રિનાં હુંફાળા પ્રહરો વિતાવ્યા છે એ કામિની દેસાઈને તમે નથી ઓળખતા ? જેને નિર્મોલ્ય પ્રેમી, ડરપોક ભાઈ અને નીચ માતાની જનમકેદમાંથી તમે છોડાવી લાવ્યા એ કામિની દેસાઈને નથી ઓળખતા?”

અહીં કામિનીની ઉક્તિ સૂચવે છે કે શેખર ખોસલાને તે ચાહે છે અને તેને બધી સ્ત્રીબતોમાંથી ઉગારે છે. આ સંદર્ભો પરથી ગોપનીય એવું શેખર ખોસલાનું ખૂન કામિનીએ કર્યું એવું માનવું એ ઉચિત ન ગણી શકાય. અહીં કામિનીની કૃતજ્ઞ માનસિકતાનો પરિચય થાય છે.

એક રીત કામિનીની સ્થિતિ કેશવ ઠાકર સાથે સામ્ય ધરાવે છે. એ કેશવ ઠાકર જેટલી જ

સંવેદનશીલ હશે પણ જુવાની આવી ત્યારથી જ એ એટલી મુસીબતોમાં આવતી ગઈ છે અને પછી વિકૃત થઈને બીજાને મુસીબતોમાં સપડાવતી રહી છે આવી વૃત્તિઓમાં તેની મન: સ્થિતિ જોઈ શકાય છે.

કામિની અપરાધવૃત્તિથી પીડાય છે અપરાધભાવજન્ય મનોદ્વિધાનો સંકેત કથાના આરંભ પૂર્વે મુકાયેલા વિગત વર્ણનમાં જોવા મળે છે. કામિની આજન્મ કેદખાના જેવી જિંદગીમાં સતત અસલામતીના ઓથરથી હિજરાઈને ત્રાસી ઉઠે છે. કામિનીના ચરિત્રની અંતર્ગત કરૂણતાના આલેખનમાં તેની આંતરવેદનાનો સંસ્પર્શ અનુભવાય છે

❖ સુંદરની માનસિકતા :

આ નવલકથામાં આવતું સુંદરનું પાત્ર એ કામિનીનાં ભાઈ રૂપે આવે છેનેની ઉક્તિ જોઈએ તો –
“ મારી કમાણી મારા એકલા માટે પણ પૂરતી ન હતી મારું ઘર, મારા ઠાઠ કામિનીની કમાણીઉપર ચાલતા હું જાણતો હતો અમે કમાણીને એક્સ-પ્લોઇટ કરીએ છીએ. કામિની રૂપાળી છે. ”

અહીં સુંદર પોતાની કમાણી દ્વારા પોતાનાં ઘરનું તો નહીં પણ પોતાનું પણ ગુજરાન ચલાવી શકતો નથી. આથી કામિનીની સુંદરતાનો ઉપયોગ કરી તેમનું ઘર ચલાવે છે તેઓ ફરજ પાડે છે. અહીં સુંદરની બેફિકરાઈ માનસિકતાનો ખ્યાલ આવે છે અંતે સુંદર કામિનીની જિંદગી વિશે આમ જણાવે છે “ કામિની અને હું ભાઈ બહેન છીએ એ સાચી વાત છે. કામિનીને જન્મકેદની સજા થઈ છે. એ પણ વાત સાચી છે પણ ખરેખર તો કામિની જનમકેદમાંથી છૂટી છે. જનમ કેદ..મારી અને મારી માની જનમકેદમાંથી.”

અહીં આ ઉક્તિ દ્વારા સુંદર કહેવા માંગે છે કે કામિનીને જનમકેદની સજા થઈ છે એ સાચી વાત છે પણ હું અને મારી મા અને જે ફરજ પાડતા એ બધાંમાંથી છૂટી ગઈ છે જનમકેદની સજા કરતાં એ કામ અઘરું હતું એમ તે વિચારે છે આમ સુંદરની અન્ય આધારિત જીવન જીવવાની મનસ્થિતિનો અહીં ખ્યાલ આવે છે.

સુંદર પોતાને આ શેખર ખોસલાના ખૂન માટે જવાબદાર સમજીને અપરાધભાવથી પીડાય છે સુંદરના આત્મકથન પ્રમાણે ‘ અમારા આખા કુંડુંબની મારી, મારી માની, કામિનીની મનોદશા ઠગવૃત્તિ જ બની ગઈ છે.’

❖ શેખર ખોસલાનું પાત્ર મનોવિકૃતિથી કંઈક વિશેષ: વ્યક્તિએ-વ્યક્તિએ જુદું-જુદું પાત્ર :

શેખર ખોસલાનું પાત્ર એ વ્યક્તિમાં રહેલી મનોવિકૃતિથી કંઈક વિશેષ છે તે જુદાં જુદાં પાત્રોના વિચારો જોઈએ.

- કેશવ ઠાકર માટે એ સ્વતંત્ર વ્યક્તિત્વને પોતાના પ્રભાવથી કચડી નાખતો પુરુષ છે.

