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Impact Visualization of Ayushman Bharat Scheme before and after Its Implementation on Indian Health Governance

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ABSTRACT

The "right to health" is central to exercising basic human rights. However, our constitution has yet to recognize health as a fundamental right. Further, a bit over 1% of India's GDP is devoted to public healthcare spending, which is one of the world's lowest levels. Therefore, the NHP-2017 (National Health Policy of India) has been launched by the government, which is entirely consistent with the concept of universal healthcare. For the ground-level implementation of the NHP-2017, the Indian government proposed the Ayushman Bharat Program in March 2018. This program was proposed with the aim of achieving a health system overhaul in India. It is targeted at preserving the financial health of 5,000 lakhs of the most disadvantaged Indians and stopping the decline of the 500–600 lakhs of Indians who slip into poverty each year as a result of out of pocket health expenses. However, the design and implementation of the Ayushman Bharat Program from the outset need to be effective and significant in reaching the intended health results. In order to investigate and visualize the impact of this programme before and after its implementation on health governance, the present study has been conducted. The study has been conducted using secondary data and has looked at the emotional tenderness or compassion of the scheme's beneficiaries as well as the scheme's impact. The present study will be a great help in

implicating inevitable and necessary future alterations, if required, to continue with the current program.

Introduction

The "right to health" is crucial to the enjoyment of fundamental human rights. Unfortunately, the Indian Constitution doesn't yet list health as a right or basic legal privilege. Numerous articles and evaluations by the honorable Supreme Court make ample arrangements for "access, under command precepts, to the citizens' health," but they fall short of including the right to be included in it as a fundamental human right. Hence, it can't be deceptive to say healthcare has been a major concern and a neglected governance problem. It has never been a top concern. It is typically a last-minute informal meeting with any political group seeking inclusion in the campaign platforms. Consequently, it's encouraging to see some recent examples of proactive action in the National Health Policy (NHP) 2017 to address this issue[1].

The 2017 National Health Policy's main goal is to strangely inform, clarify, prioritize, and solidify the government's involvement in forming healthcare systems in all of their aspects. All such aspects include healthcare investment schemes, organization and management of healthcare services, disease prevention and good health promotion, technological implementation, human resource development, promoting medical pluralism, knowledge base building, and stronger financial security measures[2]. NHP 2017 expands on the advancements made during NHP 2002. The Ministry of Health and Family Welfare has published a paper, "Background to National Health Policy 2017—Situation Analyses," to reflect its latest developments.

For the ground-level implementation of the NHP-2017, the Indian government proposed the Ayushman Bharat Program in March 2018. Ayushman Bharat for a New India 2022, which includes two significant projects, including the establishment of health and wellness centres (HWCs) and an ambitious National Health Protection Scheme (NHPS), was introduced in the 2018 budget speech[3]. Here, by converting subcenters (SCs) to HWCs, a wider and more complete package of primary health care has proposed to provide at the community level. On the other hand, the National Health Protection Scheme intends to give vulnerable 10 crore households (approximately 50 crore individuals, or 40% of the nation's population) with monthly health coverage of up to Rs. 5 lakh, depending on socioeconomic and caste census data. The programme will offer cashless coverage for some secondary and tertiary treatments in public and contracted private facilities, with no restrictions on family size or age. In order to investigate and visualize the impact of these programs, the present study has been conducted. Based on secondary data, the current study proposes to investigate the emotional tenderness or compassion of the scheme's beneficiaries as a measure of the scheme's impact.

History of Indian Health Policies and Governance

India's administration and health policies are evolving. A report on the health survey and development committee, commonly known as the Bhore Committee Report, published in 1946, has been regarded as the foundation for India's present health policy and systems.

A three-tiered health care system has been proposed in the Bhore report. It recommended funding for preventive and curative treatment in rural and urban regions, while putting health professionals on government payrolls and minimizing the need for private practitioners. These proposals established the guiding principles for contemporary health policy and systems. This was done to ensure that an individual's socioeconomic position did not impact their ability to access primary care.[4]

Furthermore, in 1955, the Medical Education Conference proposed a reform that medical schools across the country need to establish a department of preventive and social medicine. It also goes by the name of "community medicine." In both urban and rural settings, preventative and health promotion duties were given to medical students and interns. The aim of this initiative was that by continuing with this mandated rotation, junior physicians should develop a sense of community. The Mudaliar Committee recommended in 1961 that public health schools be established across the country, in each state, to train medical officers, public health nurses, maternity and child welfare workers, public health engineers, sanitarians, and others[5].

In continuation of the Bhore Committee, the Shrivastava Committee was formed in 1975. The main agenda of this committee was to target the essential urban orientation of medical education across the country, which specifically included schemes for family welfare and maternal and child health, etc. As per the recommendation of this committee, there is a need to reorient undergraduate medical education as per the country's needs[6].

The government launched a programme called Re-Orientation of Medical Education (ROME) in 1977 and then expanded it to cover the entire country in order to engage medical colleges and promote the use of preventative and curative health care in community engagement blocks[7]. This was meant to provide a sorely needed link between medical colleges and communities by combining health care delivery and referral for the community with an opportunity for medical colleges to acquaint new medical graduates with rural populations. However, the approach was only successful in the least specialized schools where it could introduce medical students to rural health.

In 1985, an expert committee for Health Manpower Planning, Production, and Management was formed to analyse current and projected needs for public healthcare manpower in pre-we intermediate level health care programmes, as well as to recommend key academic institutions and infrastructure to support the manufacturing of the requisite groups of health manpower.[8] In 1983 was India's first NHP was created, with the goal of providing universal access to basic healthcare by the year 2000[9]. It has emphasis on developing a network of primary healthcare services using health volunteers and affordable technology, as well as effective referral networks and a cohesive network of specialty facilities. Further NHP 2002 expanded on NHP 1983 and aimed to provide a health services to the broader population through decentralization, utilization of the private sector, and raising overall public spending on health care[10].

In continuation of all of these measures, Dr. Manmohan Singh, the country's then-prime minister, formed the Public Health Foundation of India (PHFI) in 2006[11] as a concerted endeavor to address supply-side deficiencies of human resources in the Indian health system. The following section provides an overview of the present state of Indian health policies and governance.

Ayushman Bharat Scheme under NHP-2017

With 1.3 billion people, India is among the fastest-growing nations on the globe. Of this population, 66% live in rural areas, while 34% live in urban areas[12]. As per the declaration of the WHO, universal health coverage aims to provide all people and groups with access to the promotive, precautionary, restorative, and hospice care health services they require, of an adequate standard to be effective, without placing the user at risk of financial hardship. It takes into account equity in access, quality, and the reduction of financial risk[13]. But as per the reports of the current NHP, despite a significant rise in health care expenditure in India since 2019, the state's expenditure on medical services is among the lowest in the world. As a result, a sizable proportion of Indian households are unable to access health care because of high out-of-pocket expenditures. Financial constraints are the limiting factor for people who did not obtain medical treatment. To finance their health-care costs, most urban and rural inhabitants borrow money from banks or sell assets. As a result, the Indian government has launched "Ayushman Bharat," a comprehensive health-care programme aimed at achieving universal health coverage. The two main components of the Ayushman Bharat plan are the Pradhan Mantri Jan Arogya Yojana (PMJAY) and Health and Wellness Centers (HWCs).

The programme aims to provide 100 million Indian households, or around 500 million Indians, with healthcare. The programme is designed for people who, according to the government's 2011 Socio-Economic and Caste Census, are living below the poverty level (SECC). Everyone in the family is covered, regardless of how many or how old they are. Each recipient is eligible for a benefit totaling INR 500,000 per year. 40% of the program's financing comes from the budgets of each state and the federal government. It has merged with the existing government-funded health insurance system (GFHIS) in the states where it exists. The programme is either managed through an insurance system, in which case a private health insurance corporation handles claims and payments, or it is run through a non-profit trust established particularly for this purpose by the states. Medical treatment is provided by public or accredited private health facilities that have made sensible investments.[14]

The progamme has proposed to cover roughly 40% of India's total population. It has been expected that when it reaches its target coverage, it will be the world's largest GFHIS[15].

The programme pays for all secondary and, in most circumstances, tertiary care operations that require hospitalisation at hospitals having empanelled status. It also covers treatments before and after hospitalisation. The provided coverage is fully digital, requiring no paper or documentation, and is transferable across all hospitals in India having empanelled status. Pricing for these treatments has been set for about 1,350 treatment bundles[16]. It is expected that the funding allotted to this component of the programme would increase to INR 100 billion over the next five years, up from INR 20 billion currently.

The plan calls for strengthening and developing approximately 150,000 health and wellness centers across the country as well as to provide healthcare coverage for hospitalized persons. These facilities would offer complete primary health care, such as maternal, child, early-life, teen health services and family planning services, such as family welfare and abortion services; management of communicable and non-communicable diseases; and common eye, ear, and throat conditions. These health and wellness facilities will cost roughly INR 12 billion to build and operate.

Along with all of these benefits, the Ayushman Bharat scheme also aims to bring about an improvement in the healthcare sector, including uniform standard care in both private and public hospitals, cost control, the establishment of the Registry of Hospitals in Network of Insurance (ROHINI), enhancements of the National Health Resources Repository (NHRR), and others.

It seems that the Ayushman Bharat scheme has great potential to be a solution to the country's issues with access to health care and services. Strong voices both in favor of these assertions and those raising doubts about them are both presented in the present study. The program's supporters seem to assert that it can increase market competition between public and private health care providers and boost service quality. It also looks like it will eventually reduce healthcare costs and improve the effectiveness of hospital-based secondary and tertiary care services. However, some issues also seem to be coming up in the path of its ground-level implementation, such as the plan's critics' expressed worries about moral hazard, the scheme's limited reach and exclusion of vulnerable populations due to ineffective targeting, the inadequacy of regulations for private insurers and providers, the possibility of supplier-induced demand, and the scheme's opponents, etc. As a result, an in-depth inquiry of the ground reality of the scheme's execution, as well as a research of the beneficiaries' fair experience with the same, is required. On this basis, the current study was conducted.

Exploratory Analysis of the Ayushman Bharat

This section gives detailed exploratory analysis based on the dataset from the Ministry of Rural Development, Government of India, and the Socioeconomic and Caste Census about the ground reality of the implementation of the Ayushman Bharat scheme along with its success in reaching target volumes.

Count Analysis of Ayushman Card Holder

The detailed information Ayushman Bharat card holder distribution (state wise) has been given in figure1.

It has been noticed from the data of SECC, for Rajasthan and Andhra Pradesh, specifics on individual beneficiary card holders are not readily available. The total number of Ayushman cards also includes the 4.68 billion beneficiary cards that the state of West Bengal issued utilizing its IT infrastructure. Maximum of card has been issued in Tamil Nadu and minimum in Andhra Pradesh.

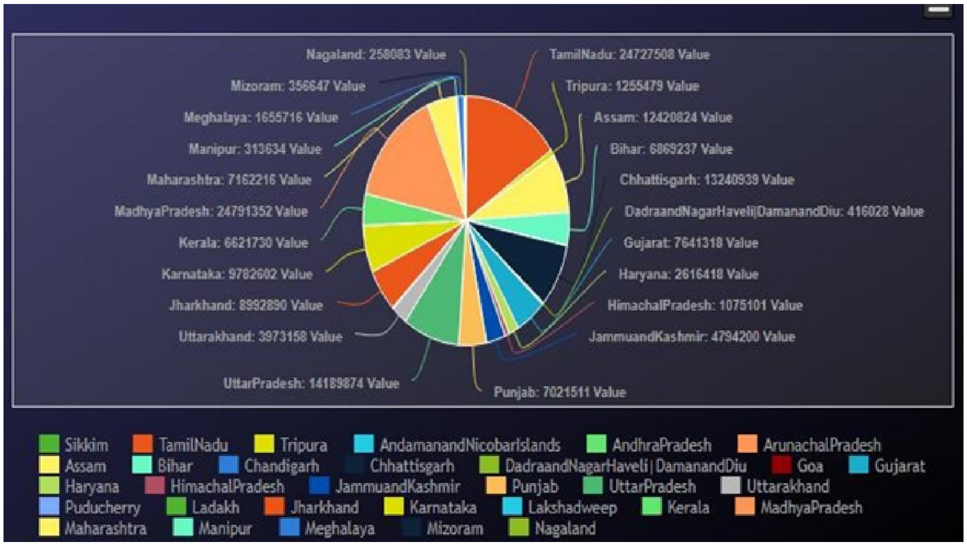

Fig. 1: State wise Ayushman Bharat card holder count[17]

Funding Detail Analysis

Figures 2, 3, and 4 show detailed information about the state-by-state allocation of funds under Ayushman Bharat for health and wellness centers. The figure 2 contains the data for 2018–2019, while the figure 3 and figure 4 contain the data for 2019–2020 and 2020–2021, respectively.

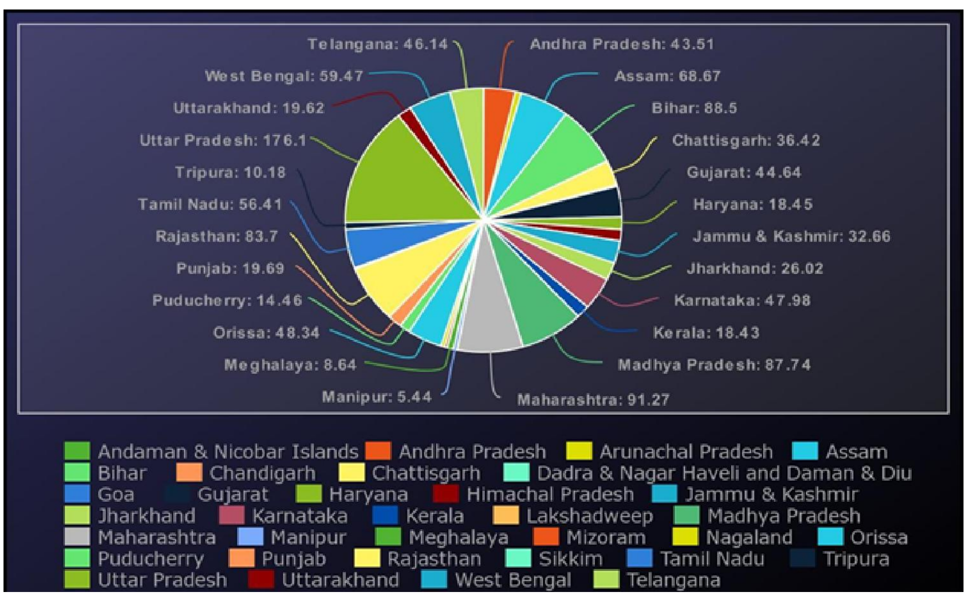

Fig. 2: State wise Funding for year 2018-2019 in crore[17]

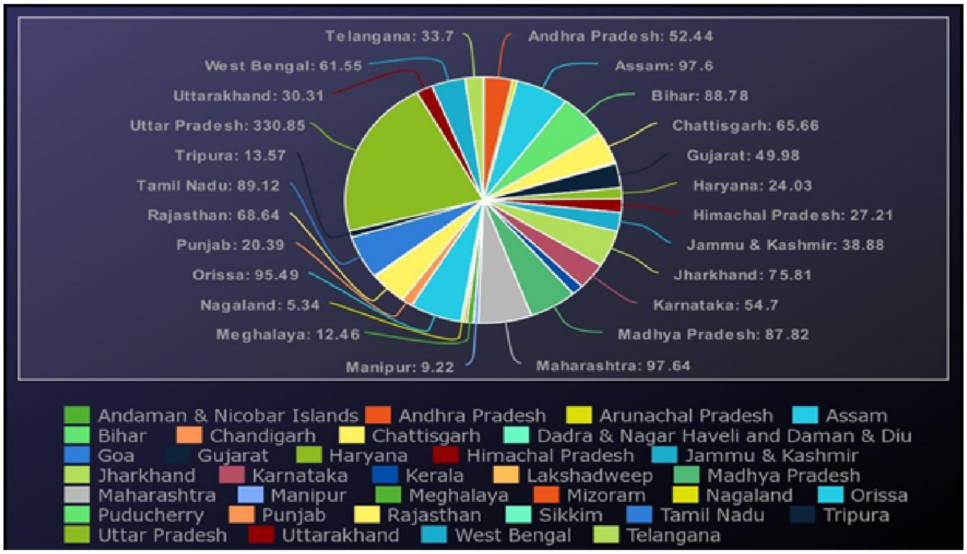

Fig. 3: State wise Funding for year 2019-2020 in crore[17]

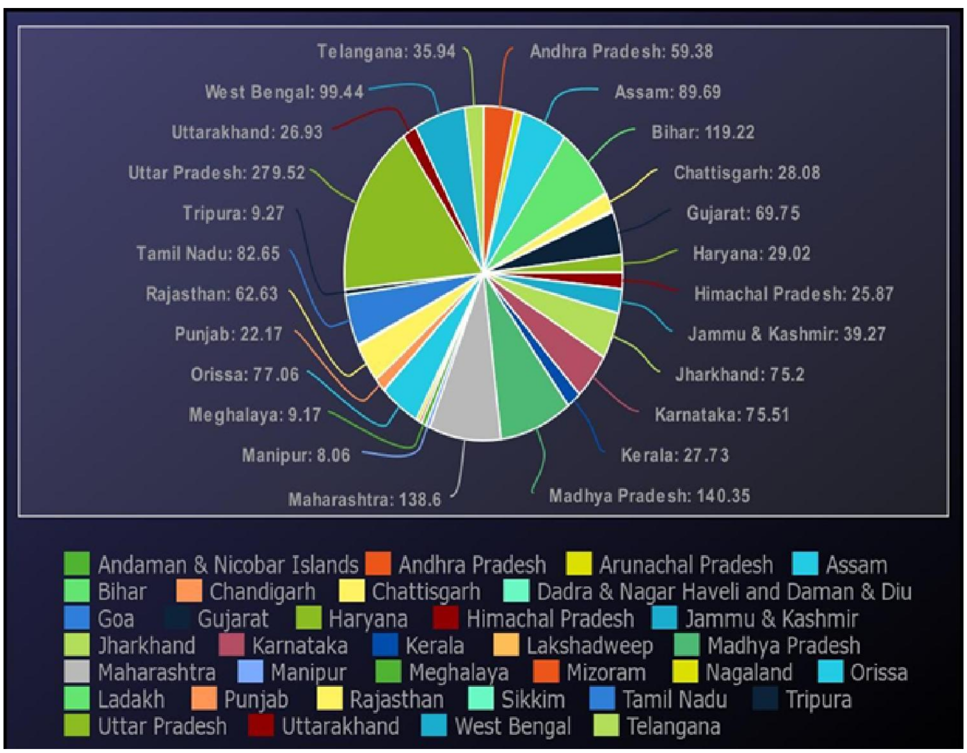

Fig. 4: State wise Funding for year 2020-2021 in crore[17]

According to the analysis from Figures 2 to 4, funding for the Ayushman Bharat programme has increased in most states, but decreased in a few. It has been noticed that in 2020-2021, Ladhak has also received funds worth 7.36 crore for the first time under the Ayushman Bharat program.

Since the program's inception, Uttar Pradesh has received the most funding.

Analysis of Functional HWCs

The detailed analysis of total functional health and wellness centers in different Indian states has been presented in figure 5. Uttar Pradesh has the most number of HWCs (8723). On the other hand, Nagaland (223) and Maghalaya (279) have the least number of functional HWCs. Each state in India has functional health and wellness centers, and this number is expected to grow in the future.

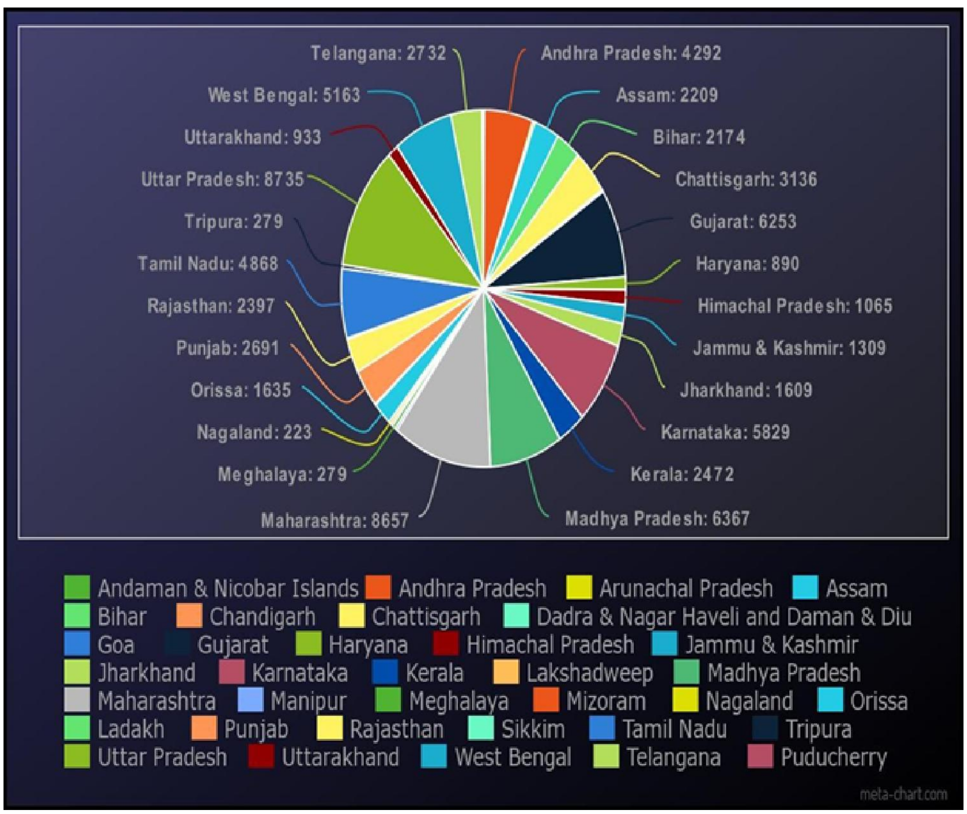

Fig. 5: State wise count of functional HWC till July 2021[17]

Analysis of Authorized Hospital

In this section, the state-wise count of authorized hospitals under the Ayushman Bharat programme has been presented. It has been noticed that Tamil Nadu has the maximum number of authorized hospitals under the Ayushman Bharat programme (3,102,787), and the minimum is in Goa (10282). Otherwise, almost each state in India has authorized hospitals under the Ayushman Bharat program, whose number and functions are supposed to increase in the future.

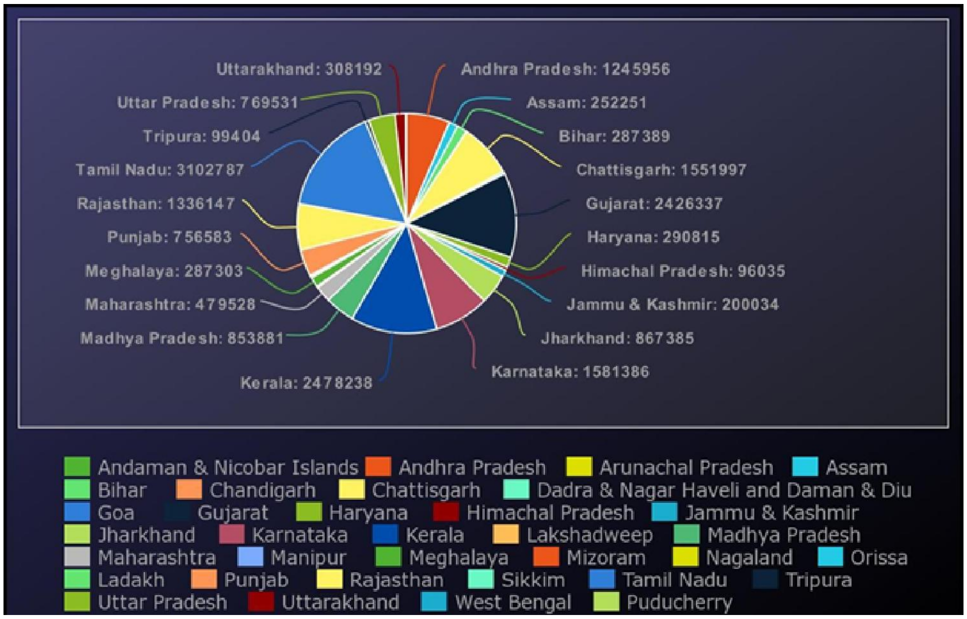

Fig. 6: State wise count of authorized hospital[17]

Challenges Confronting under Ayushman Bharat National Scheme

Either way, under NHP-2017 (the National Health Policy of India), the Ayushman Bharat National Scheme has been launched by the government, which is entirely consistent with the concept of universal healthcare, but there are some areas that raise some particular concerns. Few of that concern has been disused below"

1. For the upgrade of 1,50,000 SC, a fund of Rs. 1200 crores has been provided under the HWC plan[18]. The annual cost per SC estimated to be around of Rs. 80,000. Even if it is a regular grant, the logistical, human resource, and infrastructure requirements to provide the increased variety of services are still woefully inadequate. It should be emphasized that more

than 25% of the operational SCs require building construction. It is necessary to close the gap between policy purpose and financial allocation.

2. Grassroots/lower centres must also be aware that providing increasingly more facilities could be harmful because doing so would cause them to fall short of meeting their main goals (promotional and preventive) and inadequately handle the new obligations.
3. NHP 2017 aims to secure UHC and boost public trust in the healthcare system by strengthening and expanding services. By 2025, it seeks to raise federal health spending as a share of GDP from the present 1.15% to 2.5%[19]. This implies that in the following 6–7 years, the financial allocation will practically double. Given that the budgeted allotment for 2018–2019 (Rs. 52,800 crores) is only 2.4% greater than it was the previous year, it appears implausible.[20]. Actually, if inflation is taken into account (4% last year), the allotment has decreased.
4. Cooperative federalism is the foundation of the plan. Thus, unless all the various governments agree to execute the system, it will be difficult to attain the necessary aims. The state is anticipated to contribute about 40% of this, or more than Rs. 4,000 hence it has been found to be difficult to attain the necessary aims.
5. The lack of workers at all levels is the single biggest factor in the unavailability of health care services (especially curative ones) in distant locations. A situational study of the current state of rural healthcare demonstrates that as the degree of treatment increases, the gaps in infrastructure investment widen. According to Census 2011 data on rural population, the overall shortage for rural public hospitals in India is 19% for SCs, 22% for primary health clinics (PHC), and 30% for CHC. People who are ill are overcrowded in urban institutions (mainly private sector) and the OOPE rises as a result of this.

Study of Emotional Tenderness or Compassion of the Scheme's Beneficiaries

Here in this section, studies have been conducted on various cases to understand the emotional tenderness or compassion of the scheme's beneficiaries. This section, based on its theme, has been considering the various cases for the study of the fair evolution of the Ayushman Bharat National Scheme at the Indian level. A detailed study of the different cases has been presented below:

Case 1: Jamuna Kolita

Jamuna Kolita belongs to Kamrup District of Assam. Jamuna was critically ill for six months and did not received any medical attention. As her illness worsened, a villager advised her family members to go to the hospital with her ration card and register for the Ayushman Bharat benefit. On July 24, 2019, the Jamuna with her family reached Guwahati and enrolled herself as a beneficiary and was taken to the hospital for emergency care.

Her partner's monthly salary, as a driver, is roughly Rs. 8,000. Despite having given up, he broke down and said that she might live if medical care was provided to her, even if it was difficult to do so. The family incurred an extra cost of Rs. 2,700 for medications, which was paid back through Ayushman Bharat.

Case 2: Mahindiri Hira

Hira, a 54-year-old patient who had spent more than six months in the hospital and was in extreme pain, was taking a local prescription. The monthly salary earned by her son, a driver, is roughly 7,000 rupees. About eight months prior, she had received the card, but she wasn't sure on how to utilise it until a local doctors recommended that she can receive free treatment at a major hospital. She received an Ayushman Bharat Card from an ASHA employee. On August 5, after the right course of therapy, she was discharged. Commercially, the surgery is anticipated to cost around Rs. 35,000 which was covered under the scheme. This ways the family could save sizeable part of out of pocket health expenditure.

Case 3: Dilip Lohar

Dilip suffered many injuries on his shoulder in a car crash a few years ago. He made a sluggish recovery, but his shoulder weakened. His shoulder dislocated shortly after sustaining another injury. There is no medical facility to remedy this in Meghalaya. A bone graft was performed after the family travelled to Guwahati. If done privately, the cost could have been close to Rs. 100,000. Two of his sons attend a nearby school, and his wife stays at home. He had been in bed for 15 days, during which time the family's income was nonexistent. The fact that there were no medical charges and that the procedure went smoothly, made the family relief from expenses.

Case 4: Promila Doimai

38-year-old Promila is a housekeeper. The lady makes 2,000 rupees a month. Well, before family members decided to take her to the doctor, she had been in discomfort for nearly three years and one month. Due to a lack of funds, they decided against seeing a doctor. An ASHA employee advised them to visit a hospital and take advantage of the free medical care provided by Ayushman Bharat. The family intended to borrow more money from the local moneylender because they lackedassets. She underwent effective surgery and made a speedy recovery. She was shifted from the intensive care unit to the recovery room after spending a day there, where she recovered enough to resume her daily activities.

Case 5: Makibur Rehman

29-year-old Makibur works at a nearby motel. About nine months earlier, the card was issued to the family. This is the second time the family has used the service. His mother received treatment for gallstones first. Makibur was hospitalised on July 26, 2019, after experiencing dull abdominal aches on the right side of his body for a fortnight. He was unable to pay the procedure's above Rs. 30,000 cost with his meagre monthly income of Rs. 8,000. The treatment was successfully completed under Ayushman Bharat, and he promptly returned to work.

Case 6: Jinnat Ara

Jinnat who is 47 years old widow lives with her son, a driver who makes around Rs. 6,000 per month, is the only working member of the family. Jinnat, had abdominal pain for a prolonged period of time and was also prescribed painkillers by the neighborhood doctor. Her village has no ultrasound facility, so no USG could be done to determine the source of the pain. One of her neighbors, who received her regular medical care through Ayushman Bharat, advised her to go to the local government hospital that was emp. She was hospitalized right away and was given all the privileges that she was entitled for under the Ayushman Bharat Scheme, thereafter her condition got stabilized.

Case 7: Johan Barala

Johan, 47, works irregular hours on a tea farm in upper Assam and earns Rs. 3,200 per month. He could never afford medical treatment with his little earnings. As a result, he suffered for more than a year. He found it difficult to seek treatment since he was the only member of the family who worked and had no money to use the medical services at a major hospital. A government delegation that visited the tea estate issued Ayushman cards for each employee. This gave Johan some hope that his pain would end. He underwent surgery after being diagnosed with a kidney stone. The surgery was performed successfully with Yojana covering all expenses.

Case 8: Arabinda Kalita

Arabinda, 63, visited a nearby health centre because he was having trouble swallowing. Initial medical care was provided, and he was then directed to the Guwahati Medical College Hospital (GMCH). Further recommendations included treatment at the GMC Cancer Institute. He received cancer therapy while undergoing more than a month of hospitalisation. He once became so critical that he had to be admitted to the intensive care unit. He underwent surgery and a radiation chemotherapy. The family could not have imagined receiving such treatment with their meagre daily salary of Rs. 300 from their employment as masons, but the Yoajna helped them save health expenses.

Case 9: Bhandeswari Das

Bhandeswari, who is 69 years old, is being hospitalized for the second time. In the first case, she underwent surgery and received radiation treatment. In that case, a sum of Rs. 50,000 was approved. She waived extradition during her present hospital stay and completed 25 sessions. She was in the hospital for five months, receiving complete care and recovering. This procedure will probably cost about Rs. 3 lakh commercially that will be covered by the scheme.

Case 10: Azizul Hak

Azizul, 48, who earns only Rs. 250 per day, could never afford therapy. He was in tremendous pain and on the verge of giving up. Because this ailment existed before the Ayushmaan Card was created, the family was compelled to sell their agricultural land for Rs. 1.5 lakh in order to pay for his medical care. With the issue of Ayushman Bharat card, a new ray of hope appeared, owing to which Hak is still living. He was admitted for treatment in July 2019, and after recovering, he was released. All his medical expenses after he was issued the card was covered under the Yojana.

Case 11: Niru Begum

Niru, 37, was admitted to a hospital in Guwahati after complaining of a brain haemorrhage. Her spouse earns around Rs. 1,500 per month as a casual labourer at a stone quarry. Because the family does not own any land, the query does not run regularly on wet days, preventing them from receiving money. Niru lost consciousness on July 27, 2019, and was carried to the hospital by a government ambulance with the assistance of ASHA, The Ayushman Bharat Yojana paid all of her bills, and she was promptly released from the hospital after healing.

Case 12: Raj Kumar

Raj Kumar, 46, works as a peon in Gurugram. He'd been suffering from a severe stomachache for at least seven months. He was treated by a local doctor, who gave him temporary relief. However, this was only temporary, and the misery soon returned. As a result, he had to miss work and was dismissed. He couldn't afford the doctor's recommended therapies, which included USG and other procedures. After discovering that the Ayushman Bharat programme would cover this therapy, he proceeded to Alfaa Hospital. He was diagnosed with kidney stones and had the requisite operation. The Ayushman Bharat Yojana paid all of his expenditures .

Case 13: Komal

Komal, 24, is a 24 year old LLM student at a Dehradun institution. She felt unwell after returning to her hometown last week. As her condition deteriorated, she was taken to the hospital. The family was already enrolled in Ayushman Bharat, and all medical care was provided at no expense to the family. She compared her current predicament to one from a few years ago, when she was hospitalised for a physical ailment and had to pay $23,000 for her medical bills.

Case 14: Surjit Singh

Surjit Singh experienced problems with urinary discharge for over 5 years. Surjit, a farmer by trade, was 52 when he began taking medicine from a neighbouring doctor. He was later notified by the government that the Ayushman Bharat programme covered all members of his family and that all hospital treatments were free of charge. When he went to Alfaa Hospital a few months ago, he was hospitalised.But lately, the problem came again, so the patient had to go back to the hospital for another operation to finally address the problem. All his medical expenses were covered under Ayushman Bharat programme relieving him of medical expenses.

Case 15: Jaibir

Jaibir, 23, was sent to the hospital after complaining of vomiting, diarrhoea, and stomach pains caused by food poisoning. He was sent to the hospital with his younger sister, who also had a food allergy. His mother, who was caring for her two children in the hospital, breathed a sigh of relief because the entire medication was covered by Ayushman Bharat and she would not have to pay for medical expenses.

Case 16: Bharath Kumar

Bharath Kumar, 22, was admitted to the hospital on August 2nd due to severe stomach ache. This had happened before when he had taken local anaesthesia and found momentary relief. The pain was caused by kidney stones, according to tests. The surgery was carried out the next day. He was unaware of the benefits of Ayushman Bharat prior to obtaining assistance from Ayushman Mitra. However, the monetary help offered to him through the Yojana was a welcome respite

Case 17: Jeevan US

Jeevan first had stomach issues when he was ten years old. Because his family lacked the financial means to seek treatment at a big hospital, the family turned to a nearby dispensary. After two years the family acquired an Ayushman Bharat card, reigniting their desire to aid Jeevan in resolving his problem. On August 1st of this year, he was brought to the hospital and had surgery. Both the patient and his family were relieved as all the expenses were covered under the Yojana.

Case 18: Kushal Gowda

Kunal Gowda, five years old, was taken to KC General Hospital's emergency room in the middle of the night with an uncommon case of appendicitis. The hospital summoned the expert since the patient required an urgent treatment due to his excruciating pain, and the surgery was done in two hours. Kunal's life has been saved. The hospital did not solicit an advance payment from the family and instead informed them that Ayushman Bharat would cover the treatment at no cost.

Case 19: Sheria

Sheria, who is nine months old, was born with a congenital heart condition. Her dad is the only earner in the family; he works as a washerman and makes about Rs. 10,000 each month. He was appealing with God for help since it was practically impossible for him to have her treated at any hospital. When the Ayushman Card was issued for him, he was notified that he was entitled to get treatment for his daughter. He rushed to the Sri Jayadeva Institute of Cardiovascular Science & Research, registered his daughter, and then got her operated.

In continuation of this, numerous other families were also benefited by Ayushman Bharat. Case of Geetha, Tumkur from Karnataka, Pavan Kumar from Chitradurga District, Karnataka, Bindhu Y Kottukal from Thiruvananthapuram, Vishnu S Aryanad, from Thiruvananthapuram, Kala Venganoor from Thiruvananthapuram, Thankapdan Vellanad, from Thiruvananthapuram and Shaiju T. Keezhayikonam from Thiruvananthapuram are some other example of scheme's beneficiaries.

Conclusion

The AB-PMJAY is a rare opportunity to enhance the health of hundreds of millions of Indians and eradicate a major factor contributing to the nation's poverty. A detailed study has been conducted in order to investigate and visualize the impact of this programme before and after its implementation on health governance. The study has also included studies on the emotional tenderness or compassion of the scheme's beneficiaries as well as the scheme's impact based on secondary data. From the various studies, it is evident that the Ayushman Bharat Program seems to be a balanced strategy that combines the delivery of comprehensive primary healthcare (via HWCs) with secondary and tertiary care hospitalization (through PM-RSSM). Nevertheless, there are significant obstacles that must be removed in order for the Indian people to experience these benefits and for the programme to sustainably advance India's pursuit of Universal Health Coverage.

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Why Investors are not Always Rational? A Behavioural Explanation of Stock Market Puzzles and Irrational Investor Behaviour

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ABSTRACT

The present paper discusses the Behavioural explanation of a few popular puzzles in the stock market and various Cognitive, social and emotional influences on an investor. The paper is divided into four parts. The first part presents the various heuristics and biases that influence an investor. The second part throws light on the various Cognitive, social and emotional influences on an investor. The third part deals with behavioural explanations for a few popular puzzles in the stock market. The fourth part provides the summary and conclusion. The various Heuristics to understand cognitive biases are the anchoring and adjustment heuristic, the Representativeness heuristic and the Availability Heuristics. These heuristics are used to explain the causes of irrational investors and why people's intuitive judgment deviates from rationality. The paper also discusses cognitive (Over Confidence, Cognitive dissonance, underreaction and Overreaction, Disposition effects, Diversification bias, Mental Accounting), social (Herding, Reputation, Beauty contests, Success stories and advice from family, expert influence) and emotional influences (Feelings of Regret, Loss aversion, Sunk cost fallacy) on an investor. The paper also talks about behavioural explanations for various market puzzles: Equity premium puzzle, Volatility puzzle and predictability puzzle.

Keywords: Behavioural finance, heuristics, biases, mental accounting

Introduction

Traditionally, finance has been based around the concept of "efficient markets" which states that the price of an asset or security is 'right' i.e., the price of an asset reflects its fundamental value and all the available information. For a long time, the financial theory was governed by the idea that investors act rationally as they have all the available information and they aim to maximize profits. The theory believed that even if there is any 'noise' by irrational investors in the market, it is balanced by rational investors. Traditional finance has been surrounded by three unbounded traits (rationality, self-control and self-interest) which form a base for 'homo economicus'.

However, over time, it was felt that the traditional theory was not able to explain various market anomalies like market volatility and unpredictability in the market, market crashes, irrational investor Behaviour, stock market bubbles etc. Traditional finance also wasn't able to address questions like 'why does an investor trade, how does an investor trade, what are the factors that help an investor decide his portfolio etc.

These market anomalies and investor Behaviour were explained by an alternative approach termed 'Behavioural Finance' which focuses on cognitive, sociological and psychological influences on the decision-making of investors and financial markets. It focuses on other important aspects of the decision-making process i.e., how people invest, what they value and how they adjust for risk by embracing findings from psychology and sociology. Behavioural finance highlights that the investors are not always rational and the prices are not always efficient. It examines the role of psychology and sociology in financial decision-making. It considers the influence that mood, fear, overconfidence, past experiences etc. have on investors when they decide to devote funds to any asset.

Over the last few decades, Behavioural finance has become an extremely popular field of study as an application in business and finance. Behavioural finance centres around the fact that investors' decisions are influenced by their own biases. Thus, investors behave quite differently from 'homo economicus' and their financial choices are guided by their social and psychological needs. It also highlights that investors as humans have a limit to self-control and often apply heuristics to take complex decisions.

The cognitive and psychological underpinnings to explain stock market Behaviour can be traced back to the 60s and 70s also but it was mainly in the 1980s when Behavioural finance evolved with an attempt to explain stock market bubbles and other market anomalies. Since then, foundational ideas of Behavioural Economics have been used to explain the reason behind these anomalies. The ideas of Daniel Kahneman and Amos Tversky have played a major role in explaining the contradictions in the traditional theory of finance.

Over time, Behavioural finance has developed through two phases: firstly, through examples of market anomalies and deviation from standard finance assumptions and secondly, through explanation of these anomalies. The decade of the 1980s saw various important concepts like the 'disposition effect' and 'equity premium puzzle' being developed by various economists. In 1981, Shiller discussed market anomalies and pointed out how rational factors alone cannot explain stock market volatility (Shiller, 1981). De Bondt and Richard Thaler's paper on stock market overreaction in 1985 elaborated on value anomaly (De Bondt, & Thaler, 1985).

