

(ISSN 2350-1456)

EXPRESSION

An International Journal of Social Sciences

(A Blind Peer Reviewed Refereed Indexed Half Yearly Journal)

Jan 2020

Volume – 06

Issue - 01



MODERN COLLEGE OF PROFESSIONAL STUDIES GZB

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EXPRESSION - An International Journal of Social Sciences

(A Blind Peer Reviewed Refereed Indexed Half Yearly Journal)

ISSN 2350-1456

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Title: the title should to brief nor unnecessarily long. It should reflect the content of the paper so as to derive the maximum advantage in indexing.

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Introduction: Long and elaborate introduction should be avoided. It should be brief and state the exact scope of periodicals can use it without modification. the study in relation to the present status of knowledge in the field.

Main Body of the Paper – It should include following points:

- I. Research Question/ Research Problem & Research Objectives.
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- III. Hypothesis of the research (If needed)
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Tables: Tables should have short descriptive caption and numbered consecutively.

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From Chief Editor

Dear Readers

I am delighted to celebrate the launch of January 2020 issues of Journal-Expression an International Journal of Social Sciences (A Blind Peer Reviewed Refereed Indexed Half Yearly Journal). It provides an important forum to address critical issues in the field, exchange new ideas and disseminate the latest developments in quality research. I am very aware of the responsibilities that the editor's role entails, and I approach my new role with both excitement and some trepidation. The present volume of journal contains ten papers. based on valuable research.

I am very aware of the responsibilities that the editor's role entails, and I approach my new role with both excitement and some trepidation. It continues to gain appreciation and accolade as it provides a platform that stimulates and guides the intellectual quest of scholar. Expression is a Blind Peer Reviewed Refereed Indexed Half Yearly Journal that brings to the reader's high quality research. However, these weaknesses can be managed by an effective and active editorial office, and I believe they are outweighed by the benefits. There is strong consensus that accepted articles are often improved by peer review after referees' comments and criticisms are dealt with; this explicit appraisal process also helps to engender trust of the reader.

We would like to express our gratitude to our valued contributors for their scholarly contributions to the journal. Appreciations is due to the editorial advisory board, the panel of referees. The contributors of our team members are highly appreciated. On the behalf of Expression's Editorial team, I would like to extend a warm welcome and heartily thanks our authors, advisors, editors and reviewers, all of whom have volunteered to contribute to the journal. Lastly I should thank all our submitting authors, who have toiled in the production of their work,

Dr. Nisha Singh

Principal
Modern College of Professional Studies
Affiliated to CCS University, Meerut

About Journal

Founded in 2003, Modern College of Professional Studies, Ghaziabad has already established a reputation as a medium to expand one's knowledge & enhance skills to achieve success.

The strength lies in the strong academic faculty, focus on research and collaboration with industry. The publication of first International Journal of MCPS "EXPRESSION - An International Journal of Social Sciences" (A Blind Peer Reviewed Refereed Indexed Half Yearly Journal) proved to be a milestone in achieving academic expertise. Now, we are bringing the second issue of the journal.

The Volume-06, Issue-01 of "EXPRESSION - An International Journal of Social Sciences" covers finest peer-reviewed research in all fields of management, IT, Education, Commerce, Law and Social Science and taking contemporary issues and latest trends in the global village.

It contains diverse collection of original articles and research work of researchers, academicians and scholars.

Through this journal, we would like to share globally our experiences and learning with other education assessors or evaluators.

The basic objective is to provide opportunities for all those interested in learning more about in the field of Social Sciences.

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TEACHER FREEZING: A BARRIER IN EFFECTIVE TEACHING

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ABSTRACT

Education has become the fourth necessity for human beings after food, clothing and shelter, in today's competitive world. Education acts as the distribution mechanism of the cultural and social values in the society. Academicians, administrators, parents, community, and student's community complains of teacher's indifference as the main cause for weakening standards in education. Main reason for this exhaustion is lack of interest and zeal of teacher for performing their duties and their incapability to innovate in teaching and research, teacher's inability to innovate social, psychological, physical and moral aspects which are as important as teaching and research has been neglected. The present study is an attempt in this direction to investigate the teachers' inability in teaching/research, and also to identify the other aspects which are making them freeze teachers. The teacher freezingness used in the study not only refer to teacher's inability, but to mean the overall unused, under used and stagnated intellectual, psychological, social, physical and more potentialities of teachers. Teacher's freezing affects not only on the quality of students and school but also have impact on overall education. Numerous attempts have been made in the field of teaching competency, teacher effectiveness and teacher innovativeness but very few researches have been made in the field of teacher freezing. The main objective of this study is to analyses the different aspects related to teacher freezing with the strategies of the removal

Keywords: Teacher freezing, education, effective Teaching.

INTRODUCTION

Education is indeed a powerful tool to contest the cut-throat competition that man is facing with at every moment in life. Education may be considered as the means to bring about the desired change in any society, to develop a generation of worthy individuals and thus contribute to the overall development of Nation. Education is a continuous, dynamic lifelong and ever changing process. The

fundamental purpose of education is to gain knowledge, inculcate human values and attain technical competency. Education makes able a person physically, mentally and socially for the adjustment in the world of work in later life. Education is needed for economic wealth, social prosperity and political stability. Education has a very important role to play in supporting students to understand their cultural identity. Education acts as the distribution mechanism of the cultural and social values in

the society. The importance of education has been realized from ancient times and persons without education have been compared with animals.

Word teacher is made from the word teach. The word 'teach' has been derived from the Anglo Saxon word "Taecon" which means 'to impart', 'to instruct', 'to train' and 'to make aware of'. The teacher plays a major role for the transmission of intellectual and technical skills from one generation to next. The teacher is a person on whom the future of children and mankind depends. He plays main role in shaping and molding the personality of the individual. A successful teacher is one who is able to cultivate creative thinking, develop skills and desire for lifelong learning among students. In any society a teacher has a very important and respectable place of a noble profession. Teaching as a profession is different from other professions because of its nature. Teachers are the leading professionals group engages in human development activities, so they have to aware the learner to face the challenges in the era of Globalization, Privatization and Liberalization along with the technical advancements in educational sector. Success of every profession depends mainly on specialized knowledge, the full devotion & dedication along with the competency. Therefore a teacher has to be realistic and to give up the transmission model of teaching. The teachers should be professionally equipped with a variety of skills, competencies, commitment, determination and accountability to be a good professional teacher. Teacher's indifference is a main cause for weakening standards in education and main reason for this exhaustion is lack of interest and zeal of

teacher for performing their duties and their incapability to innovate in teaching, this can be called teacher freezingness

According to Haseen Taj -Teacher freezingness can be described as the value dimensions to the college teachers that the community and administrators complain about the teacher indifferences as the main reason of deteriorating standards in education., The role of teacher is well recognized and realized because of supreme importance. The teacher and learner are the only two living agents of teaching and learning activity. Teacher's responsibility is very crucial due to this reason his role is supposed to be more superior to any other human being. Teacher should be a good inspirer, the process of inspiration should be based upon good impression, indoctrination, and instruction and training etc. Less insist should be upon the process of imposition which is against the humanization. The main concern of teacher freezingness is to improve the quality of teacher's working life as well as teaching. Today, teachers are encircled by so many situations that they sometimes feel overworked and frustrated. There may be many stressful factors such as irrelevant non academic workload, indiscipline students, deterioration in service conditions, non supportive principles, competition among colleagues, etc, account for teacher freezingness and frustration of job. Teacher's personality and congenial work environment can help teacher freezingness. Today teachers are interested to do more of desired work instead of academic work (Srimali 1999). To become more reflective is not sufficient for teachers. Creating a "standard" for self-reflection is also needed. The only ones who

Teacher Freezing A Barrier in Effective Teaching

can make the required fundamental changes necessary to increase their effectiveness, without providing any mechanism to reach that goals, are the teachers themselves, but they need support and encouragement of professional development programs. A greatest scientist, Albert Einstein, reminds us that "Not everything that can be counted counts, and not everything that counts can be counted".

TEACHER FREEZINGNESS CAN BE OBSERVED IN FOLLOWING AREAS:

Teaching and Teaching methodology: It includes the classroom teaching practices which include the conventional methods of instruction and to use new methods or techniques in teaching and learning.

Innovations: It covers the teacher's passion of using experimentation and innovations in teaching-learning process.

Evaluation: It includes the teacher's effort to develop different evaluative measures to identify the individual differences.

Classroom Interaction: It covers the human relationship that a teacher has to develop towards his co-worker, administration and his students.

Classroom Management: It covers the level of responsibility the teacher's willingness to carry workload to promote quality education.

Quality promotion efforts: It covers time energy and the amount of will the teacher uses

in participating in school administration, meeting, in-service programmes, seminars and conferences.

Moral Responsibility: It covers the teacher's sense of responsibility and actual practice in developing certain moral values among his students.

TEACHER FREEZINGNESS CAN BE OBSERVED IN FOLLOWING WAYS:

- Lacking in nourishing the skills and their use of teaching and learning methods.
- Resistance to innovative ideas and thoughts for teaching
- Initiative is not taken for planning and construction of the evaluative measures.
- Lack of active participation in decision making regarding education.
- Lack of zeal for acquiring new knowledge and for applying any innovations and providing reinforcement to students.
- Escaping from taking extra responsibilities and planning of the curriculum schedule.
- Negligible involvement in any administration work and meetings participation in research work.

STAGES OF TEACHER FREEZING

(1) **Loss of Enthusiasm:** When people enter in the field of teaching profession they have high energy level with strong ideals and sincere intention to help children. They tried to exhibit their self-identity from their work and hence they have a strong desire to be appreciated. When they fail to get proper responses for their work, their enthusiasm ends.

(2) Frustration: Frustration is one of the earliest signs in the process of freezing. There are many factors that are responsible to the frustration of teachers as rise in indiscipline and violence, non-cooperative administration, low salary and various malfunctions of the organization etc.

(3) Alienation: Alienation of the teachers is a response or outcome of incapacity, disappointment and loss of interest in one's work. Alienation is related to detachment, removal and isolation within the vocational setting. A strong relationship exists between alienation and lack of supportive environment. Alienation is Inherent in the teaching profession due to high level of responsibility towards their work.

FOLLOWING FACTORS CAN BE RESPONSIBLE FOR TEACHER FREEZING:-

1. Family and health related problems
2. Tradition, rituals and family responsibilities particularly in the case of females
3. Not proper recognition of the work and skills
4. Not proper motivation and interest for innovation.
5. Over burden and complications of the task.
6. The clashes of old and new methods.
7. Unsatisfactory environment and Poor working condition promoting Low job satisfaction
8. unsupportive management

WAYS TO REMOVE TEACHER FREEZINGNESS

Teacher freezingness can be removed by

following techniques:

Teachers Should Make True Stakeholders

Empowering teachers to take on leadership roles gives educators a true stake in their institution. When teachers have a major position in making institution decisions, they will feel their voices are heard, and will actively participate in building its culture and it will promote teaching competency is raised.

Appreciation For The Good

Appreciation of the good work is authentic recognition of a teacher's hard effort and the resulting student successes. It can be made by sharing that work with others as a model of excellence. Teachers who experience appreciated and perceive positive outcomes for their students are more likely to carry on in their efforts. A college that regularly recognizes the efforts and positive actions of its teachers create a community that have faith in its members, collaborates, and constantly pushes to try to do more. That's some influential collective efficiency

Provide Collaborative Environment

Creating a collaborative environment is vital toward building collective and individual teacher efficiency. Teachers should know what's occurring in other classrooms to develop trust and confidence in each other's ability to guide students to get success. They also need time to share their ideas with each other and to work together toward building institute-wide best practices. Encouragement should be given to an environment that

Teacher Freezing A Barrier in Effective Teaching

facilitates collaborative efforts among teachers. Collaboration among teachers encourages creativity, professionalism, and student achievement. Educators who work in a collaborative setting are able to share the workload and enjoy the benefits of receiving feedback and support from other professionals in the classroom. A passionate teacher with a strong understanding of her students and content guidelines has the power to excite students about learning. For teachers to keep the joy of teaching and pass on the joy of learning, finding a balance between autonomy and collaboration is a necessary step.

Hardships Should Be Acknowledged

It's has been observed that teachers are always busy in paperwork, lesson planning, grading, teaching multiple courses and many other extracurricular activities. A administrator who truly understands and acknowledges the workload helps teachers desire that they're not just endlessly swimming stroke. When a administrator doesn't assist teachers who feel overwhelmed, they will lose their sense of efficacy. They may feel they're failing, and can blame themselves for not maintaining. Classroom instruction, in turn, is certain to be affected. Administrator can help by listening once they invite help, and do assist them manage their responsibilities. By doing this, they're more likely to have teachers who feel appreciated and supported in getting things done.

Opportunity Should Be Provided For Professional Development

A college's staff member at different points in their careers, have different levels of

experience, and likes to sat through many workshops on different topics. Administrator can provide a opportunity for Utilizing the staff experience and allowing teachers to self-elect Professional Development topics, run training sessions, and share their own work can promote active participants for their personality development, rather than passive receivers. This practice will builds a culture of efficiency amongst teachers who genuinely work together to improve their teaching .

Autonomy Should Be Provided

There should be some professional independence among the teachers because once they are liberal to teach, they teach more efficiently. In allowing academic freedom, means freedom of study, learn and teach. There shouldn't be an excessive amount of interference within the work of teacher by higher authorities in order that teacher may perform his duty with none fear. Administrator must be cautious and should make constant monitoring whether teachers are using their autonomy for the good of their students, or if teachers are hiding behind academic freedom.—using it as a shield from progress. In allowing and providing autonomy for teachers, one must be sure those that desire autonomy have good intentions.

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EFFECTIVENESS OF THE ACCOUNTING INFORMATION SYSTEM AND ENTERPRISE RESOURCE PLANNING (ERP)

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ABSTRACT

The use of the Enterprise Resource Planning Systems showed a significant growth. This growth has lead to the need to have an empirical evidence about the accounting benefits from using that systems. The existences of accounting research on ERPS has created an opportunity for further research on the Accounting Information Systems (AIS) quality and effectiveness in the decision making process related to the level of the use of the ERPS. This research is using alternative methods of Partial Least Square (PLS). The result suggest that the manager's perceptions of the AIS quality affect the effectiveness of the decision making process. The breadth of the use of the ERPS can be a moderating factor in the relationship between manager's perception of the AIS quality and the effectiveness of the decision-making process. Finally, there was no difference between the perceptions of the different department managers regarding the AIS quality and the effectiveness of the decision making process on the breadth of the use of the ERPS.

Keywords: ERPS capabilities, AIS quality, Decision Making Process Effectiveness, manager perceptions

INTRODUCTION

According to market research of reportbuyer for information technology (IT), the use of the ERPS showed a significant growth. There are more than 250 companies that have implemented SAP, and more than 100 companies have implemented Microsoft Dynamics. In the same year Metrodata has recorded a market growth of 20-30% per year for the ERPS. This growth has lead to the need to have an empirical evidence about the accounting benefits from using that systems.

Besides the large investment, the use of such system has openend a great opportunity for reseach in the accounting field.

Dehning dan Richardson (2012), suggested that there is an opportunity for accounting researchers to investigate the return on investment on IT investments. The need for ERPS research in also emphasized by Hunton et al. (2013), Suton (2016), Moon (2017), Schlichter and Kraemmergaard (2017), Grabski et al.,2018, and Granlund (2018). They stated that there are only few researches that have

explored ERPS in accounting discipline. The existences of

accounting research on ERPS has created an opportunity for further research on how the level of the use of ERPS will influence the change in the AIS process. Does the change lead to a better quality in the AIS outputs, which lead to the effectiveness of the decision making process by the managers in different departments?

Based on previous studies, the studies about the AIS quality or the effectiveness in the decision making process in relation to the use of the ERPS have not been specifically studied. Therefore, it is necessary to explore the accounting point of view about the influence of the use of the ERPS on the AIS quality and effectiveness in the decision making process related to the level of the use of the ERPS. As a result, the following research question is formulated as follows

- Is the manager's perception of the AIS quality affects the effectiveness of the decision making process in the use of ERPS?
- Is the breadth of the use of ERPS becomes a moderating factor in relation to the manager's perception of the AIS quality with the effectiveness of the decision making process?
- Are there differences in the manager's perceptions of the different departments regarding the AIS quality and the effectiveness of the decision making process and in the breadth of the use of the ERPS?

THEORETICAL BACKGROUND

2.1 Theory of Information Systems Success

This study will apply the information system (IS) success model by DeLone and McLean (2012) and the model that is proposed by Doll and Torkzadeh (1988) to measure the end user's satisfaction. The measurement consists of five dimensions, namely 1) content, indicates that the systems has provided the information in accordance with the user requirements; 2) accuracy, indicates that the systems has provided accurate information; 3) format, indicates that the system has provided information in the appropriate display format; 4) ease of use, indicate that the system is easy to use; 5) timeliness, indicates that the system has provided information in a timely manner.

2.2 The Extent of the Use of The Enterprise Resource Planning System

The extent of the use of the ERPS will vary between companies. This depends on the urgency or the level of the company needs and the availability of funds for implementation. This research will use the capability concept that is proposed by Karimi (2017). The capability implies the extent of the use of the ERPS in such company. The difference in the breadth of the use is expected to give a different impact to the company. Further, according to Karimi (2017), the extent of the use of the ERPS can be viewed through

- 1) the number of the functions in the company that is using the ERPS,
- 2) the number of the divisions or departments that are using the ERPS, and
- 3) the number of offices that are geographically dispersed in various regions that are using the ERPS.

With the more extensive use of the ERPS the more widely the information is disseminated to all functions of the company. This is important because the information is the key for the decision making process. The wider the use of the ERPS, the more integrated the data that will help the manager in solving the problem and making decisions. Besides, the integrated system is expected to provide a rapid analysis reporting in a timely maner (Gupta, 2000; Shebab et al., 2004).

2.3 The Effectiveness of the Accounting Information Systems and the Decision Making Management

The effectiveness of an information system can be described through a number of different perspectives (DeLone and McLean, 1992). Evaluation of an effective systems can be shown through the output produced as required, increased productivity, improve performance, and increased control over the decision related to the information that is produced by the AIS. Thus, the information generated expected can make the decision making process more effective.