- કામિનીએ વાસ્તવમાં શેખરને કદી જોયો નથી પરંતુ કેશવ ઠાકર પાસેથી સાંભળેલી વાર્તામાં તેની આકૃતિ ધરાવે છે.
- સ્વાતિ પરણિત હોવા છતાં પ્રેમી રાખે છે તેથી તેનાથી ભયભીત છે.
- પ્રીતમ સોની માટે શેખર ખોસલા પોતાની અંદર રહેલી નપુંસકતાનું ભાનકરાવનાર વ્યક્તિ છે.
- સુંદર માટે એ પ્રેમ લગ્ન, વફાદારી જેવી દરેક વસ્તુમાં પોતાનાથી ચઢિયાતો ગણતો પુરુષ છે
- જગન્નાથ પાઠક માટે શેખર ખોસલા એક બનાવટ છે.

આમ, શેખર ખોસલાનું પાત્ર એ વ્યક્તિએ વ્યક્તિએ જુદા જુદા છે અને દરેકનાં મગજમાં આ પાત્ર જુદી છાપ ધરાવે છે. ખરેખર આ પાત્ર છે કે નહીં પરંતુ મધુ રાયે આ કાલ્પનિક પાત્ર દ્વારા પણ દરેક પાત્રની માનસિકતામાં ફેરફાર કરવામાં સફળ થયા છે.

❖ ઉપસંહાર :

આમ, આ નવલકથામાં આવતાં બધાં જ પાત્રો જુદીજુદી મન : સ્થિતિ ધરાવે છે.

આ પાત્રો જેવી ભાષા વાપરે છે ઉપરથી તેમની માનસિકતાનો ખ્યાલ આવે છે.

શેખર ખોસલાની હત્યાની આસપાસ ચકરાવા લેતી આ નવલકથામાં તેની હત્યા થઈ છે કે નહીં ? તે વ્યક્તિ છે કે નહીં ? એ પણ પ્રશ્ન છે. આ પરીસ્થિતિ દ્વારા બધા પાત્રોના મનમાં ચાલતી સ્થિતિ લેખકે સુંદર રીતે વર્ણવી છે.

પ્રીતમ બેવફા પત્ની દ્વારા થઈ રહેલા પોતાના સૂક્ષ્મ બ્લેક મેઈલિંગનો એકરાર કરીને કહે છે : ‘ ઘણી વાર મને એમ થાય છે કે, નાટકમાં ને નાટકમાં સાચી ગોળી ભરી આપઘાત કરી નાખું.....’ પ્રીતમ અપરાધભાવ અનુભવે છે.

સમગ્ર નવલકથાને આધારે આપણે આપણે એટલું કહી શકીએ છીએ કે મધુ રાયે આ નવલકથામાં દરેક પાત્રની માનસિકતા નિરૂપવામાં મનોવિજ્ઞાનની સહાય લીધી છે અને તેમાં સફળ પણ થયો છે.

સમગ્ર ચરિત્રગત મન " સ્થિતિઓને ઉજાગર કરતી અનુનેય સંવાદ ભાષામાં જીવનની વરવી વાસ્તવિકતાને રેખાચિત્ર કરતી વૃતાંગકથનની તથ્યાત્મક ભાષાના અનેકસ્તરીય સંવિધાન અને કલ્પનોના આયોજનમાં અત્રત્ર જોવા મળતી કર્તાની કાળગત સભાનતા ધ્યાન ખેંચે તેવી છે.

માધ્યમિક શાળાના વિદ્યાર્થીઓની આકાંક્ષા, બુદ્ધિનો શૈક્ષણિક સિદ્ધિ પરની અસર નો અભ્યાસ
(A Study of the Effect of Aspiration and Intelligence on the Academic Achievement of Secondary School Students)

પ્રસ્તાવના

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શ્રીમતી જે.ડી.ઠક્કર બી.એડ કોલેજ રાધનપુર

આજે ભારતદેશ એકવીસમી સદીમાં પ્રવેશ કરી ચૂક્યો છે ત્યારે માહિતી આધારિત જ્ઞાન માટે વિદ્યાર્થીઓને તીવ્ર હરીફાઈનો સામનો કરવો પડે છે.આમ બાળક જ્યારે નાનો હોય છે ત્યારે અને પછી સમજણ આવ્યા પછી તે કલ્પનાઓની દુનિયામાં રાચતો હોય છે અને કલ્પનાઓથી તે કેટલીક આકાંક્ષાઓ મનમાં દઢ કરે છે બાળક કેટલીક ઊંચીઆકાંક્ષાઓ રાખે છે તો કેટલીક નીચી આકાંક્ષાઓ રાખે છે મનોવૈજ્ઞાનિક રીતે બાળકની સફળતાએ સામાન્ય નથી પણ તે બાળકની આકાંક્ષા સાથે સંબંધ ધરાવે છે.

સમસ્યા વિધાન

પ્રસ્તુત અભ્યાસનું સમસ્યાવિધાન નીચે મુજબ છે

“માધ્યમિક શાળાના વિદ્યાર્થીઓની આકાંક્ષા અને બુદ્ધિનો શૈક્ષણિક સિદ્ધિ પરની અસરનો અભ્યાસ.

a study of the effect of aspiration and intelligence on the academic achievement of secondary school students.