The late 1990s and the early 2000s saw Behavioural finance becoming part of mainstream finance. The area was able to explain the reasons behind many market anomalies. The limit to arbitrage, myopic loss aversion, overreactions and underreactions of the market were some of the major concepts that developed during this time. This decade also saw research in the area of irrational investors and the Behavioural mistakes they make. Robert Shiller's famous book 'Irrational Exuberance' in 2000 rightly predicted the crash of the dot-com stock market bubble and spread the ideas of Behavioural finance as a parallel field of traditional finance, understanding of which can increase the predictability in the stock market. Around the same time, Andrei Shleifer also worked to explain how noise traders in the financial market lead to limited arbitrage and cause market anomalies.

Finally, the Nobel prize in 2001 to George Akerlof, Michael Spence, and Joseph Stiglitz "for their analyses of markets with asymmetric information" and to Daniel Kahneman in 2002 for "having integrated insights from psychological research into economic science, especially concerning human judgment and decision-making under uncertainty" further increased the popularity and acceptance of Behavioural Finance.

This paper will address the following questions:

- What is the Behavioural explanation for a few popular puzzles in the stock market?

- What are the various Cognitive, social and emotional influences on an investor?

For the sake of convenience of the presentation, this paper has been divided into four parts. The first part presents the various heuristics and biases that influence an investor. The second part throws light on the various Cognitive, social and emotional influences on an investor. The third part deals with behavioural explanations for a few popular puzzles in the stock market. The fourth part provides the summary and conclusion.

I

Behavioural finance replaces the idea of rational decision-makers called 'econs' with 'humans' who are influenced by cognitive, social and emotional factors. Humans often are more biased than logical while taking financial decisions. Behavioural finance acknowledges that stock investors are boundedly rational (Simon, 1955). In real life, decision-making is a complex process and is influenced by context, cues, social norms and past experiences.

When faced with difficult situations, people use heuristics or 'rules of thumb' to take decisions. These rules are imperfect but functional shortcuts that help an investor to simplify the complex situation and take quick decisions.

The concept of heuristics was first introduced by the economist and cognitive psychologist Herbert A. Simon in the 1950s. He used this approach to answer the question of how humans make decisions when the conditions for rational choice theory are not met, that is how people decide under uncertainty. He suggested that there were limitations to rational decision-making.

Later, in the 1970s, psychologists Amos Tversky and Daniel Kahneman worked on 'Heuristics' to understand cognitive biases. Heuristics have since been used to explain the causes of irrational investors and why people's intuitive judgement deviates from the rule. Kahneman has discussed how heuristics can be understood in terms of substitution i.e., when faced with a difficult problem, the one that individuals are not able to address directly, they replace it with an easier question and answer that instead. For example: Instead of addressing the question: "How much profit this stock is going to make", an investor will substitute the question: "What do I feel about this stock?" Substitution helps to provide quick answers but may lead to systematic and predictable errors called biases. In the above example, an investor has used the affect heuristic. According to Tversky & Kahneman, 1974, these heuristics are highly economical and usually effective, but they lead to systematic and predictable errors. A better understanding of these heuristics and of the biases to which they lead could improve judgments and decisions in situations of uncertainty.

Four prominent heuristics are as follows:

1. The Anchoring and Adjustment Heuristic

According to the anchoring and adjustment heuristic, people employ a certain starting point ("the anchor") and make adjustments until they reach an acceptable value over time. Anchoring is a cognitive bias where investors rely on facts provided before a decision or estimation is made. The facts may be completely unrelated, but research shows that they have a significant impact on the decision. (Epley & Gilovich, 2006, Jacowitz & Kahneman, 1995).

The anchoring heuristic is used by people when they have to estimate a value with an unknown attribute. In such cases, people use some initial "anchor" or default number which is then adjusted up or down based on the information available. Approximations or final values derived by a person using heuristics are often biased because anchors can never be adjusted sufficiently. Anchoring and adjustment bias occurs when an investor gives undue prominence to anchors which are most of the times statistically irrelevant. Anchoring occurs to reduce the amount of cognitive load placed on our brains.

For example: If an individual is asked to estimate the value of Reliance's stock after 4 months. Since the problem is difficult and there is uncertainty, most people will apply anchoring and adjustment heuristics to find a quick response. They would use the present value of the stock as an anchor and will adjust up or down based on any other information that they have. This may lead to a biased answer as an investor is looking at information from a twisted lens i.e., with the present value of stock in mind.

Property dealers often use 'anchors' to start negotiations. They quote a higher price for the property to set an anchor and bargain the deal to give satisfaction to the customer who is influenced by the initial anchor.

2. The Representativeness Heuristic

According to Kahneman and Tversky (1972), representativeness means, that in situations of uncertainty, people "evaluate the probability of an uncertain event, or sample, by the degree to which it is: (i) similar in essential properties to its parent population; and (ii) reflects the salient features of the process by which it is generated". Often people choose options or take decisions based on representative information rather than logical and probabilistic reasoning. This heuristic causes judgment errors such as neglecting base rate (people tend to ignore general information or base rate when specific information is also provided), conjunction fallacy (people assume that certain specific conditions are more likely than general conditions) and applying the law of small numbers (exaggeration of the degree to which a small sample will resemble the population from which they are drawn).

In the stock markets, investors often see the past performance of firms as being representative of the firm's future performance as well. Investors are also seen to overweigh the recent information to the detriment of the past information. Thus, if a firm has been making huge profits for a few years, investors might assume that the company will continue to perform great in future also. Representative heuristic sometimes leads to stock market overreactions and underreactions challenging the efficient market hypothesis.

3. The Availability Heuristics

In complex and uncertain situations, the brain tries to take a mental shortcut to ease the decision-making process. These predictable shortcuts are based on our past experiences and recent memory. The availability heuristic is one such rule of thumb or shortcut. The Availability Heuristic assess the probability of occurrence of the event based on the ease with which it comes to mind. It is governed by the principle that "if you can think of it, it must be important." Individuals believe that the things they can recall more easily are more common and more accurate representations of the real world. For instance, the ease with which a person can recall theft in his locality will determine how that person will rate the law and order situation in his locality. Though a recent crime may not be a true representation of a law-and-order situation in that locality person will overestimate the occurrence of such events because of the availability heuristic. This may lead to a cognitive bias as a recent event may not be the best representation of reality.

The availability heuristic is widely seen in financial markets also. Recent market news or event affects the investment decision more than the fundamentals of the company. Many times, this leads to an overreaction in the market which in turn might cause crashes or bubbles. In the case of a significant event, investors overestimate the probability of the occurrence of a similar event.

One example of the Availability heuristic leading to bias is the case of the 'hot hand' where it is assumed that a person having a string of successes will continue with the string and will be successful

(Gilovich, T., Vallone, R., & Tversky, A., 1985: 295-314). This bias was first noticed in the game of basketball (hence, the name 'hot hand') whereby the players who score maximum baskets keep on getting maximum passes even though they may be just average players. This bias is seen in the case of unrelated events like the roll of a dice or the flipping of a coin.

In financial markets, investors also experience the bias of 'hot hand' when they are more likely to deal with traders who have recently performed exceptionally well in the market. In reality, there is no relationship between past performance and future performance.

4. The Affect Heuristic

Affect heuristic helps individuals to assign the probabilities of the occurrence of an event based on how a person feels about it. If a person feels good about it, a higher probability is assigned to good consequences and vice versa. Slovic, P., Finucane, M. L., Peters, E., & MacGregor, D. G. (2007: 1333-1352) describe "affect" as the specific quality of "goodness" or "badness" experienced as a feeling state (with or without consciousness) and demarcating a positive or negative quality of a stimulus. Affective responses occur rapidly and automatically.

Affect heuristic lets the decisions affected by emotions and mood while taking a decision. People tend to take more risky decisions when they are happy or in a positive state of mind. The affect heuristic is most prominent when people do not have the resources or time to reflect. It is a bias in which emotions—fear, anxiety, surprise, pleasure influence and quickens a person's decision-making process. The affect heuristic may lead to overconfidence bias in an investor. An investor may take a sub-optimal decision when emotions override logic or facts.

For example: sometimes investors invest in a company's stock because "they have a good feeling about it". The good feeling may not have anything to do with the fundamentals of the company and thus, may lead to irrational decisions.

II

Cognitive, Social and Emotional Influences on an Investor

Behavioural finance postulates that investors are not completely rational, preference consistent or unaffected by emotions. Investors are boundedly rational and influenced by cognitive biases, social factors and emotions.

Cognitive Influences on Investor Behaviour

1. *Over Confidence*

Often it is seen in financial markets that people tend to attribute success to their ability and failures to external factors. This is called self-attribution bias. This makes them overconfident about their capability which in turn leads to poor decisions regarding stocks. Overconfidence also leads to excessive trading as people having too much confidence in themselves buy too often for which they also have to sell too often (to free up capital). Odean (1999: 1279-1298) discussed that because of overconfidence, there is an excessive trading volume in the equity market. Overall trading volume in equity markets is excessive, and one possible explanation is overconfidence. He also found evidence of the disposition effect which leads to profitable stocks being sold too soon and losing stocks being held for too long.

Another source of overconfidence in investors is hindsight bias. The hindsight bias is the tendency for people to believe falsely that they would have predicted the outcome of an event, once the outcome is known (Stahlberg, D., & Maass, A., 1997: 105-132). Hindsight bias makes people believe after an event that they knew the outcome of the event before it happened. For example: after a stock market crash, many investors claim that they knew it was coming. When an investor believes that he has exceptional foresight or intuition, it makes him overconfident and more likely to take uncalculated risks. Monti, M., & Legrenzi, P. (2009) also found strong evidence for the consequences that hindsight bias can have on the investor's portfolio decisions: the portfolio allocation perception and therefore, the risk exposure. Another factor that might lead to overconfidence is 'magical thinking'. People have occasional feelings that certain actions will make them lucky even if they know logically that the actions cannot affect their fortunes (Shiller, 2000: 49-60).

2. *Cognitive Dissonance*

Festinger's theory of cognitive dissonance states that people feel internal tension and anxiety when they are subjected to conflicting beliefs. Festinger (1957: 401) stated that any person may face dissonance or non-fitting situation among their cognitive beliefs which emphasized the behavioural changes and circumspect exposure of newly acquired information or opinions. Every individual tries to reduce cognitive dissonance either by changing past values or feelings or by trying to justify the decision. This is also applicable to financial market investors who attempt to justify wrong investments or decisions. Cognitive dissonance leads to irrational Behaviour of selling losers too late as they are not able to accept the fact that they made a wrong decision.

This theory may apply to investors or traders in the stock market who attempt to rationalize contradictory behaviour. Investors sell losers too late as they are not willing to accept that they made a wrong decision. They also try to avoid feelings of regret or embarrassment of reporting a loss as a result of poor investment decisions.

3. *Underreaction and Overreaction in the Market*

Various research studies have examined under-reaction and overreaction in the market (De Bondt, W. F., & Thaler, R., 1985: 793-805), Barberis, N., Shleifer, A., & Vishny, R. 1998: 307-343, Fama, E. F. 1998: 283-306) studies have proved that the investors are often biased in perceiving any new information relative to their prior beliefs. Thus, if any new information or news is against their existing beliefs, they under weigh it and initially underreact to it. In the weeks following the information, they start to adjust their investments.

Similarly, when any new information, news or announcements are similar to their existing beliefs, investors overreact to it. Both underreaction and overreaction are irrational investor Behaviour and lead to sub-optimal decision-making. This leads to stock market volatility.

4. *Disposition Effects*

The disposition effect refers to the tendency to prematurely sell assets that have made financial gains while holding on to assets that are losing money. Investors sell profitable investments to make quick profits while holding on to losing investments in a hope of converting them into gains. The disposition effect reflects the irrational behaviour of investors as they lose out on possible gains due to momentum when they sell winning assets too quickly.

Daniel Kahneman has explained the disposition effect through the Prospect theory. According to the theory, investors become risk averse after gains and chose to realise the gain rather than risk losing it. On the other hand, investors become risk-seeking after a loss and hold on to the risky asset.

5. *Diversification Bias*

People seek more variety when they choose multiple items for future consumption simultaneously than when they make choices sequentially, i.e. on a ‘the moment basis’. Diversification is non-optimal when people overestimate their need for diversity. When they have many options, they diversify even if it is in their best interest to invest in a single asset.

On the other hand, sometimes investors diversify insufficiently. Availability heuristics and familiarity biases lead to heavy investment towards companies from investors' home countries. There is no economic justification for the home bias but familiarity reduces the perception of risks. Benartzi, S. & Thaler, R. H. (2001: 79-98) found evidence of the diversification bias in the retirement investment selection. Specifically, they found evidence of the 1/n heuristic in which investors tend to divide their investments evenly among the funds offered.

Mental Accounting

The term 'Mental accounting' as coined by Richard Thaler refers to a set of cognitive operations that investors use to keep track of their financial investments (Thaler, R. H. 1999: 183-206). Investors classify their money differently based on various subjective criteria. Investors invest in both safe and speculative assets and keep these investments in different mental accounts so that negative returns from speculative assets cannot affect the positive returns from safe assets. Thus, investors keep money that they can afford to lose for speculative purposes. Rationally, there should be no division between safety capital and money that an individual can afford to lose. This mental bias often leads people to take irrational decisions and financially counterproductive investment decisions.

Social Influences on Investor Behaviour

1. *Herding*

Herding in financial markets generates speculative bubbles when traders are tracking the decisions of others rather than the fundamental value of assets. Generally speaking, in economics and finance with the term herding or herd behaviour we mean the process where economic agents are imitating each other actions and/or base their decisions upon the actions of others (Spyrou, S., 2013: 175-194).

An investor with herding instincts follows others and makes similar investments rather than trusting their analysis. Herd instinct can lead to Asset bubbles, panic buying or selling and can be very detrimental to the market.

Herding is the outcome of social learning when people believe that others are better informed and thus follow the crowd. During financial speculation, it is seen that investors buy at an exorbitantly high price not because they think that the asset is worth it but because they believe that others think it is. Bikhchandani and Sharma (2000: 279-310) distinguish between "spurious" herding where investors face a similar fundamental-driven information set and thus make similar decisions and "intentional" herding where investors have the intention to copy the behaviour of others. The former may lead to an efficient outcome while the latter may not (intentional herding may also lead to fragile markets, excess volatility and systemic risk).

2. *Reputation*

Herding often emerges as a reputation concern as well. Keynes postulated that it is rational and follows the crowd and herd as it helps to maintain good reputations. People believe that it is better to fail conventionally than to succeed unconventionally. According to Scharfstein, D. S., & Stein, J. C. (1990: 465-479) an unprofitable decision is not as bad for a reputation when others make the same mistake-they can share the blame if there are systematically unpredictable shocks.

3. *Beauty Contests*

Financial beauty contests were first used by Keynes to describe the second-guessing that characterizes financial speculation. A beauty contest is a newspaper competition where competitors are asked to select from a series of photos which according to them will be liked by a majority of people. It is similar to iterated reasoning used in financial speculation. Speculators are interested in identifying the short-term investment plans of others and not what they think will be the best investment.

Financial speculations subject asset prices to financial loops which in turn might lead to financial instability. Instability is magnified if borrowings are the source of asset funding.

4. *Success Stories and Advice from Family*

Investors are also affected by success stories and advice from the family. It was found in various research studies that people tend to invest more when their neighbours and family members have made profits from investing in the stock market. Interestingly, it was also found that investors are not negatively influenced by the failures of people around them majorly because people share success stories more than failures.

5. *Investors are Influenced by Experts*

Investors are also influenced by stock market experts. Analysts many times have incentives to tout particular shares or are influenced by other analysts or previously released information. This leads to herding and inferior returns in the market.

Emotional Influences on Investors

1. *Feelings of Regret*

Fear of regret deals with the emotional reaction that people experience after realizing that they have made a mistake or error in taking a decision. When an investment goes bad, people act irrationally by trying to avoid selling it to avoid feeling regret. Sometimes investors avoid the possibility of regret by following what other investors are doing. They feel less embarrassed about losing money in popular investments than in unpopular investments. The theory of Regret can be explained also in terms of cognitive dissonance. Various studies have examined how people react to avoid regret and how it affects their decision-making. Qin, J. (2020: 105784) examines the influence of regret aversion on asset pricing by proposing a regret-based capital asset pricing model in which individuals maximize the expected returns from chosen portfolios of assets while minimizing anticipated regrets.

2. *Loss Aversion*

In 1979, Amos Tversky and Daniel Kahneman developed a successful behavioural model, called prospect theory, using the principles of loss aversion, to explain how people assess uncertainty. Investors find losses to be disproportionately painful as compared to the pleasure from the gains. Loss aversion makes people prefer things as they are. People will overvalue things that they already own leading to divergences between willingness to pay and willingness to accept. People are willing to pay less for an object that they don't yet own than they will accept when selling the same object that they already own. For example: If a person owns an antique art piece worth a market price of Rs. 50,000, he will not be willing to pay Rs. 50,000 for it at this point but would expect a much higher price for it if he sells it.

3. *Sunk Cost Fallacy*

The sunk cost fallacy describes an emotional tendency to invest more money, time, and effort into a project where we have already invested even if person knows that the investment is going to fail. Once individuals have made a large sunk investment, they tend to invest more in an attempt to prevent their previous investment from being wasted. The greater the size of their sunk investment, the more they tend to invest further, even when the return on additional investment does not seem worthwhile. (McAfee, R. P., Mialon, H. M., & Mialon, S. H., 2010: 323-336)

The sunk cost fallacy is closely linked to 'loss aversion'. Investors become emotionally involved in a stock or project that they are not willing to accept the failure. Thus, they invest more money to make that investment work. People have difficulty in letting go of the sunk cost and they make additional mistakes like:

- Aggressive Investing: People who were risk averse initially become more aggressive in investing after losing a certain amount of money. They start taking undue risks which might lead to huge losses.
- Averaging: People invest more in the stocks where they have lost money as they try to average out returns in those stocks. This may lead to even more losses.

III

Market Puzzles and Behavioural Explanation

Efficient Market Hypothesis (EMH) and Its Critique

According to EMH, market prices fully reflect all available information. The efficient market hypothesis is one of the important cornerstones of traditional finance theories. It was developed independently by Paul A. Samuelson and Eugene F. Fama in the 1960s and has been applied extensively in traditional finance. An efficient market is described as a market where all the relevant information is freely available to profit-maximizing rational investors who are trying to predict the value of various securities. According to EMH, markets are rational and prices of stocks fully reflect all available information and since the information is readily available, the price of securities quickly adjusts to the change. The idea behind it is that when information arises or any event occurs, the news spread very quickly and is incorporated into the stock prices. For example, if a currency note is lying on the road, it will not be there for long as it will be surely picked up by someone. Thus, current prices are considered to be the best approximation of the company's intrinsic value.

The Efficient market hypothesis is associated with the idea of a "random walk." According to the Random walk theory, the past movement or trend of a stock price or market cannot be used to predict its future movement and it is not possible to outperform the market without assuming additional risk. The logic behind random walks is that stock prices reflect information or news about the stocks. Since the news is unpredictable, today's situation or price cannot be used to predict future values. As such, experienced investors do not have any added advantage over uninformed investors.

Behavioural Finance on the other hand believed in 'momentum' in short-run stock prices. According to Behaviour Finance, investors follow market trends i.e. if they notice a rise in the price of a stock, they invest in the market in a kind of "bandwagon effect." leading to sometimes which is called 'irrational exuberance' i.e. investor enthusiasm that leads to rise in a stock price higher than its fundamental value. Another rationale for 'momentum' as given by Behavioural finance is the investor's underreaction to the new information. Investors take time to change their existing perception or understanding of a particular stock. Thus, the full impact of any news or announcement is realized over a period of time leading to a positive correlation in prices (thus, changes in prices are not random)

Many times, the various biases lead to irrational behaviour and ultimately to sub-optimal outcomes in the market. These biases in turn lead to market anomalies like the Equity premium puzzle (Stocks have earned disproportionately higher returns over the years yet investors are relatively unwilling to hold them), the Volatility puzzle (Stock returns are very variable with large dispersions) and the Predictability puzzle (Stock returns are predictable suggesting that persistent profits are not being eroded by arbitrage).

Over time, Behavioural Finance has attempted to explain various market anomalies and puzzles. This section discusses a few popular puzzles in the stock market and their Behavioural explanation.

1. *Equity Premium Puzzle*

The equity premium puzzle, first documented by Mehra and Prescott, refers to the empirical fact that stocks have greatly outperformed bonds over the last century (Mehra, R., & Prescott, E. C. (1985: 145-161). Stocks have earned disproportionately higher returns than bonds, however, people still buy bonds. The level of risk aversion required for such a choice by investors has to be very high. Thus, the equity premium puzzle cannot be explained in terms of risk aversion. Benartzi, S., & Thaler, R. H. (1995: 73-92) explain this puzzle in terms of Prospect theory. The first explanation is provided in terms of 'loss aversion' i.e., investors are more sensitive to losses than to gains. Secondly, investors are myopic i.e., investors are assumed to evaluate their portfolio frequently even if they are saving for their retirement. Thus, myopic loss aversion explains the equity premium puzzle. Another explanation for the puzzle is provided through ambiguity aversion. Ambiguity aversion is a preference for known risks over unknown risks. Since the probability distribution of equity returns is unknown, people overweigh the probability of returns from bonds.

2. *Volatility Puzzle*

The volatility puzzle reflects the high variability of stock prices having large dispersions. It is observed in the stock market that changes in stock prices are disproportionately higher than changes in fundamentals. This observation is against the theory of EMH according to which, prices always represent the fundamentals of the assets. Shiller (1981: 71-87) examined the volatility of stock prices and concluded that it is too high to be justified by fundamental information about the firm's earnings prospects.

Behavioural finance attempts to solve this puzzle through various biases that investors have. Various cognitive, social and emotional biases lead to sub-optimal decision-making by the investors which in turn affect the stock market and stock prices. It is noticed that while taking a decision, investors overweigh more recent information and consensus beliefs and seek confirming evidence which makes them underreact or overreact in the market.

Investors also tend to focus more on similar pieces of information called focal points which also affect their decision-making. The reason behind the steep fall in prices and the upward correction is that people are loss averse and tend to overweigh negative information and feedback.

3. *Predictability Puzzle*

This puzzle states that stock returns are predictable from price-dividend ratios. Behavioural finance explains in terms of behavioural biases like the disposition effect (the tendency to prematurely sell assets that have made financial gains, while holding on to assets that are losing money), momentum effect (the tendency of stocks that performed well in the past months to continue to do well in the following period and vice versa for stocks with poor performance.

IV

Conclusion

This paper discussed the Behavioural explanation of a few popular puzzles in the stock market and the various Cognitive, social and emotional influences on an investor. Traditional finance has been based on the concept of "efficient markets" which states that the price of an asset or security is 'right' as it reflects its fundamental value. The financial theory was governed by the idea that investors are rational. However, the traditional theory was not able to explain market volatility and unpredictability in the market, market crashes, irrational investor Behaviour, stock market bubbles etc. These were explained by an alternative approach termed 'Behavioural Finance' which focuses on cognitive, sociological and psychological influences on the decision-making of investors and financial markets. Behavioural Finance also explains various market puzzles. The equity premium puzzle refers to the empirical fact that stocks have greatly outperformed bonds over the last century. Stocks have earned disproportionately higher returns than bonds, however, people still buy bonds. Behavioural finance explains this puzzle through the concepts of myopic loss aversion and Ambiguity aversion. The volatility puzzle reflects the high variability of stock prices having large dispersions. Behavioural finance attempts to solve this puzzle through various cognitive, social and emotional biases that investors have. This puzzle states that stock returns are predictable from price-dividend ratios. Behavioural finance explains in terms of behavioural biases like the disposition effect, momentum effect and of post-earnings announcement drift.

This paper also discussed the four prominent heuristics that people follow while taking decisions. Heuristics or 'rules of thumb' are imperfect but functional shortcuts that help an investor to simplify the complex situation and take quick decisions. These heuristics are The anchoring and adjustment heuristic (people employ a certain starting point ("the anchor") and make adjustments until they reach an acceptable value over time), Representativeness heuristic (In situations of uncertainty, people evaluate the probability of an uncertain event by comparing it to an existing prototype that already exists in our minds), Availability Heuristics (assess the probability of occurrence of the event based on the ease with which it comes to the mind), Affect Heuristic (helps individual to assign the probabilities of occurrence of an event based on how a person feel about it).

This paper discussed cognitive (Over Confidence, Cognitive dissonance, Under reaction and Overreaction, Disposition effects, Diversification bias, Mental Accounting), social (Herding, Reputation, Beauty contests, Success stories and advice from family, expert influence) and emotional influences (Feelings of Regret, Loss aversion, Sunk cost fallacy) on an investor.

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Education and Learning Deficiency

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ABSTRACT

The paper focuses on a perpetual problem of learning deficiency among the learners. It examines the causes and the consequence of this deficiency. It highlights the failure of the system as the cause and the carry over effects as the consequences. The Education Commission (1964-66) had long back shown its serious concern about the declining reading and learning abilities but the continuous decline in the learning outcomes shows as if the Commission' s concern has not been taken into account seriously. The poverty of reading and learning would certainly affect adversely the image and the social fabrics of the nation. If the poverty continues and every learner is unable to become knowledge-rich, the nation would ultimately suffer. The nation cannot become stronger and prosperous if the young citizens remain knowledge-deficient. It is in this context, this paper has been developed with only secondary literature and personal observation.

Introduction

The National Education Policy (NEP, 2019) has given greater importance to foundational literacy and numeracy because of its carry over effects on every stage of learning. The present trend of learning at the very foundation of learning gives us a pessimistic impression, whether we will be able to achieve qualitative improvements below and beyond the grade five stage of learning. The rich foundational learning is indispensable for future learning because it lays the basic foundation for building a stronger future of learning. The studies have shown that the crisis in the basic skills of learning continues, resulting into declining leaning outcomes. We find a constant increase into the enrolment of learners desirous for learning but unfortunately there is a constant decrease in their learning outcomes. All over the Indian states, the deficiency in the learning outcomes has increased, leading to about 15% decline in the basic skills of literacy and numeracy. The *Education Commission* (1964-66) had long back shown its serious concern for declining interest in reading and learning. The World Bank report (*Ending Learning Poverty*, 2018) has also drawn our attention towards the problem of learning crisis. The report says that all over the world, about 48% learners suffer from learning deficiency. They are unable to read properly even the texts of knowledge prescribed below their stage of learning. As a result, the learners are bound to suffer during the rest of their life because of the after effect of this deficiency. In India more than 50% learners suffer from learning poverty. This shows that the structure of higher learning built on the weak foundation of learning is going to suffer. In spite of the phenomenal rise in enrolment and literacy level, more than half of the learners suffer from deficient literacy and numeracy. This has the carry over effect on the learners at the higher stages of learning. The learners at the higher learning stages may be found to be unable to comprehend well the basic theoretical, methodological and conceptual structures of knowledge of their disciplines. The lack basic understanding among them exists because of declining leaning habits, quality of learning and the learning outcomes among them. The World Bank observes that about 60% development is made up of skilled and efficient human capital but in the less developed world, it is the human capital which is poorly equipped. It is not the quantity but the quality of the work force that matters more for development. As rightly pointed out by the NEP,2019 that 'the problem of reading and learning deficiency unfortunately is a 'black hole' in which many capable learners find themselves. This black hole is becoming vicious to affect the future prospects of learners. The time has come to take up this problem seriously as a national mission, so that, the basic quality learning can be accomplished among all the learners' (NEP, 2019). The declining standard of reading and learning is giving rise to learning crisis, growth of deficient human capital, problem of employability among thelearners, school dropout, educational malpractices, lack of faith is the institutions of learning and mushrooming of private schools and private tuition classes. In fact the learning crisis is a reflection on the institutional failure in tackling the crisis. The enrolment in the institutions of learning is rising with the hope to receive quality education and rich learning outcomes but the institutions of learning seem to be least prepared to take up the problem of learning crisis seriously. In this backdrop, this paper has been written with the focus on learning deficiency, its causes, consequences and remedies.

Rise in Enrolment for Learning

The NEP,2019 gives greater emphasis on the quality of education, higher enrolment, literacy level and on corresponding rise in the quality of learning and learning outcomes but the evidences show the contrary results with respect to the quality of learning and its outcomes. The rise in enrolment and the literacy level is phenomenal at all the levels of education all over the county which shows the growing interest of knowledge seekers. The *Annual Status of Education Report* (*ASER*, 2022)shows that the enrolment at the foundational level of learning is phenomenal in almost every state but this is not the case with the quality literacy (skills of reading, writing, speaking, learning and comprehension) and with the quality numeracy(calculative skills) among the learners. The report shows that the enrolment of learners in the age-group 6-14 years crosses 98%. The overall enrolment in this age group increased from 97.2% in 2018 to 98.4% in 2022. The enrolment in the government schools shows an upward trend with an increase from 65.6% in 2018 to 72.9% in 2022, although this increase is not uniform in all the states. For example, it increased from 48.0% in 2018 to 64.5% in 2022 in Kerala (16.5% point increase), from 44.3% in 2018 to 59.6% in U.P.(15.3**%** point increase), from 57.4% in 2018 to 70.1% in 2022 in Telangana (12.7% point increase), from 46.7% in 2018 to 58.8% in 2022 in Pubjab (12.1% point increase) and from 42.6% in 2018 to 51.9% in 2022 in Haryana(9.3% point increase).These are the major states where the enrolment has increased significantly. The Wet Bengal maintains the highest enrolment of 81.5-92.2% during the years 2018-2022. There are states which have also shown increase in the enrolment but very show increase in enrolment, as well as, in the learning skills. Although, the enrolment in such states remains high. For example, the enrolment increased from 85.2% in 2018 to 86.1% in 2022 in Tripura, from 69.6% in 2018 to 70.0% in 2022 in Madhya Pradesh and from 71.7% in 2018 to 71.9% in 2022 in Assam but there are states like J& K and Mizoram where the enrolment has declined by about 2.8% to 7.7% .The decline in enrolment has also been observed in the private schools after decades of consistent increase. In rural areas, the enrolment declined from 30.9% in 2018 to 25.1% in 2022 but there is increase in the private school enrolment in the states of J & K, M.P., Assam, Mizoram and Manipur where 66.1% students are enrolled in private schools but in U.P. the enrolment drops from 49.7% to 36.4% in the private schools. However, the deplorable condition of schooling in the public funded schools has given rise, not only in learning crisis but also in private schooling and paid tuition classes. The tuition classes are like parallel private schooling. Such classes are growing in 22 states since 2018. There are five states where more than half of the students take paid tuition classes. In West Bengal, 73.9% students take private tuition classes. However, as reported by the ASER, 2022, the enrolment of students all over the country has increased by 7.3 percent points from 65.6% in 2018 to 72.9% in 2022. The overall enrolment in the specific age-group 6-14 has also increased. The government schools have shown relatively more upward trend in school enrolment and same is true in terms of enrolment in higher stages of learning.

Decline in Learning Outcomes

The positive relationship is expected between the rise in the enrolment of learners and the rise in the quality of learning among them but the enrolment is up and the learning is down. It needs to be explored as to why the relationship is negative as learning has consistently declined along with consistent rise in the enrolment, as if the interest among the parents has increased for enrolling their kids in the school for quality learning but they might feel disappointed to find that the learning outcomes among their kids has consistently declined due to the kind of learning imparted by the institutions of learning where their kids are enrolled. In getting their kids enrolled for learning is a positive sign of attitudinal change among the parents but the declining learning outcomes is a negative sign of institutional failure. Since, the learning suffers, the private paid coaching becomes phenomenal. The learning outcomes consist of four basic skills: reading, writing, speaking and arithmetic skills. The evidences support that the present day systems of schooling (both government and private) is unable to promote these skills well among the learners. As a result, they suffer from literacy, as well as, numeracy skills. The ASER report, 2022 states that at the different levels of learning, the proficiency in learning of these skills has declined in most of the states. The maximum decline in the skills or abilities other than numeracy has been reported in Himachal Pradesh(-24.4% decline),Maharashtra(-18.1% decline), Haryana(-12.3%decline),Tamil Nadu(-20.3% decline) and Gujarat(-20.4%decline)Similarly, there is maximum decline in the numerical skills is the states of Mizoram(-22.1% decline),Punjab(-16.8% decline),Tamil Nadu(-14.3% decline),Himachal (-13.4% decline)and Kerala(-11.6% decline). In short, there is declining trend in various learning skills among the learners along with the rise in their enrolment in the institution of learning. The World Bank in its report on *Poverty of Learning*, 2018 says that in most country, particularly in the developing countries including India, the culture of learning suffers a lot. Such countries remain underdeveloped because the infrastructural facilities for effective learning and the learning outcomes remain deficient. Even the management of existing facilities is ineffective. Such countries will greatly suffer till there is no drastic improvements in those facilities, in their effective utilization and in the learning culture. The rise in enrolment and the level of literacy are coupled with the decline in the quality of learning and its outcomes. All over the world, about 48% school learners are unable to read and comprehend well the text of knowledge below their standard. Their foundational literacy and numeracy competencies show declining trend. It is more than 10 percent points. For example, in Kerala, the decline is from 52.1% in 2018 to 38.7% in 2022, in Himachal Pradesh from 47.7% to 31.5% and in Haryana from 46.4% to 28.4%. The drop in their competencies is very high in Andhra Pradesh (from 22.6% to 10.3%) and Telangana (from 18.1% to 5.2%) as per the findings of the ASER report, 2022. In general, more than 50% learners in India suffer from learning deficiency at their foundational learning which would certainly have the carry over effects on their future prospect and on their higher stages of learning.

The proportion of learners who are learning-poor varies by income levels. It is relatively higher in the less developed states in India and in low and the middle income societies of the globe (*The Times of India*, 15 Nov. 2019, P. 1). India is one of the low and middle income countries where the foundation of learning is shaky. A solid learning foundation needs to be created in the classroom in order to improve the future prospects of the learners. If the learners continue to suffer from the learning deficiency, it would adversely affect the process of accumulation of knowledge and information which would ultimately reduce the knowledge level, weaken the knowledge base structure of the society and the process of knowledge-based development. The poor literacy, numeracy and the learning outcomes would also adversely affect the employability and the work performance of the learners. The knowledge deficiency and the attitude to work may be strong reasons of the employment crisis among the youth. As a result, the work participation rate among both the educated men and the women job-seekers is lower than the illiterate and barely literate job-seekers (*The Times of India*, Jan. 21, 2020, P.1). The employability and the attitudinal problems of the youth have greatly affected their future prospects and the speed of development. The report of the United States Agency for International Development (USAID, 2020) says that at the state level in India, the proportion of learners who have failed in the assessment of their learning outcomes in their own mother tongue is very high. It is as high as 76% in U.P., 63% in Rajasthan, 53% in Karnataka, 39% in Odisha, 30% in Uttarakhand, 23% in Chhattisgarh and 4% in Maharashtra (USAID Report, 2020). The report has pointed out that there is serious learning crisis in Indian states because of the deficiency in foundational literacy (basic reading, writing, speaking and comprehension)skills and numeracy (basic mathematical operation, fractions and algebra) skills. The problem of foundational learning is supported by the World Bank and the ASER reports. The surprising fact is that in spite of the universalization of education, the learning outcomes remains dismal and around 18 million learners continue to suffer from learning poverty because the very foundation of learning is poor across the Indian states, as if, more kids are going to the schools, not for learning but for fun (*The Times of India, Jan.* 16, 2019, P.1 and Feb. 23, 2020,P.15). Surprisingly, the learning deficiency gets worse in the higher classes of learning. The Education Commission Report, (1964-66)had long back shown its serious concern for declining reading habits and motivation in reading, writing, learning and acquisition of knowledge and information but this concern has not been taken into account seriously, resulting into the persistence of the problem of learning deficiency. The NEP,2019 has very clearly stated that 'a solid foundation needs to be created for learning, reading, writing, speaking, counting, arithmetic, mathematical and logical problem-solving and creative abilities' in order to make the learners learning-rich, sociable and employable. They are the nation's future. By imparting shoddy education to them we cannot make the nation stronger and vibrant.

Carry over Effect of Learning Deficiency

Firstly, the learning deficiency may have the effect on the dropout rate among the enrolled learners and among those who want to get enrolled to learn. As we have seen that during the years 2018-2022, the decline in literacy (reading ability) ranged from -12.2% to -24.4% up to 8th standard in the states of Tamil Nadu, Andhra, Gujarat, Karnataka, Haryana, Maharashtra and Himachal Pradesh. Similarly, the decline in numeracy (arithmetic ability of subtraction and division) ranged from-8.6% to -22.1% up to 8th standard in the states of Manipur, Punjab, Mizoram and Himachal Pradesh (ASER findings reported in *The Times of India*, Jan.20, 2023, P.1). This shows a very high range of decline in literacy and numeracy abilities among the learners. The proficiency in these abilities has declined in most states. The basic reading ability of the learners has declined to the pre-2012 levels and the basic maths skills have gone back to 2018 levels (ASER, 2022). This decline has several carry over effects. One of them is the increase in the dropout rate among the enrolled learners and the increase in discouragement among who want to get enrolled to invest their time and energy in learning. The decline in the learning outcomes gives the impression to the learners and to their parents that the schooling is ineffective in producing quality skills among their kids. The all India dropout rate is 12.6% at the secondary stage of schooling but the dropout rate is over 15% in the states of Punjab (17.2%) Gujarat (17.9%) and Andhra Pradesh (16.3%) where both the literacy and numeracy have declined in 2022 as compared to the year 2018. At the primary level, there is high dropout in Manipur (13.3%) where the math skill has declined from 62% in 2018 to 53.7% in 2022 with the decline of -8.6%. Similarly, there is the highest dropout of 10.6% at the upper primary level and 21.7% at the secondary level in Meghalaya. The states of Andhra Pradesh, Gujarat and Himachal Pradesh have more than 15% points deficit in the learning outcomes, and it is in these states the dropout rate is higher than 15% points. What we are focusing here is that there is the link between the learning deficiency and the dropout rate, although the dropout rate may be affected by other factors also.

Secondly, the learning deficiency may have the effect on numerous malpractices in the area of education. When the learning habit and the investment of personal resources (time, energy, efforts and motivation)in education decline, other ways are discovered to get the certification of knowledge at the earliest. Such a situation gives rise to malpractices, such as, encouraging the learners to take privately paid exploitative tuition and coaching classes to cover up learning deficiency. The learning crisis tends to be a created crisis by those engaged in the process of teaching and learning, resulting into a phenomenal rise in private coaching informal institutions, functioning in close collaboration with the formal processes of learning. The formal and informal processes of learning overlap also in the sense that the same teachers may function at both the places with the same courses and the teaching methodology. In one context, the teaching-learning process is formalised and the payment to the teacher is made by the institution in the form of salary. In the other context, the teaching-learning process is informalised and the payment is made to the teacher privately by the family which hires the teacher for providing tuition classes or private coaching to their kinds. In the informal system of private tuition classes, the teacher is the double gainer financially from the institution where he/she is teaching and from the family where private coaching is rendered but the family is double looser for making double payment in the form of fees to the institution of enrolment of their kids for learning and to the teacher hired for private tuition classes for their kids. Yet, their kids turn to be learning deficient. Thus, the parents are looser and exploited most due to learning deficiency. It seems there is vested interest in learning deficiency. It tends to be created and misused. The learning deficiency and the institutional failure serve certain vested interests. This puts a greater financial burden, particularly on the poor parents and learners to compensate their learning losses to compete with others in the competitive job market.

Thirdly, the deficiency in learning may also give rise to other malpractices like the misuse of technology, cheating and copying in the examination, selective reading, use of cheap note books for mugging-up selectively for somehow clearing the examination , impersonation and subversion in the examination, reproduction of knowledge with the help of computer and the growing demand for promotion rather than selection through oral and written examinations. Such carry over effects originate when the reading and learning habits decline and the learner is no longer interested in making investment of his/her time, energy and efforts in learning. The copying and cheating in examination are common devices used by many learning deficient learners to clear the examinations with necessary ends in mind. Recently, it has been reported that impersonation, cheating and subversion have taken place in examination meant for the recruitment of officials. The persons other than the candidate himself/herself was deputed to clear the examination by illegal means. Someone cleared the examination because someone impersonated him at the examination centre. 'The impersonation took place in the examination when the original candidate entered the examination centre and left his seat after ten minutes, and later on, a fake candidate with similar features and looks like the original candidate appeared on the seat and took the online examination' (*Times of India,* July 20, 2023, P. 5). It was also reported that the original candidate had paid Rs 9 lakh to the fake candidate to appear in his place to clear the examination in order to get recruited for the post desired. This shows that the examination qualification is facilitated through impersonation and payment and not through efforts to read, learn and prepare for the examination. This makes the difference between the learning-rich and the learning-poor candidates. The fake candidate is learning-rich who cleared the examination but the original candidate is learning-poor who discovered the unfair means to impersonate himself to get the examination cleared because of his knowledge deficiency due to his lack of interest to invest his time and energy in reading, learning and preparing for the examination. The use of unfair means in earning so much money by the original learning-deficient person to pay the bribe to the fake candidate cannot be ruled out. The learning deficiency is originating the use of double unfair means or double malpractices: firstly, in getting so much money to pay the bribe and secondly, in getting himself impersonated by the fake candidate to clear the examination. It is all because of learning deficiency and the lack of interest to invest time and energy in reading, learning and preparing for the examination. Similarly, these days, the promotion to faculty position through managing the API (Academic Point Index) scores has become a popular means. This is very closely related to a declining trend in reading and learning abilities but an increase trend in managerial ability of how to get promoted**.** These days, promotion requires, not much reading and learning abilities and competence but the managerial ability of how to get promotion managed**.** The new technology is helpful, not only in such malpractices but also in reducing reading, learning and thinking abilities because of the availability of most learning materials online. The online materials are available for reading and learning **less** than reproducing them **more.** This has given rise to plagiarism and reproducing online materials without investing much of time and energy in reading and learning them. Only some computer skill is needed. Not only this, the use of high-tech methodology accelerates the use of unfair means in examination and in reproducing and scoring higher marks to claim for knowledge certification, promotion, appointment, etc**.** The use of malpractices is rising along with declining reading and learning habits and rising virtual modes of learning.