The information delivered is easier to interpret and understand, as well as that the dissemination of information to all functional departments could be improved . According to Kim (2017) the assessment of the effectiveness of AIS relies on the use of AIS as perceived by the user regarding the quality of the information produced. The quality of information depends on the reliability, report forms, timeliness and relevance for the

decision maker. Nicolao (2016) defined effectiveness of AIS as a decision, the decision

maker perceives about the information output generated by the transaction processing system, the management reporting, and the whether the budgeting systems meets their needs in the coordination and the control of tasks. Nicolaou (2016) and Yeunyong (2017) stated that there is a relationship between the use of an integrated system and the effectiveness of AIS. Alzoubi (2018) found that the use of the ERPS has effected the effectiveness of AIS. The effectiveness of AIS can be described through quality of the accounting information output and the firm's internal control. Other studies have been conducted by Spathis and Constantinides (2014), Spathis (2016), and Spathis and Ananiadis (2015). They examine the reasons why companies convert their conventional information system to benefits perceived from adopting ERPS is for the accounting application integration, increasing flexibility in generating information and improving the quality of financial reporting and decisions with respect to timelines and the reliable accounting information produced. Brazel and Dang (2015) examine the ERPS adoption to the relevance of the information and reliability of the information in financial reporting for external users. They found that after the implementation of ERPS, the company will decreased the reporting lag simultaneously. Whereas Poston and

Grabski (2018) have shown that the use of ERPS can reduce costs by increasing efficiency through the computerized system, and improved decision making by providing accurate and timely informations. Other research on the relationship between ERPS and decision making process has been done by

Carton and Adam (2015), Bahrami and Jordan (2018). Carton and Adam's (2015) study result say that the previous studies have only examined only the effect of ERPS on the operating level and only few at the managerial level. While Bahrami and Jordan (2017) showed an improvement in the decision-making process both at at the strategic and operational levels.

However it is not the company's main goal in using the ERPS. Other researcher, Xu et al. (2017) has conducted a case study in an Australian company about the quality of the data related to the implementation of the ERPS. They have found out that the quality of the data is important and the main reason for implementing the system. Sajady et al. (2018) stated that the effectiveness of the AIS depends also on the perception of the decision maker about the usefulness of the information generated by the system. How the information satisfies their needs about the

operational processes, managerial reporting, budgeting, and control of the organization. The results of Sajady et al. (2018) indicated that the implementation of AIS will lead to improvements in the process of decision making by managers, internal control and financial reporting quality, and facilitation of the transaction processing companies.

Therefore in this study, assessment of the effectiveness of the AIS is based on the user perceptions about the usefulness of the information. Measurements were performed by assessing user's satisfaction for the quality of information, including the form, content, and appearance.

2.4 The Perceive of the AIS Quality and the Decision Making Management Differences

The Previous studies on differences in the manager's perspectives from various departments related to ERPS, showed inconclusive results. Chang (2016), Ifinedo and Nahar (2017), Esteves (2018), have found that there is no differences in the perception of the managers of the various departments in terms of the benefits of information system's implementation. However Holsapple et al. (2016) suggested that user satisfaction was higher in the system-level managers than in the non-managers level. Similarly Longinidis and Gotzamani (2018), have found differences in the user's perception of the network departments within the sales and supporting department. Kanellou and Spathis (2018) have also suggested that there is a difference on perception on system performance between IT professional and accountants, but no differences in perceptions regarding the benefits of accounting of the use of ERPS.

Based on the theoretical framework discussed above, the hypotheses are formulated as follows:

H1: AIS quality has positive direct effect on effectiveness of decision making process

H2: More extensive the use of the ERPS mediates the positive direct effect of Manager's perception of the AIS quality on effectiveness of decision making process

H3: There are no differences on manager of different department perceptions regarding the

AIS quality and effectiveness of decision making process in the breadth of the use of the ERPS.

from direct visits so that a total of 71 copies representing 71 companies, but only 63 of them can be processed.

METHODOLOGY

The data was collected by sending questionnaires by mail or e-mail and sent directly to the companies. This research is using alternative methods of Partial Least Square (PLS). The reason underlying the use of PLS is the small sample size. In addition to estimating the complex models with small samples, PLS does not assume the data should be normally distributed. Moreover, the use of PLS is also very appropriate when the conceptual and measurement models are either well undeveloped or it's still in the exploratory stage of the development of the theory (Ghozali, 2011). Similarly, according to Chin (2018), PLS is specifically useful in analyzing and modeling for a minimal measurement scale and small sample size. The program used is Visual PLS. Meanwhile, for the purposes of testing the differences perception the SPSS is used.

DISCUSSION

From 395 companies as ERPS users, only 268 companies agreed to be surveyed. Data collection was carried out for four months, starting in October 2018 until February 2019.. Up to the time limit, the rate of return via mail and e-mail has collected 12 copies, while visits directly collected 38 copies. It is still far from the expected. Therefore, the researchers extended the time of data collection until April 2017. The end result of the process of collecting data is as follows: 18 copies were collected via mail and e-mail and 53 copies

Respondent Profile, ERPS users consist of various types of industries, but most were firms in the Miscellaneous Industry. Based on the position of the respondents in the company, the position of the department managers varies. Managers who are in the Non IT/Accounting field are 41% and 30% are in the IT, while in the accounting field 29%. This indicates that the ERPS users do not only exist in one department, but are also in different departments that have already been acquainted with the use of ERPS. Furthermore, most respondents have used ERPS vendors of SAP, as many as 43%. Based on the description of the respondents, it can be concluded that the sample is fairly representative of the kind of industry, the department's managers who have filled the questionnaires, and the type of vendors used.

This research was conducted with three objectives: (1) assess whether the manager perception of the accounting information systems quality affects the effectiveness of the decision making process, (2) assess whether the breadth of the use of ERPS can be a moderating factor in the relationship between manager's perception of the accounting information systems quality and the effectiveness of the decision-making process, (3) assess whether there are differences in perception between managers of different departments about the accounting information systems quality and the effectiveness of the decision-making process in the breadth of the use of ERPS.

CONCLUSION

Based on the above objective hypothesis testing has been performed and obtained the following results;

- The manager's perceptions of the accounting information system's quality affect the effectiveness of the decision making process.
- The breadth of the use of the ERPS can be a moderating factor in the relationship between manager's perception of the accounting information system quality and the effectiveness of the decision-making process.
- There was no difference between the perceptions of the different department managers regarding the accounting information systems quality and the effectiveness of the decision making process on the breadth of the use of the ERPS.
- As the results of testing the outer model, the breadth of the use of the ERPS, can be measured with the capability concept proposed by Karimi et al. (2007) The level of usage can be seen from the wide range of systems using either functional or geographic systems. Therefore, the concept of information system capabilities can be used in future studies related to information systems.
- Measurement of the accounting information system's quality in this study followed the theory of Information Systems (IS) Success. The effectiveness of the accounting information system can be assessed by user satisfaction in processing task, storing, and disseminating information that can be used for decision making. Therefore the theory of Information Systems (IS) Success can be used in the literature related to accounting information systems especially in data processing and the utilization of information

due to the information system implementation.

- This study has not used the random sampling data because there is no information indicating the number and names of companies that have officially used the ERPS. To overcome the difficulties experienced in the data collection with the company as unit of analysis, further research can be performed with the user ERPS as the unit of analysis. This is done to get an breadth idea of the benefits from the end user to the intended use of the system.
- This study has used a survey method, so that more in-depth information about the perceptions of the respondents have not been not obtained. For future research it is necessary to use other methods to explore a more detailed picture of the overall benefits from the level of the use of the ERPS.
- Future research will also need to accommodate the differences in the time of assessment of the effectiveness of the implementation of decisions reached due to the implementation of ERPS. In addition, information about the benefits of accounting have also been associated with the firm's performance improvement.

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A STUDY OF IMPACT OF EMPOWERMENT STATUS OF MOTHERS ON LEVEL OF ASPIRATION AND STUDY HABITS OF THEIR OFF-SPRINGS STUDYING IN SECONDARY CLASSES

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ABSTRACT

Empowerment implies moving from implemented feebleness to a position of power. Education is an essential means of empowering women with the knowledge, skills and self-confidence important to completely take an interest in the development process. Education is significant for everybody, but it is a basic zone of strengthening for girls and women. This isn't simply because education is a passage point to opportunity yet additionally in light of the fact that women's' educational accomplishments have positive gradually expanding influences inside the family and crosswise over generations. Education is considerably more than reading and writing. It is a fundamental speculation nations make for their fates, a significant factor in diminishing destitution and accomplishing sustainable development. Through this paper, we aim to identify such numerous effects of women's educational empowerment and whether their lies some difference in level of aspiration and study habits of educationally and non-educationally empowered mothers.

Keywords: education, empowerment, level of aspiration, study habits

INTRODUCTION

Education is usually understood as a course of study to acquire a body of knowledge or skills undertaken to enhance one's ability to do a particular job and be able to earn more money. The more liberal definition of educations of education, where it is understood as the development and refinement of one's personality, without necessarily an eye to economic advantage, have been out of use for long, and finds only scattered instances of the

practice of education with such aims. Even so, what has been envisaged for Auroville is far beyond and above the goals set by literal education.

Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but

also can provide better guidance to all their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population,

Empowerment is the process of enabling or authorizing an individual to think, behaves, take action, and control work and decision making in autonomous ways. It is the state of feeling self-empowered to take control of one's own destiny.

Empowering women means control over their bodies and becoming economically independent, controlling resources like land and property and reduction of burden of work.

Although empowerment is a multi-dimensional concept which involves various dimensions like educational, economic, political, psychological, socio-cultural, familial/interpersonal, and legal, but here in our study we would only focus on the role of educational dimension in women's empowerment.

Women's education is extremely important intrinsically as it is their human right and required for the flourishing of many of their capacities. Empowerment of women is closely related to formal and informal sources of education. Late 19th century & 20th century reformers advocated women's education as a principal strategy to answer the 'women's question'. About two thirds of the illiterate adults in the world are female. Higher levels of women's education are strongly associated with both lower infant mortality and lower fertility, as well as with higher levels of

education and economic opportunity for their children.

Empowerment would become more relevant if women are educated, better informed and can take rational decisions. It is also necessary to sensitize the other sex towards women. It is important to usher in changes in societal attitudes and perceptions with regard to the role of women in different spheres of life.

Education is central to the process of sustainable development and is empowering, if its contents are geared towards it. Numerous studies in the last decade, in the international arena have shown, however, that educating the female population in a country helps economic growth, and yet there appears to be no correlation between education, improvement in economic conditions and empowerment of women, that women's status is elusive, multidimensional and hard to measure and it is important to look at different aspects of women's status to understand these complex relationships, (Durant and Sathar).

The education of parents is linked to their children's educational attainment, and the mother's education is usually more influential than the father's. An educated mother's greater influence in household negotiations may allow her to secure more resources for her children.

Educated mothers are more likely to be in the labor force, allowing them to pay some of the costs of schooling, and may be more aware of returns to schooling. And educated mothers, averaging fewer children, can concentrate more attention on each child.

Almost any set of psychological problems, especially in fields of motivation and personality, inevitably involves goal-directed behavior. Every one aims at reaching a definite goal or excellence in performance and in doing so he sets a desire destination which has an inner structure known as 'Level of Aspiration' (LOA).

When an individual performs a task, he develops an expectation concerning his future score. This is commonly referred to as his 'Level of Aspiration'. Level of Aspiration (LOA) is an individual's expectations or ambition. It refers to the estimate of one's future in a given task.

The concept of "level of aspiration" was first noted by Dembo (1931/1976), one of the Lwien's student in an experiment designed to investigate anger. In an effort to evoke frustration and anger, subjects were asked to engage in tasks that were either very difficult or impossible to perform.

A somewhat different definition of the concept of level of aspiration is given by Siegel who attempts to make it applicable to the theory of decision making. According to him, any objective has a certain utility for an individual. The level of aspiration is a form of self-motivation involving completion with one's own past performance. When an individual is actively involved in a task, he sets himself a new standard or goal to achieve. He tries to gain excellence and attempts to do better than he did before raising his goal in every new attempt.

Learning involves the development of proper study habits and skills. The word 'Habit' has been explained from different point of view. According to encyclopedia of Psychology Vol. I (A-K) edited by Eysenck et al. (1975), the term habit comes from Latin noun "habitus", from the verb "habere" to have. In technical language within psychology the use of the word refers to 'an individual tending to act in customary or automatic way, especially when these are acquired by practice or experience.'

Anwana and Cobhah (1989) states that the study habits refers to the study habits of something which requires accurate repetition if acquired study skills, susceptible to automatization which are permanent study element. Christensen et al. (1991) defined study habits as behavior which relate to organization of time, space or resources for learning.

Efficient learning depends upon the learners ability to schedule his time, the plan of his study, the habit of concentration, note-taking, mental-review, over learning, the judicious application of whole and part method, massed and distributed learning and so on. In other words, learning involves the development of proper study-habits and skills.

Study habits might be the result of several factors affecting the individual. It cannot be said to relate to any other factor in a cause or effect manner. Good or poor study habits might be the result of set of common factors. It might be related to certain aspects of adjustment such as physical health, home, emotional and social adjustment. It might be related to certain

background and environmental conditions of study etc. In secondary schools, writing is more often used as a method of demonstrating content-knowledge, rather than a method of learning. Jacobs explains that writing can also be used as a meaning-making process.

According to Mason and Mc Feeters (2002), if a teacher provides prompt for a writing assignment, the student's essay may reveal the reasons why he or she did not fare as well as hoped for. The students might reveal, for example, that he or she was distracted or had other poor study habits. The researchers observed that the greatest study-skill weakness was student's failure to recopy lecture notes soon after the class. The second most profound study-skills weakness the researcher observed was student's failure to develop or maintain a special system for learning a new terminology. Not surprisingly, researchers observed that many weaker students waited until the last minute before studying for a test.

To sum up, it may be said that study habits broadly refers to a set of behaviors related to how students organize their time and space to promote systematic study behavior.

OBJECTIVES OF THE STUDY

1. To classify mothers of secondary school students in terms of their educational empowerment.
2. To classify students belonging to high educationally empowered mothers in terms of their LO.A
 - 2.1 To classify male students belonging to high educationally empowered mothers in terms of their LO.A
 - 2.2 To classify female students belonging to high educationally empowered in terms of their LO.A
3. To classify students belonging to average educationally empowered mothers in terms of their LO.A
 - 3.1 To classify male students belonging to average educationally empowered mothers in terms of their LO.A
 - 3.2 To classify female students belonging to average educationally empowered mothers in terms of their LO.A
4. To classify students belonging to non-educationally empowered mothers in terms of their LO.A
 - 4.1 To classify male students belonging to non-educationally empowered mothers in terms of their LO.A
 - 4.2 To classify female students belonging to non-educationally empowered mothers in terms of their LO.A
5. To compare students belonging to high, average and non-educationally empowered mothers in terms of their LO.A
 - 5.1 To compare male students belonging to high, average and non-educationally empowered mothers in terms of their LO.A
 - 5.2 To compare female students belonging to high, average and non-educationally empowered mothers in terms of their LO.A
6. To classify students belonging to high educationally empowered mothers in terms of their study-habits.
 - 6.1 To classify male students belonging to high educationally empowered mothers in terms of their study-habits .

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- 6.2 To classify female students belonging to high educationally empowered mothers in terms of their study-habits.
7. To classify students belonging to average educationally empowered mothers in terms of their study-habits.
- 7.1 To classify male students belonging to average educationally empowered mothers in terms of their study-habits.
- 7.2 To classify female students belonging to average educationally empowered mothers in terms of their study-habits.
8. To classify students belonging to non-educationally empowered mothers in terms of their study-habits.
- 8.1 To classify male students belonging to non-educationally empowered mothers in terms of their study-habits.
- 8.2 To classify female students belonging to non-educationally empowered mothers in terms of their study-habits .
9. To compare students belonging to high, average and non-educationally empowered mothers in terms of their study-habits.
- in secondary classes. The topic of the study covers a vast area. Therefore, it was very difficult and impossible to cover its all aspects in a single study. Therefore, the investigator from the point of feasibility limited her study as detailed below:
1. The study will be delimited to schools recognized by C.B.S.E.
 2. Schools situated in N.C.R Delhi only will be considered.
 3. Students of 10th class will be considered for the study.
 4. At least high school passed mothers will be called average educationally empowered mothers

RESEARCH METHODOLOGY

The present study was conducted on secondary class students of schools situated in NCR, Delhi. The data was collected from the above written units by ex-post facto survey method. So the main method of study was survey cum ex-post facto method.

HYPOTHESIS OF THE STUDY

1. Significant difference does not exist between level of aspiration of children belonging to high, average and non-empowered mothers.
2. Significant difference does not exist between study-habits of children belonging to high, average and non-empowered mothers.

DELIMITATIONS OF THE STUDY

The investigator in the present study made an attempt to analyze the impact of empowerment status of mothers on level of aspiration, study habits and values of their off springs studying

POPULATION

In the present study population comprises of all the students of secondary class schools recognized by C.B.S.E and situated in NCR, Delhi region. The study included both Male and Female students.

SAMPLE AND SAMPLING TECHNIQUE

The selection of schools was based on the criteria that the schools must be recognized by

C.B.S.E. 50 students were picked up from these schools according to distribution shown in Table

1.1. Cluster Random sampling technique has been used to select students from secondary classes, for this study.

Table-3.1 Distribution of Students of secondary schools of Delhi N.C.R.

S.No.	Name of the School	Number of Students
1.	N.P.S. Rajendra Nagar, Sahibabad	24
2.	N.P.S. Shyam Park, Sahibabad	26
Total Number of Students:		50

TOOLS USED:

Appropriate selection of the tools for the valid results is also essential. The selection of the tools for any study largely depends upon the nature of the problem and sample selected for the study; it also depends upon the availability of suitable tests for the sample under study and the variable being investigated as well as the amount of the time at the disposal of the investigator. To analyze impact of mothers' empowerment status on level of aspiration, study habits and values of secondary class students, the following tools have been used in the present study:

1. Level of Aspiration test made by Dr. Mahesh Bhargawa and Late Prof. M.A. Shah.
2. Wrenn's study-habits inventory .

FINDINGS OF THE STUDY:

35.6 % of mothers of the senior secondary students were found highly empowered, 55% of mothers of the senior secondary students were found to be average empowered and 9.4%

of mothers of the senior secondary students were found to be non-empowered .

1. Mothers' educational empowerment does not influence the level of aspiration of their wards.
2. Mothers' educational empowerment does not influence the study-habits of their wards.