અભ્યાસના હેતુઓ

કોઈ પણ સંશોધન હેતુ વિના આગળ વધી શકતું નથી. પ્રસ્તુત અભ્યાસના હેતુઓ નીચે પ્રમાણે છે.

- ૧ માધ્યમિક શાળાના ધોરણ-૯ ના વિદ્યાર્થીઓની શૈક્ષણિક સિદ્ધિ, આકાંક્ષા અને બુદ્ધિનું માપન કરવું અને તેમની વચ્ચેનો સહસંબંધ શોધવો.
- ૨ ધોરણ-૯ ના ઊંચી અને નીચી બુદ્ધિ ધરાવતા વિદ્યાર્થીઓની શૈક્ષણિક સિદ્ધિ તપાસવી.
- ૩ ધોરણ-૯ ના ઊંચું અને નીચું આકાંક્ષા સ્તર ધરાવતા વિદ્યાર્થીઓની શૈક્ષણિક સિદ્ધિ તપાસવી.
- ૪ ધોરણ-૯ છોકરા અને છોકરીઓની શૈક્ષણિક સિદ્ધિ તપાસવી.
- ૫ ધોરણ-૯ ના ગ્રામ્ય અને શહેરી વિસ્તારના વિદ્યાર્થીઓની શૈક્ષણિક સિદ્ધિ તપાસવી.
- ૬ ધોરણ-૯ ના પછાત અને બિનપછાત વિદ્યાર્થીઓની શૈક્ષણિક સિદ્ધિ તપાસવી.
- ૭ આકાંક્ષા અને બુદ્ધિએ બંને સંયુક્ત ચલોની આંતરક્રિયા ની શૈક્ષણિક સિદ્ધિ તપાસવી.

ઉત્કલ્પનાઓ

ઉત્કલ્પનાએ સંશોધનસમસ્યાના કામચલાઉ જવાબ હોય છે. જે સંશોધનને યોગ્ય દિશા અને વેગ આપે છે. પ્રસ્તુત અભ્યાસની શૂન્ય ઉત્કલ્પનાઓ નીચે પ્રમાણે છે

- ૧ માધ્યમિક શાળાના વિદ્યાર્થીઓની આકાંક્ષાસ્તર, બુદ્ધિનો શૈક્ષણિક સિદ્ધિ વચ્ચે કોઈ સાર્થક તફાવત નહી હોય.
- ૨ ધોરણ-૯ના ઊંચી અને નીચી બુદ્ધિ ધરાવતા વિદ્યાર્થીઓની શૈક્ષણિક સિદ્ધિ વચ્ચે કોઈ સાર્થક તફાવત નહી હોય.
- ૩ ધોરણ-૯ના ઊંચું અને નીચું આકાંક્ષા ધરાવતા વિદ્યાર્થીઓની શૈક્ષણિક સિદ્ધિના સરાસરી પ્રાપ્તિઓ વચ્ચે કોઈ સાર્થક તફાવત નહી હોય.
- ૪ બુદ્ધિ અને આકાંક્ષાના સંદર્ભમાં ધોરણ-૯ના છોકરા અને છોકરીઓની શૈક્ષણિક સિદ્ધિના સરાસરી પ્રાપ્તિઓ વચ્ચે કોઈ સાર્થક તફાવત નહી હોય.
- ૫ બુદ્ધિ અને આકાંક્ષાના સંદર્ભમાં ધોરણ-૯ના ગ્રામ્ય અને શહેરી વિસ્તારના વિદ્યાર્થીઓની શૈક્ષણિક સિદ્ધિના સરાસરી પ્રાપ્તિઓ વચ્ચે કોઈ સાર્થક તફાવત નહી હોય.
- ૬ બુદ્ધિ અને આકાંક્ષાના સંદર્ભમાં ધોરણ-૯ પછાત અને બિનપછાત વિદ્યાર્થીઓની શૈક્ષણિક સિદ્ધિના સરાસરી પ્રાપ્તિઓ વચ્ચે કોઈ સાર્થક તફાવત નહી હોય.

૭ બુદ્ધિ અને આકાંક્ષાના બંને સંયુક્તચલોની આંતરક્રિયાની શૈક્ષણિક સિદ્ધિ પરના સરાસરી પ્રાપ્તિકો કોઈ સાર્થક તફાવત નહીં હોય.

વ્યાપવિશ્વ

પ્રસ્તુત અભ્યાસનું વ્યાપવિશ્વ પાટણ અને મહેસાણા જિલ્લાની ગ્રામ્ય અને શહેરી વિસ્તારના માધ્યમિક શાળાઓમાં અભ્યાસ કરતા ધોરણ-૯ ના વિદ્યાર્થીઓ હતા.

નમૂનાપસંદગી

પાટણ અને મહેસાણા જિલ્લાની ગ્રામ્ય અને શહેરી વિસ્તારના માધ્યમિક શાળાના વિદ્યાર્થીઓમાંથી યાદચ્છિક રીતે ૭ શહેરી વિસ્તારની અને ૮ ગ્રામ્ય વિસ્તારની માધ્યમિક શાળાઓના ચિટ્ટી દ્વારા પસંદ કરવામાં આવી હતી. પસંદ પામેલ શાળાના તમામ વિદ્યાર્થીઓનો સમાવેશ ઝૂમખા પદ્ધતિથી કરવામાં આવ્યો હતો. આમ અંતે નમૂનાનું કદ ૮૮૮ વિદ્યાર્થીઓ હતા.