Fourthly, the problem of learning deficiency at the foundational level may also have an effect on the higher levels of learning because the same learning deficient undergraduates proceed to higher levels of learning, giving rise in their enrolment to the higher institutions but it is very often said that the most graduates are not only deficient in reading and learning outcomes but also deficient in productive skills, values and attitude to work, and therefore, they are not employable. These are the main reasons of rising unemployment among them. The lack of job opportunities is only partly responsible. The lack of knowledge is a function of reading and learning deficiency, lack of interest to invest personal resources of time, energy and efforts in education and in the career-building opportunities. After certification of knowledge, the interest in further reading, learning and upgradition of knowledge stops. It may be seen that the graduates coming out of the institution of higher learning, particularly private institutions come out invariable with very high marks in their knowledge acquired as it manifests in the their marks obtained, considered to be an index of high achievement but their actual performance in selection and at the work places tends to be poor as if the high marks acquired is inflated and fake. The gap exists between the marks obtained and the actual performance demonstrated or between the role-achieved and the role-enacted because, according to Evan Illich (1974) false legitimacy to inflated grades as an index of competence is officially granted. Beneath such illusionary achievement, subjectivity resides, resulting into large scale recruitment/promotion of unemployable graduates, post-graduates and Ph.D. holders who achieved certificate with good marks but their learning outcomes remains deficient. The official legitimacy to fake achievement is the main reason for the phenomenal decline in standard of teaching, learning and research. This type of fake legitimacy to merit should never be granted either at the foundational or at the higher levels of learning. Invariably, the teachers with very high marks in both the theory and practice are recruited in schools with the view to fight against learning poverty but in the same schools where they are recruited, leaning deficiency among the learners is rampant. Therefore, one very often raises the finger against the competence of the teachers working at any levels of learning.

A study conducted on 300 trained teacher aspirants (Haq,2020) comes out with the fact of glaring inconsistency between the scores achieved by the teachers in the tests related to four competencies(*Secondary Education Commission and the National Curriculum Framework for School Education*, NCERT) and the scores achieved in the actual demonstration of those competencies. Almost all the aspirants secured more than 65% marks in the written tests of competencies but more than 65% of them are poor and deficient in the actual demonstration of the competencies. For example, a trained graduate teacher who is an aspirant to become a school teacher, when asked to spell and write '*formative-assessment', he writes it as 'formulative-assessment'*. Similarly, another candidate was asked to spell and write '*lieutenant*' he writes it as '*leftinent'*. This shows language deficiency but the candidate wanted to become English language teacher. If appointed how such trained teachers can overcome the deficiency of language skill among the learners. The CBSE result shows that the subject-wise the total average in the problem solving-assessment of the learners declined from 28.5% in 1913 to 25.5% in 1914 for class IX and it declined from 40.1% in 1913 to 24.4% in1914 for class XI. This was considered as a worrying trend and the CBSE raised finger against the quality of teaching and teaching method competency of the teachers. It was said that this is due to 'lack of competency in the methodologies of teaching applied in the classroom' (*The Times of India*, May 21, 2014, P. 4). There is almost total violation of academic morality on the part of the teachers who do not make concerted efforts to improve their own standard of learning and pedagogical proficiency and the standard of learning of their students. The regular reading and learning habits has almost disappeared at all the levels of learning. The learning deficiency at one learning level reinforces the learning deficiency of the other and vice-versa. This nexus needs to be totally removed. The teacher is the centrality of the teaching-learning process but the teacher alone cannot be blamed for the learning crisis. The totality of the system of learning is responsible. The teacher is just an integral part of the totality.

Countering Learning Deficiency

The problem of learning deficiency is deplorable, deep-rooted and fundamental. The young learners are the future of the nation and by imparting shoddy education to them , we are in fact playing with the nation's future progress. The enrolment crossing about 98% in the age-group 6-14 years is coupled with sharp dropping of the learning outcomes among the learners. This is perpetual problem, showing a total pedagogic mess and system's failure. Considering the problem of poor training of the teachers is one of the reasons of poor teaching and learning. The horrifying pupil-teacher ratio and the poor management of schooling are the major bottlenecks. In Bihar, for example, there is only one teacher for every 60 primary school learners, one teacher for every 55 secondary school learners and one teacher for every 63 higher secondary school learners. This ratio is horrifying as to how a teacher can manage such a big size of the learners in the classroom. The system of schooling is unable to cope with the rising enrolment. In India there are nearly 1.2 lakh schools with just one teacher each. The most populous and the poorest states are worst affected by the pupil-teacher ratio. In Madhya Pradesh alone, there are more than 16,000 one-teacher schools, although the student-teacher ratio (34) of the state is under the Right to Education Act. There is a serious shortage of better equipped teachers and despite push to digitalise education to improve learning outcomes, most schools do not have access to internet facilities. In 29 states and UTs, less than half of the schools have internet access (*The Times of India*, Jan.15, Jan.19 and Feb.21, 2023).

Secondly, along with the problem of ratio, shortage of better trained teachers and access to digital facilities, the problem of declining reading habit among the teachers is another big problem. The Word Bank in its report on poverty of learning has very clearly pointed out that this decline is injurious, not only in the process of improving the learning outcomes among the learners but also to the process of upgradition of learning among the teachers. Even if better equipped and trained teachers are appointed, how to change their attitude to learning and make them invest their personal resources of time, energy and effort in further education and learning to enrich and upgrade their knowledge to come out of the pedagogic mess to improve the learning outcomes are the vicious problems. The problem of getting better equipped teacher is as important as their attitudinal problem which, as pointed out by the Education Commission, is an obstacle to educational improvement. For this, regular and strict monitoring of their performance is needed along with advantages associated with the outcomes of their interest shown by them in reading, writing, publication and the use of new and dynamic pedagogical tools of effective learning in the classroom.

Thirdly, in order to invite intelligent educated persons to join teaching profession, it will be important to recognise and integrate well the teacher-training programmes and the field of education into the mainstream of academic life of the university. Education deals with important branches of knowledge, professional training of teachers of different levels, problems of educational institutions and the methods of teaching, learning and research but this field is not treated at par with other disciplines. The schooling (both primary and secondary) itself is a separate field of inquiry to be treated at par the institutions of higher learning. Adequate recognition to education in general and schooling in particular would make a lot of difference to reorienting these areas towards the professional work effectively. At present, there is a feeling of isolation among various branches of schooling as if they do not form as an integrated and interlinked areas even if they are within the intellectual life of university campus. In order to encourage scholars to take up teaching & research as a profession, it would be better to establish the school of education with the view to reorient pedagogical interest among the scholar towards effective teaching at different levels of schooling by imparting rigorous training for effective school teaching, in-service programme, extension services, internship and research in courses of school education in collaboration with other disciplines. In this way, talented persons would be attracted towards education to pursue teaching profession as their first choice. However, our immediate objective is to improve the competencies of the teachers to overcome the problems of pedagogic mess and declining teaching and learning habits and learning outcomes.

Fourthly, the school is not the only agency responsible for deterioration in the learning outcomes. There are other agencies also, like the, family, the neighbourhood, the media, the political parties and the leadership. They also have the role to play in educating the young learners. If any one of these agencies is dysfunctional, the role of other agency would automatically become dysfunctional because all of them are organically interlinked to each other. Among all the agencies, the family plays the most important role. It is from the family, children go to the school for learning and again come back to the family. Ultimately they spent most of their time in the family with the family member. They often go out and interact with their peer-groups in the neighbourhood. They are also exposed to a variety of news including political news, views and pictures when they view media including the virtual media. All these agencies have relatively much greater impact on the learners. The school (the teacher, offline & online modes of learning, the media and the school management) plays important role but as pointed out by Emile Durkheim(1956), school is only a small agency of the larger society to which the learners are exposed. The school performs only the subservient role to the society. Its role in educating the learners is structured by the larger society including the political society of which the school is an integral part. Its role is largely externally constrained, although this point is contested by Karl Mannheim (1962) and Pierre Bourdieu(1977) but Durkheimian view remains important because the social character of the society greatly determines the social character of schooling. A class-based society reproduces class-based structure of learning which in turn produces hierarchy of small section of advantaged, learning-rich and efficient learners on the one hand and a lager section of disadvantaged, learning-poor and deficient learners on the other hand (Haq, 1989).The advantaged learners come, not only from the better families but also attend a small group of better managed , high fee charging, invariably English medium, efficient and standard schools, but on the other hand, a much larger section of disadvantaged learners come, not only from relatively poor families but also attend a larger group of poorly managed, low fee charging, mostly Hindi medium, deficient and substandard schools. The two groups of learners, advantaged and disadvantaged by learning outcomes, coupled with success and failure, are the products of hierarchically arranged schooling created and supported by the society. The social class character of learning is another problem. Even if the role of various agencies is controlled and pedagogic mess is eliminated to improve the learning deficiency, then how the social hierarchy manifesting into the learning outcomes can be eliminated, is a serious issue, challenging the process of countering the problem of learning deficiency. The social class based learning- efficiency and learning-deficiency among the learners, making them learning-rich and the learning-poor citizens has to be eliminated to counteract the vicious problem of learning-deficiency among the learners.

However, among the agencies, the role of the family and the school is relatively more important. The role of the family is crucial because most learning deficiency is taking place at the early stages of pre-primary and the primary levels learning. The informal learning (familial) is very close to this. The family can play equally an important role in countering the deficiency in learning. The ASER, 2022 has pointed out that the children who have just come out of the family and entered into the school in just class-I are greatly deficient is learning. About 40% of them cannot even read a letter and only 12% can read a complete word. Around 37.6% of them cannot read numbers 1 to 9. Similarly, the children of class-III of both the government and private schools can somehow read class-II level text of knowledge. Such learning deficiency has gone down further from 27.3% in 2018 to 20.5% in 2022. The point which is being focused here is that the family has to share and also counteract the problem of learning deficiency among their kids because, as pointed out by the NEP, 2019 'the large proportion of children fall behind during their elementary school years. In fact, they have already fallen behind in their learning outcomes before they started schooling from class-I'. The children enter the school in class-1 with very weak pre-numeracy level literacy. Therefore, along with the school-preparedness to counteract the problem of learning deficiency, the family-preparedness is also needed. The necessary literacy and numeracy levels among the parents and the family members are important to guide their kids at the pre-primary evel and thereafter . The initiatives by the family and the local community in this regard are important. In addition to this, enhancing the capacity of teachers and giving greater emphasis on foundational literacy and numeracy in the school curriculum are also needed. A kind of mission-mode-dedication is required to counteract the learning crisis in order to make the nation stronger and prosperous.

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Exploring the Role of Mathrubhumi and Malayalarajyam Newspapers in Shaping Public Discourse and Socio-political Dynamics in Travancore

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ABSTRACT

The newspapers of Travancore provided a significant role in shaping public opinion, historical understanding, social change, legacy, and academic scholarship of Travancore during the specified period of study (1900 to 1950). The controlling research question for this study is, how the political events were represented discursively by Malayalam newspapers Mathrubhumi and Malayalarajyam to disseminate desired political ideologies in Travancore during the first half of the twentieth century. The present study employs a rigorous and multi-faceted approach that integrates historical research, content analysis, contextualization, and interdisciplinary perspectives, which analyses some newspaper articles which were published by two circulated newspapers in Travancore during the first half of the twentieth century, Mathrubhumi and Malayalarajyam. The study aims to offer a comprehensive understanding of the crucial role newspapers played in nurturing radical ideologies within the socio-political landscape of Travancore during the predetermined time. These papers were vital in molding radical thinking and directing social change in Travancore during the first half of the twentieth century. Limited availability and accessibility of the newspapers, editorial biases, political affiliations, and censorship were some of the restraints of the study. By acknowledging and effectively addressing these research limitations, scholars can the soundness and trustworthiness of the study, thereby strengthening its overall methodological rigor and contributing to the robustness of the findings.Top of Form The empirical results of this study extend across diverse fields, including, policy-making, communication, social activism, education, cultural preservation, diversity, and media literacy. They hold forth to ongoing challenges and elevate positive social change.

Keywords: Newspapers, radical Thinking, Travancore, Social Change, Political Movements.

Introduction

The introduction of the press was to be followed by every nook corner of the socio-political life of Kerala. Print media is one of the most important arenas in which power is exercised in a modern and post-modern cultural system. Marshall McLuhan in his Understanding Media refers to printed media as the architect of Nationalism.[1] The growth of the print media and the political process are closely related. Psychologically printed media provides birth to a new perspective on human visual experience. While socially it gave birth to the development of education, nationalism, and literacy. Harold Innes and McLuhan belong to the Canadian School of Media Studies and concentrated on the development of print media's influence on technological innovations over society.[2] McLuhan, Innes, and Benedict Anderson have popularized the theory of Modernity over media.[3] The printing press created the greatest influence behind various changes that, transpire at the individual, societal, and national levels. Newspapers played a crucial role in the development and promotion of vernacular languages, by catalyzing the spread of nationalism rooted in these linguistic identities.

History

Newspapers in Travancore as in many other localities played a noteworthy role in shaping public opinion during their time. By serving as primary sources of public news and facts newspapers give an account of a wide range of local, national, and international events. Thereby fulfilling a crucial role in informing and appealing to the populace. These papers presumed readership with a broader understanding of

[1] McLuhan, Marshall., 1964, p. 170-78.
[2] Malayala Padana Sangham, 2017, p. 363.
[3] Sangham, Malayala Padana Sangham, 2017, p. 363.

the world around them and helped to educate the populace and shape their mastery of current affairs. The first Malayalam journal was published in Nettur (Malabar) in 1847[4]. Over time, plenty of newspapers were published in different parts of the state. The monumental among them were, *Malayali, Service, Mitavadi, Vivekodayam,* etc. All these flourished even during the 19th century. *Mathrubhumi, Samadarshi, Prabodhakan, Kesari, Malayalarajyam, Malayala Manorama, and Deepika* were some newspapers that existed during the first half of the twentieth century. All these newspapers commenced as weekly publications, subsequently transitioning into daily formats, thereby advancing into comprehensive sources of global information dissemination since their inception.

Mathrubhumi Newspaper

Mathrubhumi, begun in 1923was unusual among Indian newspapers in that it was a public company with some shareholders. The best known of these was the founder of the paper, the British-trained barrister and nationalist, K P Kesava Menon.[5] Mathrubhumi newspaper appeared as a prominent forum mirroring the emotions and expectations of the freedom movement of Kerala. In its inaugural edition, the newspaper forwarded a positive message of unanimity with the National Movement and a devotion to electrify the chaotic Malayalee populace towards a common cause. Mathrubhumi newspaper arose as an invaluable source of information attributed to the freedom struggle, disseminating news, editorials, features, and articles covering a diverse assemblage of topics applicable to the movement. These papers were rich with short stories and poems by contemporary writers. It takes the engrossment of the people by providing reports on their national heroes including Mahatma Gandhi, C F Andrews, Professor Carve, who was the founder of a women's university at Poona, etc. *Mathrubhumi newspaper* consisted of a special page concerning the civil disobedience movement that took place in Bombay, United Province, Maharashtra, Bengal, Central Province, Punjab, New Delhi, Karnataka, Madras, Gujrat etc. An article in this newspaper dated 21st March 1931 questioned the improper functioning of the railway department and provided valuable details about employment opportunities for the Indian Youth.[6] By introducing divergent outlooks and arguments, newspapers helped to clear the way for public debate and opinion formation on important affairs.

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[4] Raghavan, Putuppalli., 1985, pp.29-31.
[5] Jeffrey, Robin., 2000, p.82.
[6] *Mathrubhumi*, 1932, March 14, p.4.

Newspapers often included certain pages, which allowed individuals to express their views on various topics. By presenting different perspectives and arguments these papers helped to facilitate public debate and opinion formation on important issues. The page named *World of Women* in *Mathrubhumi* provides a thorough criticism of the dowry system that existed during the time in the society it can be considered an example of promoting the progressive thinking of the then society.[7] This page also contains information about the achievements of women in society. *Mathrubhumi's* paper engaged a multifaceted role in fostering women's progress by acting as catalysts for awareness, advocacy, empowerment, and community building. They worked as active representatives of change in advancing women's progress by providing visibility to their accomplishments, upholding their rights, and empowering them through guidance. By contributing a platform for women's voices, newspapers assisted in boosting their concerns, inspiring action, and fostering solidarity among women across diverse backgrounds. By disseminating news, editorials, and features, newspapers contributed to hoisting public awareness about gender equality issues and promoting a more comprehensive and equitable society. As key influencers of public opinion newspapers played a crucial role in shaping viewpoints, policies, and social norms related to women's roles and rights. Their role in promoting women's progress remains noteworthy in the historical narrative of social transformation and gender equality. These papers were written formally in a more conversational tone and focused on the national events that affect the wider population. By highlighting such issues *Mathrubhumi* influences which topics gain recognition and evaluation within society to prioritize certain issues and shape public opinion accordingly.

In the first half of the 20th century, the newspapers of Travancore would have played a crucial role in circulating information about scientific progress and achievements to society. They assisted in instructing the people of Travancore about advancements in various fields of science. In 1932 an article was published in *Mathrubhumi*, about the scope and relevance of Robots in contemporary society. "The use of robots is now lavish in Western countries, pick up goods in shops, robots are being used in banks for calculating money and has started a new type of work with robots in a place called Prague, where this machine has volunteered to convey essential life stories to outsiders in the city. Robots are installed in the road safety zones. If you want to know an important thing, it must have been written on it. Press the nail. A piece of paper that pops out which contains the needed

[7] *Mathrubhumi*, 1932, March 21, p.23.

information."[8] Such news about scientific procurements could have inspired individuals in Travancore to pursue careers in science and modernization. This could have led to the maturing of local competence and brilliance in various scientific fields, contributing to the overall progress of society. Better-informed citizens could then apply this knowledge to intensify their lives and livelihoods. These things brought outstanding transformation to their lives and positive transformation in their worldview. News like this would have lent a hand to tie up the people of Travancore to the global scientific community. Reporting on inventions from the world newspapers would have accelerated the exchange of ideas and knowledge, authorizing Travancore to benefit from advancements that take place elsewhere. They enlightened and guided society as a whole by providing information about different changes happening around the globe. The access to news about scientific discoveries through newspapers would have played a crucial role in shaping the society of Travancore, fostering education, progress, and innovation.

Another article vehemently criticizes the government. "Today many Indians who have completed their English education are strong enough to do government jobs. But if anyone openly opposes it is asses high treason and blameworthy. Telling the truth here is often punishable. Today for many reasons truth has been lost in the British war history. Before the establishment of British rule, there was anarchy all over India and the Britishers said that India was conquered by the sword and so on".[9] These types of news and articles, in printed media, have created a huge impact on people's beliefs about the royal dynasties and the colonial administration.

Newspapers served as platforms for organizing public outlook and radicalism on various questions. They could galvanize favor for social movements, protests, or reform efforts by raising recognition, mobilizing benefactors, and advocating for change. This phenomenon created a positive impact on society and it enlightened the people against the ill-treatment made by the royal dynasties and the paramount power and thereby these papers and magazines played an integral part of the society. The reading of these papers controls the lives of the citizens positively.

In the second half of the 19th century with the passing of the Vernacular Press Act, the government took an active step to control seditious writing which created a strong public reaction towards the

[8] *Mathrubhumi*, 1932, May 9, p.26.
[9] *Mathrubhumi*, 1932, June 27, p.4.

government and hence this act was replaced. The colonial age was highly critical and it made several restrictions on the freedom of the press and freedom of speech. In such a society an article was written by D Padbhanabhanunni in a leading Malayalam newspaper of Travancore under the title *Establishment of British Rule.*[10] In this article, the author was highly critical of the colonial rulers. He questioned the Western notion that Indians have no sense of history. Those who examine the truth should understand that even the ancient stories circulating in India are not as deceiving to the world as the books written and published by these historians. In their history many of the ordinary events are hidden, changing the type and color of what is represented, creating what is not there, eliminating what is there, and so on. Because of this, it is not acceptable to say that today's historical diversity is better than the historical diversity of ancient times.[11] The British interpretations of Indian history served to degenerate Indians and their achievement and justify the colonial rule.[12] This idea of historical sense has similarities with the writing during the first half of the twentieth-century newspaper. Many of the Englishmen who were in charge of the Indian administration understood the actual situation. So, they are capable of writing the history of the British administration. However, due to nepotism, they are not open-minded and courageous. If anyone ventures out what will be their experience can be known from the bites given by Captain Cunningham, Major Evanasbel, etc. Many of the Christian pastures of the time in India can understand the nature of the administrative strategy. But they also do not tell the truth. They seem to fear exposing the violence of those who belong to the religion they think they are. "If you look at it like this, it is understandable that no Englishmen is capable of writing the history of British rule in India and many English-educated Indians today are strong enough to perform this job and hence anyone ventures into it, it is considered high treason and punishable. Telling the truth here is punishable. Thus, for many reasons, truth is rare in British history.[13] The British administrative measures and atrocities inspired several journalists to fearlessly pick up their pens and continue to publish nationalist articles that openly criticized British rule and called the people for action. These voices are heard by millions of Indians in general and Travancore in particular. All these writers from Travancore proved that the pen could indeed be mightier than the sword and they

[10] *Mathrubhumi*, 1932, June 27, p.4.
[11] Padmanabhanunni D, M A., 1932, *Establishment of British Rule*, Mathrubhumi, 27 June, p.4.
[12] Sharma R S, *2005*.
[13] *Mathrubhumi,* 1932, June 27, p.4.

took an active part in writing nationalist articles calling for swaraj. In Travancore, print media took an active role in the creative expression of people of that age. These earliest newspapers are invaluable resources for historical understanding and serve as primary sources of historical information, furnishing firsthand accounts of events, people, and societal trends from the period in which were published. These sources put forward direct insights into the historical events perceived and reported by contemporaries.

There are special columns for their poems, short stories, photography, achievements of women, etc. All these resemble the features of the society of Travancore. *Decline of the Russian Empire History of Rasputin the Human Devil* was another important article which was made by K P Kesava Menon published in a newspaper in the fourth decade of the twentieth century describes how Rasputin was captivated by the royal family how the emperor and the queen became puppets in his hands and so on.[14] In addition to describing empires religion also became a part of discussion in that society. K Kelappan in his article *Community and Religion* Harm from Proselytizing Efforts shows how religion affects people in their daily lives which provides some data about discrimination in terms related to the caste society of Travancore.[15] Newspapers mirror the viewpoints, prejudices, and preferences to the time they were published. By learning early newspapers historians achieve a nuanced understanding of the opinions, speculations, and cultural standards prevalent during specific historical periods.

Malayalarajyam Newspaper

Malayalarajyam newspaper was founded at Kollam in 1929 with the primary purpose of circulating the perspectives and doctrines of the Indian National Congress, and by 1931, it transitioned into a daily publication, with K. G. Shankar assuming the role of its inaugural editor. *Malayalarajyam* was also rich in the promotion of literature, art, and science. In this newspaper, a devoted column was assigned to the writings of Rabindranath Tagore and Bhai Parmanand, alongside translations of their literary works thereby promoting the spreading of their prominent contributions to literature and encouraging cultural exchange and appreciation.[16] Bhai Parmanand's speech at Kozhikode in January is noteworthy. That speech was made to remove the misunderstanding about the Hindu Mahasabha and explain its purpose and activities reading about this speech creates awareness in the minds

[14] *Mathrubhumi, 1932,* July 18, p.5.
[15] *Mathrubhumi, 1932,* July 18, p.6.
[16] *Malayalarajyam*, 1934, January 11, p.15.

of Travancore about the essentiality of Hindu-Muslim friendship and hence an alliance with various community organizations has been started on this occasion. Ulloor S Parameswar Iyer, one of the modern triumvirate poets of Kerala during the first half of the 20th century, Joseph Mundassery, a great Malayali literary critic and known as the education minister behind the controversial education bill of the first Communist ministry of Kerala under EMS were wrote columns in various newspapers. Newspapers played the role of a powerful medium for spreading information all over the land. News connected to Mahatma Gandhi, Civil Disobedience movement affairs which spread over Bengal, Bombay, united Province, Sindh, Gujrat, and Punjab took an active part in this regard. "Mahatma Gandhi and K Kelappan who decided to start fasting from 21 January have finally decided to stop the same. Caste Hindus of Ponnani Taluk doing everything possible to open the Guruvayoor temple to the Harijan people. Now there is a legal formality that will require this delay. Mahatma Gandhi suggested that it would not be honest to start the fast after this".[17] The entry of untouchables into the Guruvayoor temple is the miracle of the modern period as per Mahatma Gandhi. This proclamation created an immediate and far-reaching impact on Kerala society and culture. Poems, Scientific Facts, Philosophy, and National and international news flourished through this paper. While *Mathrubhumi* concentrated more on nationalism and freedom struggle, *Malayalarajyam* took an active part in the spread of religious harmony in this area. It created the concept of nation through it's articles like *Ancient India State and Monarchy.*[18] P Damodaran Pillai in his article says the use of the word *Rashtram* in Malayalam does not seem to be in its technical sense. English words such as political (national) are translated as political in the newspaper language. Regardless of political or national *Rashtram* is the people who function systematically within a certain national boundary.[19]

Conclusion

The newspaper movement outlooks a central characteristic of early nineteenth-century Travancore society, marking a notable transfer in the dissemination of information, disclosure of public discourse, and making of public opinion within the region. The power of newspapers is meager in countries where populist rule exists because of independent interaction. The strategy of the government towards the press was drastic. The passing of the Indian Press Act in 1910 was due to the demolition of several newspapers. Its consequences are

[17] *Mathrubhumi*, 1932, January 2, p.14.
[18] *Malayalarajyam*, 1934, January 11, p.25.
[19] *Malayalarajyam*, 1934, January 11, p.25

thrown back in Travancore soil also. Many vernacular newspapers are dying due to antagonistic conditions, insufficient capital for journalists, and individual unconsciousness. However, they overcount the English newspapers. The journalists of this period provided the right information on numerous national and international subjects by supervising and edifying the tastes of people. These papers played a crucial role in inspiring and spreading as an important agent of nationalism in Travancore. Papers like *Mathrubhumi* and *Malayalarajyam* popularized the ideals of patriotism and subversive ideas of liberty and equality. These printed media act as an agent of the national movement that, takes place all over the region. Newspapers document not only major historical incidents but also the daily lives of the common man. They contained advertisements, local news, and human-interest stories that provided insights into everyday life, social customs, economic activities, and cultural practices. Early newspapers offer precious historical context for understanding wider historical developments. They work as vital repositories of information concerning the socio-political, economic, and cultural era, presenting invaluable insights that aid historians in contextualizing and elucidating other historical sources and incidents. Newspapers often contemplate the power dynamics of the societies in which they operate. By inspecting early newspapers historians can recognize patterns of impact, censorship, and advocacy engaged by governments, political factions, or social elites to structure public opinion and maintain control. Studying early newspapers empower historians to unearth the progress of journalism as a profession and as a societal alliance. They can scrutinize changes in reporting practices. Journalistic standards technological upheaval, and the role of press in molding public dialogue over time.

These papers especially *Swadesabhimani, Kesari, Prabodhakan, Samadarsi, Mathrubhumi, and Malayalarajyam* played an important role in spreading different ideas to the people of Travancore which elevated the emotions of the Indian public versus the British authorities. They nurture the motives of nationalism, patriotism, justice, liberty, and equality in the country. These regional language newspapers which is penetrable by the people and they can also take part in the freedom struggle. These papers succeeded in the advancement of art and literature. Most of them condemn the prejudiced approach of the British Government. People became knowledgeable of the challenges happening all around the world through these papers. Thereby due to the definite social and political transformations, the people demand the policies and programs for their advantage. *Mathrubhumi* was one such paper in Malayalam that particularly inspired the people to extend nationalist ideologies and take vigorous participation in the freedom struggle.

Printed media take part in a critical role in the development of radical thinking in Travancore and it took an active part in the pursuit of the freedom of the press in Travancore. The names of Swadesabhimani Ramakrishnapillai, Kesari A Balakrishnapillai, and K P Kesava Menon were always recollected in this regard.

Mathrubhumi and *Malayalarajyam* newspapers in Travancore played a diverse role in forming public outlook by circulating information, setting agendas, enabling debate, speaking for political agendas, discussing cultural and social questions, and assembling fanaticism. Their impact widened beyond mere reporting to actively forming public communication and shaping the route of society. Early newspapers are vital tools for historical understanding, offering rich and diverse insights into the past from a variety of perspectives. By inspecting these primary sources, historians can reconstruct historical chronicles, elucidate past events, and obtain great insights into the difficulties of human societies over different phases.

Newspapers of Travancore commend education chiefly for girls and lower caste communities, demanding traditional standards that limited access to education. They underscore the momentousness of literacy and the call for educational reforms. The newspapers principally *Mathrubhumi* and *Malayalarajyam* vigorously advocated against caste discrimination and untouchability. They uncover injustices faced by lower caste communities and stimulate social impartiality and fairness. Newspapers played a notable role in developing women's rights and challenging patriarchal standards. They provided a platform for interrogation on women's education, empowerment, and social reform movements. In Travancore, they were noteworthy in exposing political reforms and democratization. They agitated for Representative Government, constitutional Reforms, and increased participation of the masses in the decision-making proceedings.

Newspapers played a decisive role in encouraging nationalism and the struggle for independence from British colonial rule. They circulate instructions about nationalist leaders, movements, and ideologies, and strengthens the sense of unity and collective recognition among the people. Newspapers raised consciousness about numerous social affairs such as poverty, unemployment, health, and sanitation. They accentuated the need for social welfare measures and urged the government to address these themes. Newspapers assisted as platforms for intellectual dialogues, discourses, and conferences on various social, political, and cultural matters. They provided space for intellectuals, writers, and activists to convey their perspectives and suggestions, sculpturing public discourse and thoughts. Overall, newspapers played a pivotal role in commencing and enabling social change in Travancore during the first half of the 20th century, donating to the alteration of society towards a more diverse, impartial, and progressive direction.

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Dynamics of Teaching Practices in School System: A Case Study of Government School in Uttarakhand

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ABSTRACT

In the paper I have attempted to understand 'teaching' as a social practice in the Indian education system. Sociological study of the topic of 'teaching' in 'public school setup' is operationalised by taking teaching practice as units of the study. Contextualising teaching practices between reproduction and agency, I first understand the ongoing teaching practices and education process that are related with each other, by applying participatory observation, in which I spend my field work not only observing but also taking up the role of a teacher and meeting related responsibilities. From a reflective and autoethnographic research practice, I classify the current ongoing teaching practices as 'culturally socialised' while analyzing them from insights from structuration theory. Will this cultural socialization of teachers determine what teaching means to them and what education should mean for the society, is the real test.

Keywords: Teaching, Cultural Socialisation, Government schools, Sociology.

Introduction

We begin with the crisis in Indian education today. To summarize; these crisis points can be divided into two:

1. Sociological and 2. Educational

Sociological crisis is the crisis of the still continuing colonial legacy and colonial educational practices in the education system in India today, whereas, educational crisis refers to the operationalisation and also of transforming of the practical problems in everyday educational context. The educational and sociological problems are however related and it can be said that the educational problems faced in the classrooms today are rooted in the sociological problems which means that it has colonial roots.

If we discuss some of the educational problems then the foremost issue is conceptualised and theorized in the research literature is that of 'banking concept' (Freire) which is similar to the concepts of 'Black Box' used by Giroux and the concept of 'received education' used by Krishna Kumar.

To quote Freire, 'Education thus becomes an act of depositing, in which the students are the depositories and the teachers are the depositors. Instead of communicating, teachers deposit what then students memorise and repeat. This is the banking concept of education, in which the action allowed to the students extends only to receive and store the deposits.' (Freire, 2018). Banking concept is not focused on creativity and lacks the essentials of an enquiry mode of pedagogy. This results in lack of social transformation whereas education is understood as one of the prime means of social change.

In the context of the girl students, that too specially in the context of Indian society, where our study is located, the role of education in social transformation becomes more important because Indian society provides distinct experience to boys and girls based on their gender identity (Kumar, 2010). These distinct experiences are structurally located not only in the families but also continue to the school environment. It then becomes essential to enquire into the role of educational policies, curriculum and teacher pedagogy play in understanding the experiential aspect of existence of girls. In rural areas, the involvement of girl child in household activities starts from early childhood. This continues through out school- years and never receives acknowledgement (Kumar, 2010).

Also, girls have to face discrimination in many of the instances of life. The birth of a boy child is celebrated and appreciated more as compared to that of girls. According to several researches, the girls life and her socialisation centres around marriage and motherhood and therefore her education is not considered as important.

Within this background, it is necessary to enquire into what kind of education is being imparted to girls in schools. And to enquire into the nature of pedagogy that could take into consideration the societal experience of discrimination and limited expectations from girls into consideration, it is also necessary to enquire into the nature of teaching practices undergoing in the school environment.

Theoretical Framework and Literature Review

Within these broad dimensions of educational issues discussed above, the operational questions of this research were formulated and Gidden's structuration theory about human agency was found to be of foundational importance for this paper. Gidden's theoretical interplay between structure and agency is a further development of similarly oriented theories talking not particularly about agency but about structures as such; examples are Marxism and Functionalism. While applying these theories to study human action (further conceptualized as agency) the prime aim has remained to figure out the causes behind any action. While Marxism would lay emphasis on the structure in the task of analysing social actors and their actions but it owes the causal existence of actions upon structures assuming that there is no inherent human agency possible and all that is required to be altered for social change is in the structure itself.

Functionalism on the other hand emphasizes the collective and the social aspect of the social processes and social phenomenon in which an individual existence is not accounted for, hence no concept of agency in functionalism.

Gidden's agency in structuration theory is based on the duality of structures that paves way for agency in order to alter the internalized aspects of any social structure, thereby going deeper than Marxist analysis that bases its analysis on structuralism. Giddens theory defines agency as the nearest to life politics in the context of modernity and globalization impacting the everyday life of people globally. Applied to teaching practices in government schools, we saw teaching is also under the impact of modernity and colonial policies resulting in objectivist relations between teachers and students where experiences of students go unrecognised by teachers as teachers believe in transmission of knowledge and information as the only meaning of teaching and education.

The research is based on the interviews of the teachers which were part of ethnography in the selected Girls Government Intercollege, Uttarakhand.

Findings

A Basic Introduction of Teachers

First of all, teachers in the selected government school have not chosen their profession as a form of calling or vocation but due to the comfort it provides to the female teachers in meeting the dual demands of household activities and career related tasks. Teaching is considered as a soft category work and is often understood as less demanding in nature. Also, opting for teaching in schools is easy because it does not requires the arduous task of clearing national level competitive exams that are quite popular in the Indian education scenario such as IAS, NEET etc. Given these predicaments, teaching is seen as job with having low status as compared to other jobs such as becoming a doctor, engineer etc.

Teachers in the school where the study was conducted were above 30 years of age and all of the teachers were female adding to the phenomenon of feminisation of teaching which primarily means that there are apparently large number of females in the teaching work force. A large number of female teachers in an all-girl school is an indication of a conservative inclination of administration. However, feminisation of teachers has been a phenomenon since after the independence when government pushed for more women in teaching profession. In 1882, the Indian Education Commission supported the training of women teachers in residential programs and also provided financial support to female teacher trainees (Jandhyala, K., & Ramachandran, V, 2015). Since then, the suggestion about increasing female participation in teaching has been part of five-year plans. Jandhyala and Ramachandran (2015) highlight that the first five-year plan suggested part time teaching for married women, second five year plan increasing girl education which could not be achieved in the subsequent five year plans.

Teaching Practices in the School

Coming to the teaching practices in government schools, it was found that Teacher's pedagogy was tautological in nature under the effect of cultural socialization and influence of one's own educational experiences. This means that teachers practice the same teaching activities year by year and perceive the end of education as merely for clearing examinations of all sorts (in and outside the school premises). Instead of teachers as organic intellectuals, they see themselves as mere transmitters of information. This internalisation of teaching rituals and meanings about teaching activities do not allow them to believe that the teachers are most importantly, a link between the outer world/syllabus/curriculum and the inner world (emotions, perceptions, feelings) of the students. Teachers in the system are seldom made to realise this difference between the outer world and the inner world, a concept so popular in alternate education models. In contrast, teachers see instructions as their pedagogy which becomes their source of authority to control the thought process of the students while misunderstanding their actions as educative.

Discussion

The phenomenon of 'cultural socialization' of school teachers as discussed above, has implications upon public school teacher's teaching techniques, teacher student interaction, meaning making process about education etc. Atkinson and Delamont(1985) say that the socialisation of teachers happens in form of training that they undergo in pre-service and in-service training sessions. They highlight few essential features of occupational reproduction and say that like any other profession, teaching also replicates itself. What is problematic in this replication is that there is no change in this replication and the dominant forms of structures get replicated. For instance, in our case, patriarchal values that impact the lives of girl students, and are not broken or changed by school education.

This paper emphasises on the observation that these described phenomenon exist merely due to the socialization of teachers during their own time in educational institutions as students and as teachers in teacher training programmes and also the internalised ways of teaching that they were resorted to as enacted by their own teachers.

Moving further, the thesis also highlights the meaning making process with teachers and students about the purposes and aims of education. Education in the school is seen as confined within the four walls of the school and in transmission of the contents of the textbooks. Teacher's role and effectiveness is measured and recognised only in transmitting the information in textbooks.

Passivity among Teachers and Students: The Outcome of Textbook Centric Curriculum

Because teachers have to focus on a prescribed syllabus (the basis of examinations and evaluation; both of the teachers and students); the agency that teachers can exercise over the curriculum is lost (Pinnar, 2004) resulting in teachers becoming passive.

Mary Koutselini (2012) acknowledges that textbooks have replaced the curriculum in many schools. Textbooks have replaced the curricula in various contexts, and teacher's preparation for teaching; they have downgraded student's autonomous learning and annihilated teacher's political sensibilities. (Koutselini 2012).

In the discussions with teachers it was difficult to question the reliance on textbooks. Though textbooks have their important role but becomes a problem when teachers rely heavily on them.

In this article, we are highlighting the point of cultural socialisation of teachers. Cultural socialisation of teachers or the way teachers themselves have understood what teaching means by the way, they themselves have been taught whether in their educational years, pre-service or in-service trainings. In India specifically, education systems still continue to reproduce the colonial forms and purposes of teaching. Being an objectivist mode of knowledge production and dissemination, and with an intent to modernise education; the existing colonial residues of colonial structures, these relations have resulted in deep im-personalisation between teacher and student relations reproducing authority of teacher.

Apart from this, it was found that the prime focus of teachers in the school was to cover up the syllabus in an academic year. It was observed that teachers were in a mental rush because of the above pattern (focus on syllabus completion and exams results) since they had to complete their courses in time. When discussed, this aspect seemed as inevitable and obvious. But it took some time to get the point across that this entire phenomenon has reduced interaction between teachers and students drastically since teachers are worried about their performances and finishing up the syllabus in time. Education rather than being dialogical has become a one-way process in which teachers are continuously bombarding students with information and facts, what Paulo Freire called 'Banking education'. Moreover, the educational practice of the teachers tends to merely translate what is given in the text books. Nothing else seems to exist apart from the text books resulting in passivity and dormant teaching techniques.

Experience of Teaching in Government School: Agency Amidst Standardization

I began with describing the overall 'essence' / 'education environment' of the school, generated out of the activities of teachers and students. Mostly teaching activities are follow up of the guidelines that teachers receive from their higher authorities or have learned in due course of their trainings and socialisation process. These individual activities define the meaning of the school, schooling, meaning of education in the minds of teachers and overall meaning of teaching as a practice. All the teachers share a common goal; to get what they like to call 'good result' (the most common theme of the interaction among teachers and the principle) which means the overall performance of the entire school. This particular aspect is important for two reasons: First, the image of the school in nearby villages from where most of the students come to school and secondly as an indicator of the performance of the teachers. A good result is a reflection of schools performance and the measure of teacher and teaching quality. Therefore the conundrum of teacher and teaching activities in the school surrounds in achieving the set standards to be achieved by students. Teachers apply various methods to achieve these standards in the classrooms learning to answer the questions of each chapter under the prescribed syllabus.

The fear and crisis related to performing well in standardized tests and examinations, is reshaped by several publishing houses which thrive on the culture of specified syllabus and strategies to clear the exams sold in formats as quick success modules. These modules are only available and affordable to a certain class and section of the society thereby increasing the inequality gap. The limiting and restricting syllabus focuses only on few skills necessary for fulfilling utilitarian purposes. Reliability on the objective tests also demeans teacher's capabilities, judgements and potential to think on their own hence developing agency.