CONCLUSION

On the basis of the findings of the study, following conclusions have been drawn:-

1. More than 90% secondary school students belong to either educationally high or average empowered mothers.
2. Total, as been as male and female secondary school students belonging to high, average, and low educationally empowered mothers have similar level of aspiration , meaning thereby educational empowerment of mothers does not interfere the level of aspiration of their wards.
3. Total, as been as male and female secondary school students belonging to high, average, and low educationally empowered mothers have similar study-habits, meaning thereby educational empowerment of mothers does not interfere the study-habits of their wards.

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MULTIPLE INTELLIGENCE FOR EFFECTUAL LEARNING

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ABSTRACT:

Research in the field of learning has promoted towards the discovery of the Theory of Multiple Intelligences. Each human being have many types of intelligence to a certain amount, but there always exists a primary, or more leading, intelligence. The work on multiple intelligences was started in the early 1980s with the efforts of great psychologist Howard Gardner. Gardner has revealed that all human beings have many different types of intelligence called multiple intelligences. These multiple intelligences can be nurtured, strengthened and can be weakened. Initially in His research he has identified seven types of intelligences; but later, he has realized that there are a total of nine types of intelligences. We all of us have some amount of each intelligence, but we experience that there are some more dominant intelligence which effects the way of our learning and interacting with the world around us. This study is mainly focused on Multiple Intelligence theory based teaching approach. Use of Multiple intelligence in the field of education is helpful for educators to deal the needs of students having different types of intelligence in a classroom while teaching.

KEYWORDS: Multiple Intelligence, Effective Teaching, Competency, Achievement

There is a common euphemism that "Great minds think alike but in different ways." In an age of exploding information, none of us can learn everything, so choices ultimately must be made about what and how we will learn. In making such choices, the students' individual inclinations and interests should guide some of their curricular options (Campbell, 1996). Teaching deals with individuals and as we know no two individuals are alike not even identical twins. As a teacher, success requires the ability to be flexible, consistent, and knowledgeable in both your subject and a touch of psychological understanding. We

have felt that correct observation of teaching methods has a major role in students' achievement and temperament to critical thinking. Each education system has emphasized goal to increase and improve learners' thinking skills and this can take place through the integration of managing multiple intelligence in the curriculum (Parirokh & Fattahi, 2005). Hani Morgan (2014) supports Gardner's theory. Morgan's research also indicates that differentiated instruction method benefits all students, but it should be presented by well-prepared, experience and knowledgeable teachers.

Multiple Intelligence For Effectual Learning

It is obvious that when students are lectured on a subject, they are overloaded with facts, statistics and other nuggets of information that are to be required at a later date in the form of some assessment. Many researchers have revealed that successfully learning to pass class tests and competency based exams are different from making an understanding of the taught concept. It does not develop functional and flexible ability to use the information studied (Grant, 1999). Many educators are in favour of new educational theories that offered new insights into the way of students learning and retaining knowledge. Multiple intelligences theory is one of these theories, which is becoming popular today.

Howard Gardner demonstrated that there are total ten different ways in which people think. He refers to these different mindsets as intelligences. It is interesting to discover that when Gardner developed his theory he did not have any intention of it being used for educational purposes. However, the application of the Multiple Intelligence Theory in the classroom makes a substantial difference in the ways subjects are taught, followed by how effectively students learn the material. Using MI theory, educators could potentially reach to the large number of students and increase students' understanding of the subject matter. The Theory of Multiple Intelligences was proposed in 1983 by Howard Gardner who brought it into the forefront of academic circles. His theory is based on intelligences that revolve around the way people problem solve, and therefore learn. He also created methods to measure intelligences such as Multiple Intelligences. Theory of Multiple Intelligences

aims to help students' engagement during the class and helps enrich students' learning environment (Douglas et al., 2008) and enhance academic achievement.

By using multiple intelligences teaching, "teachers create a wide variety of learning opportunities that make subject matter come alive for students who learn in different ways. They know how to support students' continuing development and motivation to achieve, while creating incremental steps that help students progress toward more complicated ideas and performances". Ozdemir (2006) has revealed in his study that students learning was enhanced through MI instruction. The students were more involved during the instruction and gained more insights, and self-efficacy. Teachers need to incorporate more intelligences rather than traditional verbal linguistic and logical-mathematical. It is a fact that situations where students are left as passive listeners in the classroom tend to kill their interest and enthusiasm and so hinder learning. Each person can possess all types of intelligences and these intelligences can be developed to an appropriate amount of competence. Moreover, there are many ways to be intelligent within each category. By using MI theory, educators can develop students' eight intelligences and students can learn more effectively by using these intelligences. MI theory has been considered as a way of improving the relationship between teaching and learning. Seminars and trainings have been arranged periodically to inform teachers about MI theory and start applying it in their classrooms (Kaya, 2006).

Professor Howard Gardner's theory of multiple intelligences has significant role in education. It can be observed that there are a range of intelligences rather than a single IQ, based on abstract thinking. Gardner has a doubt about the idea that intelligence is a single factor, and that it can be measured simply via IQ tests. It is observed that a child might be a master of a musical instrument but he can weak at expressing themselves on paper, while other child might have highly interpersonal skills and make friends easily but doesn't have sportsmanship. The multiple intelligences represent a wide range of culturally cherished achievement recognized in the schooling. Gardner's multiple intelligences have been utilized to rationalize the development of wider curriculum opportunities and to increase differentiation in teaching. Gardner has defined intelligence as "the capacity to solve problems that are valued in one or more cultural setting" (Gardner & Hatch, 1989). Using biological as well as cultural research, he formulated a list of seven key intelligences.

GARDNER, INITIALLY, IDENTIFIED SEVEN INTELLIGENCES IN FRAMES OF MIND (1983):

- **Verbal-Linguistic Intelligence:** Well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words. It includes the ability to use language appropriately to express oneself poetically. It also allows a person to use language as a means to remember facts and concepts.
- **Mathematical-Logical Intelligence:** this represents the ability to think conceptually and abstractly, It is a capacity to differentiate logical or numerical patterns. It also represents ability to perceive patterns, rationale

deductively and imagine logically. It is mostly associated with scientific way of thinking.

- **Musical Intelligence:** this represents the ability to create and value rhythm, pitch and timbre. It is the ability to read, comprehend, and create musical pitches, tones, and rhythms.
- **Visual-Spatial Intelligence:** this represents the capacity to think in images and pictures, to visualize precisely and abstractly. It is a capability to manipulate and generate mental images in order to resolve problems. Not limited to visual sight, Gardner noted that blind children can possess spatial intelligence.
- **Bodily-Kinesthetic Intelligence:** The ability to control one's body movements and to handle objects skillfully.
- **Interpersonal Intelligence:** this represents the capacity to perceive and respond suitably to the moods, motivations and needs of others.
- **Intrapersonal Intelligence:** this represents the competence to be self-aware and in tune with inner feelings, values, attitude and thinking processes.
- Howard Gardner Later on included **three more intelligences -a naturalist intelligence, a spiritual intelligence and an existential intelligence.** Gardner concluded them as a 'merits addition to the list of the previous seven intelligences' (Gardner 1999).
- **Naturalist Intelligence:** this represents the capability to identify and classify plants, animals, other objects in nature and describe the certain features of the environment.
- **Existential Intelligence:** this represents the understanding and capacity to deal with deep questions about human existence and reality, such as the meaning and aims of life, why we die and how we got here.

Multiple Intelligence For Effectual Learning

We all people have some level of above said intelligences, while mostly experience some dominant intelligences which impact on the way of their learning and interacting with the world Gardner (1983) revealed that culture also plays a significant and dominating role in the expansion of the intelligences. All societies value different types of intelligences in different manner. The cultural value which promotes to perform certain tasks provides the enthusiasm to become trained in those areas. In this way particular intelligences might be highly evolved in a lot of people belonging to one culture, same intelligences might not be as developed in the person of another. It is

observed that all these intelligences are distinguished from each other, but in spite of that these all intelligences very rarely function independently. Rather, the intelligences are used parallel and usually complement each other as a person solves problems. This can be understand with the help of this example: a dancer can explore his art only if he/she has 1) high musical intelligence to recognize the rhythm and variations of the music, 2) ability to uses his interpersonal intelligence to identify with how he can inspire or emotionally move his audience through his movements, as well as gestures 3) bodily-kinesthetic intelligence to make coordination to successfully complete the movements.

LIST OF CORE COGNITIVE UNITS RELATED WITH MULTIPLE INTELLIGENCE

Intelligences	Core Cognitive Units
Interpersonal	<ul style="list-style-type: none"> • Social Perception • Interpersonal Understanding • Social Effectiveness • Leadership
Intrapersonal	<ul style="list-style-type: none"> • Self-Awareness • Self-Regulation • Executive Functions • Self-Other Management
Logical-Mathematical	<ul style="list-style-type: none"> • Mathematical Reasoning • Logical Reasoning
Linguistic	<ul style="list-style-type: none"> • Speech • Reading • Writing • Multimodal Communication of Meaning
Spatial	<ul style="list-style-type: none"> • Spatial Cognition • Working with Objects • Visual Arts • Spatial Navigation

Musical	<ul style="list-style-type: none"> • Music Perception • Music and Emotions • Music Production
Kinesthetic	<ul style="list-style-type: none"> • Body Awareness/Control • Whole Body Movement • Dexterity • Symbolic Movement
Naturalist	<ul style="list-style-type: none"> • Pattern Cognition • Understanding Living Entities • Understanding Animals • Understanding Plant Life • Science
Existential Intelligence	<ul style="list-style-type: none"> • The sensitivity and capacity to tackle deep questions Meaning of life • Why we die and how we got here. • Human existence

DIFFERENT WAYS TO MANAGE MULTIPLE INTELLIGENCE

1. Verbal-Linguistic

These students are Word Strong speak, read, or write well. They like manipulating words) and playing with language (word games). To develop verbal-linguistic intelligence, allow students to read and write, give speeches, participate in performances, and hear the magic of language by reading telling stories. Allow them to create word games, crossword puzzles, and word searches.

2. Logical-Mathematical

These students are good with numbers and enjoy logic problems and puzzles. To develop logical-mathematical intelligence, use Think distinctly for solving mathematical problems. Ask students how they came up with the answer, why they think its right, and if they

can think of another way to solve the problem. Have them record information on graphs, establish time lines, and create maps. Let them explore how things work.

3. Visual-Spatial

These students doodle and design. They “see” things differently in their minds, and they recognize spatial relationships. To develop visual-spatial intelligence, read stories with well-described visual images,. Allow students to listen the words the author uses and draw a picture from the description. Let students demonstrate understanding through drawing, painting, sculpting, and creating backdrops and scenery for class plays. Use videos, slides, art, puzzles, and mazes.

4. Bodily-Kinesthetic Intelligence

These students are Body Strong highly aware of the world through touch and movement.

Multiple Intelligence For Effectual Learning

There is a special harmony between their bodies and their minds. They can manage movement of their bodies with grace, expertise, and athleticism. To develop bodily-kinesthetic intelligence, provide time for students to act out skits or scenes in a book, play physical games like Twister and Simon Says, and build objects to represent concepts. Allowing movement breaks during the day, even quick stretches, is helpful as well.

5. Musical-Rhythmic

These students are Music Strong means affected by music, rhythm, and environmental sounds. They sing, whistle, hum, tap, and sway. They are able to attach feelings to music and can create and replicate tunes. To build musical-rhythmic intelligence, allow students to create songs or raps to explain concepts (e.g. a song describing the rock cycle), put their own learning to music, or participate in music and dance from a variety of sources.

6. Intrapersonal Intelligence

These students are self-motivated and reflective. They observe and listen, in conversation rather than contributing to it. They prefer working alone, need quiet time to process new ideas, and daydream often. They usually need space and time away from hustle and bustle of the classroom agenda so they can pursue ideas in their own way. To expand intrapersonal intelligence, provide students time at the end of each day to reveal on what they have learned and experienced, engage them in setting personal goals, and permit them to work at their own pace. Allow them to share their own reflections, listing two or three reasons why the day was a good for them.

7. Interpersonal Intelligence

These students are sensitive to other people's needs and moods. They excel at cooperative activities and solving conflicts between classmates. To develop interpersonal intelligence, use cooperative learning, have students tutor each other, and teach students methods for solving group problems, perhaps using class meetings as a forum for social problem solving. Allow them to interact with others when solving problem. They should not be persist that they quietly work alone much of the time; they need to talk to be productive.

8. Naturalistic

These students have empathy for natural objects. They seem to "come alive" when allowed to interact with nature. They are able to see patterns and relationships in nature and life. To develop environmental intelligence, allow them to read stories about environmental issues categorize and classify objects of all kinds, or turn your classroom into a nature lab complete with plants and animals. Conduct lessons outside on occasion or even create a playground nature area as a school project — "nature strong" students will be happy to maintain it.

CONCLUSION

Keep in mind that the multiple intelligences allow students to use their all the intelligences, which they have to solve a problem — read about it, analyze it, draw it, act it out, work to a rhythm, relate it to nature, talk about it, or reflect on it. Having multiple ways to solve a problem is beneficial for all of us, particularly when problems are complex and require

innovative thinking.

Many educational applications have been developed based on multiple intelligence theory. There are three teaching structures that can be used to address the intelligences in your classroom. You can implement the following manner sequentially, using the variation in experience, allow student to make choices, and finally teach bridging techniques to the students. A combination of these sequences will ensure a balance of activities to meet the needs of all your students.

1. Provide a wide variety of experiences to the students to learn about their preferences.
2. If the students are widely varied in their preferred intelligence or unsure of their preferences, the teacher offers a choice in each intelligence to the students. Students can complete one or more activities.
3. If the intelligence demand is primarily related to one intelligence, the activity is focused on that intelligence. All students do the activity together, and the teacher offer bridging techniques to help students deal with the intelligence and the content in a successful manner.

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भारत में हिंदी भाषा—एक विश्लेषण

डॉ० धीरज सिंह

विभागाध्यक्ष, शिक्षा विभाग, मॉडर्न कालेज ऑफ प्रोफेशनल स्टडीज,
मोहननगर गाजियाबाद।

भूमिका

मानव को ईश्वर की सर्वोत्कृष्ट रचना माना जाता है क्योंकि उसके पास बुद्धि है, विवेक है, विचारशीलता है, कल्पनाशीलता है, सृजनात्मकता है, संवेदनशीलता है, क्षमा है, करुणा है। इसके अतिरिक्त भी उसकी एक विशेषता है जो उसको अन्य प्राणियों से अलग करती है। उसके पास अपने भावों को अभिव्यक्त करने के लिए एक सुस्पष्ट, विकसित व व्यवस्थित माध्यम है भाषा है जिसे भाषा कहा जाता है। भाषा भावाभिव्यक्ति का प्रबल माध्यम है, विचार उद्बोधन की सशक्त प्रेरणा है, मानवीय संचेतना की सतत् प्रवाहिनी है, परस्पर संवाद सम्प्रेषण, सन्देश संचरण व प्रकट विचारों को समझने की क्षमता है। भाषा मानवीय सभ्यता व संस्कृत के विकास की स्रोत व साक्षी है। किसी भी समाज या राष्ट्र की पहचान है भाषा। मानव सभ्यता के उद्भव व विकास की कहानी है भाषा। भाषा मानवीय सभ्यता के विकास की सहयात्री है। भाषा मानवीय सभ्यता के विकास की मूलाधार है। भाषा सदियों से संचित मानवीय ज्ञान सम्पदा के संचरण का माध्यम है। भाषा सभ्यता व संस्कृति की पालक, पोषक व उन्नायक है। भाषा मानवीय अस्तित्व, व्यक्तित्व व अस्मिता

की परिचायक है। भाषा पीढ़ियों से जुड़ने व पीढ़ियों को जोड़ने का माध्यम है। इस प्रकार भाषा समस्त मानवीय विकास की सहयात्री व सारथि है। भाषा के बिना सभ्यता गूंगी है, समाज अपंग है। भाषा की प्रवाहशीलता में ही समाज का विकास निहित है। भाषा मानवीय सभ्यता व संस्कृति की सर्वाधिक महत्वपूर्ण संपत्ति है, भावी पीढ़ी के लिए धरोहर है, संस्कृति को भावी पीढ़ी तक प्रसारित करने का सबल माध्यम है। भाषा मानव सभ्यता व संस्कृति की विकासयात्रा के पथ की सहयात्री है।

मानव सभ्यता के विकास के साथ ही भाषा भी विकसित होती रही। परिवर्तन शाश्वत सत्य है। यह परिवर्तन सामाजिक, राजनैतिक, आर्थिक, सांस्कृतिक आदि सभी क्षेत्रों में सतत् होता रहा है। भाषा भी इससे अछूती नहीं रही है। भाषा के भी स्वरूप में सतत् परिवर्तन होता रहा है। विश्व में अनेक भाषाओं का उद्भव हुआ। विकास की प्रक्रिया में आगे बढ़ते हुए भाषाओं का स्वरूप भी बदला। भाषाओं के विकास व स्वरूप में परिवर्तन के परिणाम स्वरूप कुछ भाषाओं के क्षेत्र सीमित हो गए, कुछ का अस्तित्व समाप्त हो गया और कुछ भाषाएं अति समुन्नत होकर वैश्विक स्तर तक प्रचलित हो गईं। भाषा की इस विकास यात्रा में भाषाएँ समृद्ध

हुई। हमारे देश की भाषा हिंदी भी विश्व की उन भाषाओं में से है जो अपने उद्भव के पश्चात् लगातार समृद्ध होती रही। अंग्रेजों से स्वतंत्र होने के पश्चात् हमारे देश की राजभाषा के रूप में हिंदी को मान्यता दी गई। हमारे देश में सर्वाधिक लोगों द्वारा बोली जाने वाली भाषा हिंदी है। देश की स्वतंत्रता के पूर्व स्वधीनता संग्राम के अमर सेनानियों ने हिंदी को राष्ट्र के स्वर के रूप में मानते हुए इसको अपने विरोध और प्रतिकार की भाषा बनाया। राष्ट्र को एक सूत्र में पिरोने का माध्यम मानते हुए स्वाधीनता सेनानियों ने हिंदी को सारे देश में प्रचलित किया। राष्ट्रीय अस्मिता व राष्ट्रीय स्वाभिमान के रूप में हिंदी को तब अंगीकार किया गया। तत्कालीन सभी राष्ट्रीय नेताओं ने हिंदी को राष्ट्र की एकता का माध्यम माना।