ઉપકરણની પસંદગી

ઉપકરણની રચનાએ વૈજ્ઞાનિક પ્રક્રિયા છે. પ્રસ્તુત અભ્યાસ માટે બુદ્ધિ માટે ડૉ.કે.જી દેસાઈ રચિત “દેસાઈ શાબ્દિક-અશાબ્દિક સમૂહ બુદ્ધિ કસોટી” અને આકાંક્ષા માટે ડૉ.જે.બી આસોડીયા રચિત ‘આકાંક્ષા સ્તર સંશોધનિકા’ નો ઉપયોગ માહિતી એકત્રીકરણ માટે કરવામાં આવ્યો હતો.

માહિતી એકત્રીકરણ

માહિતી એકત્રીકરણ માટે નમૂનામાં પસંદ પામેલી માધ્યમિક શાળાઓના આચાર્યશ્રીની પૂર્વ મંજૂરી મેળવવામાં આવી હતી. ત્યારબાદ વિદ્યાર્થીઓને સંશોધન અંગે માહિતી આપી વિદ્યાર્થીઓને પોત્સાહિત કરવામાં આવ્યા. પ્રસ્તુત અભ્યાસના હેતુઓથી માહિતીગાર કરવામાં આવ્યા હતા. લગભગ ૩ તાસના સમયમાં માહિતી એકઠી કરવામાં આવી હતી.

માહિતી પૃથકકરણ

પ્રસ્તુત અભ્યાસમાં પસંદ કરેલ નિદર્શ ને આધારે પ્રાપ્તિકોનો સરવાળો અને વિચરણ શોધી. F-ગુણોત્તરની ગણતરી અને 2 X 2 X 2 X 2 Factorial Design Anova નો ઉપયોગ કરવામાં આવ્યો હતો.

સારણી. ૧

ચલ અને તેનો F- ગુણોત્તરની અને સાર્થકતા

ક્રમ	ચલ	આકાંક્ષાસ્તર (B)		બુદ્ધિ(B)		બે સંયુક્તચલોનો	
		F ગુણોત્તર	સાર્થકતાકક્ષા	F ગુણોત્તર	સાર્થકતાકક્ષા	F ગુણોત્તર	સાર્થકતાકક્ષા
1	A(જાતિ)	30.874	0.01	19.256	0.01	A-36.450	0.01
2	B(સ્વતંત્ર)	17.216	0.01	6.525	0.01	B-50.843	0.01
3	c(વિસ્તાર)	5.939	0.05	10.840	0.01	C-4.671	0.05
4	D(જ્ઞાતિ)	5.032	0.05	1.826	N.S.	-	-
5	AXB	1.636	N.S.	4.343	0.01	1.764	N.S.
6	AXC	7.249	0.01	6.745	0.01	2.745	N.S.
7	AXD	0.035	N.S.	0.078	N.S.	-	-
8	BXC	2.676	N.S.	1.413	N.S.	0.048	N.S.
9	BXD	1.902	N.S.	0.249	N.S.	-	-
10	CXD	14.350	0.01	14.544	0.01	-	-
11	AXBXC	9.755	0.01	0.540	N.S.	0.02	N.S.
12	AXBXD	1.297	N.S.	1.210	N.S.	-	-
13	AXCXD	2.782	N.S.	5.925	0.01	-	-
14	BXCXD	9.999	0.01	0.277	N.S.	-	-
15	AXBXCXD	0.291	N.S.	0.220	N.S.	-	-

તારણો

૧ આકાંક્ષાસ્તરના સંદર્ભમાં શૈક્ષણિક સિદ્ધિ.

* આકાંક્ષાસ્તર અને જ્ઞાતિએ શૈક્ષણિક સિદ્ધિ પર અસર કરનાર પરિબળ નથી.

* જાતિ અને વિસ્તારએ શૈક્ષણિક સિદ્ધિ પર કરનાર પરિબળ છે.

* બધા સંયુક્તચલોની આંતરક્રિયાની શૈક્ષણિક સિદ્ધિ પર કોઈ સાર્થક અસર થતી નથી.

૨ બુદ્ધિના સંદર્ભમાં શૈક્ષણિક સિદ્ધિ.

* બુદ્ધિએ શૈક્ષણિક સિદ્ધિ પર અસર કરનાર પરિબળ છે.

* જ્યારે જાતિ, વિસ્તાર અને જ્ઞાતિએ શૈક્ષણિક સિદ્ધિ પર કોઈ સાર્થક અસર થતી નથી.

* બધા સંયુક્તચલોની આંતરક્રિયાની શૈક્ષણિક સિદ્ધિ પર કોઈ સાર્થક અસર થતી નથી.

૩ આકાંક્ષાસ્તર અને બુદ્ધિના સંદર્ભમાં શૈક્ષણિક સિદ્ધિ

* બુદ્ધિએ શૈક્ષણિક સિદ્ધિ પર અસર કરનાર પરિબળ છે.