To summarize these impacts, deskilling, routinisation, alienation, detachment and disengagement are some of the experiences teachers undergo when teaching is understood to be a technique to suit an examination based system. To be able to act otherwise means being able to intervene in the world or to refrain from such intervention with the effect of such influencing a specific process. Means to be able to deploy a range of causal powers influencing these deployed by others. (Giddens 1986 pp. 14).

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Socio Economic Condition of Auto Ricshaw Drivers in Uttarakhand (With Special Reference to Haridwar)

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Introduction

An American Missionary to Japan called Jonathan Scobie is said to have invented auto rickshaw around 1869 to transport his wife through the streets of Yokohama. 'Rickshaw' word originated from the Japanese word Jinrikisha (Jin = Human, Rik = Power or force Sha = Vehicle) which literally means, "Human Powered Vehicle". India is home of one third of the world's auto-rickshaws, which are three-wheeled motor vehicles that are hired to move both people and goods. These vehicles play an important role in urban transport in the country, being used for a wide range of trip purposes, often for trips that cannot be practically undertaken on other types of public transport, at considerably lower cost than would be incurred in a taxi. Despite their vital role, autorickshaws and their drivers face considerable condemnation from the public, the media and policy makers. There is an argumentative public debate about the faults of autorickshaws, the attitudes and actions of their drivers, and the policies to address these issues. While auto-rickshaw users and the public have understandable concerns regarding these issues, this debate does not, for the most part, take into account the perspectives of the drivers, an oversight the paper attempts to rectify. By offering this seldom-publicized perspective, we aim to provide balance and nuance to the of ten antagonistic public discourse on auto-rickshaws in Indian cities. Concentrating the need for policy-making to consider and integrate the perspective of autorickshaw drivers in addition to that of auto-rickshaw users and the wider travelling public, for policy success. Which reflect public, media and policy-maker criticisms and perceptions, owing to space restrictions? To provide a counterpoint to these criticisms and perceptions by critically discussing the role of the auto-rickshaw in urban transport in India, with reference to urban trip-making, air pollution, safety and congest i on; and by investigating the daily realities and economics of autorickshaw ownership and operations from the point of view of the drivers. For the discussion of the role of auto-rickshaws in urban transport, the focus is given on the peer-reviewed literature, data produced by government agencies and available in the public domain, and research reports produced by various non-governmental organizations. Further the realities and economics of auto-rickshaw ownership and operation is based on the findings of reports on and surveys of the auto-rickshaw sectors in Bangalore, Chennai, Delhi and Mumbai. These surveys include, importantly, that conducted by one of us (Reynolds) in Delhi in 2009; this survey, in which 381 auto-rickshaw drivers responded, covered a wide range of issues, including demographics, working hours and daily travel, vehicle purchase and ownership (including fuel economy and consumption, maintenance practices, costs related to renting, loan repayment, fuel and oil, maintenance, revenues, and daily income), besides factors related to air pollutant emissions. While the factors related to air pollutant emissions were discussed in Reynolds, Kandlikar and Badami (2011), the demographic and socio-economic factors covered in the survey are discussed in depth in this article. Demographic and socioeconomic data is also drawn from surveys carried out by urban planners and researchers interested in the governance of the auto-rickshaw sectors in Bangalore (CISTUP, 2012), Chennai (Garg et al, 2010), Delhi (Mohan and Roy, 2003), and Mumbai (Mani, 2012), and from data collected by a special committee on auto-rickshaw fare revision in Mumbai (Hakim, 2012). The data was supplemented by interviews with an auto-rickshaw advocacy group in New Delhi (Nyayabhoomi), which provided estimates of how maintenance cost change over the life of the vehicle. Lastly, we critically discuss policy responses that have been suggested, by, among others, NGOs and policy research organizations, to address the perceived problems posed by auto-rickshaws and their drivers. We conclude our paper by summarizing our key points and exploring some policy implications that flow from them, and offering our own suggestions for reconciling the conflicting interests and concerns on the part of auto-rickshaw users and drivers, the broader travelling public, and policy makers.

Importance of Auto Rickshaw Driver

Auto-rickshaw drivers hold significant importance in urban transportation, particularly in densely populated areas. They serve as a vital link in the local transportation network, offering affordable and flexible mobility solutions for short distances. These drivers contribute to the accessibility of transportation, especially in congested urban environments where larger vehicles may face challenges. Their role enhances last-mile connectivity, making it easier for people to navigate within cities. Additionally, auto-rickshaw drivers often serve as micro-entrepreneurs, supporting local economies. Studying their experiences can shed light on urban mobility patterns, socio-economic dynamics, and contribute to improving the overall efficiency of transportation systems.

Auto Rickshaw Driver-trend and Extent in Uttarakhand

Auto-rickshaw drivers play a crucial role in Uttarakhand's transportation ecosystem, especially in urban and semi-urban areas. In cities like Dehradun and Haridwar, auto-rickshaws are common and serve as a primary mode of short-distance transportation. They contribute significantly to the local economy by providing affordable and accessible transport for residents and tourists alike.

In Uttarakhand's hilly terrain, where conventional public transport may face challenges, auto-rickshaws prove to be adaptable and effective for navigating narrow roads and inclines. The presence of auto-rickshaws enhances connectivity in areas where other forms of transportation may be less practical.

Studying the extent of auto-rickshaw drivers in Uttarakhand can provide insights into the unique challenges they face in the state's diverse topography, the socio-economic impact of their services, and potential avenues for improving urban mobility in the region.

Review of Literature

The objective of this review of literature is to understand the current state of the auto rickshaw drivers. Increased urbanisation has brought a significant rise in the demand of transport as well as increase in the use of private vehicles in Indian cities. Auto rickshaws are an important part of the Urban transport landscape in India, filling a critical gap between private and public transport. However the auto rickshaw sector many challenges in the area of permits, fairs, safety, technology and socio-economic viability.

1. Sustainable Urban Transport in India, Role of the Auto-rickshaw Sector by Akshay Mani (2010)

In addition to serving occasional and emergency trips, auto-rickshaw services can play an important role in making public transport accessible to all parts of the city, and encouraging daily commute trips on public transport by providing first and last mile connectivity. As feeder services, auto-rickshaws will ensure that public transport is accessible to commuters with special needs, such as the elderly and people with disabilities. While the NUTP recognizes the role of auto-rickshaw services in serving occasional and emergency trips, it does not acknowledge that auto-rickshaws provide a door-to-door transport alternative to private motor vehicles. As discussed earlier, reducing private motor vehicle usage while providing quality transport alternative is an integral part of the ASI framework to promote sustainable urban transport. Thus, the policy vision should recognize that provision of quality auto-rickshaw service in cities is an important part of the strategy to help reduce private motor vehicle usage. It should also highlight the need to improve auto-rickshaw services to make them an attractive door-to-door transport alternative to private motor vehicles in serving occasional and emergency trips. In addition to the role of the type of service (contract carriage), the policy vision should present the way forward for the type of vehicle (motorized three-wheeler) in the auto-rickshaw sector, as part of the Improve strategy of the ASI framework. The findings in this study highlight the need for vehicle-related reforms in the auto-rickshaw sector to meet emissions and road safety challenges.

2. Centre for infrastructure, sustainable transportation and urban planning (CISTUP) Indian Institute of Science, (December, 2012)

'A study of the Auto rickshaw Sector in Bangalore City' in Bangalore, autos thrive despite a fairly well-developed city bus transport service. In similar large cities or metros with significant public transport availability, intermediate modes like autos play more supplementary and complementary roles. 'Regular auto' services i.e. operating on-demand, private hire basis, are the predominant norm in Bangalore. These run from anywhere to anywhere, providing near 'door-to-door' connectivity. Some informal (illegally-run) 'shared auto' services i.e. with established routes and per head fares, do exist in certain pockets of the city—which generally tend to be areas either not well-served by formal public transport modes or they do not meet the needs of different commuters, and populations are largely characterised by lower per-capita incomes. These either run parallel to public transport routes providing point-to-point service or in some cases, perpendicular to them as feeder services offering last- mile connectivity. Few autos in the city also run as 'school autos', ferrying children to and from school. As effective low-cost mobility options they help plug the gap with a valuable service, though in the larger picture the percentage of 'shared' and 'school' auto services in the city is comparatively quite low.

3. Zenith International Journal of business Economics and Management Research, ZIJBEMR, Jan. 2013

An article by Dr. K. Singaravelu attempted to know the living conditions and social status of the auto rickshaw drivers. They earn less and work more. They are not able to satisfy the needs and wants to their family members because of low earnings. Some of the auto rickshaw drivers are not own basic things like fridge, washing machine, water heater, cooker and gas stove. This problems are keenly analyzed by the researcher to find solution to overcome the problems.

4. Case study of Reforms in Mumbai's Auto-Rickshaw and Taxi Services by B.C. Khatua (IAS) April 24, 2013

In his article published by WRI centre for Sustainable transport titled as 'Role of Rickshaws/Taxi in sustainable transport, in which he has taken the overview of Mumbai's transport system, characteristics of auto rickshaw and taxi services, key challenges and case studies of auto rickshaw and taxi drivers through which he has proposed recommendations and suggestions for future reforms in auto and taxi drivers.

5. Searchlight South Asia (Aug. 2013), by Nooper Desai

The auto rickshaw drivers work for over 10-12 hours per day and from part of the urban informal sector in India. They does get's the health insurance and social security facilities. They suffer from serious respiratory health problems. The auto rickshaw drivers are prone to road accidents. It is suggested dial-a-rickshaw model where all stakeholders (drivers, customers, unions, government and the company) benefit is a sustainable one. This is a sustainable solution to the growing insecurities of auto rickshaw drivers.

6. Human Development the autorickshaw Drivers of Mumbai : A Case Study, Anushruti from the Department of Economics, Shreeram College, of Commerce, University of Delhi in her article printed in International Journal of Marketing and financial Management, Vol. IV, Issue VI, August, 2016 stated about a process of unequal human development

Conventionally, development has been related With growth in incomes and standard of living.

However, over the years, unequal distribution of incomes across the nations have demonstrated that the 'convergence' hypothesis and trickle-down hypothesis do not necessarily hold good. Therefore, the focus has shifted to developing multi-dimensional aspects of development wherein crucial factors such as poverty, inequality, health, education etc. are given due weightage. Development now has become equivalent with Human Development. However, the Human Development approach is identified of then with the Human Development Index (HDI), which each country is estimated using the geometric mean of Gross National Income and life expectancy at birth in each country. Poverty world over is on rise, both inter and intra-regional, besides sectoral, personal and group inequalities have increased due to an unbalanced and poor development process. The increased pressure on the scarce resources (especially agriculture) has forced people to look for alternate means of survival. Factors like Growing indebtedness and marginalization are forcing individuals to migrate to the cities where they mostly work in unorganized/informal sector, as daily wage labourers, taxi drivers, etc.

Objectives of the Study

1. To study the family background of the auto rickshaw drivers.
2. To study the socio-economic conditions of the auto rickshaw drivers.
3. To examine the relation between health and occupation.
4. To examine the different types of addictions among the auto rickshaw drivers.
5. To understand the intervention of auto rickshaw unions and Regional Traffic Office in meeting their demands.
6. To assess the future aspirations of the auto rickshaw drivers.
7. To give the suitable suggestions.

Purpose of Study

The purpose of studying auto-rickshaw drivers is multifaceted and extends beyond mere transportation dynamics. Such research delves into the socio-economic landscape, shedding light on the livelihoods and challenges faced by these drivers. By examining their experiences, the study aims to uncover the impact of technological advancements, government policies, and urban development on their profession. Understanding the auto-rickshaw driver's role becomes pivotal in grasping the broader implications for urban mobility and accessibility, especially in regions where they serve as a primary mode of transportation. Moreover, the study can contribute valuable insights towards crafting informed policies, fostering sustainable urban development, and improving the overall well-being of these essential contributors to local transportation networks.

Hypotheses

1. Low level of education and auto rickshaw occupation is correlated.
2. There is significant relationship between auto rickshaw drivers and addictions.
3. Economic well-being of auto rickshaw drivers is low.
4. Social status of auto rickshaw drivers are low.

Uses of Research

Research on auto-rickshaw drivers serves several important purposes:

1. **Policy Development:** The findings can inform policymakers about the specific challenges faced by auto-rickshaw drivers, leading to the development of targeted and effective policies to enhance their working conditions and overall well-being.
2. **Urban Mobility Planning**: Understanding the dynamics of auto-rickshaw services contributes to more effective urban mobility planning. This can include optimizing routes, improving infrastructure, and integrating auto-rickshaws into broader transportation networks.
3. **Socio-Economic Insights**: Research provides valuable insights into the socio-economic aspects of auto-rickshaw drivers' lives. This information can be used to design interventions that address income disparities, financial stability, and social well-being.
4. **Technological Integration:** As technology plays an increasing role in transportation, research can guide the integration of digital platforms and innovative solutions to benefit both auto-rickshaw drivers and passengers.
5. **Environmental Considerations:** Investigating auto-rickshaw drivers' choices and behaviours can contribute to understanding the environmental impact of their vehicles. This knowledge can support initiatives promoting sustainable and eco-friendly transportation options.

6. **Community Development:** Research can identify opportunities for community development programs that empower auto-rickshaw drivers through skill-building initiatives, financial literacy, and access to social services.

Overall, the research on auto-rickshaw drivers is crucial for creating a holistic understanding of their role in urban ecosystems and for developing strategies to enhance their socio-economic conditions and contribute positively to urban mobility.

Research Area

Haridwar's location at the foothills of the Himalayas, along with its rich history as a spiritual and cultural centre, contributes to its unique blend of historical significance and natural beauty. The city continues to attract pilgrims, tourists, and seekers of tranquillity from across the globe. Haridwar is situated in the northern part of India, in the state of Uttarakhand. It is strategically located at the point where the Ganges River exits the Himalayas and begins its journey across the plains. The city is approximately 214 kilometres northeast of the capital, New Delhi. Haridwar is divided into various localities, each with its own unique characteristics and offerings. Some prominent localities in Haridwar include:

- Har Ki Pauri: This area is famous for the iconic Ghat known as Har Ki Pauri, a sacred bathing ghat on the Ganges. It is a significant pilgrimage site and a bustling area with various temples and shops.
- Jwalapur: Located to the south of Haridwar, Jwalapur is a locality known for its religious sites and markets. The Daksha Mahadev Temple is one of the notable attractions in this area.
- Bhupatwala: Situated along the Ganges, Bhupatwala is known for its scenic beauty. It's a peaceful locality away from the main city center and is popular for its ghats.
- Kankhal: This area is renowned for the Daksheshwar Mahadev Temple and the Anandamayi Ma Ashram. Kankhal has a significant religious and cultural presence in Haridwar.
- Mayapur: Mayapur is another locality in Haridwar, offering a mix of residential and commercial areas. It is relatively quieter compared to the central parts of the city.
- Shantikunj: Shantikunj is known as the headquarters of the spiritual and social organization All World Gayatri Pariwar. It is a hub for spiritual activities, educational programs, and social initiatives.

- BHEL Township: The BHEL Township is home to employees of Bharat Heavy Electricals Limited (BHEL). It's a well-planned residential area with amenities for BHEL employees and their families.
- Ranipur More: This area is a commercial hub with various markets, shops, and businesses. It serves as a central point for transportation and is often busy with local activities. These localities collectively contribute to the diverse and vibrant character of Haridwar, catering to the needs of residents, pilgrims, and tourists alike.

Research Design

Descriptive research design was used for describing the socio-economic conditions and occupational related problems and issues facing by the auto rickshaw drivers. The researcher has used Descriptive Research Design to study the socio-economic conditions and to find out the problems of auto rickshaw drivers in order to offer concrete and meaningful welfare suggestions to improve the living conditions of the auto rickshaw driver's community. Descriptive research design is defined as research method that describes the characteristics of the population or phenomenon studied. This also refers the research questions design of the study and questions design of the study and data analysis conducted on a particular topic. Descriptive research is a quantities research method that attempts to collect quantifiable information for statistical analysis of the sample population.

Scope of the Research Study

The scope of present study was limited to auto rickshaw drivers in Haridwar city. Researcher has focused social, economic conditions and work-related problems consist of income, application of social security measures and also the scope of the present study has covered future aspirations of the auto rickshaw drivers in Haridwar city.

Techniques of Data Collection

The researcher has developed interview schedule with the proper understanding through available literature and field observations the interview schedule is divided in sections according to classification of indicators has been included in research study which covers personal and household profile, nature of occupation, work profile of auto rickshaw drivers, health profile, addictions, social status and their opinions and expectations from the concern authorities. Initially few interviews schedule were filled up and then a final inclusive interview schedule was prepared for further data collection. This task helped in sharpen the various segments of the interview schedule.

A) *Primary Data*

The interview schedule has been used for the collection of data. This primary data has focused on their socio-economic and demographic profile, welfare problems in relation with their occupation. in addition to interview schedule observations and informal discussion with the auto rickshaw drivers has been recorded in the primary data.

B) *Secondary Data*

Similarly, relevant information, the background data necessary for the successful completion of the present research the secondary data available is collected from libraries, social welfare organization, internet surfing, magazines, newspapers and other published and unpublished sources. additional information has also been sought from key persons from this field and officer bearers of Regional Traffic Office and dialogues with auto rickshaw union leaders.

Background of the Respondent

AGE: Merriam-Webster dictionary defines age as an individual's development measured in terms of the years. Here, development is the age-related changes that occurs in the course of an individual's life span.

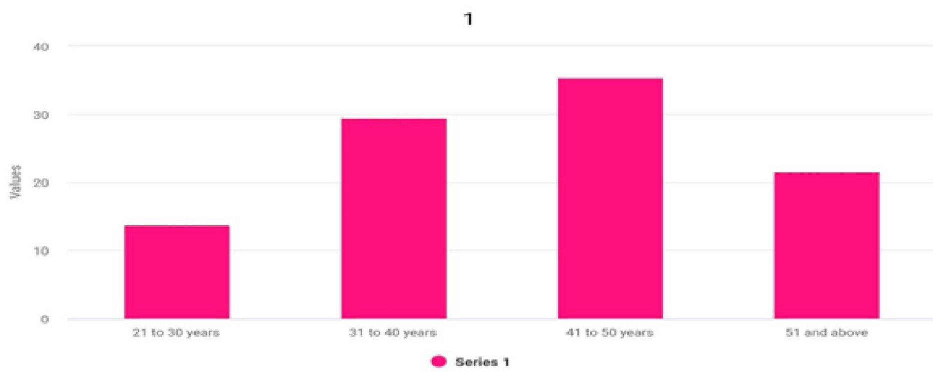
Table 1: Sex wise distribution of respondents

Sex	Frequency	Percentage
Male	51	100
Female	00	00
Total	51	100

Above table indicates that, all respondents are male. In the Indian society majority of the work force is occupied by the males. So it is evident that due to the nature of work and dominance by male counter part females have not been attracted towards this occupation and so this has been left for the males for years together. There are also other reasons which may prevent to enter this occupation like risk, in terms of accidents, physical hardship, lack of basic facilities as for woman as such urinals and in general the different behaviour from male passengers.

Table 2: Age wise distribution of respondents

Age	Frequency	Percentage
21 to 30 years	7	13.72
31 to 40 years	15	29.41
41 to 50 years	18	35.29
51 and above	11	21.56
Total	51	100

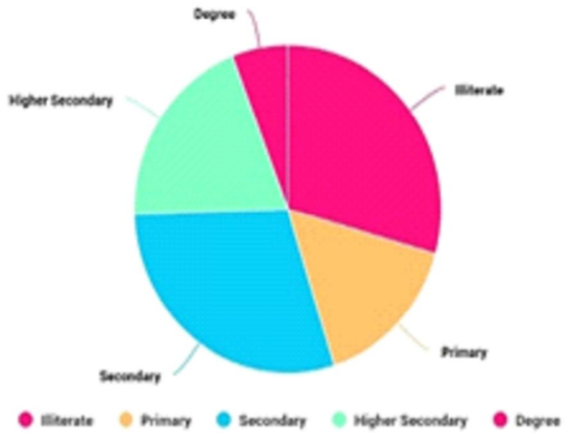


Age wise distribution of respondents

The above table reflects that, 13.72% respondents are from age group of 21-30years 29.41% respondents are from age group 31-40 years 35.29% respondents are from age group 41-50 years and 28.0% respondents are from age group 51 years and above. So it is concluded that different age group of respondents are involved in this occupation and further it is found that majority 21.563% respondents are from the age group 49-50 years. The reason behind this is once a person gets involved in a particular occupation with the better hopes, he may realize the facts after passing certain years and at that time he may not able to return back and do something a fresh startup. So this age group is indication that most of the people somehow settled in the occupation by not having others option in the hands.

Table 3 Educational status of respondents

Level of educational status	Frequency	Percentage
Illiterate	15	29.41
Primary	8	15.68
Secondary	15	29.41
Higher Secondary	10	19.60
Degree	3	5.88
Total	51	100



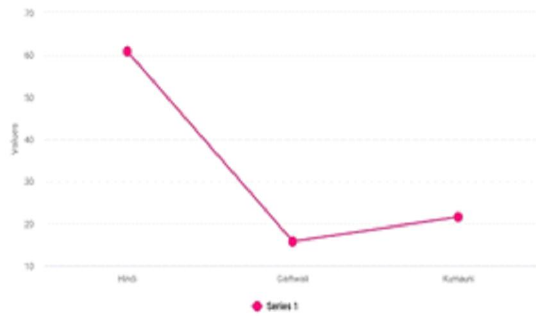
Educational status of respondents

This table indicates the educational status of the respondent 29.41% of the respondents are illiterate, 15.68% of the respondents has primary education 29.41% of the respondents have studied up to secondary level, 19.60% of the respondents have studied up to higher secondary educational level, 5.88 % of the respondents have studied up to degree level, while nobody is having the other background like Diploma or Technical Education. So it is found that majority 52.0% of the respondents have taken the education up to secondary level and so that could be a reason to follow this occupation. as auto rickshaw drivers doesn't need any higher educational qualification. This is as good as open to all without any specific requisitions. Because to be in other occupation the educational qualification itself is a entry point. so with this table the hypothesis number i.e. (1) Low level of education and auto rickshaw occupation is correlated.

Table No 4 Languages Known

Languages Known	Frequency	Percentage
Hindi	31	60.78
Garhwali	8	15.68
Kumauni	12	21.56
Total	51	100

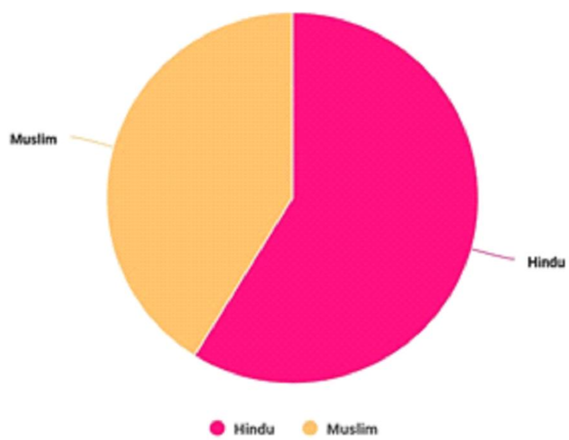
The table revealed that, 60.78% respondents are fluent in Hindi while 15.68% respondents follow the Garhwali e and remaining 21.56% respondents could speak Kumauni.



Languages Known

Table No. 5 Religion wise distribution of the respondents

Types of Religion	Frequency	Percentage
Hindu	30	58.82
Muslim	21	41.17
Total	51	100

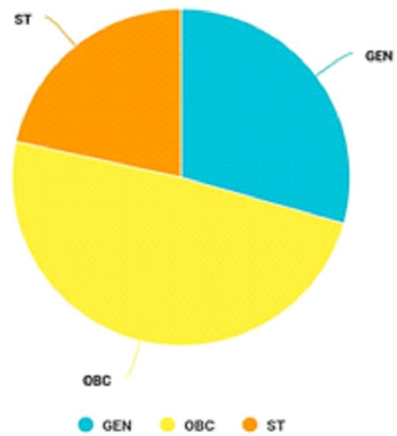


Religion wise distribution of the respondents

This table indicates that, 58,82% of the respondents are Hindus by religion 41.17% respondents are Muslim by religion.

Table No.6 Caste wise distribution of the respondents

Types of Caste	Frequency	Percentage
Gen.	15	29.41
OBC	25	49.01
ST	11	21.56
Total	51	100

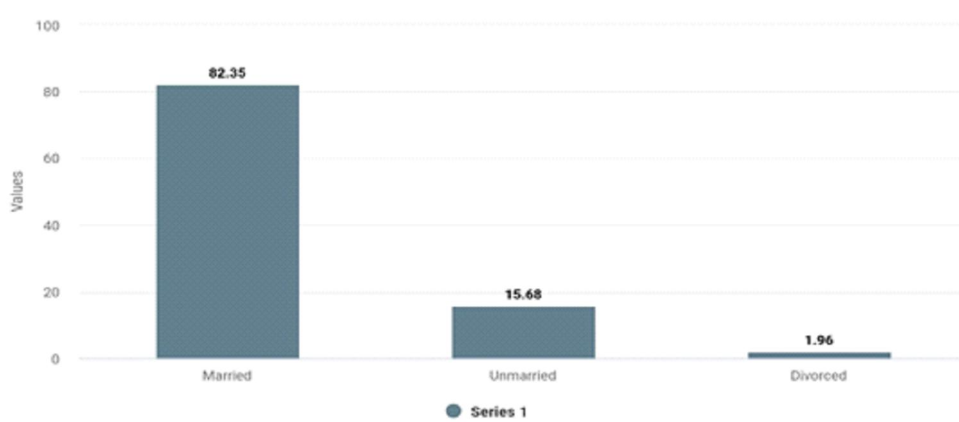


Caste wise distribution of the respondents

Above table shows that, 29.41% respondents are belongs to general category, 21.56% of the respondents belongs to St, 40.0% respondents are from OBC category while remaining 49.04% respondents are belongs to other category.

Table No. 7 Marital Status

Marital Status	Frequency	Percentage
Married	42	82.35
Unmarried	8	15.68
Divorced	1	1.96
Total	51	100



Marital Status

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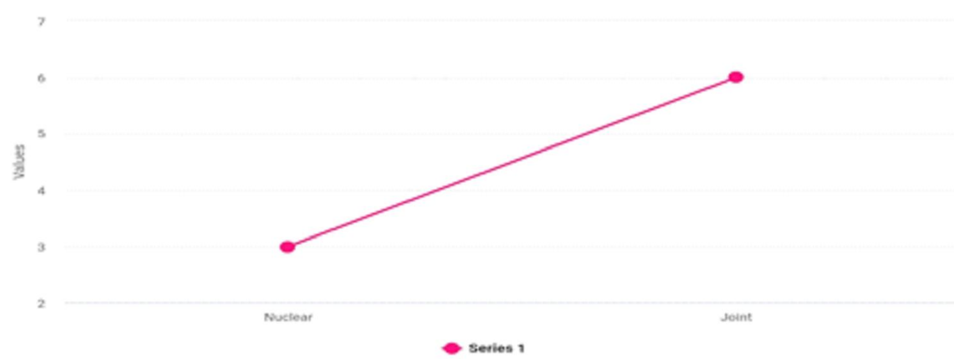
Above table shows that, 82.35% respondents are married 15.68% respondents are unmarried 1.96% respondents are divorced.

Table No.8 Types of Family

Types of Family	Frequency	Percentage
Nuclear	28	54.90
Joint	23	45.09
Total	51	100

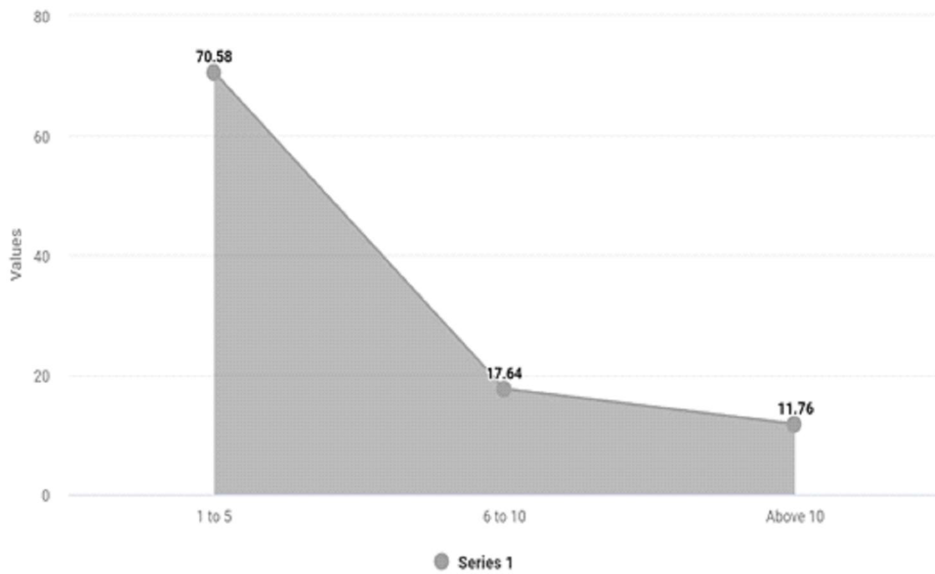


Types of Family

The above table indicates that, 54.90% of respondents stays in nuclear family while 45.09% respondents stay in joint family. More respondents stay in joint family which is a treated as a good sign for the healthy society. Elsewhere both the types of family got its merits and demerits.

Table No. 9 Total number of members in family

Members of family	Frequency	Percentage
1 to 5	36	70.58
6 to 10	9	17.64
Above 10	6	11.76
Total	51	100



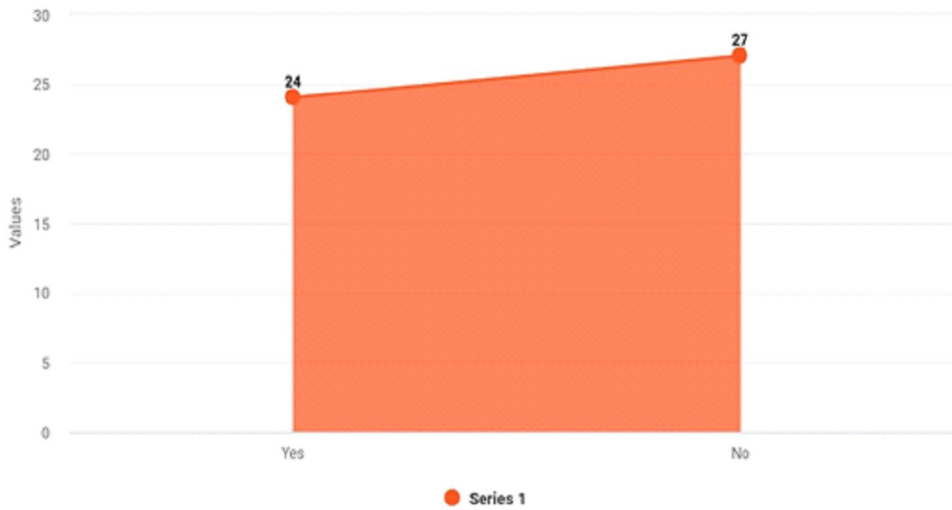
Total number of members in family

This table shows that, 70.58% respondents are having 1 to 5 members in their families while 17.64% respondents are having 6 to 10 members in their family and rest of the 11.76% respondents are having more the 10 members in their family.

So it is found that, majority of the 70.58% respondents are having 1 to 5 members in their family because they stay in the nuclear type of family which is very commonly found in the city areas. The nature at city does not allow the culture of joint family in general.

Table No. 10 Earnings from household members

Response	Frequency	Percentage
Yes	24	47.05
No	27	52.94
Total	51	100



Earnings from household members

Above table shows that, 47.05% respondents replied that their family members are working in different sectors which brings the additional income to the family while 52.94% of the respondents said that at present nobody is working from their family except the respondents.

So it is found that, majority 47.05% of the respondents do not have other income source generated by their family members and hence the respondents have to look after the famines.

If all family members earn a minimum salary:

1. Financial Stability: Having multiple earners can contribute to the overall financial stability of the family, making it easier to cover basic living expenses.
2. Increased Income: Multiple incomes mean more money coming into the household, which can be helpful in meeting various needs and aspirations.
3. Reduced Financial Strain: With multiple earners, the family is less vulnerable to economic downturns or unexpected expenses. This can help reduce financial stress.
4. Enhanced Quality of Life: Additional income can lead to an improved standard of living, allowing the family to afford better housing, education, healthcare, and recreational activities.
5. Diversification of Skills: Different family members may have

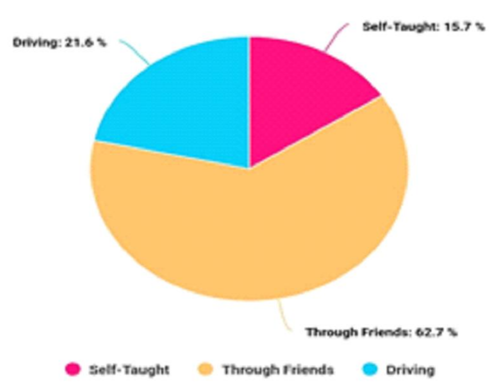
diverse skills and expertise. Having multiple earners can bring a variety of skills into the household, potentially opening up new opportunities.

6. Increased Savings: With more income, there is a greater potential for saving money, which can be crucial for future investments, emergencies, or long-term financial goals.
7. Mutual Support: Family members can provide emotional and practical support to each other, especially during challenging times. Having multiple earners can contribute to a sense of security within the family.
8. Career Advancement Opportunities: With more than one family member working, there may be increased opportunities for professional development and career advancement, leading to higher income over time.

It's important to note that the benefits can vary depending on the specific circumstances of each family and the overall economic conditions. Additionally, the concept of a "minimum salary" might differ in different regions or countries.

Table No. 11 Source of learning auto driving

Source	Frequency	Percentage
Self-taught	8	15.68
Through friends	32	62.74
Driving School	11	21.56
Total	51	100



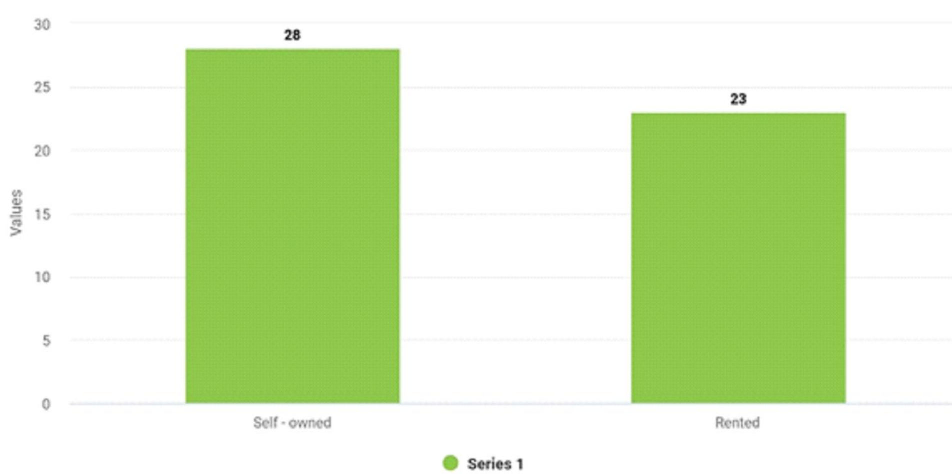
Source of learning auto driving

This table reveals that, 15.68% respondents learnt the auto by themselves, 62.74% respondents stated that, they learned the auto through their friends while 21.56% respondents said that they learnt auto driving from driving schools.

So it is concluded that, majority 89.6% respondents learned auto from their friends. They feel, it's very convenient to learn from their friends than other sources because friends give the lesson with confidence and follows the informal mode of teaching.

Table No. 12 Type of holding of Autos

Types	Frequency	Percentage
Self-owned	28	54.90
Rented	23	45.09
Total	51	100



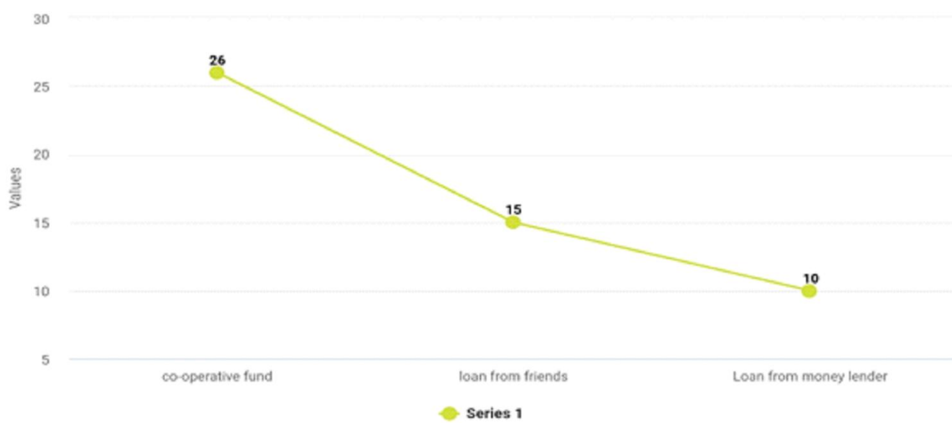
Type of holding of Autos

This table indicates that, 54.90% respondents stated that they have their own autos while 45.09% respondents replied that they are carrying out this occupation on rented autos.

So it is found that, majority 45.09% of the respondents mentioned that they have rented Autos, to have our Autos substantially investment is required which may not be affordable by the majority of Auto Walas.

Table No. 13 Source of purchase of auto

Source	Frequency	Percentage
Personal Fund	0	0
Co- Operative Banks	26	50.98
Loan from friends/relatives	15	29.41
Loan from money lender	10	19.60
Total	51	100



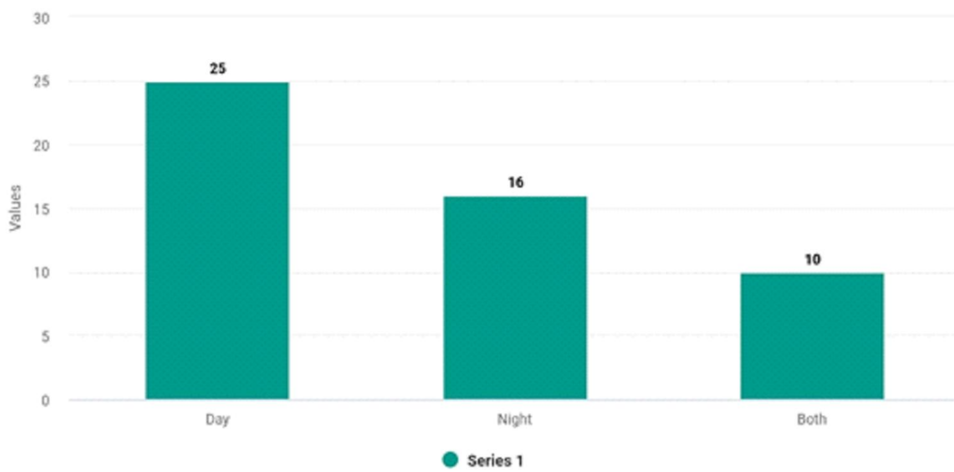
Source of purchase of auto

This table indicates that, not a single respondents could purchase the autos from personal fund, 50.98% respondents replied that they have purchased the autos from the help of banks,

29.41% respondents stated that they have taken the autos by taking the help from friends and relatives 19.60% respondents said that they have taken the money from money lender for purchasing of autos.

Table No. 14 Timing of work

Timing	Frequency	Percentage
Day	25	49.01
Night	16	31.37
Both	10	19.60
Total	51	100



Timing of work

Above table shows that, 49.01% respondents are working in daytime 31.37% respondents are working in nighttime while 19.60% respondents work in both shifts in day and nighttime also.

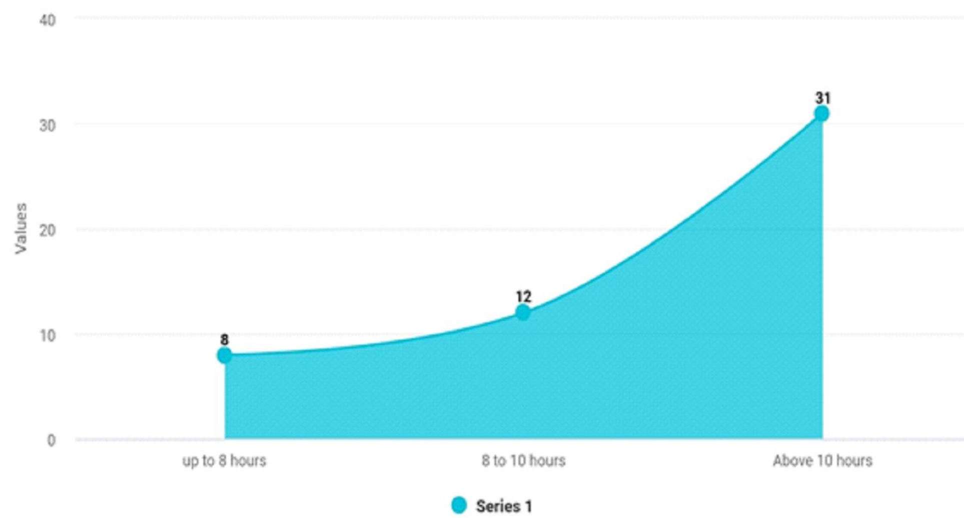
So, it is situational that, majority 49.01% of respondents follows the day timing to run the autos. This is obvious that they could get the more passengers in daytime

Table No. 15 Number of working hours

Number of hours	Frequency	Percentage
Up to 8 hours	8	15.68
8 to 10 hours	12	23.52
Above 10 hours	31	60.78
Total	51	100

Above table reveals that, 15.68% respondents replied that they work daily up to 8 hours, 23.52% respondents replied that they work for 8 to 10 hours a day and rest of the 60.78% respondents reported that they work more than 10 hours in a day.