वर्तमान समय में हिंदी साहित्यिक सृजन की एक प्रमुख भाषा है। साहित्य की प्रत्येक विधा का साहित्य हिंदी भाषा में सृजित किया जा रहा है। जनसंख्या के सबसे बड़े प्रतिशत द्वारा हिंदी बोलचाल में प्रयुक्त हो रही है। प्रशासनिक तौर पर हिंदी को बढ़ावा दिया जा रहा है। राष्ट्रीय स्तर पर भी यह राष्ट्र का प्रमुख स्वर है।

प्रस्तुत शोध आलेख में हिंदी भाषा हमारे राष्ट्र में जिस रूप में विराजमान है चाहे वह उसकी संवैधानिक स्थिति से प्राप्त राजभाषा के रूप में हो या जन संवाद के माध्यम हेतु संपर्क भाषा के रूप में अथवा राष्ट्रीय स्वरूप लेकर राष्ट्र भाषा के रूप में, के अध्ययन का प्रयास किया गया है।

शोध आलेख का उद्देश्य

प्रस्तुत शोध आलेख में हिंदी भाषा की हमारे देश में

जो वर्तमान स्थिति है चाहे वह संपर्क भाषा के रूप में हो या राजभाषा के रूप में हो अथवा राष्ट्र भाषा के रूप में हो, उसका अध्ययन करना है।

शोध आलेख का शीर्षक

प्रस्तुत शोध आलेख का शीर्षक है –भारत में हिंदी भाषा—एक विश्लेषण।

भारत में हिंदी भाषा

हमारे देश की सर्वाधिक लोकप्रिय भाषा हिंदी है। हिंदी सर्वाधिक लोगों द्वारा प्रयुक्त की जाने वाली भाषा है। मुंबई का सिनेमा जगत भी हिंदी भाषा पर बहुत हद तक निर्भर करता है। यदि हम अपने देश में हिंदी की बात करें तो पाते हैं कि हिंदी की जन भाषा के रूप में, राजभाषा के रूप में और राष्ट्र भाषा के रूप में विशिष्ट स्थिति है।

वर्तमान समय में हिंदी साहित्यिक सृजन की एक प्रमुख भाषा है। साहित्य की प्रत्येक विधा का साहित्य हिंदी भाषा में सृजित किया जा रहा है। जनसंख्या के सबसे बड़े प्रतिशत द्वारा हिंदी बोलचाल में प्रयुक्त हो रही है। प्रशासनिक तौर पर हिंदी को बढ़ावा दिया जा रहा है। राष्ट्रीय स्तर पर भी यह राष्ट्र का प्रमुख स्वर है।

व्यापक स्तर पर देखें तो हम पाते हैं कि हमारे देश में हिंदी का तीन प्रमुख स्वरूप है। वो तीन प्रमुख स्वरूप इस प्रकार है –

1. हिंदी संपर्क भाषा के रूप में।
2. हिंदी राष्ट्र भाषा के रूप में।
3. हिंदी राजभाषा के रूप में।

1. हिंदी संपर्क भाषा के रूप में—

भाषा सम्प्रेषण का सर्वाधिक सशक्त माध्यम है। संपर्क भाषा का अर्थ है जोड़ने वाली भाषा। अलग-अलग भाषा बोलने वालों को जब परस्पर बातचीत करनी होती है तब एक ऐसी भाषा की आवश्यकता पड़ती है जिससे वे एक-दूसरे के विचारों को समझ और समझा सकें। —1

हिंदी हमारे देश में सर्वाधिक लोगों द्वारा बोली, लिखी व समझी जाती है। देश की सर्वाधिक लोकप्रिय भाषा के रूप में हिंदी को जाना जाता है। 2011 की जनगणना के अनुसार देश के 43 प्रतिशत से अधिक लोगों की मूल भाषा या मातृभाषा हिंदी है, भारत के बड़े प्रदेशों उत्तर प्रदेश, मध्यप्रदेश, राजस्थान, बिहार, झारखण्ड, उत्तराखण्ड, छत्तीसगढ़, दिल्ली, हरियाणा, हिमाचल प्रदेश आदि की मूल भाषा या मातृभाषा हिंदी है। इसके अतिरिक्त भारत के अन्य प्रदेशों उड़ीसा, बंगाल, गुजरात, महाराष्ट्र, गोवा पंजाब, जम्मू-कश्मीर, असम एवं उत्तरपूर्व के प्रदेशों में हिंदी बोली व समझी जाती है। इसके साथ ही दक्षिण भारत में भी हिंदी कमोबेश समझी जाती है। इस प्रकार भारत में हिंदी सर्वाधिक प्रसार वाली भाषा है जिसके बोलने व समझने वाले देश में सर्वाधिक संख्या में हैं। उत्तर से लेकर दक्षिण तक, पूरब से लेकर पश्चिम तक भारत के प्रत्येक कोने में हिंदी का फैलाव है। इस प्रकार देश की संपर्क भाषा के रूप में हिंदी का अपना विस्तृत स्वरूप है।—एक बहुभाषी राष्ट्र में संपर्क भाषा के बिना राजनीति, व्यापार, पर्यटन, सांस्कृतिक आदान-प्रदान, तीर्थाटन, मनोरंजन आदि क्षेत्रों से होकर गुजरने का रास्ता काँटों भरा होता है। संसार भाषाई विविधता का

आगार है। कुछ मनुष्य बेशक अधिक भाषा जानते हों लेकिन संसार का प्रत्येक मनुष्य सब भाषा सीख ले, यह संभव नहीं।—2 भारत एक बहु भाषी देश है। सारे देशवासियों को आपस में जोड़े रखने की क्षमता मात्र हिंदी में ही है। भारत के प्रत्येक कोने में हिंदी बोलने, लिखने व समझने वाले उपलब्ध हैं, इस लिए हिंदी ही देश की संपर्क भाषा के रूप में कार्य करने में सक्षम है। इस प्रकार भारतीयों के मध्य आपस में वैचारिक आदान-प्रदान के रूप में एक सशक्त, सक्षम व लोकप्रिय हिंदी भाषा को भारतीयों के संपर्क भाषा के रूप में पहचानते हुए राष्ट्रपिता महात्मा गाँधी ने कहा था — यदि स्वराज अंग्रेजी पढ़े-लिखे भारतवासियों का है और केवल उनके लिए है तो संपर्क भाषा अवश्य अंग्रेजी होगी। लेकिन यदि वह करोड़ों भूखे लोगों, करोड़ों निरक्षर लोगों, निरक्षर स्त्रियों व सताए हुए अछूतों के लिए है तो सम्पर्क भाषा केवल हिंदी ही हो सकती है। — यदि एक पर्यटक बंगाल से केरल यात्रा करता है तो वह हिंदी या अंग्रेजी में संपर्क कर पाएगा। इसी प्रकार एक प्रदेश से अन्य दूसरे प्रदेश जाने पर हिंदी एक प्रकार से सुगम संपर्क भाषा है क्योंकि सभी क्षेत्रीय भाषाओं की अपनी एक परिधि है और उस दायरे से बाहर जाने पर हिंदी ही पूरी सक्षमता के साथ एक दूसरे के मध्य संपर्क स्थापित करती है। —अगर आपको पूरे देश में भ्रमण करना है और आपको संविधान द्वारा मान्यता प्राप्त 18 भारतीय भाषाओं में से यदि हिंदी और अंग्रेजी ही जानते हैं तो आपका काम चल सकता है जिसे कमोवेश टूटे-फूटे रूप में ही सही सभी लोग समझ या बोल सकते हैं। पर्यटन, मनोरंजन, व्यापार के लिए तो यह रामबाण है। सम्पूर्ण राष्ट्र को जोड़ने वाला

तत्त्व संपर्क सेतु के रूप में संपर्क भाषा हिंदी ही है। इसके आभाव में भाषाई विविधता से भरा-पूरा देश विभिन्न प्रदेशों से कटा रहेगा।—3 इस प्रकार हिंदी से बेहतर अन्य कोई भाषा हमारे देश की संपर्क भाषा नहीं हो सकती। संपर्क भाषा के रूप में हिंदी राष्ट्र को एक सूत्र में पिरोने हेतु सतत् प्रयत्नशील है।

2. हिंदी राष्ट्र भाषा के रूप में

राष्ट्र भाषा का सामान्य अर्थ राष्ट्र की एक सर्वमान्य भाषा से है। राष्ट्र भाषा राष्ट्रीय चेतना, राष्ट्रीय भावना व राष्ट्रवाद का अभिन्न अंग है। राष्ट्र भाषा का सम्बन्ध किसी राष्ट्र की अस्मिता, अस्तित्व और पहचान से होता है। — जब-जब कोई बोली आदर्श और परिनिष्ठित भाषा बनने के बाद अति महत्वपूर्ण बन जाती है, राष्ट्रीय भावना और राष्ट्रीय आत्म-सम्मान का प्रतीक बन जाती है, तथा उसका प्रयोग एवं व्यवहार पूरे देश में अथवा देश के अधिकांश भाग में आरम्भ हो जाता है और जो राष्ट्र के बहुसंख्यक लोगों द्वारा बोली और समझी जाती है तो उस बहु प्रचलित भाषा को राष्ट्र भाषा कहा जाता है। यह राष्ट्र भाषा अपने भीतर सांस्कृतिक-राष्ट्रीय और राजनीतिक चेतना को समाहित किए हुए रहते हैं, जो किसी राष्ट्र को एक सूत्र में बाँधने का कार्य करती है।—4 इस प्रकार राष्ट्र भाषा हमारी राष्ट्रीय भावनाओं का प्रतीक है। इस दृष्टिकोण से हिंदी राष्ट्रभाषा के रूप में सर्वथा उपयुक्त पाते हैं।

हमारे विशाल राष्ट्र की भावनात्मक अभिव्यक्ति सर्वाधिक मुखर होकर हिंदी में प्रकट हुई है। हिंदी ही वह भाषा है जिसने राष्ट्र की आत्मा को सक्षमता पूर्वक पहचानन और उसे अभिव्यक्त किया।

भाषा मात्र अभिव्यक्ति का ही माध्यम नहीं है वह राष्ट्रीय चरित्र का परिचायक भी होती है, सांस्कृतिक व सामाजिक पहचान की कारक होती है, राष्ट्रीय संस्कृति की आत्मा व राष्ट्र की अस्मिता भी होती है। इस दृष्टिकोण से हिंदी सर्वाधिक उपयुक्त, समृद्ध व सक्षम भाषा है। सार्वजनिक कार्यों हेतु भी हिंदी का प्रयोग सर्वाधिक होता है। —हिंदी भारत के विशाल भूभाग में बोली जाने वाली भाषा है, इसका अपना कुटुंब है। हिंदी का जन्म संस्कृत भाषा से हुआ है। संस्कृत से क्रमशः प्राकृत, अपभ्रंश तथा अनेक बोलियों का विकास होता गया। अपने व्यापक क्षेत्र विस्तार क्षेत्र और बोलने वालों की संख्या के आधार पर जब विश्व भाषाओं में हिंदी का तृतीय स्थान है तब भारत की राष्ट्र भाषा के पद पर प्रतिष्ठित होने की अधिकारिणी निश्चित रूप से हिंदी ही है।—5

हमारा देश एक बहुभाशी देश है। इस स्थिति को समझते हुए हमारे संविधान निर्माताओं ने संविधान की आठवीं अनुसूची में 14 भाषाओं को मान्यता दी वर्तमान में इस सूची में कुल 22 भाषाओं को शामिल किया गया है। इस प्रकार भारतीय संविधान में किसी भी भाषा को राष्ट्र भाषा का दर्जा नहीं दिया गया है। हमारी हिंदी जनमानस के हृदयों पर राज करने वाली है और जनमानस उसको राष्ट्र भाषा के रूप में देखता है और मानता है। आज हिंदी एक मानकीकृत भाषा है जिसके पास जन भावनाओं को अभिव्यक्त करने में सक्षम विशाल व व्यापक साहित्य है। हिंदी लोगों के हृदयों में धड़कने वाली भाषा है।

हिंदी आज पूर्णता से युक्त है और हमारे भावों, विचारों, संवेदनाओं व संस्कृति को पूरी सक्षमता से

अभिव्यक्त कर रही है। इलेक्ट्रॉनिक मीडिया से लेकर प्रिंट मीडिया तक में हिंदी वैविध्यपूर्ण ढंग से प्रयुक्त हो रही है। हिंदी की सरलता, सहजता, उदात्तता, ग्रहणशीलता, सुबोधता, सुस्पष्टता सर्वविदित व सर्व प्रकट है। इसी लिए हिंदी सामान्य जनमानस के हृदयों में राष्ट्रभाषा के रूप में जीवंत रूप से विद्यमान हैं।

3. हिंदी राजभाषा के रूप में

प्रत्येक राष्ट्र के अपने कुछ राष्ट्रीय प्रतीक और संकेत होते हैं जिनके माध्यम से उस राष्ट्र की पहचान सुनिश्चित होती है। भाषा भी किसी राष्ट्र की पहचान होती है। प्रत्येक देश अपने प्रशासनिक व विधिक कार्यों हेतु देश के संविधान द्वारा अनुमन्य भाषा का प्रयोग करता है। किसी देश की शासन-प्रशासन व सरकारी काम-काज की यही भाषा उस देश की राजभाषा कही जाती है। — *“राजभाषा एक पारिभाषिक शब्द है जो सरकारी कामकाज में प्रयुक्त भाषा के निश्चित अर्थ के लिए प्रयुक्त होता है। राजभाषा की विशेषताओं के सम्बन्ध में उल्लेखनीय है कि उसे विधि द्वारा मान्यता प्राप्त हो, शासन दे जुड़ी हो और उसकी शब्दावली पारिभाषिक हो।”*—6 इस प्रकार *“राजभाषा का अर्थ है सरकारी कामकाज की भाषा जो भाषा संविधान द्वारा सरकारी कामकाज की भाषा के रूप में स्वीकृत होती है, उसे उस देश की राजभाषा कहते हैं।”*7

भारतीय स्वतंत्रता संग्राम के समय हमारे राष्ट्र निर्माताओं व स्वाधीनता सेनानियों ने राष्ट्र की एक विधिक भाषा होने की आवश्यकता को महसूस किया था। लाला लाजपत राय, महात्मा गाँधी,

नेताजी सुभाष चंद्र बोस, दयानन्द सरस्वती, बल गंगा धार तिलक आदि ने सामाजिक सुधार व सांस्कृतिक जागरण के लिए हिंदी का प्रयोग कर हिंदी को राष्ट्र भाषा व राजभाषा के रूप में मान्यता प्रदान करने की पृष्ठभूमि तैयार कर दी थी। स्वतंत्रता संग्राम के दौरान हिंदी की सम्पूर्ण राष्ट्र को एक सूत्र में पिरोये रखने में महती भूमिका रही है। स्वतंत्रता के पश्चात हमारे संविधान निर्माताओं ने एक-एक लम्बे विचार-विमर्श के बाद हिंदी को भारत की राजभाषा के रूप में स्वीकार किया। राजभाषा किसी भी राष्ट्र के राजकीय व प्रशासकीय कार्यों में प्रयुक्त होने वाली विधिमान्य भाषा होती है। 14 सितम्बर 1949 को भारतीय संविधान सभा द्वारा हिंदी को भारत की राजभाषा के रूप में मान्यता प्रदान की भारतीय संविधान के 17वें अध्याय में अनुच्छेद 343 से लेकर 354 तक राजभाषा हिंदी से सम्बंधित प्रावधानों का उल्लेख किया गया है।—भारतीय संविधान में इसे परिभाषित किया गया है। अनुच्छेद 343 के अनुसार भारतीय संघ की राजभाषा देवनागरी लिपि में लिखी जाने वाली हिंदी होगी और अंकों का स्वरूप भारतीय अंकों का अंतर्राष्ट्रीय स्वरूप होगा। —8 इस प्रकार आधिकारिक रूप से भारत संघ की राजभाषा के रूप में हिंदी प्रतिष्ठित है।

राजभाषा के रूप में हिंदी को स्वीकार तो कर लिया गया किन्तु कुछ अंग्रेजी परास्त राजनेताओं के विरोध के फलस्वरूप भारतीय संविधान में यह व्यवस्था की गई कि अंग्रेजी आगामी 15 वर्षों के लिए प्रशासनिक कार्यकारी भाषा के रूप में कार्य करेगी। इस प्रकार भारतीय संविधान सभा द्वारा राजभाषा हिंदी के सन्दर्भ में निम्न तीन प्रमुख प्रावधान किये गए —

"1. संविधान के प्रारम्भ से 15 वर्षों तक अंग्रेजी राजभाषा के रूप में चलती रहे।

2. हिंदी को राजभाषा के रूप में विकास किया जाए।

3. हिंदी के विकास के कारण अन्य भारतीय की उपेक्षा न हो।"-9

अंग्रेजी को हिंदी की सहभाषा के रूप में स्थापित कर परोक्ष रूप से अंग्रेजी को ही राजभाषा का दर्जा देने जैसा था। अंग्रेजी को कार्यकारी भाषा के रूप में प्रतिस्थापित करने के पीछे तर्क यह दिया गया कि हिंदी अभी इस गुरुतर दायित्व का निर्वहन करने में सक्षम नहीं है। हिंदी जब तक इस कार्य के योग्य नहीं हो जाती तब तक अंग्रेजी का प्रयोग कार्यकारी भाषा के रूप में होता रहेगा।

इस प्रकार इच्छा शक्ति के अभाव, राजनैतिक दुर्भावना व संकीर्ण मानसिकता के कारण राष्ट्रीय स्वाधीनता संग्राम की वह भाषा जिसने जन-जन में राष्ट्रीयता की अलख जगाई थी, सभी भारतीयों को एकता के सूत्र में पिरोने में सफल हुई थी, भावनात्मक रूप से सम्पूर्ण भारत को जोड़ दिया था, अपने ही देश में अपने ही देश के कर्णधारों द्वारा हार गई। हिंदी के राजभाषा होते हुए भी सहभाषा अंग्रेजी स्थापित हो गई। आगे चल कर काफी परिवर्तन हुए किन्तु राजभाषा होते हुए भी हिंदी उस मुकाम तक नहीं पहुँच सकी जो स्वतंत्र भारत की राजभाषा होने के नाते होना चाहिए था।