* આકાંક્ષાસ્તરએ શૈક્ષણિક સિદ્ધિ પર અસર કરનાર પરિબળ નથી.

* બધા સંયુક્તચલોની આંતરક્રિયાની પરતંત્ર ચલ શૈક્ષણિક સિદ્ધિ પર કોઈ અસર થતી નથી.

ઉપસંહાર

આમ આજના હરીફાઈના યુગમાં વિદ્યાર્થીઓને સફળતા કે નિષ્ફળતા વિકસાવી વિદ્યાર્થીઓમાં વિકાસ પ્રેરક વાતાવરણ વિદ્યાર્થીની બુદ્ધિમાં વધારો કરે છે જ્યારે વિદ્યાર્થીઓની આકાંક્ષા વધારવા માટે વિદ્યાર્થીઓની પ્રશંસા કરવી, બદલો આપવો તેમજ સફળતા અને પ્રગતિ અંગે મદદ કરવી જોઈએ.

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૨ દેસાઈ એચ.જી અને દેસાઈ કે.જી, 'મનોવૈજ્ઞાનિક માપન' (ત્રીજી આવૃત્તિ) અમદાવાદ યુનિ. ગ્રંથ નિર્માણ બોર્ડ

- ૧૯૮૪

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૪ રાવલ, નટુભાઈ અને અન્ય, 'અધ્યેતા સ્વરૂપ અને વિકાસ' અમદાવાદ: નીરવ પ્રકાશન - ૧૯૮૫-૮૬

૫ શાહ, ડી.બી. (૨૦૦૫) 'શૈક્ષણિક સંશોધન' અમદાવાદ યુનિ. ગ્રંથ નિર્માણ બોર્ડ.

૬ પટેલ. શાસ્ત્રી અને અન્ય. અધ્યયન - અધ્યાપન, પ્રવિધિઓ તથા શૈક્ષણિક મૂલ્યાંકન અને આંકડાશાસ્ત્ર (પાંચમી આવૃત્તિ) અમદાવાદ : બી.એસ.શાહ પ્રકાશન-૧૯૮૦

SWAMI VIVEKANANDA: EDUCATION**Dr GOVINDPRASAD B. PANDEY****A. B. VORA, M.Ed. Collage, Radhanpur, Dist : Patan, Pin : 385340****Email : gbpandey@yahoo.com****ABSTRACT:-**

India is a country with varied and rich cultural heritage. Numerous great educationists came with their individual ideas and philosophy of education to place education system in a perfect frame in the 19th century. Among all, Swami Vivekananda (12th January, 1863 -4th July, 1902) was the most influential and renowned theorist, educationist and reformer of India with his ideas and philosophy of education which is the efflorescence of moral and spiritual culture. Vivekananda was not only a great supporter of Vedanta but also he had given Vedanta a practical form. Vivekananda had foreseen the emergence of various social evils due to imperfect education system in India. Modern India has put tremendous emphasis on the scientific and mechanical ways of life which is fast reducing man to the status of a machine. Moral and religious values are being diluted. The fundamental principles of civilization are being disregarded. According to Swamiji man is a compound of animality, humanity and divinity. The aim of education should be to help him grow from the animal to the divine state, through self effort, self realization and proper training. If modern India has failed in any domain, it is undoubtedly in the arena of producing genuine human beings, the key component of developed society, through a perfect education system. The present thematic paper attempts to highlight Swamiji's ideas and philosophy of education.

1 INTRODUCTION:

The 19th century India produced a galaxy of great men who have enriched our national life by their talent and personality. Swami Vivekananda was one of them. Vivekananda believed in essential unity of man and God. He was an eclectic educationalist too. He tried to unite Indian spirituality and western materialism. He desired happy mingling or fusion of the two. He also wanted to unite Para Vidya and Aparā Vidya. He was revolutionary in the field of education and touched every aspect of it. His ideas on various aspects of education are more relevant and are needed more today than probably during his life time. Although Vivekananda did not write a book on education, he contributed valuable thoughts on the subject of education that are relevant and viable today. He had firm moorings in oriental culture, yet he had the broadness to welcome all that is worth borrowing from the west

(Ghosal, 2012). No wonder that today, over a century after his death, we still try to enrich ourselves with the gems of Vivekananda's thoughts on education. If we attentively study the writings and lectures of Vivekananda, we will find that his views on education are products of original reflection. Let us discuss the different aspects of Vivekananda's scheme of education.

2 THE OBJECTIVES OF EDUCATION

Vivekananda points out that the defect of the present-day education is that it has no definite goal to pursue. A sculpture has a clear idea about what he wants to shape out of the marble block; similarly, painter knows what he is going to paint. a teacher, he says, has no clear idea about the goal of his teaching, Swamiji attempts to establish, through his words and deeds, that the end of all education is man-making. He prepares the scheme of this man-making education in the light of his over-all philosophy of Vedanta. According to Vedanta, the essence of man lies in his soul, which he possesses in addition to his body and mind. In true with this philosophy, Swamiji defines education as 'the manifestation of the perfection already in man.'