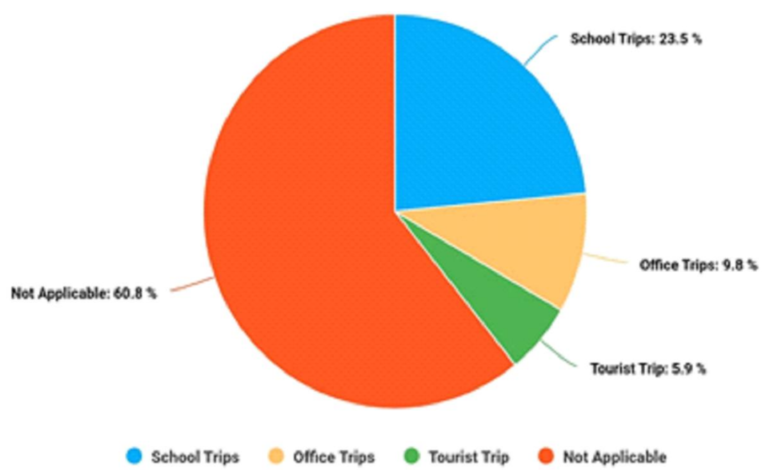
So it is found that, majority of the respondents work for 8 to 10 hours in a day which is a tiring job but they had do it their survival without any choices.



Number of working hours

Table No. 16 Types of trips

Types	**Frequency**	**Percentage**
School trips	12	23.52
Office trips	5	9.80
Tourist trips	3	5.88
Not applicable	31	60.78
Total	51	100



Types of trips

Above table reveals that, 23.52% of the respondents carries the school trips, 9.80% respondents follows the office trips 5.88% respondents follows the tourist trips while rest 60.78% of the respondents this question is not applicable. So it is concluded that, 23.52% of the respondents carries the school trips. In Haridwar the measurable numbers of schools are available and so accordingly auto Wala's gets an opportunity to be associated with specific schools and carry on the school trips. This is an avenue of definite income but with definite responsibilities.

Findings

1. All respondents are male. In the Indian society majority of the work force is occupied by the males. So it is evident that due to the nature of work and dominance by male counter part females have not been attracted towards this occupation and so this has been left for the males for years together.
2. It is a found that different age group of respondents are involved in this occupation and further it is found that majority 54.0% respondents are from the age group 49-50 years.
3. It can be found that majority of the respondents have taken the education up to secondary level and so that could be a reason to follow this occupation. Because to get into other occupation the educational qualification itself is a entry point. So level of education and occupation are co-related as stated in the hypothesis.
4. It can be found that majority of respondents are Hindus and rest of the percentage are covered by other religion. So it could be said that religion is not a ground to choose this occupation.
5. It can be found that majority of the respondents are married and it is obvious also because majority of them falls in the age group of 31 and above.
6. It is found that nuclear families are common in city are as and so the majority of the respondents stays in nuclear family but still few percentage of the respondents stays in joint family which is a treated as a good sign elsewhere both the types has got its merits and demerits.
7. It is found that majority of the respondents are having 1 to 5 members in their family because they stay in the nuclear type of family which is very commonly found in the city areas. The nature at city does not allow the culture of joint family in general.

8. It is found that majority of the respondents stated that they have rented Autos, to have own Autos sizeable investment is required which may not be affordable by the majority of Auto Walas.
9. It is marked that majority of respondents follows the day timing to run the autos. This is very obvious that they could get the more passengers in daytime.
10. It is a found that that the respondents follows the school trips. In Haridwar the countable numbers of schools are available and so accordingly auto Wala's gets an opportunity to be associated with specific schools and carry on the school trips. This is an avenue of definite income but with definite responsibilities.
11. It is found that most of the of the respondents are facing the back pain problem which is because of cushioning of auto, style of sitting and driving, bad road conditions, old model of autos and so on. Besides this also other types of health diseases through which respondents are suffering from but few of them are related with age factor as their age grows certain health problems ought to be faced.
12. It is found that majority of the respondents would love to do the government job then followed by the private job because stability respect prospect is associated with such kind of job with guranted income and this is always lacking in the present occupation followed by the respondents.
13. It is found that all 100% of the respondents get the additional income from the advertisement displayed on backside and flaps of the both the doors of auto. In fact the amount out of the advertisement is not that substantial but the small amount comes from this source also helps the respondents.

Conclusions

1. The researcher has concluded certain things on the basis of findings and observations made while doing the research
2. The present study concludes the auto rickshaw occupation is male driven occupation having no or very migure scope is left for woman.
3. Majority of the respondents follows this occupation for the survival of their families and works for almost all 8 to 10 hours a day.

4. It is also concluded that majority of auto rickshaw drivers are not aware about different government schemes and so they are deprived of getting the benefits out of it.
5. It is also concluded that auto rickshaw drivers faces day to day challenges like mismatch fuel pricing and fare, other competitors like vadaps and Municipal Bus services.
6. It is also concluded that especially young auto rickshaw drivers wish to change this auto rickshaw driving and would love to join other sector where definite income source is there.
7. It is also concluded that uncertainty is a part and parcel of this occupation and so most of the auto rickshaw drivers face the stress.
8. Finally it is concluded by the researcher that rickshaw drivers expect from the society at large that they should be given the respectful treatment and it is very natural and obvious.

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इंटरमीडिएट बोर्ड परीक्षार्थियों में परीक्षा दुश्चिंता सम्बन्धी अध्ययन

(रा0 इ0 का0 मंडलसेरा के इंटरमीडिएट बोर्ड परीक्षार्थियों में विशेष संदर्भ में)

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सारांश

परीक्षा, विश्व भर की स्कूली शिक्षा प्रणाली का एक अहम हिस्सा है। भारत में स्कूली शिक्षा प्रणाली में, इसकी गहनता एवं व्यापकता तुलनात्मक रूप से अधिक महसूस की जाती है। परीक्षा, किसी भी उम्र के परीक्षार्थियों में भय एवं दुश्चिंता का भाव सृजित करती हैं। स्कूली स्तर, विशेष रूप से माध्यमिक स्तर के परीक्षार्थी छात्रों में इसका अधिक असर देखा गया है। देश के विभिन्न राज्यों की बोर्ड परीक्षाओं में सम्मिलित होने वाले परीक्षार्थी छात्र/छात्राएं, परीक्षा सम्बन्धी दुश्चिंता का कमोवेश रूप से सामना करते है। दुश्चिंता, किसी तनावपूर्ण स्थिति के प्रति एक स्वाभाविक और आमतौर पर एक अल्पकालिक प्रतिक्रिया है, जो घबराहट और आशंका की भावना से जुडी हुई होती है। यह आम तौर पर किसी नई, अपरिचित या चुनौतीपूर्ण परिस्थितियों के सापेक्ष होता है, जहाँ परिणाम के बारे में अनिश्चितता होती है। अध्ययन के परिणामों तथा इससे प्राप्त अंतर्दृष्टि/अनुभवों को इस आलेख में साझा करने का प्रयास है। 12वीं की बोर्ड परीक्षाएं, एक तरह से प्रस्थान बिंदु की तरह है, जहाँ से छात्र/छात्राओं को आगे की शिक्षा, व्यावसायिक शिक्षा या किसी अर्थोपार्जन के काम में संलग्न होना है। विशेषकर छात्राओं को आगे की शिक्षा के अवसर मिलने की संभावनाएं बनती हैं। इन सभी कारणों से 12वीं के बोर्ड परीक्षार्थी छात्रों के लिए बोर्ड परीक्षाएं जीवन–मरण का प्रश्न बन जाती हैं। इसके अलावा परीक्षा की

अपरिचितता, माता–पिता/अभिभावकों की अनुचित अपेक्षाएं, बेहतर प्रदर्शन के लिए समवयस्कों का दबाव (Peer Pressure), मूल्यांकन प्रणाली की खामियां सभी मिलकर परीक्षा सम्बन्धी दुश्चिंताओं में अभिवृद्धि करती हैं। प्रस्तुत अध्ययन में उत्तराखण्ड राज्य के जनपद बागेश्वर के राजकीय इंटरमीडिएट कालेज मण्डलसेरा के 12वीं कक्षा के बोर्ड परीक्षार्थी छात्रों के दृष्टिगत परीक्षा सम्बन्धी दुश्चिंता को जानने–समझने का गिलहरी प्रयास किया गया है। इस अध्ययन से बनी समझ एवं अंतर्दृष्टि के आलोक में व्यवहारिक सुझाव प्रस्तुत करने की कोशिश की गयी है।

(293 शब्द)

मुख्य शब्दः दुश्चिंता, बोर्ड–परीक्षा, पीयर–प्रेशर, ग्रेड, आकलन।

शब्दावली व्याख्या

1. **परीक्षा सम्बन्धी दुश्चिंता**–परीक्षा सम्बन्धी दुश्चिंता में परीक्षा से पूर्व, परीक्षा के दौरान और परीक्षा परिणाम से सम्बंधित दुश्चिंताएं सम्मिलित हैं। प्रस्तुत अध्ययन में परीक्षा सम्बन्धी दुश्चिंता में बोर्ड परीक्षा से पूर्व की दुश्चिंता अभिप्रेत है।
2. **बोर्ड परीक्षार्थी**–हमारे देश में विभिन्न राज्यों के अधिकृत बोर्डों द्वारा 10वीं एवं 12वीं कक्षा की परीक्षा ली जाती है। इन परीक्षाओं में सम्मिलित होने वाले छात्र/छात्राओं को सामान्यतः बोर्ड परीक्षार्थी कहा जाता है। इस अध्ययन में 12वीं कक्षा के छात्र/छात्राओं को बोर्ड परीक्षार्थी कहा गया है।

प्रस्तावना

स्कूलों की परीक्षा प्रणाली की विसंगति पर टिप्पणी करते हुए विश्व प्रसिद्ध राजनयिक विंस्टन चर्चिल ने बहुत पहले कहा था कि स्कूलों में टेस्ट यह जानने के लिए नहीं दिए जाते कि आप क्या जानते हैं बल्कि यह जानने के लिए दिए जाते हैं कि आप क्या नहीं जानते? इनका मकसद यह भी नहीं होता कि आपको मदद दी जा सके या कि आप वह सब जान सकें जो आप नहीं जानते बल्कि इनका मकसद आपको मात्र यह बताना है कि आप अन्य छात्रों से बेहतर हैं या बदतर। यह टिप्पणी इस बात को इंगित करती है कि परीक्षा दरअसल एक ऐसा प्रतिस्पर्द्धी वातावरण निर्मित करती है, जिसमें परीक्षार्थी को दूसरे परीक्षार्थियों से अच्छे अंक प्राप्त करने हैं और स्वयं को दूसरे से बेहतर साबित करना है। इससे परीक्षार्थी पर एक विशेष किस्म का दबाव रहता है और अंततः यह तनाव एवं दुश्चिंता का सृजन करता है। "हमें यह याद रखना चाहिए कि परीक्षाएं तंत्र की सुविधा के लिए निर्मित कृत्रिम परिस्थितियां हैं, न कि व्यक्तिगत शिक्षार्थी के लिए।.......विद्यार्थियों का पूर्व–बोर्ड और बोर्ड की परीक्षाओं से गंभीर रूप से प्रभावित होने तथा स्वयं एवं दूसरों को चोट पहुँचाने की नवीन समाचार सूचनाओं में वृद्धि होना, परेशान कर देता है।"[1] हमारे देश की शिक्षा प्रणाली में परीक्षा पद्धति की अधिभाविता पर वक्रोक्तिपूर्ण टिप्पणी करते हुए प्रो0 कृष्ण कुमार कहते हैं "परीक्षा की पूंछ पाठ्यक्रम का

शरीर हिला रही है।"[2] हमारी शिक्षा प्रणाली में विद्यालयी पाठ्यचर्या, कक्षा–कक्ष शिक्षण–अधिगम, परीक्षार्थी छात्र की तैयारियां, माता–पिता/अभिभावकों का समग्र प्रयास इस तथ्य पर केन्द्रित होता है कि परीक्षाओं (विशेषकर बोर्ड परीक्षाओं में) में अच्छे अंक/ग्रेड किस प्रकार से प्राप्त हो सकें। इससे न केवल शिक्षा का मुख्य उद्देश्य परास्त हो जाता है वरन परीक्षार्थी छात्र पर अनावश्यक बोझ डालता है। विद्यालय, शिक्षक, माता–पिता/अभिभावकों की अपेक्षाएं परीक्षार्थी के लिए तनाव एवं दुश्चिंता का कारण बन जाती है।

अध्ययन के उद्देश्य

शासकीय माध्यमिक विद्यालय प्रमुख की जिम्मेदारी का निर्वहनकर्त्ता होने के कारण मेरी पेशेवर जवाबदेही है कि विद्यालय में सीखने–सिखाने के सुगम वातावरण उपलब्द्ध हो, बच्चे भयमुक्त वातावरण में अधिगम कर सकें, तनाव एवं चिंतामुक्त मनःस्थिति से परीक्षा में शामिल हों सकें। इसके साथ–साथ बोर्ड परीक्षाओं के परीक्षा तनाव एवं दुश्चिंता को संबोधित करने के दृष्टिगत विगत वर्षों से प्रधानमंत्री जी द्वारा परीक्षा योद्धा (Examination Warrior) संवाद कार्यक्रम के तत्वधान में बोर्ड परीक्षार्थियों से निरंतर संवाद करने की संस्था प्रधान की पेशेवर जवाबदेही का निर्वहन करना होता है। अतः बोर्ड परीक्षार्थी छात्र/छात्राओं से वर्ष पर्यन्त संवाद बनाए रखना जरुरी था, विगत अनुभव से यह समझ बनी थी कि बोर्ड परीक्षा से कुछ समय पहले संवाद से परीक्षा सम्बन्धी तनाव एवं दुश्चिंता को संबोधित करने में न केवल अपेक्षित सफलता नहीं मिल पा रही थी वरन इसके कारणों, लक्षणों को चिन्हित करने में कोई मदद नहीं मिल पा रही है। इस संबंध में एक व्यवस्थित एवं गहन अध्ययन करने की जरुरत महसूस की गयी। अतः विद्यालय के 12वीं कक्षा के परीक्षार्थी छात्र/छात्राओं के संबंध में एक व्यवस्थित डाटा आधारित अध्ययन के माध्यम से परीक्षार्थियों की परीक्षा सम्बन्धी दुश्चिंता को जानने–समझने, व्यवहारिक समाधान तलाशने तथा सबसे महत्वपूर्ण परीक्षार्थियों को परीक्षा सम्बन्धी दुश्चिंता की चुनौती का सामना करने हेतु काउन्सलिंग के माध्यम से मदद करना, इस अध्ययन का मुख्य उद्देश्य था। इसके लिए परीक्षा दुश्चिंता मापनी के माध्यम से परीक्षा दुश्चिंता स्तर का आकलन तथा बोर्ड परीक्षार्थी छात्रों से लगभग 8 माह फोकस ग्रुप डिस्कसन (Focus Group Discussion) के माध्यम से परीक्षा दुश्चिंता के कारकों को चिन्हित करने, जानने–समझने की कोशिश की गयी। यहाँ पर यह उल्लेख करना समीचीन है कि परीक्षा योद्धा (Examination Warrior) संवाद कार्यक्रम, निर्धारित समय एवं निर्देश के अनुरूप जारी रहा, इस अध्ययन के कारण इसमें कोई व्यवधान नहीं आया वरन इससे कुछ मदद ही मिली। संक्षेप में इस सीमित परन्तु गहन अध्ययन के उद्देश्य निम्नवत रेखांकित किये जा सकते हैं–

- विद्यालय की 12वीं कक्षा के बोर्ड परीक्षार्थी छात्र/छात्राओं की परीक्षा सम्बन्धी दुश्चिंताओं के बारे में विश्वसनीय साक्ष्य/डाटा प्राप्त करना।
- शिक्षा–सत्र की शुरुआत एवं बोर्ड परीक्षाओं के सन्निकट आने पर परीक्षा सम्बन्धी दुश्चिंता स्कोर में परिवर्तन के बारे में विश्वसनीय साक्ष्य/डाटा प्राप्त करना।

- शिक्षा–सत्र की शुरुआत एवं बोर्ड परीक्षाओं के सन्निकट आने पर परीक्षा सम्बन्धी दुश्चिंता स्कोर में परिवर्तन के कारणों की जांच–पड़ताल करना।
- बोर्ड परीक्षा सम्बन्धी दुश्चिंता के कारणों की जांच–पड़ताल करना/चिन्हित करना।
- बोर्ड परीक्षा सम्बन्धी दुश्चिंता का सामना कर रहे छात्र/छात्राओं की काउन्सलिंग (Counseling) करना और चुनौती का सामना करने में मदद करना।
- अध्ययन से प्राप्त अनुभव एवं अंतर्दृष्टि के आलोक में व्यावहारिक समाधान प्रस्तुत करना।

अध्ययन की आवश्यकता

राष्ट्रीय सिक्षा नीति 2020, वर्तमान में प्रचलित बोर्ड परीक्षाओं की प्रकृति एवं विसंगति का संज्ञान लेते हुए कहती है "बोर्ड परीक्षा और प्रवेश परीक्षा सहित माध्यमिक स्कूल परीक्षाओं की वर्तमान प्रकृति और परिणाम स्वरुप आज की कोचिंग संस्कृति–विशेष रूप से माध्यमिक विद्यालय स्तर पर बहुत नुक्सान कर रही है। इनके चलते विद्यार्थी अपना कीमती समय सार्थक अधिगम के बजाए परीक्षाओं की तैयारी और अत्यधिक परीक्षा कोचिंग करने में खर्च कर रहे हैं।"[3] हमारे देश में बोर्ड परीक्षाएं, परीक्षार्थियों में भय, तनाव एवं दुश्चिंता का सृजन करती है। इस संबंध में विगत में कतिपय अध्ययन किये गए हैं और इस बात की पुष्टि होती है। इस तरह के विगत शोध अध्ययन किसी एक समय में परीक्षार्थियों की दुश्चिंता स्तर का आकलन से सम्बंधित हैं। परीक्षार्थियों की सतत रूप से बढ़ती दुश्चिंता का आकलन कम ही नजर आता है। दरअसल बोर्ड परीक्षा से सम्बन्धी दुश्चिंता, शिक्षासत्र की शुरुआत में और बोर्ड–परीक्षा सन्निकट आने पर अलग–अलग हो सकती है। इसके कारण अलग–अलग हो सकते हैं। अतः इसके लिए अपेक्षाकृत दीर्घ अवधि तक एक व्यवस्थित अध्ययन की जरुरत महसूस होती है। यह अंतिम नहीं है, इस विचार प्रवाह में बहुत सारे उपयोगी विचारों को आमंत्रित करने और समाहित करने की जरूरत के दृष्टिगत इस अध्ययन अनुभवों को साझा किया जा रहा है।

पृष्ठभूमि

भारत सरकार द्वारा अपनाए गए सतत विकास एजेंडा 2030 के लक्ष्य 4 में परिलक्षित वैश्विक शैक्षिक लक्ष्य के अनुसार विश्व में 2030 तक 'सभी के लिए समावेशी और समान गुणवत्तायुक्त शिक्षा सुनिश्चित करने और जीवन पर्यंत शिक्षा को बढ़ावा दिये जाने' का लक्ष्य है। राष्ट्रीय शिक्षा नीति 2020 के अनुसार '2040 तक भारत के लिए एक ऐसी शिक्षा प्रणाली का लक्ष्य होना चाहिए जो कि किसी से पीछे नहीं है, एक ऐसी शिक्षा व्यवस्था जहां किसी भी सामाजिक और आर्थिक पृष्ठभूमि से संबंध रखने वाले शिक्षार्थियों को समान रूप से सर्वोच्च गुणवत्ता की शिक्षा उपलब्द्ध हो।'[4] इसमें यह सन्देश निहित है कि समाज के अलाभकारी वर्ग से आने वाले विद्यार्थियों को परीक्षा के कारण अपवंचित न होना पड़े। परीक्षाएं, विश्व भर की स्कूली शिक्षा प्रणाली का एक अहम हिस्सा है। भारत में स्कूली शिक्षा प्रणाली में इसकी गहनता

एवं व्यापकता तुलनात्मक रूप से अधिक महसूस की जाती है। परीक्षा किसी भी उम्र के परीक्षार्थियों में भय एवं दुश्चिंता का भाव सृजित करती हैं। स्कूली स्तर, विशेष रूप से माध्यमिक स्तर के परीक्षार्थी छात्रों में इसका अधिक असर देखा गया है। प्रो0 यशपाल समिति की वर्ष 1993 में प्रस्तुत बहुचर्चित रिपोर्ट 'शिक्षा बिना बोझ के' में बोर्ड परीक्षाओं की प्रकृति के बारे में गंभीर टिप्पणी करते हुए कहा गया है "कक्षा दसवीं और बारहवीं के अंत में ली गयी बोर्ड परीक्षाएं नौकरशाही सिद्धांतों पर आधारित हैं और मूल स्वरुप में गैर–शैक्षिक रही हैं, मुख्य रूप से भय का श्रोत बनी हुई हैं क्योंकि इनके कारण बच्चों को अत्यधिक मात्रा में सूचनाएँ याद करनी पड़ती हैं ताकि वे परीक्षाओं में तुरन्त लिख सकें।"[5] परीक्षा की केन्द्रीयता के कारण, परीक्षा उतीर्ण करने, परीक्षा में अधिक अंक लाने के दृष्टिगत हमारी कक्षाओं में शिक्षण–अधिगम की प्रक्रिया अपनायी जाती है, इसमें अधिकांशतः तथ्यों/सूचनाओं को रटने/याद करने पर अधिक बल दिया जाता है। बोर्ड कक्षाओं के बारे में यह तथ्य अधिक गहनता से महसूस किया जा सकता है। "बिना समझे रटने पर आधारित परीक्षा एवं पठन–तंत्र, विद्यार्थियों को प्रोत्साहित करने में असमर्थ है।"[6] विषय से सम्बंधित अवधाराणाओ की अपर्याप्त समझ के कारण परीक्षार्थी छात्र/छात्राएं महत्वपूर्ण जानकारियों/सूचनाओं और यहाँ तक कि गणित, भौतिक शास्त्र, लेखाशास्त्र आदि विषयों के आंकिक प्रश्नों को रटने/याद करने की कोशिश करते हैं परन्तु यहाँ पर यह उल्लेख करना समीचीन है कि इस बात की कोई गारंटी नहीं है कि उनके द्वारा रटी गयी/याद की गयी जांनकारी/सूचनाओं के अनुरूप प्रश्न बोर्ड परीक्षा के प्रश्न–पत्रों में आयें। यह अनिश्चितता बोर्ड परीक्षार्थियों में परीक्षा सम्बन्धी दुश्चिंता पैदा करती हैं। "हमारी शिक्षा व्यवस्था की केन्द्रीय कमजोरी है कि वह ज्ञान को कभी बच्चे का अनुभव नहीं बनने देती है।"[7] परीक्षा में अधिक अंक प्राप्त करना छात्रों का प्रमुख लक्ष्य बन जाता है, समझना–सीखना गौण हो जाता है। अधिक से अधिक अंक प्राप्त करने के इस मनोविज्ञान की व्याप्ति परीक्षार्थी, शिक्षक, विद्यालय, माता–पिता/अभिभावक तक देखी जा सकती है। इस सामाजिक मनोविज्ञान का व्यावसायिक फायदा, ट्यूशन देने वाले, कोचिंग संस्थान किस तरह से उठाते हैं, यह तथ्य किसी से छुपा हुआ नहीं है। सबसे महत्वपूर्ण बात यह है कि इससे परीक्षार्थी छात्र पर अत्यधिक दबाव पड़ता है और वह भय, तनाव एवं दुश्चिंता से ग्रसित हो जाता है।

साहित्यावलोकन

विगत 29 जुलाई 2020 को घोषित राष्ट्रीय शिक्षा नीति 2020 के गहन अनुशीलन, राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005, विद्यालयी शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा 2023 (ड्राफ्ट), भारत सरकार का प्रतिवेदन 'शिक्षा बिना बोझ के' (1993), के साथ–साथ–साथ एन. सी. ई. आर. टी. के 'परीक्षा प्रणाली में सुधार–राष्ट्रीय फोकस समूह का आधार–पत्र' (मार्च 2008) का अध्ययन भी इस निमित्त जरुरी था। इस परिप्रेक्ष्य में विगत अध्ययनों का विश्लेषण किया गया। इनमें, अनसोन, बर्नस्टीन, होब्फोल्ल (1984), ऑस्टिन, पैटरीज, बिट्नर एवं वोलिंग्टन (1995), हांकोक्क (2001), कस्सादी (2001), स्वीटनम (2002), सिंह एवं ठुकराल (2009), हाकन करातास, जैन (2012), बुलेंट अल्सी एवं हसन अय्दीन (2013), श्रीदेवी (2013),

अफशां फातिमा (2014), वैष्णव एवं धोबले (2016), गीता देवी (2017), सुनीता चंद्राकर एवं संजीत कुमार तिवारी (2018), अंसार जरीना एवं ललित कुमार (2021), शर्मा एवं अर्चना (2022), अर्चना शर्मा (2022), विष्णु कुमार एवं किरण वर्मा (2022), के अध्ययन प्रमुख हैं। ये अध्ययन भारतवर्ष के अलग–अलग माध्यमिक विद्यालयों में बोर्ड परीक्षाओं के साथ–साथ अन्य कक्षाओं की परीक्षा दुश्चिंता से सम्बंधित हैं। इनके अध्ययन से अंतर्दृष्टि पुष्ट हुई कि परीक्षार्थी छात्र/छात्राएं परीक्षा सम्बन्धी दुश्चिंता से ग्रसित रहती हैं, बोर्ड परीक्षा के सन्दर्भ में इसकी व्याप्ति और गहनता अधिक बढ़ जाती है। छात्र एवं मानविकी वर्ग के परीक्षार्थियों की तुलना छात्राओं, विज्ञान वर्ग के परीक्षार्थियों में इसकी व्याप्ति और गहनता अधिक पायी गयी। इन शोध अध्ययनों के गहन अनुशीलन से प्रस्तुत अध्ययन की रूपरेखा बनाने और डिजाइन करने में पर्याप्त मदद मिली।

शोध प्रविधि

प्रस्तुत शोध अध्ययन में वर्णनात्मक सर्वेक्षण प्राविधि का मुख्यतः उपयोग किया गया है। इस अध्ययन के क्रम में परीक्षा दुश्चिंता के दृष्टिगत परीक्षार्थियों की काउन्सलिंग भी की गयी, अतः इस कुछ हद तक हस्तक्षेप–सर्वेक्षण अध्ययन भी कहा जा सकता है। वस्तुतः इस अध्ययन को आदर्शमूलक सर्वेक्षण अध्ययन विधि की श्रेणी में रखा जा सकता है। इस तरह की शोध प्राविधि में मौजूदा समस्या का चिन्हांकन करते हुए इसके समाधान खोजने का प्रयास किया जाता है। इस लघु अध्ययन में, राजकीय इंटरमीडिएट मण्डलसेरा, जनपद बागेश्वर के 12वीं कक्षा के समस्त बोर्ड परीक्षार्थी 66 छात्रों को इसमें सम्मिलित किया गया है। इनमें 38 छात्र एवं 28 छात्राएं शामिल हैं। इनमें बोर्ड परीक्षार्थी छात्र/छात्राओं की परीक्षा दुश्चिंता स्तर के आकलन के लिए नर्गिस अब्बासी एवं शिल्पी घोष द्वारा विकसित 'किशोर विद्यार्थियों में परीक्षा दुश्चिंता मापनी'[8] (संलग्नक–03 में दी गयी है) का इस्तेमाल किया गया। इससे प्राप्त प्राथमिक समंकों (Primary Data) का माध्य और मानक विचलन ज्ञात करके विश्लेषण किया गया। इसके अतिरिक्त फोकस ग्रुप डिस्कशन (FGD) के माध्यम से गुणात्मक समंक (Quality Data) प्राप्त करने का प्रयास किया गया। अध्ययन से प्राप्त अनुभव एवं अंतर्दृष्टि के आलोक में व्यावहारिक सुझाव प्रस्तुत करने की कोशिश की गयी है। यहाँ यह भी स्वीकार किया जाता है कि यह अध्ययन अति–लघु स्तर पर किया गया है, इसके आधार पर सामान्यीकरण का दावा नहीं किया जा सकता, इसकी वैधता की जांच के गहन शोध की जरूरत से भी इंकार नहीं किया जा सकता। इसके साथ ही यह महसूस किया जाता है कि आगामी भविष्य में, परीक्षा सम्बन्धी दुश्चिंता एवं बोर्ड परीक्षा में प्राप्त अंकों के सह–संबंध के विश्लेषण हेतु गहन अध्ययन की भी जरुरत है।

परीक्षा सम्बन्धी दुश्चिंता

'दुश्चिंता उद्वेलन की वह अवस्था है जो भय से बचने के कारण उत्पन्न होती है।' (स्पीलबर्गर, 1972). हैरी स्टैक सुविलन के मतानुसार 'दुश्चिंता, व्यक्ति और उसके वातावरण

के बीच मूलभूत संघर्षों से उत्पन्न होती है। दुश्चिंता एक ऐसी मनःस्थिति को परिलक्षित करती है, जिसमें अपने परिवेश में संभावित घटित/अघटित होने वाले परिवर्तनों, घटनाओं से प्रत्याशित परिणामों के बारे में चिंता/तनाव का अनुभव होता है। दुश्चिंता के कारण ध्यान केन्द्रित करने में कठिनाई/चुनौती महसूस होती है। इससे हमारे शरीर में जैव–रासायनिक/हारमोनों के स्तर में परिवर्तन परिलक्षित होता है। 'मनोविज्ञान में दुश्चिंता मनो–स्नायु विकृति की सामान्य परन्तु महत्वपूर्ण विकृति है। इससे पीड़ित व्यक्ति किसी चीज पर ध्यान केन्द्रित नहीं कर पाता है। दुश्चिंता विकृति की अवस्था में रोगी बिना कारण जाने अतिशय चिंता से पीड़ित होता है। उसको अपनी चिंता के श्रोत का पता नहीं होता है।' (सुलिवन, 1953). दुश्चिंता में दबाव एवं तनाव की मात्रा इतनी अधिक होती है कि वह स्थिति का सामान्य रूप से मूल्यांकन नहीं कर पाता है, भावी दुर्भाग्य की संभावनाओं से त्रस्त रहता है। सामान्यतः दुश्चिंता दो तरह की होती है। प्रथम–लाक्षणिक दुश्चिंता, यह व्यक्तित्व में स्थायी रूप से समाहित होती है। द्वितीय–पारिस्थितिक, यह परिस्थितियों से उत्पन्न होती है, परिस्थितियों के बीत जाने/दूर हो जाने पर समाप्त हो जाती है। परीक्षा सम्बन्धी दुश्चिंता को पारिस्थितिक दुश्चिंता की श्रेणी में रखा जा सकता है। परीक्षा से पूर्व, परीक्षा के दौरान तथा परीक्षा परिणाम के समय अस्वाभाविक मनोस्थिति, जो परीक्षार्थी की स्वाभाविक प्रतिक्रिया में बाधा डालती है, व्याकुलता उत्पन्न करती है, परीक्षा सम्बन्धी दुश्चिंता कही जा सकती है। परीक्षा दुश्चिंता एक तरह की प्रदर्शन दुश्चिंता है, ऐसी स्थिति में परीक्षार्थी पर दबाव बना रहता है, परीक्षार्थी अच्छे प्रदर्शन के लिए इतने चिंतित हो सकते हैं कि वास्तव में अपना सर्वश्रेष्ठ प्रदर्शन करने में असमर्थता महसूस करते हैं।

परिणाम एवं परिचर्चा

नर्गिस अब्बासी एवं शिल्पी घोष द्वारा निर्मित किशोर विद्यार्थियों में परीक्षा दुश्चिंता मापनी (विस्तृत विवरण के लिए संलग्नक–01 का अवलोकन किया जा सकता है) के माध्यम से प्राप्त समंकों (डाटा) का सांख्यकीय विश्लेषण (माध्य एवं मानक विचलन) को निम्नांकित तालिका–01 में प्रस्तुत किया किया गया है–

तालिका–01

क्र0 सं.	परीक्षार्थियों का वर्ग/समूह	सांख्यकीय गणना	माह जुलाई प्रथम सप्ताह 2023	बोर्ड परीक्षा से दो सप्ताह पहले फरवरी 2024 प्रथम सप्ताह	वृद्धि/कमी (अंकों में)
			सांख्यकीय मान	सांख्यकीय मान	
01	विद्यालय सभी बोर्ड परीक्षार्थी छात्र/छात्राएं	संख्या (N)	66	66	-
		माध्य (Maen)	65.83	76.06	+(10.23)
		मानक विचलन (Standard Deviation)	6.94	4.78	-(2.16)

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02	समस्त परीक्षार्थी छात्र	संख्या (N)	38	38	-
		माध्य (Maen)	64.78	77.73	+(12.95)
		मानक विचलन (Standard Deviation)	7.03	4.43	-(2.20)
03	समस्त परीक्षार्थी छात्राएं	संख्या (N)	28	28	-
		माध्य (Maen)	67.25	76.50	+(9.25)
		मानक विचलन (Standard Deviation)	6.57	4.13	-(2.44)
04	विज्ञान वर्ग के समस्त बोर्ड परीक्षार्थी छात्र/छात्राएं	संख्या (N)	17	17	-
		माध्य (Maen)	60.18	74.76	+(14.58)
		मानक विचलन (Standard Deviation)	5.84	2.56	-(3.28)
05	विज्ञान वर्ग के बोर्ड परीक्षार्थी छात्र	संख्या (N)	11	11	-
		माध्य (Maen)	66.36	75.00	+(8.64)
		मानक विचलन (Standard Deviation)	6.23	2.61	-(3.62)
06	विज्ञान वर्ग की बोर्ड परीक्षार्थी छात्राएं	संख्या (N)	06	06	-
		माध्य (Maen)	59.83	74.33	**+(14.50)**
		मानक विचलन (Standard Deviation)	5.60	2.56	**-(3.04)**
07	मानविकी वर्ग के समस्त बोर्ड परीक्षार्थी छात्र/छात्राएं	संख्या (N)	49	49	-
		माध्य (Maen)	67.79	76.51	+(8.72)
		मानक विचलन (Standard Deviation)	6.30	4.78	-(1.22)
08	मानविकी वर्ग के बोर्ड परीक्षार्थी छात्र	संख्या (N)	27	27	-
		माध्य (Maen)	66.22	76.03	+(9.81)
		मानक विचलन (Standard Deviation)	6.94	5.08	-(1.86)
09	मानविकी वर्ग की बोर्ड परीक्षार्थी छात्राएं	संख्या (N)	22	22	-
		माध्य (Maen)	69.27	77.09	+(7.82)
		मानक विचलन (Standard	5.49	4.38	-(1.11)

* परीक्षा दुश्चिंता मापनी के माध्यम से प्राप्त स्कोर के विस्तृत विवरण के लिए संन्लग्न तालिका–1 का अवलोकन किया जा सकता है।

बोर्ड परीक्षार्थी छात्रों में परीक्षा सम्बन्धी दुश्चिंताओं के गहन एवं सूक्ष्म विश्लेषण के लिए माह जुलाई 2023 (जब बोर्ड परीक्षाओं की तिथियाँ घोषित नहीं हुई थी, परीक्षार्थियों की दृष्टि में *'परीक्षा अभी दूर हैं', 'अभी बहुत समय है'* परीक्षार्थियों की टिप्पणियां) तथा माह फरवरी 2024 (बोर्ड परीक्षाओं की तिथियाँ घोषित हो चुकी थी, लगभग डेढ़ सप्ताह का समय रह गया था। बोर्ड परीक्षाएं सन्निकट थी, परीक्षार्थियों के अनुसार 'परीक्षाएं सर थीं,) के परीक्षा दुश्चिंता स्कोर (Examination Anxiety Score) का तुलनात्मक विश्लेषण करना दिलचस्प एवं उपयोगी साबित हो सकता है। उक्त तालिका–01 के सांख्यकीय मानों का विश्लेषण करना समीचीन होगा। इनकी विश्लेषणात्मक व्याख्या निम्नवत प्रस्तुत है–

- माह जुलाई 2023 में विद्यालय के सभी परीक्षार्थी छात्र/छात्राओं का औसत परीक्षा दुश्चिंता स्कोर 65.83 है, जो परीक्षा दुश्चिंता मापनी के अनुसार औसत दुश्चिंता स्तर में आता है। मानक विचलन 6.94 है। इसका अर्थ है कि लगभग 93 प्रतिशत परीक्षार्थी छात्र/छात्राओं का परीक्षा दुश्चिंता स्कोर औसत के आस–पास है। इसी अवधि में विद्यालय के सभी परीक्षार्थी छात्रों का औसत परीक्षा दुश्चिंता स्कोर 64.78 है, जो परीक्षा दुश्चिंता मापनी के अनुसार औसत दुश्चिंता स्तर में आता है। मानक विचलन 7.03 है। इसका अर्थ है कि लगभग 93 प्रतिशत परीक्षार्थी छात्रों का परीक्षा दुश्चिंता स्कोर औसत का आस–पास है। सभी परीक्षार्थी छात्राओं का औसत परीक्षा दुश्चिंता स्कोर 67.25 है, जो परीक्षा दुश्चिंता मापनी के अनुसार औसत दुश्चिंता स्तर में आता है। मानक विचलन 6.57 है। इसका अर्थ है कि लगभग 92.5 प्रतिशत परीक्षार्थी छात्राओं का परीक्षा दुश्चिंता स्कोर औसत के आस–पास है। तुलनात्मक रूप से परीक्षार्थी छात्राओं में परीक्षा दुश्चिंता अधिक प्रतीत होती है। माह फरवरी 2024 (बोर्ड परीक्षा अति सन्निकट) में सभी परीक्षार्थी छात्र/छात्राओं का औसत परीक्षा दुश्चिंता स्कोर 76.06 है, जो परीक्षा दुश्चिंता मापनी के अनुसार उच्च दुश्चिंता स्तर में आता है। मानक विचलन 4.78 है। इसका अर्थ है कि लगभग 95 प्रतिशत परीक्षार्थी छात्र/छात्राओं का परीक्षा दुश्चिंता स्कोर उच्च स्तर के आस–पास है अर्थात 95 प्रतिशत छात्र/छात्राएं उच्च स्तर की परीक्षा दुश्चिंता से ग्रसित हैं। इसी अवधि में विद्यालय के सभी परीक्षार्थी छात्रों का औसत परीक्षा दुश्चिंता स्कोर 77.33 है, जो परीक्षा दुश्चिंता मापनी के अनुसार उच्च दुश्चिंता स्तर में आता है। मानक विचलन 4.43 है। इसका अर्थ है कि लगभग 95.50 प्रतिशत परीक्षार्थी छात्रों का परीक्षा दुश्चिंता स्कोर उच्च स्तर के आस–पास है। सभी परीक्षार्थी छात्राओं का औसत परीक्षा दुश्चिंता स्कोर 76.50 है, जो परीक्षा दुश्चिंता मापनी के अनुसार उच्च दुश्चिंता स्तर में आता है। मानक विचलन 4.13 है। इसका अर्थ है कि लगभग 96 प्रतिशत परीक्षार्थी छात्राओं का परीक्षा दुश्चिंता स्कोर औसत के आस–पास है। यहाँ पर यह उल्लेखनीय है कि परीक्षार्थी छात्रों (औसत 77.33) की तुलना में परीक्षार्थी छात्राओं (76.50) का औसत कुछ कम पाया गया, अर्थात परीक्षार्थी छात्राओं की तुलना में परीक्षार्थी छात्र अधिक परीक्षा सम्बन्धी दुश्चिंता महसूस कर रहे थे।

- यह एक आम धारणा है कि विज्ञान वर्ग के परीक्षार्थी छात्र/छात्राएं परीक्षा के प्रति अधिक गंभीर (चिंतित) होते हैं। अतः विज्ञान एवं मानविकी वर्ग के परीक्षार्थी छात्र/छात्राओं के दृष्टिगत यह विश्लेषण करना उपयोगी होगा। माह जुलाई 2023 में विद्यालय के विज्ञान वर्ग के सभी परीक्षार्थी छात्र/छात्राओं का औसत परीक्षा दुश्चिंता स्कोर 60. 18 है, जो परीक्षा दुश्चिंता मापनी के अनुसार औसत दुश्चिंता स्तर में आता है। मानक विचलन 5.84 है। इसका अर्थ है कि लगभग 94 प्रतिशत परीक्षार्थी छात्र/छात्राओं का परीक्षा दुश्चिंता स्कोर औसत के आस–पास है। इसी अवधि में विद्यालय के सभी परीक्षार्थी छात्रों का औसत परीक्षा दुश्चिंता स्कोर 66.36 है, जो परीक्षा दुश्चिंता मापनी