निष्कर्ष -

संक्षेप में कहें तो हमारे देश में हिंदी संपर्क भाषा के

रूप में, राष्ट्रभाषा के रूप में एवं राजभाषा के रूप में विराजमान है। संपर्क भाषा व राष्ट्रभाषा के रूप में वह जनमानस में लोकप्रियता, स्वीकार्यता, प्रवाहशीलता, सर्वाधिक प्रयुक्तता, जनभावनाओं की प्राकट्यशीलता के कारण प्रतिष्ठित है। सांविधानिक प्रावधानों के कारण वह राजभाषा के रूप में प्रतिष्ठित है।

लेकिन आज हिंदी भाषा की स्थिति संतोष जनक नहीं है। आज लोग मातृभाषा हिंदी के स्थान पर अंग्रेजी भाषा को महत्व दे रहे हैं। कारण चाहे जो भी हो लेकिन हिंदी आज उस स्थान पर नहीं विराजमान है जिस स्थान पर उसे होना चाहिए था और हमारे राष्ट्र नायकों ने उसके लिए जो स्थान निर्धारित किया था। हिंदी इतनी विशिष्टताओं से युक्त होकर अपने ही देश में पिछड़ती जा रही है और अपने ही देशवासियों द्वारा वह निर्वासित की जा रही है। सुनने में थोड़ा अजीब लगेगा किन्तु यह कड़वा सत्य है कि लार्ड मैकाले जिन भूरी चमड़ी वाले अंग्रेजों को 1834 में तैयार नहीं कर पाया था आज वे बिना किसी अंग्रेज के प्रयास किये ही भारत में तैयार हो रहे हैं।

भाषा का प्रश्न सामान्य प्रश्न न होकर सीधे हमारी राष्ट्रीय अस्मिता, अस्तित्व व पहचान से जुड़ा हुआ प्रश्न है। अतः समस्त भारतीयों का यह पुनीत कर्तव्य है कि वे अपने-अपने स्तर से राष्ट्र भाषा हिंदी के उन्नयन के लिए प्रयत्न करें। इसका पहला चरण उनको स्वयं को राष्ट्र भाषा हिंदी से जोड़ कर करना होगा। हम सभी को हिंदी के प्रयोग को बढ़ावा देना चाहिए और अपने घरों में अपनी आने वाली भावी पीढ़ी को भी इसके लिए जागरूक बनाने की आवश्यकता है।

मात्र सरकारी प्रयासों से हिंदी की दशा और दिशा नहीं सुधारनी है। जब तक इसमें जनभागीदारी सुनिश्चित नहीं होगी कोई भी सरकारी प्रयास सफल नहीं होगा। प्रत्येक वर्ष 14 सितम्बर को हिंदी दिवस और इस महीने हिंदी पखवाड़ा मनाने की औपचारिकता से हमें आगे निकलना होगा। अपनी मानसिकता में परिवर्तन लाना होगा। हिंदी कमजोर और लाचार भाषा नहीं है। यह एक सशक्त, सक्षम और समृद्ध भाषा है जिसे किसी की सहानुभूति की आवश्यकता नहीं है। आवश्यकता है भारतीयों को अपनी राष्ट्रीय पहचान के रूप में भाषा को देखने ही। यदि भारत का प्रत्येक नागरिक हिंदी को अपनी राष्ट्रीय पहचान से जोड़ कर देखेगा तो सरकारों को इसके प्रचार-प्रसार के लिए कोई प्रयास नहीं करना पड़ेगा। हमारे राष्ट्र नायकों ने हिंदी का जो स्थान देखा था वह उसे प्राप्त हो जाएगा और सच्चे अर्थों में हिंदी संपर्क भाषा, राजभाषा और राष्ट्र भाषा के रूप में स्थापित हो जाएगी।

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LIVE-IN RELATIONSHIP IN INDIA- A SOCIO-LEGAL ANALYSIS

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ABSTRACT

The "Live in relationship" is voluntary agreement in which an unmarried male & female decide to live together under the one roof in a relationship which seems to be a marriage. Although the Indian law does not provide any particular definition of "live-in relationship" though in general sense it means an alternative or substitute to traditional marriage in which unmarried couple lives together without being married and which is free from traditional marriage's commitments & responsibilities. It is not recognized by any of the Personal laws or any other statutory law in India. The article seeks to gauge the current socio-legal analysis of live-in relationship in India. The article also tries to look into recent developments in the attitude of the Courts in granting various rights to live-in partners & their children in India through various judgments.

INTRODUCTION

In India there exists only one kind of relationship between an unrelated couple of a male and female. The said social union is termed as "Marriage", which is more of a sacrament and a divine concept and is practiced as a ritual since ages. But for number of reasons this concept is loosing its divineness. Love can not be the only reason to marry, sometimes marriages are forced on couples. Therefore a live in relationship introduced in society as a substitute for marriage.

In traditional India, there exists only one kind of relationship between an unmarried male and female, known as "Marriage", which is more of a sacrament and a divine concept and is

practiced as a ritual since ages. Traditional marriage is based upon commitments and responsibilities and it legally entitles both the male and female to cohabit. But for a number of reasons these traditional forms of relationships and institutions are slowly losing their foothold as no one wants to be entangled into the responsibilities & commitments of marriage and with that people seek other rational options. Love cannot be the only reason to marry. Sometimes in arranged marriages couples do get married but have no compatibility and marriage becomes more or less a compromise. Therefore a live-in relationship came into being in society as a substitute for marriage. In India younger generations are not only accepting but also slowly adopting the western ideas and lifestyles

including the non-marital living together.

In a country like India, the ethical & moral angle to the concept a live-in relationship is a subjective one. On one hand, a section of society is of the view that it will dilute the sacred institution of marriage as it encourages a pre-marital sexual relationships, in fact people consider it to be a sin. On the other hand the liberal minds of the society especially younger generation consider it as a progressive and forward looking concept which allows the unmarried male & female to check their compatibility with their respective partners before entering permanent commitment through valid legal marriage.

CONCEPT OF LIVE-IN RELATIONSHIP IN INDIA-

India is a country having rich values, traditions, customs and beliefs. In India institution of marriage is generally based on combination of contract and sacrament. As per Hindu Marriage Act 1955, marriage is considered as religious and holy union and the Act also provides that if essential conditions for marriage are not fulfilled that marriage is not valid marriage. In a society where relationship between male and female without marriage is not easily accepted Indian Evidence Act, 1872 seems to provide that long cohabitation is a presumption of marriage¹

In India the concept of living together without marriage is not new; in earlier times it was known as maitri-karar, which is based on a written agreement and was made between male & female that they would live together as friends and look after each other. Such

relationships were socially ambiguous, sexually exploitative and highly stigmatized relationships in society².

In India the traditional society might have stigmatized non-marital live-in relationships but the increasing number of live-in couples indicates a degree of its acceptance. Under the practice of live-in-relationship a couple of generally unmarried male and a female, , live together without getting formally married. This practice is prevalent in metropolitan cities where while working at the same place, man and woman find it convenient to live together like a husband and wife and enjoy the life without taking the risk of responsibility and commitments of traditional marriage.

However, in such a relationship, there many problem, such as, whether the status of a female partner can be considered as a wife or if a child is born, the questions of its legitimacy, the issues of their custody as well as the issues of inheritance have already occurred in many cases and the Indian courts are trying to find solution to these problems in the existing laws in the absence of any specific legislation on the subject.

The Malimath Committee on Reforms of Criminal Justice System, 2003, made recommendation that the definition of the word 'wife' in Section 125 should be amended so as to include a woman who was living with the man as his wife for a reasonably long period, during the subsistence of the first marriage.³

In June, 2008, it was recommended by the National Commission for Women to the

Ministry of Women and Child Development to include live-in female partners for the right of maintenance under Section 125 of Criminal Procedure Code, 1973.⁴

Indian judiciary has also supported the recommendations of National Commission for Women and Report of Malimath Committee in *Abhijit Bhikaseh Auti v. State of Maharashtra*.⁵

Law and society are inter-related & inter-dependent to each other. They are the two faces of the same coin. One needs the other & also one is based on the other. The law and society were traditionally biased in favour of marriage. Public policy supports marriage as necessary to the stability of the family; the basic societal unit. To preserve and encourage marriage, the law reserves many rights and privileges to married persons. Cohabitation carries none of those rights and privileges. It can be said that cohabitation has all the headaches of marriage without any of its benefits. Changes in society demand that law should move with the time. When this concept rooted in Indian society, then it urges for its meaning & nature in the eyes of law. Hence the various High Courts of the country and the Hon'ble Supreme Court in a number of decisions tried to explain the concept of live-in relationship. Laws are in the form of court verdicts which varies from case to case, therefore concept is also explained on the basis of various social problems before the court

CAUSES OF LIVE-IN-RELATION:

Couples cohabit, rather than marry, for a number of reasons such as-

- They may want to test their compatibility before they commit to a legal union.
- They may want to maintain their single status for financial reasons.
- In some cases, such as those involving gay or lesbian couples, or individuals already married to another person, the law does not allow them to marry.
- In other cases, the partners may feel that marriage is unnecessary.
- Most of couples go for live-in relations because they hate to be divorced.
- Existed marriage is unsuccessful or legal and social difficulties arose in separation.
- Marriage may not be supported or not allowed by family due to inter religion, age difference etc.
- Sometimes they scared from responsibilities arose of married partner & thereafter as a parents.
- Couple gives priority to the career rather than marriage. Therefore live-in-relationship is best option for them where there is no commitment and no time for partner.

SIMILAR RELATIONSHIPS

The following relationship are considered to be different from Live-in relationships -

- ✓ ü A "mistress" (paramour or lover) refers to a man's long term female sexual partner and companion, with whom he had intimate relations while married to another woman. The relationship is generally secret & semi-permanent. The man may pay for some of the woman's living expenses, or provide her with

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an allowance. However, they do not live together, as in the case of a live-in relationship. But the area of differentiation as regards rights is a grey area, as Courts sometimes grant a similar mistress right to as if she were a live-in partner.

- ✓ **Concubine** refers to a woman who lives with a man in addition to his wife and gets the status of a lover. This relationship is solely for the purpose of sexual relations, that is why the status of the concubine is lower than that of wife, and they have limited rights as compared to wife. These relationships are very different from a live-in relationship because of the element of consent, status of the woman and sexual relationships. Legal status is given to live-in relationship but not to concubines and mistress
- ✓ **“Cohabitants”** is similar to live-in partners

SOCIETAL EFFECT OF LIVE-IN-RELATIONSHIPS IN INDIA

The live-in relationship gives right to liberty, right to privacy, right to life, and many more rights and advantages, but this aspect is one side of the coin i.e. if there are positive effects there will be some adverse effects also which are state below-

- a) **Breaking Down Of Marriage Institution :** Marriage as a holy matrimonial bond creates an important concept of any society that is kinship. Culture and subculture of society acknowledge the concept of intimate and sexual interpersonal relationships in different ways. These ways are termed as a wedding ceremony, also known as matrimony, which will lead to a relationship between man and woman to ensure security for children. On the contrary, in a live-in relationship, there is no sense of accountability and responsibility, a

couple can quickly get, and the brunt of this separation is faced by their children. Apart from this, a live-in relationship is degrading the value of the social union like marriage, as it contains only two persons.

- b) **In And Out Relationship:** This kind of relationship can be termed as in and out relationship, which means that it does not demand any obligation on the parties. The people opting for an option of live-in relationship rather than marriage, cannot complain infidelity or immorality, it is just for the sake of personal enjoyment.
- c) **Negative Identity:** We have to accept the fact that no matter how many times we claim to be modern but we still stuck to our orthodox thinking somehow. Even in this modern era, so-called modern people still consider progeny of live-in relationship as negative, and they consider as a responsibility of a parent to leave a valuable legacy and not vicarious liability. Indian cannot throw its proven and time-tested advantages of its custom to the winds, our future generation should be proud of their birth, culture, traditions and national identity which they have to carry forward.
- d) **Weakens Social Relationship:** As such relationships are a choice of two individual wish to make their own family without the will of their parents, there is always an expectation of weak relation between the parents of the spouse family. Therefore it is no doubt that there is always a change of conflict of ideas and opinion in the family; as a result, it will literally lead to weakening the relation between other members of the family. So overall it is no it has a better negative effect in the society.

JUDICIAL RESPONSE OF LIVE-IN-RELATIONSHIPS IN INDIA:

Indian judiciary has taken a lead to fill the gap

that was created in absence of any specific statute relating to live-in relationships. It may be considered immoral in the eyes of society but it is not at all "illegal" in the eye of the law. The intention of Indian judiciary is to render justice to the partners of live-in relationships who, were earlier not protected by any statute when subjected to any abuse arising out of such relationships. Judiciary is neither expressly promoting such concept nor prohibiting such sort of relationships. It is, however, just concerned that there should not be any miscarriage of justice. Therefore, while deciding various cases, the judiciary has kept in mind various factors including both societal norms and constitutional values.

Since from the time of Privy Council, a presumption for couples living together without getting legally married had begun. In *Andrahenedige Dinohamy v. Wijetunge Liyanapatabendige Blahamy*⁶, the Privy Council took a stand that, "where a man and a lady are proved to have lived respectively as spouse, the law will presume, unless the opposite be obviously demonstrated that they were living respectively in result of a legitimate marriage, and not in a condition of concubinage"⁷. This same view was held in *Mohabbat Ali Khan v. Md. Ibrahim Khan*⁸ where in the court held the marriage to be legitimate if both the partners have lived together as spouse.

Later the Hon'ble Supreme Court in *Badri Prasad v. Director of Consolidation*⁹ gave legal validity to a 50-year live-in relationship. But also held that, "The presumption was rebuttable, but a heavy burden lies on the

person who seeks to deprive the relationship of legal origin to prove that no marriage took place."¹⁰

The Allahabad High Court in *Payal Sharma v. Nari Niketan*¹¹, observed that, "A man and a woman, even without getting married, can live together if they wish to. This may be regarded as immoral by society, but it is not illegal."¹²

Thereafter, in *Ramdev Food Products (P) Ltd. v. Arvindbhai Rambhai Patel*¹³, the Hon'ble Supreme Court held that two people who are in a live-in relationship without a formal marriage are not criminal offenders.

In *Madan Mohan Singh v. Rajni Kant*¹⁴, the Hon'ble Supreme Court held that, the live-in relationship if continued for long time, cannot be termed as a "walk-in and walk-out" relationship and that there is a presumption of marriage between the parties.

In landmark case of *S. Khushboo v. Kanniammal*¹⁵, the Hon'ble Supreme Court held that a living relationship comes within the ambit of right to life under Article 21 of the Constitution of India. The Court further held that live-in relationships are permissible and the act of two major living together cannot be considered illegal or unlawful.

In 2010 the Delhi High Court decided *Alok Kumar v. State*¹⁶ which also was related to live-in relationships. The complainant was in a live-in relationship with the petitioner, who had not even divorced his previous wife and had a child of his own. The complainant also had a child

of her own. The Delhi High Court, therefore, tagged the nature of such relationship as a walk-in and walk-out relationship with no legal strings attached. It is a contract of living together "which is renewed every day by the parties and can be terminated by either of the parties without consent of the other party". Those who do not want to enter into such relationships enter into a relationship of marriage which creates a legal bond that cannot be broken by either party at will. Thus, people who choose to have "live-in relationships" cannot later complain of infidelity or immorality.

In *Chanmuniya v. Chanmuniya Kumar Singh Kus Awaha*¹⁷ where High Court declared that appellant wife is not entitled to maintenance on the ground that only legally married woman can claim maintenance under Section 125 of Criminal Procedure Code, 1973. But on appeal the Hon'ble Supreme Court turned down the judgment delivered by the High Court and awarded maintenance to the wife (appellant) saying that provisions of Section 125 of Criminal Procedure Code, 1973 must be considered in the light of Section 26 of the Protection of Women against Domestic Violence Act, 2005 thereafter referred as PWDVA, 2005¹⁸. The Hon'ble Supreme Court held that women in live-in relationships are equally entitled to all the claims and reliefs which are available to a legally wedded wife.¹⁹

Lately, in a landmark case, Supreme Court dealt with the issue of live-in relationships in detail and also laid down the conditions for live-in relationship that can be given the status of marriage. On 26-11-2013 a two-Judge Bench of the Supreme Court constituting of

K.S.P. Radhakrishnan and Pinaki Chandra Ghose, JJ. in *Indra Sarma v. V.K.V. Sarma*²⁰ held that "when the woman is aware of the fact that the man with whom she is in a live-in relationship and who already has a legally wedded wife and two children, is not entitled to various reliefs available to a legally wedded wife and also to those who enter into a relationship in the nature of marriage" as per provisions of Pwdva, 2005. But in this case, the Supreme Court felt that denial of any protection would amount to a great injustice to victims of illegal relationships.²¹ Therefore, the Supreme Court emphasized that there is a great need to extend Section 2(f) which defines "domestic relationships" in Pwdva, 2005 so as to include victims of illegal relationships who are poor, illiterate along with their children who are born out of such relationships and who do not have any source of income. Further, Supreme Court requested Parliament to enact a new legislation based on certain guidelines given by it so that the victims can be given protection from any societal wrong caused from such relationships.

Following are the guidelines given by Supreme Court:

(1) *Duration of Period of Relationship*

Section 2(f) of the Domestic Violence (DV) Act has used the expression 'at any point of time', which means a reasonable period of time to maintain and continue a relationship which may vary from case to case, depending upon the fact situation.

(2) *Shared Household*

The expression has been defined under Section

2(s) of the DV Act and, hence, need no further elaboration.

(3) *Pooling of Resources and Financial Arrangements*

Supporting each other, or any one of them, financially, sharing bank accounts, acquiring immovable properties in joint names or in the name of the woman, long-term investments in business, shares in separate and joint names, so as to have a long-standing relationship, may be a guiding factor.

(4) *Domestic Arrangements*

Entrusting the responsibility, especially on the woman to run the home, do the household activities like cleaning, cooking, maintaining or upkeeping the house, etc. is an indication of a relationship in the nature of marriage.

(5) *Sexual Relationship*

Marriage like relationship refers to sexual relationship, not just for pleasure, but for emotional and intimate relationship, for procreation of children, so as to give emotional support, companionship and also material affection, caring, etc.

(6) *Children*

Having children is a strong indication of a relationship in the nature of marriage. Parties, therefore, intend to have a long-standing relationship. Sharing the responsibility for bringing-up and supporting them is also a strong indication.

(7) *Socialisation in Public*

Holding out to the public and socializing with friends, relations and others, as if they are husband and wife is a strong circumstance to hold the relationship is in the nature of marriage.