The aim of education is to manifest in our lives the perfection, which is the very nature of our inner self. This perfection is the realization of the infinite power which resides in everything and every-where existence, consciousness and bliss (Satchindananda). After understanding the essential nature of this perfection, we should identify it with our inner self. For achieving this, one will have to eliminate one's ego, ignorance and all other false identification, which stand in the way. Education he maintains, should help people to build up self-confidence and self reliance, based on balanced human relationships. The ultimate goal of all educational effort is to strive towards character development characterized by the development of will-power, leading to courage, stamina and fearlessness. Through education the individual should develop adaptability and able to meet the challenge of a changing society, and this can be able through education and training that he or she receives from his parents and teachers. Education should lead to a feeling of brotherhood and the unity of mankind. According to Swami Vivekananda, work is worship, so to serve the masses is to serve God, so education should lead us to recognize this and to fulfil this end. Education should lead us to acquire the spirit of renunciation.

3. VIVEKANANDA'S CONCEPT ON EDUCATION:-

According to Swami Vivekananda education is that which liberates (SaVidya Ya

Vimuktaye). It liberates one from negative tendencies and ignorance about one's real 'Self'. In Indian tradition, 'Vidya' (learning or knowledge) is posited as antithetical to 'Avidya' (ignorance or non-knowledge), and it ought to culminate in 'Atma-Vidya' (knowledge of the Self) to be complete. The pursuit of both worldly and spiritual knowledge for holistic living, and for gaining immortality, is emphasized in the 'Yajur Veda' (XL.14). Learning is thus not an end in itself, but only a means of to help a person grow into self-consciousness, to make him realize the ultimate Oneness of life, a fact so logically explained by the Vedic seers and by puissant souls of personalities like Sri Ramakrishna (1836- 1886), Swami Vivekananda (1863-1902), Sri Aurobindo (1872-1950), and others in recent times.

4. PHILOSOPHICAL BASIS OF VIVEKANANDA'S EDUCATIONAL THOUGHTS:

The essential characteristics of the educational philosophy of Swami Vivekananda are Idealism, Naturalism and Pragmatism.

_ In a **Naturalistic** view point, he emphasized that real education is possible only through nature and natural propensities.

_ In the form of **Idealist** view point, he says that the aim of education is to develop the child with moral and spiritual qualities.

5. MEDIUM OF EDUCATION:

Like Gandhi and Rabindranath Tagore, Vivekananda also emphasized that education should be imparted through the mother tongue. Besides mother tongue, there should be a common language which is necessary to keep the country united. Vivekananda appreciated the greatness of '**Sanskrit**'. It is the source of all Indian languages and a storehouse of all inherited knowledge; with the absence of this knowledge, it will be impossible to understand Indian culture. It is like a store house of ancient heritage, to develop our society it is necessary. So men and women should know this language, besides the knowledge of the mother tongue.

6. METHOD OF TEACHING :

Having analysed the goal or objective of education, the next question that naturally arises is about the method of imparting education. According to him, knowledge is inherent in every man's soul. What we mean when we say that a man 'knows' is only what he 'discovers' by taking the cover off his own soul. Consequently, he draws our attention to the fact that the task of the teacher is only to help the child to manifest its knowledge by removing the

obstacles in its way. To drive his point home, he refers to the growth of a plant. Just as in the case of a plant, one cannot do anything more than supplying it with water, air and manure while it grows from within its own nature, so is the case with a human child. Vivekananda's method of education resembles the heuristic method of the modern educationists. In this system, the teacher invokes the spirit of inquiry in the pupil who is supposed to find out things for himself under the bias-free guidance of the teacher. Anticipating the much acclaimed modern, studentcentred method of learning where the teacher plays the role of a facilitator, Vivekananda asks the teacher to come down to the level of the learner and 'give him a push upwards'.

7 WOMEN'S EDUCATION:

Like Vidyasagar, Vivekananda also stresses the importance of women education. Swami Vivekananda did not preach two different kind of scheme for educating men and women. His teaching was exactly the same without any discrimination (V : 232). Nevertheless, his views on women call for a separate treatment, just as his plea not to monopolise all education for the benefit of a handful of people.

He maintains that society of literacy among women. With a brilliant flight metaphor Vivekananda explains the point about how female illiteracy retards the progress of a society : 'It is not possible for a bird to fly on only one wing' (1993: 69). He realizes that if the women of our country get the right type of education, then they will be able to solve their own problems in their own way. The main objectives of his scheme of female education is to make them strong, fear-less and conscious of their chastity and dignity.

8. CONCLUSION:

To conclude it can be stated that Swami Vivekananda has foreseen that mankind is passing through a crisis. Conflicts of ideals, manners and habits are pervading the atmosphere. Disrespect for everything old is the fashion of the day. From the analysis of Vivekananda's scheme of education, it is clear that the uplift of masses is possible only through education. For the upliftment of humanity, irrespective of poverty, religions, caste, and creed education must be given first. Standing on the vantage ground of experience he asked, "What makes difference between Europe and India?" "Education! Education! Education alone" is the answer he himself has given and

firmlly advised his disciples: “Let the reading of the Vedanta and practicing of meditation and chanting of Gita be left for the next life. Let this body go in the services of others, then I shall know that your coming to me has not been in vain.” He says “Feel, my children feel; feel for the poor, the ignorant, the downtrodden!” It is only through the scheme of education of Swamiji we can instill in our forth coming generation the passion for excel and compassion to service and share, the indomitable will to serve the poor, ignorant and downtrodden based on whose we have become intellect, rich & independent.