के अनुसार औसत दुश्चिंता स्तर में आता है। मानक विचलन 6.36 है। इसका अर्थ है कि लगभग 93.50 प्रतिशत परीक्षार्थी छात्रों का परीक्षा दुश्चिंता स्कोर औसत का आस–पास है। विज्ञान वर्ग की परीक्षार्थी छात्राओं का औसत परीक्षा दुश्चिंता स्कोर 59.83 है, जो परीक्षा दुश्चिंता मापनी के अनुसार औसत दुश्चिंता स्तर में आता है। मानक विचलन 5.60 है। इसका अर्थ है कि लगभग 94.50 प्रतिशत परीक्षार्थी छात्राओं का परीक्षा दुश्चिंता स्कोर औसत के आस–पास है। अर्थात परीक्षार्थी छात्राओं का परीक्षा दुश्चिंता स्तर लगभग छात्रों की तुलना में 6.53 कम है। माह फरवरी 2024 (बोर्ड परीक्षा अति सन्निकट) में विज्ञान वर्ग के सभी परीक्षार्थी छात्र/छात्राओं का औसत परीक्षा दुश्चिंता स्कोर 74.76 है, जो परीक्षा दुश्चिंता मापनी के अनुसार उच्च दुश्चिंता स्तर में आता है। मानक विचलन 2.56 है। इसका अर्थ है कि लगभग 97.50 प्रतिशत परीक्षार्थी छात्र/छात्राओं का परीक्षा दुश्चिंता स्कोर उच्च स्तर के आस–पास है। अर्थात 97.50 प्रतिशत छात्र/छात्राएं उच्च स्तर की परीक्षा दुश्चिंता से ग्रसित हैं। इसी अवधि में विद्यालय के विज्ञान वर्ग की सभी परीक्षार्थी छात्रों का औसत परीक्षा दुश्चिंता स्कोर 75.00 है, जो परीक्षा दुश्चिंता मापनी के अनुसार उच्च दुश्चिंता स्तर में आता है। मानक विचलन 2.61 है। इसका अर्थ है कि लगभग 97 प्रतिशत परीक्षार्थी छात्रों का परीक्षा दुश्चिंता स्कोर, उच्च स्तर के आस–पास है। सभी परीक्षार्थी छात्राओं का औसत परीक्षा दुश्चिंता स्कोर 74.33 है, जो परीक्षा दुश्चिंता मापनी के अनुसार उच्च दुश्चिंता स्तर में आता है। मानक विचलन 2.56 है। इसका अर्थ है कि लगभग 97.50 प्रतिशत परीक्षार्थी छात्राओं का परीक्षा दुश्चिंता स्कोर औसत के आस–पास है। यहाँ पर यह उल्लेखनीय है कि परीक्षार्थी छात्रों (औसत 75.00) की तुलना में परीक्षार्थी छात्राओं (74.33) का औसत कुछ कम पाया गया, अर्थात परीक्षार्थी छात्राओं की तुलना में परीक्षार्थी छात्र परीक्षा सम्बन्धी दुश्चिंता अधिक महसूस कर रहे थे।

- मानविकी वर्ग के परीक्षार्थियों के बारे में सामान्य धारणा है कि ये परीक्षा के प्रति कम गंभीर होते हैं। माह जुलाई 2023 में विद्यालय के मानविकी वर्ग के सभी परीक्षार्थी छात्र/छात्राओं का औसत परीक्षा दुश्चिंता स्कोर 67.79 है, जो परीक्षा दुश्चिंता मापनी के अनुसार औसत दुश्चिंता स्तर में आता है। मानक विचलन 6.30 है। इसका अर्थ है कि लगभग 93.70 प्रतिशत परीक्षार्थी छात्र/छात्राओं का परीक्षा दुश्चिंता स्कोर औसत के आस–पास है। इसी अवधि में विद्यालय के सभी परीक्षार्थी छात्रों का औसत परीक्षा दुश्चिंता स्कोर 66.22 है, जो परीक्षा दुश्चिंता मापनी के अनुसार औसत दुश्चिंता स्तर में आता है। मानक विचलन 6.94 है। इसका अर्थ है कि लगभग 93 प्रतिशत परीक्षार्थी छात्रों का परीक्षा दुश्चिंता स्कोर औसत के आस–पास है। मानविकी वर्ग की परीक्षार्थी छात्राओं का औसत परीक्षा दुश्चिंता स्कोर 69.27 है, जो परीक्षा दुश्चिंता मापनी के अनुसार औसत दुश्चिंता स्तर में आता है। मानक विचलन 5.49 है। इसका अर्थ है कि लगभग 94.5 प्रतिशत परीक्षार्थी छात्राओं का परीक्षा दुश्चिंता

स्कोर औसत के आस–पास है। अर्थात परीक्षार्थी छात्राओं का परीक्षा दुश्चिंता स्तर लगभग छात्रों की तुलना में 3.05 अधिक है। यहाँ पर उल्लेखनीय है की मानविकी वर्ग की छात्राओं का औसत परीक्षा स्कोर विज्ञान वर्ग की छात्राओं की तुलना में लगभग 10 अंक अधिक पाया गया। माह फरवरी 2024 (बोर्ड परीक्षा अति सन्निकट) में मानविकी वर्ग के सभी परीक्षार्थी छात्र/छात्राओं का औसत परीक्षा दुश्चिंता स्कोर 76.51 है, जो परीक्षा दुश्चिंता मापनी के अनुसार उच्च दुश्चिंता स्तर में आता है। मानक विचलन 4.78 है। इसका अर्थ है कि लगभग 95 प्रतिशत परीक्षार्थी छात्र/छात्राओं का परीक्षा दुश्चिंता स्कोर उच्च स्तर के आस–पास है। अर्थात 95 प्रतिशत छात्र/छात्राएं उच्च स्तर की परीक्षा दुश्चिंता से ग्रसित हैं। इसी अवधि में विद्यालय के सभी परीक्षार्थी छात्रों का औसत परीक्षा दुश्चिंता स्कोर 76.03 है, जो परीक्षा दुश्चिंता मापनी के अनुसार उच्च दुश्चिंता स्तर में आता है। मानक विचलन 5.08 है। इसका अर्थ है कि लगभग 95 प्रतिशत परीक्षार्थी छात्रों का परीक्षा दुश्चिंता स्कोर औसत स्कोर के आस–पास है। सभी परीक्षार्थी छात्राओं का औसत परीक्षा दुश्चिंता स्कोर 77.09 है, जो परीक्षा दुश्चिंता मापनी के अनुसार उच्च दुश्चिंता स्तर में आता है। मानक विचलन 4.38 है। इसका अर्थ है कि लगभग 95.50 प्रतिशत परीक्षार्थी छात्राओं का परीक्षा दुश्चिंता स्कोर औसत के आस–पास है। यहाँ पर यह उल्लेखनीय है कि परीक्षार्थी छात्रों (औसत 76.03) की तुलना में परीक्षार्थी छात्राओं (औसत 77.09) का औसत कुछ अधिक पाया गया, अर्थात मानविकी वर्ग के परीक्षार्थी छात्रों की तुलना में परीक्षार्थी छात्राएं अधिक परीक्षा सम्बन्धी दुश्चिंता महसूस कर रही थीं।

- जुलाई 2023 एवं फरवरी 2024 की अवधि में विद्यालय के सभी छात्र/छात्राओं के परीक्षा दुश्चिंता स्कोर औसत में 10.23 की वृद्धि देखी गयी। विज्ञान वर्ग की छात्राओं में यह वृद्धि सबसे अधिक 14.50 पाई गयी। यहाँ पर उल्लेख करना समीचीन होगा कि विद्यालय के समस्त छात्र/छात्राओं, विज्ञान एवं मानविकी वर्ग के छात्र/छात्राओं के परीक्षा दुश्चिंता स्कोर औसत में वृद्धि देखी गयी। जुलाई 2023 एवं फरवरी 2024 में बोर्ड परीक्षार्थी छात्र/छात्राओं की विद्यालयी पाठ्यचर्या में किसी सारभूत किस्म का बदलाव/परिवर्तन नहीं हुआ सिवाय इस तथ्य के कि 'बोर्ड परीक्षाएं सन्निकट आ गयीं थी'। इससे यह अनुमान किया जा सकता है कि छात्र/छात्राओं की दुश्चिंता को बढ़ाने में बोर्ड परीक्षाएं एक अहम् कारक हो सकती हैं।

जुलाई 2023 एवं फरवरी 2024 की अवधि में, बोर्ड परीक्षार्थी छात्र/छात्राओं की परीक्षा दुश्चिंता स्तर के आधार पर संख्या को निम्नांकित तालिका–02 में दिया गया है–

तालिका–02 का विश्लेषण करने पर परीक्षार्थी छात्र/छात्राओं की परीक्षा दुश्चिंता के विभिन्न स्तरों, संख्या और बोर्ड परीक्षा सन्निकट आने पर परीक्षा दुश्चिंता स्तर में आए बदलावों को सूक्ष्मता से जांचा–परखा जा सकता है।

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तालिका–02
बोर्ड परीक्षार्थी छात्रों का परीक्षा दुश्चिंता स्तर’

क्र0 सं0	**परीक्षा दुश्चिंता मापनी स्कोर**	**परीक्षा दुश्चिंता स्तर**	**परीक्षार्थी छात्रों का विवरण**	**संख्या**		**वृद्धि/कमी**
				माह जुलाई 2023	माह फरवरी 2024	
01	**51 या इससे कम**	**निम्न**	विद्यालय सभी बोर्ड परीक्षार्थी छात्र/छात्राएं	**01**	00	-(01)
	51-74	**औसत**	समस्त परीक्षार्थी छात्र	**58**	26	-(32)
	74 से अधिक	**उच्च**	समस्त परीक्षार्थी छात्राएं	**07**	40	+(33)
02	**51 या इससे कम**	**निम्न**	विज्ञान वर्ग के समस्त बोर्ड परीक्षार्थी छात्र/छात्राएं	01	00	-(01)
	51-74	**औसत**	विज्ञान वर्ग के बोर्ड परीक्षार्थी छात्र	15	08	-(07)
	74 से अधिक	**उच्च**	विज्ञान वर्ग की बोर्ड परीक्षार्थी छात्राएं	01	09	+(08)
03	**51 या इससे कम**	**निम्न**	मानविकी वर्ग के समस्त बोर्ड परीक्षार्थी छात्र/छात्राएं	00	00	00
	51-74	**औसत**	मानविकी वर्ग के बोर्ड परीक्षार्थी छात्र	43	18	-(25)
	74 से अधिक	**उच्च**	मानविकी वर्ग की बोर्ड परीक्षार्थी छात्राएं	06	31	+(25)

* जुलाई 2023 एवं फरवरी 2024 में बोर्ड परीक्षार्थी छात्र / छात्राओं के परीक्षा दुश्चिंता स्कोर के विस्तृत विवरण के लिए संलग्न तालिका–02 का अवलोकन किया जा सकता है।

इस विश्लेषण को निम्नांकित रूप से अभिव्यक्त किया जा सकता है–

- माह जुलाई 2023 में परीक्षा दुश्चिंता मापनी स्कोर के अनुसार विद्यालय के समस्त बोर्ड परीक्षार्थी 66 छात्र / छात्राओं में से, निम्न परीक्षा दुश्चिंता स्तर पर 01 परीक्षार्थी, औसत परीक्षा दुश्चिंता स्तर पर 58 परीक्षार्थी तथा अति दुश्चिंता स्तर पर 07 परीक्षार्थी थे, जबकि फरवरी 2024 में, निम्न परीक्षा दुश्चिंता स्तर पर 00 परीक्षार्थी, औसत परीक्षा दुश्चिंता स्तर पर 32 परीक्षार्थी तथा अति दुश्चिंता स्तर पर 33 परीक्षार्थी में पाए गये। उच्च परीक्षा दुश्चिंता स्तर पर परीक्षार्थियों की संख्या 07 से बढ़कर 33 हो गयी, अर्थात परीक्षार्थी निम्न परीक्षा दुश्चिंता स्तर एवं औसत परीक्षा दुश्चिंता स्तर से उच्च दुश्चिंता स्तर में पहुँच गए।
- इसी प्रकार से विज्ञान वर्ग के छात्रों में परीक्षा दुश्चिंता मापनी स्कोर के अनुसार, माह जुलाई 2023 में बोर्ड परीक्षार्थी 17 छात्र / छात्राओं में से, निम्न परीक्षा दुश्चिंता स्तर पर 01 परीक्षार्थी, औसत परीक्षा दुश्चिंता स्तर पर 15 परीक्षार्थी तथा उच्च दुश्चिंता स्तर पर 01 परीक्षार्थी था जबकि फरवरी 2024 में, निम्न परीक्षा दुश्चिंता स्तर पर 00 परीक्षार्थी, औसत परीक्षा दुश्चिंता स्तर पर 08 परीक्षार्थी तथा अति दुश्चिंता स्तर पर

09 परीक्षार्थी में पाए गये। उच्च परीक्षा दुश्चिंता स्तर पर परीक्षार्थियों की संख्या 01 से बढ़कर 09 हो गयी, अर्थात परीक्षार्थी निम्न परीक्षा दुश्चिंता स्तर एवं औसत परीक्षा दुश्चिंता स्तर से उच्च दुश्चिंता स्तर में पहुँच गए।

- मानविकी वर्ग के छात्रों में परीक्षा दुश्चिंता मापनी स्कोर के अनुसार, माह जुलाई 2023 में बोर्ड परीक्षार्थी 49 छात्र/छात्राओं में से, निम्न परीक्षा दुश्चिंता स्तर पर 00 परीक्षार्थी, औसत परीक्षा दुश्चिंता स्तर पर 43 परीक्षार्थी तथा अति दुश्चिंता स्तर पर 06 परीक्षार्थी थे, जबकि फरवरी 2024 में, निम्न परीक्षा दुश्चिंता स्तर पर 00 परीक्षार्थी, औसत परीक्षा दुश्चिंता स्तर पर 18 परीक्षार्थी तथा अति दुश्चिंता स्तर पर 31 परीक्षार्थी में पाए गये। उच्च परीक्षा दुश्चिंता स्तर पर परीक्षार्थियों की संख्या 06 से बढ़कर 31 हो गयी, अर्थात परीक्षार्थी औसत परीक्षा दुश्चिंता स्तर से उच्च दुश्चिंता स्तर में पहुँच गए।
- यहाँ पर उल्लेखनीय है कि, जुलाई 2023 एवं फरवरी 2024 में बोर्ड परीक्षार्थी छात्र/छात्राओं की विद्यालयी पाठ्यचर्या में किसी सारभूत किस्म का बदलाव/परिवर्तन नहीं हुआ सिवाय इस तथ्य के कि 'बोर्ड परीक्षाएं सन्निकट आ गयीं थी'। अतः प्राप्त समंकों (Data) के आधार पर अनुमान किया जा सकता है कि सन्निकट बोर्ड परीक्षाओं ने बोर्ड परीक्षार्थी छात्र/छात्राओं की परीक्षा सम्बन्धी दुश्चिंता को बढ़ाने में अहम् भूमिका निभायी है।

फोकस ग्रुप डिस्कशन (FGD)

शिक्षा–सत्र पर्यन्त बोर्ड परीक्षार्थियों से फोकस ग्रुप डिस्कशन के माध्यम से अतःक्रिया की जाती रही। यह 'परीक्षा पे चर्चा' एवं 'परीक्षा योद्धा (Exam- Warrior) कार्यक्रमों के साथ–साथ जारी रहा। इसका मुख्य मकसद, बोर्ड परीक्षार्थियों में दुश्चिंता के कारणों की जांच–पड़ताल, जानना–समझना और इसके आधार पर यथासंभव उनकी काउन्सलिंग करना भी था। फोकस ग्रुप डिस्कशन में परीक्षार्थियों द्वारा प्रतिक्रियाएं व्यक्त की गयीं, इनसे हमें परीक्षार्थियों की परीक्षा दुश्चिंता के कारणों का अनुमान लगाने में मदद मिल सकती है, अतः इन फोकस डिस्कशनस में परीक्षार्थी छात्र/छात्राओं की अन्तःक्रियाओं में व्यक्त, वक्तव्यों के कुछ चुनिंदा अंश हूबहू प्रस्तुत है–

बोर्ड परीक्षाओं से पूर्व बोर्ड परीक्षार्थी छात्र/छात्राओं की अभिव्यक्तियाँ (जुलाई 2023 से फरवरी 2024 से पूर्व)

- *"अभी तो बोर्ड परीक्षाएं बहुत दूर है, थोड़ा–बहुत टेंशन तो है, लेकिन हो जाएगा"* विज्ञान वर्ग का अपेक्षाकृत होशियार माना जाने वाला एक छात्र। (बोर्ड परीक्षार्थी परीक्षा दूर है, परीक्षा तनाव है, अच्छे अंक प्राप्त करने को 'हो जाएगा' के माध्यम से व्यक्त किया है, दरअसल कक्षा में अच्छे अंक लाने का दबाव महसूस करता प्रतीत होता है।)

- *"अभी से याद करूँगा तो परीक्षा के वक्त भूल जाऊँगा, इसलिए अभी तो सरसरी तौर पर किताबें पलट रहा हूँ"* मानविकी वर्ग का एक छात्र। (छात्र के विषय की विषय–वस्तु को न समझ पाने की समस्या को इंगित कर रहा है, परीक्षा के कुछ समय पहले याद करने/रटने का विचार उसके मन में है। विषय की विषय–वस्तु का न समझ पाना परीक्षा दुश्चिंता के एक प्रमुख कारण को रेखांकित करता पतीत हो रहा है।)
- *"मेरे पापा ने दो विषयों में ट्यूशन लगवा दी है, वो कहते हैं कि मुझे अच्छे नंबर लाने हैं"* विज्ञान वर्ग की एक छात्रा। (माता–पिता की अपने बच्चों से अच्छे अंक लाने की अपेक्षा को परीक्षा दुश्चिंता के एक अहम् कारक के रूप में अनुमान किया जा सकता है।)
- *"मैं रेगुलर क्लास अटेंड कर रहा हूँ लेकिन बोर्ड परीक्षा के लिए अलग तरीके से याद करना होगा"* विज्ञान वर्ग का एक छात्र। (कक्षा शिक्षण से प्राप्त अनुभव से बोर्ड परीक्षा प्रश्नों के उत्तर न लिख पाने की चिंता, याद करने (वस्तुतः रटने) पर विश्वास, परीक्षा दुश्चिंता का कारक प्रतीत होता है।)
- *"मैं और मेरा दोस्त साथ–साथ पढ़ाई कर रहे हैं, वह तो अच्छे अंक लाएगा ही, उसके साथ मेरा भी बेड़ा पार हो जायेगा"* विज्ञान वर्ग का एक छात्र, जिसे अपेक्षाकृत कम होशियार समझा जाता है। (बोर्ड परीक्षा में अच्छे अंक लाने का पीयर प्रेशर, साथ ही बोर्ड परीक्षा के दृष्टिगत स्वयं कुछ कर पाने की असमर्थता दोनों ही परीक्षा दुश्चिंता को इंगित करती प्रतीत होती हैं।)

बोर्ड परीक्षाओं से अति सन्निकट होने पर बोर्ड परीक्षार्थी छात्र/छात्राओं की अभिव्यक्तियाँ (माह फरवरी 2024)

- *"मैंने तैयारी तो कर रखी है लेकिन बोर्ड परीक्षा में पेपर कैसे आते हैं"* मानविकी वर्ग का एक छात्र। (बोर्ड परीक्षा में प्रश्नपत्रों की अनिश्चितता परीक्षा दुश्चिंता का एक महत्वपूर्ण कारक प्रतीत होती है।)
- *"जो मैंने पढ़ा है (वस्तुतः याद किया है) उसके अनुसार बोर्ड परीक्षा में प्रश्न पूछे जाते तो मैं बहुत अंक ले आती"* विज्ञान वर्ग की एक छात्रा। (प्रश्नपत्र निर्माता और मूल्यांकन–कर्ता से अपरिचितता, परीक्षा दुश्चिंता के एक अहम् कारण को संकेतित कर रही है। दरअसल छात्रा कहना चाह रही है कि विषय पढ़ाने वाले शिक्षक के अलावा परीक्षा एवं मूल्यांकन प्रक्रिया में संलग्न व्यक्ति छात्रा की वस्तुस्थिति से परिचित नहीं हैं।)
- *"पिछली बोर्ड परीक्षा (वस्तुतः 10वीं की बोर्ड परीक्षा) मेरे प्रश्न छूट गए थे जबकि मुझे आते थे और समय मिलता तो मैं अधिक अंक लाती। इस बार भी मुझे यही डर लग*

रहा है" मानविकी वर्ग की एक छात्रा। (बोर्ड परीक्षा प्रश्न–पत्रों के अति विस्तृत होने के कारण परीक्षा दुश्चिंता का अनुमान किया जा सकता है।)

- *"इन परीक्षाओं में तीन घंटे किसने तय किये होंगे, इसकी क्या तुक है"* मानविकी वर्ग का एक छात्र। (बोर्ड परीक्षा में समय की कमी एवं समय प्रबंधन को इंगित चिंता परीक्षा दुश्चिंता का एक अहम् कारक प्रतीत होती है।)
- *"मैं पास तो हो जाउंगी, अच्छे अंक लाऊंगी तो पापा आगे पढ़ाने के लिए राजी हो जायेंगे"* विज्ञान वर्ग की होशियार समझी जाने वाली एक छात्रा, जिसकी पारिवारिक आर्थिक स्थिति बहुत अच्छी नहीं है। (12वीं के बाद आगे की शिक्षा की चिंता भी परीक्षा दुश्चिंता को बढ़ाने में एक अहम् कारक नजर आती है, वस्तुतः 12वीं की परीक्षा में अच्छे अंक आने पर आगे की पढ़ाई की सम्भावनायें हैं।)
- *"मुझे आगे पढ़ना है, इसलिए बोर्ड परीक्षा में अच्छे नंबर लाने हैं, घर पर कह रहे हैं 12वीं पास कर ले, तेरी शादी कर देंगे लेकिन मैं आगे पढ़ना चाहती हूँ, अपने पैरों पर खड़े होना चाहती हूँ"* मानविकी वर्ग की एक छात्रा। (सामाजिक परिवेश की रूढ़ मान्यता 'लड़कियों की कम उम्र में शादी कर दी जानी चाहिए' छात्रा की आगे की शिक्षा को बाधित कर सकती है, इसलिए बोर्ड परीक्षा में अच्छे अंक लाने का छात्रा पर दबाव है, जिससे उसकी आगे की पढ़ाई करने का आधार मिल सकेगा। इससे, परीक्षा दुश्चिंता को बढ़ाने का एक अहम सामाजिक कारण का अनुमान किया जा सकता है।)
- *"12वीं पास तो किसी तरह से हो ही जाऊंगा, आगे क्या करूँगा? समझ में नहीं आ रहा है, अच्छे अंक लाऊं तो कोई रास्ता निकले"* मानविकी वर्ग का एक छात्र। (12वीं कक्षा के बाद आगे की शिक्षा/करियर के बारे में अस्पष्टता, बोर्ड परीक्षा में अच्छे अंक प्राप्त करने का दबाव निर्मित कर रहा है तथा परीक्षा दुश्चिंता में अभिवृद्धि करता प्रतीत हो रहा है।)
- *"दसवीं की बोर्ड परीक्षा में मेरे 80 प्रतिशत से अधिक अंक आए थे, इस बार भी इतने ही लाने हैं वर्ना बहुत इन्सल्ट होगी"* विज्ञान वर्ग की एक छात्रा। (बोर्ड परीक्षा में अच्छे अंक प्राप्त करके स्वयं को साबित करने का दबाव परीक्षा दुश्चिंता का एक महत्वपूर्ण कारण नजर आता है।)

निहितार्थ एवं सुझाव

हमारी शिक्षा प्रणाली में परीक्षा की केन्द्रीयता के कारण विद्यालयी पाठ्यचर्या एवं कक्षा–कक्ष प्रक्रियाएं, परीक्षा को ध्यान में रखते हुए संचालित की जाती रही हैं। परीक्षा की केन्द्रीयता के कारण परीक्षा पास करना तथा अधिक से आधिक अंक प्राप्त करना सभी हितधारकों का एकमात्र लक्ष्य बन जाता है जबकि शिक्षाविदों का विचार है कि परीक्षाएं तो

शिक्षा के उद्देश्यों की प्राप्ति के आकलन का एक माध्यम / साधन मात्र है। परीक्षा की केन्द्रीयता एवं अधिभाविता परीक्षार्थियों की दुश्चिंता का कारण बनती नजर आती है। बहुत छोटे प्रतिदर्श पर आधारित इस अध्ययन से प्राप्त अनुभव एवं अंतर्दृष्टि के आलोक में बोर्ड परीक्षा सम्बन्धी दुश्चिंताओं के निम्नांकित कारण स्पष्ट रूप से सामने आते हैं–

- परीक्षा दुश्चिंता का एक प्रमुख कारण अपरिचितता की समस्या है। इस अपरिचितता के कई पहलू हैं। शिक्षक, छात्रों की सीखने–सिखाने की प्रक्रिया में शामिल हैं परन्तु वे मूल्यांकन हेतु बोर्ड के प्रश्नपत्र नहीं बनाते हैं, परीक्षा उत्तर–पुस्तिकाओं का मूल्यांकन कार्य कोई अन्य शिक्षक करता है, इस मूल्यांकन–कर्ता शिक्षक को छात्र / छात्रा की वर्ष–भर सीखने की प्रक्रिया एवं गति की कोई जानकारी नहीं होती है। यह अपरिचितता बोर्ड परीक्षा के दृष्टिगत परीक्षार्थियों में तनाव का महत्वपूर्ण कारक नजर आती है। इसके समाधान के लिए सुझाव दिया जा सकता है कि एक संवेदनशील शिक्षक सामान्यतः अपने विद्यार्थियों की विशेष क्षमताओं और कमजोरियों को अच्छी तरह से पहचानता है। अध्यापक की इस अंतर्दृष्टि का उपयोग बोर्ड परीक्षा के मूल्यांकन प्रणाली में समाहित करने के उपाय किये जाने चाहिए। आतंरिक मूल्यांकन व्यवस्था को सशक्त करते हुए, इसे विश्वसनीय एवं शुचितापूर्ण बनाने की जरुरत है। विषय पढ़ाने वाले शिक्षक को अधिक अधिकार देने के साथ–साथ बाह्य परीक्षा (वस्तुतः बोर्ड परीक्षा) में प्राप्त अंकों के आधार पर मापने और नियंत्रित करने की आवश्यकता भी है। शिक्षक आधारित आकलन, विद्यालय आधारित मूल्यांकन के तत्व को समाहित करके बोर्ड परीक्षा तनाव को बहुत हद तक कम किया जा सकता है। "स्कूल–आधारित मूल्यांकन की क्रियात्मक एवं विश्वसनीय व्यवस्था के लिए जगह बनाने की आवश्यकता है।"[9] इसके साथ–साथ "आतंरिक मूल्यांकन की एक अधिक विस्तृत और विश्वसनीय पद्धति की ओर संचरण, बाह्य परीक्षाओं (वस्तुतः बोर्ड परीक्षाओं) के कारण उत्पन्न तनाव को कुछ हद तक दूर कर देगा।"[10]
- हमारी शिक्षा प्रणाली में परीक्षा की अधिभाविता एवं केन्द्रीयता है। "परीक्षा की पूंछ पाठ्यक्रम का शरीर हिला रही है।"[11] छात्र के अपरिचित सन्दर्भों पर आधारित जानकारी / सूचनाओं को रटने के लिए विद्यार्थियों को एक तरह से बाध्य किया जाता है कि परीक्षा के दृष्टिगत विषय–वस्तु को रट लें, यह परीक्षा दुश्चिंता में अभिवृद्धि करती है। अतः विद्यालयी पाठ्यचर्या में किसी भी प्रकार के शैक्षिक सुधार के लिए सबसे पहले परीक्षा प्रणाली को दुरस्त करने की जरुरत है। स्मृति परीक्षण के बजाए दक्षताओं के परीक्षण पर अधिक बल देने से परीक्षा सम्बन्धी दुश्चिंताओं में कमी आ सकेगी, साथ ही यह परीक्षाओं की वैद्यता एवं विश्वसनीयता को भी पुष्ट करने में समर्थ हो सकेगी। "परीक्षाओं में बहुत कुछ दांव पर लगा होता है (विशेषकर परीक्षार्थी का)। इसलिए यह अत्यंत स्वाभाविक है कि बहुत से परीक्षार्थी दोहरे रूप से आश्वस्त होना चाहेंगे कि वे परीक्षा व्यवस्था की कमियों का शिकार न हों। परीक्षा बोर्डों को न

केवल पारदर्शी होना चाहिए बल्कि उत्तर–पुस्तिकाओं के पुनः ग्रेडिंग और पुनः जांच के सन्दर्भ में भी ध्यान देना चाहिए।"[12] वस्तुतः बोर्ड परीक्षाओं का मुख्य उद्देश्य, परीक्षार्थी की अध्ययन की प्रक्रिया की संतोषजनक समाप्ति को प्रमाणित करना होना चाहिए, इसके साथ ही यह भी स्वीकार करना चाहिए कि कुछ परीक्षार्थी विशेष हमेशा रहेंगे जो ऐसी संतोषजनक समाप्ति को साबित नहीं कर पायेंगे, परीक्षा प्रणाली में सभी अपेक्षित सुधार/बदलाव इन सिद्धांतों से निर्देशित होने चाहिए।

- बोर्ड परीक्षार्थियों को कठोर निरीक्षण में परीक्षा देने को कहा जाता है। परीक्षा केंद्र में दूसरे विद्यालय के अध्यापकों को कक्ष–निरीक्षक ड्यूटी में लगाया जाता है। परीक्षा केंद्र का आतंरिक सचल–दल, जिला, मण्डल एवं राज्य स्तरीय सचल दलों की व्यवस्था दर्शाती है की 'परीक्षा प्रणाली' अविश्वास पर आधारित है। इसका सबसे अधिक खामियाजा परीक्षार्थी को भुगतना पड़ता है। अविश्वास का वातावरण परीक्षा सम्बन्धी दुश्चिंता में अभिवृद्धि करता है। "विद्यार्थी परिचित वातावरण में अपनी परीक्षा के लिए स्वयं उपस्थित हो सके तो इससे विद्यार्थियों के तनाव में कमी आएगी।"[13] परीक्षा प्रणाली में ऐसे बदलावों की जरुरत है जिससे परीक्षा–तंत्र, परीक्षार्थी, परीक्षा ड्यूटी में नियोजित शिक्षक एवं परीक्षकों में विश्वास का वातावरण निर्मित हो सके।
- वर्तमान परीक्षा प्रणाली में जो शिक्षक विषय पढ़ाते हैं, परीक्षा प्रश्नपत्रों के निर्माण, मूल्यांकन कार्य से दूर रहते हैं। यह परीक्षार्थी के लिए अपरिचितता का सृजन करती है। यह न केवल परीक्षार्थी की दुश्चिंता को बढ़ाती है वरन शिक्षक की प्रस्थिति (Status) को भी कमजोर करती है। इसके निराकरण के लिए "आतंरिक मूल्यांकन की पद्धति को सशक्त करना चाहिए। साथ ही विद्यालय द्वारा इसके दुरूपयोग को रोकने के लिए (जैसा कि आजकल प्रयोगात्मक परीक्षाओं में होता है) आंतरिक मूल्यांकन को आवश्यक रूप से सापेक्षतः क्रमबद्ध करना चाहिए न कि निरपेक्ष मापदंड के आधार पर और इसे बाह्य परीक्षा में प्राप्त अंकों के आधार पर नियमित किया जाना चाहिए।"[14] परीक्षा तनाव को कम करने के लिए स्कूल–आधारित, शिक्षक–संचालित मूल्यांकन के भारांक को बढ़ाते हुए बाह्य परीक्षा को इसके अनुरूप ढालना चाहिए। "अगर बोर्ड द्वारा तब भी किसी सीधी परीक्षा की जरुरत होती है तो यह बिलकुल अलग तरीकों से होनी चाहिए–जैसे वैकल्पिक, इस वैकल्पिक उपायों में किताब खोलकर (सपुस्तक परीक्षा), और विद्यार्थी की मांग पर जब वह परीक्षा देने के लिए तैयार हो। इस व्यवस्था को साकार रूप देने के लिए इससे जुड़े सभी लोगों को शिक्षित करने और पुनः प्रशिक्षित करने की आवश्यकता पड़ेगी।"[15]
- यह सर्वमान्य तथ्य है कि शिक्षार्थी अलग–अलग तरीकों से, गति से सीखते हैं तो ऐसे में सभी को एक ही समय पर परीक्षा देने के लिए बाध्य करने की आवश्यकता नहीं है। "पाठ्यक्रम के दो वर्षों के पश्चात सभी विषयों में परीक्षा लेने के पीछे प्रशासनिक सुविधा के अतिरिक्त और कोई कारण नहीं है।"[16] किसी एक शिक्षा–सत्र में परीक्षार्थियों

को इस निर्णय का अधिकार होना चाहिए कि वे 'परीक्षा न दें', 'कुछ विषयों की परीक्षा दें' अथवा 'सभी विषयों की परीक्षा दें'। समय के साथ–साथ यह प्रणाली 'परीक्षार्थियों की मांग पर परीक्षा' की दिशा में बढ़नी चाहिए।

- बोर्ड परीक्षाएं प्रस्थान परीक्षाएं होती हैं। इनका उद्देश्य किसी पाठ्यक्रम के सफलतापूर्ण समापन को प्रमाणित करना है। यह प्रमाणीकरण अर्जित की गयी दक्षताओं का होना चाहिए न कि रटी गयी विषय–वस्तु का। इन परीक्षाओं को आगे की शिक्षा, करियर आदि के लिए जीवन–मरण का प्रश्न बना देने की जो आम प्रवृत्ति व्याप्त है, यह बोर्ड परीक्षार्थियों की दुश्चिंता को बढ़ाने में अहम् भूमिका निभाती है। "बोर्ड परीक्षाएं, व्यवसायिक पाठ्यक्रम, रोजगारपरक पाठ्यक्रम या किसी अन्य के लिए परिकल्पित नहीं की जाती और न ऐसा होना चाहिए।"[17]
- प्रश्न–पत्रों का अत्यधिक बड़ा/विस्तृत होना एवं परीक्षा समय का प्रबंधन बोर्ड परीक्षार्थियों की दुश्चिंता का एक बड़ा कारण है। प्रश्नपत्र निर्माता, पाठ्य–पुस्तक के सभी अध्यायों को प्रश्नपत्र में शामिल करने की असफल कोशिश करते हैं। प्रश्नपत्र में दक्षताओं/केन्द्रीय अवधारणा के परीक्षण के बजाए पाठ्य–पुस्तक के कोने कोने से जानकारी/सूचनाओं के परीक्षण हेतु प्रश्न निर्माण पर बल दिया जाता है। इससे प्रश्नपत्र निर्धारित समय के सापेक्ष लम्बा हो जाता है और परीक्षार्थी प्रश्नों के उत्तर आने के बावजूद सभी प्रश्नों के उत्तर लिख पाने के लिए समय की कमी महसूस करते हैं और कुछ न कुछ छूट ही जाता है। यह बोर्ड परीक्षा में तनाव एवं दुश्चिंता का कारण बनता है। कम समय में (प्रायः तीन घंटे में, अब प्रश्नपत्र को पढ़ने के लिए 15 मिनट का अतिरिक्त समय कतिपय बोर्ड्स देने लगे हैं।) अधिक से अधिक लिखने की चुनौती समय प्रबंधन की समस्या उत्पन्न करती है। यह चुनौती और अधिक बढ़ जाती है जब परीक्षार्थी ने विषय–वस्तु को समझने के बजाए रटा है और कम से कम शब्दों में लिखित रूप से अभिव्यक्त करना नहीं सीखा है। इसके लिए "अपेक्षाकृत छोटी परीक्षाएं, जिनमें कम समय मिलता है और समय–समय पर अवकाश भी मिलता है, सहायक होंगी। परीक्षा की अवधि की दीर्घता (सामान्यतः 3 घंटे प्रति विषय) कम होनी चाहिए (उच्च स्तरीय परीक्षा के लिए 2.5 घंटे तथा मानक परीक्षा के लिए 2 घंटे तक।)।"[18] प्रश्न–पत्र में पाठ्यक्रम के सभी खण्डों को सम्मलित करने की प्रश्न–पत्र निर्माता की कोशिश भ्रामक होती है। "परीक्षाएं (वस्तुतः प्रश्न–पत्र) ऐसी होनी चाहिए, जिसे सभी विद्यार्थियों में से 95 प्रतिशत विद्यार्थी आसानी से पूरा कर सकें और एक शीघ्र पुनः विलोकन के लिए समय भी बचा सकें। मार्गदर्शी परियोजनाएं आरम्भ की जानी चाहिए, जिसमें परीक्षाओं में समय की सीमा न हो।"[19]
- परीक्षार्थियों की परीक्षा दुश्चिंता को बढ़ाने में माता–पिता/अभिभावकों की अनुचित उच्च अपेक्षाएं परीक्षा दुश्चिंता को बढ़ाती हैं। इसके लिए उनकी काउन्सलिंग की भी जरुरत है। इसके साथ–साथ उच्च शिक्षा अध्ययन संस्थानों में प्रवेश हेतु कट ऑफ

मेरिट प्रणाली में बदलाव की जरुरत है। हालांकि विगत दो वर्षों से राष्ट्रीय परीक्षण एजेंसी (NTA) द्वारा संयुक्त प्रवेश परीक्षाएं आयोजित की जाने लगी हैं तथापि देशभर के उच्च शिक्षा संस्थान इसके दायरे में शामिल नहीं हैं। इससे अलाभकर वर्ग से आने वाले छात्र/छात्राओं को चुनौती का सामना करना पड़ता है। इसके लिए ऐसे वर्ग के लिए बोनस अंक/सीटों के आरक्षण की व्यवस्था करना उचित होगा।

- विद्यार्थियों की सतत् काउन्सलिंग की आवश्यकता है। इसे दो तरह से किया जा सकता है, प्रथम–ट्युटोरियल कक्षाएं। इन कक्षाओं में विद्यार्थियों की विषयगत चुनातियों को संबोधित करने के साथ–साथ परीक्षा के दृष्टिगत संवाद भी सतत रूप से किया जाए। द्वितीय–काउन्सलिंग। समय–समय पर विद्यार्थियों एवं उनके माता–पिता/अभिभावकों के संयुक्त काउन्सलिंग सत्र आयोजित किये जा सकते हैं। वस्तुतः माता–पिता/अभिभावकों की अपने पाल्यों से अनुचित उच्च अपेक्षाएं परीक्षार्थी की दुश्चिंता का एक अहम् घटक है। इसके लिए माता–पिता/अभिभावकों की काउन्सलिंग की भी सामान रूप से जरुरत है, विशेषकर पाल्य (Ward) की वस्तु–स्थिति के प्रति संवेदनशीलता बरतने की जरुरत को रेखांकित किया जाए। माता–पिता/अभिभावकों की उचित अपेक्षाएं परीक्षा दुश्चिंता को बहुत हद तक कम करने में सहायक सिद्ध हो सकती हैं।

समेकन

प्रस्तुत लघु शोध अध्ययन के निष्कर्ष रूप में कहा जा सकता है कि 12वीं के बोर्ड परीक्षार्थियों में परीक्षा दुश्चिंता की व्याप्ति है। शुरुआत में यह दुश्चिंता औसत स्तर की होती है परन्तु बोर्ड परीक्षाएं सन्निकट होने पर उच्च स्तर पर पहुँच जाती है। विषय की विषय–वस्तु को न समझ पाना, विद्यालयी पाठ्यचर्या में परीक्षा की केन्द्रीयता, परीक्षा प्रणाली में अपरिचितता, प्रश्नपत्रों की विस्तृत्ता, समय–प्रबंधन, माता–पिता/अभिभावकों की उच्च अपेक्षाएं, परीक्षा एवं भावी शिक्षा/करियर सम्बन्धी काउन्सलिंग का अभाव, समवयस्कों का दबाव (Peer Pressure), मूल्यांकन प्रणाली की खामियां आदि कारण इस दुश्चिंता को बढ़ाते हुए प्रतीत होते हैं। इस अध्ययन से बोर्ड परीक्षा से सम्बंधित दुश्चिंता को समझने के लिए गहन अंतर्दृष्टि प्राप्त होती है तथापि इसके सामान्यीकरण के लिए अपेक्षाकृत बड़े न्यादर्श पर आधारित व्यापक अध्ययन की आवश्यकता को स्वीकार किया जाता है। परीक्षा दुश्चिंता एवं इसके परीक्षा में प्रदर्शन पर प्रभाव सम्बन्धी अध्ययन की जरुरत है। अतः 12वीं के बोर्ड परीक्षा के परिणाम आ जाने के बाद आगामी अध्ययन विचाराधीन है, जिसमें परीक्षा दुश्चिंता एवं इसका परीक्षा परिणामों के मध्य सह–संबंध का विश्लेषण करने का मंतव्य है। यह आश्वस्तिकारक है कि हालिया घोषित राष्ट्रीय शिक्षा नीति 2020 परीक्षा प्रणाली की खामियों को चिन्हित करते हुए इसमें आमूलचूल परिवर्तन की जरुरत को रेखांकित करती है।

(7287 शब्द)