(8) *Intention and Conduct of the Parties*

Common intention of parties as to what their relationship is to be and to involve, and as to their respective roles and responsibilities, primarily determines the nature of that relationship²².”

Lately, a landmark judgment on 8-4-2015 *Dhannulal v. Ganeshram*,²³ by the seat comprising of Justice M.Y. Eqbal and Justice Amitava Roy, the Supreme Court decided out that couples living in live-in relationship will be presumed legally married. The Bench also added that the woman in the relationship would be eligible to inherit the property after the death of her partner²⁴.

LEGAL STATUS OF CHILDREN BORN OUT OF LIVE-IN RELATIONSHIP-

The first time when the Supreme Court held the legitimacy of children born out of live-in relationship was in *S.P.S. Balasubramanyam v. Suruttayan*²⁵, the Supreme Court had said, “If a man and woman are living under the same roof and cohabiting for some years, there will be a presumption under Section 114 of the Evidence Act that they live as husband and wife and the children born to them will not be illegitimate.²⁶” Further, the court interpreted the status and legislation to an extent that it shows conformity from Article 39(f) of the

Constitution of India which sets out the obligation of the State to give the children adequate opportunity so that they develop in proper manner and further safeguard their interest.

Dealing with the recent case on the legitimacy of children of such relationships, Supreme Court in *Tulsa v. Durghatiya*²⁷ has held that a child born out of such relationship will no longer be considered as an illegitimate child. The important precondition for the same should be that the parents must have lived under one roof and cohabited for a significantly long time for the society to recognize them as husband and wife and it should not be a “walk-in and walk-out” relationship.²⁸

In another case *Bharatha Matha v. R. Vijaya Renganathan*²⁹, the Supreme Court held that a child born out of a live-in relationship may be allowed to inherit the property of the parents (if any) and therefore be given legitimacy in the eyes of law. We have seen that Indian judiciary in the absence of specific legislation have been protecting the rights of the children by giving law a broader interpretation so that no child is “bastardised” for having no fault of his/her own.

On 31-3-2011 a Special Bench of the Supreme Court of India consisting of G.S. Singhvi, Asok Kumar Ganguly in *Revanasiddappa v. Mallikarjun*³⁰ remarked that irrespective of the relationship between parents, birth of a child out of such relationship has to be viewed independently of the relationship of the parents. It is as plain and clear as sunshine that a child born out of such relationship is innocent and is entitled to all the rights and privileges

available to children born out of valid marriages. This is the crux of Section 16(3) of the amended Hindu Marriage Act, 1955.

CONCLUSION

On the whole live-in relationship seems to have come to stay in society because of rapidly changing nature of Indian society. The time has come that live-in relationship should be defined clearly by a specific legislation. Needless to say there is urgent need to have an exhaustive law dealing with the issues arising in the working of the de novo arrangements. Rights and liabilities of live in partners and their issues should be the prime concern of such legislation. India like many western societies is passing through a state of crisis and confusing due to many socio-economic developments. The institution of marriage in society is facing serious challenge in our society which is basically heterogeneous pluralistic and closed society. The judicial response is appreciable as it cautions that there is difference between live in relationship and keep. A question still arises that whether live-in relationship is in favour of women empowerment or against it?

Footnotes

¹ Section 114 of Indian Evidence Act, 1872 runs as under “Court may presume existence of certain facts. —The Court may presume the existence of any fact which it thinks likely to have happened, regard being had to the common course of natural events, human conduct and public and private business, in their relation to the facts of the particular case.....”

² Nitansh Rai, “Live-in-Relationship Among

- Hindus: Reincarnation of Marriage”, available at: www.legalindia.com/live-in-relationship-among-hindus-reincarnation-of-marriage
- 3 Government of India, Report: Committee on Reforms of Criminal Justice System, (Ministry of Home Affairs, 2003) available at: mha.nic.in/pdfs/criminal_justice_system.pdf at page 197
- 4 Himanshi Dhawan, “Maintenance for Live-in-Partner?” The Times of India, June 30, 2008, available at: <http://timesofindia.indiatimes.com/india/Maintenance-for-live-in-partner/articleshow/3178050.cms>
- 5 (2009) Cri.LJ 889(Bom.)
- 6 1927 SCC OnLine PC 51 : AIR 1927 PC 185
- 7 Id., 187
- 8 1929 SCC OnLine PC 21 : AIR 1929 PC 135
- 9 (1978) 3 SCC 527 : AIR 1978 SC 1557
- 10 Ibid
- 11 2001 SCC OnLine All 332.
- 12 Ibid
- 13 (2006) 8 SCC 726
- 14 (2010) 9 SCC 209
- 15 (2010) 5 SCC 600
- 16 2010 SCC OnLine Del 2645
- 17 (2011) 1 SCC 141
- 18 Ibid para 139
- 19 (2011) 1 SCC 38, para 38
- 20 (2013) 15 SCC 755
- 21 Ibid
- 22 Indra Sarma v. V.K.V. Sarma, (2013) 15 SCC 755, available at <<http://www.indiatvnews.com/news/india/historic-supreme-court-approves-live-in-relationships-asks-par-30912.html?page=3>>
- 23 (2015) 12 SCC 301
- 24 [Available at <<https://timesofindia.indiatimes.com/india/Couple-living-together-will-be-presumed-married-Supreme-Court-rules/articleshow/46901198.cms>>
- 25 (1994) 1 SCC 460 : AIR 1994 SC 133
- 26 Ibid
- 27 (2008) 4 SCC 520 : AIR 2008 SC 1193
- 28 Madan Mohan Singh v. Rajni Kant, (2010) 9 SCC 209 : AIR 2010 SC 2933
- 29 (2010) 11 SCC 483 : AIR 2010 SC 2685.
- 30 (2011) 11 SCC 1 : (2011) 2 UJ 1342.

HISTORICAL DEVELOPMENT OF COPYRIGHT LAWS IN INDIA

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ABSTRACT

Initially, there was no separate copyright law for India in the early periods of British rule. Hence the position was very uncertain and crucial. After that The English Copyright Act 1842 would be made applicable to the British India. Later on the Copyright Act 1911 was legislated by British parliament. This Act was a remarkable step in the history of Indian copyright laws. Later on, the British parliament passed the Copyright Act of 1911 which was made enforceable to India as part of His majesty's dominions. The Copyright Act 1911 could not fulfill the requirement of British India so that the Indian legislature passed the Copyright Act 1914 to solve these problems. India attained freedom on 15 August 1947. Under influence of the Indian Constitution the Copyright Act 1914 was remained in force. The Act of 1914 was made applicable until a new Copyright Act was enacted by Indian Parliament in 1957. The Copyright Act 1957 was enacted to meet the challenges of technological developments. The Act called for certain amendments which have become necessary according to advanced technologies in communications e.g. broadcasting, lithography etc. These amendments have been made in form 1983 to 2012. These amendments made adequate provisions for fulfillment of international obligations in the field of copyright.

INTRODUCTION

In British rule, the rules and regulations of England were not made applicable to the British India in early periods. There were no separate laws for India in the early periods of British rule and the copyright laws were also not legislated for India. Hence the position was very uncertain and crucial. The Bombay High Court removed this situation in 1895 and established that the English Copyright Act 1842 would be applicable to the India even when this Act was not made applicable to India¹. Later on the Copyright Act 1911 was

legislated by British parliament. This Act was a remarkable step in the history of copyright laws, which was passed due to emergence of new technological development, which produces threat to the intellectual property. Now the need of an efficient copyright was also felt in British India and it was expected that the British parliament could make it applicable to the British India also. So considering the needs of copyright laws of British India, the British parliament passed the Copyright Act of 1911² applicable to the British India. The Copyright Act 1911 of

England was made applicable to India as part of British Dominion. It was considered that the Copyright Act 1911 would not fulfill the requirement of British India so that the Indian legislature passed the Copyright Act 1914 to solve these problems. The law of copyright in India was to be found in the Imperial Copyright Act 1911 as amended by the Indian Copyright Act 1914. The Act of 1914 remained in force till 15 August 1947. The Indian Independence Act³ granted freedom to India and India attained freedom on 15 August 1947. The Act provided the sovereignty to the India so that India was now not bound necessarily to the British Indian laws.

The Indian Independence Act 1947⁴ provides that neither any law nor provisions of law which is enacted by any legislature of the dominions shall be null and void on the ground that it contrary to the law of England. Due to this provision, any legislation which is made by the any legislature of India altering, amending or repealing any parliamentary legislation applicable to India would not be void on the basis that it is against the common law or contrary to the British Parliament. The Constitution of India came into force on 26 January 1950 but it did not repeal the existing laws. It provides the continuance in force of 'existing laws' as all the laws which are in force in the Indian territory just after the commencement of Indian Constitution, they shall be continue as it is until altered or repealed or amended by any legislature or authority which is competent.⁵

The Constitution of India 1950 provides the power to the president of India to make order for such adaptations and modifications of such

law according to the provisions of Constitution which are enforceable in India at the time of enforcement of Constitution of India. The order may be to repeal or amend the existing law from such date as may be specified in the order.⁶

The Constitution of India defines the term 'existing law' which means that any law or ordinance or bye laws or rule or regulation which is passed or made by any legislature or authority or by any person having power to do so before the commencement of this constitution.⁷

Under influence of the Indian Constitution⁸, the Copyright Act 1914 was remained in force. The Act of 1914 was made applicable until a new Copyright Act was enacted by Indian Parliament in 1957. A new Copyright Act was passed by Indian Parliament repealing the Copyright Act 1914. The Indian legislature felt that the British Act is not sufficient to fulfill the new modified challenges so it is necessary to enact a self contained Act in relation to copyright. This Act was enacted to meet the challenges of technological developments.

The Act called for certain amendments according to advanced technologies in communications e.g. broadcasting, lithography etc. These amendments have been made in since 1983 to 2012. These amendments made adequate provisions for fulfillment of international obligations in the field of copyright.

A. Copyright (Amendment) Act 1983: - The two important conventions on copyright are Berne Convention for Protection of Literary

Historical Development of Copyright Laws in India

and Artistic Works and Universal Copyright Convention. India is a signatory of both International conventions. The basic features of the Copyright Act 1957 conform to provisions of these two international conventions i.e. (i) the Berne Convention (ii) the Universal Copyright Convention. Both these conventions were revised in 1971 at Paris. These revised conventions provided certain additional facilities to enable the developing countries to grant compulsory licenses for translation and reproduction of works of foreign origin required for purposes of teaching, scholarship or research activities, if these rights could not be obtained on freely negotiated terms under conditions enabling their publications or ensuring their availability at prices reasonable in their context. As a developing country, it will be in our interest to adhere to these two revised conventions so as to avail of the benefits of the compulsory rights. The working of the Act also revealed certain lacuna and administrative drawbacks especially in reference to the protection of author's rights. The Act was totally silent with respect to publication of unpublished works of an Indian author if he is either dead or not known or whose whereabouts are not traceable or if the owner of the copyright cannot be founded. Hence it was proposed to make changes in the law to remove existing lacunas and to make certain additional provisions for the protection of author's rights.

In August 1983, the Parliament of India enacted the copyright (Amendment) Act 1983 with the specific purposes of (a) incorporating the provisions of compulsory licences for translation and reproduction of foreign works required for instructional purposes (b)

providing adequate protection of a author's rights (c) removing administrative drawbacks and other lacunae experienced in the administration of the Copyright Act 1957. The Bill aimed

1. To make provisions for compulsory licensing in relation to translation of the foreign work by the author after the expiry of three years from the publication of the works. It is also provided the compulsory licensing for the translation of the work done by the author in any developed country, after the expiry of a period of one year from such publication of the work if such work is done for the purposes of teaching, scholarship or research.
2. To make provisions for compulsory licensing in relation to reproduction of any edition of a foreign literary, scientific or artistic work for the purposes of systematic instructional activities. This compulsory licensing will be granted after the expiry of certain periods from the date of the first publication of that edition which will vary depending on the subject matter of the works of the author.
3. To provide that in relation to unpublished works where the author of the work is either dead or not known or the owners of copyright cannot be traced, any person wishing to publish the material or a translation thereof may advertise his proposal and thereafter apply to the copyright Board for permission which, while granting such permission, would fix an appropriate royalty. The royalty of the work could be deposited in a specific public account of India or in any other manner for a given period so that when owner of copyright becoming known, could claim that amount of royalty. It is also suggested that in relation to unpublished works where the original author is dead and the publication of the that unpublished work is much needed in the

national interest, a reasonable time would be given to his legal representative to make necessary arrangement for the publications of the unpublished material. In case they fail to do so, the Copyright Board is empowered to give permission to publish the works on payment of royalty.

4. To provide for the manner of assignments of copyright from authors to publishers and to empower the Copyright Board to decide disputes arising out of such assignment, which may be increased to permitting the author to withdraw from the assignment.
5. To provide fifty years of duration of copyright in works owned by bodies corporate from the beginning of the calendar year next following the year in which the work is first published as in the case of works owned by government.
6. To provide permission to broadcasting authorities in relation to translate foreign works of author for broadcasting with the purposes of systematic instructional activities.
7. To provide for copyright in lectures, addresses, etc., delivered publicly and for publication of those entries which are made in copyright register.

B. Copyright (Amendment) Act 1984: - Piracy is a phenomenon which is prevalent in most of the countries because of rapid advancement in technology. It has raised globally to an alarming proportion most of the countries are trying to prevent it through stringent laws and effective enforcement mechanism.

We can divide piracy in three parts as piracy in printed work, piracy in sound recordings and piracy in cinematograph film. The main object of the pirate is to generate illegal money and not to pay legitimate royalties to author or taxes

to government. In order to combat with the problem of piracy, the amendment of Copyright Act is proposed. The Bill provides:

1. To enhance the penalty for infringement of the copyright of owner. The bill enhanced the punishment as maximum imprisonment of three years with a minimum punishment of imprisonment of six months and a maximum fine up to Rs. two lakhs with a minimum of Rs. fifty thousand.
2. To enhance punishment where the conviction is second time and subsequently.
3. To make special provisions in relation to video films and computer programmes.
4. To make provision to disclose certain information in the record, video films and containers thereof for producers of records and video films.

This amendment of copyright law was made enforceable on 08-10-1984. Immediately thereafter, several writ petitions seeking a stay of the amending law were filed in a number of High Courts across the country and in the Apex Court of India. In Madras a person owning a video library business filed a writ petition challenging the constitutionality of this amendment. While admitting the film federation of India, the apex body of film producers, distributors and exhibitors in the country, filed two petitions before the learned judges, one for impleading themselves as a party and other for vacating the stay order, the single judge rejected both the petition but directed that the applicant could be heard without being impleaded as party respondent. In appeal a division Bench of High Court of Madras dismissed the appeal and observed¹⁰ that if a person is beneficiary of any policy

which is enacted in form of a legislation, he has no say in a manner which is exclusively within the jurisdiction of the government affairs. It is the duty of government to justify its own legislation but if the court is in need of any assistance from private person, the court, for deciding the case, can give permission to a party to plead only for limited purposes.¹¹

C. Copyright (Amendment) Act 1992¹²: - The duration of copyright under the Copyright Act 1957 was up to end of the calendar year in which fifty years are completed. This duration starts from that year, in which the death of the author commence in relation to work literary, dramatic, musical and artistic published when the author was alive, but starts from the year of publication in most other cases.

Guredev Rabindranth Tagore died in the year 1941 and copyright in his published works, which stood vested in Visva Bharati, was to expire on 31st December 1991. There had been numerous demands for according extended protection to his works in view of their national importance. While it was not considered feasible and appropriate to extend the duration of copyright in respect of one author alone, the government reviewed the whole question of what should be the appropriate term of copyright and decided to extend the term of copyright generally in all works protected by the Copyright Act 1957 from fifty years to sixty years. This was however, not to apply to works, which had already in the public domain before 31st December 1991. The Copyright (Amendment) Ordinance 1991 was therefore enforced by the President of India on 28th December 1991, which later on become Act No. 13 of 1992.

D. Copyright (Amendment) Act 1994:- As it was observed that the anti piracy provisions incorporated in the 1984 Amendment had not worked effectively, a working group was setup in 1987 by the Government to study the various provisions of the Act and to recommend suitable amendments, taking into consideration the advances made in communication technology such as video, satellite and other means of simultaneous communication and to fulfill India's obligations as a signatory to Berne Convention and the Universal Copyright Convention. In July 1992, the Copyright (Amendment) Bill was tabled in the Parliament. The purposes of the proposed legislation were explained as under.

“Effective copyright protection promotes and rewards human creativity and, in modern society, there is need for an indispensable support for intellectual, cultural and economic activity. Copyright law promotes the creation of literary, artistic, dramatic and musical work, cinematograph film and sound recordings by providing certain exclusive rights to their authors and creators”. The law which is related to copyright and related rights has been under comprehensive review of the Government for some time, taking into account the difficulties expressed by different groups of copyright owners and others, the experience gained from the administration of the existing law and the situation created by various technological developments that have taken place.”¹³

A joint working committee of Rajya Sabha and Lok Sabha, consisting of 45 members, examined the Bill taking into consideration the representation received from various organizations and individual, the memoranda

received from the general public and organizations concerned with copyright. The committee recommended several changes in the Bill through recommendations submitted to the Parliament in August 1993. The Bill was ultimately passed by the Parliament in May 1994. The salient features of the 1994 amendment Act are following.

- (i) performer's right protection covering any visual or artistic presentation made live by one or more performers.
- (ii) copyright Societies, seeking to promote collective administration of the rights of authors, composers and other creative artists.
- (iii) assignment of copyright by an author or artist to protect the interests of both assignor and assignee and
- (iv) computer programmes, cinematograph film and sound recordings protection.

E. Copyright (Amendment) Act 1999: - The Copyright Act was amended again in 1999. It amended the definition of literary work, meaning of copyright in relation to computer programme, enhanced the duration of copyright of performers' from twenty five to fifty years, incorporated some provisions relating to the power of the Government of India for Broadcasting organizations and performers to broadcasting organization and performers in certain other countries, and power to restrict rights of foreign broadcasting organizations and performers.