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Indian Education System

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Abstract

Since we achieved independence in 1947, our national leaders attached importance to education. There has been steady effort to spread education to all levels of Indian society. To strengthen the **Indian Education System**, an educational policy was adopted by the Indian Parliament in 1968. Education was made an important and integral part of the national development efforts. Our Government assumed full responsibility for the proper education of the children and adults. Hence, right to primary education or elementary education is now a fundamental right in India. At the time of our Independence, majority of the children were deprived of the benefits of **primary education**. Since then, India has made good progress in the field of primary education. **Secondary education** is the fulcrum or central point of a nation's education system. With regard to the pattern of secondary education experiments have been going on since Independence. **Higher education system** in India is imparted through about 180 universities and nearly 4500 colleges. In addition there are several institutions imparting specialized knowledge and technical skills. Since education is a State subject.

1 Introduction : Since we achieved independence in 1947, our national leaders attached importance to education. There has been steady effort to spread education to all levels of Indian society. To strengthen the **Indian Education System**, an educational policy was adopted by the Indian Parliament in 1968. Education was made an important and integral part of the national development efforts. Our Government assumed full responsibility for the proper education of the children and adults. Hence, right to primary education or elementary education is now a fundamental right in India.

2 Primary education system

At the time of our Independence, majority of the children were deprived of the benefits of **primary education**. Since then, India has made good progress in the field of primary

education. Statistics point to the fact that a large percentage of children in age group 6-11 years have been enrolled in school. At some places, the enrollment rate is 90 percent. However, it is proving very difficult to bring the remaining into the ambit of universal primary education is because of reasons such as: some live in inaccessible areas, lack of parent's interest to send their children to school, there is a deep-rooted prejudice against educating girls, there are practical difficulties of distance and inaccessibility of schools.

Other difficulties faces by the primary education sector are:

- The syllabus of our primary students is quite heavy. A little child of primary school has to read a large number of books.
- Many books were written in a way that doesn't create interest in young minds.
- We have less teachers and professors that our needs.

Moreover, the dropout rate is so high that universal elementary education (UEE) is quite an elusive goal.

3 Secondary education system

Secondary education is the fulcrum or central point of a nation's education system. With regard to the pattern of secondary education experiments have been going on since Independence. The 10+2+3 system of education which was recommended by Kothari Commission of 1965 is now being implemented in almost all the States and Union Territories of India. This system (pattern) provides for two streams – the higher secondary schools; the academic streams paving the way for higher education and the vocational stream of terminal nature. However, very few schools live been able to offer this terminal education. As a result, schools with academic streams still abound, thereby defeating the very purpose of reducing the acute competition for college education.

4 Higher education system

Higher education system in India is imparted through about 180 universities and neatly 4500 colleges. In addition there are several institutions imparting specialized knowledge and technical skills. Since education is a State subject. The State Governments in India are free to

open new university. Grants Commission is an authority which dispenses grants to the universities. However, its formal sanction is not necessary to open a university.

The tremendous increase in the number of students and of educational institutions has given rise to the term 'education explosion'. No doubt, this has resulted in serious problems such as inadequacy of financial resources and infrastructure and dilution of personal attention to the education and character-formation of the students. Also, there is the unwanted side-effect of enormous increase in the number of educated unemployed .

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વર્ગખંડ વ્યવસ્થાપનમાં શિક્ષકની ભૂમિકા

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વર્ગખંડ એ એક અધ્યયન માટેનું અગત્યનું સ્થાન છે કે જેમાંબાળકો અધ્યયન કરી શકે છે. બહારના ઘોઘાટ ભર્યા વાતાવરણમાં અધ્યયન ખૂબ જ કંટાળાજનક બની શકે છે. એવામાં વર્ગખંડ એ એક એવું સ્થાન છે કે જેમાં બાળકો પોતાનું અધ્યયન કોઇપણ ખતેલ વગર કરી શકે છે. કહેવાયું છે કે “ભારતનું ભાવિ વર્ગખંડમાં ઘડાઇ રહ્યું છે” એનો ઘડનારો શિક્ષક છે. શિક્ષકની ભૂમિકા વર્ગખંડમાં ખૂબ જ અગત્યની બની રહે છે.

શિક્ષકની ભૂમિકા વર્ગખંડમાં કેવી રીતે સંચાલન કરવું તે છે. અલગ-અલગ પ્રકારના બાળકો, અલગ-અલગ પ્રકારના વાતાવરણમાંથી આવતા હોય છે, કોઇ અંતઃમુખિ વિદ્યાર્થી, તો કોઇ બહિઃમુખિ, તો કોઇ એકલવાયો, તો કોઇ તોફાની તો કોઇ માનસિક અસ્વસ્થ બાળકો જોવા મળતા હોય છે. એવામાં શિક્ષકની ભૂમિકા ખૂબ જ અગત્યની બની રહે છે. શિક્ષકે બાળકો પ્રત્યેનો વ્યવહાર પ્રેમભર્યો, મમતાભર્યો, સ્નેહભર્યો રાખવો જોઇએ. જેથી કરીને બાળકો તેમના પ્રત્યે આદરભાવ કેળવે. તેમના સમીપ આવીને માર્ગદર્શન મેળવે.