आभार

इस शोध आलेख को लिखने के लिए निरंतर मार्गदर्शन और अभिप्रेरण के लिए प्रो0 दीपक पालीवाल जी का हृदय से आभार एवं कृतज्ञता व्यक्त करता हूँ। इसके अभाव में यह कार्य कदाचित संभव नहीं हो पाता।

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तालिका-01

अध्ययन में सम्मिलित बोर्ड इंटरमीडिएट परीक्षा 2024 में सम्मिलित होने वाले छात्र/छात्राओं के नाम एवं कोडिंग

क्र0सं0	छात्र/छात्रा का नाम	कक्षा	कोडिंग
मानविकी वर्ग			
1	उमा चौबे	12 अ	GA1
2	नम्रता भाकुनी	12 अ	GA2
3	कविता आर्या	12 अ	GA3
4	भावना आर्या	12 अ	GA4
5	हेमा बिष्ट	12 अ	GA5
6	मीनाक्षी लोबियाल	12 अ	GA6
7	बबीता आर्या I	12 अ	GA7
8	बबीता आर्या II	12 अ	GA8
9	कोमल भाकुनी	12 अ	GA9
10	कुमकुम आर्या	12 अ	GA10
11	पायल	12 अ	GA11
12	संजना आर्या	12 अ	GA12
13	प्रीति आर्या	12 अ	GA13
14	हीरा आर्या	12 अ	GA14
15	संदीप मलरा	12 अ	BA1
16	मोहित बिष्ट	12 अ	BA2
17	अक्षय कुमार	12 अ	BA3
18	अमन कुमार	12 अ	BA4
19	लक्ष्य बिष्ट	12 अ	BA5
20	सिद्दार्थ कुमार	12 अ	BA6
21	योगेश गोस्वामी	12 अ	BA7
22	भुवन आर्या	12 अ	BA8

23	राहुल सिंह भाकुनी	12 अ	BA9
24	पंकज कुमार	12 अ	BA10
25	गजेन्द्र सिंह	12 अ	BA11
26	सोनू आर्या	12 अ	BA12
27	विशाल चौधरी	12 अ	BA13
28	हिमांशु मलरा	12 अ	BA14
29	हिमांशु आर्या	12 अ	BA15
30	तनुज कुमार	12 अ	BA16
31	मनीष कुमार	12 अ	BA17
32	डेविड कोरंगा	12 अ	BA18
33	कृष्ण कुमार	12 अ	BA19
34	सुजल सिंह खेतवाल	12 अ	BA20
35	काजल आर्या	12 अ	GA15
36	दीक्षा आर्या	12 अ	GA16
37	प्रेमा	12 अ	GA17
38	नेहा धपोला	12 अ	GA18
39	ज्योति	12 अ	GA19
40	राजेश काण्डपाल	12 अ	BA21
41	चन्दन सिंह खेतवाल	12 अ	BA22
42	कुलदीप कुमार	12 अ	BA23
43	दिव्यांशु गोस्वामी	12 अ	BA24
44	सागर चौबे	12 अ	BA25
45	लक्ष्मी आर्या	12 अ	GA20
46	ललित कनवाल	12 अ	BA26
47	गोकुल राम	12 अ	BA27
48	काजल	12 अ	GA21
49	प्रीति आर्या	12 अ	GA22
विज्ञान वर्ग			
1	भावेश सिंह	12 ब	BS1
2	भूपेश चंन्द्र चौबे	12 ब	BS2
3	दीप चन्द्र पाठक	12 ब	BS3
4	गजेन्द्र प्रसाद आर्या	12 ब	BS4
5	गौरव चन्द्र तिवारी	12 ब	BS5
6	कमल सिंह मेहता	12 ब	BS6
7	करन कार्की	12 ब	BS7

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8	नीरज थापा	12 ब	BS8
9	सौरभ कुमार	12 ब	BS9
10	तरन सिंह स्यूनी	12 ब	BS10
11	विक्रम कुमार	12 ब	BS11
12	आरती चुनेरा	12 ब	GS1
13	मानसी आर्या	12 ब	GS2
14	मीनाक्षी आर्या	12 ब	GS3
15	मोनिका रावत	12 ब	GS4
16	तुलसी गोस्वामी	12 ब	GS5
17	वैशाली मर्तोलिया	12 ब	GS6

तालिका-02

बोर्ड इंटरमीडिएट परीक्षा 2024 में सम्मिलित होने वाले छात्र/छात्राओं की परीक्षा दुश्चिंता का आकलन (माह जुलाई 2023 एवं माह फरवरी 2024)

क्र0सं0	छात्र/छात्रा	जुलाई 2023 में दुश्चिंता स्कोर	फरवरी 2024 में दुश्चिंता स्कोर
		मानविकी वर्ग	
1	GA1	69	72
2	GA2	65	71
3	GA3	79	81
4	GA4	68	77
5	GA5	68	76
6	GA6	64	74
7	GA7	64	75
8	GA8	71	81
9	GA9	60	71
10	GA10	73	82
11	GA11	59	71
12	GA12	65	78
13	GA13	76	83
14	GA14	72	81
15	BA1	72	80
16	BA2	72	82
17	BA3	62	71
18	BA4	68	75
19	BA5	59	72
20	BA6	55	71
21	BA7	65	75
22	BA8	72	79
23	BA9	72	78
24	BA10	67	75
25	BA11	65	74
26	BA12	66	75

27	BA13	71	78
28	BA14	62	72
29	BA15	69	75
30	BA16	66	74
31	BA17	57	69
32	BA18	61	73
33	BA19	83	89
34	BA20	83	90
35	GA15	69	76
36	GA16	69	72
37	GA17	65	71
38	GA18	79	81
39	GA19	68	77
40	BA21	68	76
41	BA22	64	74
42	BA23	64	75
43	BA24	71	81
44	BA25	60	71
45	GA20	73	82
46	BA26	59	71
47	BA27	65	78
48	GA21	76	83
49	GA22	72	81
विज्ञान वर्ग			
1	BS1	64	74
2	BS2	73	81
3	BS3	54	75
4	BS4	61	76
5	BS5	62	73
6	BS6	64	75
7	BS7	61	74
8	BS8	55	76
9	BS9	64	77
10	BS10	55	73
11	BS11	51	71
12	GS1	67	77
13	GS2	59	73
14	GS3	57	71
15	GS4	64	76
16	GS5	51	72
17	GS6	61	77

संलग्नक-03

Standardized Examination Anxiety Scale for Adolescent Students

किशोर विद्यार्थियों में परीक्षा दुश्चिंता मापनी (नर्गिस अब्बासी एवं शिल्पी घोष) 2020

क्र0 सं0	कथन	प्रबलरूप से सहमत Strongly Agree	सहमत Agree	अनिश्चित Undecided	असहमत Disagree	प्रबल रूप से असहमत Strongly Disagree	कुल योग Total
		5	4	3	2	1	
1	जब मैं एक महत्वपूर्ण परीक्षा में शामिल होता हूँ तो बहुत खुश महसूस करता हूँ (+)						
2	परीक्षा के दौरान मैं बार बार टॉइलेट जाने की तीव्र आवश्यकता महसूस करता हूँ (+)						
3	जब मैं परीक्षा दे रहा होता हूँ तो मैं बेचैनी एवं घबराहट/परेशान महसूस करता हूँ (+)						
4	परीक्षा की अच्छी तरह से तैयारी के बावजूद मैं घबराहट महसूस करता हूँ (+)						
5	मैं परीक्षा के समय बहुधा दूसरे लोगों को देखता हूँ (+)						
6	परीक्षा से पहले और परीक्षा के दौरान अक्सर मुझे पसीना आता है और ठंड का अनुभव होता है (+)						
7	परीक्षा के दौरान मैं सोचता हूँ कि मैं परीक्षा में निश्चित रूप से पास हो जाऊंगा और प्रोन्नत (Promoted) हो जाऊंगा (-)						
8	मैं परीक्षा के परिणाम के बारे में चिंता करता हूँ , इसका परीक्षा के दौरान मेरे प्रदर्शन (Performance) पर असर पड़ता है (+)						
9	परीक्षा के पश्चात/बाद मैं सोचता हूँ कि मेरे अधिकतर उत्तर सही हैं (-)						
10	कभी कभी मैं परीक्षा से पहले या परीक्षा के दौरान घबरा (Tremble) जाता हूँ (+)						
11	किसी महत्वपूर्ण परीक्षा के समय मैं सर दर्द से पीड़ित (Sufer) हो जाता हूँ (+)						
12	परीक्षा देते समय मैं सहज/आराम (Relaxed) महसूस करता हूँ (+)						
13	परीक्षा के दौरान मैं बहुधा समय देखता (Check) करता हूँ (-)						
14	परीक्षा के बाद मैं अपने आप से कहता हूँ कि यह हो चुकी (Over) और मैंने अपनी ओर से सर्वोत्तम (Best) किया (+)						
15	परीक्षा के दौरान मैं कभी भी अपनी पेंसिल या पेन के साथ नहीं खेलता हूँ (-)						
16	परीक्षा के दौरांन मेरे विचार इधर-उधर दौड़ते (Wonder) रहते हैं (-)						
17	परीक्षा देते समय मैं बहुत आत्मविश्वास (Connfident) महसूस करता हूँ (+)						
18	परीक्षा के दौरान मैं तजा घटनाओं (Current Events) के बारे में सोचता हूँ (-)						
19	किसी अहम (Important) परीक्षा के पहले या दौरान मेरा मुंह (My mouth becomes dry) सूख जाता है (+)						
20	किसी अहम परीक्षा के बारे में बात करते समय मैं चिडचिड़ा (Jittery) हो जाता हूँ (+)						
21	परीक्षा से पहले या परीक्षा के दौरान मैं सोचता हूँ कि अन्य विद्यार्थी होशियार (Brighter) हैं (+)						

Scoring Key:

Scoring for positive items: 5,4,3,2,1

(Positive items are 1,2,3,4,5,6,8,10,11,12,14,17,19,20,21 Total-15 Items)

Scoring for negative items: 1,2,3,4,5

(Negative Items are 7,9,13,15,16,18 Total 6 Items)

Results:

Score below than 51 – Low Examination Anxiety

Score 51-74 – Average Examination Anxiety

Score above 74 High Examination Anxiety

Source: International Journal of Assessment Tools in Education, 2020, Vol. 7, No, 4, page 522-534

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ऊधम सिंह नगर जनपद में व्यावसायिक वाहन चालकों की सामाजिक स्थिति

द्विजेश कुमार
शोध छात्र
असिस्टेंट प्रोफेसर
रा. महा. गंगोलीहाट, पिथौरागढ़, उत्तराखण्ड

प्रो0 सुभाष चन्द्र वर्मा
शोध निर्देशक
प्राचार्य, रा. स्ना. महा. सितारगंज
ऊधम सिंह नगर, उत्तराखण्ड

सारांश

परिवहन व्यवस्था का देश के विकास में महत्वपूर्ण योगदान होता है। सार्वजनिक परिवहन के सुचारू रूप से संचालन के लिए वाहनों को चलाने हेतु जिन चालकों की आवश्यकता होती है उन्हें प्रायः व्यावसायिक वाहन चालक के नाम से सम्बोधित किया जाता है। प्रस्तुत शोध पत्र में उत्तराखंड राज्य के उधम सिंह नगर जिले के व्यावसायिक वाहन चालकों का आयु, लिंग, धर्म, शिक्षा, जाति, वर्ग व वैवाहिक स्थिति के आधार पर सामाजिक स्थिति को उजागर करने का प्रयास किया गया है। रिसर्च टूल के रूप में अवलोकन व साक्षात्कार का उपयोग करने के साथ—साथ अन्वेषणात्मक शोध पद्धति का उपयोग शोधकर्ता द्वारा किया गया है। किसी भी व्यक्ति के द्वारा किसी भी कार्य को भली प्रकार सम्पादित करने के लिए आवश्यक है कि उसकी सामाजिक स्थिति बेहतर हो, यदि बेहतर नहीं है तो बेहतर बनाने के लिए किन कदमों को उठाया जाए, को रेखांकित करने को प्रयास किया गया है।

मुख्य बिन्दु— व्यावसायिक वाहन चालक, आयु, लिंग, धर्म, शिक्षा, वैवाहिक स्थिति।

प्रस्तावना

किसी भी समाज का अध्ययन उस समाज में रहने वाले लोगों की वर्तमान सामाजिक

स्थिति का अध्ययन किये बिना अधूरा है अतः समाज का अध्ययन करने के लिये उस समाज में रहने वाले लोगों की वर्तमान सामाजिक स्थिति का अध्ययन करना अनिवार्य हो जाता है। सामाजिक अध्ययन करने के क्रम में समाज में रहने वाले व्यक्तियों का आयु, लिंग, धर्म, जाति, वर्ग, विवाह, दिव्यांगता, शिक्षा, परिवार का स्वरूप इत्यादि के आधार पर विश्लेषण किया जाता है। प्रस्तुत अध्याय में ऊधम सिंह नगर जनपद में व्यावसायिक वाहन चालकों का आयु, लिंग, शिक्षा, धर्म, जाति, वर्ग, वैवाहिक स्थिति इत्यादि के आधार पर विश्लेषण किया गया है।

अध्ययन का उद्देश्य

उत्तराखण्ड राज्य के ऊधम सिंह नगर जनपद में व्यावसायिक वाहन चालकों का आयु, लिंग, शिक्षा, धर्म, जाति, वर्ग, वैवाहिक स्थिति के आधार पर सामाजिक स्थिति को उजागर करना व व्यावसायिक वाहन चालकों के सामाजिक उत्थान के लिये आवश्यक कदमों को रेखांकित करना।

पूर्व शोध कार्य

उत्तराखण्ड राज्य के ऊधम सिंह नगर जनपद में व्यावसायिक वाहन चालकों का आयु, लिंग, शिक्षा, धर्म, जाति, वर्ग, वैवाहिक स्थिति आदि के आधार पर वर्तमान तक कोई अध्ययन नहीं किया गया है यद्यपि देश–विदेश में व्यावसायिक वाहन चालकों कुछ अध्ययन किये गये हैं जो कि निम्नवत हैं–

सन् 1972 में Robert D Miller us ने sociological analysis of the cartage truck drivers occupation (Western kentucky university, Bowling Green Kentucky) नामक शीर्षक से एक शोध पत्र प्रस्तुतकिया, जिसमें 50 ट्रक चालकों को सम्मिलित किया गया, इस शोध में पारिश्रमिक की स्थिति, अवकाश, कार्य के घंटे, सामाजिक सुरक्षा, सामाजिक प्रस्थिति आदि क्षेत्रों में अध्ययन किया गया। शोध में यह बात सामने निकलकर आयी कि ट्रक चालकों की स्थिति लगभग सभी क्षेत्रों में दयनीय है।[1]

वर्ष 2010 में प्रकाशित पुस्तक में Pedal to the metal : The work life of the truckers (Labor and social change) में लेखक Lawrence Ouellet ने चालकों की विभिन्न प्रकार की समस्याओं पर प्रकाश डाला है।[2]

मार्च 2018 में प्रकाशित शोध Taxi drivers and Taxidars: A case study of Uber and Ola in Delhi में यह तथ्य सामने निकलकर आया कि देश की अर्थव्यवस्था में टैक्सी व्यवसाय का एक महत्वपूर्ण योगदान है। Ola और Uber मॉडल ने मध्यम वर्ग के लोगों को भी टैक्सी क्षेत्र में प्रवेश करने का मौका दिया है।[3]

सन् 2020 में महिंद्रा ग्रुप के सहयोग से Study of the status of truck drivers in India

(Based on a national study conducted for save life foundation by marketing and development research associates-MDRA) नामक शीर्षक से एक शोध पत्र प्रकाशित किया जिसमें निम्न बातें सामने निकलकर आयीं– 54 प्रतिशत चालक अपने कार्य से असंतुष्ट हैं, 84 प्रतिशत चालकों ने कहा कि वे नहीं चाहते कि उनके परिजन ड्राइविंग के क्षेत्र में आएं, 53 प्रतिशत चालकों ने कहा कि वे 10000 से 20000 रूपए प्रतिमाह कमाते हैं, 93 प्रतिशत ने चालकों कहा कि उन्हें पारिश्रमिक के अलावा कोई और सामाजिक सुरक्षा नहीं मिलती है जैसे–पी.एफ., पेंशन, स्वास्थ्य बीमा, ग्रेच्युटी आदि, 94 प्रतिशत चालक दूसरों के ट्रक चलाते हैं, केवल 6 प्रतिशत ही ट्रक के स्वयं मालिक हैं, 62 प्रतिशत ने कहा कि ड्राइविंग के समय स्वयं को असुरक्षित महसूस करते हैं, 10 में से 9 ने कहा कि उन्होंने ड्राइविंग लाइसेंस लेने से पहले विधिवत ट्रेनिंग नहीं ली है, 50 प्रतिशत ने कहा कि उन्हें ड्राइविंग के समय बहुत अधिक थकान का अनुभव होता है और नींद आती है, 22 प्रतिशत ने ड्रग सेवन की बात कही। चालक एक दिन में 12 घंटे में 417 किलोमीटर की दूरी तय करते हैं और 47852.28 करोड़ रूपए एक वर्ष में रिश्वत के रूप में चले जाते हैं।[4]

शोध प्रविधि

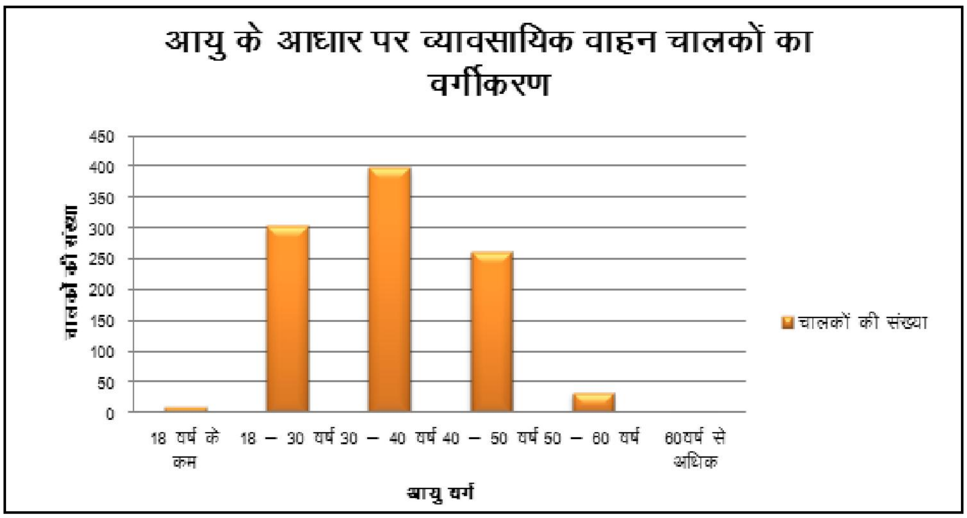
प्रस्तुत शोध पत्र में शोधकर्ता द्वारा अन्वेषणात्मक शोध पद्धति के साथ–साथ अवलोकन तथा साक्षात्कार का रिसर्च टूल के रूप में उपयोग किया गया है।[5,6]

आयु के आधार पर व्यावसायिक वाहन चालकों की स्थिति

मानव के व्यक्तित्व विकास में आयु एक अतिमहत्वपूर्ण घटक है, प्रारम्भ में अबोध बालक से लेकर एक बोधवान व्यक्ति बनने की प्रक्रिया में आयु एक महत्वपूर्ण भूमिका निभाती है। व्यक्ति को आयु के आधार पर ही को जिम्मेदारी दी जाती है फिर चाहे वह शिक्षा, वैवाहिक जीवन की जिम्मेदारी हो, परिवार के मुखिया के रूप में जिम्मेदारी हो आदि। मोटर वाहन अधिनियम–1988 के निहित प्रावधानों के अन्तर्गत मोटर वाहन को चलाने के लिये ड्राइविंग लाइसेंस की आवश्यकता होती है, बिना ड्राइविंग लाइसेंस के कोई भी व्यक्ति वैध रूप से वाहन का संचालन नहीं कर सकता है पर ड्राइविंग लाइसेंस बनवाने के लिये ''मोटर वाहन अधिनियम–1988 के अन्तर्गत व्यक्ति की 18 वर्ष की आयु पूर्ण होना एक अनिवार्य शर्त है, व्यक्ति द्वारा वैध रूप से वाहन का संचालन करने के लिये एक आयु विशेष का पूर्ण होना अनिवार्य है अतः यह आसानी से कहा जा सकता है कि ड्राइविंग के व्यवसाय में भी आयु महत्वपूर्ण भूमिका निभाती है।''[7] एक आयु विशेष में पहुंचकर ही व्यक्ति कार्य करने में सक्षम और अक्षम होता है, इस आधार पर कार्यशील और आश्रित जनसंख्या का पता चलता है जो कि देश के विकास का एक महत्वपूर्ण पहलू है। प्रस्तुत तालिका में व्यावसायिक वाहन चालकों का आयु के आधार पर वर्गीकरण किया गया है।

तालिका संख्या – 1
आयु के आधार पर व्यावसायिक वाहन चालकों का वर्गीकरण

क्र0सं0	आयु वर्ग	चालकों की संख्या	प्रतिशत
1	18 वर्ष के कम	8	0.80
2	18 – 30 वर्ष	302	30.20
3	30 – 40 वर्ष	397	39.70
4	40 – 50 वर्ष	260	26
5	50 – 60 वर्ष	33	3.30
6	60वर्ष से अधिक	0	0
	योग	1000	100



चार्ट संख्या–1

उपर्युक्त तालिका से स्पष्ट है कि व्यावसायिक वाहन चालकों में सर्वाधिक प्रतिनिधित्व (39.20 प्रतिशत) 30 से 40 आयु वर्ग के लोगों का है, उसके बाद 30.20 प्रतिशत 18 से 30 आयु वर्ग के लोगों का प्रतिनिधित्व है, तत्पश्चात 26 प्रतिशत के साथ 40 से 50 आयु के लोगों का स्थान आता है, 50 से 60 आयु वर्ग के लोगों का केवल 3.30 प्रतिशत की इस क्षेत्र में संलग्न है। 60 वर्ष से अधिक आयु के व्यक्ति व्यावसायिक वाहन चालक के रूप में नहीं पाये गये, वहीं 18 वर्ष से कम उम्र के 0.80 प्रतिशत व्यक्ति व्यावसायिक वाहन चालक के रूप में नजर आये। विदित हो कि 18 वर्ष से कम उम्र के व्यक्ति का ड्राइविंग लाइसेंस नहीं बनता है अर्थात कानून की दृष्टि में 18 वर्ष से कम उम्र का व्यक्ति वाहन चलाने के योग्य नहीं माना जाता है, बावजूद इसके 0.80 प्रतिशत व्यक्ति व्यावसायिक वाहन चालन में संलग्न पाये गये, सर्वेक्षण के दौरान उत्तरदाताओं से यह बात सामने निकलकर आयी कि परिवार को आर्थिक रूप से सहारा देने के लिये विवश हो 18 वर्ष से कम आयु के व्यक्ति व्यावसायिक वाहन चालक

के रूप में विशेषरूप से ई–रिक्शा के संचालन में संलग्न हैं, जो स्थानीय स्तर पर ई–रिक्शा का संचालन करते पाये गये।

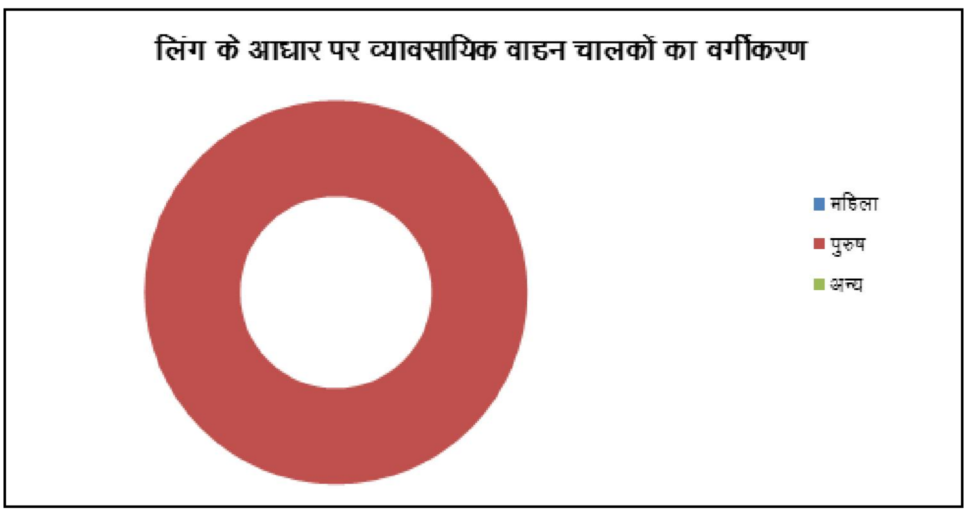
लिंग के आधार पर व्यावसायिक वाहन चालकों की स्थिति

समाज में लिंग, सामाजिक प्रतिष्ठा और विशेषाधिकार का एक महत्वपूर्ण स्रोत रहा है। लिंग के आधार पर कार्यों का विभाजन किया गया जिसके चलते कठिन कार्य पुरूषों को व सरल कार्य महिलाओं को निर्धारित किये गये। एक अन्य विभाजन घर का चाहरदीवारी को आधार मानकर भी किया गया जिसके अन्तर्गत घर की चाहरदीवारी के बाहर के कार्य पुरूषों को व घर का चाहरदीवारी के अन्दर के कार्य महिलाओं को आवंटित किये गये। इस प्रकार महिलाओं को आर्थिक क्रियाओं से दूर रखा गया जिसके चलते महिलाएं अधिकाधिक पुरूषों पर निर्भर होती चली गयीं। नौकरी, व्यापार आदि के क्षेत्र में आज भी महिलाओं का प्रतिशत न्यून ही है यद्यपि सरकार नौकरियों में आरक्षण व व्यापार हेतु सस्ते ऋण जैसी सुविधाएं उपलब्ध कराकर महिलाओं को मुख्य धारा में जोड़ने का प्रयास लगातार कर रही है। प्रस्तुत तालिका में लिंग के आधार पर व्यावसायिक वाहन चालकों का वर्गीकरण किया गया है।

तालिका संख्या – 2

लिंग के आधार पर व्यावसायिक वाहन चालकों का वर्गीकरण

क्र0सं0	लिंग	चालकों की संख्या	प्रतिशत
1	महिला	0	0
2	पुरुष	1000	100
3	अन्य	0	0
	योग	1000	100



उपर्युक्त तालिका में व्यावसायिक वाहन चालकों को लिंग के आधार पर वर्गीकृत किया गया है। अध्ययन में यह तथ्य सामने निकलकर आये हैं कि कुल उत्तरदाताओं में महिलाओं की संख्या शून्य है, सारे के सारे पुरुष ही व्यावसायिक वाहन चालक के रूप में संलग्न हैं इसके साथ ही अन्य लिंग के व्यक्ति भी व्यावसायिक वाहन चालक के रूप में संलग्न नहीं है। यद्यपि यदा–कदा समाचार पत्रों के माध्यम से महिलाओं के भी व्यावसायिक वाहन चालक के रूप में कार्य करने की सूचनाएं सामने आती रहती हैं विभिन्न राज्य सरकारों द्वारा भी व्यावसायिक वाहन चालन के क्षेत्र में महिलाओं व अन्य लिंग के लोगों की भागीदारी को बढ़ाने हेतु प्रयास किये जा रहे हैं। इस प्रकार कहा जा सकता है कि भविष्य में महिलाओं की संख्या व्यावसायिक वाहन चालक के रूप में बढ़ने की पूरी सम्भावना है जो कि समाज और देश की प्रगति के लिये एक शुभ संकेत है।

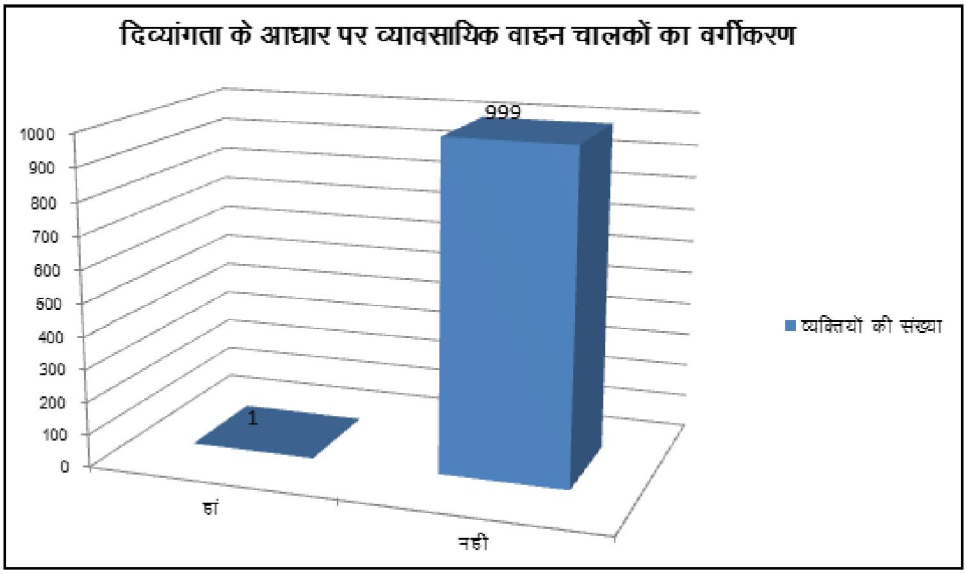
दिव्यांगता के आधार पर व्यावसायिक वाहन चालकों की स्थिति

दिव्यांगता एक प्रकार की अक्षमता है जो व्यक्ति को उसके जीवन के सामान्य क्रियाकलापों को संपादित करने में बाधा उत्पन्न करती है। यह शारीरिक, मानसिक या दोनों रूपों में हो सकती है। दिव्यांगता एक प्रकार की गंभीर समस्या है, समाज में प्रायः दिव्यांगजनों के साथ उचित व्यवहार नहीं किया जाता है। दिव्यांगजनों के अधिकारों के प्रति समाज में जन जागरूकता लाने के उद्देश्य से संयुक्त राष्ट्र संघ द्वारा वैश्विक स्तर पर प्रतिवर्ष तीन दिसंबर को 'विश्व दिव्यांग दिवस' के रूप में मनाया जाता है। वर्ष 2011 की जनगणना के अनुसार भारत में 2.68 करोड़ दिव्यांगजन हैं, जो कि भारत की कुल जनसंख्या का 2.21 प्रतिशत हैं, इनमें लगभग 1.50 करोड़ पुरुष तथा एक 1.18 करोड़ महिलाएं हैं, इन लोगों में दृष्टि, श्रवण, वाक् और गति विषयक दिव्यांगताएं, मानसिक रूग्णता, मानसिक मंदता, बौद्धिक दिव्यांगताएं तथा अन्य दिव्यांगताएं सम्मिलित हैं।[8] यदि दिव्यांगजनों के कार्यबल की बात की जाये तो 2011 की जनगणना रिपोर्ट दर्शाती है कि विभिन्न क्षेत्रों में 36 प्रतिशत दिव्यांगजन कार्य कर रहे हैं जिसमें 47 प्रतिशत पुरुष तथा 30 प्रतिशत महिलाएं सम्मिलित हैं। दिव्यांग श्रमिकों में सर्वाधिक प्रतिशत (31 प्रतिशत) कृषि संबंधी मजदूरों का है। 15 से 59 वर्ष की आयु समूह में 50 प्रतिशत तथा 14 वर्ष से कम की आयु समूह में चार प्रतिशत दिव्यांगजन कार्य कर रहे हैं।[9]

सामान्य रूप से वाहन के संचालन के लिए किसी भी व्यक्ति का शारीरिक, मानसिक या दोनों रूपों में स्वस्थ होना एक अनिवार्य शर्त होती है यद्यपि कुछ वाहन कंपनियां दिव्यांगजनों के अनुरूप वाहनों को बनाने लगी है तथापि अधिकांशतः निजी स्तर पर ही दिव्यांगजनों द्वारा वाहनों का संचालन किया जा रहा है। व्यावसायिक वाहन चालन के क्षेत्र रोजगार में दिव्यांगजनों का नियत होना एक चुनौतीपूर्ण तथ्य है। प्रस्तुत तालिका में दिव्यांगता के आधार पर व्यावसायिक वाहन चालकों को वर्गीकृत करने का प्रयास किया गया है।

तालिका संख्या – 3
दिव्यांगता के आधार पर व्यावसायिक वाहन चालकों का वर्गीकरण

क्र0सं0	दिव्यांगता की स्थिति	व्यक्तियों की संख्या	प्रतिशत
1	हां	1	0.01
2	नहीं	999	99.99
	योग	1000	100



चार्ट संख्या–3

उपर्युक्त तालिका में व्यावसायिक वाहन चालकों का दिव्यांगता के आधार पर वर्गीकरण किया गया है। अध्ययन में यह बात सामने निकलकर आयी कि कुल उत्तरदाताओं में 99.99 प्रतिशत दिव्यांग नहीं हैं, कुल उत्तरदाताओं का मात्र 0.01 प्रतिशत ही दिव्यांग हैं। कुल एक हजार उत्तरदाताओं में केवल एक ही व्यक्ति दिव्यांग पाया गया। सर्वेक्षण के दौरान वह व्यक्ति ई–रिक्शा चलाते पाया गया। सरकार के द्वारा दिव्यांगजनों को समाज की मुख्यधारा में जोड़ने के लिये सतत् प्रयास किये जा रहे हैं इस हेतु सरकारें मोटरयुक्त तिपहिया वाहनों और मोटरयुक्त व्हीलचेयर का वितरण कर रही हैं।[10]

शिक्षा के आधार पर व्यावसायिक वाहन चालकों की स्थिति

मानव का मननशील होना एक ऐसा गुण है जो कि मानव को अन्य जीवधारियों से श्रेष्ठ बनाता है। शिक्षा मानव की मननशीलता की क्षमता में वृद्धि करने में महत्वपूर्ण भूमिका अदा करती है। शिक्षा के द्वारा मनुष्य स्वयं के व्यक्तित्व का विकास करता है, विभिन्न व्यवहारों को सीखता है, अपने ज्ञान को आने वाली पीढ़ियों में आसानी से हस्तान्तरण करता है, सही–गलत

का विवेकपूर्ण ढंग से चुनाव करता है, समाज व देश के विकास में योगदान करता है आदि।

स्वामी विवेकानंद ने शिक्षा के महत्व को रेखांकित करते हुए कि "हमें उस शिक्षा की आवश्यकता है, जिसके द्वारा चरित्र का निर्माण होता है, मस्तिष्क की शक्ति बढ़ती है, बुद्धि का विकास होता है और मनुष्य अपने पैरों पर खड़ा हो सकता है।"[11] शिक्षा के द्वारा व्यक्ति की कार्य क्षमता में वृद्धि होती है अर्थात एक अशिक्षित व्यक्ति की तुलना में शिक्षित व्यक्ति अधिक कुशलता के साथ कार्य सम्पादित करने के साथ–साथ समयानुसार कार्य में होने वाले परिवर्तनों के अनुरूप स्वयं को शीघ्र ही ढाल लेता है। शिक्षा की महत्ता को रेखांकित करते हुए करूणा अहमद (1974) ने कहा कि "शिक्षा उत्पादन कार्य में सहयोगी है और इस पर होने वाला व्यय, उत्पादक निवेश कहलाता है, ऐसी शिक्षा प्राप्ति के बाद व्यक्ति कृषि उत्पादन तथा कल कारखानों का संचालन करके व्यावसायिक कुशलता के साथ उत्पादन कार्य करता है।"[12]

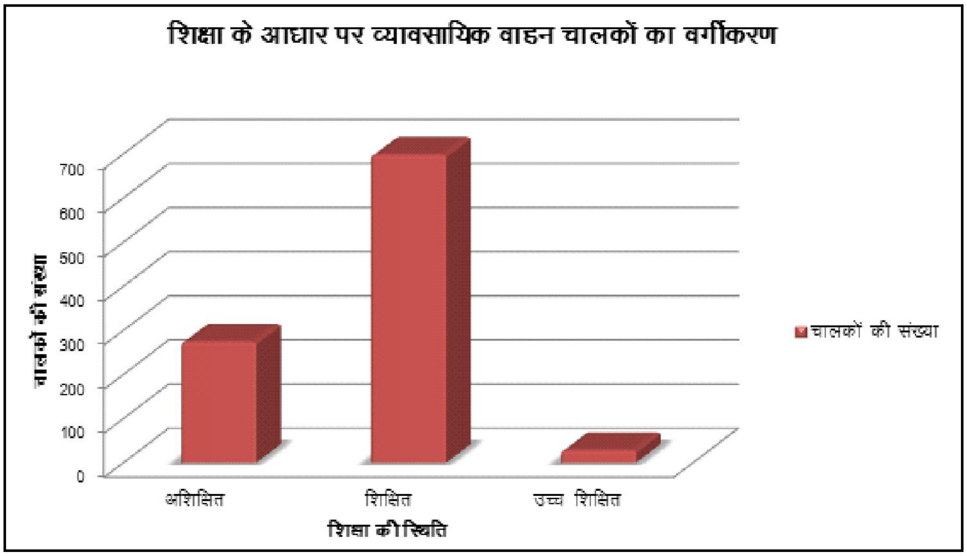
शिक्षा व्यक्ति के सर्वांगीण विकास में महत्वपूर्ण भूमिका का निर्वहन करती है इसलिये शिक्षा प्राप्ति के लिये व्यक्ति को जागरुक रहने की आवश्यकता है। इस सम्बन्ध में योगेन्द्र सिंह (1973) का कहना है कि "समाज के किसी भी वर्ग को जागृत करने के लिये मात्र शासकीय प्रयास ही पर्याप्त नहीं है, उनमें वर्गीय चेतना तथा अपनी स्थिति उन्नत करने के लिये स्वावलम्बी प्रयास विशेष महत्व रखते हैं। जनचेतना एवं स्वावलम्बन के विकास की दृष्टि से सामाजिक परिवर्तन के क्षेत्र में शिक्षा एक प्रमुख अभिकरण है।"[13] प्रस्तुत तालिका में शिक्षा के आधार पर व्यावसायिक वाहन चालकों का वर्गीकृत किया गया है। यहां यह बताना आवश्यक होगा कि अशिक्षित उन चालकों माना गया है जिन्होंने शिक्षा प्राप्त ही नहीं की है, शिक्षित के अन्तर्गत उन चालकों को रखा गया है जिन्होंने बारहवीं कक्षा तक की शिक्षा प्राप्त की है तथा बारहवीं से अधिक शिक्षा प्राप्त करने वाले चालकों को उच्च शिक्षित के अन्तर्गत रखा गया है।

तालिका संख्या – 4

शिक्षा के आधार पर व्यावसायिक वाहन चालकों का वर्गीकरण

क्र0सं0	शिक्षा की स्थिति	चालकों की संख्या	प्रतिशत
1	अशिक्षित	274	27.40
2	शिक्षित	698	69.80
3	उच्च शिक्षित	28	2.80
	योग	1000	100

उपर्युक्त तालिका में व्यावसायिक वाहन चालकों का शिक्षा के आधार पर वर्गीकरण किया गया है। वे उत्तरदाता जिन्होंने शिक्षा प्राप्त ही नहीं की है उन्हें अशिक्षित की श्रेणी में रखा गया है, ऐसे उत्तरदाताओं की संख्या कुल उत्तरदाताओं का 27.40 प्रतिशत है। वे उत्तरदाता जिन्होंने शिक्षा बारहवीं कक्षा तक प्राप्त की है उन्हें शिक्षित की श्रेणी में रखा गया है, ऐसे



चार्ट संख्या–4

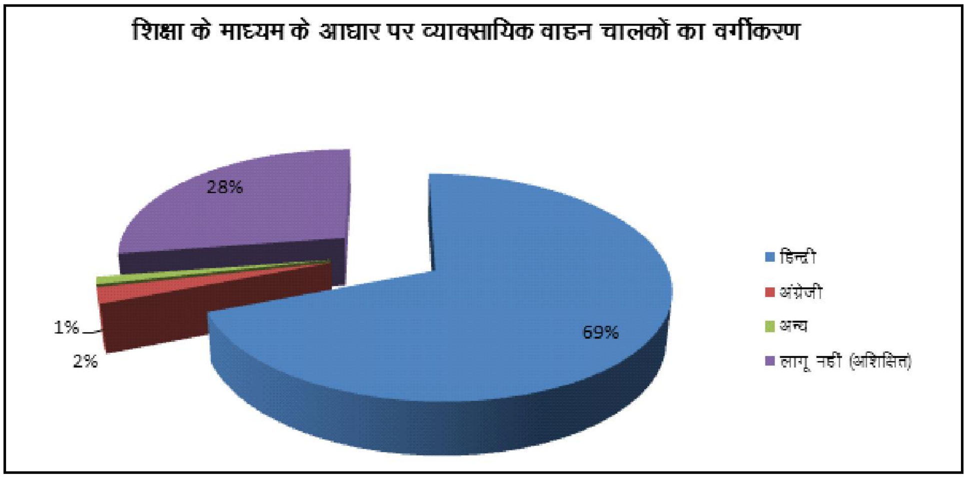
उत्तरदाताओं की संख्या कुल उत्तरदाताओं का 69.80 प्रतिशत है। वे उत्तरदाता जिन्होंने शिक्षा बारहवीं कक्षा से अधिक शिक्षा प्राप्त की है उन्हें उच्च शिक्षित की श्रेणी में रखा गया है, ऐसे उत्तरदाताओं की संख्या कुल उत्तरदाताओं का 2.80 प्रतिशत है। इस प्रकार यह आसानी से कहा जा सकता है कि व्यावसायिक वाहन चालन के व्यवसाय में उच्च शिक्षितों का प्रतिशत अत्यन्त कम है, यद्यपि शिक्षा के बढ़ते प्रभाव को देखते हुए यह आसानी से कहा जा सकता है कि भविष्य में उच्च शिक्षितों का प्रतिशत और अधिक हो जायेगा साथ ही अशिक्षितों का प्रतिशत निरन्तर कम होते जायेगा।