F. Copyright (Amendment) Act 2012: - India's Copyright Act, 1957 has been significantly amended by Parliament of India in 2012. This amendment was made by both

houses of the Indian Parliament to make copyright law in compliance with the WIPO "Internet Treaties. It came into force in order to establish an equitable and just framework for better administration of copyright. It also aims the sharing of revenue to protect the rights of owners and authors in cinematography and audio recordings. This amendment has also incorporated the term 'commercial rental' which provides that if any rental, lease or lending of a lawfully acquired copy of a computer programme, sound recording, visual recording or cinematograph film which is used for nonprofit purposes by a non-profit library or non-profit educational institution does not come under the term 'Commercial rental'.¹⁴ It amended Section 14 of Copyright Act relating to the exclusive rights in respect of a work. The amendment also provides right to store. This right is included in respect of artistic work, cinematographic film and sound recording. Section 14 of Copyright Act is amended to provide that reproduction of an artistic work, making a copy of a cinematograph film or embodying a sound recording now includes 'storing' of that work on any device by digital or other method. Another amendment in Copyright Act is made with respect to performers' right. This Amendment Act has incorporated the affirmative rights to performers. This amendment Act omitted Subsections 3&4 of section 38 and section 38-A has been incorporated in order to comply with provisions of WPPT.¹⁵ This amendment Act also incorporates the provisions for compulsory licenses. The amendment makes provisions for compulsory licenses which can be obtained for 'any work' which is in public domain and which is not 'Indian works'. The

Amendment Act also provides provisions for **Administration of Copyright Societies, Strengthening Enforcement and Protecting against Internet Piracy, Special Provision for Access to the Disabled, Digital Rights Management Information and Reform of Copyright Board.**

CONCLUSION:

The history shows that the first copyright legislation was enacted in 1709 in England with a view to give greater protection to copyright. In influence of International Conventions major changes were introduced in England and the Copyright Act 1911 was enacted. The Copyright Act 1956 repealed this Act. Finally, the Copyright, Patent, Design Act 1988 was passed in U.K.

Prior to Independence, our country was under British rule, so the law in relation to copyright was applied as found in England. The Constitution of India came into force on 26th January 1950 and the Copyright Act was passed in 1957 repealing the applicability of copyright Act 1911 and 1914. In 1971 a Universal Copyright Convention was signed at Paris. Thereof the Copyright Act 1957 was amended in 1983. In 1994, an agreement on inter related issues of intellectual property rights was signed. The Copyright Act of 1957 was again amended by the Copyright (Amendment) Act 1994 with a view to put our country at parallel with other developed countries in the field of the law with reference to intellectual property and the copyright in particular. The Copyright Act was amended again widely in 2012 in order to keep pace with technologies and to bring some institutional

changes and to provide certain rights to author, performer as well as to disabled persons which was in demand from a very long time.

Footnotes

1. Macmillan v. Khan Bahadur Shamsul Ulama Zaka I. L. R. (1895) 19 Bom. 557
2. This Act was come into force in October 1912.
3. 1947
4. Section 18(2) of the Indian Independence Act 1947 provides that "No law and no provisions of any law made by the legislature of either of the Dominions shall be void or inoperative on the ground that it is repugnant to the law of England or to the provisions of this or any existing or future act of the parliament of the United Kingdom or to any other rules or regulations made under any such Act and the powers of each dominions include the power to repeal or amend any such Act, order, rule or regulations in so far as it is part of the law of dominion."
5. Article 372(1) of Constitution of India 1950 provides that "Notwithstanding the repeal by this Constitution of the enactments referred to in Article 395 but subject to the other provisions of this constitution, all the law in force in the territory of India immediately before the commencement of this constitution shall continue in force therein until altered or repealed or amended by a competent Legislature or other competent authority."
6. Article 372(2) of Constitution of India 1950 provides that "For the purpose of bringing the provisions of any law in force in the territory on India into accord with the provisions of this constitution, the President may by order make such adaptations and modifications of such law, whether by way repeal or

amendment, as may be necessary or expedient, and provide under the law shall, a from such date as may be specified in the order, have effect subject to the adaptation and modifications so made, and any such adaptation modification shall not be questioned in any court of law”

7. Article 366(10) of Constitution of India 1950 provides that “Any law, ordinance, order, bye law, rule or regulation passed or made before the commencement of this constitution by any legislature authority or person having power to make such a law, ordinance, bye law rule or regulation.”
8. Art 372 and 366(10)
9. Act 23 of 1983
10. Film Federation of India V. Union of India AIR 1986 Mad. 43

11. “A legislative enactment is intended to give effect to some policy and implement it. Private litigants or persons who happen to be beneficiaries of such a policy enacted in the form of legislation can really have no say in a manner which is exclusively within the domain of the Government activity. It is primarily and wholly for the Government to support its own legislation though in case the court wants some assistance, the Court can permit a party to intervene but that is for the limited purpose, of assistant to the court for deciding the dispute before it.....”

12. Act No. 13 of 1992
13. The Statement of Object & Reasons of the Bill
14. section 2(fa)
15. Articles 6 to 10

A COMPARATIVE STUDY OF ADOLESCENT GIRLS' EMPOWERMENT OF GOVERNMENT SENIOR SECONDARY SCHOOLS FROM RURAL AND URBAN AREA IN DEHRADUN DISTRICT

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ABSTRACT

The status of Indian girls has been fluctuating throughout the history of India. As the time passed the status of Indian girls declined. Medieval India is not considered women's age. It is considered as a dark age for women. From the time Indian girls are born, they are the victims of discrimination. Rural women in India are less literate than rural men. There is a negative attitude of the family towards educating the girl child. Majority of rural Indian women do not have the right to choose their partner. They are not aware about their rights.

INTRODUCTION

The status of Indian girls has been fluctuating throughout the history of India. It has gone through many changes during different stages. Bhatt (2015) said that during the vedic period women enjoyed a status of equality with men. They received equal education, participated in assemblies and debates, studied Vedas and made sacrifice along with their husbands. As the time passed the status of Indian girls declined. Medieval India is not considered women's age. It is considered as a dark age for women because in medieval period they faced many malpractices which resulted in declining condition of women. Subhashini (2014) stated that the girls of medieval India and specially the Hindu society were not given

formal education. They were not allowed to go to school for formal education. They were given the knowledge which was related to only household work.

From the time Indian girls are born, they are the victims of discrimination. According to a 2005 report from the Indian Ministry of Health and Family Welfare, the infant mortality rate among girls is 61% higher than that for boys. This gender inequality is also present in education; only 2/3 of girls between the ages of 6 and 17 are sent to school, compared to 3/4 of boys of the same age. Also, in the countryside, only 46% of women are literate, which is almost one-half the literary rate for men.

Rural women in India are less literate than rural men. There is a negative attitude of the family towards educating the girl child. Primary education is free, but still parents are not interested to send them to school. There are many reasons behind it such as lack of separate toilets for girls in schools, lack of security while travelling from home to school, lack of female teachers in schools, elder sister's responsibility to look after the younger siblings when both the parents have to work to meet both ends.

Majority of rural Indian women do not have the right to choose their partner. It is always decided by the family elders and the marriage is arranged. Majority of rural women suffer not only from economic poverty but also from 'information poverty'. They are not aware about their rights. National Sample Survey Organization (NSSO) a Government of India organization has stated that in 2009-10 and 2011-12, women's employment has taken an alarming dip in rural areas in the past two years. In jobs that are done for 'the major part of the year', a staggering 9.1 million jobs were lost by rural women.

OBJECTIVE

- To know the empowerment level of the girls of only government higher secondary school of rural area and urban area.
- To know the difference of empowerment level between the girls of only government higher secondary school of rural area and urban area.

HYPOTHESIS

1. There is no significance difference of Power and Entitlement between the girls of only

government higher secondary school of rural area and urban area.

2. There is no significance difference of Autonomy & Self Reliance between the girls of only government higher secondary school of rural area and urban area.
3. There is no significance difference of Decision Making between the girls of only government higher secondary school of rural area and urban area.
4. There is no significance difference of Participation in Social & Developmental Activities between the girls of only government higher secondary school of rural area and urban area.
5. There is no significance difference of Capacity Building between the girls of only government higher secondary school of rural area and urban area.
6. There is no significance difference of Social Political & legal awareness between the girls of only government higher secondary school of rural area and urban area.
7. There is no significance difference of Exposure to Information media between the girls of only government higher secondary school of rural area and urban area.

RESEARCH DESIGN SAMPLE

Sample of the present study consisted of 250 girls of the age group between 16-18 years studying in government senior secondary school of rural and urban area of Dehradun district of Uttarakhand state. 125 girls are from government senior secondary of rural area and 125 girls are from government senior secondary of urban area. Sample was selected randomly from the Government senior secondary school of rural and urban area of

A Comparative Study of Adolescent Girls...

Dehradun district.

Dr. Alpana Singh has been used in the present study.

TOOL

To assess the adolescent girls empowerment “Adolescent Girls’ Empowerment Scale” developed by Dr. Devendra Singh Sisodia &

STATICAL ANALYSIS

To analyze the data Mean, Standard Deviation and T-Test has been used in the present study.

Table - 1

Area	School type	Mean	Standard deviation	T - Value	Result
Power and Entitlement	Govt. school rural area	19.33	8.44	10.78	Significant
	Govt. school urban area	28.22	3.80		

Table 1 show that relationship of Power and Entitlement between adolescent girls of government school of rural and urban area is significant at 0.05 and 0.01 level of significance.

Table - 2

Area	School type	Mean	Standard deviation	T - Value	Result
Autonomy & Self Reliance	Govt. school rural area	19.74	8.34	10.10	Significant
	Govt. school urban area	27.83	3.32		

Table 2 shows that relationship of Autonomy and Self reliance between adolescent girls of government school of rural and urban area is significant at 0.05 and 0.01 level of significance.

Table - 3

Area	School type	Mean	Standard deviation	T - Value	Result
Decision Making	Govt. school rural area	19.60	8.28	10.44	Significant
	Govt. school urban area	27.88	3.27		

Table 3 shows that relationship of decision making between adolescent girls of government school of rural and urban area is significant at 0.05 and 0.01 level of significance

Table - 4

Area	School type	Mean	Standard deviation	T - Value	Result
Participation in Social & Developmental Activities	Govt. school rural area	19.48	7.02	12.01	Significant
	Govt. school urban area	27.89	3.52		

Table 4 shows that relationship of participation in social and developmental activities between adolescent girls of government school of rural and urban area is significant at 0.05 and 0.01 level of significance.

Table - 5

Area	School type	Mean	Standard deviation	T - Value	Result
Capacity Building	Govt. school rural area	19.54	7.065	10.79	Significant
	Govt. school urban area	27.67	3.61		

Table 5 shows that relationship of capacity building between adolescent girls of government school of rural and urban area is significant at 0.05 and 0.01 level of significance.

Table - 6

Area	School type	Mean	Standard deviation	T - Value	Result
Social Political & legal awareness	Govt. school rural area	18.25	6.96	13.87	Significant
	Govt. school urban area	27.86	3.45		

Table 6 shows that relationship of social political and legal awareness between adolescent girls of government school of rural and urban area is significant at 0.05 and 0.01 level of significance.

Table - 7

Area	School type	Mean	Standard deviation	T - Value	Result
Exposure to Information media	Govt. school rural area	19.20	8.18	10.88	Significant
	Govt. school urban area	27.80	3.45		

Table 7 shows that relationship exposure to Information media between adolescent girls of government school of rural and urban area is significant at 0.05 and 0.01 level of significance.

MAJOR FINDINGS

1. Findings show that there is a significance difference of power and entitlement between adolescent girls of government school of rural and urban area. Hence the hypothesis is rejected.
2. There is significance difference of autonomy and self reliance between adolescent girls of government school of rural and urban area. Hence the hypothesis is rejected.
3. There is significance difference decision making between adolescent girls of government school of rural and urban area. Hence the hypothesis is rejected.
4. There is significance difference of participation in social and developmental activities between adolescent girls of government school of rural and urban area. Hence the hypothesis is rejected.
5. There is significance difference of capacity building between adolescent girls of rural and urban area. Hence the hypothesis is rejected.
6. There is significance difference social, political and legal awareness between adolescent girls of government school of rural and urban area. Hence the hypothesis is rejected.
7. There is significance difference of exposure to information media between adolescent girls of government school of rural and urban area. Hence the hypothesis is rejected.

CONCLUSION

On the basis of the above findings of this study we concluded that there is no significance difference of power and entitlement, autonomy and self reliance, decision making, participation in social and developmental activities, capacity building, social, political

and legal awareness, and exposure to information media between the adolescent girls of only government school of rural and urban area. Further it shows that mean score of the rural girls of government school are less than the mean score of urban girls of government school, which shows that rural girls of government school are less empowered in the areas of power and entitlement, autonomy and self reliance, decision making, capacity building, social, political and legal awareness and, exposure to information media in comparison of the urban girls of government school. Hence there is a need to empower the adolescent girls in India especially in the rural areas, because adolescent girls are the future of our developed nation. We should find out the reasons that why does rural girls are less empowered in comparison or urban girls although they all studied in the same government senior secondary school. After finding the reasons there is a need to eradicate all the hurdles which come in the path of rural girls' empowerment. We cannot imagine the development of our society and country without rural girls' empowerment. Thus girls' empowerment is a way to achieve our nation's development. Girls' empowerment is necessary for a better and secured future of girls as well as our country.

SUGGESTIONS

1. Education is the most important and powerful tool to empower the girls. So literacy programs should be implemented properly and their timely monitoring is also important.
2. Indian society is a male dominated society. So in our society even in our Indian family male members have to change their perspective towards girls' empowerment. Everyone have

to take it positively. Male members have to cooperate with the females for their empowerment.

3. Parents have to change their attitude towards girls' empowerment. They should give some freedom to their daughters as they give freedom to their sons. So that discrimination on the basis of sex can be eradicated from the society.
4. Girls are themselves responsible for their empowerment. They should know about their rights. They should have to raise their voice for their rights. Then only we can think about girls empowerment.

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SYNTHETIC POLYMERS AND OUR ENVIRONMENT

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ABSTRACT

Now days our biggest issue is to take care of our environment. We create so many things for our better life and now these things become a big question mark on our creativity. We creates lots of things and polymers are one of them. Directly or indirectly polymers helps us, from our kitchen to our bathrooms, from our study rooms to our living room polymers placed very important role in our daily life. It will not be hyperbole if we say that you can not pass a single day without using polymers. But the negative aspect of polymers are, it is very harmful for all the living beings directly or indirectly. It affect our environment badly and now we can not take it for granted because if we will not aware now then there will be too late to take an action against it.

Keywords : Polymer, environment, harmful effect

INTRODUCTION

Synthetic polymers and environment are just related with each other. A place which provides us all the things we need, we call it environment and the things which make our life easier are generally made up of synthetic polymers. So we have these two things in our hand, in a hand good environment and in another one synthetic polymers which make our life easier.

Now simply the first term comes as what is environment? Environment is defined as the conditions and circumstances that surround someone and synthetic polymers are the polymers which are manmade. Some synthetic

polymers are Polyethylene, Polystyrene, Poly vinyl chloride- we generally call it as PVC, Poly tetra fluoro ethylene-we generally call it Teflon etc. Plastics materials like plastic bags, chairs, nylon clothes which are made up of nylon i.e. a synthetic fibre, non sticky items- which are generally used in our home, parachute and many more things, they all are made up of synthetic polymers. They all have become an important part of our life but create a harmful effect on our environment because all are non bio degradable. This is the important factor that all the synthetic fibres are non biodegradable, just because they are non bio degradable they show their effect on environment.

Table 1 shows main synthetic polymers of the and with the properties. series of synthetic polymers, their monomers

Table 1

Polymer	Monomers	Properties	Uses
Poly ethylene (PE)	Ethane	Chemically inert, flexible, insulator, tough and highly tensile	Bottles, toys, flexible pipes, electric wires, plastic bags, etc.
Poly propylene (PP)	Propylene	Resistant to acids and alkalis, high tensile strength	Auto parts, industrial fibres, food containers, dishware, wrapping materials for textile, etc.
Poly vinyl chloride (PVC)	Vinyl chloride, Benzyl butyl phthalate, Di isodecyl phthalate	Insulator, flame retardant, chemical inert, flexible and durable	Draining pipe, hand bags, raincoats, vinyl flooring, rubber products, adhesive, etc.
Poly styrene (PS)	Styrene, Acrylonitrile	Thermal insulator, Solid at room temperature but flows if heated above 100 °C	Petri dishes, CD case, plastic cutlery, Foams, Expanded Poly styrene packaging, thermocole, etc.
Poly tetra fluoro ethylene (PTFE)	Tetra fluoro ethylene	Very low coefficient of friction, excellent dielectric properties, chemically inert, flame resistance	Non stick cooking pans, carpets and fabrics to make them stain resistant, etc

These are some main or can say important synthetic polymers.

HARMFUL EFFECT OF THESE SYNTHETIC POLYMER ON OUR ENVIRONMENT:

- Polyethylene which is of mainly two type LDPE, HDPE. These are non bio degradable compound that is why it does not decay in a decade also. It causes water borne diseases, recharging of ground water aquifers, and burning of it produces harmful gases and disturbed the natural balance of environment and causes lung's diseases.
- Polypropylene is the plastic of industries a use in auto parts an industrial fibres etc. waste from plastic finds in many rivers, which leads to the ocean and affect the marine ecosystem.

Because it is often ingested by marine animals and kill them.

- Polyvinylchloride shows toxic effect on organelles and cause very dangerous disease in living beings. It causes carcinogenicity.
- Polystyrene causes aquatic chronic and affect the aquatic life which disturb the whole ecosystem. In human being is causes serious eye damage, skin sensitization, etc.
- Polychlorotrifluoroethylene is extremely inert compound.

There are many more synthetic polymers like (PBO) Poly-p-phenylene-2,6-benzobisoxzole, (PCP) Polychloroprene, (PAN)

Synthetic Polymers and Our Environment

Polyacrylonitrile, (PA) Polyamide etc which are useful for us but harmful for our environment.

Table 2 shows some other synthetic polymers, their monomers, chemical properties and harmful effect.

Table 2

Polymer	Monomer	Properties	Uses
Polyamide	Two monomers i) 6 carbon acid with a -COOH group at each end - hexanedioic acid. ii) 6 carbon chain with amino group- hexane-1,6-diamine	Silky, thermoplastic and resistant to biological and chemical agents	Stockings, fabrics, toothbrushes. Molded nylon is used in making machine screws, gears etc.
Polyacrylonitrile (PAN)	Acrylonitrile, Acrylamide	Wool-like, resistant to chemicals, oils, moths and sunlight	Used for making clothes and fabrics like sweaters, hats, yarns, rugs, etc., and as a precursor of carbon fibres
Polychloroprene	Chloroprene	Chemically inert	Manufacturing gaskets, corrosion resistant coatings, waterproof seat covers, substitute for corks and latex
poly-p-phenylene-2,6-benzobisoxazole (PBO)		Very high tensile strength and thermal stability	Used in tennis racquets, table tennis blades, body armor, etc.