વર્ગખંડમાં શિક્ષકે અધ્યયન અધ્યાપન કરાવતી વખતે બાળકોના રસ, રુચિ, વલણ, યોગ્યતા, અભિયોગ્યતા, કાર્યક્ષમતા અને કાર્યદક્ષતાને ધ્યાનમાં રાખીને પોતાના અધ્યાપનમાં પરોવવા પડે જેથી કરીને બાળકોનો વિકાસ ઝડપથી થઇ શકે. બાળકોને પોતાના જ્ઞાનથી સંપૂર્ણ માર્ગદર્શન આપવું જોઇએ. વર્ગખંડ વ્યવસ્થાપન એ ખૂબ જ મોટું અઘરું કાર્ય હોય છે. એવામાં શિક્ષકે બાળકોને કઇ રીતે સાચી દિશામાં લઇ જવા તેનો ખ્યાલ રાખવો જોઇએ.

વર્ગખંડમાં પોતાના કૌશલ્યથી, પોતાની યુક્તિથી વિદ્યાર્થીઓને શિસ્તબદ્ધ રાખવા જોઇએ. વર્ગખંડ દરમિયાન અપાતી પ્રવૃત્તિ બાળકોના જીવનનો ઉદ્દેશને ધ્યાનમાં રાખીને આપવી જોઇએ. બાળકોને પોતાના કાર્યમાં હંમેશા પ્રેરણા આપવી જોઇએ. જેથી કરીને બાળકોમાં આત્મવિશ્વાસ, સાહસ જેવા ગુણોનો વિકાસ થાય. બાળકોને હત્તોસાહ કરવા જોઇએ નહિ.

અધ્યાપનમાં વાતાવરણ પેદા કરવું કે જેમાં વિદ્યાર્થીઓ ખૂબ જ ઉમેળકાલેર અધ્યયન કરી શકે. વર્ગખંડને કંટાળારૂપ કરી બનાવવો જોઇએ નહિ. દરેક બાળક પ્રત્યે ધ્યાન રાખવું એ

શિક્ષકની અગત્યની ફરજ છે. બાળક પ્રત્યે પૂર્વગ્રહ રાખવો જોઈએ નહિ. બાળકની અધ્યયન પ્રત્યેની ખામીઓ તેમના વાલીને જાણ કરવી કે જેથી કરીને વાલી પણ પોતાના બાળકની ખામીઓ વિશે સજાગ થાય.

નીચેના જેવા શિક્ષકનાં ગુણો વર્ગખંડ વ્યવસ્થાપનમાં ખૂબ જ ઉપયોગી હોય છે. જેથી કરીને વર્ગખંડમાં ક્રાંતિ લાવી શકાય.

- બાળક પ્રત્યેનો સુમધુર સંબંધોનો વિકાસ
- શિક્ષકના વ્યવસાયમાં લગાવ.
- અધ્યયનમાં બાળકોને પ્રવૃત્તિમય રાખવા
- રચનાવાદી અભિગમ કેળવવો
- બાળકો પ્રત્યે પ્રેમ, સ્નેહ, હૂંફ જરૂરી
- બાળકોની સમસ્યાઓ સમજી તેનું નિરાકરણ કરવું
- બાળકો સામે સારું વ્યક્તિત્વ કેળવવું કે રાખવું
- ઊંડું જ્ઞાન અને સમજણ
- શિક્ષકનો વ્યવહાર સુમધુર રાખવો
- બાળકોના પ્રશ્નોનો જવાબ બહુ મીઠાસથી આપવો.
- બાળકોને પ્રેરણા પૂરી પાડવી
- બાળકોને યોગ્ય માર્ગદર્શન પુરું પાડવું
- જરૂરી કૌશલ્યનો વિકાસ કરવો
- જીવન જીવવાનીકળા શીખવવી

આમ, વર્ગખંડ વ્યવસ્થાપનમાં શિક્ષક પોતાના વ્યવહારથી બાળકોમાં પોતાનું આગવું સ્થાન કાયમ કરે છે. શિક્ષક બાળકના સંવાગી વિકાસ માટે ખૂબ જ અગત્યની ભૂમિકા અદા કરે છે. જેથી કરીને બાળકો પોતાની સિધ્ધિઓ સર કરે છે અને પોતાનું આગવું વ્યક્તિત્વ ઊંભુ કરે છે અને સમાજમાં પોતાનું નામ સ્થાપીત કરે છે, દેશનું નામ રોશન કરે છે. તો વર્ગખંડમાં શિક્ષકની ભૂમિકા એ ખૂબ જ પડકારરૂપ સાબિત થાય છે. બાળકોને પોતાના રસરૂચિ, વલણ પ્રમાણે માર્ગદર્શન આપી સાચી દિશા તરફ વાળે છે. આમ, કહેવાયુ છે કે “શિક્ષક કભી સાધારણ નહિ હોતા, પ્રલય ઔર નિર્માણ ઉનકી ગોદ મે પલતે હૈ.”

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