शिक्षा के माध्यम के आधार पर व्यावसायिक वाहन चालकों की स्थिति

प्रायः उपलब्ध संसाधनों के अनुरूप ही व्यक्ति, कार्य सम्पादित करता है अर्थात जिन क्षेत्रों में जो संसाधन व्यक्ति को सहजता और सुगमता से उपलब्ध होते हैं उन्हीं के अनुसार व्यक्ति स्वयं ढाल लेता है। शिक्षा का माध्यम भी उन्हीं में से एक है। प्रायः उत्तर भारत के सरकारी विद्यालयों में शिक्षा का माध्यम हिन्दी होता है और ग्रामीण आंचलों के अधिकांश निजी शिक्षण संस्थानों में भी शिक्षा का माध्यम हिन्दी होता है, इन सरकारी व निजी शिक्षण संस्थानों में आम जनमानस हिन्दी माध्यम में शिक्षा ग्रहण करता है तो वहीं नगरीय क्षेत्रों में कुछेक सरकारी व निजी शिक्षण संस्थानों में अंग्रेजी माध्यम में शिक्षण सुविधा उपलब्ध होती है। ग्रामीण व नगरीय स्तर पर धार्मिक शिक्षण संस्थानों में उर्दू व पंजाबी भाषी माध्यम में शिक्षण कार्य सम्पादित किया जाता है। प्रस्तुत तालिका में व्यावसायिक वाहन चालकों का शिक्षा के माध्यम के आधार पर वर्गीकरण किया गया है।

तालिका संख्या – 5
शिक्षा के माध्यम के आधार पर व्यावसायिक वाहन चालकों का वर्गीकरण

क्र0सं0	शिक्षा का माध्यम	चालकों की संख्या	प्रतिशत
1	हिन्दी	692	69.20
2	अंग्रेजी	23	2.30
3	अन्य	11	1.10
4	लागू नहीं (अशिक्षित)	274	27.40
	योग	1000	100



चार्ट संख्या–5

उपर्युक्त तालिका में व्यावसायिक वाहन चालकों का शिक्षा के माध्यम के आधार पर वर्गीकरण किया गया है। अध्ययन में यह बात सामने निकलकर आयी कि कुल उत्तरदाताओं का 69.20 प्रतिशत ने हिन्दी माध्यम से शिक्षा प्राप्त की है, मात्र 2.30 प्रतिशत ने ही अंग्रेजी माध्यम से शिक्षा प्राप्त की है तथा 1.10 प्रतिशत ने किसी अन्य माध्यम से शिक्षा प्राप्त की है। विदित हो कि अन्य माध्यमों में उर्दू व पंजाबी माध्यम को सम्मिलित किया गया है। 27.40 प्रतिशत उत्तरदाताओं पर शिक्षा का माध्यम लागू नहीं होता क्योंकि उन्होंने शिक्षा ही ग्रहण नहीं की है।

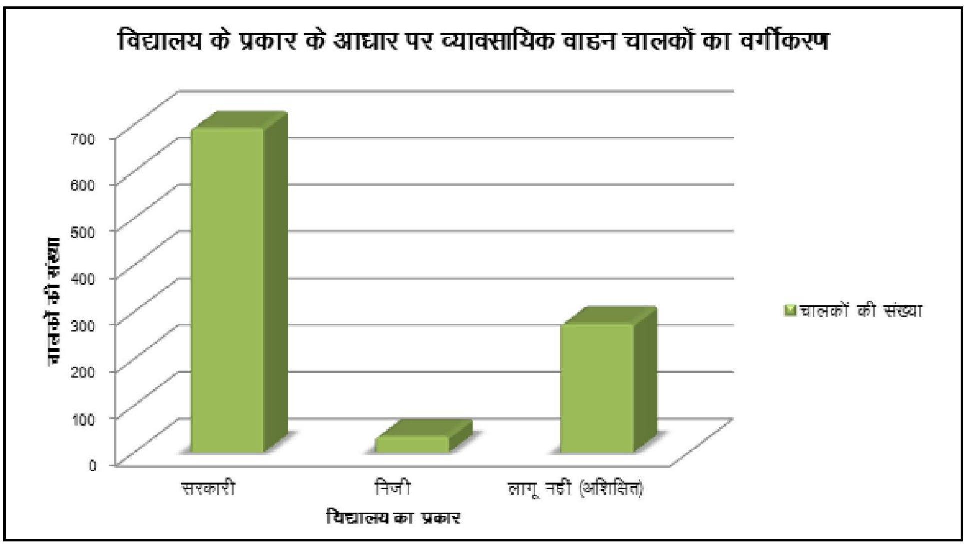
विद्यालय के प्रकार के आधार पर व्यावसायिक वाहन चालकों की स्थिति

व्यक्ति अपनी सामर्थ्य के अनुसार कार्य सम्पादित करता है। प्रायः अधिकांश व्यक्तियों की आर्थिक स्थिति कमजोर होने व जागरूकता के अभाव के कारण वे अपने बच्चों को सरकारी विद्यालयों में शिक्षा ग्रहण करवाते हैं तथा जिनकी आर्थिक भार सहन करने में सक्षम होते हैं

और साथ ही जागरूक होते हैं, वे प्रायः अपने बच्चों को निजी विद्यालयों में शिक्षा ग्रहण करवाते हैं। प्रस्तुत तालिका में विद्यालय के प्रकार के आधार पर व्यावसायिक वाहन चालकों का वर्गीकरण करने का प्रयास किया गया है।

तालिका संख्या – 6
विद्यालय के प्रकार के आधार पर व्यावसायिक वाहन चालकों का वर्गीकरण

क्र0सं0	विद्यालय के प्रकार	चालकों की संख्या	प्रतिशत
1	सरकारी	692	69.20
2	निजी	34	3.40
3	लागू नहीं (अशिक्षित)	274	27.40
	योग	1000	100



चार्ट संख्या–6

उपर्युक्त तालिका में व्यावसायिक वाहन चालकों का शिक्षा ग्रहण करने के विद्यालय के प्रकार (सरकारी अथवा निजी) के आधार पर वर्गीकरण किया गया है। अध्ययन में यह बात सामने निकलकर आयी कि कुल उत्तरदाताओं के 69.20 प्रतिशत ने सरकारी विद्यालय से शिक्षा प्राप्त की है, केवल 3.40 प्रतिशत उत्तरदाताओं ने ही निजी शैक्षणिक संस्थानों से शिक्षा प्राप्त की है। 27.40 प्रतिशत उत्तरदाताओं पर शिक्षा ग्रहण करने विद्यालय के प्रकार (सरकारी अथवा निजी) लागू नहीं होता क्योंकि उन्होंने शिक्षा ही ग्रहण नहीं की है।

धर्म के आधार पर व्यावसायिक वाहन चालकों की स्थिति

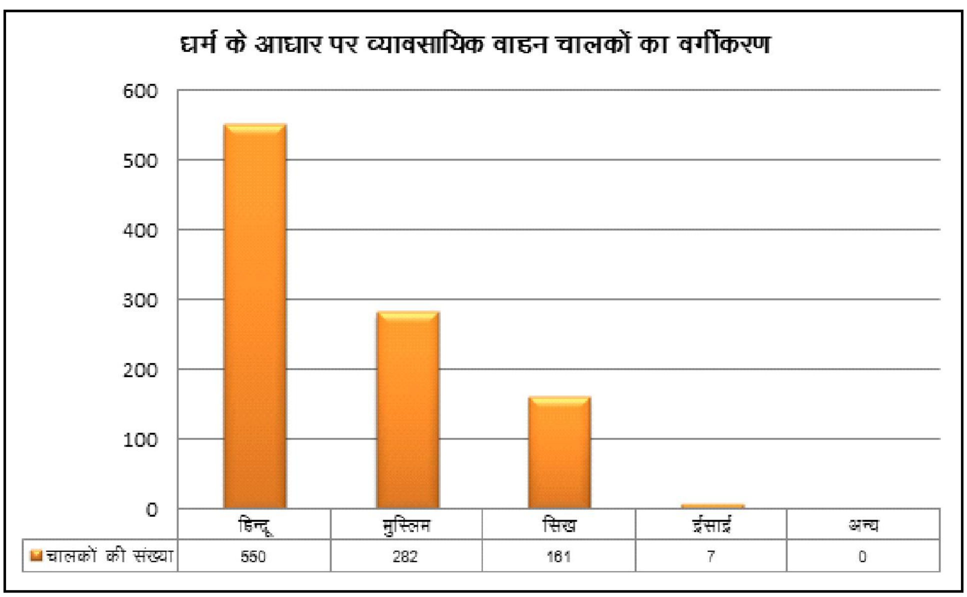
धर्म, मानव के जीवन को आमूलचूल रूप से नियंत्रित करता है। किसी व्यक्ति का

सामाजिक ताना–बाना व संस्कृति, धर्म के द्वारा ही नियंत्रित होती है। जन्म से लेकर मृत्युपर्यन्त तक, सवेरे उठने से लेकर रात्रि सोने तक मानव जीवन पर धर्म की गहरी छाप होती है अतः यह आसानी से कहा जा सकता है कि आमतौर पर मानव के समस्त क्रियाकलाप धर्म के द्वारा ही निर्धारित होते हैं।

ऐसा नहीं है कि मानव की उत्पत्ति के साथ ही यकायक धर्म का प्रादुर्भाव हो गया। विकास के क्रम में मानव के जीवन में धर्म का आगमन हुआ जिसने मानव के जीवन जीने के तौर–तरीकों को आमूलचूल रूप से परिवर्तित करने के साथ–साथ नवीन प्रकार के तौर–तरीकों का निर्धारण किया। प्रस्तुत तालिका में उत्तरदाताओं का धर्म के आधार पर विश्लेषित करने का प्रयास किया गया है।

तालिका संख्या – 7
धर्म के आधार पर व्यावसायिक वाहन चालकों का वर्गीकरण

क्र0सं0	धर्म का प्रकार	चालकों की संख्या	प्रतिशत
1	हिन्दू	550	55
2	मुस्लिम	282	28.20
3	सिख	161	16.10
4	ईसाई	7	0.70
5	अन्य	0	0
	योग	1000	100



चार्ट संख्या–7

उपर्युक्त तालिका से स्पष्ट है कि व्यावसायिक वाहन चालकों में सर्वाधिक प्रतिशत (55) हिन्दुओं का है, दूसरे स्थान पर मुस्लिमों का प्रतिशत (28.20) है, तीसरे स्थान पर सिखों का प्रतिशत (16.10) है वहीं ईसाई का प्रतिशत (0.70) सबसे कम है।

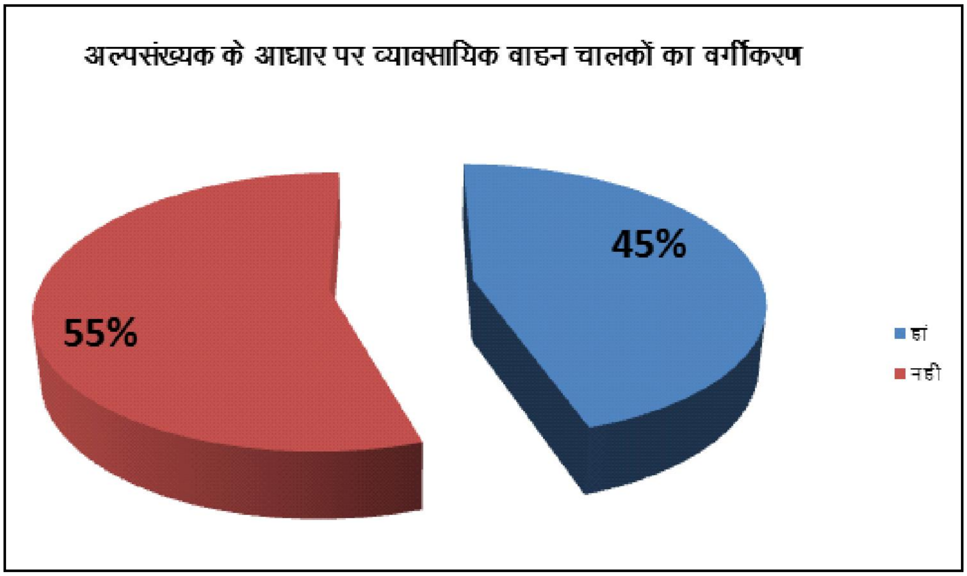
अल्पसंख्यक के आधार पर व्यावसायिक वाहन चालकों की स्थिति

भारत में धर्म के आधार पर अल्पसंख्यकों की गणना की जाती है। हिन्दुओं के छोड़कर मुस्लिम, सिख, ईसाई, बौद्ध, जैन व पारसी को अल्पसंख्यक की श्रेणी में रखा जाता है। वर्ष 2011 की जनगणना की अनुसार ''भारत की कुल जनसंख्या का 19.3 प्रतिशत अल्पसंख्यक हैं जिसमें मुस्लिम 14.2 प्रतिशत, ईसाई 2.3 प्रतिशत, सिख 1.7 प्रतिशत, बौद्ध 0.7 प्रतिशत, जैन 0.4 प्रतिशत तथा पारसी 0.006 प्रतिशत हैं। वर्ष 2011 की जनगणना की अनुसार उत्तराखण्ड की कुल जनसंख्या का 16.9 प्रतिशत अल्पसंख्यक हैं जिसमें मुस्लिम 13.95 प्रतिशत, ईसाई 0.37 प्रतिशत, सिख 2.34 प्रतिशत, बौद्ध 0.15 प्रतिशत, जैन 0.09 प्रतिशत तथा पारसी 0.006 प्रतिशत हैं।''[14] वर्ष 2011 की जनगणना की अनुसार ''ऊधम सिंह नगर जनपद की कुल जनसंख्या का 32.89 प्रतिशत अल्पसंख्यक हैं जिसमें मुस्लिम 22.58 प्रतिशत, ईसाई 0.37 प्रतिशत, सिख 9.87 प्रतिशत, बौद्ध 0.03 प्रतिशत, जैन 0.04 प्रतिशत तथा अन्य 0.01 प्रतिशत हैं।''[15] प्रस्तुत तालिका में अल्पसंख्यक के आधार पर व्यावसायिक वाहन चालकों का वर्गीकरण को दर्शाया गया है।

तालिका संख्या – 8
अल्पसंख्यक के आधार पर व्यावसायिक वाहन चालकों का वर्गीकरण

क्र0सं0	अल्पसंख्यक	चालकों की संख्या	प्रतिशत
1	हां	450	45
2	नहीं	550	55
	योग	1000	100

उपर्युक्त तालिका से स्पष्ट है कि व्यावसायिक वाहन चालकों में अल्पसंख्यकों का प्रतिशत (45) पर्याप्त मात्रा में है। विदित हो कि अल्पसंख्यक के अर्न्तगत मुस्लिम, सिख, ईसाई, बौद्ध, जैन व पारसी को अल्पसंख्यक में गिना जाता है। गैर–अल्पसंख्यकों का प्रतिशत (55) है, गैर–अल्पसंख्यकों में हिन्दुओं को गिना जाता है। यद्यपि ऊधम सिंह नगर जनपद की कुल जनसंख्या में अल्पसंख्यकों का प्रतिशत 32.89 है तथापि अल्पसंख्यकों का व्यावसायिक वाहन चालन के क्षेत्र में 45 प्रतिशत होना इस बात का द्योतक है कि अच्छी खासी संख्या में अल्पसंख्यक व्यावसायिक वाहन चालन के क्षेत्र में संलग्न हैं।



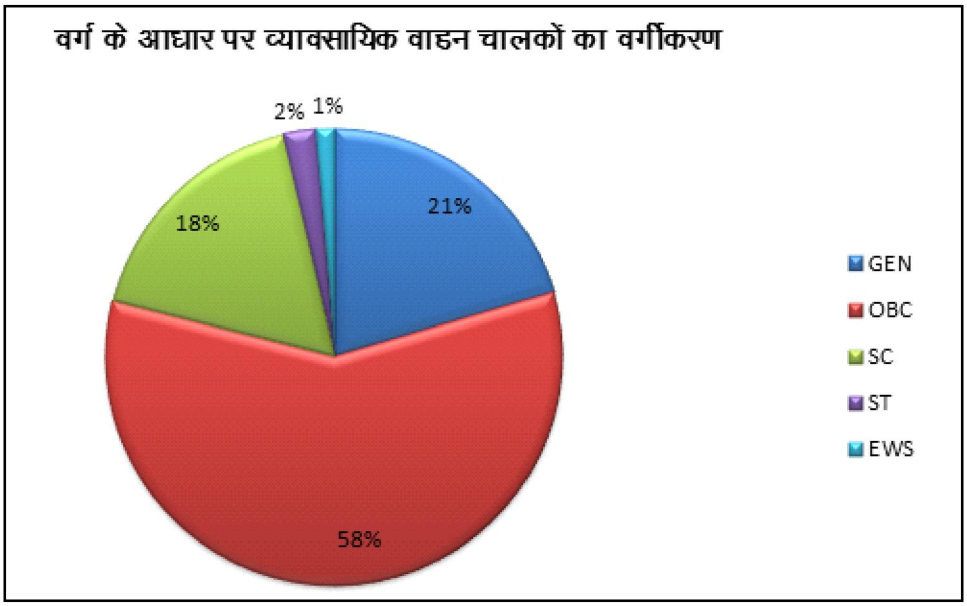
चार्ट संख्या–8

वर्ग के आधार पर व्यावसायिक वाहन चालकों की स्थिति

भारत में जाति व्यवस्था का एक अनोखा स्वरूप पाया जाता है, समाज विभिन्न जातियों में बंटा हुआ है अर्थात समाज का जातियों के रूप में खण्डात्मक विभाजन है इन जातियों में ऊंच–नीच का भाव पाया जाता है। ऐसी व्यवस्था होने के कारण उच्च जातियों ने निम्न जातियों का शोषण किया और ये क्रम लम्बे समय तक जारी रहा फलस्वरूप कुछ उच्च जातियां तो विकास के क्रम में निरन्तर प्रगति करती चली गयी तो वहीं दूसरी ओर निम्न जातियां विकास के क्रम में निरन्तर पिछड़ते चली गयी अतः निम्न जातियों के उत्थान के लिये इन्हें अनुसूचित जाति, अनुसूचित जनजाति एवं अन्य पिछड़ा वर्ग के रूप में परिभाषित कर विभिन्न क्षेत्रों में आरक्षण का प्रावधान कर इन्हें समाज का मुख्य धारा में जोड़ने का सार्थक प्रयास किया गया है। जनगणना में अनुसूचित जाति और अनुसूचित जनजाति से सम्बन्धित आकड़ों को ही प्रस्तुत किया जाता है। वर्ष 2011 की जनगणना के अनुसार भारत में कुल जनसंख्या का 16.6 प्रतिशत अनुसूचित जाति तथा 8.6 प्रतिशत अनुसूचित जनजाति है। वर्ष 2011 की जनगणना के अनुसार ''उत्तराखण्ड में कुल जनसंख्या का 18.76 प्रतिशत अनुसूचित जाति तथा 2.89 प्रतिशत अनुसूचित जनजाति है। वर्ष 2011 की जनगणना के अनुसार ऊधम सिंह नगर जनपद कुल जनसंख्या का 14.45 प्रतिशत अनुसूचित जाति तथा 7.46 प्रतिशत अनुसूचित जनजाति है।''[16]

तालिका संख्या – 9
वर्ग के आधार पर व्यावसायिक वाहन चालकों का वर्गीकरण

क्र0सं0	वर्ग	चालकों की संख्या	प्रतिशत
1	GEN	205	20.50
2	OBC	584	58.40
3	SC	175	17.50
4	ST	23	2.30
5	EWS	13	1.30
	योग	1000	100



चार्ट संख्या–9

उपर्युक्त तालिका से स्पष्ट है कि व्यावसायिक वाहन चालकों में सर्वाधिक प्रतिशत 58.40 अन्य पिछड़ा वर्ग का है, अन्य पिछड़ा वर्ग का से सम्बन्धित लोगों का अधिक होना इसलिये है क्योंकि हिन्दुओं व सिखों की कुछ जातियों के साथ–साथ मुस्लिमों की अधिकांश जातियां अन्य पिछड़ा वर्ग में सम्मिलित की जाती हैं। दूसरे स्थान पर सामान्य वर्ग के लोगों का (20.50 प्रतिशत) प्रतिनिधित्व है, तीसरे स्थान पर अनुसूचित जाति का (17.50 प्रतिशत) का प्रतिनिधित्व है, चौथे स्थान पर अनुसूचित जनजाति का (2.30 प्रतिशत) प्रतिनिधित्व है तथा पांचवे स्थान पर आर्थिक रूप से पिछड़े सामान्य वर्ग के लोगों का (1.30 प्रतिशत) प्रतिनिधित्व है।

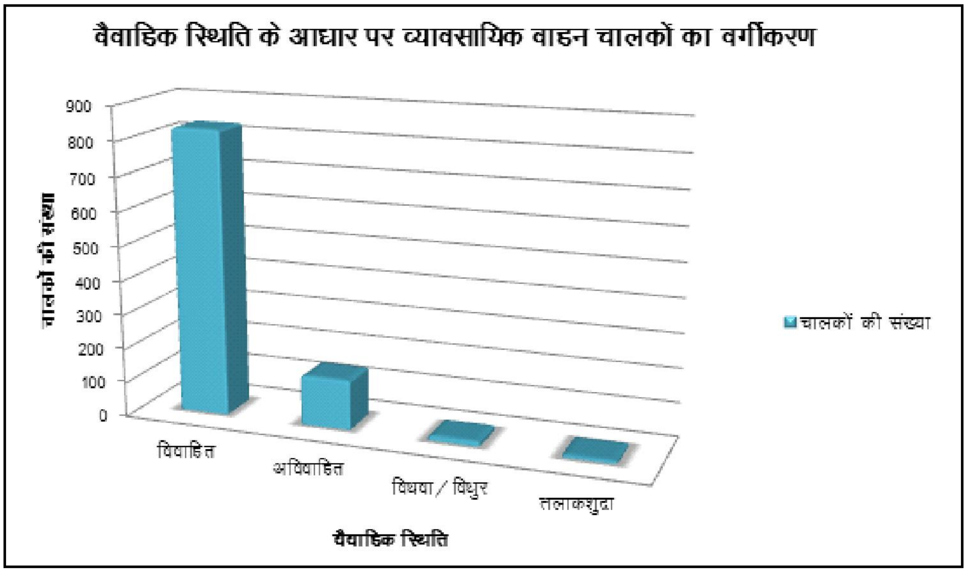
वैवाहिक स्थिति के आधार पर व्यावसायिक वाहन चालकों का वर्गीकरण

मानव जीवन की उत्पत्ति के समय विवाह जैसी कोई संस्था विद्यमान नहीं थी, विकास के क्रम में धीरे–धीरे विवाह जैसी संस्था अस्तित्व में आयी। वास्तव में विवाह एक सामाजिक संस्था है जिसके मुख्यतः दो उद्देश्य होते हैं पहला वयस्क व्यक्ति का स्थायीकरण व दूसरा बच्चों का लालन–पालन व उनका प्रारम्भिक समाजीकरण। विवाह के संबंध में राम अहूजा कहते हैं कि ''यह आवश्यकता पूर्ति तथा सामाजिक नियंत्रण का मुख्य आधार है, साथ ही इसमें व्यक्ति जैविक (यौन संतुष्टि), मनोवैज्ञानिक (स्नेह और सहानुभूति) और आर्थिक (भोजन, वस्त्र एवं निवास) जैसी आवश्यकताओं की पूर्ति करता है।''[17] व्यक्ति अपना जीवन मुख्यतः दो भूमिकाओं का निर्वहन करता है पहली आर्थिक भूमिका और दूसरी पारिवारिक या वैवाहिक भूमिका। अपनी आजीविका चलाने के लिए व्यक्ति को किसी न किसी आर्थिक क्रिया में संलग्न होना पड़ता है जिसमें व्यक्ति अपने जीवन का अधिकांश हिस्सा व्यतीत करता है तथा वैवाहिक भूमिका के अन्तर्गत भी व्यक्ति अपनी जीवन का अधिकांश समय व्यतीत करता है अतः व्यक्ति की सामाजिक स्थिति का अध्ययन करने के क्रम में उसकी वैवाहिक स्थिति का अध्ययन करना महत्वपूर्ण हो जाता है वैवाहिक स्थिति के अध्ययन करने के क्रम में व्यक्ति की अग्रलिखित स्थितियों का अध्ययन किया जाता है अविवाहित, विवाहित, विधवा अथवा विधुर और तलाकशुदा। जिस व्यक्ति का विवाह न हुआ हो उसे अविवाहित, जिसका विवाह हो गया हो उसे विवाहित, वह व्यक्ति जिसका पति या पत्नी की मृत्यु हो गई हो उसे क्रमशः विधवा या विधुर तथा जिसका विवाह के उपरांत किन्हीं कारणों से विवाह विच्छेद हो गया हो उसे तलाकशुदा की श्रेणी में रखा जाता है। प्रस्तुत तालिका में व्यावसायिक वाहन चालकों को वैवाहिक स्थिति के आधार पर वर्गीकृत करने का प्रयास किया गया है।

तालिका संख्या – 10
वैवाहिक स्थिति के आधार पर व्यावसायिक वाहन चालकों का वर्गीकरण

क्र0सं0	वैवाहिक स्थिति	व्यक्तियों की संख्या	प्रतिशत
1	विवाहित	832	83.20
2	अविवाहित	145	14.50
3	विधवा / विधुर	14	1.40
4	तलाकशुदा	9	0.90
	योग	1000	100

उपर्युक्त तालिका में व्यावसायिक वाहन चालकों का वैवाहिक स्थिति के आधार पर वर्गीकरण किया गया है, अध्ययन में अग्रलिखित तथ्य सामने आये जैसे– कुल चालकों का 83.20 प्रतिशत चालक विवाहित हैं जो कि समस्त श्रेणियों में सर्वाधिक है। केवल 14.50 प्रतिशत चालक ही अविवाहित हैं। विधुर चालकों का प्रतिशत 1.40 है जबकि तलाकशुदा चालकों का प्रतिशत 0.90 है। उपर्युक्त विश्लेषण के आधार पर कहा जा सकता है अधिकांश चालक विवाहित हैं जबकि अन्यों का प्रतिशत कम है।



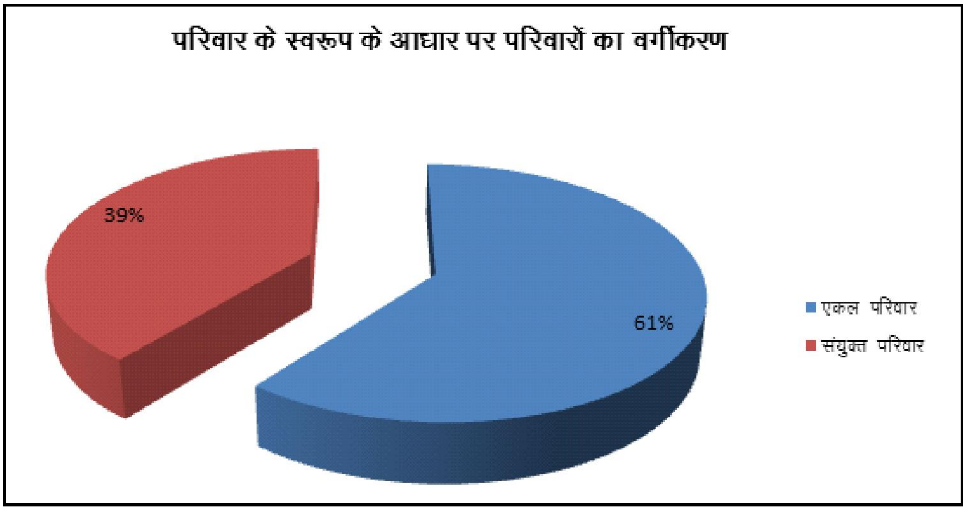
चार्ट संख्या–10

परिवार के स्वरूप के आधार पर परिवारों का वर्गीकरण

परिवार समाज की केंद्रीय इकाई है जो निश्चित यौन संबंधों पर आधारित होने के साथ–साथ बच्चों के प्रजनन और लालन–पालन की समुचित व्यवस्था करता है। परिवार के सदस्य यथा– माता–पिता, पुत्र–पुत्री, दादा–दादी सब एक घर में एक साथ निवास करते हैं जो कि परस्पर अधिकार और कर्तव्य से बने होते हैं। परिवार, मानव के समाजीकरण में मुख्य भूमिका निभाता है। परिवार को रेखांकित करते हुए राम आहूजा कहते हैं कि ''सामाजिक इकाई के रूप में परिवार स्त्री–पुरुष का एक समूह है जो विवाह संबंधों से या रक्त संबंधों से या गोद लेने से बंधा होता है तथा जो आयु, लिंग व अन्य संबंधों पर आधारित भूमिकाओं को अदा करता है और सामाजिक दृष्टि से एक घर या उपघर के रूप में पहचाना जाता है।''[18] व्यावसायिक वाहन चालकों की सामाजिक स्थिति का विश्लेषण करने के सन्दर्भ में उनकी पारिवारिक स्थिति का विश्लेषण करना आवश्यक हो जाता है जिसमें परिवारिक संरचना का अध्ययन करना एक महत्वपूर्ण तथ्य है। प्रस्तुत तालिका में व्यावसायिक वाहन चालकों का परिवार के स्वरूप संयुक्त या एकल परिवार के आधार पर वर्गीकृत करने का प्रयास किया गया है।

तालिका संख्या – 11
परिवार के स्वरूप के आधार पर परिवारों का वर्गीकरण

क्र0सं0	परिवार के स्वरूप	परिवारों की संख्या	प्रतिशत
1	एकल परिवार	607	60.70
2	संयुक्त परिवार	393	39.30
	योग	1000	100



चार्ट संख्या–11

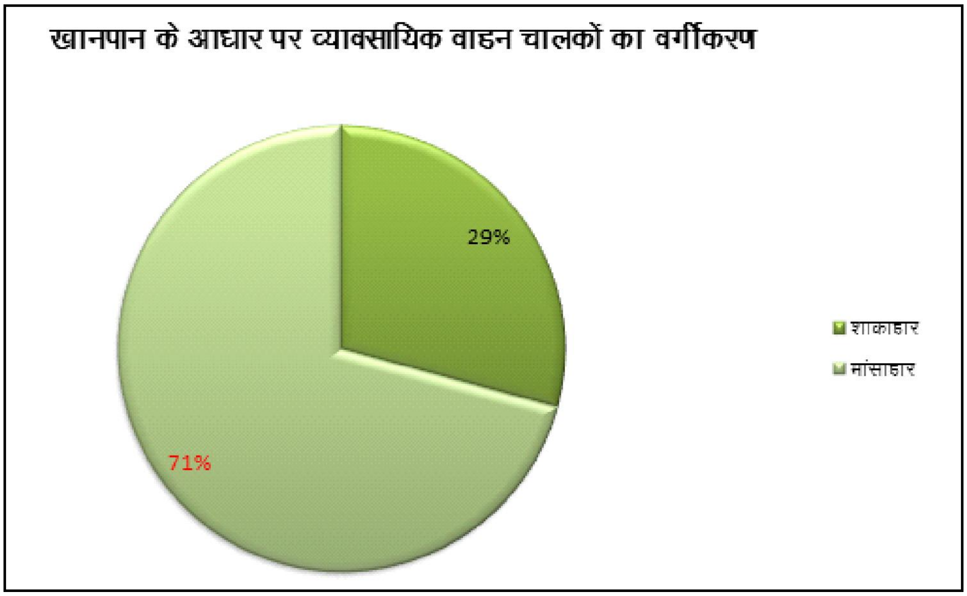
उपर्युक्त तालिका से स्पष्ट है कि उत्तरदाताओं में अधिकांश (60.70 प्रतिशत) के एकल परिवार हैं तो वहीं दूसरी ओर 39.30 प्रतिशत उत्तरदाताओं के संयुक्त परिवार हैं। वस्तुतः वर्तमान युग में एकल परिवारों का चलन बढ़ा है जिसके पीछे अनेक कारण विद्यमान हैं जैसे– गांव से अपने परिवार को अच्छे स्वास्थ्य, शिक्षा आदि के कारण शहरों की ओर लाना, भौतिकतावादी संस्कृति का प्रभुत्व, व्यक्तिवादिता में वृद्धि आदि।

खानपान के आधार पर व्यावसायिक वाहन चालकों का वर्गीकरण

भोजन, शरीर को पोषण प्रदान करता है इस क्रम में समस्त प्राणी विभिन्न प्रकार के खाद्य पदार्थों को भोजन के रूप में ग्रहण करते हैं। मनुष्य भी अपने शरीर को पोषण प्रदान करने हेतु भोजन ग्रहण करता है। संपूर्ण विश्व में मनुष्य भिन्न–भिन्न प्रकार के पदार्थों को भोजन के रूप में सम्मिलित करता है, यद्यपि भोजन मनुष्य की रूचि पर निर्भर करता है, तथापि काफी हद तक व्यक्ति के खानपान का निर्धारण उसके धर्म, संस्कृति आदि द्वारा निर्धारित किया जाता है कि वह व्यक्ति अमुक पदार्थ खाएगा अथवा नहीं खाएगा। मूल रूप में भोजन को दो भागों में वर्गीकृत किया जाता है शाकाहार और मांसाहार। वे लोग जो भोजन के रूप में केवल शाक–सब्जी, अनाज अर्थात शाकाहार पदार्थों को ग्रहण करते हैं उन्हें शाकाहारी कहा जाता है तथा वे लोग जो शाकाहारी पदार्थों के साथ–साथ मांस को भी अपने भोजन के रूप में ग्रहण करते हैं उन्हें मांसाहारी की श्रेणी में रखा जाता है। व्यावसायिक वाहन चालकों में नशाखोरी के रूप में मदिरापान की प्रवृत्ति आमतौर से पाई जाती है, प्रायः मदिरा के साथ मांसाहारी भोजन को ही पसंद किया जाता है। प्रस्तुत तालिका में खानपान के प्रकार के आधार पर व्यावसायिक वाहन चालकों का वर्गीकरण किया गया है।

तालिका संख्या – 12
खानपान के आधार पर व्यावसायिक वाहन चालकों का वर्गीकरण

क्र0सं0	खानपान का प्रकार	चालकों की संख्या	प्रतिशत
1	शाकाहार	292	29.20
2	मांसाहार	708	70.80
	योग	1000	100



चार्ट संख्या–12

उपर्युक्त तालिका में व्यावसायिक वाहन चालकों का खानपान के आधार पर वर्गीकरण किया गया है। अध्ययन में पाया गया कि कुल उत्तरदाताओं का 29.20 प्रतिशत उत्तरदाता शाकाहारी है जबकि मांसाहारियों का प्रतिशत 70.80 है, जो इस बात को रेखांकित करता है कि उत्तरदाताओं में एक तिहाई के लगभग मांसाहारी हैं। सर्वेक्षण के दौरान सर्वेक्षणकर्ता को व्यावसायिक वाहन चालकों द्वारा बताया गया कि ड्राइविंग के व्यवसाय में खाने की बहुत अनिश्चितता रहती है साथ ही शाकाहारी भोजन प्रत्येक स्थान पर मिलना एक दुष्कर कार्य है फलस्वरूप अधिकांश चालक मांसाहार की ओर प्रेरित हो जाते हैं।

निष्कर्ष

व्यावसायिक वाहन चालकों का अध्ययन करने के क्रम में शोधकर्ता द्वारा ऊधम सिंह नगर जनपद के विभिन्न श्रेणियों (भारी, मध्यम, हल्के वाहन, माल व सवारी ढोने वाले वाहन इत्यादि)

के एक हजार वाहन चालकों को सम्मिलित किया गया जिसमें शोधकर्ता ने व्यावसायिक वाहन चालकों की जीवन शैली को समीप से देखने का अवसर मिला। शोधकर्ता ने रिसर्च टूल के रूप में अवलोकन, साक्षात्कार पद्धति का उपयोग किया, शोधकर्ता ने अपने अध्ययन में पाया गया कि व्यावसायिक वाहन चालकों को अपने व्यवसाय में निम्न समस्याओं का सामना करना पड़ता है–

1. वैधानिक रूप से ड्राइविंग की उम्र 18 वर्ष, परन्तु 18 वर्ष से कम उम्र के 0.8 प्रतिशत व्यक्ति ड्राइविंग के व्यवसाय में संलग्न पाये गये।
2. अधिकतर व्यक्ति (69.90 प्रतिशत) 18 से 40 वर्ष की आयु के मध्य ड्राइविंग के व्यवसाय में संलग्न पाये गये।
3. 60 वर्ष से अधिक आयु का कोई भी व्यक्ति ड्राइविंग के व्यवसाय में संलग्न नहीं पाया गया।
4. अध्ययन में एक भी महिला ड्राइविंग के व्यवसाय में संलग्न नहीं पायी गयी।
5. अध्ययन में 0.01 प्रतिशत दिव्यांग व्यक्ति ड्राइविंग के व्यवसाय में संलग्न पाये गये।
6. कुल व्यक्तियों का 27.4 प्रतिशत व्यक्ति अशिक्षित, 69.8 प्रतिशत व्यक्ति शिक्षित तथा 2.8 प्रतिशत व्यक्ति उच्च शिक्षित पाये गये।
7. कुल व्यक्तियों का 69.2 प्रतिशत ने हिन्दी माध्यम से, 2.3 प्रतिशत ने अंग्रेजी माध्यम से तथा 1.1 प्रतिशत ने अन्य माध्यम से शिक्षा प्राप्त की।
8. कुल व्यक्तियों का 69.2 प्रतिशत ने सरकारी विद्यालयों से तथा 3.4 प्रतिशत ने निजी विद्यालयों से शिक्षा प्राप्त की।
9. हिन्दू 55 प्रतिशत (सर्वाधिक), मुस्लिम 28.2 प्रतिशत, सिख 16.1 प्रतिशत तथा ईसाई 0.7 प्रतिशत व्यक्ति ड्राइविंग के व्यवसाय में संलग्न पाये गये।
10. कुल व्यक्तियों का 45 प्रतिशत व्यक्ति अल्पसंख्यक पाये गये।
11. ओ0बी0सी0 58.4 प्रतिशत (सर्वाधिक), सामान्य 20.5 प्रतिशत, एस0सी0 17.5 प्रतिशत, एस0टी0 2.3 प्रतिशत तथा आर्थिकरूप से पिछड़े वर्ग के 1.3 प्रतिशत व्यक्ति ड्राइविंग के व्यवसाय में संलग्न पाये गये।
12. विवाहित 83.2 प्रतिशत, अविवाहित 14.5 प्रतिशत, विधुर 1.4 प्रतिशत तथा तलाकशुदा 0.9 प्रतिशत पाये गये।
13. परिवार के स्वरूप के आधार पर व्यावसायिक वाहन चालकों में 60.7 प्रतिशत ने एकल परिवार तथा 39.3 प्रतिशत ने संयुक्त परिवार में रहने को स्वीकारा।
14. कुल व्यक्तियों में 29.2 प्रतिशत शाकाहारी तथा 70.80 प्रतिशत मांसाहारी पाये गये।

परिणाम

किसी भी देश की अर्थव्यवस्था में सड़क परिवहन व्यवस्था का अमूल्य योगदान होता है और सड़क परिवहन व्यवस्था को सुचारू रूप से बनाए रखने में व्यावसायिक वाहन चालक मुख्य भूमिका का निर्वहन करते हैं। 18 वर्ष से कम उम्र के लोग व्यावसायिक वाहन चालन के क्षेत्र में पाये गये, महिलाओं का प्रतिनिधित्व न समान है, आयु अधिक होने पर व्यक्ति ड्राइविंग के योग्य नहीं रहते जो परिवार पर आर्थिक बोझ के रूप में परिलक्षित होते हैं इत्यादि जैसी कुछ समस्याएं हैं जिन्हें दूर करने की नितांत आवश्यकता है ताकि देश और समाज उत्तरोत्तर प्रगति कर सके।

सुझाव

1. 18 वर्ष से कम आयु के व्यक्तियों के लिये वाहन सम्बन्धी अन्य प्रावधान किये जा सकते हैं।
2. 60 वर्ष से अधिक आयु के व्यक्तियों के लिये मासिक आय हेतु उपाय किये जा सकते हैं।
3. व्यावसायिक वाहन चालन के क्षेत्र में महिलाओं के प्रतिनिधित्व को सुनिश्चित करने हेतु प्रावधान किये जा सकते हैं।
4. शिक्षा हेतु प्रावधान किये जा सकते हैं।
5. खाने पीने की अच्छे होटल/ढाबे संबंधी प्रावधान किये जा सकते हैं।

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