HARMFUL EFFECT OF THESE SYNTHETIC POLYMERS:

These polymers affect our environment directly and indirectly. These polymers affect

the aquatic life and burning of these polymers produces toxic gases. These gases disturb the gaseous balance in atmosphere and causing pollution. Due to these gases the temperature of our atmosphere is increasing. Uses of these

polymers causing much harmful disease in human beings. There are many more synthetic polymer, disturb the balancing of different chain of our environment

All the synthetic polymers explained above are very useful and important part of our life but consequently shows a bad effect and irremovable effect on our environment. Some synthetic polymers do not break down by the natural forces that's why when they become use less we throw those things and they create significant problems and destroy our environment. So we have to search a proper method of recycling of these synthetic polymers. And make aware the society about it. Now its time to work on biodegradable polymers which can help us in our daily life and not drastically affect our environment. Researchers are working in this direction we only need to work more hard and fast so that we can save our environment in time.

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WHY CAREER MANAGEMENT IS ESSENTIAL TODAY

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ABSTRACT

Career management or career development describes the active and purposeful management of a career by an individual. If individuals are to become and to remain committed to organizational objectives and to effective completion of their work tasks, they have to gain not just immediate rewards but ongoing personal benefits for their careers in doing so. Career management seeks to utilize management ideas such as strategy, planning, goal setting, rational decision making, assessment, feedback, personal development, and control to maximize the individual's long-term fulfillment of his or her potential and of his or her long-term contribution to the organization or organizations in which he or she works.

INTRODUCTION

In the developed countries, we have moved a long way beyond times past when most people had "employment" or "jobs" rather than careers. The word "career" ultimately derives from Latin *carrus*, referring to a chariot. The semantic extension whereby "career" came to mean "course of one's public or professional life" appears from 1803. A career is often defined as "the evolving sequence of a person's work experiences over time" (Arthur, Hall, & Lawrence, 1989, p. 8). The term evolving sequence tells us that a career is more than just a string of jobs: These jobs are linked together over time and patterned so that we can see a career as a single meaningful entity, for example, "a career in banking," "getting to the top of the organization," or "from hairdresser to salon owner." Careers are cumulative in that

experience, skills, and interests developed in one job can be carried over into the next. While not everyone who works is a manager, everyone who works has a career, and for most people, it lasts for many years. This makes careers a very personal and important topic for just about everybody.

Career management or career development describes the active and purposeful management of a career by an individual. Ideas of what comprise "career management skills" are described by the Blueprint model (in the United States, Canada, Australia, Scotland, and England) and the Seven C's of Digital Career Literacy (specifically relating to the Internet skills). It follows that career management is an important facet of management in general. If individuals are to become and to remain committed to organizational objectives and to

effective completion of their work tasks, they have to gain not just immediate rewards but ongoing personal benefits for their careers in doing so. If careers are not managed or are managed badly, they, like organizations, can become aimless, disorganized, and dysfunctional.

Career Management: Organizational or Individual?

In the organizations that you join, you will seldom find a career management department. Rather, it may be assumed that if the organization in general is managed effectively, employees' careers will look after themselves. For example, if the organization is successful in developing itself, it will most likely grow in size and, thereby, will provide expanding career opportunities for its members. The human resource management (HRM) area, which involves policy and practice in recruitment, staff selection, employee training and development, performance evaluation, promotions, and planning for future staffing, is key to providing an organization in which people are able to maximize their career opportunities. Many HRM textbooks have research-papers on career management viewed as an organizational function on behalf of the organization's members.

But individuals have an important role to play in the management of their own careers. For a person's career to work, it is not enough for that person to respond passively to whatever career development the organization seeks to offer or impose. He or she should indulge in career planning and should be proactive in thinking strategically about his or her future,

setting personal goals, making effective decisions about career moves, and seeking new opportunities for learning and advancement.

Career management using either meaning encompasses a range of techniques for imposing order on what might otherwise be a series of disconnected noncumulative employment experiences. Career management seeks to utilize management ideas such as strategy, planning, goal setting, rational decision making, assessment, feedback, personal development, and control to maximize the individual's long-term fulfillment of his or her potential and of his or her long-term contribution to the organization or organizations in which he or she works. But career management can be practiced by individuals and their organizations either separately or collaboratively. It will succeed best for both parties when this collaboration is strong, and each party appreciates what the other is trying to do.

Theory and Applications:

1. The Context of Careers

Like all management, career management is occasionally assisted and often constrained by contextual forces that are broader and stronger than individual careerists and the organizations that employ them are. People cannot always go exactly where they want in their careers. Careerists have been likened to travelers moving across a landscape (Ink-son & Elkin, in press). Like travelers, they must plan and traverse their routes taking due account of the topography— for example, the hills, mountains, and rivers to be crossed and the

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paths available. There may be severe constraints, and the topography may change unexpectedly.

First, forces such as economic development, technological change, and new public tastes both constitute and change the landscape as the traveler proceeds. The careerist must pay attention. Decisions taken by career beginners now may have consequences for them in 40 years. Occupations, organizations, and even industries that seem attractive now may cease to exist or may change beyond recognition. Current trends that are relevant are the move toward temporary and part-time forms of work, to contracting rather than employment, the continuing emancipation of women in the workplace, the continuing restructuring of work due to information technology, the aging of societies, the increasing gap between the “haves” and “have-nots,” and the rise of the creative industries (Inkson & Elkin, in press).

Second, factors such as social class, gender, ethnicity, and education often determine whether people can reach their career aspirations or even what aspirations they develop in the first place (Johnson & Mortimer, 2002). If you are poor, Black, female, and uneducated, you may not even think of the possibility of eventually becoming the CEO of a large corporation, let alone trying to do it: If you do try, there are many barriers to stop you from succeeding. But if you are from a well-off family, White, male, and Harvard educated, it will not be surprising if you have both the aspiration to “get to the top” and a reasonable chance of doing it one day.

Third, organizations are themselves part of the context. They have important structural features that influence careers. In one sense, organizations can be representations of features of the wider society. For example, an organization may embody societal biases against minorities or against women and may express these, possibly unconsciously, in its personnel selection and advancement decisions. But organization structures also have an influence. The jobs that are the building blocks of careers are linked in structures that provide career pathways. After serving as a management trainee, you may move up the hierarchy to become a first line manager. Next, you may volunteer for an assignment to another department or overseas, and then you may apply for promotion. Here, you are dependent on the structures and job opportunities created by the organization. A restructuring of your organization may have the collateral effect of restructuring your career.

Career Self-Management

CSM—sometimes called career development—includes personal career planning and decision making. The career development movement, whose theories are summarized periodically by Brown and Associates (2002), focuses on individual psychology and decision making. A person’s choices (e.g., choice of school subjects, of university degree, and of first job or occupation) have strong influences on his or her subsequent career, yet are often made at a relatively young age without much to support them by way of information or logic. The founder of the career development movement, Parsons (1909) believed that individuals

should maximize their knowledge of their skills and interests, maximize their knowledge of the world of work and the alternatives open to them, and use what he called “true reasoning” (rational decision making) to find the match between the two. Nearly 100 years later, that is still the rationale for much career theory and guidance.

Strategies of Career Self-Management (CSM)

What does all this theory mean in terms of what one needs to do to manage one’s career (CSM)? CSM has affinities to business management. Like businesses, careers can be rationally planned, and career plans can be precisely executed, but can also be modified in the light of experience. This approach conceptualizes career management as a problem-solving, decision-making process. If individuals have problems to solve and decisions to make, this should be done rationally, based on maximum information. Like effective businesses, individuals can

- Plan their activities in relation to their internal resources and external opportunities;
- Break the plan down into steps and execute it; and
- Monitor the results and modify their actions accordingly.

One rational model is the Career Information Processing (CIP) model (Peterson, Sampson, & Reardon, 1991), which considers the way in which people weigh information about their careers. By following the CIP model, the authors considered that students can

“formulate personal goals and action plans designed to proactively enhance (their) careers” and “develop personal, employment related skills and information” (Reardon, Lenz, Sampson, & Peterson, 2006, p. ix). The skills in the decision-making level are labeled “CASVE,” an acronym for a repeated cycle of communication, analysis, synthesis, valuing, and execution, which the authors believed are involved in career decision making. The elements of the cycle are

- communication—recognition of the problem or the choice to be made;
- analysis through questioning, information gathering, and reflection;
- synthesis in terms of identifying potential solutions;
- valuing options in relation to the person’s values and the options’ likely effects—ranking options and committing to the best; and
- execution including trying out and review.

2. Organizational Career Management

According to many experts on HRM, careers should be determined, at least in part, by the employer’s staffing priorities. A business that pays an employee his or her salary is a legitimate stakeholder in that employee’s career and will often seek to develop, control, and exploit that career for commercial advantage, while no doubt also hoping that the employee too will benefit.

OCM, therefore, is the counterpart of CSM: It is the activities that organizations undertake to manage the careers of their employees to

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mutual advantage. Thus, while most people would understand that ultimately any individual is responsible for his or her own career, the organization provides a vital framework of opportunities for and constraints on its employees' careers and, often, intervenes actively through HRM activities such as hiring, transferring, developing, promoting, and laying off staff. Sophisticated organizations can achieve a degree of certainty and stability for their future requirements for staff, skills, and commitment in the long run by encouraging its employees to develop long-term, lifetime careers as loyal servants of and as developing contributors to the organization.

A key aspect is the enhancing of employees' commitment to the organization (Meyer & Allen, 1997). In an environment of high labor turnover, organizations often need at least a core group of long-term staff that has a sense of the organization's past, its culture, and its key skills to provide continuity and act as guardians to this institutional memory. The package of rewards and incentives that the organization offers is very important here. By offering benefits such as good holidays, health programs, savings programs, recreational activities in company facilities, social and country club memberships, travel and educational benefits, access to housing loans, and employee assistance programs, employers can make it difficult for their staff to contemplate leaving.

Mutual Benefits from OCM

Despite these instabilities in external and internal labor markets, smart organizations can still do much to make good management of

their employees' careers, an important element in their planning. Their staffing systems and philosophies (e.g., filling all positions from within the company) can enable strategic objectives to be enhanced by means of career incentives and plans for employees. The HRM elements of staff recruitment, placement, training, development, evaluation, and remuneration can be integrated to provide a sense of coherence in the employee's perception of a developing company career.

What are the key management and HRM practices that constitute effective career management? Some of the day-to-day management practices that organizations employ in any case, without any thought about careers, can make a real difference. In the following, six key practices are summarized.

Staffing Policies

The philosophy and practices that underlie an organization's planning of its workforce and filling of its vacancies are crucial determinants of career opportunities for those within. A critical factor paralleling the organization's sourcing of physical components to a manufacturing process is the make or buy decision. Does it seek to "make" its appointees by developing promising staff within the organization or "buy" them by hiring outsiders who already have the skills needed? "Making" favors the notion of the long-term development of a committed workforce whereas "buying" enables the organization to add new ideas through recruitment and avoids the time and the expense that employee development takes. Good organizations think about and plan their workforces strategically and systematically,

trying to predict future human resource needs and to figure how to meet them.

Selection and Orientation

The normal staffing function of hiring employees and introducing them to the organization has a clear influence on careers. For some employees this will be the first major job in their careers, for others it will represent an important transition point. Organizational entry takes place in a series of stages: recruitment (attracting the right candidates), selection (choosing those who have a good fit with the organization), orientation (introducing the individual to the organization), and socialization (indoctrinating the new hire into the organization's norms and expectations; Wanous, 1992). Because "first impressions count," these stages may critically shape the employee's attitude to work, to the job, and to the organization.

Good practice in this area benefits the organization by increasing the likelihood of favorable attitudes and commitment to the organization. But prior to organizational entry, the individual is likely to have expectations of what lies in store, and these may well be higher than what the job actually offers: Realistic job previews are advocated as a means of ensuring that candidates join the organization and fit its culture (Wanous, 1992).

Training and Development

This area is about increasing the value of the individual to the organization. Training provides employees with basic skills to do their jobs and, therefore, directly increases their

value to the organization. Whether it increases the value of the individual in settings other than the job for which it has been designed depends on how far the skills learned through training can be generalized to other situations, including those that lie outside the current organization. To equip employees for broader or more responsible jobs beyond their current ones, an employer may offer opportunities for employee development.

Some development is built in as part of the individual's day-to-day work experience. For example, in job rotation, an employee moves around between various, different, and often contrasting jobs and functions, thereby acquiring a wider range of skills. Developmental assignments involve adding responsibilities, projects, or secondments to the employee's job, possibly on a temporary basis, partly to get the work done, but also to extend the individual's potential for subsequent stages of the career. Examples might be having the employee complete a special short-term project or join an interdepartmental task force. Permanent transfers and promotions typically not only advance the career in terms of status, but also involve the individual in working on fresh problems and with new people.

Training and development is not cost free. It incurs both a direct cost and an opportunity cost in terms of the time of the employees who are involved. Thus, it is an investment by the organization. Whether it pays off depends on the relevance of the activities chosen to the organization's future needs, and the retention within the organization of the staff members who are developed. While the development programs previously outlined are usually

management initiatives, smart employees can volunteer for and utilize training and development to enhance their personal career capital. The fact has to be faced that while some employees will recognize that an organization that has given them development opportunities deserves some loyalty in return, others will simply “take the development and run”—to other organizations (Ito & Brotheridge, 2005).

Evaluation of Potential and Performance

As previously indicated, in order to make good career decisions individuals need good information about current performance and future potential. Organizations often gather basic information on staff members when they recruit them, but this needs to be regularly updated. Most organizations have performance appraisal systems to assess the performance of their staff on a periodic (often annual) basis and to provide feedback to them. Increasingly, 360-degree feedback through which the person's performance is evaluated not just by his or her boss but also by peers and subordinates is used to give a more complete picture. Appraisal systems often aim to provide a forward-looking perspective in which future goals are set for the future and the individual receives ongoing coaching to achieve them. This approach enables the individual's career planning to be focused on, with past and future contributions being focused on by the person and in organizational HRM systems considering further development, transfer, and promotion.

Another evaluation process is the assessment center (Howard, 1997), in which employees

are assessed by means of tests, interviews, and work simulations and are judged by expert assessors across a range of skills and aptitudes relevant to their long-term potential in the organization and for the wider career.

Coaching and Mentorship

An important organizational aid to career management is support and advice in career development from others who are in a good position to offer guidance. Most people talk regularly about their careers with others including family and friends. Within the organization, a person's direct superior may have a strong potential influence on his or her career, in terms of personal coaching, counseling, and sponsorship of the person in the wider organization. An annual performance evaluation interview, for example, may be a good opportunity for an employee to confide in a supportive boss and try to do some career planning.

Mentorship is a process of bringing together a senior and a junior person, so that the senior takes the junior “under his or her wing” and offers guidance on a range of issues including career. A mentor is not necessarily the person's direct superior and need not even be a member of the same organization. Many organizations, however, now have structured mentoring programs in which junior staff is formally assigned to experienced mentors for periodic assistance. It may be that the best type of career management support an individual can receive will come not from individual mentors but from developmental networks including both organizational and nonorganizational advisors and supporters (Higgins & Kram, 2001).

Organizational Career Development

Some organizations provide direct career development assistance to employees. These interventions include workbooks, computer-assisted career management programs, career workshops, courses for minorities assisting them to promote their own careers, and individual career counseling. One practice that has taken off, regrettably perhaps, in recent years, is outplacement, meaning organizational initiatives to assist employees whose jobs have been terminated, mainly through restructuring, to cope with the disruption to their careers and find new employment and career direction.

While there is a finite risk that open-ended career exploration by individuals will persuade them that the best thing for their career is to leave the organization, proponents of organizational career management argue that such support actually builds employee commitment, identifies potential highfliers, and enables employees to be developed in line with business needs (Gutteridge, Leibowitz, & Shore, 1993).

International Career Management

An important and developing area of career management is the management of international careers in which careerists have to integrate expatriate assignments, foreign migration, and travel into their developing careers.

The process of globalization replaces conventional organizational forms with multinational organizations and international strategic alliances of firms, affecting the career

locations of millions of people. New multinational companies retain control and disseminate expertise by transferring employees to subsidiaries in foreign settings. Companies and countries build their human resources by opening their boundaries and borders to immigrants with suitable backgrounds, creating "brain drains" of talent. Political refugees seek a better life abroad. Young people from developed countries seek new cultural experiences. Increasingly, careers are international.

A major type of international career experience is the expatriate assignment, in which managerial or professional staff are sent usually from the base country of the multinational to an overseas subsidiary on a temporary basis—usually several years—as a means of managing and controlling it (Black, Gregersen, Mendenhall, & Stroh, 1999). The management of the careers of expatriates both during expatriation and after return, both by the expatriates and by their organizations, poses special problems—for example, cross-cultural career adaptation, family issues, reintegration into an organization—and needs to be carefully managed by both individual and organization.

In other cases, the impetus for international travel comes from the individual rather than a sponsoring organization, and people migrate to other countries temporarily or permanently in search of better lives and careers and have to find their own means of career management, often in an alien and hostile environment. Because of the internationalization of careers, more and more people see themselves as

“global citizens” or “citizens of the world”: They have no firm national identity and will pursue their lives and careers wherever the best opportunities are in terms of their priorities.

Conclusion

In times of rapid societal, economic, and organizational change, of knowledge-based enterprise, and of contingent work, it is becoming accepted that individuals are becoming more responsible for their own career management.

Much career development theory and practice is in the CSM tradition. It assumes that career management should be practiced by individuals in relation to their own careers and that the career management can therefore be improved by empowering individuals to take charge of their careers, maximize their information about themselves and the world of work, improve their career decision-making ability, and offer them the support and services of skilled counselors. Readers considering their own careers are urged to research and to adopt such strategies.

On the other hand, managers and organizations can manage the organizational careers environment in which individuals pursue careers, to mutual advantage, in a wide variety of ways broadly derived from the principles of strategic management and HRM. Managers can make a difference directly as mentors and confidantes of their staff and by seeing the career development of their subordinates as a key part of their responsibilities.

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